

PROGRAM: MASTGER IN FAMILY THERAPY

Course Name Brief Family Therapy	Course ID
--	------------------

Location in curricular map Concentration in Family Therapy
--

Description: This course presents the approaches of Family Therapy known as “brief” to differentiate them from those that have a longer duration. Different notions that exist within the concept of “brief therapy” will be examined, as well as the different schools on this topic and the approaches used to formulate cases, the therapeutic approach and process assessment.
--

General Learning objectives
At the end of this course, students will: <ol style="list-style-type: none">1. Have developed the competencies needed to conceptualize and take on a family or couple from a brief therapy perspective.2. Become familiar with approaches from Shazer, Palo Alto, and others that advocate the concept of brief family therapy.3. Distinguish the differences between reviewed approaches, and appreciate the factors they have in common.4. Have reviewed evidences of indicative research on the effectiveness of these approaches.

Thematic content:	Hours Topic
<p>I. History of Brief Family Therapy.</p> <ol style="list-style-type: none"> 1. History. 2. Its situation within general therapy and systematic family therapy in particular. 3. Competency model vs. deficit model. 4. Debate: Brief therapy vs. longer duration therapy. 5. Pioneers. 	4
<p>II. Theoretical bases of brief family therapy.</p> <ol style="list-style-type: none"> 1. Constructivism. 2. Communication theory. <ol style="list-style-type: none"> a. The issue of language. b. A new approach to problems. 3. The theory of systems. 4. Cybernetics. 	7
<p>III. Premises of brief family therapy.</p> <ol style="list-style-type: none"> 1. Clients have the resources to solve their complaints. 2. It is not necessary to know the cause of the symptoms to solve them. 3. Approaching the problem and the person in a non-normative way. 4. A problem can be solved quickly. 5. Using a language of possibilities. 6. Orientation towards the present and future. 	7
<p>IV. The most important theoretical postures.</p> <ol style="list-style-type: none"> 1. De Shazer. 2. Mental Research Institute. 3. The Milan group. 4. O'Hanlon. 5. White and the narrative approach. 	14
<p>V. How to carry out a TFB session.</p> <ol style="list-style-type: none"> 1. Planning previous to the session. 2. Data collection. 3. Designing the intervention. 4. Transmission of the message. 5. Assessment. 	4

Learning activities guided by instructor	Hours
	36
1. Topic presentation by instructor	16
2. Discussion seminars and reading analysis	16
3. Presentation arguments and/or discussions mediated by instructor.	4
4. Small Group activities guided by instructor.	OP
5. Individual activities guided by instructor	OP

Independent learning activities:	Hours
1. Reading of material selected by instructor.	
a. Students must carry out individual and group Redding to know and understand in detail the literature related to the topic, especially books by Watzlawick et al., De Shazer, O'Hanlon, and White.	20
b. Internet link research in which they can find material related to the class.	10
2. Writing of article, essay or reading summary.	20
a. Students must write an integrative essay where their position on therapy and the way this approach has modified the style of working with families and couples. The essay must be written according to APA standards.	

Assessment procedures and instruments:

The assessment procedures and instruments of the course are listed below.

1. Final exam.

- a. Students must prove to instructor in written or oral form that they understand and comprehend the main topics of the course.

2. Assignments.

- a. Students must turn in an article/essay where they must present their position on brief therapy and where they integrate research literature on the effectiveness of this approach.
- b. Students must turn in a summary of an assigned reading each class following a format presented by instructor.

3. Class presentations.

- a. All students must present a research report on investigative literature about the topic at a date and time agreed upon with instructor.

4. Participation in dynamics and structured exercises in class.

- a. This instrument is not subject to assessment.

Assessment criteria:

1. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.
2. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.
 - a. Final exam: 30 points.
 - b. Integrative essay: 30 points.
 - c. Summaries: 30 points
 - d. Presentation of research results: 10 points.
3. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.
4. The minimum passing grade will be 80 points.
5. Students will not fail the course due to accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Text	Claves en psicoterapia breve. Una teoría de la Solución.	De Shazer, S.	Gedisa	1993
	Text	Cambio: Formación y solución de problemas humanos.	Watzlawick. P., Weakland., J. H. & Fisch, R.	Herder.	1985
	Text	Pautas de terapia familiar breve.	De Shazer, S	Paidós	1987
	Text	Claves en psicoterapia breve. Barcelona:	De Shazer, S.	Gedisa,	1992.
	Cons	La táctica del cambio. Barcelona:	Fisch R., Weakland J.H. & Segal L.	Herder.	1984
	Text	En busca de soluciones.	O'Hanlon W.H. & Weiner-Davis M	Paidós.	1990
	Cons	Terapia para resolver problemas.	Haley J.	Amorrortu.	1980
	Text	Una guía breve de la terapia breve.	Cade B. y O'Hanlon W.H.	Paidós.	1995
	Cons.	Medios narrativos para fines terapéuticos.	White, M.; Epston, E	Paidós	1993
	Cons.	Guías para una terapia familiar sistémica.	White M.	Gedisa.	1994

Course Program

Course Name Couple's Therapy	Course ID
--	------------------

Location in curricular map
Master's in Family therapy./ Concentration in Family Therapy

Course Characteristics
<p>A couple is system that plays a crucial role in family development. Attending to this importance, matters related to the formation of a marital relation and other intimate relationships that are functional as well as dysfunctional according to society will be reviewed during this course. Modern and post-modern perspectives on couples and family will be studied. The role played by therapy in pre-marital, marital relations and divorce and custody procedures will be explored. Concepts related to couples communication as well as the influence of differences of gender in the organization of marital life will be viewed. In this course, the aspects of Mexican culture and its influence on the formation and life of a couple will be studied.</p>

General Learning objectives
<p>At the end of this course, students will:</p> <ol style="list-style-type: none"> 1. Have developed enough knowledge of the main elements of life as a couple to approach a couple in a diagnosis interview and plan a therapeutic intervention adapted to the stage of the couple in question. Distinguish the difference between couples and family therapy.

