



Chaminade University of Honolulu
Masters of Science in Counseling Psychology

PSY-761 Advanced Theories & Models in MFT

Asynchronous Class (M/T/W/Th/F)

Credits: 3

Section: 90 Term: Summer 2026

Instructor Information



Instructor: Waioli Misajon

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Virtual Office Hours: Please book an appointment via email.

Communication

I am available via email and will respond within 24 to 48 hours, all days of the week. If you'd like to schedule a virtual call or in-person meeting with me, please email me at waioli.misajon@chaminade.edu, and we can arrange a 30-minute session.

School & Department Information

Chaminade University of Honolulu, Behavioral Sciences

Office Location: Behavioral Sciences Building Room 105

Phone: 808-735-4751

If you have questions regarding the Psychology Department, reach out to your Instructor or the School of Behavioral Sciences at Chaminade University of Honolulu.

Course Description & Materials

Catalog Course Description

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



to critically assess and cohesively synthesize family models, and how to utilize current evidence-based research to formulate a personal framework to work with couples and families.

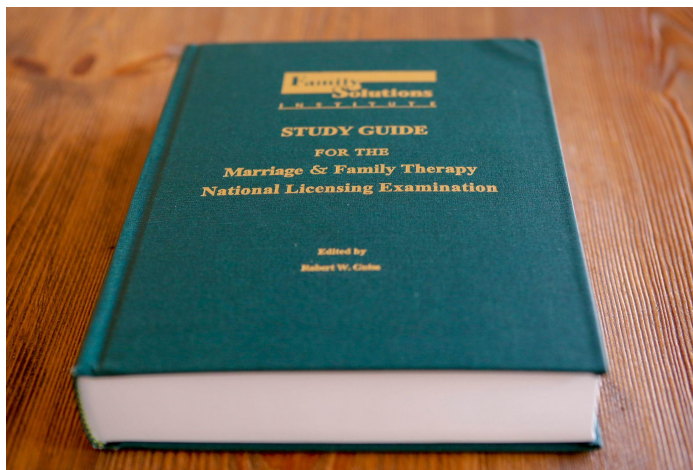
Prerequisites: PSY756

Required Materials

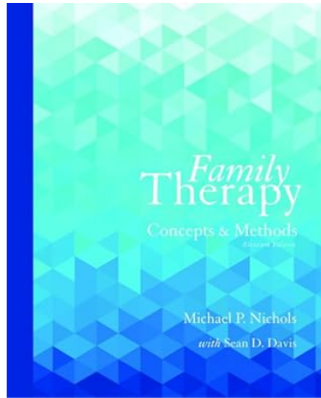
1. Study Guide for the National Examination in Marriage and Family Therapy, 6th Edition -

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

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



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



3. Gehart, D. R. (2017). Mastering competencies in family therapy: A practical approach to theory and clinical case documentation. Cengage Learning.



It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Recommended Items

To succeed in this course, you will need the following items:

- **Electronic Device:** A desktop or laptop is required to complete and submit assignments online. Ensure your device has a reliable internet connection and access to the Canvas platform.
- **Preferred Writing Utensil:** Choose a writing utensil that you are comfortable with for in-class work and note-taking (e.g., pen, pencil).
- **Notebook:** A notebook for taking notes and completing in-class activities is highly recommended.



- **Laptop & Internet:** If you prefer digital note-taking, a laptop is acceptable for use during class.

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

Canvas is an online learning platform that will be used throughout this course to access all course materials, including PowerPoint lecture notes, reading assignments, quizzes, and discussion forums. It will also serve as the hub for submitting assignments, tracking your progress, and communicating with your instructor and classmates. Be sure to check Canvas regularly to stay up-to-date with course activities and deadlines.

Learning Outcomes

MSCP Core Program Learning Outcomes (PLOs)

1. Professional Counselor Identity and Ethical Practice

Graduates will apply ethical standards, engage in advocacy, and practice within the legal and professional frameworks of the counseling profession across service delivery modalities.

2. Counseling Knowledge and Clinical Skills

Graduates will integrate foundational counseling knowledge with evidence-based clinical skills to conceptualize client concerns, develop treatment or intervention plans, and facilitate therapeutic change with diverse populations.

3. Service to the Whole Person and Community Well-Being

Graduates will apply culturally sustaining counseling practices that address systemic barriers, honor diverse identities, and advance justice and peace within the communities they serve.

4. Specialized Practice Area Competence

Graduates will apply the specialized knowledge, skills, and professional dispositions required for their concentration, including preparation for their respective credentialing.

Marriage and Family Therapy Emphasis Learning Outcomes (MFT ELOs)

1. Students will identify counseling theories, principles, concepts, techniques, and facts in marriage and family counseling.

