



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'ālae Avenue - Honolulu, HI 96816

www.chaminade.edu

Course Number: PP-8950-02-7

Course Title: Special Topics: Emotionally Focused Couple Therapy

Department Name: Hawai'i School of Professional Psychology

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

Term: Spring 2024

Course Credits: 03

Class Meeting Days: Thursdays

Class Meeting Hours: 1:00 p.m. – 4:00 p.m.

Class Location: Kieffer 9

Instructor Name: Joy Tanji, PhD

Email: joy.tanji@chaminade.edu

Phone: 808.739.7248

Office Location: Behavioral Sciences Building, Rm. 110

Office Hours: Mondays 2:00 p.m. – 4:00 p.m., Wednesdays 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 of emotionally focused couple therapy (EFCT). A reflecting team approach involving reflexive collaboration will be used to facilitate in-class experiential training and small group extended roleplays will be used to support core skill practice and development. Students will learn how to conceptualize cases, critically evaluate moment-by-moment change, and engage in large and small group discussions examining application of EFCT assumptions, structure, and process effectively to diverse couples and situational factors.

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'eau (Hawai'ian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo No'eau 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 critically review selected professional, theoretical, and research literature related to prevalent issues in EFCT, and examine their implications for practice, as measured using the grading rubric for the journal club presentations. (Competency 6)
2. Students will critically examine and identify areas of potential countertransference and bias in their work with couples. A reflecting team and peer supervision approach will be used to facilitate them in generating multiple plausible hypotheses and testing them against emergent case information and knowledge from the extant literature. Their progress will be evaluated using the grading rubric for the mini-case conceptualizations and Project 2. (Competencies 1 and 3)
3. Students will reflexively critique moment-by-moment process through transcript analyses of master tapes and how to use these observations to scaffold intervention design toward short-term and longitudinal goals. This will be evaluated using the grading rubric for the mini-group conceptualizations and group project 2 (Competency 8)
4. Students will generate diversity-informed problem formulations and intervention plans in EFCT through group analyses and critiques of master therapy tapes, large group reflecting team practice, and mini-case conceptualizations for small group skill practice. This will be evaluated using the grading rubric for the mini-case conceptualizations and Project 2. (Competency 4)
5. Students will critically examine and discuss the limitations of the APA Code of Ethics to systemic practice. They will practice applying ethical principles and seeking peer consultation during large- and small-group roleplays to highlight potential areas of concern. Their progress in generating possible ways to inform ethical problem solving when the professional code of ethics do not address the unique concerns of a couple will be evaluated using the grading rubric for the mini-case conceptualizations and Project 2. (Competencies 1 and 4)

Required Learning Materials

Required Textbooks

- Furrow, J. L., & Johnson, S. M., Bradley, B., Brubacher, L. L., Campbell, T. L., Kallow-Lilly, V., Palmer, G., Rheem, K., & Woolley, S. R. (2022). *Becoming an emotionally focused therapist: The workbook* (2nd ed.). Routledge.
- Johnson, S. M. (2020). *The practice of emotionally focused couple therapy* (3rd ed.). Routledge.

Required Readings

- Allan, R., Edwards, C., & Lee, N. (2023). Cultural adaptations of emotionally focused therapy. *Journal of Couple & Relationship Therapy: Innovations in Clinical and Educational Interventions*, 22(1), 43–63. doi: 10.1080/15332691.2022.2052391
- Beasley, C. C., & Ager, R. (2019). Emotionally focused couples therapy: A systematic review of its effectiveness over the past 19 years. *Journal of Evidence-Based Social Work*, 16(2), 144–159. <https://doi.org/10.1080/23761407.2018.1563013>
- Fryszler, A., & Schwing, R. (2021). Ethical issues in systemic psychotherapy. In M. Trachsel, N. Biller-Andorno, J. Gaab, J. Sadler, & S. Tekin (Eds.), *Oxford handbook of psychotherapy ethics* (pp. 545–561). Oxford Academic. <https://doi.org/10.1093/oxfordhb/9780198817338.013.45>
- Johnson, S. M., Makinen, J. A., & Millikin, J. W. (2001). Attachment injuries in couple relationships: A new perspective on impasses in couples therapy. *Journal of Marital and Family Therapy*, 27(2), 145–155. <https://doi.org/10.1111/j.1752-0606.2001.tb01152.x>
- Kailanko, S., Wiebe, S. A., Tasca, G. A., & Laitila, A. A. (2022a). Impact of repeating somatic cues on the depth of experiencing for withdrawers and pursuers in emotionally focused couple therapy. *Journal of Marital and Family Therapy*, 48(3), 693–708. doi: 10.1111/jmft.12544

