



MASTER OF SCIENCE in  
MARRIAGE and FAMILY THERAPY  
CHAMINADE UNIVERSITY of HONOLULU

School of Education and Behavioral Sciences  
Masters of Science in Marriage and Family Therapy

**MFT764 Family Therapy: Substance-related Diagnoses and  
Crisis Counseling (1cr)**

In-person/Synchronous ; Mondays @ 5:30 PM - 7:00 PM  
Credits: 1 Section: 01-3 Term: Accelerated Spring 2026

Class Meeting Link:

<https://us06web.zoom.us/j/82023419094?pwd=oq9aKK97LH3MF0DX8PFcV32rO4OBaC.1>

Class Meeting Dates:

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
4/13 No class meeting	4/20 5:30pm	4/27 No class meeting	5/4 5:30pm	5/11 No class meeting	5/18 5:30pm	5/25 No class meeting	6/1 5:30pm	6/8 No class meeting	6/15 5:30pm

**Instructor Information**



**Instructor:** Deneen Wong, LMFT  
**Phone:** (808)739-7450  
**Email:** [deneen.wong@chaminade.edu](mailto:deneen.wong@chaminade.edu)  
**Office Location:** Behavioral Sciences 116  
**Office Hours:** By Appointment

**Communication**

Primary method of communication is email and I will respond within 24-48 hours.

**School & Department Information**

**School of Education and Behavioral Sciences**

Office Location: Behavioral Sciences, 112

Phone: (808) 739-4652

If you have questions regarding the MS-MFT program, reach out to your Instructor or the School of Education and Behavioral Sciences.

## Course Description & Materials

### Catalog Course Description

This course will provide an overview of practical crisis-counseling skills to be used within emergent client care in addition to exploring the treatment of substance-related disorders within the context of family therapy. Students will learn how to intervene and provide immediate care for client's experiencing unexpected loss and distressing events, and therapeutic methods of addressing drug and alcohol concerns within families.

### Mission Statement for Masters of Science in Marriage and Family Therapy

The Chaminade MFT Masters program has been developed on a firm foundation in the Marianist Educational Values of a formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change. Each of these five core values are incorporated throughout the program to help graduates develop as not only practitioners but also as whole individuals who are ready to serve families and communities. The aim of the program is to prepare practitioners who think systemically, promote cultural humility and socially just-informed practices and programs, practice evidence-informed couple and family therapy approaches and actively contribute to the ongoing development of the profession in Hawaii. Special attention is given in this program to the honoring of groups including Native Hawaiians and Pacific Islanders, in addition to other diverse populations.

### Time Allocation

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 a 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.

Masters 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 masters+ course would typically require engagement of approximately 135 hours for the average student for whom the course is designed. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online

instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Number of hours per class activity:

Educational activity	Expected hours of Student Engagement:	Details (if any):
Course attendance/Lecture	8	Bi-weekly Synchronous class meetings; weeks 2,4,6,8,10
Assigned readings	20	
Discussions/Role-plays	10	
Written assignments	7	
Total	45	

### Academic Engagement in this Online Course

Academic engagement in this course means active participation in learning activities (not just logging in). Students are expected each week to:

- Complete assigned readings, media, and learning modules before participating in discussions or activities.
- Submit graded work (e.g., discussions, reflections, quizzes, projects) by the dates shown in the course schedule.
- Participate in the synchronous class meetings.
- Participate in instructor-guided discussions and activities in Canvas related to course content.
- Communicate with the instructor about course concepts and assignments as needed through discussion forums, messages, or office hours.

### Required Materials

Reiter, M. D. (2026). *Substance abuse and the family: Assessment and treatment*. Routledge.

### Readings (Linked or Provided on Canvas)

Bacon, M. (2019). *Family therapy and the treatment of substance use disorders: The family matters model*. Routledge.

Downey, C. A., Chang, E. C. (Eds.). (2024). *Substance use disorders in underserved ethnic and racial groups: Using diversity to help individuals thrive*. American Psychological Association.

Fritzlan, L., & Rumney, A. (2023). *Addiction therapy and treatment: A systems approach*. McFarland Publisher.

