Instructor: Sarah Nadeau, M.S., LMFT
Office Location: DMH 230

When online due to Covid restrictions, office hours will be held over Zoom at this link:

https://sjsu.zoom.us/j/81010113191?pwd=YTllY3E2bGdnVzVsTXRQYkovN0Fldz09
Password: 053824

Telephone: No phone number. Please email me.
Email: sarah.nadeau@sjsu.edu

Office Hours: Tuesday 3pm-4pm, or by appointment

Class Days/Time: Tuesday 12:00-2.45pm
DMH 308
Zoom address at this link: https://sjsu.zoom.us/j/82351897281

Prerequisities: Admission to the Clinical Mental Health Counseling Master’s program

Course Description
An overview of contemporary family issues faced by mental health practitioners in clinical settings. Emphasis will be placed on the identification and conceptualization of these issues from a clinical-community psychology perspective, stressing the application of psychosocial understandings to clinical practice with families.

Course Learning Objectives and Outcomes
Upon completion of this course, students will:
- Understand the variety of family forms existent in the United States.
- Understand the influence of gender, race, culture, and class on family dynamics and functioning.
- Critically analyze the current child welfare system and legal system as it affects service provision.
- Demonstrate familiarity with empirically based methods for assessing and serving families in which there is violence or neglect.
- Master guidelines for providing competent, culturally sensitive family clinical services.
Program Learning Outcomes (PLO)
Upon completion of the MS in Clinical Psychology:

- 1.10 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 clinical treatments given this literature
- 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
- 3.1 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
- 4.1 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
- 5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences.

Licensure Learning Outcomes
Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

- LLO1: For the LPCC requirements, this course is designed to fulfill category (F)
- LLO2: For the LPCC requirements, this course partially meets the requirement for requirement for a minimum of 15 semester or 22.5 quarter units of advanced coursework to develop knowledge of specific treatment issues or special populations. (Note the units for this course are not repeated from the LPCC core content areas.)
• LLO2: In addition, for the LPCC requirements, this course meets requirement for instruction in the understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position; an understanding of the effects of socioeconomic status on treatment and available resources; Case management, systems of care for the severely mentally ill, public and private services for the severely mentally ill, community resources for victims of abuse, advocacy for the severely mentally ill, and collaborative treatment.

• LLO3: For the LPCC requirements, this course also meets requirements for instruction in spousal or partner abuse assessment, detection, intervention strategies, and same-gender abuse dynamics as well as child abuse assessment and reporting.

• LLO4: For the LPCC requirements, this course helps meet the requirement for instruction that is integrated throughout the curriculum that provides principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environment; provides the opportunity for students to meet with various consumers and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery; and integrates the principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.

• LLO5: For the MFT requirements this course also includes instruction in the broad range of matters and life events that may arise within marriage and family relationships and within a variety of California cultures and includes instruction in all areas of study specified in BPC Section 4980.36(d)(2)(C) including in child and adult abuse assessment and reporting, spousal or partner abuse assessment, detection, intervention strategies, and same-gender abuse dynamics, cultural factors relevant to abuse of partners and family members, childbirth, child rearing, parenting, and step parenting, marriage, divorce, and blended families, and the psychological, psychotherapeutic, community, and health implications of the matters and life events related to each of the above matters;

• LLO6: In addition, for the MFT requirements this course also includes instruction about the effects of socioeconomic status on treatment and available resources. (BPC Section 4980.36(d)(2)(F))

• LLO7: The course includes instruction in resilience including the personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threats, or other stresses and the areas of study specified in BPC Section 4980.36(d)(2)(G);

• LLO8: Finally, the course includes instruction case management, systems of care for the severely mentally ill, public and private services and
supports available for the severely mentally ill, community resources for persons with mental illness and for victims of abuse, advocacy for the severely mentally ill, and collaborative treatment as specified in BPC Section 4980.36(e).

Required Readings/Texts
The following three books are available at Spartan Bookstore, Barnes & Noble and Amazon.com. Hand-outs will also be provided through the Canvas course site.


The following two books **will be provided** on Canvas by the instructor, courtesy of the author. Paperback used copies can be purchased through Amazon.com.

  - ISBN 020538952X
  - ISBN 0205389503

Recommended Supplementary Reading (not required):

  - ISBN-10 328662055
  - ISBN 978081334180
Library Liaison

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials.