Thematic content:	Hours Topic
<ol style="list-style-type: none"> 1. The Mexican family: Vicissitudes of a couple's formation. <ol style="list-style-type: none"> a. The role of family. b. The influence of religion. 	4
<ol style="list-style-type: none"> 2. Modernist and post-modernist approach to couple's and family relations. <ol style="list-style-type: none"> a. Phylogenetic evolution of a couple. b. Couples in the modern world. c. Couples and institutions. d. Couples and family. 	10

<ul style="list-style-type: none"> e. Couples before institutions. f. Couples and their manifestation in different countries. 	
<p>3. Gender issues in marital and family relations.</p> <ul style="list-style-type: none"> a. Gender differences in the formation and evolution of a couple's relation. b. The role of love. c. The function of sexuality. d. Machismo. e. Matriarchy and patriarchy.. 	6
<p>4. Paternity problems in nuclear families, reconstituted families, and in single-parent families.</p>	4
<p>5. Different theoretic perspectives of family and marital therapy.</p>	4
<p>6. The role of professional interventions in couple's therapy: Beneficial and toxic.</p>	4
<p>7. Research in couple's therapy.</p> <ul style="list-style-type: none"> a. Effectiveness study. 	4

Learning activities guided by instructor	Hours
	36
6. Topic presentation by instructor	16
7. Discussion seminars and reading analysis	16
8. Presentation arguments and/or discussions mediated by instructor.	4
9. Small Group activities guided by instructor.	OP
10. Individual activities guided by instructor	OP

Independent learning activities:	Horas
<p>3. Reading of material selected by instructor.</p> <p>a. Students must carry out individual readings assigned by instructor. Given the wide range of bibliography on this topic, it is best to give it a chronological focus to have a better understanding of the topic.</p>	20
<p>4. Writing of article, essay or reading summary.</p> <p>a. Students must write an integrative essay where their position on some aspect of family therapy is presented. E.g. love and sexuality, violence in couples, sex without love or love without sex, premarital relations, and others.</p>	10
<p>5. Solution of problems selected by instructor.</p> <p>a. Students must answer a “take-home” test and turn it in at a date and time agreed upon with instructor.</p>	20
<p>6. Field practices.</p> <p>a. Students must create a video tape of two simulated couples in which their knowledge of the application of at least two marital therapy approaches seen in class is demonstrated.</p>	10

Assessment procedures and instruments:

The assessment procedures and instruments of the course are listed below.

5. Take-home exam.
 - a. Students must prove to instructor in written or oral form that they understand and comprehend the main topics of the course.
6. Assignments.
 - a. Students must turn in an integrative essay like the one mentioned in the paragraph above.
 - b. Students must turn in a reading summary of each session according to a format given in time.
 - c. Students must produce a video tape of simulated interviews with families. They must agree upon a date when to carry out this Project.
7. Class presentations.
 - a. All students must present their video tape to the class at a date and time agreed upon with instructor.
8. Participation in seminar and discussion sessions.
 - a. This instrument is not subject to assessment.

Assessment criteria:

6. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.
7. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.
 - a. Take home exam: 50 points.
 - b. Summaries: 15 points.
 - c. Integrative essay: 15 points
 - d. Presentation of videotape: 20 points
8. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.
9. The minimum passing grade will be 80 points.
10. Students will not fail the course due to accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Cons	The Art of Loving	Fromm, E	Paidos.	1990
	Cons	The triangle of love.	Sternberg, R. J.	Basic Books.	1988
	Cons	Relaciones de pareja. Principales modelos teóricos. Bilbao	Bueno, M.	Desclee de Brouwer	1985
	Cons	Uno más uno son tres. La pareja revelada a sí misma	Caille, Philip	Paidós.	1992
	Cons	Pareja y familia.	Calvo	Amorrortu	1998
	Cons	Si me amas, no me ames. Psicoterapia con enfoque sistémico	Elkaim, M	Ed. Gedisa	1995
	Cons	Comunicación, familia y matrimonio	Jackson, D. D.	Nueva Visión	1977,
	Cons	Divorcio difícil. Terapia para los hijos y las familias.	Isaacs, M. B., y Montalvo, B.	Paidos	1999
	Cons	Manual de terapia de pareja	Liberman, R. P. Y Otros	Desclee de Brouwer,	1987
	Cons	Contrato matrimonial y terapia de pareja	Sager, Clifford	Amorrortu	, 1980

Course Program

Course Name Diagnostic Family Interview	Course ID
---	------------------

Location in curricular map
Concentration in Family Therapy

Course Characteristics
<p>This is a course in which the different modalities of a family interview are revised and exemplified, as well as the unique traits each of them has. Through exercises such as role playing, video tape review, as well as student exposure to actual interviews, performed by family therapists subscribed to this program, students will develop a comprehension of this method of work and obtain basic competencies in this area. Assessment instruments used with families will be reviewed, and this will demonstrate how to use them in the design process of family therapy.</p>

