



DOCTOR of MARRIAGE
and FAMILY THERAPY
CHAMINADE UNIVERSITY of HONOLULU

School of Education and Behavioral Science

DMFT 8062 Medical Family Therapy and Introduction to Psychopharmacology

Synchronous meetings times Tuesdays 6:00am HST- 8:00am HST

Zoom link for all classes: <https://zoom.us/j/96048402040>

Credits: 3 Section: 1 Term: Summer 2026

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
July 13- July 19th	July 20 th -July 27th	July 27th- Aug 2nd	Aug 3rd th -Aug 9th	Aug 10 th -Aug 16th	Aug 17 th -Aug 23rd	Aug 24 th -Aug 30th	Aug 31st- Sept 6th	Sept 7th- Sept 13th	Sept 14 th - Sept 20th
Class meets: Tues 6:00a-8:00a HST	Class meets: Tues 6:00a-8:00a HST		Class meets: Tues 6:00a-8:00a HST			Class meets: Tues 6:00a-8:00a HST		Class meets: Tues 6:00a-8:00a HST	

Instructor Information



Instructor: Dr. Deanna Linville, Ph.D. LMFT

Email: deanna.knobelspiesse@chaminade.edu;

deanna@centerfortransformativehealing.org

Phone: 503-272-1750

Communication

Primary communication method is email and I will respond between 48hrs and a week.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Brogan Hall, 110

Phone: (808) 739-4652

If you have questions regarding the Psychology Department, reach out to your Instructor or the School of Education and Behavioral Sciences

Course Description & Materials

Catalog Course Description

This course is designed to prepare family therapists to work collaboratively in addressing the unique psychosocial problems of individuals, couples and families with acute and chronic medically related concerns, such as childhood diabetes and cancer, breast and prostate cancer, chronic progressive illness like M.S. and chronic pain. This course also presents a history and the most current trends in biological

treatments in psychiatric disorders and systemic considerations for families. Competencies in interpersonal and communication skills, patient-centered and family-focused care, and collaborative practice will be addressed in this course. This course will present an overview of neurobiology and the mechanisms of action, side effects, and relevant issues associated with the major psychotropic medications and will explore the role of gender, race, culture, age, comorbid psychological and medical disorders, and other variables that impact the use of, and response to, various psychopharmacological interventions. The topics covered will include understanding physician training, focus, and language, evidenced-based practice, outcome-based practice, levels of collaboration, and an introduction to motivational interviewing framework and concepts.

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.

Note: While this policy is designed to articulate expectations for doctoral-level student engagement, any master’s-level students enrolled in a DMFT doctoral course are held to the same credit hour and engagement expectations. This ensures consistency in academic rigor and learning outcomes across all students participating in the course, regardless of degree level.

Number of hours per class activity:

Educational activity	Expected hours of Student Engagement:	Details (if any):
Course attendance/Lecture	12	5 synchronous class meetings
Assigned and topical readings	60	

Educational activity	Expected hours of Student Engagement:	Details (if any):
Key assessments/Writing assignments	40	
Online interaction	15	Discussion posts; reviewing lecture materials
Out of classroom collaboration	10	Interview project
Total hours:	137	

Required reading:

Rolland, J. S. (2018). *Helping couples and families navigate illness and disability: An integrated approach*. Guilford Press.

Patterson, J., Griffith, J. L., & Edwards, T. M. (2021). *The therapist's guide to psychopharmacology: Working with patients, families, and physicians to optimize care* (3rd ed.). The Guilford Press.

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

Recommended readings

Boss, P. (2000). *Ambiguous loss: Learning to live with unresolved grief*. Boston, MA: Harvard.

Clarke, D., Schubiner, H., Clark-Smith, M., & Abbass, A. (2019). *Psychophysiologic Disorders: Trauma Informed, Interprofessional Diagnosis and Treatment*. Independently published.

Doherty, W.J., & Baird, M. (1983) *Family therapy and family medicine: Towards the primary care of families*. New York, NY: Guilford.

