



Chaminade University of Honolulu
Masters of Science in Counseling Psychology
PSY-759 Family Therapy: Violence, Trauma, and Healing
Asynchronous Class (Online)
Credits: 3 Section: 90 Term: Spring 2026

Instructor Information



Instructor: Waioli Misajon
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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 is an in-depth examination of the problem of family abuse designed to facilitate an understanding of the complexities of family abuse patterns, their causes, and effects. Special attention is given to the roles sex and violence play in destructive family behavior. Coursework also combines readings, simulations, and videotaped role-plays to develop student

understanding of and practice with systemic intervention strategies employed in cases involving family abuse. Prerequisite: PSY 756

Required Materials

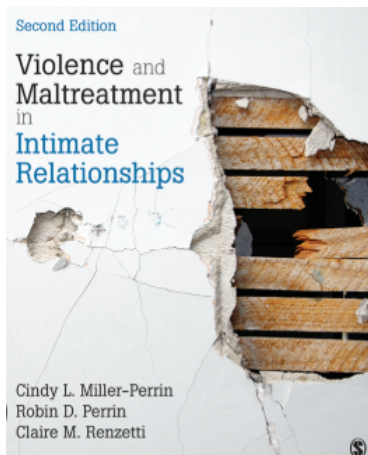
Violence and Maltreatment in Intimate Relationships, Second Edition

Cindy L. Miller-Perrin - Pepperdine University, USA

Robin D. Perrin - Pepperdine University, USA

Claire M. Renzetti - University of Kentucky, USA

456 pages | August, 2020 | SAGE Publications, Inc



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)

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

1. Apply theoretical and practical skills to clinically assess and treat individuals, couples, and families experiencing violence. Students will use relevant research and evidence-based interventions to effectively prevent and intervene in family and couple violence. *(PLO 2, PLO 3)*
2. Evaluate relationship problems within the broader social contexts of race, class, gender, and culture, recognizing how these factors shape and influence the occurrence and dynamics of family violence. *(PLO 2, PLO 3)*
3. Identify and describe the symptoms, behavioral patterns, relational dynamics, and underlying psychological and biological changes associated with trauma-related psychopathology in children, adults, and families. *(PLO 1, PLO 2)*
4. Analyze and discuss ethical and professional issues in working clinically with trauma-impacted individuals and families, including principles of trauma-informed care, cultural competence, relationship building, mandated reporting, boundaries, empathy, therapist self-awareness, and self-care. *(PLO 1, PLO 3)*
5. Conceptualize clinical cases through the integration of relevant theories and frameworks, considering history, etiology, and symptomology related to trauma across



the lifespan from a systemic-ecological and biopsychosocial-spiritual perspective. (PLO 1, PLO 2)

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 759 Family Therapy: Violence, Trauma, and Healing 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 759, 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 kū'ono'ono ('Ōlelo 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 ('Ōlelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) All knowledge is not taught in the same school

Course Activities & Alignment of Course Learning Outcomes

1. Identification of an research-informed trauma-related MFT instrument - 100 points

You will write a 6-page research paper identifying and analyzing a marriage and family therapy (MFT) measurement instrument (assessment or questionnaire) related to trauma, sexual or physical violence, or abuse. The goal of this paper is to critically examine the selected measure, explore its psychometric and clinical foundations, and evaluate its application in both individual and systemic (family or relational) contexts. Your paper should include the following sections:

1. Introduction

- Introduce the topic of trauma assessment within marriage and family therapy.
- Explain the importance of using research-informed instruments in trauma-related MFT practice.
- Briefly introduce the specific measure you have chosen and justify its relevance to trauma, abuse, or violence.

2. Description of the Instrument

- Provide an overview of the measure, including:
 - Its theoretical foundation and purpose
 - Development history and intended population
 - Structure, format, and key components (e.g., number of items, subscales, etc.)
- Discuss the **psychometric properties** of the measure, including reliability, validity, and any available evidence supporting its efficacy.

3. Clinical Application



- Describe how the instrument is administered in practice:
 - Administration process (self-report, clinician-administered, online, etc.)
 - Scoring procedures and interpretation guidelines (including any cutoff scores)
 - Appropriate populations and therapeutic settings
 - Timing and frequency of use during therapy
- Explain how clinicians use the results to guide treatment planning or intervention.

4. Systemic Application in MFT

- Discuss how the instrument can be used **systemically** within family or relational contexts.
- Explain how the assessment informs relational dynamics, communication patterns, or systemic understanding of trauma.
- Provide examples of how using the measure might enhance therapeutic engagement with couples or families affected by trauma.

5. Critical Evaluation and Reflection

- Assess the strengths and limitations of the measure (e.g., cultural applicability, accessibility, or ethical considerations).
- Reflect on how well it aligns with MFT principles and systemic thinking.
- Suggest areas for future research or improvement.

