San José State University  
Department of Psychology  
PSYC 208, Family Assessment and Intervention, Fall 2012

Instructor: Victoria Dickerson  
Office Location: DMH 310  
Telephone: 408-370-6567  
Email: vcd@cruzio.com  
Office Hours: Monday by appointment  
Class Days/Time: Monday, 10:30-1:15  
Classroom: HGH 255

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:
Upon successful completion of this course, students will be able to:
1. understand the systemic approach as a way of thinking (epistemology).
2. learn the major family therapy approaches including newer integrative approaches.
3. appreciate the influence of poststructuralism and social constructionism.
4. help students conceptualize clinical work from a systems perspective.

Required Texts/Readings
(Available through Amazon as a rental, a hardcover or Kindle purchase.)
See http://www.cengagebrain.com/shop/isbn/9780840031846?cid=APL1

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 4-6 page papers that address each of the three goals 20 pts each
2. Leading a discussion of an additional reading 15 pts
3. Class participation 15 pts
4. Final presentation of clinical work with theoretical formulation 10 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.

Definition of a Credit Hour
Success in this course is based on the expectation that students will spend, for each unit of credit,  
a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week  
with 1 of the hours used for lecture) for instruction or preparation/studying or course related  
activities including but not limited to internships, labs, clinical practica. Other course structures will  
have equivalent workload expectations as described in the syllabus.  
As an example, the expectation of work for a 3-credit course is 150-minutes of direct faculty  
instruction and six hours of out-of-class student work each week.

Classroom Protocol
Please be on time (as I will be) and have everything you need for the specific class (e.g., if you  
are doing a presentation and need AV equipment, make sure you have it ready to go.

University Policies

Academic integrity
Your commitment as a student to learning is evidenced by your enrollment at San Jose State  
University. The University’s Academic Integrity policy, located at http://www.sjsu.edu/senate/S07-2.htm, requires 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 Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/.

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 your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Policy S07-2 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  
Disability Resource Center (DRC) at http://www.drc.sjsu.edu/ to establish a record of their  
disability.

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

Dickerson, V.C. (2010). Positioning oneself with an epistemology: Refining our thinking about  

More Readings

**Course Number / Title, Semester, Course Schedule**

*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>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/27/12</td>
<td>Why Work With Families</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goldenberg, Chs. 1 &amp; 2, Dickerson, <em>Positioning oneself</em></td>
</tr>
<tr>
<td>2</td>
<td>9/3/12</td>
<td>No Class – Labor Day</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fraenkel, <em>Whatever happened</em></td>
</tr>
<tr>
<td>3</td>
<td>9/10/12</td>
<td>Family Variables, Cybernetics, Systems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goldenberg, Chs. 3, 4, &amp; 5 Walsh, <em>Family therapy</em></td>
</tr>
<tr>
<td>4</td>
<td>9/17/12</td>
<td>Psychodynamic / Experiential</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goldenberg, Chs. 7 &amp; 9</td>
</tr>
<tr>
<td>5</td>
<td>9/24/12</td>
<td>Bowenian</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st paper due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goldberg, Ch. 8, Additional handouts</td>
</tr>
<tr>
<td>6</td>
<td>10/01/12</td>
<td>Structural</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goldberg, Ch. 10 Sykes Wylie Weakland, et al</td>
</tr>
<tr>
<td>7</td>
<td>10/08/12</td>
<td>Strategic / Milan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goldberg, Ch. 11, 12 Selvini, et al, Hare-Mustin</td>
</tr>
<tr>
<td>8</td>
<td>10/15/12</td>
<td>Cognitive-Behavioric</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ungar, Ch. 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goldberg, Ch. 13, Datillo</td>
</tr>
<tr>
<td>9</td>
<td>10/22/12</td>
<td>Solution-Focused &amp; Solution-Oriented</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd paper due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goldberg, Ch. 14 Hoffman, <em>Constructing realities</em></td>
</tr>
<tr>
<td>10</td>
<td>10/29/12</td>
<td>Narrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Goldenberg, Ch. 15 Crocket, <em>Narrative therapy</em></td>
</tr>
<tr>
<td>11</td>
<td>11/5/12</td>
<td>Integrative Models</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fraenkel, <em>Therapeutic palette</em></td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics, Readings, Assignments, Deadlines</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>12</td>
<td>11/12/12</td>
<td>No Class – Veteran’s Day</td>
</tr>
<tr>
<td>13</td>
<td>11/19/12</td>
<td>Madsen’s Map 3rd paper due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Madsen, Collaborative maps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weingarten, Reasonable hope</td>
</tr>
<tr>
<td>14</td>
<td>11/27/12</td>
<td>Work with Kids / Schools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Freedman &amp; Combs, Consulting</td>
</tr>
<tr>
<td>15</td>
<td>12/3/12</td>
<td>Work with Couples</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dickerson &amp; Crocket, El Tigre</td>
</tr>
<tr>
<td>16</td>
<td>12/10/12</td>
<td>Final Class</td>
</tr>
</tbody>
</table>