Instructor: Leslye M. Tinson, M.S., LMFT (she/her)
Lecturer of Psychology & Counseling

Office Location: @ home due to COVID-19 pandemic

Office Hours: Mondays 4:30-6, Thursdays 10:30-12pm, or by appointment
Book an appointment with me directly: Leslye Tinson Calendar

Text/Voicemail: 408.279.9513 (This is my cell. Please text with your name)

Email: Leslye.Tinson@sjsu.edu

Class Days/Time: Tuesdays, 12:00pm - 2:45pm

Course Description

PSYC 208 - Family Assessment and Intervention, 3 unit(s)

An interdisciplinary exploration of how therapists can analyze and change interpersonal dynamics in couples and families.

- Grading: Graded

Welcome to our online-hybrid course!

Proceed To Our PSYC 208 Canvas Course  SJSU Learn Anywhere Portal
Welcome to our course!

Dear Students,

My name is Professor Leslye Tinson and I am excited that you will be joining me in learning this semester! It’s an interesting time to be exploring the foundational theories that inform our work with couples and families, especially since there are so many diverse family structures, some of which you will encounter in your psychotherapy work. The Spring 2021 academic semester at SJSU officially runs from January 19 - May 19, 2021. Final exams are May 19 - May 25.

Your final paper will be due by Wednesday, May 19. (SJSU instruction ends 5/27; Final exams are May 19 - May 25, 2021.

Our final class lecture meeting will be on Thursday, May 20.

Course starts on February 2, 2021 at 12:00pm

Key Dates:

1. Read the Week 1 module (includes our syllabus).
2. View Reading Assignment for Week 1.
3. Complete the "Journey to Counseling Assessment" assignment.
4. Setup your individual study plan and calendar important dates, etc.

In the meantime, please log in and review the syllabus and initial readings.

We will also have a discussion of course content. You can join from your desktop, laptop, tablet, or smartphone. We will use Zoom to give you a tour around our course website and answer your questions. During our first class meeting, I will use Zoom to give you a tour around our course website and answer your questions.

On Tuesday, February 2, 2021 at 12:00pm, I’ll be hosting a Live Course Welcome Session and we will have our first discussion. This course is a seminar, which means that your active participation, verbal contributions and collaboration are expected. Since we won’t be able to meet in person, we will do our best to simulate active discussions using the technology we have. I hope that you will be able to participate by:

- using your webcam or smartphone so that we are all visible to each other.
- using a virtual background (if desired) to remove distractions from your environment.
- using a headset to maintain confidentiality during our discussions.
- ”elctimate your environment.”
- use a headset to maintain confidentiality during our discussions.
- use a headset to maintain confidentiality during our discussions.

We will have our first class lecture meeting on Thursday, May 19.

Final Paper consultation meetings (by appointment slot) are scheduled for Thursday, May 11.

Your final paper will be due by Wednesday, May 19. (SJSU instruction ends 5/27; Final exams are May 19 - May 25.

That’s it for now. Feel free to email me if you have any questions or concerns getting started. I’m looking forward to an awesome semester of learning with you.

Sincerely,

Professor Tinson

PSYC 208: Family Assessment and Intervention, TINSON, Spring 2021

My name is Professor Leslie Tinson and I am excited that you will be joining me in learning this week.

Welcome to our course!
Reading Materials for our course

Textbooks

You may purchase ebooks or hardcopy texts based on your preferred method of delivery. At a minimum, you are expected to obtain and read the required books, and have them in your possession for each class, in the current edition listed. Links to e-book and publisher websites, and approximate pricing are below.


   - ISBN: 978-0-393-71404-3 (paperback)
   - [WW Norton website](https://www.wwnorton.com): **$45.00**

Recommended Books (optional; some linked to our library)


Selected Articles


Family therapy casebooks (optional)

Learning Outcomes and Course Goals

The two primary goals of the course are to provide you with a broad understanding of theories and models that inform marriage, family and couples counseling and an ability to apply these theoretical foundations in a real-life counseling setting. Practical applications of course material will provide you with a range of life experiences related to family diversity, including intersectional applications of race, ethnicity, gender, sexuality, religion, class, disability, socioeconomic status, immigration and other factors that contextualize the family and status of intimate relationships (cohabitating couples and marriages).