McGoldrick, M., & Walsh, F. (Eds.). (2004). *Living beyond loss: Death in the family*. W. W. Norton & Company

Taibbi, R. (2018). *Brief therapy with couples and families in crisis*. Routledge.

SAMHSA TIP 39: Substance Abuse Treatment and Family Therapy

SAMHSA TIP 50: Addressing Suicidal Ideation and Behavior in Substance Abuse Treatment

American Psychiatric Association DSM-5-TR: Substance-Related and Addictive Disorders

Columbia Suicide Severity Rating Scale (C-SSRS)

Motivational Enhancement Therapy (MET) Manual (Project MATCH; Miller, Zweben,

DiClemente, Rychtarik)

### **Crisis Resources for Students**

The content of this course can evoke personal responses. If you are experiencing distress, please reach out to available resources:

- National Suicide & Crisis Lifeline: Call or text 988
- Crisis Text Line: Text HOME to 741741
- Chaminade University Counseling Services: Contact Student Affairs
- The Queen's Medical Center Behavioral Health Crisis Line (Oahu): (808) 547-4397
- NAMI Hawaii: (808) 591-1297

You are training to sit with others in their most difficult moments. It matters that you also know how to ask for help.

### **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](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

## **Learning Outcomes**

### **Program Learning Outcomes (PLOs)**

Upon completion of the MS-MFT, the student will be able to:

1. Students will develop a coherent personal theoretical framework founded in relational/systemic practice, theories, models and philosophy in MFT.  
(Addresses FCA 1 COAMFTE)

2. Students will apply systemic/relational theoretical and evidence-based approaches in assessment, diagnosis, case conceptualization, and intervention to meet the diverse needs of individuals, couples, and families.  
(Addresses FCA 2 & 7 COAMFTE)
3. Students will employ ethical, professional and legal guidelines consistent with the standards and identity of marriage and family therapy.  
(Addresses FCA 5 COAMFTE)
4. Students will utilize current trends and research methods in the field to conduct and critically evaluate research within the practice of marriage and family therapy.  
(Addresses FCA 4 COAMFTE)
5. Students will cultivate a socially just and culturally responsive therapeutic practice with a critical self awareness of intersections of identities within a developmental and family life cycle framework.  
(Addresses FCA 3 & 6 COAMFTE)

### **Course Learning Outcomes (CLOs)**

Upon completion of MFT764 the student will be able to:

1. Articulate practical crisis-counseling skills in emergent situations (PLO2)
2. Describe treatment approaches to substance-related disorders from a family systems perspective (PLO2, PLO4)
3. Evaluate interventions that provide immediate care to clients across modalities and diverse contexts (PLO2, PLO5)

### **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:

- 
- Education for formation in faith.
- Provide an integral, quality education.
- Educate in family spirit.
- Educate for service, justice and peace, and integrity of creation.
- 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 (‘Ōlelo 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

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
<b>Marianist Values</b>	4	4,5	5	3,5
<b>PLOs</b>	3	2,3	3	3,4
<b>Native Hawaiian Values</b>	4	4,5	5	3,5

### Course Activities

Course Learning Outcomes(CLO)	Assessment & Description	Contribution (%) to Final Grade
<b>Program Expectation</b>	<p><b>Attendance &amp; Participation</b>            Attending class on time and staying for the entire length of class, engaging in class discussions, and participating in class activities. Attendance and participation in class are of primary importance both with regard to successful understanding of course material and to personal/professional development and growth. It is my hope that class time will be utilized by each of you in such a way that you will leave feeling enriched and excited about the material, discussions, and activities. Please come to class on-time and having completed the assigned readings prior to arrival. In the event of your absence please make every effort to contact the instructor prior to class time. Students may miss one class without penalization; however, it is your responsibility to determine what was missed during an absence or tardy.</p>	<p><b>30</b> (Async Discussions = 15, In-class participation &amp; Attendance = 15)</p>

