



Chaminade
University
OF HONOLULU

HAWAII SCHOOL OF PROFESSIONAL PSYCHOLOGY
AT CHAMINADE UNIVERSITY OF HONOLULU

Course Syllabus

[Chaminade University Honolulu](https://www.chaminade.edu)

3140 Wai'ala'e Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP8950-01-7

Course Title: Special Topics: Family Systems Theory and Therapy

Department Name: Hawai'i School of Professional Psychology

College/School/Division Name: College of Education and Behavioral Sciences

Term: Spring 2024

Course Credits: 03

Class Meeting Days: Tuesdays

Class Meeting Hours: 1:00pm-4:00pm

Class Location: Kieffer Hall, rm 9

Instructor Name: Kathryn M. Chun, PhD

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Office Location: Behavioral Science Building, Rm 103

Office Hours: Thursdays 1:00pm-4:00pm (other times by appointment)

University Course Catalog Description and Overview

The aim of this course is to provide students with an overview of the theory, research, and practice models for family therapy. The history of family therapy, theoretical underpinnings, and numerous family systems theories are taught and discussed. Students will engage in experiential exercises, including role plays to develop practical skills of family therapy techniques, and will discuss comparisons of styles. Cultural and diversity factors are emphasized in considering family systems theories and woven into the course material to prepare students for effectively practicing family therapy in the community. Critical thinking, integration of research and theory into practice, responsivity to situational factors and interpersonal dynamics, and further development of strong writing skills about family systems are essential elements of this course.

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

- Education for formation in faith
- Provide an integral, quality education
- Educate in family spirit
- Educate for service, justice and peace
- Educate for adaptation and change

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Ōlelo No'ēau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'ēau 364) May I live by God

2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Program Learning Outcomes: HSPP Aims and Competencies

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program's aim is to educate and train students employing a practitioner-scholar model so that they will be able to function effectively as clinical psychologists. To ensure that students are adequately prepared, the curriculum is designed to provide for the meaningful integration of psychological science, theory, and clinical practice. The clinical psychology program at the Hawai'i School of Professional Psychology is designed to emphasize the development of knowledge, skills, and attitudes essential in the training of health service psychologists who are committed to the ethical provision of quality, evidence based services to diverse populations and who are able to apply multiple theoretical perspectives to clinical issues.

The Hawai'i School of Professional Psychology at Chaminade University of Honolulu's clinical psychology doctoral program subscribes to the American Psychological Association (APA) Standards of Accreditation. As such, students are expected to establish an identity in and orientation to health service psychology by acquiring the necessary discipline-specific knowledge and profession-wide competencies. Upon completion of the PSYD degree in clinical psychology, students will be able to:

1. Apply ethical and legal standards relevant to the practice of clinical psychology, including professional ethics that guide professional behavior.
2. Apply professional communication and interpersonal skills, to include the utilization of clear, informed, and well-integrated communication, as well as effective interpersonal skills across settings.
3. Apply professional values and attitudes across settings, including self-reflective practice and openness to supervision and feedback.
4. Apply awareness of individual and cultural diversity, including knowledge of theoretical models and diversity research that serve to guide the application of diversity competence.
5. Articulate and integrate the history and systems of psychology as well as the basic areas in scientific psychology, including affective, biological, cognitive, developmental, psychopharmacological, and sociocultural aspects of behavior.
6. Conduct science in psychology, applying psychometrics, statistical analyses, and quantitative and qualitative research methods.
7. Competently perform psychological assessments, including the ability to administer, interpret, integrate, and convey results of psychological tests.
8. Competently perform clinical interventions, including case formulation, theoretical conceptualization, developing and applying evidence-based treatment plans, and evaluating treatment effectiveness in work with clients.
9. Apply knowledge of consultation models and practices, including interprofessional and interdisciplinary skills in consultative services.
10. Articulate supervision models and practices, including areas of ethics and potential conflicts.
11. Apply the Marianist values, through acts of community service, justice, and peace.