Student Learning Outcomes (SLO)

At the end of this course, you will be able to:

- Demonstrate core knowledge/skills in a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. You will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling.
- Demonstrate ability to assess couples and families and identify contextual dynamics that will shape the counseling/therapeutic process and relational experiences of the family unit.
- See California BBS Curriculum Standards

Program Learning Outcomes (PLOs) for MS in Clinical Psychology

1. Interventions and evidence-based applications

- 1.1 Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention
- 1.2 Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature

2. Communication and Case presentation

- 2.1 Students will demonstrate effective integration and communication of clinical case material
- 2.2 Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials
- 2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers
- 2.4 Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases

3. Competent Assessment and Evaluation

- 3.1 Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches

4. Professional clinical practice

- 4.1 Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases
5. Preparation and meeting professional licensing requirements

- 5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

California Board of Behavioral Sciences (BBS) Standards

This course is intended to provide information about the broad range of matters and life events that may arise within marriage and family relationships and within a variety of California cultures, including instruction in all of the following:

01. (i) A minimum of seven contact hours of training or coursework in child abuse assessment and reporting as specified in Section 28, and any regulations promulgated thereunder.
02. (ii) Spousal or partner abuse assessment, detection, intervention strategies, and same gender abuse dynamics.
03. (iii) Cultural factors relevant to abuse of partners and family members.
05. (v) Marriage, divorce, and blended families.
06. (vi) Long-term care.
07. (vii) End of life and grief.
08. (viii) Poverty and deprivation.
09. (ix) Financial and social stress.
10. (x) Effects of trauma.
11. (xi) The psychological, psychotherapeutic, community, and health implications of the matters and life events described in clauses (i) to (x), inclusive.

Course Format

This is a fully synchronous course, with weekly Zoom meetings. Some course material will be presented by the instructor, including assigned readings, video clips, films, or other sources. You will demonstrate your learning by participating in class presentations, discussion facilitations, and a variety of written assignments.

There are a number of readings due each week. Please be sure you have reviewed the assigned readings before our Zoom meeting. I highly recommend working in study groups to help you with reading and synthesizing all the materials.

We will meet each week on Zoom. All assignments for the course will need to be submitted online using the SJSU Canvas website. To use Canvas, you will need access to an electronic device such as a computer, and will need to login using your SJSU credentials (Student ID number and Password). Canvas will be the centralized source to access course material, announcements, reminders and any required supplemental material. Please be sure to login regularly and check our Canvas website for updates.

Canvas: How to access Canvas

Canvas is SJSU’s learning management tool. All of our course materials such as the syllabus, handouts, notes, assignment instructions, articles, etc. can be found on the course website. You are responsible for regularly checking Canvas and your SJSU email address regularly to learn of any updates.
Required Computer Equipment

You will need a computer and reliable internet access in order to successfully complete this course. Some of the course material may be accessible by phone or other e-device, but the majority of the course’s content may require a full computer/laptop browser and a large bandwidth of data access. Therefore, it is strongly recommended that you utilize a full computer or laptop to access all course materials. Computers are available for loan from the campus.

NOTE: It is highly recommended that you use a FULL COMPUTER OR LAPTOP and have reliable internet access. It is not guaranteed that you will be able to successfully complete all modules of this course by only using a smartphone or iPad. There may sometimes be apps that are incompatible with iPad or Chromebook security settings.

The following equipment is also needed:
1. Earbuds or headphones with a microphone
2. Wi-Fi or wired, reliable internet access

Need Tech Support???

If you think you need tech support, try these things first:

If you need help or something appears to not be working.
1. Log out and try to log back in.
2. Try a different web browser. See if it works in Chrome or Firefox, and vice versa.
3. Maybe a classmate can help! Post in our Q&A discussion forum on Canvas.
5. Contact the SJSU Help Desk.
6. If all else fails, email Professor Tinson.
Course Requirements Overview

Courses are designed such that in order to be successful, it is expected that you will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. Please keep in mind that additional discipline in making sure assignments are completed on time, is the responsibility of the student enrolled in an online course. The course requirements are as follows:

1. Course Orientation module  
2. Journey to counseling paper  
3. Discussion facilitations (2)  
4. Participation points  
5. Midterm Journal  
6. Exit Reflections (6)  
7. Final paper: Genogram Analysis

Total course points possible: 200 points 100%

Course orientation module - 10 points
You are expected to complete the orientation module by the end of the first week of classes after our initial class meeting.

- Attend Zoom orientation
- Setup your Canvas profile and set your email notifications to ON
- Post to the introductory discussion board (5 points): welcome discussion for the class
- Submit “Getting to know you” sheet to instructor (5 points): basic demographics sheet
- Prepare your study schedule

Assignment 1: My journey to counseling- 20 points

This week's assignment is a personal response paper (or video) submitted to the instructor.