2. Students will demonstrate the ability to facilitate the counseling process with clients in a marriage and family setting.

3. Students will identify the relationship between adaptation and change, and the counseling process in a marriage and family setting.



Course Learning Outcomes (CLOs)

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

1. Identify current evidence-based models and culturally sensitive approaches of family therapy and be able to apply them conceptually and clinically. (PLO1, PLO2, PLO3, PLO4)

The various models covered in this class are:

- Communications Theory
- Internal Family Systems
- Brief Family Therapy models (e.g. Solution-Focused Brief Therapy (SFBT), Multidimensional family therapy (MDFT), etc.)
- Emotion-Focused Therapy & Attachment-based theory
- Contextual Family Therapy
- Medical Family Therapy
- Feminist Family Therapy
- Integrative Models in Family Therapy & Metaframeworks

2. Utilize critical thinking principles to evaluate and integrate family therapy models into clinical work. (PLO2, PLO4)

3. Integrate the various theoretical concepts of family systems theory and the advanced models to observations and descriptions of human relationships, including individual and family development; multicultural influences on human experience; gender; and family structure and process. (PLO1, PLO2, PLO3, PLO4)

4. Evaluate current family therapy models for congruence between theory, interventions, contextual factors, and goals for therapy. (PLO1, PLO2, PLO3, PLO4)

5. Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on families. (PLO2, PLO3)

6. Delineate which models, modalities, and/or techniques are most effective for presenting concerns. (PLO2, 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.

PSY 761 Advanced Theories and Models in MFT is guided by the Marianist Educational Value of Educate for Adaptation and Change. Father Chaminade said, “new times call for new methods.” This principle is especially relevant to Psy 761, which explores how evidence-based practices and theories are applied to understand, predict, and enhance individual and group behavior in organizational settings. This value guides the course through its emphasis on the development of:

1. Flexible thinking to adapt to organizational challenges.
2. Respect for diversity in workplace dynamics.
3. Critical thinking to analyze evidence-based approaches.
4. Open-mindedness to innovation and organizational change.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘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

1. Theories / Models Chart Assignment - 100 Points

Students will create a comprehensive chart detailing all theories and models examined in this course. Please review the previous assignments to complete this assignment. This chart is to help you study for your licensure exam so provide as many details that will help you in the future.

The chart should include the following theories/models:

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

Each entry in the chart must include the following columns:

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

Aligned Learning Outcomes:

- PLOs: 2, 4



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

2. Final Integrative Model Paper Assignment - 200 Points

Students will write a 10-page scholarly paper analyzing the application and integration of counseling theories explored throughout the term. You are required to select **two (maximum of three) theories/models**, with **at least one** being from this course (e.g., Communication Theory, Brief Models, Contextual Family Therapy, Internal Family Systems, Emotionally Focused Therapy, Feminist Family Therapy, Medical Family Therapy) and **one** from PSY 756 (e.g., Structural Family Therapy, Bowen/Intergenerational Theory, Experiential–Satir/Whitaker, Strategic Family Therapy, Cognitive-Behavioral Family Therapy, Solution-Focused Brief Therapy, Narrative Family Therapy, Psychoanalytic Family Therapy/Object Relations).

Your paper should address the following:

1. Theoretical Integration and Congruence

- Compare and integrate the selected theories, discussing areas of compatibility, differences, and how they may be used together in clinical practice.

2. Personal Alignment and Professional Counselor Identity

- Reflect on your personal counseling philosophy and explain how the selected theories align with your developing professional identity, ethical decision-making, and professional responsibilities as a counselor.

3. Supporting Literature and Evidence

- Support your analysis with a minimum of **10 scholarly academic sources**, demonstrating evidence-based practice and current research related to the selected theories.

4. Clinical Conceptualization, Diversity, and Community Well-Being

- Apply the selected theories to the conceptualization of a client or family case. Discuss culturally sustaining and inclusive counseling practices, systemic influences, advocacy considerations, barriers to care, and strategies that promote client, family, and community well-being.

5. Ethical and Legal Considerations

- Discuss relevant ethical standards, legal considerations, and professional guidelines that would inform the application of your selected theories in clinical practice.

6. Specialized Clinical Practice



- Explain how the selected theories support competency within your counseling specialization (e.g., Marriage, Couple, and Family Counseling, Clinical Mental Health Counseling, or School Counseling), including any relevant professional standards, competencies, or credentialing expectations.

Formatting Requirements

- Approximately 10 pages of content (excluding title page and references)
- APA 7th edition formatting throughout
- Minimum of 10 peer-reviewed academic sources
- Clear organization with appropriate headings and subheadings

Aligned Learning Outcomes:

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

3. Fictional Genogram & Analysis Assignment - 100 Points

You will select your favorite movie or television series and identify a character from that story to serve as the central figure of a fictional genogram. Based on the character's narrative, you will construct a genogram representing their three-generation family system at a point of significant systemic distress.