Course Learning Outcomes

1. Students will demonstrate understanding of multiple family systems theories. (Competency 5)
2. Students will be able to critically review selected professional, theoretical, and research literature related to family systems therapy, and to examine their implications for practice. (Competency 6)

3. Students will demonstrate family systems therapy intervention techniques consistent with learned theories, including development of evidence-based treatment plans and assessing treatment effectiveness. (Competency 8)
4. Students will generate ethically-bound and diversity-informed family systems theoretical formulations. (Competency 1, 4)
5. Students will demonstrate effective communication and interpersonal skills, as well as self-reflective practice in applying learned family therapy techniques. (Competency 2, 3)

Required Learning Materials

Required Textbooks

Nichols, M.P. & Davis, S.D. (2021). *Family therapy: Concepts and methods* (12th ed.). Pearson Education Inc.
Taibbi, R. (2022). *Doing family therapy: Craft and creativity in clinical practice* (4th ed.). The Guilford Press.

Required Readings

- Amorin-Woods, D., Fraenkel, P., Mosconi, A., Nissi, M., & Munoz, S. (2020). Family therapy and COVID-19: International reflections during the pandemic from systemic therapists across the globe. *Australian and New Zealand Journal of Family Therapy*, 41(2), 114-132. <https://doi.org/10.1002/anzf.1416>
- Green, R.-J. (2000). "Lesbians, gay men, and their parents": A critique of LaSala and the prevailing clinical "wisdom." *Family Process*, 39(2), 257-266. <https://doi.org/10.1111/j.1545-5300.2000.39208.x>
- Imber-Black, E. (2019). Rituals in contemporary couple and family therapy. In B.H. Fiese, M. Celano, K. Deater-Deckard, E.N. Jouriles, & M.A. Whisman (Eds.), *APA handbook of contemporary family psychology: Family therapy and training.*, Vol. 3 (pp. 239-253). American Psychological Association. <https://doi.org/10.1037/0000101-015>
- Klever, P. (2015). Multigenerational relationships and nuclear family functioning. *American Journal of Family Therapy*, 43(4), 339-351. <https://doi.org/10.1080/01926187.2015.1051898>
- Sluzki, C.E. (2004). House taken over by ghosts: Culture, migration, and the developmental cycle of a Moroccan family invaded by hallucinations. *Families, Systems, & Health*, 22(3), 321-337. <https://doi.org/10.1037/1091-7527.22.3.321>
- Weber, T., McKeever, J.E., McDaniel, S.H. (1985). A beginner's guide to the problem-oriented first family interview. *Family Process*, 24(3), 357-364. <https://doi.org/10.1111/j.1545-5300.1985.0037.x>

Course Requirements

Course Requirements in Relation to Credit Hours. This is a three-credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this doctoral-level course are anticipated to spend a minimum of 45 hours in class. The additional 90 hours outside of classes are anticipated to equal 2-4 hours per week on course readings and class preparation, and 2-4 hours per week of work on future assignments (e.g., presentations, projects, papers, exams).

Attendance and Participation. Regular attendance and active participation in class discussions and role-plays are required. Therefore, students are expected to attend every class, arrive on time, complete all assigned readings, actively participate in class discussions, complete all in-class assignments, and behave appropriately and professionally at all times. Failure to meet these expectations will result in an individual meeting with the instructor and, if severe or chronic, will result in a meeting with the student's academic advisor for remediation. Late or absent students are responsible for missed material, and more than two absences will require additional work and may result in loss of credit for the course.

Students are expected to familiarize themselves with all assigned materials ahead of time and to come prepared to discuss and/or apply them in class. The readings listed for a particular class date are the readings that will be discussed on that date, so please read them ahead and come prepared to discuss them or do activities based on the readings.

Role-plays are an integral part of learning the techniques of family therapy. Therefore, active participation in all role plays and respectful engagement with classmates that assists in personal and peers' learning is

expected.

Reading Notes: Students will create a Google Document that they will share with the instructor. In this Google Doc, students will write detailed notes, based on the readings, by the assigned reading dates in the course schedule.

Family Genogram & Reflections Paper: Create your own family (or use someone else's anonymous family with permission – not that of a classmate and not a client) genogram that includes at least three generations, with appropriate symbols, including emotional triangles, which is drawn out and submitted with your paper. Write a family systems-based paper (~4 pages, APA-style) that (1) offers your reflections on what you observe about your own family after creating the genogram and (2) describe patterns (i.e., psychological, medical, cultural, interpersonal dynamics) you observe in your own family.

