



**Chaminade University of Honolulu**  
**Masters of Science in Counseling Psychology**  
**PSY757 Family Therapy: Assessment and Intervention**  
**Winter 2025**

**Instructor:** Abby Halston, Ed.D, NCC, LMFT  
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**Office:** Behavioral Sciences 111A  
**Office Hours:** By appointment- email to set up a time to meet.

**Required Text:**

Corcoran, K., & Fischer, J. (Eds.). (2013). *Measures for clinical practice and research*, Volume 1: Couples, families, and children. Oxford University Press.

Gehart, D. R. (2017). *Mastering competencies in family therapy: A practical approach to theory and clinical case documentation*. Cengage Learning.

*It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.*

**Catalog Course Description**

A study of the family as a system of interactive elements with a focus on the therapeutic implications of treating patterns of behavior rather than personalities. Coursework combines readings, simulations, and videotaped role-plays to increase understanding of the complexities and intricacies of a family system. Students will examine basic differences between individual problems and family problems, individual maladaptive behaviors compared to family maladaptive behaviors, and individual consequences versus family consequences as these impact treatment design and interventions. *Prerequisite: PSY 756*

**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 ('Ölelo 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 ('Ölelo 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 ('Ölelo 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

### **MSCP Program Learning Outcomes:**

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling. (the specific emphasis would be stated for each of the emphasis areas)
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

### **Course Learning Outcomes (CLOs)**

By the completion of this course, students will be able to:

1. Differentiate between an individual orientation and a systems orientation to couple and family assessment and counseling (PLO2, PLO3)
2. Identify which ethical issues, models, modalities, and/or techniques are most effective for presenting concerns. (PLO1, PLO3)
3. Compare and contrast the differences between individual problems and family problems, individual maladaptive behaviors compared to couple and family maladaptive behaviors, and individual consequences vs. couple and family consequences (PLO1)
4. Describe the effects of culture on couple and family relationships (PLO3)
5. Assess the methodological strategies and statistical analysis in the study of couple and family interactions (PLO1)

### **Assessment**

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed.

Assessment	Description	Points	CLO
<b>Weekly Chapter Quizzes</b>	Students will complete chapter quizzes that will aid in the application, analysis, and evaluation of the chapter content.	135pts	1-5
<b>Hawaii Community Resource Referral Handbook</b>	Students will create a resource handbook for possible referrals for clients that includes summary of service and contact information for the following needs: Crisis Services, Parenting Help, Childcare, Preschool or School assistance, Child Development or Disability services, Adult Disability services, Senior Support/Activities, Domestic Violence & Sexual Assault, Employment, Housing and Food assistance, and Military Family Assistance	10pts	2
<b>Assessment Tool Critiques</b>	Students will critically evaluate commonly used assessment tools in the field of marriage and family therapy. This assignment will research the assessment tool's reliability, validity, and cultural relevance, and discuss its strengths, limitations, and applicability in different clinical contexts.	80pts	1, 5
<b>MF Theory Intervention Assignments</b>	Students will apply basic MFT (Marriage and Family Therapy) theories to a hypothetical case scenario and develop an intervention plan based on the chosen theory.	70pts	2

<b>MF Treatment Manual</b>	Each student will select one MF presenting client issue (communication issues, Affairs & Infidelity, Emotional Distance, Intimacy Issues, Significant Life Events, Trauma, etc) and develop a 10-week treatment manual that includes assessment tools, possibilities for theory implementation, review of evidenced based interventions, and week by week session treatment plan that includes each session opening, working, and closing details and handouts.	100pts	2, 3, 4
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**Student performance will be assessed throughout the course through participation, reflection papers, group process skills and participation, group construction, and a presentation.**

<u><b>Assessment</b></u>	<u><b>Points</b></u>
Weekly Quizzes	135
MFT Resource Referral Handbook	10
MFT Assessment Tool Critiques	80
MFT Theory Intervention Assignments	70
<u>MFT Treatment Manual</u>	<u>100</u>
<b>Total Points</b>	<b>395 points</b>

### **Grading**

A = 90-100%

B = 80-89%

C = 70-79% You must retake the course

### **Attendance Policy**

Attendance is an important part of doing well in this class. If you miss more than one virtual class, you will be given a “C” and you must retake the class. (Graduate programs policy). Also, since class starts promptly at 5:30pm, students are expected to arrive on time.

### **Late Work Policy**

All assignment will be due in canvas by 11:59 pm on the due dates specified in this syllabus. Late submissions of assignments will be accepted until the last day of class. Regardless of the reason, all late assignments will receive a 50% point deduction irrespective of how late it is submitted.