General Learning objectives
<ol style="list-style-type: none">1. Differentiate a family interview and a psychological interview.2. Use the knowledge acquired to interview families.3. Handle the main Concepts and instruments related to general psychological assessment and families in particular.4. Obtain a "diagnosis" of the family situation through the application of assessment instruments (questionnaires, interaction tasks, among others).5. Formulate, implement, and assess a tutoring plan with the family based on details obtained from the assessment itself

Thematic content:	Hours Topic
I. THEORETICAL BASES. 1.1 Rapport. 1.2 Empathy. 1.3 Anamnesis.	6
II. THE DEFICIT MODEL AND THE DEVELOPMENT MODEL. 2.1 Circular coincidence vs. linear coincidence. 2.2 Homeostasis.	6
III. FAMILY INTERVIEW 3.1 Objectives. 3.2 Diagnosis.	6
IV. OPENING MOVES 4.1 Union and accommodation. 4.2 Co-participation. 4.3 Styles of co-participation.	6
V. FAMILY RECRUITMENT. 5.1 Private practice and institutional practice. 5.2 The problem of derivation. 5.3 Therapy by obligation. 5.4 The usage of context during the first interview.	3
VI. HYPOTHESIS PLANNING AND FORMATION 6.1 The importance of previous hypotheses. 6.2 Types of families. 6.3 Stability and change.	3
VII. USEFUL TOOLS FOR FAMILY INTERVIEWS. 7.1 Circular interrogation. 7.2 Mimicking. 7.3 Focus amplification. 7.4 The contract.	6

Learning activities guided by instructor	Hours 36
11. Topic presentation by instructor	20
12. Field practices and/or workshop guided by instructor.	10
13. Presentation arguments and/or discussions mediated by instructor.	
14. Small Group activities guided by instructor.	6

15. Individual activities guided by instructor	OP
--	----

Independent learning activities:	Hours
1. Reading of suggested bibliography in order to go deep into the main concepts related to a diagnostic family interview (especially read books by Stirelin et al., Haley, and Minuchin).	20
2. Watch in small groups video tapes of family interviews.	10
3. Write a "field Journal" in which situations presented by interviewed families as well as the Management of them are registered and the application of Concepts learned in class.	16

Assessment procedures and instruments:
<p>The assessment procedures and instruments of the course are listed below.</p> <p>9. Assignments.</p> <ul style="list-style-type: none"> a. Students must turn in an integrative essay that establishes their points of view regarding the functionality and dysfunctional of a family and a systematic explanation of the meaning of the symptoms presented by the identified patient and the way these symptoms affect and are affected by the family dynamic. The essay will be written in APA style. b. Students will participate as a co-therapist of an interview with a family. They will turn in a video tape of this and a written report that synthesizes the formulation of the case of said family conceptualizing it in terms of systematic family therapy. <p>10. Class presentations.</p> <ul style="list-style-type: none"> a. All students must present the case of the family they interview at a date and time agreed upon with instructor. <p>11. Participation in discussions.</p> <ul style="list-style-type: none"> a. Students will actively participate in group exercises and dynamics relevant to the class.

Assessment criteria:

11. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.
12. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.
 - a. Integrative essay: 30 points.
 - b. Participation as a co-therapist and essay: 40 points
 - c. Presentation of case: 20 points.
 - d. Class participation: 10 points
13. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.
14. The minimum passing grade will be 80 points.
15. Students will not fail the course due to accumulated absences.

Bibliography

Type	Title	Author	Publisher	Year
Cons.	Pescando barracudas.	Bergman, J.	Paidós	1991
Cons.	El arte de la terapia familiar	Minuchin, S.	Piados	2000
Cons.	Paradoja y contraparadoja.	Selvini Palazzoli, M.; Ceccin, G.; Boscolo, L., y Prata, G.	Paidos	1991
Cons	Terapia para resolver problemas.	Haley, J.	Amorrortu.	1988
Cons.	La creación del sistema terapéutico.	Ackermans, A. Y Andolfi, M.	Paidos	2000
Cons.	The first interview with the family.	Stierlin, H., Rucker-Embden, I., Wetzel, N., & Wirsching, M.	Brunner/Mazel, Inc	1980
Cons.	Terapia familiar: Un enfoque interaccional.	Andolfi, M.	Paidos.	1991

Course Program

Course Name Ethics and Values in Professional Practice	Course ID
--	------------------

Location in curricular map
Concentration in Family Therapy

Course Characteristics
This is a course in which personal and social values, as well as those adjacent to the professional field, are widely discussed. The code of ethics of a Mexican psychologist as well as that of a family therapist is reviewed, applying and adapting these Concepts and principles to a Mexican context and a regional context. The usage of practical case analysis, will allow students to develop a critical sense of their own professional practice and that of the resources and limitations they might face in situations that are ethically questionable.

General Learning objectives
At the end of this course, students will be able to <ol style="list-style-type: none">1. Know the code of ethics of a family therapist.2. Be capable of evaluating questionable professional situations from a family therapy ethical perspective.3. Develop a personal posture on the practice of ethics in family and couples therapy.

