

School of Education and Behavioral Science

DMFT 8059 MFT through a Decolonized lens: Centering Indigenous healing practices in families

Synchronous meetings 5 times, on Tuesdays, 6:00am HST- 8:00am HST Zoom link for all classes: [See Week Week One Module of Canvas](#)

Credits: 3 Section: 1 Term: Spring 2026

WEEK 1 Apr 12–Apr 18	WEEK 2 Apr 19 -Apr 25	WEEK 3 Apr 26–May 2	WEEK 4 May 3–May 9	WEEK 5 May 10–May 16	WEEK 6 May 17–May 23	WEEK 7 May 24–May 30	WEEK 8 May 31–Jun 6	WEEK 9 Jun 7–Jun 13	WEEK 10 Jun 14–Jun 20
Synchronous Class 4/14 6am-8am	Asynchronous	Synchronous Class 4/28 6am-8am	Asynchronous	Synchronous Class 5/12 6am-8am	Asynchronous	Synchronous Class 5/26 6am-8am	Asynchronous	Synchronous Class 6/9 6am-8am	Asynchronous

Instructor Information



Instructor: Dr. Maurice Andrea, DMFT, LMFT

Email: maurice.andrea@chaminade.edu

Phone: 808-739-7454

Office: Behavioral Science 112

Virtual Office Hours: Please email me to set up Zoom meetings.

Communication

Primary communication method is email and I will respond between 48 hours and a week (often much shorter).

School & Department Information

Marriage and Family Therapy programs

Office Location: Brogan Hall, 114

Phone: (808) 739-7454

If you have questions regarding the Doctor of Marriage and Family Therapy Program, reach out to your Instructor, the program manager, or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course Description

This course will provide a critique of how the field of systemic family therapy has historically been driven by evidenced-based models and western family therapy concepts, which can marginalize indigenous cultural knowledge and emotional healing. This course will provide a framework for supporting decolonizing practices in family therapy and counseling that reflect values of human diversity, collaboration and participation, distributive justice, and self-determination.

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):
Readings	45	
Key assessments/ Writing assignments	55	
Online interaction	10	
Incorporating Feedback	25	
Total hours:		

Required readings:

Mullan, J. (2023). *Decolonizing Therapy: Oppression, Historical Trauma, and Politicizing Your Practice*.

Will vary based on student dissertation topics, methodology, and research design.

Recommended Texts

*Other readings (chapters or articles) will be posted on the course learning site, Canvas.

Required devices:

Laptop or computer device with internet connection, with audio and visual capabilities, allowing the student to log into synchronous classes.

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

Canvas will be used as the primary learning management system for this course. The course content will be posted on Canvas, where students will be able to access the syllabus, any additional readings, assignments, quizzes, and announcements.

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.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of DMFT program, the student will be able to:

1. 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)
2. 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)
3. 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)
4. Students will use and evaluate quantitative and qualitative M/CFT clinical to improve clinical process and outcomes
(Addresses ACA 1 COAMFTE)
5. Students will cultivate a coherent and competent program of M/CFT supervision
(Addresses ACA 4 COAMFTE)
6. Students will utilize systemic leadership, demonstrating sophistication in program building, leadership, and/or consultation
(Addresses ACA 4 COAMFTE)

Course Learning Outcomes (CLOs)

Upon completion of DMFT 8050 the student will be able to:

1. Describe couple and family therapy models including the extant evidence-based literature (PLO1; PLO2; PLO4)
2. Conduct a comparative analysis of historical and contemporary approaches to couple therapy theory and their practical application, with particular reference to social context implications (PLO1; PLO2; PLO3)
3. Develop and write a coherent Theory and Philosophy of Change in Clinical Practice (PLO1; PLO6)

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.

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 ('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 kū 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

Alignment of Course Learning Outcomes

CLO 1 CLO 2 CLO 3

Marianist Values 1,2 3,5 2,3,4

PLOs	1,2,4	1,2,3	1,6
Native Hawaiian Values	1,2	3,5	2,3,4

Course Activities

Assessment & Alignment of Course Learning Outcomes

Course Learning Outcomes (CLO)	Assessment & Description	Contribution to final grade
CLO 1: Analyze how power, privilege, and oppression contribute to the intersectionality that affects mental health, family health, and community health (PLO1; PLO3)	Applied Theory Presentation: Students will present a current client case describing their theoretical approach and the evidence-base for approach	20%
CLO 2: Explain the concepts of	Applied Theory Presentation	10%

decolonization of therapeutic practices and trauma care (PLO1; PLO2; PLO3)	Literature Review	10%
--	-------------------	-----

CLO 3: Describe therapeutic interventions and approaches that align with cultural identities and reduce the impact that oppression has on families and communities (PLO3; PLO6)	Literature Review, 10-page formal literature review on theory of choice	40%
Attendance	Attend all class meetings	10%

Assignments

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.

