



DMFT 8770/PSY 780

Course Syllabus

3140 Waiālae Avenue, Honolulu, HI
96816

www.chaminade.edu

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

Location: Behavioral Science Building, 114

Phone: (808)735-7426

Class Days: Winter Term 2025

Time: 8:15-9:25am

Email: emily.fessler@chaminade.edu

Office Hours: By Appointment Only

Required Text:

Herres, J. (2023). *Profit first for therapists: A simple framework for financial freedom*. GreenOak Press.

Additional Course Reading Materials: Provided on Canvas

Michalowicz, M. (2017). *Profit first: transform your business from a cash-eating monster to a money-making machine*. New York, Portfolio/Penguin.

Bernstein, B. E., & Hartsell, T. L. (2013). *The portable lawyer for mental health professionals: An A-Z guide to protecting your clients, your practice, and yourself* (3rd ed.). John Wiley & Sons Inc.

Catalog Course Description

This course focuses on entrepreneurship and professional development for licensed (or license-seeking) marriage and family therapists and other mental health practitioners interested in private practice and other entrepreneurial endeavors. The course is designed to research current trends in private practice development and familiarize students with different career pathways and partnerships available for mental health practitioners working in community agencies. Additionally, students will create marketing materials, conduct a market analysis, and plan to develop or deepen community relationships and partnerships through speaking engagements and community presentations. Students will also gain fundamental knowledge regarding business ownership, including different types of business structures, obtaining business locations/space, insurance paneling/credentialing, and a brief introduction to business finance.

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.

Program Linking Statement

This course focuses on entrepreneurship and professional development for licensed (or license-seeking) marriage and family therapists and other mental health practitioners interested in private practice and other entrepreneurial endeavors. The course is designed to research current trends in private practice development and familiarize students with different career pathways and partnerships available for mental health practitioners working in community agencies. Additionally, students will create marketing materials, conduct a market analysis, and plan to develop or deepen community relationships and partnerships through speaking engagements and community presentations. Students will also gain fundamental knowledge regarding business ownership, including different types of business structures, obtaining business locations/space, insurance paneling/credentialing, and a brief introduction to business finance

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 M/CFT 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 M/CFT clinical to improve clinical process and outcomes.
(Addresses ACA 1 COAMFTE)
- PLO5: Students will cultivate a coherent and competent program of M/CFT 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:

- CLO1: Apply advanced theories of entrepreneurship to formulate innovative strategies for professional practice in Marriage and Family Therapy (MFT).

CLO2: Evaluate the ethical implications of entrepreneurial endeavors within the field of Marriage and Family Therapy, integrating principles of social responsibility and cultural competence.

CLO3: Design comprehensive business marketing materials, incorporating business plans with evidence-based practices and sustainable models for MFT entrepreneurship ventures.

CLO4: Analyze market trends, client needs, and organizational dynamics to identify opportunities for entrepreneurial growth and professional advancement in Marriage and Family Therapy.

CLO5: Demonstrate leadership skills and effective communication techniques in presenting entrepreneurial concepts and initiatives relevant to Marriage and Family Therapy contexts.

Course Website Address (Canvas): <https://chaminade.instructure.com/> and link for zoom meetings: <https://chaminade.zoom.us/j/93792143671>

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Grading Scale

A = 90-100 %

B = 80-89 %

C = 70-79 %

D = 60-69 %

F = Below 60 %

The instructor will determine the final grade

***All assignments will be collected at the beginning of class or submitted in Canvas by the given due date. Assignments will not be accepted after due date unless prior arrangements have been agreed upon with the instructor. *Please note that regardless of reason, two (2) consecutive weeks of inactivity will result in a failing grade.**

Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. Notification may be done by calling the instructor's campus extension or the Psychology program office (735-4745). 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.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Academic Conduct Policy

From the 2018-2019 Undergraduate Academic Catalog (p. 42): Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as 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 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 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 for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook:

<https://studentaffairs.chaminade.edu/wp-content/uploads/sites/28/2018-19-NEW-STUDENT-HANDBOOK.pdf> (Links to an external site.) (Links to an external site.)

Disability Access

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).

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism. The instructor, who must make a report with recommendations to the Dean of the Academic Division, first reviews questions of academic dishonesty in a particular class. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

Title IX

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. 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

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):
Course attendance/Lecture	10	Five two-hour synchronous class meetings

Educational activity	Expected hours of Student Engagement:	Details (if any):
Assigned and topical readings	35	
Key assessments/ Writing assignments	45	
Watching/Listening to assigned media	15	
Out of classroom collaboration	10	
Presentation & Preparation	20	
Total hours:	135	

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.

MARIANIST EDUCATIONAL VALUES

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

1. Educate for Formation in Faith

As higher educational institutions, Marianist universities have kept along with education in the disciplines, a commitment to the development of the whole person, which includes the dimension of religious faith and its personal appropriation and practice.