Psychology Librarian contact information:

Christa Bailey
christa.bailey@sjsu.edu
408-808-2422

The library also has an abundance of resources for doing psychology research which can be found in the Library Research Guides Psychology Section at http://libguides.sjsu.edu/psychology

Evaluation

There are 100 total possible points for this course. Thus, each point equals a percentage point. All work must be handed in on time. Your grade is based on:

- **2 Integration Assignments** containing responses to questions in the CaseBook (40 points total),
- **1 original Informational Pamphlet** regarding guidelines for best practice (20 points),
- **1 Clinical Case Report** (20 points), (The Clinical Case Report assignment is attached at the end of this syllabus)
- **Participation in Discussion Post and live (Zoom and in-person) formats** (20 points).

Grading

The scale that I use to evaluate your work is the following:

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<tr>
<th>Grade</th>
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<tr>
<td>A plus</td>
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<td>D minus</td>
<td>60 to 62.9%</td>
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<td>F</td>
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*Please note that you are required to **participate** in class discussion both during class meetings and asynchronously through assigned Canvas posts. Class discussion is an essential aspect of the course. You are expected to contribute each class session with questions and/or comments related to the readings. The procedures of the course are subject to change as circumstance demands. You are expected to attend scheduled class meetings, and check email and the Canvas site regularly to remain current.

**General Expectations, Rights and Responsibilities of the Student**

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU’s policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arises. To learn important campus information, view **University Policy S90–5** at http://www.sjsu.edu/senate/docs/S90-5.pdf and review SJSU current semester’s policies and procedures in the course catalog. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not address the issue, it is recommended that the student contact the Department Chair as the next step.

**Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at http://www.sjsu.edu/aars/policies/latedrops/policy/. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/).

**Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), requires students to obtain instructor’s permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

**Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.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. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at http://www.sjsu.edu/studentconduct/.

**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](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center (AEC)](http://www.sjsu.edu/aec) to establish a record of their disability.

**Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

The SJSU Writing Center is located in Clark Hall, Suite 126. 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. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.

(Note: You need to have a QR Reader to scan this code.)

SJSU Counseling and Psychological Services
Located on the corner of 7th Street and San Carlos in the Student Wellness Center Room 300B, SJSU Counseling and Psychological Services has professional psychologists, social workers, and counselors that are available to provide confidential consultations 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, visit the Counseling Services website at http://www.sjsu.edu/counseling.

Contact SJSU Cares
SJSU wants to help you stay healthy! Resources are available to help you pay for medical bills or insurance. SJSU Cares can help if a student is a victim of a crime, or of a natural disaster like fire or flood. We know that housing insecurity is also a real issue in Silicon Valley. If you are facing any kind of emergency situation, contact SJSU Cares to find support and resources.

Food Assistance
If you find yourself struggling to afford food while attending SJSU, SJSU Cares has three programs to help:
- Spartan Food Pantry
- CalFresh Application Assistance
- Swipe Out Hunger

These programs can help you get the food you need to focus on your education. Additionally, there are many other food resources available on campus and in the surrounding community.

The Military and Veterans Resource Center (VRC)
The San Jose State University VRC is designed as a one-stop resource that plays a primary role in serving the university’s growing community of veterans and military students. The one-stop VRC is dedicated to assisting eligible student Veterans, Reservists, National Guard, Active Duty, and dependents with state/federal education benefits and certification, campus resources, and intentional student programs that aid in the transition from military to education to
career. To schedule an appointment or learn more information, visit the VRC website at https://www.sjsu.edu/veterans/about/contact-us.php
*Course Schedule is subject to change due to availability of speakers and videos. You are responsible for attending class and checking email and Canvas to remain current.

