



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

DMFT 8059 Course Syllabus
 3140 Waiialae Avenue, Honolulu,
 HI 96816
www.chaminade.edu

Course Number: DMFT 8059

Course Title: MFT through a Decolonized lens: Centering Indigenous healing practices in families

Term: Summer 2024

Credits: Hybrid, 3 credits

Zoom link for all classes: <https://chaminade.zoom.us/j/92893068182>

Instructor Name: Emily Kahumoku-Fessler, PhD., LMFT

Email: emily.fessler@chaminade.edu

Phone: 808-739-7426

Virtual Office Hours: by appointment only

Class meeting dates and time:

Uni

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
	Wednesday July 10th 6-8am		Wednesday July 24th 6-8am		Wednesday August 7th 6-8am		Wednesday August 21st 6-8am		Wednesday September 4th 6-8am

University Course Catalog Description

This course will provide a critique of how the field of systemic family therapy has historically been driven by evidenced-based models and western family therapy concepts, which can marginalize indigenous cultural knowledge and emotional healing. This course will provide a framework for supporting decolonizing practices in family therapy and counseling that reflect values of human diversity, collaboration and participation, distributive justice, and self-determination.

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'ohē 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 the course, MFT Doctoral students will be able to:

1. Analyze how power, privilege, and oppression contribute to the intersectionality that affects mental health, family health, and community health (PLO1; PLO3)
2. Explain the concepts of decolonization of therapeutic practices and trauma care (PLO1; PLO2; PLO3)
3. Describe therapeutic interventions and approaches that align with cultural identities and reduce the impact that oppression has on families and communities (PLO3; PLO6)

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)

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
CLO1: Analyze how power, privilege, and oppression contribute to the intersectionality that affects mental health, family health, and	Discussion Boards

community health (PLO1; PLO3)	
CLO 2: - Explain the concepts of decolonization of therapeutic practices and trauma care (PLO1; PLO2; PLO3)	
CLO3: Describe therapeutic interventions and approaches that align with cultural identities and reduce the impact that oppression has on families and communities (PLO3; PLO6)	

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	45	
Key assessments/ Writing assignments	55	
Online interaction	10	
Incorporating Feedback	25	
Total hours:		

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 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 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.

Class Schedule, Readings, and Assignments

Term 1.

Week	Topics	Readings/videos	Assignments Due
1	Asynchronous Class meeting Anti-Racist Framework	Healing the land and self Johnson & Johnson	Define: Decolonize, Anti-Racist, Marginalized, Gentrified, 7th Generation Philospiphy, Acorn Thinking
2	Synchronous Class Meeting “Older and more ancient and and also newer and more current.”	Mullan: Intro, Ch. 1 and 2	Class Discussion (live): Indigenous groups of interest
3	Asynchronous Class Meeting “Are we being good ancestors?”	Centering Indigenous and traditional wisdom in Healing Practices, Link:	Paper Due:
4	Synchronous Class Meeting	Mullan: Ch 3, 4	Discuss: “Woke-ish white woman [therapist] told me I needed more!” /Baby in the water metaphor
5	Asynchronous Class Meeting Melding personal and professional when it comes to decolonizing.	Mullan: Ch 5, 6	Discussion Board: Indigenous Activy options for your geography
6	Synchronous Class Meeting	Mullan: Ch 7, 8	
7	Asynchronous Class Meeting Reflection on activity	Mullan: Ch, 9, 10, Conclusion	Discussion Board/Vlog:

8	Synchronous Class Meeting	Read: https://news.harvard.edu/gazette/story/2022/09/reimagining-indigenous-mental-health-care/	Share your experience with the class
9	Asynchronous Class Meeting	Read: https://www.psychologytoday.com/us/blog/the-authentic-self/202304/authentic-equity-honoring-indigenous-healing-practices	Final Paper Due
10	Synchronous Class Meeting		Presentations