6. Conclusion

- Summarize key findings about the measure's value and utility in MFT practice.
- Emphasize its contribution to trauma-informed, evidence-based care within systemic contexts.
- **Length:** 6 pages (not including title page and references)
- **Format:** APA 7th edition
- **Sources:** Include 10 scholarly references (peer-reviewed journal articles preferred)

Aligned Learning Outcomes: CLO 1: Use theoretical and practical skills to clinically assess and treat, including using appropriate research, to intervene in and prevent violence in couple relationships and families. (PLO 2, PLO 3)



2. Chapter Reflection Discussion Assignments and Reflection Paper - 160 Points

Please submit your answers to the discussion questions by Friday at 11:59 p.m. and reply to two classmates by Sunday at 11:59 p.m. Your initial response should be about 500 words in total and must answer all parts of the discussion prompt thoroughly. Support your ideas with examples, evidence, or course materials where appropriate, and organize your writing into clear, well-developed paragraphs with correct grammar and mechanics. For your replies to classmates, write about 200 words each, engaging respectfully and thoughtfully with at least two different classmates. In your responses, go beyond simply agreeing or disagreeing—add new ideas, ask clarifying questions, or build on their arguments to create a substantive exchange that advances the conversation.

Your paper should be written in a reflective and personal tone. It is not a formal research paper and does **not require APA formatting**. Instead, focus on depth of thought, self-awareness, and honest reflection on your learning journey.

Consider including the following areas in your reflection:

1. Overall Learning Experience

- What were the main ideas or themes that stood out to you from the readings?
- How did your understanding of the subject evolve over the course of the chapters?
- Were there any concepts or topics that changed the way you think about counseling or client work?

2. Processing and Integration

- How did you process or make sense of the material you read?
- Were there any particular moments, readings, or discussions that helped you connect theory to real-world counseling practice?
- How did your classmates' discussion posts or feedback help you see the material from a new perspective?

3. Personal and Professional Growth

- What aspects of the readings inspired or influenced your future counseling career?
- Did any chapter or concept help clarify your values, interests, or goals as a counselor/therapist?
- Reflect on how this course has shaped your approach to working with clients, families, or communities.

4. Challenges and Surprises

- What was most challenging about the readings or the subject matter?



- Were there any ideas that were difficult to understand or accept?
- What surprised you the most or stood out as something you had not previously considered?

5. Closing Reflection

- Summarize what you are taking away from this course—intellectually, professionally, and personally.
- How do you see yourself applying what you learned in future counseling settings?
- End with a reflection on your growth as a learner and future therapist.

Paper Requirements

- **Length:** 4 full pages max (double-spaced)
- **Format:** Informal reflection (no APA format required)

Aligned Learning Outcomes: CLO2: Assess relationship problems within the context of larger issues of race, class, and gender that inform and influence family violence. (PLO 2, PLO 3)

3. Personal Trauma-informed & Evidence-based Clinical Statement - 100 points

You will write a 2-3 page personal statement that articulates your professional perspective on trauma and its treatment. This statement should demonstrate your ability to integrate personal values, theoretical understanding, and evidence-based principles into your clinical approach.

In this paper, you will synthesize and reflect on the following components:



1. **Personal Values and Therapeutic Philosophy**
 - Describe your core values as a therapist and how they guide your work with trauma survivors and their families.
 - Reflect on what it means to provide compassionate, ethical, and effective care for individuals and systems impacted by trauma.
2. **Systemic and Ecological Perspective**
 - Discuss how trauma affects individuals, couples, families, and communities from a **Marriage and Family Therapy (MFT) or systemic/ecological** lens.
 - Explain how you conceptualize trauma within relational and contextual frameworks.
3. **Trauma-Informed Care Approach**
 - Outline key trauma-informed care principles that shape your clinical practice.
 - Include **ethical** and **multicultural/diversity considerations** relevant to working with trauma survivors and their support systems.
4. **Research-Informed and Evidence-Based Practice**
 - Integrate current research and evidence-based strategies that inform your approach to trauma treatment.
 - Highlight specific interventions, models, or practices that align with your therapeutic orientation.

Aligned Learning Outcomes: CLO4: Discuss the ethical and professional issues related to working clinically with individuals and families presenting with trauma-related issues, including topics such as traumainformed care, cultural competence, joining and relationship building, mandated reporting, boundaries and empathy, and therapist countertransference and selfcare. (PLO 1, PLO 3)

4. Final Paper, Project & Presentation - 200 points

This comprehensive assignment consists of **three integrated parts**:

1. **Research Paper**
2. **Product/Deliverable**
3. **Class Presentation**



You may complete this project **in a group (group names listed in Canvas)**. The purpose of this assignment is to design a project that addresses a specific **issue related to family violence, intimate partner violence (IPV), or child abuse** within your community. The project should aim to make a meaningful impact by providing education, resources, or tools for a **target population or stakeholder group**.

