



**DOCTOR of MARRIAGE and FAMILY THERAPY**  
 School of Education & Behavioral Science  
 at CHAMINADE UNIVERSITY of Honolulu

**DMFT 8991 Course Syllabus**  
 3140 Waiialae Avenue, Honolulu,  
 HI 96816  
[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** DMFT 8991  
**Course Title:** Dissertation 1  
**Term:** Summer 2024  
**Credits:** Hybrid, 3 credits  
**Zoom link for all classes:** <https://chaminade.zoom.us/j/98806794357>

**Instructor Name:** Emily Kahumoku-Fessler, PhD., LMFT  
**Email:** emily.fessler@chaminade.edu  
**Phone:** 808-739-7426

**Virtual Office Hours:** by appointment only; individual student meeting will be scheduled during weeks 2-4, and 6-9.

**Class meeting dates and time:**

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Tuesday, July 2nd, 6-8am				Tuesday August 30th, 6-8am					Tuesday September 3rd, 6-8am

**University Course Catalog Description**

Students in this course will complete the IRB process and begin active recruitment of their project’s participants. The student will revise and resubmit their IRB proposal until it is approved. Once students have completed the IRB process, they will begin recruiting study participants and collecting data. Students cannot start the recruitment or data collection process until they have submitted their IRB completion and protocol approval in canvas.

**Mission Statement for Doctorate in Marriage and Family Therapy**

The program's mission is based on Marianist values and focused on developing strong leaders within the burgeoning field of Marriage and Family Therapy, who value diversity, promote justice and peace, and embody adaptation and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program promotes continuous self-reflection and personal growth for the clinical student in their development as Clinical Practitioners in their roles as scholars, therapists, supervisors, and leaders.

**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:

1. Education for formation in faith
2. Provide an integral, quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. 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 ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo 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 (‘Olelo 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 (‘Olelo 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 (‘Olelo 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 (‘Olelo No’eau 203) All knowledge is not taught in the same school

**Program Learning Outcomes (PLO)**

PLO1: Students will develop a doctoral-level professional identity as marriage and family therapists and a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding.

(Addresses ACA 2 COAMFTE)

PLO2: Students will synthesize contemporary family and couple therapy models and be responsive to the societal, cultural and spiritual contexts of practice.

(Addresses ACA 3 COAMFTE)

PLO3: Students will synthesize the ethics and competency in peace, health, and justice approaches to MFT research, supervision, and practice, demonstrating attention to multiple domains of diversity.

(Addresses ACA 2&3 COAMFTE)

PLO4: Students will use and evaluate quantitative and qualitative MFT clinical to improve clinical process and outcomes.

(Addresses ACA 1 COAMFTE)

PLO5: Students will cultivate a coherent and competent program of MFT supervision.

(Addresses ACA 4 COAMFTE)

PLO6: Students will utilize systemic leadership, demonstrating sophistication in program building, leadership, and/or consultation.

(Addresses ACA 4 COAMFTE)

**Course Learning Outcomes (CLO)**

At the completion of this course, MFT Doctoral students will be able to:

1. *Successfully complete the IRB process. (PLO2; PLO3)*
2. *Develop a recruitment strategy for collecting data for their dissertation (PLO4)*
3. *Develop a timeline with associated tasks for the dissertation data collection process (PLO4)*

Competency Area	Program Learning Outcome
Advanced Relational/Systemic Clinical Theory	PLO1: Students will develop a doctoral-level professional identity as marriage and family therapists and a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding (Addresses ACA 2 COAMFTE)
Advanced Relational/Systemic Applications to Contemporary Challenges	PLO2: Students will synthesize contemporary family and couple therapy models and be responsive to the societal, cultural and spiritual contexts of practice

	(Addresses ACA 3 COAMFTE)
Diversity, Service, Justice, Wellness, and Peace	PLO3: Students will synthesize the ethics and competency in peace, health, and justice approaches to MFT research, supervision, and practice, demonstrating attention to multiple domains of diversity (Addresses ACA 2&3 COAMFTE)
Introductory Research Methods Quantitative and Qualitative	PLO4: Students will use and evaluate quantitative and qualitative M/CFT clinical to improve clinical process and outcomes (Addresses ACA 1 COAMFTE)
Couple and Family Therapy Supervision	PLO5: Students will cultivate a coherent and competent program of MFT supervision (Addresses ACA 4 COAMFTE)
Leadership/Consultation in Marriage/Couple and Family Therapy	PLO6: Students will utilize systemic leadership, demonstrating sophistication in program building, leadership, and/or consultation (Addresses ACA 4 COAMFTE)

**Learning Materials**

**Required readings will vary based on student dissertation topics, methodology, and research design.**

**DMFT Dissertation Handbook (linked on Canvas)**

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**Recommended readings**

\*Other readings (chapters or articles) will be posted on the course learning site, Canvas.