Goal of the assignment

To orient your course instructor with who you are, your background, interests and experiences that shape your counseling professional journey.

Assignment Submission Instructions

Submit a typewritten paper (in prose form) or a video (try Canvas Studio) that includes the following information:

1. Your name and preferred name, your gender pronouns
2. Tell me about your racial and ethnic history (how do you identify?)
3. Tell me about your family structure (do you have kids, partners, siblings, parents, pets, etc.)
4. Your desires for being a counselor-therapist (why this profession?)
5. Counseling experiences/placements you have had (where you have worked or volunteered and with what populations, e.g. groups, ages, grades, etc.)
6. Any specific motivators you have (what drives your interest in counseling work?)
7. Your learning and studying style (how have you been adapting to online learning spaces), accommodations, etc.
8. Current self-care practices (things you do to help you in this pandemic, and otherwise)
9. What you hope to gain from this course
10. Anything else you’d like me to know about you

Alternative delivery option for assignment 1

If you’d prefer to speak through this assignment, you may submit this assignment as a video (Canvas Studio), Youtube, or podcast style audio file. The creative decision making is up to you, so long as you are able to submit it into the designated assignment on Canvas.

Discussion Facilitation (2) - 30 points AND Participation Points - 20 points

You will be a group facilitator twice during the semester. You will work in dyads to facilitate class discussion on a specific course topic or readings. Sign-ups are available on Canvas. As facilitators, students improve their presentation skills and group process technique. In each facilitation, you are expected to:

- Briefly summarize and synthesize the readings from the week
- Compare/contrast author’s perspectives with other research sources. What is missing, outdated, status quo?
- Provide discussion questions for class participation, or create an engaging, interactive activity for the class
- Offer critical analysis of the theories, especially limitations on multicultural perspectives (e.g. culture, ethnicity, race, gender, language, sexuality, class, etc.)

All students are expected to actively participate in each facilitation.

Exit Reflections (6) - 30 points

Throughout the course you will assess your learning and identify points of growth by submitting a quick survey. Submit at least 6 weekly surveys for full points.

1. For me, the most meaningful learnings this week were:
2. The most practical experiences for me this week were:
3. (Reflection) In order to be an effective mental health professional, I still need to learn more about...
4. Additional comments

Midterm Paper: Reflection Journal - 40 points

Students will select from a list of assigned readings and submit a typewritten reflection of their reading, insights, learnings and perspectives. In the paper the student is also expected to demonstrate introspection and analysis of the resources for application in their counseling/therapy work.

- You may focus on any combination of the assigned readings, films and other resources provided so far.
- You are expected to incorporate at least one chapter on a specific ethnic group from the Ethnicity & Family Therapy text; Select at least one chapter to read of an ethnicity different than your own or a family’s cultural heritage that you would like to work with.

All papers shall be submitted in APA format. See the General Forum section for resources information.
Final Paper: Genogram and Analysis of Family - 50 points

The final paper in the course is the genogram paper. Each student will comprise a family genogram and explore multigenerational factors that contribute to the current state of the family. Complete details for the paper assignment and book and video resources will be available on Canvas.

Two components are expected:

- The family genogram (hand drawn or electronically developed)
- The paper analysis of the family genogram

Genogram Checklist and Rubric

Genogram Resources

Genogram Symbols

Books on genograms

- Focused genograms e-book (2nd edition) (DeMaria, Weeks & Twist, 2017) - free MLK Library access
- The genogram casebook: A clinical companion to genograms. (McGoldrick, 2016)

Videos about genograms

- Harnessing the power of genograms in psychotherapy (2 hours)
- Psychotherapy as liberation: Family and community genograms in multicultural counseling (1.5 hours)
- Using family play genograms in psychotherapy (22 minutes, McGoldrick)
Grading for the course

**SJSU Graduate students must earn a B minus or better** to pass the course and use the course toward graduation. You will be assigned a letter grade based on the total points they earned in the course, converted to the class percentage. Letter grades on the Canvas website are not considered official grades. If you have questions about your progress in the course, I strongly encourage you to meet with me during office hours.