As future **Marriage and Family Therapists (MFTs)** or counselors, you are often called upon to be **leaders and educators**—sharing knowledge and providing psychoeducation to various audiences across systems such as schools, legal settings, faith communities, or healthcare environments.

Part 1: Research Paper

Select a focused topic relevant to **family violence, IPV, or child abuse** that aligns with your interests or professional goals. Your paper should be written with a **specific target audience or stakeholder group** in mind—such as parents, teachers, law enforcement officers, campus communities, clergy, or legal professionals.

The paper should demonstrate a deep and comprehensive understanding of the topic, supported by **empirical research** and an **in-depth synthesis of the literature**.

Requirements:

- Minimum **10 pages** (not including title page or references)
- At least **10 peer-reviewed academic sources**
- Must include a clear rationale for your topic, theoretical framework, and implications for practice or policy
- Detailed formatting and citation guidelines will be provided in class

Part 2: Product / Deliverable

You will create a tangible **product or resource** that translates your research into practical application for your target audience. The deliverable should reflect creativity, relevance, and professional quality.

Examples include:

- A **relationship violence assessment manual** for therapists or counselors
- A **group therapy manual** for survivors or perpetrators of domestic violence
- A **training program** tailored to a specific service provider group (e.g., teachers, clergy, law enforcement, healthcare providers)



- A **psychoeducational handout**, intervention plan, or resource guide for a particular population (e.g., children, adolescents, cultural or faith-based communities, LGBTQIA+ individuals)
- A **research proposal or study protocol** exploring a family violence topic (this may serve as both your paper and product)
- A **public service announcement (PSA)** or **educational video** aimed at raising awareness or providing support resources

Part 3: Presentation (Recorded)

Each individual or group will **record their project** for the class. Your presentation should showcase your research, describe your product, and demonstrate how it addresses your chosen issue and serves your intended audience.

Presentation Requirements:

- **Length:** Minimum of **15 minutes**
- **Content should include:**
 1. Overview of the topic, including definitions, data/prevalence rates, and impact on individuals and families
 2. Explanation of the **target audience** and intended purpose or usefulness of your project
 3. Clear **synthesis of research findings** presented in an accessible format for your chosen audience
- Presentations will be graded on **preparation, organization, clarity, professionalism, creativity, and depth of content.**

Project Approval: All students must **submit their topic and project proposal** to the instructor for approval **by Week 6.**

GROUP members are listed on Canvas.

Aligned Learning Outcomes: CLO4: Discuss the ethical and professional issues related to working clinically with individuals and families presenting with trauma-related issues, including topics such as traumainformed care, cultural competence, joining and relationship building, mandated reporting, boundaries and empathy, and therapist countertransference and selfcare. (PLO 1, PLO 3)



5. Group Role Play Presentation and Discussion - 120 Points

Objective:

In this assignment, your group will create and present a **20-minute role-play scenario** depicting a therapy session in which two therapists recognize signs of **abuse** disclosed or implied by a client in a group setting. This may involve a **child, adolescent, adult, elderly client, spouse, or family member**. The purpose of this role-play is to demonstrate your understanding of how to ethically, legally, and therapeutically respond to suspected abuse within a counseling session.

Scenario Development

Your group will design a realistic and thoughtful therapy scenario that includes:

- A **background story and context** (e.g., client demographics, presenting problem, family dynamics, therapy setting).
- Clearly defined **roles** for each group member (e.g., therapist, client(s), parent, family member, or observer).
- A situation in which **signs or disclosures of abuse** emerge during the session.

Each group member must participate in the role-play, either as a therapist, client, or supporting role.

Presentation Requirements

Your 20-minute recorded presentation should include the following components:

1. Therapy Session Role-Play (10 minutes)

Demonstrate a realistic counseling session that shows:

- How the therapist **recognizes and responds** to signs of abuse.
- The therapist's **communication style**, empathy, and professionalism when addressing sensitive information.
- How the therapist **balances client safety, trust, and mandated reporting responsibilities**.
- How systemic or relational factors (family, culture, power dynamics) are considered in the interaction.

2. Documentation and Clinical Process (5 minutes)



In your group's preparation and/or brief post-role-play discussion, address:

- What you, as the therapist, would **document** in your clinical notes after the session.
- What steps you would take **during the session** once signs of abuse are recognized (e.g., assessing safety, grounding the client, consulting supervision).
- What actions should occur **after the client leaves the session** (e.g., reporting procedures, follow-up, referrals, or collaboration with other professionals).