**Assessment & Alignment of Course Learning Outcomes**

Course Learning Outcomes (CLO)	Assessment & Description
CLO 1: Successfully complete the IRB process. (PLO2; PLO3)	IRB Application and Evidence of Approval
CLO 2: - Develop a recruitment strategy for collecting data for their dissertation (PLO4)	IRB Application and Evidence of Approval
CLO 3: -Develop a timeline with associated tasks for the dissertation data collection process (PLO4)	IRB Application and Evidence of Approval

Assignments	Credit
IRB Application and Evidence of Approval	Credit/No Credit

### Grading scale

Credit	No Credit
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### DMFT Doctoral Courses Student Engagement Credit Hour Policy

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.

Doctoral students are expected to perform work of higher quality and quantity, however typically a minimum of forty-five hours of student engagement for each student credit hour is required, although instructors may require roughly a third more work than this minimum undergraduate credit hour requirement. Therefore, a 3-credit doctoral course would typically require engagement of approximately 135 hours for the average student for whom the course is designed. 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.

### Number of hours per class activity:

Educational activity	Expected hours of Student Engagement:	Details (if any):
Readings	50	Literature Review Articles
Key assessments/ Writing assignments	100	IRB submission and revise and resubmits
Online interaction	15	Correspondence with committee, professor, IRB
Incorporating Feedback	50	
Total hours:	215	

### Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

## **Tutoring and Writing Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's website](#) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## **Writing Standards**

All work submitted by Chaminade University students within the DMFT program must meet the following writing standards. Written assignments should:

1. Use correct grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and with clarity.
3. Adopt modes and styles appropriate to their purpose and audience (i.e. academic style, research style, and clinical style).
4. Utilize APA style formatting for all papers unless specified otherwise. APA format includes 12-pt serif font (Times New Roman preferred), one-inch margins, double spaces, in-text citation, correct level heading, title page (abstract not always necessary).
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources must be correctly cited both in the body of the paper and the Reference page to avoid plagiarism (see Plagiarism).
6. In addition, for this section:
7. First and second level APA headings MUST be used to structure the paper. The final sentence(s) of the introductory paragraph should outline the first-level headings for the paper (sample will be provided).
8. All papers must have introductory and closing paragraphs.
9. Papers must be in a neutral, formal academic voice (third person).
10. No personal opinion is allowed in the literature review. The paper should serve to accurately summarize the academic literature without personal commentary. For the literature review paper, students may cite published critiques and opinion from peer-reviewed articles and professional books.

## **Assignments**

All assignments need to be submitted online on Canvas by the due date (before 11:59pm on the day it is due). No assignments will be accepted late unless you have contacted the instructor 48 hours prior to the due date and have been granted an extension.

## **Academic Honesty**

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).

- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism includes, but is not limited to:
- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms that **cannot** be used for course assignments except as explicitly authorized by the instructor. **The following actions are prohibited in this course:**

- Incorporating any part of an AI generated response in an assignment or online discussion
- Using AI to brainstorm, formulate arguments, or template ideas for assignments
- Using AI to summarize or contextualize source materials
- Submitting your own work for this class to an online learning support platform for iteration or improvement
- Using AI programs to input quiz/exam questions to retrieve answers to be submitted
- If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation. Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

### **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, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

### **Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. 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 the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

**Signature Assignment Rubric (EXAMPLE)**  
**Objective: Research Proposal Presentation**  
**The presentation should include the following:**