- Kailanko, S., Wiebe, S. A., Tasca, G. A., & Laitila, A. A. (2022b). Somatic interventions and depth of experiencing in emotionally focused couple therapy. *International Journal of Systemic Therapy*, 33(2), 109–128. <https://doi.org/10.1080/2692398X.2022.2041346>
- Kailanko, S., Wiebe, S. A., Tasca, G. A., Laitila, A. A., & Allan, R. (2021). Somatic experience of emotion in emotionally focused couple therapy: Experienced trainer therapists' views and experiences. *Journal of Marital and Family Therapy*, 48, 677–692. doi: 10.1111/jmft.12543
- Lee, N. A., Spengler, P. M., Mitchell, A. M., Spengler, E. S., & Spiker, D. A. (2017). Facilitating withdrawer re-engagement in emotionally focused couple therapy: A modified task analysis. *Couple and Family Psychology: Research and Practice*, 6(3), 205–225. <http://dx.doi.org/10.1037/cfp0000084>
- Makinen, J. A., & Johnson, S. M. (2006). Resolving attachment injuries in couples using emotionally focused therapy: Steps toward forgiveness and reconciliation. *Journal of Consulting and Clinical Psychology*, 74(6), 1055–1064. doi: 10.1037/0022-006X.74.6.1055
- McKinley, J. A., & Johnson, S. M. (2006). Resolving attachment injuries in couples using emotionally focused therapy: Steps toward forgiveness and reconciliation. *Journal of Consulting and Clinical Psychology*, 74(6), 1055–1064. doi: 10.1037/0022-006X.74.6.1055
- Murphy, M. J., & Hecker, L. L. (2020). Ethical and legal issues unique to systemic family therapy. In K. S. Wampler, R. B. Miller, & R. B. Seedall (Eds.), *The handbook of systemic family therapy* (vol. 1; pp. 533–554). <https://doi.org/10.1002/9781119790181.ch23>
- Reid, D. W., Dalton, E. J., Laderoute, K., Doell, F. K., & Nguyen, T. (2007). Therapeutically induced changes in couple identity: The role of we-ness and interpersonal processing in relationship satisfaction. *Genetic, Social, and General Psychology Monographs*, 132(3), 241–284. doi: 10.3200/mono.132.3.241-288
- Schade, L. C., & Sandberg, J. G. (2012). Healing the attachment injury of marital infidelity using emotionally focused couples therapy: A case illustration. *The American Journal of Family Therapy*, 40, 434–444. doi: 10.1080/01926187.2011.631374
- Timulak, L., & Keogh, D. (2022). Transdiagnostic emotion-focused conceptualization. In L. Timulak & D. Keogh (Eds.), *Transdiagnostic emotion-focused therapy: A clinical guide for transforming emotional pain* (pp. 57–84). American Psychological Association. <https://doi.org/10.1037/0000253-004>
- Wiebe, S. A., & Johnson, S. M. (2016). A review of the research in emotionally focused therapy for couples. *Family Process*, 55, 390–407. doi: 10.1111/famp.12229
- Zuccarini, D., Johnson, S. M., Dalgleish, T. L., & Makinen, J. A. (2013). Forgiveness and reconciliation in emotionally focused therapy for couples: The client change process and therapist interventions. *Journal of Marital and Family Therapy*, 39(2), 148–162. doi: 10.1111/j.1752-0606.2012.00287lx

Course Requirements

Course Requirements in Relation to Credit Hours. This is a three-credit hour course requiring a minimum of 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 estimated to be 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 roleplays 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. If late or absent, students are responsible for missed material. More than two unexcused 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.

Roleplays are an integral part of learning the techniques of emotionally focused couple therapy. Therefore, active participation in all role plays and respectful engagement with classmates that assists in personal and peers' learning is expected.

Journal Club Presentation (10 pts). In groups of three, students will review one of the designated empirical studies from the required readings. During these presentations, students will provide a brief overview of the background, study objective/purpose, research questions/hypotheses; methodology/study design, rigor; results; discussion, strengths and limitations; and applicability of results. They will facilitate a brief discussion with peers regarding reactions, questions, and potential implications for practice; how they might use it to inform their role play work on that day.