3. Ethical and Legal Considerations (5 minutes)

Demonstrate understanding of:

- **Mandated reporting laws** and how they apply to your client's situation.
- **Ethical decision-making models** that guide your response.
- How you maintain professional boundaries while providing trauma-informed care.

GROUP members are listed on Canvas.



Discussion Directions:

Please respond to each of the following questions in **at least 150 words per question**. Respond to **one classmate's response**. Be thoughtful and reflective in your answers:

1. What was your biggest takeaway from participating in the group role play assignment?
2. How did you feel while playing your assigned role in this activity?
3. If this situation happened in real life, is there anything you would do differently or ask from either the therapist or the client point of view? Why or why not?

Aligned Learning Outcomes: CLO4: Discuss the ethical and professional issues related to working clinically with individuals and families presenting with trauma-related issues, including topics such as traumainformed care, cultural competence, joining and relationship building, mandated reporting, boundaries and empathy, and therapist countertransference and selfcare. (PLO 1, PLO 3)

6. Chapter Quizzes - 110 Points

Students are required to complete weekly online quizzes. The quizzes are due every week by Sunday.

Aligned Learning Outcomes:

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

Course Policies

Attendance

For asynchronous students (online participation): Attendance is determined by weekly participation and completion of assignments and discussions by the stated due dates. Consistent engagement is required to demonstrate ongoing attendance and academic activity. For synchronous students and hybrid students: 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.

For all students: 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:

<u>Assignments</u>	<u>Points</u>	<u>PLO</u>
Identification of an research-informed trauma-related MFT instrument -	100 points	2, 3
Chapter Reflection Discussion Assignments and Reflection Paper -	160 Points	2, 3
Personal Trauma-informed & Evidence-based Clinical Statement -	100 points	1, 3
Final Paper, Project & Presentation -	200 points	1, 3
Group Role Play Presentation and Discussion -	120 Points	1, 3



Chapter Quizzes -	110 Points	1, 2, 3
Total Possible Points	790 Points	

Grading Scale

A = 90 - 100% (690-790)

B = 80 - 89% (589-689)

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 - Asynchronous Class	Chapter 1: History and Definitions Intimate Violence and Maltreatment Chapter 2: Methods and Perspectives In VMIR	Chapter 1 & 2 Presentations and Textbook Readings	Chapter 1 Quiz Chapter 2 Quiz Chapter Reflection Discussion Due Apr 19, 2026
Week 2 - Asynchronous Class	Chapter 3: Child Physical Abuse Chapter 4: Child Sexual Abuse	Chapter 3 & 4 Presentations and Textbook Readings	Chapter 3 Quiz Chapter 4 Quiz Chapter Reflection Discussion Due Apr 26, 2026
Week 3 - Asynchronous Class	Chapter 5: Child Neglect Chapter 6: Child Psychological Maltreatment	Chapter 5 & 6 Presentations and Textbook Readings	Chapter 5 Quiz Chapter 6 Quiz Chapter Reflection Discussion Due May 3, 2026
Week 4 - Asynchronous Class	Chapter 7: Abuse in Adolescent And Emerging Adult Relationships: Peer Sexual Harassment, Sexual Assault, Dating Violence, and Stalking	Chapter 7 & 8 Presentations and Textbook Readings	Chapter 7 Quiz Chapter 8 Quiz Chapter Reflection Discussion Due May 10, 2026

	Chapter 8: Intimate Partner Abuse in Adult Relationships: Focusing on Victims		
Week 5 - Asynchronous Class	Chapter 9: Intimate Partner Abuse in Adult Relationships: Focusing on Perpetrators Chapter 10: Intimate Abuse of People with Disabilities and the Elderly	Chapter 9 & 10 Presentations and Textbook Readings	Chapter 9 Quiz Chapter 10 Quiz Chapter Reflection Discussion Due May 17, 2026
Week 6 - Asynchronous Class	Chapter 11: Societal Responses to VMIR: Some Concluding Thoughts	Chapter 11 Presentation and Textbook Reading	Chapter 11 Quiz Chapter Reflection Discussion Personal Trauma-informed & Evidence Based Clinical Statement Due May 24, 2026
Week 7 - Asynchronous Class	All Chapters	All Chapters	Identification of an research-informed trauma-related MFT instrument Paper Reflection Paper on All Chapters Due May 31, 2026

Week 8 - Asynchronous Class	All Chapters	All Chapters	Identification of an research-informed trauma-related MFT instrument Paper Due Jun 7, 2024
Week 9 - Asynchronous Class	All Chapters	All Chapters	Group Final Paper, Product, & Presentation Due Jun 14, 2026
Week 10 - Asynchronous Class	All Chapters	All Chapters	Group Role Play Presentation Due Jun 20, 2026 Group Role Play Discussion Due Jun 21, 2026