Family Conceptualization Project:

Part I: Family-Systems Interview with Individual: Conduct an interview (60 minutes suggested) with a volunteer (not a client) with the basic therapeutic techniques that you would utilize in a family therapy session. Gather information about a particular experience/event/situation/perspective that explores patterns within the individual's family. Ensure you are obtaining cultural background information and addressing major clinical interview elements. Transcribe and mark notes on the transcription.

Part II: Family System Case Conceptualization Paper: Through a clearly identified family systems theoretical lens, write an 8-10-page paper (using APA style, well-written, using a culturally-informed approach, with references) that explores the communication style of the volunteer, relationship dynamics between the volunteer and their family member, the cultural history explored, and how the family system is influenced by these elements.

Part III: Family System Case Presentation: Present your paper's findings to the class from a clinical perspective, ensuring that your presentation includes terminology from a family systems theory and incorporates a culturally-informed perspective, concluding the presentation by soliciting questions from the class. Presentations will be approximately 10 minutes each.

Final Exam:

Part I: Students will view a brief video of a family and then respond to short-answer questions that allow them to demonstrate their understanding of family systems theory and therapy.

Part II: Students will be provided with a brief family vignette and will apply a family systems theoretical approach to creating a well-developed treatment plan.

Grading

Project/Assignment	Point Value
Attendance and Participation	10
Reading Notes	6
Family Genogram & Reflections Paper	15
Family Conceptualization Project: Family System Individual Interview Transcript	10
Family Conceptualization Project: Family System Case Conceptualization Paper	25
Family Conceptualization Project: Family System Case Presentation	10
Final Exam (Part 1 & Part II)	24
Total	100

Grading Scale

Grade point equivalents (and grading scale values) are presented below. Final scores > .5 will be rounded up.

A = 4.00 (93-100)

A- = 3.67 (90-92)

B+ = 3.33 (88-89)

B = 3.00 (83-87)

B- = 2.67 (80-82)

C = 2.00 (70-79); Failed - No credit given

F = 0.00 (≤ 69); Failed - No credit given

Instructional Contact and Credit Hours

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Specific Credit Situations

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Course Policies

Instructor and Student Communication: Questions for this course can be emailed to the instructor. Online, in-person, and phone conferences can be arranged. Response time is up to 2 days.

Cell phones, tablets, and laptops: Out of consideration for your classmates, please set your cell phone to silent mode during class. Students are encouraged to bring laptops or tablets to class as the instructor will assign online activities and readings that will require the use of a laptop or tablet. Laptops and tablets should not be misused, such as checking distracting websites. Use your best judgment and respect your classmates and instructor.

Disability Access: If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Failure to provide written documentation through the Counseling Center will prevent your instructor from making the necessary accommodations, instructors cannot provide accommodations unless they have been prescribed by the Counseling Center. Once you have received an official notice of accommodations from the Counseling Center, it is also very important to discuss these accommodations directly with your instructor so that they can better support your needs. If you have specific questions regarding your individualized accommodations, you may speak directly with your instructor and/or you may contact the Counseling Center.

Title IX Compliance: Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, you are encouraged to report this matter promptly. Faculty members promote safe and healthy environments, and any sexual, physical, and/or psychological misconduct or abuse will be reported to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy: Students are expected to attend regularly all courses for which they are registered. Student should notify their instructors when illness or other extenuating circumstances prevent them from attending class, and they should make arrangements to obtain missed information and complete missed assignments. Notification may be done by emailing the instructor's Chaminade email address, calling the instructor's campus extension, or by leaving a message with the instructor's division office. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Students may be automatically withdrawn from the class or receive a failing grade if there are three or more absences in a 16-week term or two absences in a row in a 16-week term. With the condensed nature of the 8-week terms, missing class one day (e.g., 6-hours of class) would be equivalent to two absences in a row in a 16-week term.

Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review options. Anyone who stops attending a course without an official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Professionalism with Class Topics and Discussions:

It is anticipated that in the course of students' graduate education in clinical psychology, they will have emotional reactions to class topics and discussions. Recognizing, understanding, and managing one's internal states is an integral part of one's professional responsibility. In the event that affective reactions become overwhelming, students are expected to manage their reactivity as they would as a practicing professional, subsequently discussing it with professors/supervisors and seeking informal and/or formal support. Similarly, it is the student's responsibility to notify the professor of potential issues, so they can address them (e.g., using the correct pronouns, pronouncing names/words correctly, awareness of triggering content).