The table below demonstrates the minimum points for each letter grade:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A minus</td>
<td>90%</td>
</tr>
<tr>
<td>B plus</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td><strong>B minus / CREDIT</strong></td>
<td><strong>80%</strong></td>
</tr>
<tr>
<td>C plus / NO CREDIT</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
</tr>
<tr>
<td>C minus</td>
<td>70%</td>
</tr>
<tr>
<td>D plus</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
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<tr>
<td>D minus</td>
<td>60%</td>
</tr>
<tr>
<td>Fail</td>
<td>Below 60%</td>
</tr>
<tr>
<td><strong>Credit</strong></td>
<td><strong>80% or better</strong></td>
</tr>
<tr>
<td><strong>No Credit</strong></td>
<td>Below 80%</td>
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</tbody>
</table>

**Determination of Grades**

- Add up the points in the required areas, up to the max points in that category ([see Assignments section of the syllabus](#)).
- Final letter grades are not rounded up. Percentages on Canvas are not the official grade. You should refer to this syllabus for the points assigned to each letter grade.
- Except in the case of an instructor clerical error, all grades submitted to the Registrar are final and cannot be changed after the semester ends.
- Petitions for INCOMPLETE are only approved in the rare circumstance of which a student, who is currently passing the class, has completed over 80% of the coursework, and is unable to finish due to an unforeseen emergency.
- **Extra Credit**: I typically do not offer extra credit. At my sole discretion, I may offer limited extra credit opportunities, and if so, those opportunities will be announced on Canvas.

**Grading Standards for Graduate Study**

- The [Petition for Advancement to Graduate Candidacy Form](#) may include only courses with grades of C or better, or Credit (grades of C– and lower and No Credit cannot be included). Some programs require grades of B or better in all courses listed on the candidacy form. You are responsible for checking requirements with your graduate coordinator or department chair.
● For students working toward a master’s degree, a minimum of 60% must be letter graded courses. Advancement to Candidacy, including transfer work, may be taken for CR grades.
● For more information on grading criteria for graduate students, please view Graduate Admissions and Program Evaluations website.

Classroom Management

Online, video meetings protocol (Zoom/Google Meet)

This course is a seminar, which means that your active participation, verbal contributions and collaboration are expected. Since we won’t be able to meet in person, we will do our best to simulate active discussions using the technology we have. Please login to class by 12:00pm, but not more than 10 minutes early.

I hope that you will be able to participate by:
   ● considering use of a webcam, or a bitmoji or profile photo
   ● as much as possible, being in a space free from distractions, and with good sound and lighting.
   ● use a virtual background (if available) to remove distractions from your environment.
   ● use a headset to maintain confidentiality during our discussions.
Read more information on Zoom “etiquette” published by our school’s AT department.

I am aware we are working from our living environments and that children and family members may be nearby. As much as possible, please utilize a headset or earbuds to protect the confidentiality of the class content.

Online Classroom Behavior

1. Please be respectful of the instructor and other students in the course, by refraining from use of profanity, racism, sexism, homophobia, etc. and any other offensive comments on the discussion forums, live Zoom/Google meetings, and in your electronic communications.
2. If a behavioral disruption arises, I will ask to set up a meeting prior to the student being allowed to return to the course.
3. Academic dishonesty will not be allowed. Cheating and plagiarism are academic offenses of the University and faculty are required to adhere to these protocols. Therefore, College practices regarding discipline for academic integrity violations will be followed, including notifying the Department Chair and the Dean of our college. (See Academic Integrity Policy herein)
4. Special reminders about email etiquette
   a. Please use proper decorum when sending emails and let me know which class you are in.
   b. I will do my best to reply to your emails within 1 day during the week. However, on occasion it may take a longer time to reply. Please ensure that the courtesy of at least 24 hours has passed before emailing me again.
   c. Please be mindful of our relationship by maintaining a respectful tone in your emails to me.
   d. Please avoid emailing me when you are upset or frustrated, avoid accusatory language, use of emoticons, or any other language that may be interpreted as rude, condescending, harassing or inappropriate to the instructor.
   e. If your email is disrespectful, demeaning or disruptive, I will refer it to the Department chair and/or College Dean for further action. Additionally, I will also ask you to refrain from emailing me further until we have scheduled a meeting to discuss in person.
5. You are expected to adhere to all of the program requirements, ethical behavior responsibilities and professional standards as outlined in the SJSU Clinical Student Resource Handbooks.
   ● MS Student Handbook for class entering Fall 2020 (PDF)
   ● MS Student Handbook for class entering Fall 2019 (PDF)
Office Hours

- I expect you to meet me for office hours as soon as they realize they are having difficulty, or if you need to discuss anything of a personal nature with me. If my designated office hour times do not work for you, please email me your availability so we can try to schedule an alternative.
- You can book appointments directly with me based on my calendar availability.
- NOTE: No in-person meetings. Due to the nature of the fully online course, and the current health pandemic, I will not physically be available to meet on the campus. I am happy to have face-to-face video appointments with you using ZOOM or Google Meet, a video conferencing service. I can also be reached by telephone.

