

# Family Assessment and Intervention Section 01

## PSYC 208

Spring 2025 In Person 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/20/2025

### Contact Information

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#### Office Hours

In Person Following Class or Virtual as Scheduled

Office Hours: Tuesday, 2:45 PM to 3:45 PM, and other time by appointment

Please email me before attending office hours.

Click the link below or email me to arrange virtual meeting:

<https://calendar.app.google/8yoAF9ySYD9FkpZE6>  
(<https://calendar.app.google/8yoAF9ySYD9FkpZE6>)

### Course Information

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Modality	In-Person
Location	DMH 308
Schedule	Tuesdays 12:00 pm - 2:45 pm

Prerequisite	Enrollment in MS Clinical Psychology Program
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## Course Description and Requisites

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

Letter Graded

## Classroom Protocols

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Students are expected to maintain a level of professional and courteous behavior at all times. Please silence your cell phones before the beginning of class. Laptops should be used for note-taking only. I recommend turning off notifications and other alerts on your laptop and closing applications not related to the course.

Attendance, assigned reading, and active participation to the classroom discussion/activities are expected each week.

## Program Information

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**Licensure Learning Outcomes (LLOs)** indicate how each course meets the educational requirements as detailed by the CA Board of Behavioral Sciences. [The MS Clinical LLOs are detailed on our program website. \(https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php\)](https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php)

**Program learning outcomes (PLOs)** are skills and knowledge that students will have achieved upon completion of the MS in Clinical Psychology degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

1. Interventions and evidence-based applications

1.1 Students will be able to apply, compare, and contrast a variety of psychotherapy theories and implement at least one chosen theory or intervention with clinical case material

1.2 Students will be able to evaluate, select, and implement empirically supported clinical interventions for clinical case material and clients

2. Communication and Case presentation

2.1 Students will be able to integrate and communicate clinical case material

2.2 Students will be able to synthesize contextual and cultural variables into their understanding of and presentation 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 analyze cases other than those they are treating, applying theories, principles, and relevant empirical findings to those cases

### 3. Competent Assessment and Evaluation

3.1 Students will be able to evaluate, select, and implement different assessment devices and strategies for assessing client outcomes and processes of change over the course of treatment including nomothetic and idiographic approaches

### 4. Professional clinical practice

4.1 Students will demonstrate competency consistent with professional standards of practice in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family/couples therapy, cultural diversity and humility, risk management and safety planning, psychopharmacology, and issues relevant to adult and child clinical populations.

### 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

## Course Goals

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This course is designed to provide an overview of different family theories, assessments, and interventions in treating families. The goal is to help students learn various tools to assess and treat families from different backgrounds. Classic family therapy models and evidence-based practice models are introduced.

## Course Learning Outcomes (CLOs)

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Course Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

CLO1: Describe different theories and models of family and couple's therapy.

CLO2: Identify cultural factors in the assessment of the family and explore the ways to provide culturally sensitive treatments.

CLO3: Apply theoretical foundations and techniques in treating couples and families.

CLO4: Reflect own family background and identify potential bias in treating families.

Licensing Learning Objectives (LLO):

Licensing requirements for academic coursework toward the LPCC and MFT will be met by this course in the following ways:

LL01: For the LPCC requirements, this course fulfills required coursework in Counseling and Psychotherapeutic Theories and Techniques (as it pertains to families and couples), as well as Assessment, Appraisal and Testing (of families and couples). Because family and couples therapy cannot be conducted without consideration to sociocultural context, this course also addresses Multicultural Counseling Theories and Techniques.

LL02: For the MFT, this course fulfills the requirements specified in BPC Section 4980.36 (d) (1) (A). More specifically, this course contributes 3-semester units to the theories, principles, and methods used in marriage and family therapy. This course also addresses BPC Section 4980.36 (d) (2) (C) and BPC Section 4980.36(d)(2)(D) requiring instruction and cultural competency in working with families and couples from diverse backgrounds.

## Course Materials

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### Family Therapy: An Overview 9th edition

**Author:** Goldenberg et al.

**Publisher:** Cengage Learning

**Edition:** 9th

**ISBN:** 9780357693766 (eBook) or ISBN: 978-1-305-09296-9 (hardcover)

**Availability:** Campus Bookstore or cengage.com

**Price:** e-book starting \$39.99

## Course Requirements and Assignments

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### Expected Effort

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

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. More details about student workload can be found in [University Policy S12-3 \(https://www.sjsu.edu/senate/docs/S12-3.pdf\)](https://www.sjsu.edu/senate/docs/S12-3.pdf). Please review the following sources and policies, as well:

- [University Syllabus Policy S16-9 \(https://www.sjsu.edu/senate/docs/S16-9.pdf\)](https://www.sjsu.edu/senate/docs/S16-9.pdf)
- [The university's syllabus information web page \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php)

# Weekly Reflection Sheet

After each class, you will complete a "Reflection Form" in which you reflect on class topics. The "Reflection Form" will consist of 2-5 sentences write-up item(s), as well as multiple choice "quiz" items. You will be graded on the multiple choice quiz portion, but not on reflection write-ups, as reflection is more for your own exploration and integration process. The form is due the day before the following class. Please submit on time.

There are 13 total forms. 1 lowest score will be dropped from the final grade.