	<b>Emerging</b>	<b>Approaching</b>	<b>Mastery</b>
<b>Clarity and explanation of ideas</b>	<b>1pt</b>	<b>4pts</b>	<b>7pts</b>
	The student introduces the research question however there is little to no rationale for the study's purpose.	The student introduces the research questions with some rationale for the study's purpose.	The student clearly introduces the research questions along with a strong rationale for the study's purpose and overall cogent arguments for study's foci.
<b>Critical thinking</b>	<b>1pt</b>	<b>5pts</b>	<b>9pts</b>
	The student presents a limited summary of the literature, referencing less than 3 scholarly sources, and there are little to no ethical considerations presented.	The student presents a summary of the literature, referencing less than 5 scholarly sources, and addresses ethical considerations for the study.	The student presents a comprehensive synthesis of the literature, referencing over 10 scholarly sources, and a clear critical analysis of the ethical considerations for the study applications.
<b>Methodological Congruence</b>	<b>1pt</b>	<b>3pts</b>	<b>6pts</b>
	The student presents an incomplete picture of their research design and little to no indication of methodological congruence.	The student presents their research design and indicates some methodological congruence of their proposed study.	The student presents a complete research design and there is clear methodological congruence of their proposed study.
<b>Professionalism in presentation</b>	<b>1pt</b>	<b>3pts</b>	<b>4pts</b>
	The student does not maintain professionalism, the slides are disorganized, and the student is not able to manage the time well.	The student maintains professionalism, the slides are mostly organized, the student is able to manage the time fairly well.	The student comes prepared to present and maintains professionalism throughout the presentation which includes an effective delivery method, organized slides, a good pace and keeping time, not using scripts, and being prepared to engage with any questions posed at the end of the presentation.
<b>Writing and APA style</b>	<b>1pt</b>	<b>3pts</b>	<b>4pts</b>
	The writing on the slides are not clear and academic language is not used, and in-text citations and references are not APA-consistent.	The writing on the slides are mostly clear and uses academic language, with few mistakes and APA-inconsistencies in in-text citations and references.	The writing on the slides are clear and concise, use academic and scholarly language, with correct grammar and punctuation, and the in-text citations and references are consistent with APA-formatting.
<b>TOTAL</b>		<b>/30</b>	

**Class Schedule, Readings, and Assignments**

Term 1.

Week	In Progress	Deliverable	Things to keep in mind
1	Download Zotero ( <a href="http://www.zotero.org">www.zotero.org</a> ) and become familiar with reference management software. Review Appendix. B, paying particular attention to the notes provided	Research Question and Search Strategy; Outlines of chapters 1 and 2	Think about writing introduction, but remember that many authors will only write the outline, and then finalize chapter 1 after chapter 2 is complete. Review the video here

	in the margins to help guide your writing process.		to help you navigate the ethical use of AI in writing your dissertation: <a href="https://www.youtube.com/watch?v=eLdVHALZ88">https://www.youtube.com/watch?v=eLdVHALZ88</a>
2	Start to write first draft of chapters 1 and 2 (authors often work concurrently on introduction and literature review sections). Use the following video to guide you when writing your literature review: <a href="https://www.youtube.com/watch?v=Vc_Yu_61Ymg">https://www.youtube.com/watch?v=Vc_Yu_61Ymg</a>		Begin to think about IRB forms and become familiar with the requirements that will be necessary for your study
3	Continue to write literature review, and introduction sections. Refer back to you outline and search strategies often to keep you on track. Also, make use of the notes in the dissertation template provided to you at the end of the dissertation handbook.	First Draft Chapters 1 and 2 due to chair	Your chair should be given as much time as possible to review your work, with a minimum of 7 days. Please be clear in your correspondence
4	Review feedback from chair and incorporate necessary elements into final draft. Begin the IRB paperwork process of filling out information.		Start to conceptualize chapter 3, your methods section.
5	Complete final draft of Chapters 1 and 2. Begin first draft of chapter 3.	Final Draft of Chapters 1 and 2	Review your notes about research design. Set up a meeting with your SME or AR to receive help with research design questions
6	Continue to write Chapter 3. Review IRB forms and ensure that you have access to all necessary elements.	First Draft of Chapter 3	Discuss with appropriate committee member, and get feedback regarding methods section.
7	Complete final draft of Chapter 3 and review all IRB forms for completion and appropriate signatures	Final Draft of Chapter 3	
8	Complete IRB forms and submit to CUH IRB.	Submitted IRB forms	Start recruitment brainstorming
9	Reread through chapters 1-3 and finalize any edits and incorporate feedback from committee		
10	Review progress so far. Be proud that you submitted your		If you are considering a poster presentation, look for appropriate



	IRB paperwork and that you've written first section of dissertation.		conferences and make notes of submission deadlines.
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