This assignment must include:

- a) All three generations
- b) Accurate family relationship symbols
- c) Indicators of relationship dynamics and characteristics
- d) A clear and labeled legend/key

In addition, you are required to apply one theory from this class to analyze and explain the family's dynamics based on the genogram you have created. Your analysis must be a minimum of 2 pages and must follow APA formatting guidelines.

Aligned Learning Outcomes:



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

4. Group Reading Review & Clinical Intervention Presentation - 360 Points

Part 1a: Students will be assigned to groups on the first day of class to present the assigned theories/models. One group will present each week. Presentations must cover all elements of the Theories/Models Chart Assignment and may include additional research, resources, or multimedia content for enhancement. 12 minute video of presentation slides (with audio).

Part 1b: Everyone will research their own work and reply all to the group discussion; post by Friday. Please review everyone's answers by Sunday: identify any similarities or differences then discuss if you would be interested in practicing this model with future clients. You can answer the following as bullet points then develop a 200 word response to your classmates. Please provide any references (APA format).

Each entry in the chart must include the following columns:

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

Aligned Learning Outcomes:

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



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

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

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

Part 2b: Describe a clinical intervention / therapy session using this type of therapy and how would you approach the client(s) as a therapist. Provide 4 sentences of feedback to one student on their clinical intervention / therapy session example. What is similar or different from your own approach?

Aligned Learning Outcomes:

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

5. Online Class Discussion - 40 Points

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

Aligned Learning Outcomes:

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



6. Class Introductions and Telehealth assignment - 40 points

Class Introductions

Welcome to Psy 761!

For our class introductions, please respond to the following questions due Friday July 17, 2026:

1. What year do you plan to graduate?
2. What type of internship placement are you currently exploring or hoping to secure?
3. What are your plans after graduation? (This could include work, family, travel, continued education, or other goals.)

After you've shared your responses, read through your classmates' introductions and respond to each one due Sunday July 19, 2026.

In your replies, discuss:

- How are your answers similar and different?
- What stands out to you about their goals?
- What are you looking forward to learning in this class alongside them?

Telehealth with Clients in Different States

You receive a phone call from a current or potential client who is interested in doing a telehealth session with a partner, child, or another family member who is currently residing in a different state.

Please respond to the following questions:

1. Licensure and Jurisdiction - 5 points:
What is your protocol if you are *not licensed* in the state where the other family member is physically located? Are you legally allowed to include them in the session?
2. Dual Licensure - 5 points:
If you *are licensed* in both states involved, are you allowed to proceed with telehealth for both individuals? What guidelines would you follow?
3. Ethical Considerations - 5 points:
Are there any ethical concerns you would consider before agreeing to provide services to both individuals in a joint session?



4. Informed Consent and Structure - 5 points:

If both parties agree and are legally eligible for services, what is *one of the first things* you would say or ask once they are both signed into the telehealth session?

Aligned Learning Outcomes:

PLOs: 1, 4

ELO: 2

CLO: 1

Course Policies

Attendance

Attendance for this course is graded due to the number of discussions and exercises that happen during each class. If you are unable to attend a class, email the course instructor before the start of the respective class. In order for an absence to be excused, the reason must be medical, a school commitment (not including any form of detention or discipline), or a family emergency/commitment. All other reasons will not be considered excused and the respective points for the day will not be earned. Any student who stops attending the course will receive a failing grade. Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

Late Work

In order for late work to be accepted without penalty, the reason must be due to a medical issue, a school commitment (not including any form of detention or discipline), or a family emergency/commitment. All other reasons will not be considered valid for an exception, and the respective points for the assignment may not be earned.



Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

A student in good standing in a course, may petition to the instructor for an “I” grade. This grade is appropriate only if extraordinary conditions beyond the control of the student have led to an inability to complete course requirements. When submitting a grade, the “I” must be accompanied by the alternative grade that will be automatically assigned after 30 days. These include, IB, IC, ID and IF. If only an “I” is submitted, the default grade is F. The completion of the work, evaluation, and reporting of the final grade is due within 30 days after the end of the term. The time limit may extend under exceptional circumstances with approval.