<table>
<thead>
<tr>
<th>CLASS/TOPIC</th>
<th>READING FROM CASEBOOK/ONLINE HANDOUTS DUE</th>
<th>READINGS FROM BEAM, HINES, AND SNYDER BOOKS DUE</th>
<th>EVALUATION DUE</th>
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<tr>
<td>2/1 Introduction</td>
<td>Canvas Handout: Adverse Childhood Experience (ACE) Questionnaire</td>
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<td>Video (59 mins): Dr. Nadine Burke Harris, ACE-Aware Nation Conference <a href="https://www.youtube.com/watch?v=NTwmYaVTwIs">https://www.youtube.com/watch?v=NTwmYaVTwIs</a></td>
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<td>Video: Cohen, P. (24 mins) Family Violence and Abuse with Covid <a href="https://www.youtube.com/watch?v=aDg9PmSqkfk">https://www.youtube.com/watch?v=aDg9PmSqkfk</a></td>
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Psych. 209, Sarah Nadeau, Sp. 2022
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<tr>
<th>Date</th>
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<tr>
<td>2/22</td>
<td>Child Maltreatment &amp; Neglect</td>
<td><strong>Foster Care</strong> Ch. 2 Crisis in Foster Care (“Raney Family”), 29-55.</td>
<td>Discussion Post and Comment Based on Video: What Did you Learn About Effective Community Based Clinical Practice?</td>
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<td>3/1</td>
<td>Child Abuse &amp; Foster Care</td>
<td><strong>Hines, Ch.2 Cultural Contexts</strong>, 107-217.</td>
<td><strong>Clinical Case Report and Peer Comments due as Integration Assignment Due:</strong> Raney Family</td>
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<td>3/8</td>
<td>Sexual Abuse</td>
<td><strong>Foster Care</strong> Ch. 5 Dan, 101-116.</td>
<td><strong>Clinical Case Report and Peer Comments due as Discussion Posts:</strong></td>
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<td>3/15</td>
<td>Neglect, Psychological Maltreatment &amp; Effects</td>
<td><strong>Hines, Ch.5 Child Neglect</strong>, 333-390.</td>
<td><strong>Clinical Case Report and Peer Comments due as Discussion Posts:</strong></td>
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**2/22**

Child Maltreatment & Neglect

Video (11 mins): Taylor, H. *Global Initiative to End Violence Against Children*

https://www.ted.com/talks/howard_taylor_a_global_initiative_to_end_violence_against_children

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**Discussion Post and Comment Based on Video:**

What Did you Learn About Effective Community Based Clinical Practice?

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**Foster Care** Ch. 2 Crisis in Foster Care (“Raney Family”), 29-55.

**Hines, Ch.2 Cultural Contexts**, 107-217.

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**Clinical Case Report and Peer Comments due as Integration Assignment Due:** Raney Family

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**Historical Contexts** 107-217.

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**Clinical Case Report and Peer Comments due as Discussion Posts:**

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**Psych. 209, Sarah Nadeau, Sp. 2022**
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<tr>
<th>Date</th>
<th>Event</th>
<th>Reading</th>
<th>Video</th>
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<tr>
<td>3/22</td>
<td>prevention and intervention</td>
<td>Hines, Ch. 6 Prevention &amp; Intervention, 391-440.</td>
<td>Video (12 mins): <em>Richmond, K. What Can You Learn from a Trash Bag?</em> <a href="https://www.youtube.com/watch?v=bnK1mXm8i2w&amp;t=4s">https://www.youtube.com/watch?v=bnK1mXm8i2w&amp;t=4s</a></td>
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<td>4/5</td>
<td>Partner Violence</td>
<td>Hines, Part III, Intimate Partner Maltreatment, Ch. 7, 442-490.</td>
<td>Video (12 mins): <em>Warning Signs...</em> Domestic Violence Ch. 2 Mikki’s Story, 48-68. <a href="https://www.youtube.com/watch?v=CIfF2ri09FI">https://www.youtube.com/watch?v=CIfF2ri09FI</a></td>
<td>Clinical Case Report and Peer Comments due as Discussion Posts: Speaker: Rolanda Pierre Dixon, JD, SCC Assistant DA Retired, 1-2:30</td>
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<tr>
<td>4/12</td>
<td>Intimate Violence in Teens and Young Adults</td>
<td>Hines, Ch. 9, Maltreatment in College Student Relationships, 583-722.</td>
<td>Video (19 mins): <em>Teen Dating Violence</em> <a href="https://www.youtube.com/watch?v=Lp2eljXWzwg">https://www.youtube.com/watch?v=Lp2eljXWzwg</a></td>
<td>Clinical Case Report and Peer Comments due as Discussion Posts:</td>
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<td>Date</td>
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<td>5/3</td>
<td>Understudied Factors in Intimate Abuse</td>
<td>Hines, Ch. 7, Sexual Maltreatment 490-515. Snyder, Part II: The Beginning, 159-208.</td>
<td>Clinical Case Report and Peer Comments due as Discussion Posts:</td>
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**Videos:**
- New Reality for Foster Care [https://www.youtube.com/watch?v=jV70TjJ_kc](https://www.youtube.com/watch?v=jV70TjJ_kc)
- Abuse of Elderly.
| Video (6 mins): *Elder Abuse*  
https://www.youtube.com/watch?v=OEGhbbpel30  
Speaker: *TBD*,  
SCC APS |  |  | *Finals Day*  
Tuesday May 24th  
9.45am - 12noon | Original Pamphlet  
Based on Practice  
Guidelines |
Brief Clinical Case Report: Worth 20 points. Each student will share a brief clinical report pertaining to one of the cases that is described in an assigned Casebook (Foster Care or Domestic Violence), or in one of the other the assigned books (To the End of June, and No Visible Bruises). Alternately, you may choose a case contained in the recommended supplementary reading, On Their Own. For this assignment, you may either write about a single client (a domestic violence survivor or foster child) or an entire foster family (as discussed in the book ‘To the End of June). Each student will post a comment or question on each case. Reports are due on Canvas by 12:00 pm so that the other students can add comments or questions prior to class.

