San José State University
Psychology
PSYC 208, Family Assessment and Intervention, Fall 2011

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Office Hours: Monday by appointment
Class Days/Time: Monday, 10:30-1:15
Classroom: DMH 308

Copies of the course materials such as the syllabus, major assignments, handouts, etc. will be sent to you by email as needed.

Course Description
This course is a graduate level introduction to the theories and methods of family therapy. It is a seminar format including the use of videos, exercises, and class presentations by students.

Course Goals and Student Learning Objectives
Goal: To provide an overview of systems theory, the influence of poststructuralism and social constructionism, and the current state of family therapy. Focus will be on conceptualizing clinical work from a systems perspective and the process of working with families.
Objectives:
1. To understand the systemic approach as a way of thinking (epistemology).
2. To learn the major family therapy approaches including newer integrative approaches.
3. To appreciate the influence of poststructuralism and social constructionism.
4. To help students conceptualize clinical work from a systems perspective.

Required Texts/Readings
(Available through Amazon or you can buy a used book if it is the 7th edition.)

Additional readings will be made available in pdf format and emailed to you. See list below.

Assignments and Grading Policy
Each of these requirements will be described in detail during class conversation.
1. Three-6 page papers that address each of the three goals 15 pts each
2. Leading a discussion of an additional reading 15 pts
3. Class participation 20 pts
4. Final presentation of clinical work with theoretical formulation 20 pts
GRADING: A+ 97-100, A 93-96, A- 89-92,
B+ 85-88, B 81-84, B- 77-80,  
C+ 74-76, C 70-73, C- 66-69,  
D 62-65.

University Policies

Academic integrity

Students should know that the University’s Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University’s integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

READINGS for PSYCHOLOGY 208. Listed according to the order in the syllabus.


**More Readings**


Schedule subject to change as class progresses and students’ needs change.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics, Readings, Assignments, Deadlines</th>
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| 1    | 8/29/11 | Why Work With Families  
                   Goldenberg, Chs. 1 & 2  
                   Ungar, Ch. 1  
                   Fraenkel, *Whatever happened* |
| 2    | 9/05/11 | No Class – Labor Day                      |
| 3    | 9/12/11 | Family Variables, Cybernetics, Systems  
                   Ungar, Ch. 2  
                   Goldenberg, Chs. 3, 4, & 5  
                   Hoffman, *Beyond power* |
| 4    | 9/19/11 | Psychodynamic / Experiential  
                   Goldenberg, Chs. 7 & 9  
                   Walsh, *Family therapy* |
| 5    | 9/26/11 | Bowenian  
                   1st paper due  
                   Goldenberg, Ch. 8, |
| 6    | 10/03/11| Structural  
                   Ungar, Chs. 3, 4  
                   Goldenberg, Ch. 10  
                   Sykes Wylie  
                   Weakland, et al |
| 7    | 10/10/11| Strategic / Milan  
                   Ungar, Chs. 5, 6  
                   Goldenberg, Ch. 11, 12  
                   Selvini, et al, Hare-Mustin |
| 8    | 10/17/11| Cognitive-Behavioral  
                   Ungar, Ch. 7  
                   Goldenberg, Ch. 13,  
                   Datillio |
| 9    | 10/24/11| Solution-Focused & Solution-Oriented  
                   2nd paper due  
                   Goldenberg, Ch. 14  
                   Hoffman, *Constructing* |
| 10   | 10/31/11| Narrative  
                   Goldenberg, Ch. 15  
                   Crocket, *Narrative therapy* |
| 11   | 11/7/11 | Engage and Assess  
                   3rd paper due  
                   Ungar, Chs. 8, 9  
                   Fraenkel, *Therapeutic palette* |
| 12   | 11/14/11| Contract and Work  
                   Ungar, Chs. 10-11  
                   Freedman & Combs, *Consulting*  
                   Madsen, *Collaborative helping* |
| 13   | 11/21/10| Transition  
                   Ungar, Ch. 12  
                   Weingarten, *Reasonable hope*  
                   Dickerson & Crocket, *El Tigre* |
| 14   | 11/28/10| Social Ecological Approach  
                   Ungar, Ch. 13  
                   Dickerson, *Positioning oneself* |
| 15   | 12/5/10 | Final |

**N.B.** Articles in red are the ones available for you to choose to make a presentation/lead a discussion.