Weekly Critical Reflection or Reading Activities

Throughout the course, students will complete weekly written activities tied to assigned readings and course discussions. These activities are designed to promote continuity, depth of engagement, and doctoral-level integration of course material. Prompts may ask students to critique assumptions, compare frameworks, examine positionality, or apply decolonial thinking to clinical work.

Assignment Guidelines:

- Length: instructor assigned
- Must explicitly reference assigned readings
- Must demonstrate depth, clarity, and doctoral level reasoning

1. Pre-Course Position Paper

This assignment is designed to assess the student's starting framework for understanding trauma, healing, culture, research, and clinical practice at the beginning of the course. The purpose is not to produce a fully developed decolonial analysis at the outset, but to clearly articulate the student's current assumptions, values, and professional lens.

Students will write a paper that addresses the following:

- How they currently understand trauma and healing in clinical practice
- What they currently believe makes a therapy approach culturally responsive
- How their training, professional experience, and social location have shaped their assumptions about evidence, diagnosis, treatment, and therapeutic authority
- What tensions, questions, or uncertainties they bring into a course on decolonizing trauma work

This paper serves as a baseline assignment that students will revisit in the final post-course paper.

Assignment Guidelines:

- Length: 4 to 5 pages, excluding title page and references
- Format: APA 7th edition manuscript style
- Title page required, no abstract
- Times New Roman, 12-point font
- First- and second-level headings used throughout
- Formal scholarly writing is expected, though students may use first person where appropriate for positional reflection
- Students should demonstrate honesty, reflection, and doctoral level clarity

2. Post-Course Integrative Paper

This final paper asks students to revisit their Pre-Course Position Paper and critically analyze how their thinking has changed, deepened, or been challenged over the course of the semester. This is not a summary of what was learned. It is an integrative doctoral-level paper requiring analysis, synthesis, and application of course material.

Students must:

- Revisit their original assumptions from the pre-course paper
- Identify at least three specific assumptions they now understand differently
- Explain how course readings, discussions, and engagement with decolonial and Indigenous frameworks influenced their thinking
- Articulate what a more culturally grounded, relational, and decolonizing approach to trauma work now means to them
- Describe how this learning will shape their future work in clinical practice, supervision, teaching, leadership, and/or research
- Identify at least one area of continued tension, uncertainty, or growth

Students must explicitly engage their earlier paper and substantially integrate course readings.

Assignment Guidelines:

- Length: 8 to 10 pages, excluding title page and references
- Format: APA 7th edition manuscript style
- Title page required, no abstract
- Times New Roman, 12-point font
- First- and second-level headings used throughout
- Formal scholarly writing expected
- Must explicitly reference the student's Pre-Course Position Paper
- Must demonstrate doctoral level analysis, synthesis, and practical application

3. Decolonial Practice Engagement Assignment

This assignment is intended to move students beyond conceptual discussion into respectful engagement with decolonizing practice, Indigenous healing, community based knowledge, or culturally grounded relational approaches. The goal is not extraction or observation from a distance, but thoughtful and accountable engagement with a form of practice that challenges dominant Western assumptions about healing, care, trauma, and relational wellness.

Students will engage in one approved experience such as:

- an Indigenous led event, teaching, webinar, or presentation
- a community based healing or wellness practice
- a cultural practice or learning space connected to healing, family, community, spirituality, land, or intergenerational wellbeing
- a decolonizing practice space relevant to health, mental health, or relational care

Students will then submit a critical reflection paper that:

- Identifies how the practice conceptualizes healing, family, trauma, and community
- Compares that framework to mainstream Western MFT or trauma approaches
- Analyzes how power, colonialism, access, and institutional framing are present or resisted
- Reflects on the student's own positionality and ethical location in relation to the engagement
- Articulates at least two concrete implications for changing their own clinical stance, interventions, or future

professional practice

The student must obtain prior approval from the instructor if there is uncertainty about whether the selected experience is appropriate.