Self-disclosure is considered voluntary and at the discretion of the student. Additionally, it is expected that peers be mindful and respectful of disclosures of others, keeping shared information confidential.

Academic Conduct Policy: Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook and HSPP Program Catalog, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook and Program Catalog, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook and HSPP Program Catalog for more details. A copy of the Student Handbook is available on the Chaminade website.

Unless expressed in writing via a university accommodation, all course information, content, and materials in any medium (including but not limited to notes, slides, recordings, electronic files, and verbal discussions and presentations) are prohibited from being intentionally or unintentionally shared (or allowed to be accessed), distributed, published, uploaded, or reproduced in any form, as they are reserved for the private use by the student registered for the course. Any audio and/or visual recordings (including pictures) are prohibited unless prior written permission from the instructor is granted, and permission is limited to individual and temporary use (i.e., recordings are not to be shared/reproduced, recordings must be deleted at the end of the term).

Unless otherwise instructed, all course submissions should follow the Publication Manual of the American Psychological Association, 7th Edition format. The faculty at the Hawai'i School of Professional Psychology at Chaminade University of Honolulu is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. Your course assignments may be submitted to an online authenticity resource (e.g., Turnitin), which helps students and instructors detect potential cases of academic dishonesty.

Similarly, the program needs to evaluate a student's *competency* in all academic and practice areas (including writing skills and critical thinking). Therefore, using artificial intelligence (AI) and automated writing tools is *not permitted* for program submissions and will be considered academic dishonesty.

Technology: A laptop with the following technology may be required in order to complete courses in the Clinical Psychology program: at least Windows 10 (for PCs), at least Mac OS X 10.5.8 (for Macs); a current antivirus program; the current Microsoft Office (PowerPoint and Word) and Adobe Acrobat; a standard web browser; and an internet or broadband connection with speed and connectivity to support internet searches and video conferencing. Most courses are paperless, but a printer/scanner may also be required.

Schedule

Week	Date	Topics	Readings Due (to be completed before attending class)	Assignments Due
1	01/09	-Introduction to Family Systems Theories -Family Therapy Context & Classic Schools -Cultural Competency -Cybernetics -Ethics		
2	01/16	-Bowen Family Systems Therapy -Video Analysis Exercise -Techniques Application Practice	Nichols & Davis Ch. 1-4 Weber (1985) article	
3	01/23	- Strategic Family Therapy -Technique Application Practice	Nichols & Davis Ch. 5 Taibbi Ch. 1 & 2 Sluzki (2004) article	
4	01/30	-Structural Family Therapy -Technique Application Practice	Nichols & Davis Ch. 6 Taibbi Ch. 3	
5	02/06	-Multigenerational transmission of strengths and trauma -Diverse family compositions -Technique Application Practice	Green (2000) article Klever (2015) article Taibbi Ch. 4	

6	02/13	-Experiential Family Therapy -Technique Application Practice	Nichols & Davis Ch. 7 Taibbi Ch. 5	
7	02/20	- Psychoanalytic Family Therapy -Technique Application Practice	Nichols & Davis Ch. 8 Taibbi Ch. 6	Family Genogram and Reflections Paper Due
8	02/27	- Cognitive-Behavioral Family Therapy -Technique Application Practice	Nichols & Davis Ch. 9 Taibbi Ch. 7	
9	03/05	-Gender Roles and Identity in Families and Intersectionality -Internal Family Systems Therapy	Nichols & Davis Ch. 10 & 11 Taibbi Ch. 13	
10	03/12	-Social Constructivism -Solution-Focused Therapy -Narrative Therapy	Nichols & Davis Ch. 12 & 13 Imber-Black (2019) article Taibbi Ch. 8 & 9	
11	03/19	-Start the Family Conceptualization Project (In the Field), Interview Volunteer for Paper/Class Presentation	Taibbi Ch. 10 & 11	
12	03/26	-Family Crises: Violence, Substance Use, Infidelity, Illness/Chronic Conditions -Comparative Analysis -Role Plays	Nichols & Davis Ch. 14 Amorin-Woods et al. (2020) article	Family System Individual Interview Transcript & Consent Form Due
13	04/02	-Play in Family Therapy	Taibbi Ch. 12 & 14	
14	04/09	-Final Exam		
15	04/16	-Family System Case Presentations		Family System Case Conceptualization Paper Due
16	04/23	-Family System Case Presentations		