Thematic content:	Hours
I. Ethics. <ol style="list-style-type: none">a. Origin.b. Historic generic principle.c. The material object of ethics.	4
II. The person, subject of ethics. <ol style="list-style-type: none">a. The person, foundation of dignity.b. The ethical decision	4

<p>III. Ethical foundation.</p> <ul style="list-style-type: none"> a. Ethical liberty. b. Philosophical foundations. c. Moral principles. 	4
<p>IV. Ethics in psychotherapy.</p> <ul style="list-style-type: none"> a. History and evolution of the concept of ethics in family and couples work. b. Ethics in family therapy. c. Current status. d. Ethics in a globalized world. e. Ethics in a bicultural region. 	8
<p>V. The ethical code of a Family (Version AAMFT, 2004).</p> <ul style="list-style-type: none"> a. Responsibility towards patients. b. Confidentiality. c. Professional integrity and competency. d. Responsibility towards students and the supervised. e. Responsibility towards research participants. f. Responsibility towards the profession. g. Financial arrangements. h. Publicity. 	14

Learning activities guided by instructor	Hours
	36
16. Topic presentation by instructor	16
17. Field practices and/or workshop guided by instructor.	8
18. Presentation arguments and/or discussions mediated by instructor.	12
19. Small Group activities guided by instructor.	OP
20. Individual activities guided by instructor	OP

Independent learning activities:	Hours
<p>7. Reading of material selected by instructor.</p> <ul style="list-style-type: none"> a. Students must carry out individual reading to know and understand in detail the code of ethics of a family therapist. They must especially read the Code of Ethics of AAMFT, in its 2004 version. b. Students must form a bibliography with published articles in Mexico as well as abroad, in which ethic cases are presented. 	20
<p>8. Writing of article, essay, or reading summary.</p> <ul style="list-style-type: none"> a. Students must write a paper with publishing quality where they establish the evolution of their ethical posture before situations arising from the therapist – patient relation. They must do an analysis of the evolution of their personal posture. 	10
<p>9. Solution of problems selected by instructor.</p> <ul style="list-style-type: none"> a. Students must solve 4 ethical cases presented by instructor using the knowledge learned in class. 	
<p>10. Field practice.</p> <ul style="list-style-type: none"> a. Students must perform a survey on at least 10 family therapy professionals in regard to their ethical posture and how it nuances their practice. 	20
	10

Assessment procedures and instruments:
<p>The assessment procedures and instruments of the course are listed below.</p>
<p>12. Assignments.</p> <ul style="list-style-type: none"> a. Students must turn in a bibliography with articles published in Mexico as well as abroad in which ethical cases are mentioned. b. Students must turn in a paper with publishing quality where they establish their personal posture on ethics and the inter-generational roots that this has. The paper must be written according to APA style. c. Report on the solution of 4 ethical cases suggested by instructor.
<p>13. Class presentations.</p> <ul style="list-style-type: none"> a. All students must present a report on the results of the survey at a date and time agreed upon with instructor.
<p>14. Participation in discussion sessions.</p> <ul style="list-style-type: none"> a. This instrument will not be subject to evaluation.

Assessment criteria:

16. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.
17. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.
- a. Article: 40 points.
 - b. Solution to 4 ethical problems: 20 points.
 - c. Survey research and presentation. 20 points
 - d. Article bibliography: 20 points
18. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.
19. The minimum passing grade will be 80 points.
20. Students will not fail the course due to accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Text	AAMFT Code of Ethics	Asociación Americana de Terapia Familiar y Marital.	AAMFT	2004
	Cons	Formación valoral a nivel universitario.	Delgado Fresán, A.	UIA	2001
	Cons	Elementos fundamentales de ética.	Ibarra Barrón, C.	Pearson	1998
	Cons.	Ética y mundo actual.	Ruiz Rodríguez, V.	UIA	1996
	Text	Ética para Amador	Savater, F.	Planeta Mexicana.	2001

Course Program

Course Name Family Functionality and Dysfunctionality	Course ID
---	------------------

Location in curricular map
Concentration

Course Characteristics
The main topic of this course is the comprehension of theories and procedures that explain the reasons why a family develops a dysfunctional process in a given stage of a life cycle. Topics such as family health, successful and unsuccessful adaptation processes to the demands of life, as well as the means used by families to adapt are part of this course. Concepts such as Normalcy and abnormality, referring to the optimal functioning of a family within changing socio-cultural contexts are reviewed.

General Learning objectives
At the end of this course, students will be able to: <ol style="list-style-type: none"> 1. Identify the characteristics of some types of “special” or dysfunctional families that can be found in everyday clinical practice. 2. Develop clinical competencies to approach this type of families more efficiently.

Thematic content:	Hours Topic
a. Structure in some types of families b. Three generation families. c. Changing families. d. Families in poor economic situations. e. Single-parent families.	4
2. Psychosomatic families. a. Concept of health - illness. b. The interpersonal system. c. Expansion and self regulation. d. Meanings.	4

<p>3. Families with members who have eating disorders.</p> <ul style="list-style-type: none"> a. Disorders of eating behavior: A classification through DSM IV - R b. Anorexia and Bulimia: A psychiatric explanation vs. a systematic explanation. c. Family dynamics in this type of family. d. Family therapy. 	10
<p>4. Drug dependency and families.</p> <ul style="list-style-type: none"> a. The use of drugs as a common phenomenon in adolescence. b. Characteristics of a family with an addicted member. c. Resistance to change. d. Traditional programs. e. Contextual programs. 	10
<p>5. Alcoholic families.</p> <ul style="list-style-type: none"> a. Alcoholic families and families with an alcoholic. b. Regulatory behavior and life cycle. c. Phases of systematic maturity. d. Treatment for the alcoholic family 	8

Learning activities guided by instructor	Hours
	36
21. Topic presentation by instructor	16
22. Field practices and/or workshop guided by instructor.	8
23. Presentation arguments and/or discussions mediated by instructor.	12
24. Small Group activities guided by instructor.	OP
25. Individual activities guided by instructor	OP

