



Chaminade University of Honolulu  
Masters of Science in Counseling Psychology

## **PSY-757 Family Therapy: Assessment and Intervention in MFT**

Hybrid Class (Monday 5:30pm-9:20pm)

Credits: 3

Section: 90 Term: Summer 2025

### **Instructor Information**



**Instructor:** Waioli Misajon

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**Office Hours:** Please book an appointment via email.

**Virtual Office:** [waioli.misajon@chaminade.edu](mailto:waioli.misajon@chaminade.edu)

**Virtual Office Hours:** Please book an appointment via email.

**Class Zoom Link:** Link will be provided via email.

### **Communication**

I am available via email and will respond within 24 to 48 hours, all days of the week. If you'd like to schedule a virtual call or in-person meeting with me, please email me at [waioli.misajon@chaminade.edu](mailto:waioli.misajon@chaminade.edu), and we can arrange a 30-minute session.

### **School & Department Information**

#### **Chaminade University of Honolulu, Behavioral Sciences**

Office Location: Behavioral Sciences Building Room 105

Phone: 808-735-4751

If you have questions regarding the Psychology Department, reach out to your Instructor or the School of Behavioral Sciences at Chaminade University of Honolulu.

### **Course Description & Materials**

#### **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

### Required Materials

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.



### Recommended Items

To succeed in this course, you will need the following items:

- **Electronic Device:** A desktop or laptop is required to complete and submit assignments online. Ensure your device has a reliable internet connection and access to the Canvas platform.
- **Preferred Writing Utensil:** Choose a writing utensil that you are comfortable with for in-class work and note-taking (e.g., pen, pencil).
- **Notebook:** A notebook for taking notes and completing in-class activities is highly recommended.
- **Laptop & Internet:** If you prefer digital note-taking, a laptop is acceptable for use during class.

### Canvas (<https://chaminade.instructure.com>)

Canvas is an online learning platform that will be used throughout this course to access all course materials, including PowerPoint lecture notes, reading assignments, quizzes, and discussion forums. It will also serve as the hub for submitting assignments, tracking your progress, and communicating with your instructor and classmates. Be sure to check Canvas regularly to stay up-to-date with course activities and deadlines.

## Learning Outcomes

### MSCP Core Program Learning Outcomes (PLOs)

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.

### Marriage and Family Therapy Emphasis Learning Outcomes (MFT ELOs)

1. Students will identify counseling theories, principles, concepts,



techniques, and facts in marriage and family counseling.

2. Students will demonstrate the ability to facilitate the counseling process with clients in a marriage and family setting.

3. Students will identify the relationship between adaptation and change, and the counseling process in a marriage and family setting.

### **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)

### **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, and integrity of creation.
5. Educate for adaptation and change.

PSY 434 Organizational Psychology is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, “new times call for new methods.” This principle is especially relevant to Organizational Psychology, which explores how evidence-based practices and theories are applied to understand, predict, and enhance individual and group behavior in organizational settings. This value guides the course through its emphasis on the development of:

1. Flexible thinking to adapt to organizational challenges.



2. Respect for diversity in workplace dynamics.
3. Critical thinking to analyze evidence-based approaches.
4. Open-mindedness to innovation and organizational 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 kũ'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 kũ 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

**1. 17 Weekly Chapter Quizzes - 170 Points**

Students will complete chapter quizzes designed to support their understanding through the application, analysis, and evaluation of key concepts covered in each chapter.

Aligned Learning Outcomes:

- CLOs: 1-5

**2. Hawaii Community Resource Referral Handbook - 30 points**

Students will develop a client referral resource handbook that provides a brief summary of services and accurate contact information for various community support areas. The handbook should include resources for crisis services, parenting support, childcare, preschool and school assistance, child development and disability services, adult disability services, senior support and activities, domestic violence and sexual assault services, employment assistance, housing and food resources, and military family support. This project is intended to serve as a practical tool that students can use in their future clinical work to help connect clients with accessible and appropriate community-based services.

Aligned Learning Outcomes:

- CLOs: 2

**3. 7 Assessment Tool Analysis - 70 Points**

Students will critically evaluate a commonly used assessment tool in the field of Marriage and Family Therapy by researching its reliability, validity, and cultural relevance. The assignment will also include a discussion of the tool's strengths and limitations, as well as its applicability across various clinical settings. This evaluation will help students develop a deeper understanding of how to choose and apply assessment tools effectively and ethically in diverse therapeutic contexts.

Aligned Learning Outcomes:

- CLOs: 1, 5



#### **4. 7 MFT Theory Intervention Assignments - 70 points**

Students will apply foundational Marriage and Family Therapy (MFT) theories to a hypothetical case scenario by selecting one theoretical approach and developing a detailed intervention plan. The plan should demonstrate how the chosen theory informs the understanding of the case and guides the therapeutic strategies used to support the client or family.

Aligned Learning Outcomes:

- CLOs: 2

#### **5. MFT Treatment Manual - 100 points**

Each student will select one presenting issue commonly encountered in Marriage and Family Therapy—such as communication challenges, affairs and infidelity, emotional distance, intimacy issues, significant life events, or trauma—and develop a comprehensive 10-week treatment manual. The manual should include appropriate assessment tools, potential theoretical frameworks for implementation, a review of evidence-based interventions, and a detailed week-by-week session plan. Each session outline must include opening activities, core working interventions, assessment tools, closing reflections or assignments, and any handouts or resources to be used.

