



Chaminade University of Honolulu
PSY-756 Foundations of Marriage and Family Therapy
Winter 2025

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Office Hours: By appointment- email me to set up a time to meet.
Day/Time: Online – See course calendar for synchronous course meeting dates.
Virtual Class Link: <https://meet.google.com/pqf-udkg-skx>

Required Texts

Nichols, M.P. (2020). *Family Therapy Concepts and Methods*. (12th Edition).
Boston, MA: Pearson Education, Inc. (ISBN: 978-0135843062).

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 basic introduction to the history, development and theories of the field of family therapy. Focus is on the major theoretical models of family therapy, their similarities and differences, and conceptual foundations. Students will develop a basic understanding of family therapy concepts as applied in clinical practice, and begin to formulate their own personal framework through integration across theoretical models. Coursework will also review current issues and sample recent developments in family therapy. *Prerequisites: PSY 521, 601*

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)

Student who successfully complete this course will:

1. Identify the historical development of family therapy and foundational models and be able to apply them conceptually and clinically (PLO1)

The various models that will be covered in this class are:

- General Systems

- Communication
- Cybernetics
- Transgenerational
- Satir
- Structural
- Experiential
- Solution Focused
- Narrative

2. Develop a beginning understanding of family process, family development, and lifecycle perspectives that contribute to family functioning (PLO2)

3. Assess the impact that social context has on families and individuals and the impact of family systems on individuals that makes family intervention pertinent and applicable (PLO3)

4. Apply selected theoretical principles and intervention strategies related to several family therapy models (including foundational and postmodern approaches) (PLO1)

5. Explore and gain an understanding of family-of-origin and self of the therapist issues pertinent to one's development as a counselor or therapist (PLO2)

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.

Assessment

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

Assessment	Description	Points	Applicable CLO
Attendance	Attendance and participation in class are of primary importance both with regard to successful understanding of course material and to personal/professional development and growth. If you miss more than one class, you will be given a "C" and you must retake the class. (Graduate programs policy) In addition, instructors have the option to penalize for tardiness or	10pt	1-5

	leaving early.		
Chapter Quizzes	Students will need to complete the readings each week and then complete the chapter quizzes for evaluation of comprehension of the material.	95pts	1,2,4
Genogram	To better understand the student's family of origin as applied to Bowen's Intergenerational Approach. This assignment should utilize Monica McGoldrick's genogram symbols and include at least three generations of your family. Create a genogram construction recording family information and relations either by hand or with genogram program. A narrative regarding the interpretation of the genogram through discussing how the demographic information, functioning information, and critical family event information shaped the relationships between family members; this narrative should not exceed three pages .	20pts	1, 2, 3
Video Reflections	Classic marriage and family theorist videos from the Chaminade video library and from the AAMFT Masters Series will supplement the reading material. For these videos a two to three-page paper to summarize what the student learned is required to be completed- Format template will be provided in the canvas files.	35	1-5
Journal Article Discussions	For each theory presented in the text, students will find an empirical based article about the theory- this could be historical overview, interventions, research directions, etc. You will post your review (not the abstract), article link, a question posed to the class. You will be required to read and respond to at least one other peer's article/question.	40pts	1
Assumptions & Applications Assignments	Students will write a 3+ page paper addressing the questions below about 4 of the theories or models. The paper will include two parts: Assumptions- which speaks to the philosophical and theoretical understanding of the theory, and Clinical Application- which speaks to the practical application of the theory. The paper should be written in accordance with the APA manual guidelines including 12 pt. font, standard 1-inch margins, double-spaced, with references properly cited (title	30 pts	2,3,5

	<p>page and abstract is not required). Use the questions below as headings in your paper. (20pts)</p> <p>Part 1: Assumptions</p> <p><i>Discuss the assumptions that the theory has about the following:</i></p> <ol style="list-style-type: none"> 1. What is healthy and what is unhealthy according to this theory? 2. What meanings do symptoms have in this theory? 3. According to this theory, how does change occur? <p>Part 2: Clinical Application</p> <p><i>Discuss the clinical application of the theory by answering the following:</i></p> <ol style="list-style-type: none"> 1. What are the treatment goals, what outcomes are anticipated? 2. Describe the preferred interventions. 3. What is the role of the therapist? 		
Theory of Change Paper	<p>Students will write an 8-10 page paper examining the application of a theory covered over the course of the term. The model you choose to write about should be because you feel aligned with that model's core assumptions about change. Students will need to cite (in APA format) a minimum 5-7 original academic sources for the model chosen (must be academic articles and/or books—online web and wiki pages will not count toward this total). Rubric will be provided on Canvas.</p>	100pts	1-6
Marriage & Family Timeline	<p>Students will create your own Marriage and Family timeline recording the important events in the field of Marriage and Family. Timeline should include narrative detail about the event.</p>	20pt	1,4