Assignment Guidelines:

- Length: 6 to 8 pages, excluding title page and references
- Format: APA 7th edition manuscript style
- Title page required, no abstract
- Times New Roman, 12-point font
- First- and second-level headings used throughout
- Formal scholarly writing expected, though first person may be used where necessary for positional and reflexive analysis
- Must integrate course readings and concepts

4. Attendance and Participation

The attendance grade will be based on the following:

- Promptness of attendance
- Turning assignments in on time
- Evidence of completion of the readings as scheduled
- Quality of engagement and questions during in class discussion; all students are expected to engage in class discussions each week
- Professional and collaborative engagement with peers
 - Conducting self as a professional at all times, including adhering to the AAMFT Code of Ethics

*Note: serious conduct issues, such as plagiarism or discriminatory remarks, may result in the participation grade accounting for 50% or more of the grade.

Course Policies

Late Assignment Policy

All assignments will be due by 11:59 pm on the due date specified on this syllabus. No late assignments will be accepted unless a special arrangement was made prior to the due date or test date. You have to notify and arrange with me 48 hours prior to the deadline (unless it is an unexpected or unforeseen circumstance). All assignments must be completed within the time frame of this class. No work will be accepted after the last week of the term. If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive.

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.

Attendance

Students are expected to regularly attend 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. 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. Three tardies is equivalent to one unexcused absence.

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

Incomplete grades are not automatically issued without prior correspondence with the instructor. An Incomplete grade may be provided to a student when most of the course requirements have been completed and the remaining assignments were not able to be submitted due to extenuating circumstances. With early correspondence, a valid reason, and submitted documentation, the instructor may grant an incomplete.

Points Breakdown

Assignments	Max Points
Pre-Course Position Paper	15
Post-Course Integrative Paper	25
Decolonial Practice Engagement Assignment	20
Weekly Critical Reflection or Reading Activities	30
Attendance and participation	10
Total Points	100

Final Grades

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

A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C	2.00	70-79 (Failed- No credit given)
F	0.00	≤69 (Failed- No credit given)
W	Withdrawal before published deadline	
I	Issuance is not automatic. At the discretion of the faculty member. May be assigned to a student who has successfully completed with at least a passing grade, a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule.	

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.

DMFT Policy on Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to: •

Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.

- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism includes, but is not limited to:
 - Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work. •
 - Copying of someone else's exam or paper.
 - Allowing someone to turn in your work as his or her own.
 - Not providing adequate references for cited work.
 - Copying and pasting large quotes or passages without properly citing them.

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as

Chegg®, are examples of online learning support platforms that cannot be used for course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course:

- Incorporating any part of an AI generated response in an assignment or online discussion
- Using AI to brainstorm, formulate arguments, or template ideas for assignments
- Using AI to summarize or contextualize source materials
- Submitting your own work for this class to an online learning support platform for iteration or improvement
- Using AI programs to input quiz/exam questions to retrieve answers to be submitted
- If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation. Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

Citations and References

- Please cite a source every time you copy a phrase, quote, or paraphrase someone else's words. If you use someone's words verbatim, you will have to use quotation marks and in parenthesis note the author's last name, year of publication, and the page from which you took the quote.
- Example of how to cite a direct quote:
 - Past research has indicated that "becoming parents heightens couples' awareness of their identity intersections and they turn towards mutually supporting each other" (Hawkins, 2016, p. 121).
 - If you paraphrase or just report on what you've read of someone's publication, use the parentheses but omit the page number.
 - Example of how to cite a direct quote:
 - There is evidence that couples become more aware of their identity, such as race and religion after becoming parents (Hawkins, 2016).
 - Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6th edition.
- The Purdue website can also be helpful: <https://owl.english.purdue.edu/owl/resource/560/01/>
- Your last page will be the Reference page, listing your full source/references.
- Examples of references in APA format:

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.

