



Chaminade University of Honolulu
Masters of Science in Counseling Psychology

PSY-761 Advanced Theories & Models in MFT

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

Credits: 3

Section: 90 Term: Summer 2025

Instructor Information



Instructor: Waioli Misajon

Email: waioli.misajon@chaminade.edu

Phone: (808) 735-4751

Office Location: waioli.misajon@chaminade.edu

Office Hours: Please book an appointment via email.

Virtual Office: waioli.misajon@chaminade.edu

Virtual Office Hours: Please book an appointment via email.

Class Google Meets 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, 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

This course builds on the foundations of Family Systems theory and the classical theoretical models in PSY756 and will introduce advanced and contemporary therapy models within the Marriage and Family Therapy field. Students will develop an understanding of how to



conceptualize couple and family relationships using the concepts of the advanced models, how to critically assess and cohesively synthesize family models, and how to utilize current evidence-based research to formulate a personal framework to work with couples and families.

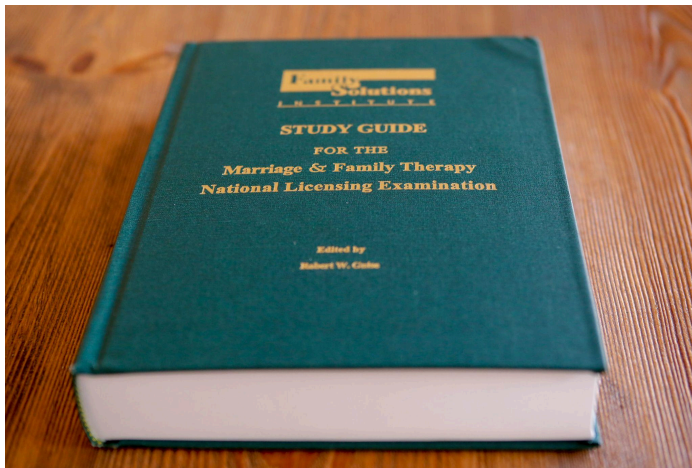
Prerequisites: PSY756

Required Materials

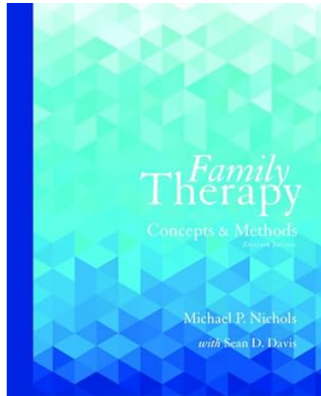
1. Study Guide for the National Examination in Marriage and Family Therapy, 6th Edition -

The "Big Green Book" - You may find the textbook to purchase here:

<https://familysolutionsinstitute.com/product/study-guide-for-the-national-examination-in-marriage-and-family-therapy-6th-edition>



2. Concepts and Methods of Family Therapy by Michael P. Nichols and Sean Davis



3. 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. Students will identify core counseling theories, principles, concepts, techniques and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will 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)

Upon completion of this course, students will be able to:

1. Identify current evidence-based models and culturally sensitive approaches of family therapy and be able to apply them conceptually and clinically. (PLO1, PLO2)

The various models covered in this class are:

- Communications Theory
- Internal Family Systems
- Brief Family Therapy models (e.g. Solution-Focused Brief Therapy (SFBT), Multidimensional family therapy (MDFT), etc.)



- Emotion-Focused Therapy & Attachment-based theory
 - Contextual Family Therapy
 - Medical Family Therapy
 - Feminist Family Therapy
 - Integrative Models in Family Therapy & Metaframeworks
2. Utilize critical thinking principles to evaluate and integrate family therapy models into clinical work. (PLO1, PLO2, PLO3)
 3. Integrate the various theoretical concepts of family systems theory and the advanced models to observations and descriptions of human relationships, including individual and family development; multicultural influences on human experience; gender; and family structure and process. (PLO1, PLO2, PLO3)
 4. Evaluate current family therapy models for congruence between theory, interventions, contextual factors, and goals for therapy. (PLO1, PLO2, PLO3)
 5. Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on families. (PLO2)
 6. Delineate which models, modalities, and/or techniques are most effective for presenting concerns. (PLO1, PLO3)

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 761 Advanced Theories and Models in MFT 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 Psy 761, 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. Theories / Models Chart Assignment - 100 Points

Students will create a comprehensive chart detailing all theories and models examined in this course. The chart should include the following theories/models:

- 1) Communication Theory
- 2) Internal Family Systems
- 3) Brief Family Therapy Models (e.g., Solution-Focused Brief Therapy [SFBT], Multidimensional Family Therapy [MDFT])
- 4) Emotion-Focused Therapy & Attachment-Based Theory
- 5) Contextual Family Therapy
- 6) Medical Family Therapy
- 7) Feminist Family Therapy
- 8) Integrative Models in Family Therapy & Metaframeworks

Each entry in the chart must include the following columns:

1. Theorist
2. View of Human Nature
3. Key Concepts
4. Treatment Goals
5. Interventions/Strategies
6. Role of Therapist
7. Strengths
8. Weaknesses

Aligned Learning Outcomes:

- PLOs: 1, 2
- MFT ELOs: 1, 2
- CLOs: 1, 2, 4, 6

2. Final Integrative Model Paper Assignment - 200 Points

Students will write a 10-page paper analyzing the application of theories explored throughout the term. You are required to select two (maximum of three) theories/models, with at least one being from the course (e.g., Communication Theory, Brief Models, Contextual Family Therapy, Internal Family Systems, Emotionally-Focused Therapy, Feminist Family Therapy, Medical Family Therapy) and one from PSY756 (e.g., Structural Family Therapy, Bowen/Intergenerational Theory, Experiential-Satir/Whitaker, Strategic Family Therapy, Cognitive-Behavioral Family Therapy, SFBT, Narrative Family Therapy, Psychoanalytic Family Therapy/Object-Relations).

The paper should explore:

1. Theoretical integration and congruence
2. Personal alignment and philosophical underpinnings
3. Supporting literature and evidence (minimum 10 academic sources)
4. Conceptualization of clinical work with emphasis on diversity and inclusion

All citations must follow APA format. A grading rubric will be available on Canvas.

Aligned Learning Outcomes:

- PLOs: 1, 2, 3
- MFT ELOs: 1, 2, 3
- CLOs: 2, 3, 4, 5, 6

3. Fictional Genogram & Analysis Assignment - 100 Points

You will select your favorite movie or television series and identify a character from that story to serve as the central figure of a fictional genogram. Based on the character's narrative, you will construct a genogram representing their three-generation family system at a point of significant systemic distress. This assignment must include: a) All three generations, b) Accurate family relationship symbols, c) Indicators of relationship dynamics and characteristics, d) A clear and labeled legend/key. In addition, you are required to apply one Marriage and Family Therapy (MFT) theory to analyze and explain the family's dynamics based on the genogram you have created. Your analysis must be a minimum of 2 pages and must follow APA formatting guidelines.

Aligned Learning Outcomes:



- PLOs: 1, 2
- MFT ELOs: 1, 2
- CLOs: 3, 5, 6

4. Group Reading Review & Clinical Intervention Presentation - 120 Points

Part 1: Students will be assigned to groups on the first day of class to present the assigned theories/models. One group will present each week. Presentations must cover all elements of the Theories/Models Chart Assignment and may include additional research, resources, or multimedia content for enhancement. 10 minute video of presentation slides (with audio).

Aligned Learning Outcomes:

- PLOs: 1
- MFT ELOs: 1
- CLOs: 1, 2, 4

Part 2: Using the assigned theory, students must develop a clinical intervention and present a 20 minute video as their final presentation:

1. Introduce a client(s) vignette and identify the therapist (2 minutes)
2. Identify the theory/intervention (3 minutes)
3. Present a recorded role-play clinical intervention (minimum 15 minutes)

Total presentation time: 20 minutes max. Role-plays must demonstrate the intervention in practice. Each group must include at least one therapist/co-therapist and a client system. Every student must upload their presentation and video to Canvas on their due date. Presentations and videos will be reviewed during class online throughout the term.

Aligned Learning Outcomes:

- PLOs: 2, 3
- MFT ELOs: 2, 3
- CLOs: 2, 4, 5, 6

5. Attendance & Participation - 100 Points

Active attendance and engagement are essential for learning and professional growth. Students are expected to:

- Arrive on time (15 minute grace period)
- Complete readings prior to class
- Participate in discussions and activities

One absence is permitted without penalty. More than one absence will result in a grade of “C,” requiring the course to be retaken. Instructors may deduct points for tardiness or early departure. In-class assignments cannot be made up.

Aligned Learning Outcomes:

- PLOs: 1, 2
- MFT ELOs: 1, 2
- CLOs: 2, 3

6. Online Class Discussion - 80 Points

Students are required to participate in weekly online discussions. The initial post is due by Friday. Responses to classmates must be posted by Sunday.