Aligned Learning Outcomes:

- CLOs: 2, 3, 4

#### **6. Class Introduction Assignment - 20 Points**

Students are expected to complete the class introduction questions posted on Canvas. Your initial post is due by Friday, and responses to all classmates must be posted by Sunday. Be sure to thoughtfully engage with your peers by highlighting similarities, differences, and what you're looking forward to learning together this term.

## Course Policies

### Attendance

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 and may leave only when dismissed or excused.

### Late Work

In order for late work to be accepted without penalty, the reason must be due to a medical issue, a school commitment (not including any form of detention or discipline), or a family emergency/commitment. All other reasons will not be considered valid for an exception, and the respective points for the assignment may not be earned. All assignments 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.

### Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### 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.





### Final Grades

Final grades are submitted to [Self-Service](#):

Assignments	Points	CLO
17 Weekly Chapter Quizzes	170 Points	1-5
Hawaii Community Resource Referral Handbook	30 Points	2
7 Assessment Tool Analysis	70 Points	1,5
7 MFT Theory Intervention Assignments	70 Points	2
MFT Treatment Manual	100 Points	2,3,4
Class Introduction Assignment	20 Points	
Total Possible Points	460 Points	

### Grading Scale

A = 90 - 100% 414–460 points

B = 80 - 89% 368–413 points

C = Below 80%: You must repeat the course

I – Did not complete a small portion of the work or final examination due to circumstances beyond the student's control. The issuance of an "I" grade is not automatic.

## Important Information

### 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, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic



Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### **Title IX and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students’ cell numbers will be connected to Chaminade’s emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you



provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.



### **Writing Policy**

All written assignments must adhere to APA (American Psychological Association) formatting guidelines unless otherwise specified. This includes 1-inch margins, double spacing, 12-point serif font (e.g., Times New Roman), proper in-text citations, and a reference page. Unless the assignment is a formal research manuscript, an abstract is not required.

### **Google Meets Class Expectations**

This course will be held in a hybrid format, with 5 class sessions conducted live via Google Meets and the remaining 5 sessions delivered asynchronously. The Google Meets link will be sent to your email prior to each live class session. During Zoom sessions, students are required to have their cameras turned on at all times to support engagement and a collaborative learning environment. If you need to step away temporarily, please turn off your camera and return within a reasonable amount of time. Students are expected to remain muted unless speaking, asking, or responding to questions in order to minimize background noise and maintain a focused learning environment. To support concentration and reduce fatigue, breaks will be provided between chapter lectures.

### **Canvas Assignments**

All assignments must be submitted electronically via Canvas by 11:59 PM on the scheduled due date, unless otherwise designated as an in-class submission. In order for late work to be accepted without penalty, the reason must be due to a medical issue, a school commitment (not including any form of detention or discipline), or a family emergency/commitment. All other reasons will not be considered valid for an exception, and the respective points for the assignment may not be earned. 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.

In the case of an emergency or unforeseen circumstance, extensions may be granted only if:

- a) the request is made at least 24 hours prior to the assignment due date, and
- b) appropriate documentation is provided.

### **Attendance Policy**

This is an advanced graduate-level course that requires consistent and active engagement in the critical analysis and integration of complex theoretical concepts. Regular attendance is essential to your learning and professional development.



Students are expected to attend every class session. If an emergency prevents your attendance, it is your responsibility to notify the instructor prior to the start of class.

Per graduate program policy, more than one (1) absence—regardless of the reason—will result in a failing grade. Specifically, if a student misses more than one class, a grade of “C” will be issued, and the course must be retaken to meet program requirements.

Instructors also reserve the right to deduct points for tardiness or leaving class early.

### Readings & Due Dates

Week	Course Review	Assignments	Due Date
Week 1 - Google Meets Class July 7, 2025	Gehart Chp 1 & 2	Chp 1 & 2 Quizzes Class Intro Assignment	July 13, 2025
Week 2 - Asynchronous Class	Gehart Chp 3 & 4	Chp 3 & 4 Quizzes Hawaii Community Resource Referral Handbook	July 20, 2025
Week 3 - Google Meets Class July 21, 2025	Gehart Chp 5 & 6	Chp 5 & 6 Quizzes #1 Assessment Tool Analysis #1 MFT Theory Intervention Assignment	July 27, 2025
Week 4 - Asynchronous Class	Gehart Chp 7 & 8	Chp 7 & 8 Quizzes #2 Assessment Tool Analysis #2 MFT Theory Intervention Assignment	Aug 3, 2025
Week 5 - Google Meets Class August 4, 2025	Gehart 9 & 10	Chp 9 & 10 Quizzes #3 Assessment Tool Analysis #3 MFT Theory	Aug 10, 2025

		Intervention Assignment	
Week 6 - Asynchronous Class	Chp 11 & 12	Chp 11 & 12 Quizzes #4 Assessment Tool Analysis #4 MFT Theory Intervention Assignment	Aug 17, 2025
Week 7 - Asynchronous Class	Chp 13 & 14	Chp 13 & 14 Quizzes #5 Assessment Tool Analysis #5 MFT Theory Intervention Assignment	Aug 24, 2025
Week 8 - Google Meets Class August 25, 2025	Chp 15	Chp 15 Quiz #6 Assessment Tool Analysis #6 MFT Theory Intervention Assignment	Aug 31, 2025
Week 9 - Asynchronous Class	Chp 16	Chp 16 Quiz #7 Assessment Tool Analysis #7 MFT Theory Intervention Assignment	Sept 7, 2025
Week 10 - Google Meets Class Sept 8, 2025	Chp 17	Chp 17 Quiz MFT 10-week Treatment Manual	Sept 14, 2025