	<i>If you miss more than one class, you will be given a "C" and you must retake the class. (Graduate programs policy) In addition, instructors have the option to penalize for tardiness or leaving early.</i>	
1. Articulate practical crisis-counseling skills in emergent situations (PLO2)	<b><i>Demonstration of Crisis Assessment Skills</i></b> Brief recorded or live role-play (8-10 min) demonstrating a structured crisis assessment with safety planning; written self-reflection required	<b>25</b>
2. Describe treatment approaches to substance-related disorders from a family systems perspective (PLO2, PLO4)	<b><i>Final Paper</i></b> Written conceptualization of an assigned or instructor-approved case integrating SUD knowledge, a family therapy model, and systemic crisis lens	<b>30</b>
	<b><i>Reflection Paper</i></b> 1-2 page reflection on personal responses evoked by high-acuity work (crisis, SUDs), countertransference awareness, and clinical self-care strategies	<b>15</b>
3. Evaluate interventions that provide immediate care to clients across modalities and diverse contexts (PLO2, PLO5)	<b><i>Final Paper</i></b>	
	<b><i>In-class Role-plays</i></b>	

## Course Policies

### Attendance

Since this is a graduate course requiring students to engage fully, it is important to attend every class. You are responsible to inform the instructor prior to the start of class should an emergency prevent you from attending. Please note that regardless of reason, more than one (1) missed class will result in a failing grade. If you miss more than one class, you will be given a "C" and you must retake the class. (Graduate programs policy) In addition, instructors have the option to penalize for tardiness or leaving early.

- **Synchronous Sessions (Weeks 2, 4, 6, 8, 10)**

Five 75–90 minute synchronous sessions are held via Zoom or in-person as designated. These sessions are skills-focused and participation-intensive. Students are expected to have completed all readings and asynchronous modules prior to each synchronous meeting. Sessions will include structured role-plays, case consultations, small group debriefs, and facilitated discussion. Attendance at all synchronous sessions is required; missed sessions cannot be made up by alternative assignments without prior instructor approval.

- **Asynchronous Weeks (Weeks 1, 3, 5, 7, 9)**

Asynchronous weeks consist of assigned readings, lecture materials or recorded content, and structured learning activities submitted through the course LMS. Students are expected to complete asynchronous work by the Sunday of each asynchronous week. Asynchronous weeks are designed to build conceptual foundations that will be applied and rehearsed in the following synchronous session.

### **Late Work**

Assignments must be turned in at the beginning of class on the day they are due. Late assignments will be penalized 10% of the grade earned per day late. Unexcused absences on exam days and in-class assignments cannot be made up and will result in a score of zero (0) for the exam or assignment. Students must provide documented evidence of an approved excused 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 was not able to be submitted due to extenuating circumstances. With early correspondence, a valid reason, and submitted documentation, the instructor may grant an incomplete.

### **Final Grades**

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

A = 90% and above

B = 80-89%

C = Fail and will need to retake the course

## MS-MFT Program Information

### MS-MFT Student Disposition Expectations

As a therapist in training, you are constantly being evaluated for your fitness for this profession in every class. This evaluation is subjective and based on your class participation, evaluation of other assignments, interpersonal interactions with other students and clients, if appropriate, etc. Students who do not meet the following criteria may have their grade reduced in the course, be administratively dropped or “red flagged” for a discussion by the faculty as a whole. The following criteria are used in this evaluation: 1) being empathic; 2) being genuine; 3) being accepting; 4) being open minded and non-dogmatic; 5) being self-reflective and having an internal locus of control; 6) being mentally healthy; 7) being capable of building alliances; 8) being competent in knowledge and skills (Neukrug, 1999).

Neukrug, E. (1999). *The world of the counselor*. Pacific Grove, CA.: Brook/Cole.

### Ethical Behavior of MS-MFT Students

Students will abide by the American Association of Marriage and Family Therapy (AAMFT) Code of Ethics. It is your responsibility to be familiar with the guidelines. Ethical violations are serious and may lead to disciplinary action, which could lead to separation from the MS-MFT program.

### Expectations for online classes

If any or all of your class meetings are held online, these are the expectations:

1. Please find a space to log in on your video conferencing enables device, that is quiet and private, preferably within a room with the door closed. Often classroom discussions involve private or confidential information such as when discussing examples of client cases or consulting on real clients, and thus the need for privacy.
2. While in class, you should have your video turned on and be muted to minimize background noise unless you are speaking, asking or answering questions. At different times during the class such as during discussions (before or after the lecture), role-plays, presentations, and when you are engaging with peers and the instructor, the instructor and your classmates should be able to see and hear you.