Roleplay Participation Reflections Log and Mini-Case Conceptualizations (35 pts). Depending on the needs of the class, there will be opportunities to engage in roleplay practice on 10-12 weeks, this term. You will be required to be the therapist a minimum of two times during the large-group practice and a minimum of five times during the small group practice. Students will take turns being the therapist, pursuing partner, and withdrawing partner in both the large-group and small-group roleplays. This will give you an opportunity to gain a better understanding of each experience. During the large-group roleplays, you will have the added benefit of being a reflecting team member on some weeks. On these weeks you will have more opportunities to be on the observer end of the participant-observer continuum.

You will be required to keep a log of your participation in large- and small-group roleplays (10 pts total). Whether you are playing the role of the therapist, pursuing partner, withdrawing partner, or reflecting team member, please make a note in your log regarding the date, your role on that day, and what you learned (e.g., skill, sequencing of interventions to facilitate a particular end, transference/countertransference). Please be as specific as possible regarding what you learned. (**Recommendation.** Set up a table with the following column headings: date, role, what was learned)

When you are serving in the role of the therapist in the small-group roleplays, please submit a brief mini-case conceptualization including an infinity sign diagram of the couple's emotion scheme, stage and step (including supporting evidence), a brief case formulation, and a brief action plan for the next session. You are expected to submit approximately five of these mini-case conceptualizations (25 pts total).

Project 1: Group Presentation on an Emergent Area of Focus in EFCT (20 pts)

In groups of 3 students, explore a 30-45 minute presentation on an emergent area of focus in EFCT. This can be a treatment issue (e.g., infidelity, fertility, chronic illness of a partner or family member, loss and grief, trauma history), process issue (e.g., impasses, ambivalence, rapid start-up, frequent fights or escalations), or a specific treatment approach (e.g., use of focusing, mindfulness, narrative, forgiveness and compassion). Report what we know so far about this issue/process/strategy from the quantitative and qualitative literature. Your presentation should incorporate the findings of at least 5-10 empirical

studies. Prepare a brief (5-10 minute) question and answer, and discussion with peers at the end. Please submit your slide presentation to the instructor.

Project 2: Transcript Analysis of Moment-by-Moment Change, Case Formulation and Treatment Plan for a Master Tape of an EFCT Session (30 pts)

1. View the master tape of the assigned couple session.
2. Complete the group portion of the project in groups of three students. Write up your group responses and submit one copy to the instructor. Be sure to identify the members of your group.
(Recommendation. Set up a table with multiple columns with these headings: transcript, strategy used, goal, rationale, effectiveness) (10 pts)
 - a) Conduct a moment-by-moment transcript analysis of the pages designated by the instructor. As a group, hypothesize and discuss what you believe the therapist was trying to accomplish from moment-to-moment and why.
 - b) Discuss the intersectionality of the case. What are issues would you need to consider in order to individualize care?
 - c) Provide a balanced critique of the session: In what ways did do you think the session was successful? Cite specific intervention strategies and portions of the session where you believe the session was most successful. In what ways might the approach have been enhanced? Cite specific intervention strategies and portions of the session where you believe an alternative strategy might have been more effective. What specifically would you have done instead?
3. Complete the individual portion of the project. Write up your individual responses and submit a copy to your instructor. Be sure to identify who you are. (15 pts)
 - a) Where in the process is the couple? Identify the stage and step the couple is in at the beginning of the session. Identify the stage and step the couple is in at the end of the session. Provide supporting evidence from the session as to why you believe they are in these stages and steps.
 - b) Generate a case formulation diagram of the case, using the infinity sign format.
 - c) What are typical interventions used at this stage and step of the model? Of these possible interventions, what do you think might be the most effective for this couple? Explain why?
 - d) What would need to happen in order for the couple to move to the next step? What might be interfering with their ability to move forward?
 - e) What would be your next step? How would you maintain previous gains while moving the couple forward? How would you know whether the intervention worked or not (how would you measure progress over time)?