Independent learning activities:	Hours
11. Reading of material selected by instructor. <ul style="list-style-type: none"> a. Students must carry out individual reading to know and understand in detail the systematic focus applied to the explanation of dysfunctional families as seen in the classroom. 	20
12. Writing of article, essay, or reading summary. <ul style="list-style-type: none"> a. Students must write a paper where they clearly expose their position on family functionality and Dysfunctionality. They must explain this position in systematic and intergenerational terms. The paper must be written according to APA style. 	15
13. Solution of problems selected by instructor. <ul style="list-style-type: none"> a. Students must choose a type of family and create a bibliography that concentrates articles originating from research published in the last 5 years and where new ways of approaching these cases are mentioned. 	15
14. Field practices. <ul style="list-style-type: none"> a. Students must carry out, independently or in small groups, at least 3 visits to an Alcoholics Anonymous or Neurotic Anonymous meeting, or to a support group for people with eating disorders and write an integrative report on the experience. 	10

Assessment procedures and instruments:
<p>The assessment procedures and instruments of the course are listed below.</p> 15. Assignments. <ul style="list-style-type: none"> a. Students must turn in a paper where they present their position on functional and dysfunctional family dynamics. b. Students must turn in a report on their support group visit. c. Creation of a bibliography formed by research articles published in the last 5 years in which these cases are approached in a novel manner. 16. Class presentations. <ul style="list-style-type: none"> a. All students must turn in a report on their support group visits on a date and time agreed upon with instructor. 17. Participation in discussion sessions. <ul style="list-style-type: none"> a. This instrument will not be subject to evaluation.

Assessment criteria:

21. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.
22. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.
 - a. Research paper: 40 points.
 - b. Bibliography: 30 points.
 - c. Support group visit report: 15 points.
 - d. Class presentation: 15 points
23. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.
24. The minimum passing grade will be 80 points.
25. Students will not fail the course due to accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Text	Somática familiar.	Kornblit, A.	Gedisa	1988
	Cons	Terapia familiar de los trastornos psicósomáticos.	Onnis, L.	Paidós	2000
	Cons	Muchachas anoréxicas y bulímicas.	Selvini Palazzoli, y otros.	Paidós	2000
	Cons.	La familia del toxicodependiente.	Cirillo, et al.	Paidós	2001
	Cons.	Psychosomatic families	Minuchin, S., Rosman, B., y Baker, L.	Harvard University Press.	1981
	Cons.	Anorexia nerviosa y bulimia.	Herscovici, C. R. y Bay, L.	Paidós	2000
	Cons.	Terapia familiar del abuso y la adicción a las drogas.	Stanton, M. D. y Todd, T. C.	Gedisa	1991
	Cons.	La familia alcohólica.	Steinglass, P., Benett, L. A., Wolin, S. J. y Reiss, D.	Gedisa	1989

Course Program

Course Name Origin Family of a Therapist	Course ID
--	------------------

Location in curricular map
Concentration in Family Therapy

Course Characteristics
In this course, students are introduced to their own roots as individuals. The analysis of their own family at nuclear and intergenerational level will allow them to adequately handle those feelings, thoughts, and attitudes that have been developing as their life cycle advances and they will be put to work in the process of therapy.

General Learning objectives
At the end of this course, students will: <ol style="list-style-type: none">1. Establish a relation between their personal style and their therapeutic style and the influences received from their family of origin.2. Achieve a greater differentiation of their family of origin.3. Use the concept of family of origin to explain transference situation in therapy with families and couples.

Thematic content:	Hours Topic
I. FAMILY OF ORIGIN AS A FOCUS STUDY 1. A family therapist and his family of origin. 2. The concept of intergenerational conflict transmission.	4
II. THE PROCESS AND STRUCTURE OF A THREE GENERATION FAMILY. 1. Significantly related patterns. 2. Important family events. 3. Intergenerational influence patterns. 4. Outstanding family matters. 5. The place of each family member and its effect on their personality. 6. The immediate nuclear family as a product of intergeneration.	14
III. DIFFERENTIATION OF FAMILY OF ORIGIN. 1. Process and results. 2. Reachable objectives: 2.1 De-triangulation. 2.2 Improvement of person to person relationship with significant adults. 2.3 Analyze intergenerational family bonds and loyalties. 2.4 Understand the influence of the therapist's place in his family. 2.5 Evaluate the topic of family justice.	14
IV. ANALYSIS OF FAMILY OF ORIGIN AND HANDLING OF TRANSFERENCE SITUATIONS IN THERAPY.	4

Learning activities guided by instructor	Hours
	36
26. Topic presentation by instructor	20
27. Presentation arguments and/or discussions mediated by instructor.	10
28. Small Group activities guided by instructor.	6
29. Individual activities guided by instructor	OP

Independent learning activities:	Hours
4. Build a Genogram of the family of origin that includes information of at least three generations and present it to the class.	20
5. Respond to questionnaires with specific questions about situations lived with their family of origin.	10
6. Write a "field journal" where they register patient situations and/or families in therapy as well as the handling of each situation and where the topic of one's own family is introduced.	10
7. Participate in group discussions.	
8. Reading of texts referring to the topic, especially the book by Bowen, M. (1999). <u>From families to individuals.</u>	10

Assessment procedures and instruments:

The assessment procedures and instruments of the course are listed below.

18. Assignments.

- a. Students must turn in a Genogram of their family of origin that includes at least 3 generations. The Genogram can be created using "GenoPro" computer program.
- b. Students will turn in an explicative essay on the Genogram in which they conceptualize the events occurred with their family in terms of the relevant theory of family therapy reviewed in the class. The essay will be written according to APA standards.