### Writing Policy

All papers should be written in APA format unless stated otherwise. APA format includes 1-inch margins, double-spaced, 12-point serif font, in-text citations, and a reference page. Please refer to the syllabus for paper submissions, over Canvas or hard copy/printed in class.

### Plagiarism

Any submitted assignments containing a portion of someone else’s work i.e. full sentences, sections, or paragraphs that are copied verbatim AND is not cited and referenced correctly, is

plagiarism. Students will automatically receive a grade of 0 for that assignment and possible department and college-level consequences.

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.

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they can not 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. You are prohibited from using generative AI to write any part of the Final Theory paper in this course. The consequences may be and are not limited to a zero grade for the Final paper, possible failing grade for the course, and notification to the program/university.

### **General expectations and requirements**

Students are expected to:

1. Attend class consistently and punctually. If you know you are going to be absent, please inform the instructor at your earliest opportunity. You are responsible for obtaining all material when you miss a class. Missing class time will have a negative effect on your learning and likely your grade.
2. Complete assigned readings prior to the date of discussion in class and be prepared to participate respectfully in class discussions with questions and comments from the readings, the information presented in class, and your own ideas.
3. Complete assignments by the beginning of class on the date they are due. All assignments must follow the writing policy.
4. At the graduate level, learning is primarily student-generated and is supplemented by course instruction. Therefore, the responsibility rests upon the student to master the material.

### **Readings**

The readings have been intentionally selected to contribute substantive material to the course. That is, the readings are not supplemental to the course, they are central. Therefore, prior to each class, significant preparation and reading is necessary. Please be able to access the readings when you are in class.

## Citations and References

Proper citation is required in all written work. Every time you copy a phrase, quote, or paraphrase someone else's words or ideas, you must cite the source.

5. **Guide to APA format:** [APA Library Guide](#)
6. **Purdue OWL APA Guide:** <https://owl.english.purdue.edu/owl/resource/560/01/> (helpful for examples and quick checks)
7. **Direct Quote:** Place quotation marks around the borrowed text and include the author's last name, year of publication, and page number in parentheses.
  - a. Example: 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).
  - b. Use direct quotes sparingly. In graduate-level writing, the majority of your work should be paraphrased and synthesized in your own words. A general guideline is to keep direct quotations to no more than 10-15% of your paper.
  - c. Reserve direct quotations for instances when the exact wording is essential. For example, when the author's phrasing is uniquely powerful, cannot be more clearly expressed in other words, or when the significance lies in the quoted language itself.
  - d. For quotations of 40 words or more, format as a block quote (indented 0.5 inches from the left margin, double-spaced, no quotation marks). Place the citation after the punctuation.
8. **Paraphrasing:** When you restate information in your own words, you must still cite the source. Page numbers are not required for paraphrases.
  - a. Example: There is evidence that couples become more aware of their identity, such as race and religion, after becoming parents (Hawkins, 2016).
9. **Format:** Always use the (Author, Year) format and follow APA 7<sup>th</sup> edition guidelines.
10. **AI Sources:** If you use an AI tool (e.g., ChatGPT) in ways permitted by this course, you must acknowledge it in your writing. For example, APA 7<sup>th</sup> edition recommends citing AI-generated text as a reference entry with the author as the AI tool, the year, and a retrieval link (see APA Style Blog for current guidance).
11. **Reference List:** At the end of your paper, include a reference page listing all sources cited in the text in proper APA format. Every source that appears in your reference list must also appear as an in-text citation in your paper. Likewise, every in-text citation must have a full reference entry on the reference page.

## Important Information

## **Academic Honesty**

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

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

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

## **Title IX and Nondiscrimination Statement**

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

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

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

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

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

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#).

Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

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

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008). Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Course Schedule

Week	Topic	Readings & Tasks	Assignments Due
Week 1 (ASYNC)	<ul style="list-style-type: none"> <li>What is a crisis? Individual vs. systemic definitions</li> <li>Introduction to substance use disorders (SUD), key concepts (tolerance, withdrawal, SUD severity specifiers)</li> <li>The MFT's distinctive contribution: relational context</li> </ul>	<p>Required: Reiter, Ch. 1; SAMHSA TIP 39, overview, Ch. 1-2</p> <p>Added Depth: Fritzlán &amp; Rumney, Ch. 1</p> <p>Optional: DSM-5-TR SUD Overview (skim)</p>	<p>Async Learning Response #1</p> <p><i>What distinguishes a systemic understanding of crisis or SUD from an individual one? What does that mean for how you will sit with a family?</i></p>
Week 2 (SYNC)	<ul style="list-style-type: none"> <li>Family homeostasis and substance use: roles, enabling, triangulation, loyalty</li> <li>Relational assessment + Genogram</li> <li>Cultural context of substance use</li> </ul>	<p>Required: Reiter, Ch. 5; Bacon, Ch. 5</p> <p>Added Depth: Downey &amp; Chang, Ch. 1; Reiter, Ch. 6</p> <p>Optional: Fritzlán &amp; Rumney, Ch. 3</p> <ul style="list-style-type: none"> <li>Genogram mapping activity</li> <li>Case analysis using relational lens and applying DSM-5-TR SUD criteria to a family: What would you ask each family member? How does the picture change relationally?</li> <li>Discussion: critiquing "codependency." What does it get right and wrong systemically?</li> </ul>	<p>In-class participation &amp; activity</p>
Week 3 (ASYNC)	<ul style="list-style-type: none"> <li>Family-based SUD treatment models (BCT, MDFT, BSFT)</li> <li>Harm reduction as systemic value</li> </ul>	<p>Required: SAMHSA TIP 39: Chapters 3-5</p> <p>Added Depth: Fritzlán &amp; Rumney, Ch. 5</p> <p>Optional: Bacon, Ch. 6</p>	<p>Async Learning Response #2</p> <p><i>Compare two models through a systemic lens.</i></p>
Week 4 (SYNC)	<ul style="list-style-type: none"> <li>Motivational Interviewing (MI) in family systems: OARS, change talk, relational ambivalence</li> <li>Relapse as a family event: clinical responses that avoid blame and maintain therapeutic alliance</li> <li>Writing relational treatment goals: SUD treatment plans that name both symptom and systemic targets</li> </ul>	<p>Required: Taibbi, Ch. 5</p> <p>Added Depth: Taibbi, Ch. 6; MET Manual (OARS, change talk)</p> <p>Optional: Taibbi, Ch. 3</p> <ul style="list-style-type: none"> <li>MI skills practice: dyadic role-plays — one student plays an ambivalent partner of someone with AUD; other practices rolling with resistance and evoking change talk</li> <li>Fishbowl: brief family MI conversation with two clients; class identifies OARS in action and systemic moves</li> <li>Small groups draft 2-3 relational treatment goals from a composite SUD case — debrief on how goals differ from individual-focused language</li> </ul>	<p>In-class participation &amp; activity</p>