Grading

| Project/Assignment | Point Value |
|--|-------------|
| Attendance and participation | 5 |
| Journal club presentation | 10 |
| Roleplay Participation Reflections Log Date Large- or small-group roleplay Role played (therapist, pursuing partner, withdrawing partner, reflecting team member) What you learned | 10 |
| Mini-case conceptualization drafts (5 submissions) Emotion scheme diagram Stage and step | 25 |

| | |
|---|-----|
| Case formulation Treatment planning | |
| Project 1: Group Presentation on an Emergent Area of Focus in EFCT | 20 |
| Project 2: Analysis of a Master Tape | |
| Transcript analysis (done as a group) | 15 |
| Case formulation (completed individually) | 10 |
| Treatment plan (completed individually) | 5 |
| 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 (\leq 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 a minimum 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 | 1/11 | <p>Introductions</p> <p>Review of Course Syllabus</p> <p>The Science of Love John Gottman TEDxVenice Beach =(27:43) https://www.youtube.com/watch?v=-uazFBCDvVw</p> <p>A Brief Introduction to EFCT</p> <p>What is Emotionally Focused Therapy (or EFT)? (19:20) https://www.youtube.com/watch?v=xQCg-jC25fo</p> <p>George Faller: The Negative Cycle (11:14) https://www.youtube.com/watch?v=Nwflxpulksw</p> | <p>Johnson: Ch. 1</p> <p>Furrow et al.: Ch. 1</p> | |
| 2 | 1/18 | <p>An Attachment View of Love</p> <p>Love Sense: From Infant to Adult (Sue Johnson and Ed Tronick) (11:27) https://www.youtube.com/watch?v=OyCHT9AbD_Y</p> <p>The Power of Vulnerability (20:44) https://www.youtube.com/watch?v=X4Qm9cGRub0</p> <p>Becoming an EFT Therapist</p> <ul style="list-style-type: none"> ● Large-Group roleplay practice <p>Treatment Acceptability and Treatment Efficacy</p> | <p>Johnson: Chs. 2, 11</p> <p>Furrow et al.: Ch. 2</p> <p>Allan et al. (2023)</p> <p>Beasley & Ager (2019)</p> <p>Wiebe & Johnson (2016)</p> | |
| 3 | 1/25 | <p>Impasses in Couple Relationships</p> <p>Becoming an Us: The Self-in-Relation</p> <ul style="list-style-type: none"> ● Journal Article Presentation: Reid et al. (2007) <p>The EFT Theory of Change: Within and Between</p> <ul style="list-style-type: none"> ● Large-group roleplay practice ● Small-group roleplay practice | <p>Johnson et al. (2001)</p> <p>Reid et al. (2007)</p> <p>Johnson: Ch. 3</p> <p>Furrow et al.: Ch. 3 (pp. 53 – 80)</p> | <p>Roleplay Participation</p> <p>Reflections Log</p> |
| 4 | 2/1 | <p>The Basics of EFT Interventions: Emotions and the Macro-Intervention, the EFT Tango</p> <p>5 Essential Moves of the EFT Tango with Dr. Sue Johnson (8:09) https://www.youtube.com/watch?v=gZ7ELF8mE3Q</p> <p>Resolving Attachment Injuries</p> <p>“Healing Toxic Injuries in Love Relationships” Seminar with Susan Johnson, EdD (6:27) https://www.youtube.com/watch?v=UkGOLobd8s8</p> <ul style="list-style-type: none"> ● Large-group roleplay practice | <p>Johnson: Ch. 4</p> <p>Furrow et al.: Ch. 3 (pp. 80 – 106)</p> <p>Makinen & Johnson (2006)</p> | <p>Roleplay Participation</p> <p>Reflections Log, Mini-case conceptualization</p> |
| 5 | 2/8 | <p>Ethical Issues in Systemic Psychotherapy</p> <p>Basic EFT Micro Skills: Experiential and Systemic</p> <ul style="list-style-type: none"> ● Large-group roleplay practice <p>Empathy</p> <p>https://www.youtube.com/watch?v=1Ewvgu369Jw</p> | <p>Fryszler & Schwing (2021)</p> <p>Murphy & Hecker (2020)</p> | <p>Roleplay Participation</p> <p>Reflections Log</p> |