### **Grades of "Incomplete"**

A student in good standing in a course, may petition to the instructor for an “I” grade. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. When submitting a grade, the “I” must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an “I” is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term. The time limit may extend under exceptional circumstances with approval. Any student who has incomplete grades into the next semester will be required to review their course schedule with their academic adviser.

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### **Academic Honesty**

Violations of academic honesty principles are extremely serious and won’t be tolerated. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an F grade to expulsion from the University.

All written assignments in this course will be submitted through Turnitin for plagiarism detection. Submissions with a similarity score exceeding 30% may require revision and resubmission. The instructor reserves the right to request revisions for assignments with high similarity scores, reduce grades for assignments with unacceptable levels of similarity, and report cases of suspected plagiarism to the appropriate academic authorities. Students are responsible for understanding what constitutes plagiarism, properly citing all sources used in their work, and submitting original work that is substantially their own. Repeated high similarity scores may result in disciplinary action per university policy. If you have questions about proper citation or are unsure if something constitutes plagiarism, please consult the instructor before submitting your assignment.

### **ACA 2014 Code of Ethics**

#### **Section C: Professional Responsibility Introduction**

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

### **C.2.g: Impairment**

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients. <https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

### **Writing Policy**

All papers should be written in APA format unless stated otherwise. APA format includes 1-inch margins, double-spaced, 12-point serif font, in-text citations, and a reference page.

### **Students With Disabilities**

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact the Kokua Ike Coordinator at (808) 739-8305 to make an appointment in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. For more information contact <https://chaminade.edu/student-life/counseling-center/ada-accommodations/>

### **Title IX Statement**

Chaminade University of Honolulu (CUH) 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.

### **Chaminade Counseling Center:**

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please visit:

<https://chaminade.edu/student-life/counseling-center/counseling-services/>

Email: [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu) Phone:

808-735-4845.

### **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 45 hours of engagement. 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, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

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. For this class the engagement hours will be met by: Assigned Reading (40), Chapter Quizzes (30), Classroom Attendance (8), MFT assignments (50), Final Term Papers (25).

### **Kokua Ike: Tutoring & Learning Services**

Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/student-success/kokua-ike/>

**Email:** [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) **Phone:** 808-739-8305

### **Scientific Method Definitions**

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior. Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

<b>Week</b>	<b>Course Review</b>	<b>Assignments</b>	<b>Due Date</b>
<b>Week 1</b> <b>1/6/25</b>	Gehart Chapters 11, 12 & 13 Class	Chapters 11, 12, 13 Quizzes	<b>1/12/25</b>
<b>Week 2</b> <b>1/13/25</b>	Gehart Chapters 14 & 15	Chapters 14 & 15 Quizzes Tool Critique Hawaii Community Resources Handbook	<b>1/19/25</b>
<b>Week 3</b> <b>1/20/25</b>	Gehart Chapter 4	Chapter 4 Quiz Assessment Tool Critique MFT Theory Intervention	<b>1/26/25</b>
<b>Week 4</b> <b>1/27/25</b>	Gehart Chapter 5	Chapter 5 Quiz Tool Critique MFT Theory Intervention	<b>2/2/25</b>
<b>Week 5</b> <b>2/3/25</b>	Gehart Chapter 6	Chapter 6 Quiz Exercise Week 5 Assessment Tool Critique MFT Theory Intervention	<b>2/9/25</b>
<b>Week 6</b> <b>2/10/25</b>	Gehart Chapter 7	Chapter 7 quiz Exercise Week 6 Assessment Tool Critique MFT Theory Intervention	<b>2/16/25</b>
<b>Week 7</b> <b>2/17/25</b>	Gehart Chapter 8	Chapter 8 quiz Exercise Week 7 Assessment Tool Critique MFT Theory Intervention	<b>2/23/25</b>
<b>Week 8</b> <b>2/24/25</b>	Gehart Chapter 9	Chapter 9 Quiz Exercise Week 8 Assessment Tool Critique MFT Theory Intervention	<b>3/2/25</b>
<b>Week 9</b> <b>3/3/25</b>	Gehart Chapter 10	Chapter 12 Quiz Tool Critique MFT Theory Intervention	<b>3/9/25</b>

<b>Week 10</b> <b>3/10/25</b>	Gehart Chapter 2 & 3	Chapter 2 & 3 Quizzes  MFT Manual Due	<b>3/16/25</b>
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