Linville, D., & Hertlein, K. (Eds) (2007). *Therapists' notebook for family healthcare*. New York: Haworth Press.

McDaniel, S., Doherty, W.J., & Hepworth, J. (2014). *Medical Family Therapy and integrated care*. Washington DC: American Psychological Association.

Sapolsky, R. M. (2004). *Why zebras don't get ulcers: An updated guide to stress, stress-related diseases, and coping*. New York, NY: Holt Paperbacks.

Recommended Items

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 DMFT8055 the student will be able to:

1. Describe components of the Medical Family Therapy modalities and the bio-psycho-socio-spiritual conceptualization (PLO1; PLO2)
2. Identify types of illness from a psychosocial perspective, family life cycle implications, and family structure implications (PLO1; PLO2; PLO3)
3. Demonstrate effective strategies for interacting with prescribing providers and their patients as a mental health care provider on the topic of medication (PLO1; PLO2; PLO6)
4. Identify medications commonly prescribed for mental health diagnoses such as mood disorders, anxiety disorders, insomnia, and ADHD. (PLO3)
5. Identify the potential side effects from the different classes of medications commonly prescribed to treat mental health symptoms (i.e. stimulants, SSRI's/SNRI's, anti-psychotics). (PLO3; PLO4)

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 'Ōlelo 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	CLO 5
Marianist Values	1,2	3,5	2,3,4	2	2
PLOs	1,2	1,2,3	1,2,6	3	3,4
Native Hawaiian Values	1,2	3,5	2,3,4	2	2

Course Activities

Assessment & Alignment of Course Learning Outcomes

Course Learning Outcomes (CLO)	Assessment & Description	Contribution to final grade
CLO 1: Describe components of the Medical Family Therapy modalities and the bio-psycho-socio-spiritual conceptualization (PLO1; PLO2)	Participation, Discussion Posts, Health Genogram, Interview Project, Final Exam	30%
CLO 2: Identify types of illness from a psychosocial perspective, family life cycle implications, and family structure implications (PLO1; PLO2; PLO3)	Participation, Discussion Posts, Health Genogram, Interview Project, Final Exam	30%

CLO 3: Demonstrate effective strategies for interacting with prescribing providers and their patients as a mental health care provider on the topic of medication (PLO1; PLO2; PLO6)	Participation, Discussion Posts, Final Exam	15%
CLO 4: Identify medications commonly prescribed for mental health diagnoses such as mood disorders, anxiety disorders, insomnia, and ADHD. (PLO3)	Participation, Discussion Posts, Final Exam	15%
CLO 5: Identify the potential side effects from the different classes of medications commonly prescribed to treat mental health symptoms (i.e. stimulants, SSRI's/SNRI's, anti-psychotics). (PLO3; PLO4)	Participation, Discussion Posts, Final Exam	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.

1. **Class Participation & Discussion Posts [15 points]:**

Participation in the synchronous classes for this course is important for your learning. We will be covering a large amount of material in a small amount of time. There will be two online discussions throughout the term. Students' discussion posts need to adequately respond to the associated prompt and be a minimum of 200 words and will respond to the prompt that I provide. Each student should also respond thoughtfully and respectfully to a post written by at least one of their classmates.

2. **Health Genogram [25 points]:**

Construct a genogram on your own family's health history, which will also include typical genogram information as well (ethnicity, ages, religious backgrounds, substance use/misuse, relationship closeness, sexual orientation, etc.). Each student gets to decide who they consider their family (family of choice, biological relatives, adoptive families). Some examples of questions you might ask yourself are: (a) What are some family patterns around grieving and managing illness? (b) What are ways that your family has coped with medical issues? (c) What family beliefs and rituals surround death and illness in your family? (d) What are your family's norms for communicating about health and concerns (nonverbal and verbal)? You will then write a 2-page reflection on what you discovered/learned about patterns surrounding your family's attitudes, beliefs, experiences related to health. Also, how might you use a health genogram with clients that are navigating acute/chronic illness, disability, and grief & loss?

