

Family Assessment and Intervention PSYC 208

Spring 2026 Section 01 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/14/2026

Contact Information

Instructor: Chiaki Nomoto

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Office Hours

In Person Following Class or Virtual as Scheduled
DMH 232 or Zoom

Please email me before attending office hours.

I am available to meet after the class in person or virtually as scheduled.

Office Hour Zoom Link: <https://sjsu.zoom.us/j/89455678549?pwd=zbaOS8QlINabFnby1s0xBs8gPyT1il.1>

Course Information

Modality	In-Person
Location	DMH 308
Schedule	Tuesdays 12:00 pm - 2:45 pm
Prerequisite	Enrollment in MS Clinical Psychology Program

Course Description and Requisites

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

Letter Graded

* Classroom Protocols

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.

If you cannot attend the class for unforeseeable reasons, such as illness, please email me as soon as possible. If you miss more than one class, please make an appointment to discuss your progress and learning on the class materials.

Program Information

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

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)

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 MFT will be met by this course in the following ways:

LLO1: 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

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 \$58.99

Course Requirements and Assignments

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 and be on time 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 port 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 19, 2026. The rubric of the final paper is posted in Canvas.

(CLOs 1, 2, 3 & 4)

✓ 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.).

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

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

WEEK	DATE	TOPICS	READING ASSIGNMENT (Before Class)	ASSIGNMENT (After Class)
1	1/27/2026	Course overview - requirements, books, expectations. Discussion: <ul style="list-style-type: none">• 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	2/3/2026	Family Therapy Basics <ul style="list-style-type: none">• Core Concepts• Systemic Thinking• Ethical Issues	Goldenberg et al: Chapter 4, 6	Reflection Form (2)
3	2/10/2026	Psychodynamic Models <ul style="list-style-type: none">• Infant, Family, Early Childhood Mental Health• Trauma• Neurodevelopment	Goldenberg et al: Chapter 7 "Ghosts in the Nursery"	Reflection Form (3)

4	2/17/2026	Transgenerational Models • Bowen's Family Theory • Contextual Therapy	Goldenberg et al: Chapter 8	Reflection Form (4)
5	2/24/2026	Experiential Models	Goldenberg et al: Chapter 9	Reflection Form (5)
6	3/3/2026	The Structural Model	Goldenberg et al: Chapter 10	Reflection Form (6)
7	3/10/2026	Strategic Models	Goldenberg et al: Chapter 11	Reflection Form (7)
8	3/17/2026	Reading & Sharing - Family Diversity	Selected chapter on "Ethnicity and Family Diversity" or other article(s) of your choice	Reflection Form (8)
9	3/24/2026	Behavioral and Cognitive Behavioral Models • Parenting Work	Goldenberg et al: Chapter 12	Reflection Form (9)
	3/31/2026	SPRING RECESS NO CLASS		
10	4/7/2026	Group Work: Meet with group members and work on group presentation	Selected chapter on "Ethnicity and Family Diversity" or other article(s) of your choice	Reflection Form (10)
11	4/14/2026	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 (11)
12	4/21/2026	Couple Therapy	Taibbi: "Doing Couple Therapy" Chapter 3 & 4	Reflection Form (12)
13	4/28/2026	Case Study - Group Presentations *Submit PPT before class presentation		Reflection Form (13)

14	5/5/2026	Putting it all together - reflection and reintegration		
	5/19/2026	Final Paper Due at Noon *Submit in Canva		