19. Class presentations.

- a. All students must present their Genogram at a day and time agreed upon with instructor.

20. Participation in discussion sessions.

- a. Students will participate actively in group exercises and dynamics relevant to the class.

Assessment criteria:

26. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.

27. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.

- | | |
|---|------------|
| a. Essay on Genogram: | 30 points. |
| b. Genogram: | 40 points. |
| c. Presentation of Genogram to the class: | 10 points. |
| d. Class Participation: | 20 points |

28. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.

29. The minimum passing grade will be 80 points.

30. Students will not fail the course due to accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Text	De la familia al individuo.	Bowen, M.	Paidós	1999
	Text	Familia de Origen y Psicoterapia	Framo, J. L.	Paidós	1999
	Cons.	Toward a differentiation of a Self in One's Own family of origin.	Anónimo. In Framo, J.L. (Ed.), <u>Family interaction: A dialogue between family researchers and family therapists.</u> (Págs. 111-173).	New York, NY, Springer Publishing Company, Inc.	1972
	Cons	Family of origin as a therapeutic resource for adults in marital and family therapy: You can and should go home again.	Framo, J.L.	<u>Family Process</u> , 15, 193-210	1976
	Text	<u>Genogramas en la evaluación familiar.</u>	McGoldrick, M., y Gerson, G	Gedisa.	1987
	Cons.	<u>Family constellation.</u>	Toman, W.	Springer Publishing Co.	1984
	Cons.	<u>Between give and take: A clinical guide to contextual therapy.</u>	Boszormeny-Nagy, I. & Krasner, B.J.	Brunner/Mazel Publishers.	1986

Course Program

Course Name Systematic Thinking in Family Therapy	Course ID
---	------------------

Location in curricular map
Concentration in Family Therapy

Course Characteristics
Thinking in systematic terms is basic for family therapy. This course's objective is to provide students with conceptual and developmental elements of competencies for thinking in Systems. It opposes linear thinking which has been present in the paradigms that are currently being used to conceptualize the problems of human relations and the methods used for their treatment. Thinking in terms of systems is basic for family therapy.

General Learning objectives
At the end of this course, students will be able to: <ol style="list-style-type: none">1. Differentiate a linear epistemology and a circular epistemology.2. Establish differences between a political and semantic framework.3. Become familiar with alternative epistemologies.4. Identify their own way of evaluating events.5. Interpret events under a systematic optic and,6. Identify the conceptual framework under which family therapy has developed.

Thematic content:	Hours Topic
I. INTRODUCTION TO THE SYSTEMATIC APPROACH. 1.1 Bateson thinking. 1.2 Systematic social approach.	4
II. CONSTRUCTIVISM 2.1 Elements of epistemology. 2.2 Cybernetic epistemology.	14
III. GENERAL SYSTEMS THEORY (G.S.T.). 3.1 Meaning of GST 3.2 The organization of human interaction	14
IV. FAMILY FUNCTIONING. 4.1 Family cosmo-vision. 4.2 The systematic vision of schizophrenia. 4.2.1 Marital schism and slant. 4.2.2 Pseudo-mutuality	4
V. HUMAN BEHAVIOR IN CONTEXT. 5.1 Families 5.2 Organizations	
VI. FAMILY THERAPY 6.1 Therapeutic form laws 6.2. Systematic theory and practice.	

Learning activities guided by instructor	Hours
	36
30. Topic presentation by instructor	16
31. Presentation forums and/or discussions mediated by instructor.	16
32. Small Group activities guided by instructor	4
33. Individual activities guided by instructor	OP
	OP

Independent learning activities:	Horas
<p>15. Reading of material selected by instructor.</p> <p>a. Students must carry out individual readings to know and understand in detail the basic concepts of this new epistemological approach, especially from books by Bateson such as Spirit and Nature and Von Bertalanffy's Theory of General Systems.</p>	30
<p>16. Writing of article, essay, or reading summary.</p> <p>a. Students must write an integrative essay that describes the way epistemology has modified and evolved in a personal level. The essay must demonstrate their comprehension of the central topics of the course.</p>	20

Assessment procedures and instruments:
<p>The assessment procedures and instruments of the course are listed below:</p> <p>21. Written or oral exam.</p> <p>a. Students will prove to instructor in an oral or written form that they understand and comprehend the main topics of the course.</p> <p>22. Assignments.</p> <p>a. Students must turn in an integrative essay on the reading where they establish their personal epistemology and the changes it has suffered throughout the course.</p> <p>b. Students must turn in an analysis report of a film that demonstrates a personal, group, family or social situation in which concepts reviewed in class are utilized.</p> <p>23. Participation in seminar and discussion sessions.</p>

Assessment criteria:

31. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.
32. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.
- a. Integrative Essay: 30 points.
 - b. Film report: 15 points.
 - c. Exam: 40 points.
 - d. Participation in discussion and seminar: 15 points
33. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.
34. The minimum passing grade will be 80 points.
35. Students will not fail the course due to accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Text	<u>Spirit and Nature.</u>	Bateson, G.	Amorrortu	1990
	Cons.	<u>General Theory of Systems.</u>	Bertalanffy, L.V.	Fondo de Cultura Económica.	1990
	Cons.	<u>Human Behavior in Social Means.</u>	Anderson, R.E. y Carter, I.	Gedisa	1994

Course Program

Course Name Theoretical Models of Family Therapy	Course ID
--	------------------

Location in curricular map
Concentration in Family Therapy

Course Characteristics
This is a course in which the anthropological and epistemological fundamentals are reviewed, as well as the concepts of family and family development, health and pathology, functionality and dysfunctionality in family and couple relations, and the therapeutic strategies developed within the same. Among the topics approached in this course, there is the question of effectiveness of the different approaches related to therapeutic interventions. Available research about the results of family therapy with different types of families is reviewed.