| | | | | |
|----|------|--|--|--|
| | | | Johnson: Ch. 5 | |
| 6 | 2/15 | <p>What Is the Difference between Primary and Secondary Emotions? (3:22) https://www.youtube.com/watch?v=7xTwvfGckLo</p> <p>How Do We Get to Our Core Pain? (1:44) https://www.youtube.com/watch?v=hEHbrQ6hwFs</p> <p>Is Core Pain the Same Thing as Unmet Need? (1:38) https://www.youtube.com/watch?v=BqshniPymrQ&t=27s</p> <p>The Beginning of Stage 1 Assessment: Defining the Dance and Listening to the Music Assessment in Stage 1 EFT with Dr. Rebecca Jorgensen (10:23) https://www.youtube.com/watch?v=FUhEfEqd39A</p> <ul style="list-style-type: none"> ● Roleplay practice | Johnson: Ch. 6 Furrow et al.: Ch.4 (pp. 109 – 150) | Roleplay Participation Reflections Log |
| 7 | 2/22 | <p>Six Principles for Working with Emotions (3:03) https://www.youtube.com/watch?v=VfsVqk-ke_s</p> <p>Somatic Experience</p> <ul style="list-style-type: none"> ● Journal Article Presentation: Kailanko et al. (2021) <p>A Couple in Crisis: Creating Rapid Change with EFT (3:06) https://www.youtube.com/watch?v=0uy4ZUMEI0w</p> <ul style="list-style-type: none"> ● Large-group roleplay practice ● Small-group roleplay practice <p>Case Conceptualization</p> | Kailanko et al. (2021) Kailanko et al. (2022a) Kailanko et al. (2022b) Timulak (2022) | Roleplay Participation Reflections Log |
| 8 | 2/29 | <p>Changing the Music: Toward De-Escalation/Stabilization Excerpt from “Emotionally Focused Therapy in Action with Sue Johnson, EdD” (2011): Rhea and Matt EFT Stage 1: Reaching De-escalation (4:08) <ul style="list-style-type: none"> ● https://www.youtube.com/watch?v=G6lqVPkyBAo ● Large-group roleplay practice </p> | Johnson: Ch. 7 | Roleplay Participation Reflections Log, Mini-case conceptualization |
| 9 | 3/7 | <ul style="list-style-type: none"> ● Journal Article Presentation: Zuccarini et al. (2013) ● Large-group roleplay practice ● Small-group roleplay practice | Zuccarini et al. (2013) Schade & Sandberg (2012) | Roleplay Participation Reflections Log |
| 10 | 3/14 | <p>The Beginning of Stage 2: Deepening the Engagement Working with Withdrawers in Emotionally Focused Therapy (EFT)—Featuring EFT Trainer George Faller (54:40) https://www.youtube.com/watch?v=FHzatja1Qo</p> <ul style="list-style-type: none"> ● Journal Article Presentation: Lee et al. (2017) ● Large-group roleplay practice | Johnson: Ch. 8 Furrow et al.: Ch. 6 (pp. 181 – 203) Lee et al. (2017) | Roleplay Participation Reflections Log, Mini-case conceptualization |

| | | | | |
|----|------|--|--|--|
| 11 | 3/21 | <p>Excerpt from “Re-engaging withdrawers with Sue Johnson” (2009): John and Julia (92 min)</p> <ul style="list-style-type: none"> ● Large-group roleplay practice ● Small- group roleplay practice | Furrow et al.: Ch. 6 (pp. 205 – 231) | <p>Roleplay Participation Reflections Log</p> |
| 12 | 3/28 | <p>Reaching for Secure Connection Forgiveness and Reconciliation Dr. Sue Johnson How Forgiveness is Gained Author of Hold Me Tight (1:53) https://www.youtube.com/watch?v=TNpOQK4hqxs</p> <ul style="list-style-type: none"> ● Journal Article Presentation: McKinen & Johnson (2006) ● Large-group roleplay practice | Johnson: Chs. 9, 13 McKin & Johnson (2006) | <p>Roleplay Participation Reflections Log, Mini-case conceptualization</p> |
| 13 | 4/4 | <ul style="list-style-type: none"> ● Large-group roleplay practice ● Small-group roleplay practice | | <p>Roleplay Participation Reflections Log</p> |
| 14 | 4/11 | <p>The Consolidation of a Secure Base: Stage 3 Love after Loss From Bankrupt to Bonded—Sue Johnson meets with Tim and Andrew (1hr, 58 min) Infidelity: Physical and Emotional Can You Repair a Relationship After an Affair? (2:26) https://www.youtube.com/watch?v=G1Uy7YWdtwY Working with Affairs in EFT Emotionally Focused Therapy Featuring EFT Trainer Scott Woolley, PhD (39:16) https://www.youtube.com/watch?v=7twDea3--SI EFT for Affairs Part 2—Featuring EFT Trainer Scott Woolley, PhD (48:23) https://www.youtube.com/watch?v=hdTZGpkNWWU</p> | Johnson: Ch. 10 Furrow et al.: Ch. 8 (pp. 233 – 262) | <p>Roleplay Participation Reflections Log, Mini-case conceptualization</p> |
| 15 | 4/18 | Group Presentations | | <p>Project 1 slide presentation (if presenting), Project 2</p> |
| 16 | 4/25 | Group Presentations | | <p>Project 1 slide presentation (if presenting)</p> |