Course Schedule & Due Dates

Week	Topic	Readings & Tasks	Assignments Due
Week 1 Synchronous Class 4/14 6am-8am	Introduction to Decolonizing Trauma Work	Mullan, J. (2023)-Chap 1 Decolonizing Approaches to Family Science as Intersectional Latinx and Caribbean Scholars hjhsw8203_0072.pdf Course introduction, overview of major themes. Discussion of trauma, healing, colonialism, and decolonizing practice in relation to clinical work, FCP, and dissertation thinking.	In-class introductions and course overview. Pre-Course Position Paper due by the end of Week 1.
Week 2 Asynchronous	Colonial Trauma and the "Soul Wound"	Mullan, J. (2023)-Chap 2 From Generation to Generation: Rethinking "Soul Wounds" and Historical Trauma Msoc2-peer-2106_1.pdf American Indian Historical Trauma: Anti-Colonial Prescriptions for Healing, Resilience, and Survivance Examination of Indigenous understandings of trauma, relational harm, and healing beyond Western diagnostic framework	Weekly Critical Reflection due by the end of Week 2.
Week 3 Synchronous Class 4/28 6am-8am	Synchronous Class Colonizing Knowledges and Research as Power	Mullan, J. (2023)-Chap 3 12913_2025_Article_12890.pdf Smith decolonizing methodologies compressed.pdf 1994_Guba_Lincoln_Paradigms_Quali_Research_chapter.pdf Analysis of research, knowledge production, and the role of colonialism in shaping what counts as legitimate evidence in mental health and family science.	Weekly Critical Reflection due by the end of Week 3.
Week 4 Asynchronous	Indigenous Healing, Community, and Relational Wellbeing	Mullan, J. (2023)-Chap 4 Pilinah&#x0101:: An Indigenous Framework for Health	Weekly Critical Reflection due by the end of Week 4.

		<p>Co&#x02010;creating a conceptual model of Indigenous relational wellbeing in early childhood: Planting seeds of connectedness</p> <p>Exploration of Indigenous models of healing, community care, storytelling, spirituality, and relational accountability.</p>	
<p>Week 5 Synchronous Class 5/12 6am-8am</p>	<p>Synchronous Class</p> <p>Parent Wellbeing, Family Systems, and Context</p>	<p>Mullan, J. (2023)-Chap 5</p> <p>Exploring Indigenous Community Conceptions of Parent Wellbeing: A Qualitative Analysis</p> <p>Beyond Attachment Theory: Indigenous Perspectives on the Child-Caregiver Bond from a Northwest Tribal Community</p> <p>Discussion of Indigenous parent wellbeing, kinship, community, and the limitations of individualizing trauma and family distress.</p>	<p>Weekly Critical Reflection due by the end of Week 5.</p>
<p>Week 6 Asynchronous</p>	<p>Engaging Decolonizing Practice</p>	<p>Mullan, J. (2023)-Chap 6</p> <p>Fam-Engagement-Toolkit-2018.pdf</p> <p>Decolonization as Methodological Innovation in Counseling Psychology</p> <p>Discussion of what it means to engage actual decolonizing practice, ethical community engagement, and implications for MFT work.</p>	<p>Decolonial Practice Engagement Assignment due by the end of Week 6..</p>
<p>Week 7 Synchronous Class 5/26 6am-8am</p>	<p>Synchronous Class</p> <p>Dialogue, Integration, and Emerging Shifts</p>	<p>Mullan, J. (2023)-Chap 7</p> <p>No new major readings. Class discussion focused on integrating themes from the first half of the course, discussing decolonizing practice engagement experiences, and revisiting assumptions from the pre-course paper.</p>	<p>Continue working on Post-Course Integrative Paper.</p>
<p>Week 8 Asynchronous</p>	<p>Decolonizing Clinical Practice and Institutional Spaces</p>	<p>Mullan, J. (2023)-Chap 8</p> <p>Dr. Falender Slides</p> <p>Decolonizing Psychotherapy</p>	<p>Weekly Critical Reflection due by the end of Week 8.</p>

		<i>Analysis of how decolonizing principles apply to therapy, supervision, clinics, programs, and institutional structures.</i>	
Week 9 Synchronous Class 6/9 6am-8am	<i>Synchronous Class</i> <i>Student Integration and Applied Discussion</i>	Mullan, J. (2023)-Chap 9 <i>Student-led integration discussion of core course concepts, including trauma, healing, knowledge, practice, and institutional change. Students connect course material to clinical, supervisory, teaching, or leadership roles.</i>	<i>Continue working on Post-Course Integrative Paper.</i>
Week 10 Asynchronous	<i>Final Integration and Future Application</i>	Mullan, J. (2023)-Chap 10 <i>Final synthesis of course themes, including how decolonizing trauma work may reshape future clinical, supervisory, research, and leadership practices.</i>	<i>Post-Course Integrative Paper due by the end of Week 10.</i>

The instructor reserves the right to modify the course schedule based on class needs and dynamics of current events. Any revisions will be posted in Canvas.