General Learning objectives
At the end of this course, students will: <ol style="list-style-type: none">1. Identify the conceptual elements of approaches reviewed in the course (structural, strategic, communicative, contextual, of family systems, conductive, analytical).2. Describe the main techniques used by these approaches and distinguish their relevance during their application.3. Analyze the elements that conform the process of change in these different approaches.

Thematic content:	Hours
1. Main concepts of the main approaches of family therapy: Structural, strategic, contextual, of family Systems, communicative, conductive, and analytical. <ul style="list-style-type: none"> a. Family, its formation, evolution and development. b. The life cycle of a family. c. Family processes and social factors. 	12
2. Family functionality and dysfunctionality. <ul style="list-style-type: none"> a. Concepts of normalcy and abnormality in families. b. Healthy family processes. c. The role of symptoms in family life. 	12
3. Processes of family change. <ul style="list-style-type: none"> a. Family processes and problem solving. b. Family in therapy. c. Therapeutic approaches derived from the approaches. d. Resistance to change. 	12

Learning activities guided by instructor	Hours
	36
34. Topic presentation by instructor	20
35. Presentation arguments and/or discussions mediated by instructor.	10
36. Small Group activities guided by instructor.	6
37. Individual activities guided by instructor	OP

Independent learning activities:	Hours
9. Reading of main texts for each approach in order to develop a deeper comprehension of each one.	20
10. Responding to questionnaires with specific questions related to situations lived with family of origin.	10
11. Writing of essays on family topics where the concepts of different approaches are used to explain social situations.	10
12. Writing of analysis reports of movies based on family topics and the approaches seen in class.	10
13. Participate in group discussions.	

Assessment procedures and instruments:

The assessment procedures and instruments of the course are listed below.

24. Assignments.

- a. Students must turn in two essays on family and social topics in which they use the concepts reviewed in class to explain the way a family interacts with these situations.
- b. Students will turn in two reports on the analysis of a movie where the concepts derived from their preferred model of therapy are used. The report must be written according to APA standards.

25. Participation in group discussions.

- a. Active participation in group exercises and dynamics that are relevant to the class.

Assessment criteria:

36. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.

37. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.

- a. Essays: 40 points.
- b. Reports: 40 points.
- c. Class participation: 20 points

38. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.

39. The minimum passing grade will be 80 points.

40. Students will not fail the course due to accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Text	Familias y terapia familiar.	Minuchin, S.	Gedisa	1986
	Text	De la familia al individuo.	Bowen, M.	Piados	2000
	Text	Terapia para resolver problemas.	Haley, J.	Piados	1990
	Cons	<u>Técnicas de terapia familiar</u>	Minuchin, S. y Fishman, H.Ch.	Paidos	1990
	Text	<u>Lealtades invisibles.</u>	Boszormenyi-Nagy, I. y Spark, G.	Amorrortu.	1983
	Cons.	<u>Terapia familiar estructural.</u>	Umbarger, C.	Amorrortu	1991
	Text	Fundamentos de la terapia familiar.	Lynn Hoffman	FCE	1999

Course Program

Course Name Theoretical Models of Family Therapy	Course ID
--	------------------

Location in curricular map
Concentration in Family Therapy

Course Characteristics
This is a course in which the anthropological and epistemological fundamentals are reviewed, as well as the concepts of family and family development, health and pathology, functionality and dysfunctionality in family and couple relations, and the therapeutic strategies developed within the same. Among the topics approached in this course, there is the question of effectiveness of the different approaches related to therapeutic interventions. Available research about the results of family therapy with different types of families is reviewed.

General Learning objectives
At the end of this course, students will: <ol style="list-style-type: none">2. Identify the conceptual elements of approaches reviewed in the course (structural, strategic, communicative, contextual, of family systems, conductive, analytical).2. Describe the main techniques used by these approaches and distinguish their relevance during their application.3. Analyze the elements that conform the process of change in these different approaches.

Thematic content:	Hours Topic
<p>4. Main concepts of the main approaches of family therapy: Structural, strategic, contextual, of family Systems, communicative, conductive, and analytical.</p> <ul style="list-style-type: none"> a. Family, its formation, evolution and development. b. The life cycle of a family. c. Family processes and social factors. 	12
<p>5. Family functionality and dysfunctionality.</p> <ul style="list-style-type: none"> a. Concepts of normalcy and abnormality in families. b. Healthy family processes. c. The role of symptoms in family life. 	12
<p>6. Processes of family change.</p> <ul style="list-style-type: none"> a. Family processes and problem solving. b. Family in therapy. c. Therapeutic approaches derived from the approaches. d. Resistance to change. 	12

Learning activities guided by instructor	Hours 36
38. Topic presentation by instructor	20
39. Presentation arguments and/or discussions mediated by instructor.	10
40. Small Group activities guided by instructor.	6
41. Individual activities guided by instructor	OP

Independent learning activities:	Hours
14. Reading of main texts for each approach in order to develop a deeper comprehension of each one.	20
15. Responding to questionnaires with specific questions related to situations lived with family of origin.	10
16. Writing of essays on family topics where the concepts of different approaches are used to explain social situations.	10
17. Writing of analysis reports of movies based on family topics and the approaches seen in class.	10
18. Participate in group discussions.	