Student Absences

Graduate level coursework necessitates active, consistent attendance. Given the nature of the pandemic, I desire to be sensitive to the individual needs that you and your family may be facing at this time. Since our course thrives off everyone being in attendance and in discussions, please only miss class if absolutely necessary. Please send me an email or text message to let me know you are not able to come to class. Outside of class time each week, I expect you will be able to manage your own time. Please let me know if something comes up and you are unable to meet the suggested deadline, so we can work on an amicable alternative.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment in graduate studies. The academic integrity policy and Student Code of Conduct requires you to be honest in all your academic coursework. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development. Each student in this course is expected to conduct themselves with academic integrity. Any work submitted by a student in this course for academic credit will be the student's own work. You are encouraged to study together to discuss major concepts covered in lecture. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an email, an email attachment file, a diskette, or a hard copy, or in any other format. You are expected to submit college-level original work, with proper credit and in-text citations given to external sources using American Psychological Association (APA) current edition style guide. A list of references must also be provided for each typewritten assignment. For more information on proper citations in APA format, visit www.apastyle.org. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive 0 points for the assignment. Penalties can also be extended to include University disciplinary action.

Course Incomplete/ Withdrawal/ Grade Change Policy

I expect you to monitor your own academic progress in the class using the course points system listed in the syllabus. If you are having difficulty, you should consult with me during office hours for guidance (as soon as they notice they are having difficulty) or seek other academic assistance (tutoring, disability accommodations, counseling, etc.). Grade changes after the semester is over will only be allowed for instructor clerical error. Sometimes students are not performing well (having a "bad" semester) or have other emergencies that prohibit them from completing the course on time. If this happens, a student may wish to apply for an incomplete (if they have completed at least 80% of the course) or withdraw from the course (which will result in a W on your transcript).
Statement on Diversity and Inclusiveness

I understand and appreciate that we represent a rich variety of backgrounds and perspectives. Therefore, I am committed to providing an atmosphere for learning that respects this diversity. While working together to build this community I ask all students to come to class with a willingness to:

- share your unique experiences, values and beliefs,
- be open to hearing the views shared by others,
- appreciate the opportunity that we have to learn from each other,
- value each other’s opinions and communicate with each other in a respectful manner,
- honor the confidentiality of all discussions that the community has of a personal (or professional) nature, and
- use this opportunity together to discuss ways in which we can create an inclusive environment in this course, on campus, and in our communities.

Mental Health Disclaimer & Support Services

All course material has been carefully selected to enhance the educational experience, and is not intended to traumatize or harm students. However, there are topics that we will cover that might be difficult to hear about, view films or witness others’ experiences. There may also be some material that has the potential to be retriggering of past trauma. I strongly suggest you “put your safety mask on first” – which means, take good care of yourself as you take this online course, take breaks when needed, and regularly practice self-care, as well as solicit mental health services (if needed) as you pursue the course content.

- If you are experiencing a psychiatric emergency, please dial 911 or go to your nearest hospital.
- SJSU Counseling and Psychological Services

SJSU Syllabus Information

- Accommodations for Students with Disabilities
- Counseling and Psychological Services (CAPS)
- Peer Connections
- SJSU Cares
- Student Technology Resources
- Writing Center
- Dr. Martin Luther King, Jr. Library
## Our Course Schedule

The following schedule outlines assigned readings and general topics that will be covered each week. Substantive changes will be announced via email announcements posted on the Canvas website.

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings, Assignments and Reminders</th>
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<tbody>
<tr>
<td><strong>1/27/2021</strong></td>
<td>Spring 2021 Semester begins on 1/25/2021. First day of instruction is Wednesday, 1/27/2021. Our first class meeting is on Tuesday, 2/2/2021.</td>
</tr>
</tbody>
</table>
| **2/2/2021** | **Class #1: Our first class meeting.**  
- Introductions.  
- Syllabus Review, attendance and course logistics.  
- Discussion of family theory, history, and goals of our course.  
- Discussion of ethnicity and family therapy.  
- Discussion of MFT ethics.  
- Sign up for Reading Groups  

Before we meet on 2/2/2021, please read the following articles available in PDF on Canvas:  
- McGoldrick, Giordano & Garcia-Preto. (2005). **Chapter 1: Overview: Ethnicity & Family Therapy.** In M. McGoldrick, J. Giordano & N. Garcia-Preto (Eds.), *Ethnicity and family therapy, 3rd ed*, pp. 1-42. Guilford Publications.  