This 2-page reflection should be double spaced but does not need to follow APA formatting guidelines and can be more informal than a typical professional paper. Your grade will be based on the completion of the

genogram and the reflection, not the content of either. You all have likely already completed a genogram for other classes, so it is acceptable to use genograms you have already created if you examine your genogram through the biopsychosocial-spiritual lens and use questions from the medical family therapy text to guide your exploration of patterns. If you are uncomfortable sharing your family's health history with me, then you can choose to present a fictitious genogram or leave out certain information. If you do choose to self-disclose your family's history with illness, please recognize that this is a choice, not a requirement and again, I will not grade based on the content. The assignment is designed to give students practice in constructing a health genogram and experience looking for intergenerational patterns surrounding loss, health, disability and illness with each other. Lastly, if you would like to remove your genogram after I have submitted it from the Canvas course site (where you submit assignments), please feel free to do so.

3. Interview Project [30 points]:

Students will select a partner and conduct a biopsychosocial-spiritual interview with an individual, couple, or family dealing with an illness (acute or chronic), a disability, or grief over the death of a loved one. Please write a short reaction paper (2-3 pages) on your experience with the interview and what you learned from conducting the interview. In addition, each dyad needs to share the handout with their classmates via discussion board: a 1–2-page fact sheet about their research topic: illness, disability or type of loss as well as a reference list (including 8-12 references). The fact sheet is a summary of the research that you conducted on an illness; type of grief; disability and the reference sheet should provide your classmates with a list of the resources available to them if they want to learn further about an illness, disability or type of loss. The fact sheet should include the following:

- A. Brief explanation of the condition or topic
- B. Symptoms and onset of the condition or grief
- C. Short- and long-term effects (progression and recovery)
- D. The condition/grief process viewed from a multicultural context (e.g. how do varying cultures perceive this illness/loss similarly or differently- pick a few to highlight)
- E. Biopsychosocial-spiritual implications of condition or grief and influence on family
- F. Potential role of a medical family therapist in working with clients dealing with the condition/ grief

I will provide examples of interview guides and questions that you might consider asking. Although none of the information obtained from the interview will be used for research or publication, I will provide you with informed consent to be signed by all participants. Do not interview anyone within your own family (biological or family of choice). Every year I taught this course at a prior university, a few students feel uncomfortable conducting these interviews as they felt that the questions may be very sensitive and/or intrusive. However, I never received any complaints from interview participants, and many welcomed the opportunity to tell their stories and share their experiences. While you will have an interview guide to follow loosely, participants can choose not to answer any questions that feel too intrusive to them, and you may choose to leave out questions that you do not feel are appropriate to ask. This assignment will also give you practice conducting qualitative interviews, even though it will not be used as research data.

*** I know you are all very busy so if having to align schedules with a dyad partner makes scheduling much more difficult, please let me know by email and we can discuss whether it makes sense to do the interview alone.

Final Essay Exam [30 points]:

A final essay exam will be e-mailed to you by the end of the day on September 14th, providing you with six days to complete the exam which will be due September 20th at 11:59pm. Students will choose and write responses to two out of the possible five essay questions sets. Each essay response will be a maximum of 2 single-spaced pages or 4 double-spaced pages. You may use nonhuman resources to help with the completion of the exam. Do not consult with each other or any other person about the exam and use of generative AI is prohibited. Any violation of this honor code will result in an “F” for the course as well as other consequences delivered by the university.

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 is made prior to the due date or test date. You must notify me and request an extension 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 attend regularly 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 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.

Points Breakdown

Assignments	Max Points
Participation & Discussion Posts	15 points
Health Genogram	25 points
Interview Project	30 points
Final Essay Exam	30 points
Assignments	100 Max Points

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:

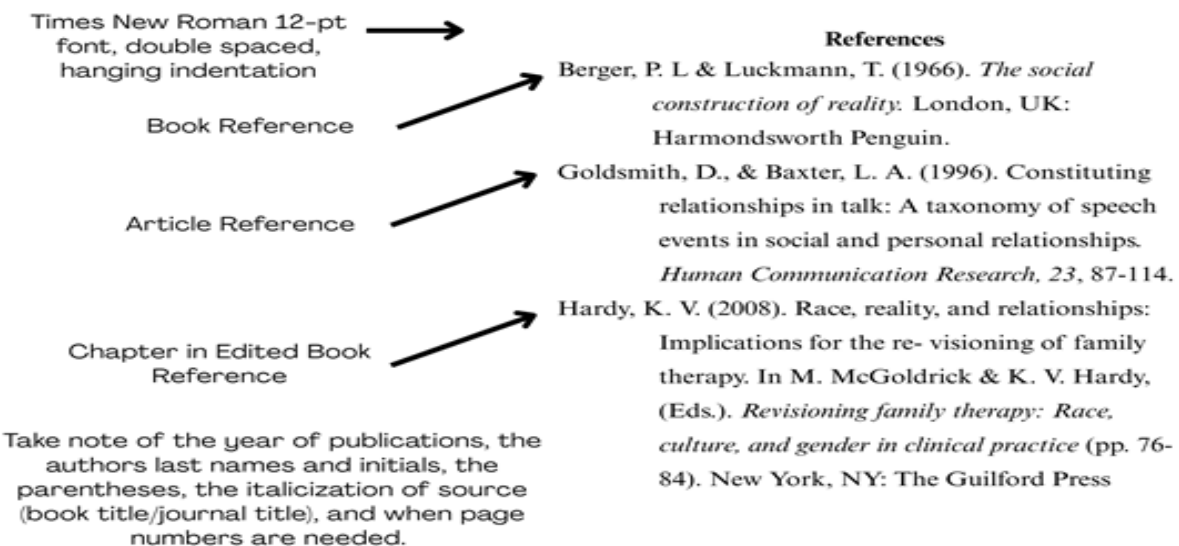
- Incorporating any part of an AI generated response in an assignment or online discussion
- Using AI to brainstorm, formulate arguments, or template ideas for assignments
- Using AI to summarize or contextualize source materials
- Submitting your own work for this class to an online learning support 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

<u>Week</u>	<u>Topic</u>	<u>Readings & Tasks</u>	<u>Assignments Due</u>
Week 1-July 14th Synchronous Class	Introduction to Medical Family Therapy & Biopsychosocial-spiritual model for illness/disability	<ul style="list-style-type: none"> ◆ Linville, Hodgson, Lamson MedFT Encyclopedia Chapter (Canvas) ◆ Chs. 1&2 in Medical Family Therapy & Integrated Care book (Canvas) 	
Week 2- July 21 st Synchronous Class	Medical Family Therapy & Biopsychosocial-spiritual model for illness/disability	◆ Chs. 1-4 in Rolland text	Online Discussion #1 due by end of week 2.
Week 3- July 28th	Medical Family Therapy & Biopsychosocial-spiritual model for illness/disability	Chs. 5-8 in Rolland Text Watch Sapolsky lecture: https://youtu.be/D9H9qTds erM?si=1_knCodZWwq_Kd W0	
Week 4- August 4th Synchronous Class Guest speaker: Dr. Dave Clarke	Psychophysiological Illnesses/Stress Illnesses Mind/body connection	Readings from Dr. Clarke that will be on Canvas	
Week 5- August 11th	Examining your own experience with illness, loss and disability;	◆ Gawande Whose Body is it Anyway article (Canvas)	Health Genogram is due by end of week 5 on Sunday @11:59pm PDT...
Week 6- August 18th	Psychopharmacology	◆ Chs. 4, 11, 12 & 13 in Psychopharm text	Online Discussion #2 due by end of week 6 on Sunday @ 11:59pm PDT.
Week 7- August 25th Synchronous Class- Guest speaker: Dr. Joe Arpaia for last 60 mins	Collaboration with Medical Providers; Psychopharmacology	<ul style="list-style-type: none"> ◆ Frontiers Article: The Unease Model (Canvas) ◆ Chs. 1, 2, 3 & 5 in Psychopharm text 	
Week 8- September 1st	Therapists' roles in the patient-doctor relationship	◆ Patterson, J. Power and Medical Family Therapy Magazine article (Canvas)	