(CLOs 1, 2, 3 & 4)

## Participation

Please come prepared to all classes. You are expected to complete reading assignments before class and be ready to participate. The participation grade includes participating in large group and small group discussions and exercises, class activities, presentations, and following rules/directions. A large part of this class is experiential, and participation in class activities is critical. Please arrive on time to the class and do not leave early.

As per the [University Attendance and Participation Policy F15-12](https://www.sjsu.edu/senate/docs/F15-12.pdf) (<https://www.sjsu.edu/senate/docs/F15-12.pdf>), "Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to ensure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading." Thus, although attendance will not be used in determining your grade, regularly participating in class and activities is essential for success in the course.

(CLOs 1, 2, 3 & 4)

## Reading & Sharing: Topics of your choice

The topic and the details of the project will be discussed in the class. You will read about selected ethnicity and family diversity, or a specific family therapy approach. Provide a short presentation in the class.

(CLOs 1, 2, 3 & 4)

## Group Project: Case & Theories of your choice

The topic and the details of the project will be discussed in the class. Each group will choose a case and theory/theories. The presentation must include how to apply specific theoretical concepts, ethical considerations, and different part of entries (plan Bs), and include a "mock therapy" style demonstration.

(CLOs 1, 2 & 3)

# Final Paper: Case & Theories of your choice

The final paper of 4-7 pages is to be completed and turned in by noon on May 20, 2024. The rubric of the final paper is posted in Canvas.

(CLOs 1, 2, 3 & 4)

## ✓ Grading Information

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All assignments must be turned in by the deadline. Late assignments are not accepted, except for emergency reasons (e.g. accident, medical emergency, etc.).

### Criteria

Type	Weight	Topic
Weekly Reflection	240 points	Various Topics
Participation Points	200 points	Various Topics
Reading & Sharing	80 points	Topic of your choice
Group Presentation	200 points	Case and Theories of your choice
Final Paper	280 points	Case and Theories of your choice

### Breakdown

Grade	Range	
A plus	960 to 1000 points	96 to 100%

A	930 to 959	93 to 95%
A minus	900 to 929	90 to 92%
B plus	860 to 899	86 to 89 %
B	830 to 859	83 to 85%
C plus	760 to 799	76 to 79%
C	730 to 759	73 to 75%
C minus	700 to 729	70 to 72%

## University Policies

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Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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WEEK	DATE	TOPICS	READING ASSIGNMENT (Before Class)	ASSIGNMENT (After Class)
1	1/28/2025	<p>Course overview - requirements, books, expectations.</p> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• What do we bring in family therapy?</li> <li>• Diversity in family therapy.</li> </ul>	Taibbi: Chapter 1- 3	<p>Reflection Form (1</p> <p>*due at 5 pm day before the next class</p>

2	2/4/2025	<p>Family Therapy Basics</p> <ul style="list-style-type: none"> <li>• Core Concepts</li> <li>• Systemic Thinking</li> <li>• Ethical Issues</li> </ul>	Goldenberg et al: Chapter 4, 6	Reflection Form (2
3	2/11/2025	<p>Psychodynamic Models</p> <ul style="list-style-type: none"> <li>• Infant, Family, Early Childhood Mental Health</li> <li>• Trauma</li> <li>• Neurodevelopment</li> </ul>	Goldenberg et al: Chapter 7 "Ghosts in the Nursery"	Reflection Form (3
4	2/18/2025	<p>Transgenerational Models</p> <ul style="list-style-type: none"> <li>• Bowen's Family Theory</li> <li>• Contextual Therapy</li> </ul>	Goldenberg et al: Chapter 8	Reflection Form (4
5	2/25/2025	Experiential Models	Goldenberg et al: Chapter 9	Reflection Form (5
6	3/4/2025	The Structural Model	Goldenberg et al: Chapter 10	Reflection Form (6
7	3/11/2025	Strategic Models	Goldenberg et al: Chapter 11	Reflection Form (7
8	3/18/2025	<p>Behavioral and Cognitive Behavioral Models</p> <ul style="list-style-type: none"> <li>• Parenting Work</li> </ul>	Goldenberg et al: Chapter 12	Reflection Form (8
9	3/25/2025	<p>New Directions in Family Therapy</p> <ul style="list-style-type: none"> <li>• Solution-Focused Therapy and Collaborative Therapy</li> <li>• Narrative Therapy</li> <li>• Population-Based Family Treatments</li> </ul> <p>Group Presentation Instruction</p>	Goldenberg et al: Chapter 13, 14, 15	Reflection Form (9
	4/1/2025	SPRING RECESS NO CLASS		



10	4/8/2025	Reading & Sharing - Family Diversity	Selected chapter on "Ethnicity and Family Diversity" or other article(s) of your choice	Reflection Form (1
11	4/15/2025	Couple Therapy	Taibbi: "Doing Couple Therapy" Chapter 3 & 4	Reflection Form (1
12	4/22/2025	Group Work: Meet with group members and work on group presentation	Goldenberg et al: Chapter 16, 17 - related sections to your group presentation	Reflection Form (1
13	4/29/2025	Case Study - Group Presentations  *Submit PPT before class presentation		Reflection Form (1
14	5/6/2025	Putting it all together - reflection and reintegration		
	5/14/2025	Final Paper Due at Noon  *Submit in Canva		