Websites:  

**Assignments due:** Submit “Assignment 1: Journey to Counseling” paper assignment by 2/9/2021. |
| **2/9/2021** | **Class #2: Intro to Family Therapy**  
Before class readings:  
- Taibbi, Chapter 1: Family therapy, Welcome to Oz  

Podcast  

**Assignments due:** Submit “Assignment 1: Journey to Counseling” paper assignment by 2/9/2021. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Before class Readings</th>
<th>Assignments due</th>
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</thead>
</table>
| 2/16/2021  | Class #3: Basic concepts of family therapy | - Taibbi, Chapter 2: Core Concepts Process, Patterns, Problems & Resistance  
- Taibbi, Chapter 3: The Basic Six  
- Kaplan, D. M. & Cole, M. J. (2002). Incorporating family work into individual counseling: Establishing a relationship with families. ERIC Digest. PDF available on Canvas | - After class: Exit Reflection 1 |
| 3/2/2021   | Class #5: Psychodynamic theories, Experiential and humanistic theories | - Taibbi, Chapter 4  
- Chapter 6: Psychodynamic theories: Approaches and applications (Capuzzi & Stauffer e-book)  
- Chapter 7: Experiential and humanistic theories: Approaches and applications (Capuzzi & Stauffer e-book) | - After class: Exit Reflection 2 |
| 3/9/2021   | Class #6: Behavioral and Cognitive behavioral theories; Narrative therapy | - Taibbi, Chapter 5  
- Chapter 11: Behavioral and cognitive-behavioral theories: Approaches and applications (Capuzzi & Stauffer e-book)  
- Chapter 14: Couples counseling using life cycle and narrative therapy lenses (Capuzzi & Stauffer e-book) | - After class: Exit Reflection 3 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Class #8: Violence, crisis, and family therapy</th>
</tr>
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<tbody>
<tr>
<td>3/23/2021</td>
<td><strong>Before class Readings:</strong></td>
</tr>
<tr>
<td></td>
<td>● Taibbi Chapter 6</td>
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<table>
<thead>
<tr>
<th>Date</th>
<th>Spring Recess. No class. Campus Closed.</th>
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<tr>
<td>3/29 - 4/4</td>
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Website
- [Families for Trans Equality](#)

Assignments due:
- Submit Midterm Journal (due by March 22)
### 4/6/2021
**Class #9: Social class, SES and family therapy**

**Before class Readings:**
  Optional article: *Social class in family therapy education*.
- Abela, A. & Renoux, M-C. *Chapter 21: Families living on the margin in affluent societies* (pp. 302-316). In A. Abela & J. Walker (Eds.), *Contemporary issues in family studies: Global perspectives on partnerships, parenting and support in a changing world*. John Wiley & Sons.

**Assignments due:**
After class: Exit Reflection 4

### 4/13/2021
**Class #10: Families with mental and physical illness**

- Taibbi Chapter 7
- Taibbi Chapter 14
- Glick et al (Chapter 18)
- Glick et al (Chapter 20)

**Family migration and psychotherapy**

**Before class Readings:**

### 4/20/2021
**Class #11: Families and alcoholism**

**Before class Readings:**
- Chapter 16: Working with addictions in families. *(Capuzzi & Stauffer e-book)*
### Assignments due:

After class: Exit Reflection 5

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**4/27/2021**

**Class #12: Love, Relationships, & Parenthood**

**Readings on Parenthood**

**Readings on Consensual non-monogamy**

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**5/4/2021**

**Class #13: Infidelity and divorce; Death and dying**

**Infidelity and Divorce**
- Glick, et al. Chapter 17: Couples and Families Breaking Apart: Separation and Divorce

**Death and Dying**
Films:

Assignments due:
After class: Exit Reflection 6

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<th>GENOGRAMS</th>
<th>Individual consultation meetings available by appointment</th>
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<td>Remember to submit your final paper: Genogram and analysis by 5/19</td>
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5/21/2021 **Final paper due:** Genogram and analysis paper
Our course ends on May 21. I cannot accept any assignments after this date. Thanks for understanding!

6/3/2021 *Grades Due from Faculty.*

*SJSU Academic Calendar - Registrar*