<u>Week</u>	<u>Topic</u>	<u>Readings & Tasks</u>	<u>Assignments Due</u>
<i>Week 9- September 8th Synchronous Class</i>	<i>Family Processes around Death/Grieving/Dying</i>	<ul style="list-style-type: none"> ◆ Chs. 9,10, & 18 in Rolland text Chs. 1 & 3 in Living Beyond Loss text (Canvas) 	<i>Interview Projects due at end of week 9.</i>
<i>Week 10-September 15th</i>	<i>Children & Grief; Interventions to support grieving children</i>	<ul style="list-style-type: none"> ◆ Chs. 11 & 16 in Living Beyond Loss text (Canvas) ◆ Chapter 11 in Rolland text 	<i>Final Essay Exam due on September 20th by 11:59pm PDT.</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 on Canvas.



**DOCTOR of MARRIAGE
and FAMILY THERAPY
CHAMINADE UNIVERSITY of HONOLULU**

Signature Assignment Rubric (CLOs 2 and 3): Final Essay Exam

Topic Content	Poor	Less Effective/Introductory	Effective/Developing	Advanced/Mastery
	1	2	3	4
Adherence to APA guidelines (Total Possible = 2 Points)	Many APA formatting errors; citations are missing or incorrect.	Some APA formatting errors; citations are present but inconsistent or incorrect in several places.	Mostly follows APA formatting with few minor errors; citations are generally correct.	Perfect or near-perfect adherence to APA formatting; citations are consistently accurate.
	1	4	6	8
Organization and Clarity of response (Total Possible = 4 Points)	Disorganized; unclear flow of ideas; difficult to follow.	Somewhat organized, but ideas may lack coherence or logical flow; readability is inconsistent.	Clear and organized response with logical flow; few issues with transitions or clarity.	Exceptionally well-organized, clear, and easy to follow with excellent flow of ideas.
	1	5	8	10
Accuracy of content (Total Possible = 5 Points)	Response lacks accurate content or shows misunderstandings of medical family therapy concepts, psychopharmacology, or psychosocial concerns.	Content is partially accurate but includes notable errors or misinterpretations of key concepts, such as neurobiology, psychotropic medications, or family-focused care.	Content is mostly accurate, with a solid understanding of key course concepts like mechanisms of action, family-centered care, and systemic collaboration, with few errors.	Fully accurate content with a deep understanding of neurobiology, psychopharmacological treatments, and family systems theory, with no significant errors.
	1	4	6	8
Critical thinking (Total Possible = 4 Points)	Little to no evidence of critical thinking; ideas are vague or unsupported; with minimal or no integration of core course topics like psychosocial concerns, psychopharmacology, or medical family therapy.	Basic critical thinking demonstrated; some ideas lack depth or support when analyzing psychopharmacological interventions in family therapy contexts; some integration of course-specific content but lacks depth; surface-level understanding of psychosocial issues, psychotropic medication effects, or collaborative family care.	Critical thinking is evident, with well-supported ideas that analyze systemic collaboration, patient-centered care, or psychopharmacological interventions within family systems; solid integration of course topics such as chronic medical conditions, psychiatric disorders, medication side effects, and their impact on family systems; addresses collaboration effectively.	Exceptional critical thinking, showing in-depth analysis of the complex relationships between medical and psychological conditions, biological treatments, and systemic family interventions; advanced integration of psychosocial issues, medical family therapy, and psychopharmacology, addressing the nuanced roles of gender, race, culture, comorbid conditions, and levels of collaboration.
Academic Integrity	Quotations AND citations included in essay responses when citing someone's exact words (including your own). Citations included in essay responses when citing someone's ideas, theories, etc. References included at the end of presentation. Self-plagiarism and plagiarism of other sources are not present. If presence of plagiarism, a reduction of final paper grade up to 100% may be applied based on severity, and a report of academic integrity violation will be submitted to the DMFT program and Chaminade University.			
Total Possible Pts = 30	Points Earned = /30			