This Case Report will be graded on completeness, clarity, and coherence. In keeping with the format of standard clinical reports and a multi-systemic approach, describe the following in no more than 4 pages. If information isn’t available, state what you would do to explore or address the area of concern.

1. Demographics: Describe information available as to gender, socio-economic status, sexual orientation identity, ethnic/cultural identification, and education level of the client/family seeking treatment. (1 pt.)

2. Presenting Problem: Provide a very brief description of the concern that client or referral source reports as the reason for currently seeking treatment. Note referral source and symptoms reported by client or referral source. State what you know about duration and severity of symptoms, and concerns or distress reported. (2 pts.)

3. Strengths: Briefly describe strengths and resources in the client or family’s life such as coping skills, abilities, support figures, cognitions, beliefs, activities, plans, or goals. Describe history of resilience in terms of overcoming obstacles or challenges. (2 pts.)

4. Possible Diagnoses Involved: Note any evidence for meeting criteria for a specific DSM diagnosis. If so, provide a brief justification for each aspect of the DSM diagnosis. Discuss rule outs or alternate interpretations if appropriate. Be sure to note any biological/medical concerns that might be significant in treating this client or family. (4 pts.)

5. History, particularly client involvement with social services: For client or family seeking treatment, include relevant information about past and current family functioning as well as milestones met, and traumatic events. Discuss the influence of systems on client or family treatment such as schools, judicial system, Child Protective Services, psychiatry, therapists, homeless shelters, foster placements, group homes, treatment centers, mutual-help groups,
youth programs, health care, mandated classes, mentors, and incarceration. (4 pts.)

6. The role of socio-cultural variables, such as ethnicity, race, gender, sexual orientation, culture, dis/ability, and class on client/family concerns. Discuss immigration/acculturation history if appropriate. If relevant, discuss religious beliefs, values shaped by culture, cultural conflicts experienced, gender role beliefs and practices, and experiences of discrimination. Discuss risk and protective factors related to social and economic resources. Sum up by conceptualizing the client’s focal problem in terms of client’s functioning within the contexts described in parts 3 and 4. (4 pts.)

7. Treatment Plan: Describe the theories (eg CBT, BT, Attachment, Humanism, Feminist, Family Systems) used to inform treatment and describe the treatment you would provide as the client/family’s psychotherapist, clearly and briefly citing specific techniques. Based on parts 1 – 4, demonstrate the ways in which your ongoing or proposed treatment addresses the key concerns, symptoms, risk factors, and coping strengths of the client. (4 pts.)

8. Recommendations Provide a multi-systemic overview based on the information above. Bring in traditional clinical theory (eg CBT, BT, Psychodynamic, Humanism, Family Systems) as well as community-based approaches (advocacy, policy change, involvement in school and community programs) discussed in your reading to suggest future interventions that would benefit the client or family and help to alleviate the current distress. (4 pts.)