Week	Topic	Readings & Tasks	Assignments Due
Week 5 (ASYNCR)	<ul style="list-style-type: none"> <li>▪ Crisis theory: equilibrium model, ecological model, developmental crisis vs. situational crisis</li> <li>▪ Suicide risk assessment: C-SSRS framework, ideation, intent, plan, means, access</li> <li>▪ High-acuity clinical presentation</li> <li>▪ Mandatory reporting in Hawai'i: thresholds, process, and documentation requirements</li> </ul>	<p>Required: SAMHSA TIP 50, Part 1 (Suicidal ideation and SUD overlap); C-SSRS Guide (preview)</p> <p>Added Depth: Reiter, Ch. 8</p> <ul style="list-style-type: none"> <li>● C-SSRS Interview Guide (download and study)</li> <li>● Hawai'i mandatory reporting statutes overview (review)</li> </ul>	<p>Async Learning Response #3: <i>Walk through the C-SSRS interview guide. What questions feel natural to you? What feels most difficult to ask a client in a family session, and why?</i></p>
Week 6 (SYNCR)	<ul style="list-style-type: none"> <li>▪ Structured practice: administering C-SSRS within a family session</li> <li>▪ Safety planning with families: including significant others in the plan, restricting access to means, building support network</li> <li>▪ De-escalation + coordination of care</li> </ul>	<p>Required: SAMHSA TIP 50, Part 1</p> <ul style="list-style-type: none"> <li>● Role-play triads: therapist, client presenting with suicidal ideation, family member in waiting room — practice C-SSRS administration and then bringing family member into safety planning conversation</li> <li>● Safety plan construction: groups draft a completed family-informed safety plan from a vignette and identify what makes it systemic vs. individual</li> <li>● Whole class debrief: What was hardest? What do you still need to practice?</li> </ul>	<p>In-class discussion &amp; activity</p> <p>Crisis Assessment Skills Demonstration (recorded or live role-play + self-reflection) due end of this week</p>
Week 7 (ASYNCR)	<ul style="list-style-type: none"> <li>▪ Systemic grief theory: how loss reverberates through the family system (Walsh &amp; McGoldrick framework)</li> <li>▪ Unexpected and traumatic loss: accidents, sudden death, overdose loss, violence</li> <li>▪ Disenfranchised grief in families: losses that go unacknowledged — miscarriage, overdose, suicide loss, estrangement</li> <li>▪ Cultural perspectives on death, mourning, and 'ohana continuity</li> </ul>	<p>Required: Walsh &amp; McGoldrick, Ch. 1, 7, 11, 12</p>	<p>Async Learning Response #4: <i>Write the grief story from two different family members' perspectives after an overdose death. How does each experience differ? What does the therapist need to hold simultaneously?</i></p> <p><i>Self-of-Therapist Reflection Paper</i></p>

Week	Topic	Readings & Tasks	Assignments Due
Week 8 (SYNC)	<ul style="list-style-type: none"> <li>▪ Therapeutic presence in acute grief: not fixing, being with</li> <li>▪ Managing asymmetric grief in a session: when family members are in different places</li> <li>▪ When grief meets substance use: treating dual-track presentations</li> </ul>	<p>Required: Walsh &amp; McGoldrick, review week 7 readings</p> <ul style="list-style-type: none"> <li>● Fishbowl role-play: a family at 6 weeks post-overdose death — two siblings processing very differently; therapist practices holding both without pathologizing either</li> <li>● Case consultation in small groups: bring a moment from your Async Response #4 perspectives into a 10-minute consultation with peers</li> <li>● Instructor-led debrief: the emotional labor of grief work — what makes it different from other clinical work?</li> </ul>	In-class discussion & activity
Week 9 (ASYNC)	<ul style="list-style-type: none"> <li>▪ Confidentiality limits in crisis situations: Tarasoff, duty to warn, duty to protect in Hawai'i</li> <li>▪ Documentation standards: crisis notes, safety plans, and required reporting language</li> <li>▪ Scope of practice: when SUD work requires referral vs. when MFTs can lead</li> <li>▪ Coordination of care: working with psychiatrists, substance use counselors, social workers, and DHS in Hawai'i</li> </ul>	<ul style="list-style-type: none"> <li>● AAMFT Code of Ethics: Sections 2 (Confidentiality), 3 (Professional Competence)</li> <li>● Hawai'i HRS 451J</li> <li>● Assigned article:</li> </ul>	Async Learning Response #5: Describe an ethical decision point a therapist would face in a case involving both SUD and acute crisis. What is the tension? What would you do?
Week 10 (SYNC)	<ul style="list-style-type: none"> <li>▪ Vicarious trauma and secondary traumatic stress: recognizing, naming, and addressing</li> <li>▪ Countertransference in crisis and SUD work: personal history, cultural identity, and clinical reactivity</li> <li>▪ Supervision as a resource: how to use clinical supervision when working with high-acuity cases</li> <li>▪ Integration: bringing the course together — what is the systemic MFT's contribution to crisis and SUD care?</li> </ul>	<p>Required: Reiter, Ch. 17 Added Depth: Fritzlán &amp; Rumney, Ch. 12</p> <ul style="list-style-type: none"> <li>● Large group reflection: each student names one clinical skill they feel more confident about and one area they want to continue developing</li> <li>● Self-of-therapist circle: small group discussion of personal reactions encountered during the course and how they plan to address these in supervision</li> <li>● Closing synthesis: instructor-facilitated discussion on how this course connects to the larger MS-MFT program and clinical training</li> </ul>	Final Paper

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