Aligned Learning Outcomes:

- PLOs: 1, 2, 3
- MFT ELOs: 1, 2, 3
- CLOs: 2, 3, 4, 5

Attendance

Attendance for this course is graded due to the number of discussions and exercises that happen during each class. If you are unable to attend a class, email the course instructor before the start of the respective class. In order for an absence to be excused, the reason must be medical, a school commitment (not including any form of detention or discipline), or a family emergency/commitment. All other reasons will not be considered excused and the respective points for the day will not be earned. Any student who stops attending the course will receive a failing grade. 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.

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.

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.



Final Grades

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

Assignments	Points	CLO
Online Class Discussion	80 Points	2,3,4,5
Attendance & Participation	100 Points	2,3
Group Reading Review & Clinical Intervention Pres.	120 Points	1,2,4,5,6
Fictional Genogram & Analysis Assignment	100 Points	3,5,6
Final Integrative Model Paper Assignment	200 Points	2,3,4,5,6
Theories/Models Chart Assignment	100 Points	1,2,4,6
Total Possible Points	700 Points	

Grading Scale

A = 90 - 100% (600-700)

B = 80 - 89% (400-599)

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 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 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

If any class sessions are conducted via Google Meets, students are expected to remain muted unless speaking, asking, or responding to questions to minimize background noise and maintain a focused learning environment. Students are required to have their cameras turned on during key parts of the session, including class discussions (before or after lectures), role-plays, presentations, and during active engagement with peers and the instructor.

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. Late assignments will be accepted for up to seven (7) days after the deadline, with a 2 points deduction per day late.

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/Date	Topic	Readings & Videos	Assignments Due
Week 1 - Google Meets Class July 8, 2025	Introduction; Overview of Course; Syllabus Review		July 13, 2025 Class Introductions
Week 2 - Asynchronous Class	Communications Theory	The Big Green Book P. 23-25 Nichols p89-110	July 20, 2025 Group Reading Review & Clinical Intervention Presentation- Kuuleilani & Precious & Taylor
Week 3 - Google Meets Class July 22, 2025	Contextual Family Therapy	The Big Green Book P41-48	July 27, 2025 Online Class Discussion; Group Reading Review & Clinical Intervention Presentation- Sheila & Barbara & Rebecca
Week 4 - Asynchronous Class	Brief Family Therapy Models I: Structural Family Therapy	The Big Green Book P. 11 p.95-104 P. 171 P. 186-188 Nicols p.111-130	August 3, 2025 Online Class Discussion; Group Reading Review & Clinical Intervention Presentation- Kawehi & Danrie
Week 5 - Google Meets Class August 5, 2025	Brief Family Therapy Models II: Strategic + Structural with cultural focus	The Big Green Book P. 61-83 P.171 P. 184-188	August 10, 2025 Online Class Discussion; Fictional Genogram & Analysis Assignment; Group Reading Review &

			Clinical Intervention Presentation- Joseph & Chelsea
Week 6 - Asynchronous Class	Emotion-Focused Therapy & Attachment-based Theory	<p>The Big Green Book Humanistic (Rogers) p. 232 Experiential p.105-108 Attachment (Bowlby) p.48-50 P. 189-190</p> <p>Nichols P. 131-148</p> <p>Gehart P. 219-238</p>	August 17, 2025 Online Class Discussion; Group Reading Review & Clinical Intervention Presentation- Kuuleilani & Danrie & Kara
Week 7 - Asynchronous Class	Internal Family Systems	<p>The Big Green Book P. 171-173 P. 198-199</p> <p>Nichols P. 131-148</p>	August 24, 2025 Online Class Discussion; Group Reading Review & Clinical Intervention Presentation-Precious & Barbara & Haley
Week 8 - Google Meets Class August 26, 2025	Medical Family Therapy	<p>The Big Green Book P. 283-292</p> <p>Nichols P. 215-218</p>	August 31, 2025 Online Class Discussion; Group Reading Review & Clinical Intervention Presentation- Chelsea & Kara
Week 9 - Asynchronous Class	Feminist Family Therapy; Integrationist vs. Eclecticism Methods	<p>The Big Green Book P. 401-402 Integrative Systemic Therapy, CBT + Narrative: P.171-177</p>	Sept 7, 2025 Online Class Discussion; Group Reading Review & Clinical Intervention Presentation- Kawehi & Rebecca

		Nichols p.191-194 p.268-275	
Week 10 - Google Meets Class Sept 9, 2025	Integrative Models in Family Therapy & Meta-frameworks; Consolidating Learning	The Big Green Book P. 173 P. 198-201 Nichols P.268-275 Gehart p331-334	Sept 14, 2025 Final Integrative Model Paper Assignment; Theories / Models Chart Assignment; Online Class Discussion; Group Reading Review & Clinical Intervention Presentation - Sheila & Taylor & Joseph & Haley