2. Provide an Integral, Quality Education

The foundations of excellence in education in the Marianist universities flow from our emphasis on the dialogue between faith and reason in the service of the common good. It is quality education because of faculty, staff, administration and students collaborate in attaining knowledge of the human condition within the larger community of all creation, applying both faith and reason in their quest for human meaning. It is integral or comprehensive because we seek to “humanize” this path of knowledge in such a way that it affirms the full dignity of each member of our learning community in curricular and extra-curricular experiences in the arts and professions. An integral, quality education in the Marianist University calls each member of the community to attentive presence, to participation in genuine community, and to competent and loving service.

3. Educate in Family Spirit

Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person and invites everyone in the university into the challenge of building community within and beyond our campus. Communal support for scholarship; friendship among faculty, staff, administration and students; active participation; and genuine presence (in the community) embodies the uniqueness of a Marianist educational experience.

4. Educate for Service, Justice and Peace, and Integrity of Creation

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. Marianist universities extend a special concern for those who are poor and marginalized, and promote the dignity, rights and responsibilities of all peoples.

5. Educate for Adaptation and Change

In the midst of rapid social and technological transformation, Marianist universities adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully.

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

Please find a full copy of *Characteristics of Marianist Universities* here:
www.marianistuniversities.org

Course Assignments *See Canvas Module Tab for Weekly Schedule and Due Dates

Student will demonstrate their learning through various assignments and their performance will be assessed relative to the Course Learning Outcomes (CLOs) stated above. 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.

Assignment	Description	Points
<u>1. Class Participation</u>	Participation in the synchronous classes for this course is important for your learning. We will be covering a large amount of material in a small amount of time.	5 pts
<u>2. NPI Verification or Licensure Process Paper</u>	If you are licensed, please verify your NPI, and submit artifacts that include other necessary business registrations, such as a business bank account, and EIN. If you are not licensed, you will complete a licensure verification process paper that includes the following:	10 pts
<u>3. Personal Statement</u>	Write a 3-5 page paper* where you discuss your clinical expertise and how that expertise appeals to your ideal client. Also, give demographic and other relevant background info regarding your ideal client. *this assignment may be adjusted into a usable product for your business (i.e. website copy, presentations materials, etc.)	15 pts
<u>4. Market Analysis Presentation</u>	You will conduct a thorough analysis of market conditions in your business's current location or a desired location where you would like to start your business. A more detailed rubric will be posted to the assignments tab on Canvas.	20 pts

<u>5. Marketing Yourself: Psychology Today Profile (or profile update):</u>	You will create a Psychology Today profile for your desired practice, or your current practice. The profile must include professional headshots, photos of your office space (or desired office space), and a 60-second marketing video.	10 pts
<u>6. Business Plan Portfolio and in-class Presentation</u>	You will create a business plan for your future practice/business that includes (at least) the following elements: Mission and Vision, Business Description, Research, Financial Plan, Marketing, and Goals. A more detailed rubric will be posted to the assignments tab on Canvas.	40 pts

Approximate Course Schedule

Week	Topic	Readings and Tasks	Assignments Due
Week 1	Niches and Steps to opening a private practice	Start with Why: https://www.youtube.com/watch?v=u4ZoJKF_VuA The riches are in the niches: https://www.youtube.com/watch?v=avNR3ii_WCI 5 ways to find your Therapy Niche: https://www.youtube.com/watch?v=FU1eHRDwkus	Review Syllabus and assignments Practice Building checklists: Joe Sanok: https://www.linkedin.com/pulse/28-step-checklist-start-counseling-private-practice-joe-sanok/ Abundance Practice Building Allison Puryear: see .pdf in Canvas

Week	Topic	Readings and Tasks	Assignments Due
Week 2	Introduction: Private Practice Basics and organizational dynamics	NPI, different types of business structures https://www.joinheard.com/articles/how-to-choose-a-business-entity-for-your-therapy-practice Online or in-person practice or both; Navigating commercial real estate Profit First: Ch 1-3	Proof of License and NPI OR Licensure process paper due (assignment depends on student's current licensure status)
Week 3	Practice Building: Your ideal clients and how to talk to them	Determining your rates; how to market yourself, podcasts, books, blogs, and more. Review of current Psychology today profile. Profit First: Chapters 4-6 Fee Setting: https://www.abundancepracticebuilding.com/blog/70565-fee-setting	Personal Development and Reflection Paper due Submit current and unedited psychology today profile.
Week 4	Ethical business ownership in mental healthcare: Systems, systems, systems	Intro to insurance credentialing, EHRs insurance reimbursement process and timelines; why being your own boss is awesome and also sucks. Profit first: Chapters 7-9	Online discussion Board: of your ideal practice set up.
Week 5	Business Finance and taxes	Taxes, commercial real estate rentals, strategies as a business owner Listen: 3 Mistakes Therapists Make on their Taxes with Andrew Reisen https://www.privatepracticestartup.com/post/episode-341-3-mistakes-therapists-make-on-their-taxes	Marketing Yourself and Market Analysis Presentation Due in next weeks

**Denotes Signature Assignment*

Instructor reserves the right to modify the course schedule based on class needs and dynamics of current events.