Assessment procedures and instruments:

The assessment procedures and instruments of the course are listed below.

26. Assignments.

- a. Students must turn in two essays on family and social topics in which they use the concepts reviewed in class to explain the way a family interacts with these situations.
- b. Students will turn in two reports on the analysis of a movie where the concepts derived from their preferred model of therapy are used. The report must be written according to APA standards.

27. Participation in group discussions.

- a. Active participation in group exercises and dynamics that are relevant to the class.

Assessment criteria:

41. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.

42. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.

- a. Essays: 40 points.
- b. Reports: 40 points.
- c. Class participation: 20 points

43. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.

44. The minimum passing grade will be 80 points.

45. Students will not fail the course due to accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Text	Familias y terapia familiar.	Minuchin, S.	Gedisa	1986
	Text	De la familia al individuo.	Bowen, M.	Piados	2000
	Text	Terapia para resolver problemas.	Haley, J.	Piados	1990
	Cons	<u>Técnicas de terapia familiar</u>	Minuchin, S. y Fishman, H.Ch.	Paidos	1990
	Text	<u>Lealtades invisibles.</u>	Boszormenyi-Nagy, I. y Spark, G.	Amorrortu.	1983
	Cons.	<u>Terapia familiar estructural.</u>	Umbarger, C.	Amorrortu	1991
	Text	Fundamentos de la terapia familiar.	Lynn Hoffman	FCE	1999

Course Program

Course Name Therapy and Family Change.	Course ID
--	------------------

Location in curricular map
Concentration in Family Therapy

Course Characteristics
Among other topics, the following will be approached: the dilemma of change, the formation of problems, more of the same, simplifications, utopias, paradoxes. Problem solving, primary order change, secondary order change, hypothesis formulation, behavioral level, emotional level, idealism level. The practice of change, and different ways of producing and assessing it in family systems.

General Learning objectives
At the end of this course, students will be able to: <ol style="list-style-type: none"> 1. Identify the main elements of the process of change. 2. Describe models of change in family therapy. 3. Analyze different stages that constitute the process of change in a therapeutic system.

Thematic content:	Hours Topic
I. INTRODUCCIÓN. 1.1 Two languages. 1.2 Two brains.	4
II. CHANGE. 2.1 Continuity and change 2.2 The dilemma of change.	10
III. FOMATION OF PROBLEMS. 3.1 More of the same. 3.2 Simplifications. 3.3 Utopias. 3.4 Paradoxes.	10

IV. PROBLEM SOLVING. 4.1 Primary order change. 4.2 Secondary order change. 4.3 Hypothesis formulation. 4.3.1 Behavioral level. 4.3.2 Emotional level 4.3.3 Idealism level.	6
V. THE PRACTICE OF CHANGE. 5.1 Restructuring. 5.2 Direct interventions. 5.3 Paradoxical interventions. 5.4 Symptom prescription. 5.5 Behavior prescription. 5.6 Using the language of the system. 5.7 Using resistance.	6

Learning activities guided by instructor	Hours
	36
42. Topic presentation by instructor	20
43. Presentation forums and/or discussions mediated by instructor.	10
44. Small Group activities guided by instructor	6
45. Individual activities guided by instructor	OP

Independent learning activities:	Hours
19. Get familiar with basic reading material, especially the book of Change by Watzlawick et al.	20
20. Participation in group discussions.	
21. Perform interviews with experts in organizational development and human resources to appreciate the way this topic is dealt with in a working context.	10
22. Apply the acquired knowledge in the analysis of situations that people from different levels of social analysis experience (individual, family, group, community, society).	10 10

Assessment procedures and instruments:

The assessment procedures and instruments of the course are listed below.

28. Assignments.

- a. Students will turn in a summary of an assigned reading each class, especially from text books assigned, following a format provided by instructor.
- b. Students will turn in an explicative essay on their analysis of a chosen social situation. The essay will follow APA format.
- c. Writing of a summary on the opinions generated throughout the interviews performed with specialists that work change in other contexts and conceptualize those results according to what was learned in the classroom.

29. Participation in discussions.

- a. Students will actively participate in group exercises and dynamics relevant to the class.

Assessment criteria:

46. Assessment instruments and procedures will focus on learning activities, whether they are guided by instructor or independent.

47. The instructor will assess and assign a grade to each of the assessment instruments. The assigned grade will be from 0 to 100.

- a. Explicative Essay: 40 points.
- b. Opinion Summary: 30 points.
- c. Participation in group activities and dynamics: 10 points.
- d. Reading summary for each class : 20 points

48. The instructor will report the average grade of all assessment instruments attained per student to the Office of Graduate Studies.

49. The minimum passing grade will be 80 points.

50. Students will not fail the course due to accumulated absences.

Bibliography

	Type	Title	Author	Publisher	Year
	Text	<u>Change: Formation and Solution of Human problems</u>	Watzlawick, P., Weakland, J.H., y Fisch, R.	Herder.	1985
	Text	<u>The Language of Change</u>	Watzlawick, P.	Herder.	1983
	Cons.	<u>The Process of Change.</u>	Papp, P.	Paidós.	1988
	Cons.	<u>Esthetics of Change</u>	Keeney, B. P	Paidós	2000
	Cons.	<u>The Art of Family Therapy</u>	<u>Minuchin, S</u>	Paidós	2000