Student performance will be assessed throughout the course through participation, reflection papers, group process skills and participation, group construction, and a presentation.

Grading

Chapter Quizzes	95
Genogram	20
Video Reflections	35
Journal Article Discussions	40
Assumptions & Applications Assignments	30
Theory of Change Paper	100
Marriage and Family Timeline	20

Total Points 340

(90%↑)	=	A
(80%↑)	=	B
(↓80%)	=	C : You must repeat the course

Attendance Policy

Attendance is an important part of doing well in this class. If you miss more than one 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 sign into our zoom classroom 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 (Sept 8, 2024) 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.

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

ACA Ethical guidelines for Self-Care and Self-Monitoring

Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi. These guidelines also apply to all faculty and staff teaching in the MSCP program.

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Section C Professional Responsibility

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C.2.g. Impairment

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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

Phone: 808-735-4845.

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

Phone: 808-739-8305

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 Kōkua 'Ike: Center for Student Learning 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).

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. 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.

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 (30), Chapter Quizzes (30), Classroom Attendance (40), Video engagement (15), Classroom Discussions (5), Final Term Papers (15).

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>

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as "family spirit." Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because

the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated.

The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

Tentative Course Schedule –
Virtual Course Link: <https://meet.google.com/pgf-udkg-skx>

Week	Course Review	Assignments	Due Date for Assignments
Week 1 1/7/25	Chapter 1 Virtual CLASS Meeting 1/7/25	Chapter 1 Quiz	1/12/25
Week 2 1/14/25	Chapter 3 Video- Whitaker	Chapter 3 Quiz Video Reflection Journal Article Discussion	1/19/25
Week 3 1/21/25	Chapter 4- Bowen Video- McGoldrick	Chapter 4 Quiz Video Reflection Journal Article Discussion Genogram	1/26/25
Week 4 1/28/25	Chapter 5- Strategic Video- Haley	Chapter 5 Quiz Video Reflection Journal Article Discussion	2/2/25
Week 5 2/4/25	Chapter 6- Structural Video-Minuchin	Chapter 6 Quiz Video Reflection Journal Article Discussion	2/9/25
Week 6 2/11/25	Chapter 7- Experiential Video- Satir	Chapter 7 quiz Video Reflection Journal Article Discussion	2/16/25
Week 7 2/18/25	Chapter 9 - Cognitive/Behavioral Video-Stuart	Chapter 9 quiz Video Reflection Journal Article Discussion	2/23/25
Week 8 2/25/25	Chapter 11- Solution-Focused Video- O'Hanlon	Chapter 11 Quiz Video Reflection Journal Article Discussion	3/2/25
Week 9 3/4/25	Chapter 12- Narrative Video- Narrative	Chapter 12 Quiz Video Reflection Journal Article Discussion Theory of Change Paper A & A Paper Due	3/9/25
Week 10 3/11/25	Virtual Class Meeting 3/11/25	MFT Timeline Due	3/16/25

Additional Readings on Canvas:

Bowen, M. (1976). Theory in the practice of psychotherapy. *Family therapy: Theory and practice*, 4(1), 2-90.

Brown, J. (1997). Circular questioning: An introductory guide. *Australian and New Zealand Journal of Family Therapy*, 18(2), 109-114.

Haber, R. (2002). Virginia Satir: An integrated, humanistic approach. *Contemporary Family Therapy*, 24(1), 23-34.

McGoldrick, M., & Gerson, R. (1985). *Genograms in family assessment*. Norton.

Minuchin, S. (1998). Where is the family in narrative family therapy?. *Journal of marital and Family Therapy*, 24(4), 397-403.