

**San José State University
Department of Psychology
PSYC 208, Family Assessment & Intervention,
Section 01, Spring 2023**

Course and Contact Information

Instructor:	Chiaki Nomoto, LMFT, LPCC (she/her)
Office Location:	DMH 232 or virtual
Telephone:	office (408) 924-8089 cell (669) 288-0912
Email:	chiaki.nomoto@sjsu.edu
Office Hours:	Tuesdays 2:45 pm – 3:45 pm or other time by appointment (Please email)
Class Days/Time:	Tuesdays 12:00 pm – 2:45 pm
Classroom:	DMH 353
Prerequisites:	Enrollment in MS Clinical Mental Health Counseling

Course Description

From the SJSU Catalog:

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

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.

Course Format

The classes will be held in-person in DMH 353.

This course will include lecture, large group and small group discussions, exercises, and presentations.

NOTE:

Please follow the guideline of SJSU Health Advisories, regarding face masks mandate/recommendations. To ensure the safety of all members of the class, if you have any symptoms of COVID-19, please test yourself. If you are positive or suspected of COVID-19, please contact me immediately to make an arrangement.

Canvas

Course materials such as announcements, assignments, journals & video links can be found on the [Canvas Learning Management System course login website](#). You are responsible for checking Canvas to learn of any updates. For help using Canvas, see [Canvas Student Resources page](#).

Office Hours

I have office hours on Tuesdays from 2:45 – 3:45 pm. If you plan to attend office hours that day, please let me know in advance. I am also available to meet with you virtually outside of this time. Please email me with desired time options to meet.

Learning Outcomes

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.

Program Learning Outcomes (PLO):

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.

Licensing Learning Objectives (LLO):

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

- LLO1: For the LPCC requirements, this course fulfills required course work 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.
- LLO2: For the MFT, this course fulfills 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.

Required Texts/Readings

Textbook

Goldenberg et al. (2017). *Family Therapy: An Overview 9th edition*. Brooks/Cole Cengage Learning: Belmont, CA. ISBN-13: 9780357693766 (eBook) or ISBN: 978-1-305-09296-9 (hardcover)

*You can get either the hardcover or e-book version. Check this [publisher site](#) for purchase options for an e-book starting at \$38.49. You should be able to find at the SJSU bookstore.

Other Materials

Additional readings/videos will be posted in Canvas or distributed via email.

Technology Requirements

To use Canvas (and Zoom, if arranged), you will need access to the internet and either a computer or mobile device. If you do not have access to these resources, please reach out to me and I can point you to university resources. An excellent place to start is the [Technology page](#) on SJSU's Learn Anywhere website. It includes resources relating to low-cost or free Wi-Fi, as well as computer loans from the university.

Course Requirements and Assignments

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](#). Please review the following sources and policies, as well:

- [University Syllabus Policy S16-9](#)
- The university's [syllabus Information web page](#)

Assignment Categories

1. **Weekly Reflection Sheet** (CLOs 1, 2, 3 & 4)

After each class, you will be provided with 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.

2. **Participation** (CLOs 1, 2, 3 & 4)

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](#), "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 insure 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 lab activities is essential for success in the course.

3. **Reading & Sharing** (CLOs 1, 2, 3 & 4)

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.

4. **Group Project** (CLOs 1, 2 & 3)

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.

5. Final Paper (CLOs 1, 2, 3 & 4)

The final paper of 4-7 pages is to be completed and turned in by noon on May 24, 2022. The rubric of the final paper is posted in Canvas.

Grading Information

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

1	Weekly Reflection (12 total)	240 points
2	Participation Points	200 points
3	Reading & Sharing	80 points
4	Group Presentation	200 points
5	Final Paper	280 points
	Total	1000 points

Grade	Points	Percentage
A plus	960 to 1000	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%
B minus	800 to 829	80 to 82%
C plus	760 to 799	76 to 79%
C	730 to 759	73 to 75%
C minus	700 to 729	70 to 72%

Classroom Protocol

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.

University Policies

Per [University Policy S16-9](#), 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 [Syllabus Information web](#)

[page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (https://www.sjsu.edu/curriculum/courses/syllabus-info.php). Make sure to visit this page to review and be aware of these university policies and resources.

Student Resources

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 [Accessible Education Center](#) (AEC) to establish a record of their disability.

SJSU Writing Center

The Writing Center now has two locations: Drop-in tutoring sessions are in Clark Hall, Suite 126. You can schedule tutoring sessions on the second floor in the MLK Library. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](#) at <http://www.sjsu.edu/writingcenter>.

SJSU Counseling Services

The SJSU Counseling and Psychological Services is located on the corner of 7th Street and San Carlos in the new Student Wellness Center, Room 300B. Professional psychologists, social workers, and counselors are available to provide consultation on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit the Counseling and Psychological Services website at sjsu.edu/counseling.

Academic Integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy F15-7 \[pdf\]](#) (links to an external site.) at

<https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>

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. Visit the [Student Conduct and Ethical Development](#) website at <https://www.sjsu.edu/studentconduct/> for more information.

Recording of Class

The University Policy [S12-7 \[pdf\]](#) (links to an external site) at

<https://www.sjsu.edu/senate/docs/S12-7.pdf> requires students to obtain instructor's

permission to record the course. The following criteria define expectations relating to recording a course.

PSYC 208, Family Assessment & Intervention, Spring 2022
Course Schedule (Subject to change with fair notice)

Week	Date	Topics	Reading Assignment	Assignment
1	1/31/2023	Course overview - requirements, books, expectations. Discussion: What do we bring in family therapy? Diversity in family therapy.	Taibbi: Chapter 1- 3	Reflection Form (1) *due at 5 pm day before the next class
2	2/7/2023	Family Therapy Basics Core Concepts Systemic Thinking Ethical Issues	Goldenberg et al: Chapter 4, 6	Reflection Form (2)
3	2/14/2023	Psychodynamic Models Infant, Family, Early Childhood Mental Health Trauma Neurodevelopment	Goldenberg et al: Chapter 7 "Ghosts in the Nursery" https://frcnca.org/wp-content/uploads/2017/03/Ghosts-in-the-nursery-paper-copy.pdf	Reflection Form (3)
4	2/21/2023	Transgenerational Models Bowen's Family Theory Contextual Therapy	Goldenberg et al: Chapter 8	Reflection Form (4)
5	2/28/2023	Experiential Models	Goldenberg et al: Chapter 9	Reflection Form (5)
6	3/7/2023	The Structural Model	Goldenberg et al: Chapter 10	Reflection Form (6)
7	3/14/2023	Strategic Models	Goldenberg et al: Chapter 11	Reflection Form (7)
8	3/21/2023	Behavioral and Cognitive Behavioral Models Parenting Work	Goldenberg et al: Chapter 12	Reflection Form (8)
	3/28/2023	Spring Recess - No Class		
9	4/4/2023	New Directions in Family Therapy Solution-Focused Therapy and Collaborative Therapy Narrative Therapy Population-Based Family Treatments	Goldenberg et al: Chapter 13, 14, 15	Reflection Form (9)

Week	Date	Topics	Reading Assignment	Assignment
		Group Presentation Instruction		
10	4/11/2023	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 (10)
11	4/18/2023	Couple Therapy - guest speaker?	TBA	Reflection Form (11)
12	4/25/2023	Reading & Sharing - Family Diversity	Selected chapter on "Ethnicity and Family Diversity" or other article(s) of your choice	Reflection Form (12)
13	5/2/2023	Case Study Group Presentations		Group Presentation
14	5/9/2023	Putting it all together - reflection and integration		Reflection Form (13)
FINAL	TBD (5/23?)	FINAL - Paper Due at Noon		Final Paper