Final Grades

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

<u>Assignments</u>	<u>Points</u>	<u>CLO</u>
Online Class Discussion	40 Points	2, 3, 4, 5
Class Introductions and Telehealth Assignment	40 Points	1
Group Reading Review & Clinical Intervention Pres.	360 Points	1, 2, 4, 6
Fictional Genogram & Analysis Assignment	100 Points	1, 3, 5
Final Integrative Model Paper Assignment	200 Points	1, 2, 3, 4, 5, 6
Theories/Models Chart Assignment	100 Points	1, 2, 4, 6
Total Possible Points	840 Points	

Grading Scale

- **A (90–100%): 756–840 points**
- **B (80–89%): 672–755 points**
- **C (Below 80%): 0–671 points (*You must repeat the course.*)**

I – Did not complete a small portion of the work or final examination due to circumstances beyond the student’s control. The issuance of an “I” grade is not automatic.

Important Information

Academic Honesty

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

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

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

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

Title IX and Nondiscrimination Statement

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

Nondiscrimination Policy & Notice of Nondiscrimination

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



[Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

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

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

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

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

Assessment for Student Work

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

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors



each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning Services

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

Writing Policy

All written assignments must adhere to APA (American Psychological Association) formatting guidelines unless otherwise specified. This includes 1-inch margins, double spacing, 12-point serif font (e.g., Times New Roman), proper in-text citations, and a reference page. Unless the assignment is a formal research manuscript, an abstract is not required.

Google Meets Class Expectations

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

Canvas Assignments

All assignments must be submitted electronically via Canvas by 11:59 PM on the scheduled due date, unless otherwise designated as an in-class submission. Late assignments will be accepted for up to seven (7) days after the deadline, with a 2 points deduction per day late.

In the case of an emergency or unforeseen circumstance, extensions may be granted only if:

- a) the request is made at least 24 hours prior to the assignment due date, and
- b) appropriate documentation is provided.

This is an advanced graduate-level course that requires consistent and active engagement in the critical analysis and integration of complex theoretical concepts. Regular attendance is essential to your learning and professional development.

Students are expected to attend every class session. If an emergency prevents your attendance, it is your responsibility to notify the instructor prior to the start of class.

Per graduate program policy, more than one (1) absence—regardless of the reason—will result in a failing grade. Specifically, if a student misses more than one class, a grade of “C” will be issued, and the course must be retaken to meet program requirements.

Instructors also reserve the right to deduct points for tardiness or leaving class early.

Readings & Due Dates

Week/Date	Topic	Readings & Videos	Assignments Due
Week 1 - Asynchronous Class	Introduction; Overview of Course; Syllabus Review		Jul 19, 2026 11:59pm Class Introductions
Week 2 - Asynchronous Class	Communications Theory	The Big Green Book P. 23-25 Nichols p89-110	Jul 26, 2026 11:59pm Group Reading Review & Clinical Intervention Presentation
Week 3 - Asynchronous Class	Contextual Family Therapy	The Big Green Book P41-48	Aug 2, 2026 11:59pm Online Class Discussion, Telehealth Assignment; Group Reading Review Presentation
Week 4 - Asynchronous Class	Brief Family Therapy Models I: Structural Family Therapy	The Big Green Book P. 11 p.95-104	Aug 9, 2026 11:59pm Online Class Discussion; Group

		P. 171 P. 186-188 Nicols p.111-130	Reading Review Presentation
Week 5 - Asynchronous Class	Brief Family Therapy Models II: Strategic + Structural with cultural focus	The Big Green Book P. 61-83 P.171 P. 184-188	Aug 16, 2026 11:59pm Online Class Discussion; Fictional Genogram & Analysis Assignment; Group Reading Review Presentation
Week 6 - Asynchronous Class	Emotion-Focused Therapy & Attachment-based Theory	The Big Green Book Humanistic (Rogers) p. 232 Experiential p.105-108 Attachment (Bowlby) p.48-50 P. 189-190 Nichols P. 131-148 Gehart P. 219-238	Aug 23, 2026 11:59pm Online Class Discussion; Group Clinical Intervention Presentation
Week 7 - Asynchronous Class	Internal Family Systems	The Big Green Book P. 171-173 P. 198-199 Nichols P. 131-148	Aug 30, 2026 11:59pm Online Class Discussion; Group Clinical Intervention Presentation
Week 8 - Asynchronous Class	Medical Family Therapy	The Big Green Book P. 283-292	Sep 6, 2026 11:59pm Online Class Discussion; Group

		Nichols P. 215-218	Reading Review Presentation
Week 9 - Asynchronous Class	Feminist Family Therapy; Integrationist vs. Eclecticism Methods	The Big Green Book P. 401-402 Integrative Systemic Therapy, CBT + Narrative: P.171-177 Nichols p.191-194 p.268-275	Sep 13, 2026 11:59pm Online Class Discussion; Group Reading Review & Clinical Intervention Presentation
Week 10 - Asynchronous Class	Integrative Models in Family Therapy & Meta-frameworks; Consolidating Learning	The Big Green Book P. 173 P. 198-201 Nichols P.268-275 Gehart p331-334	Sep 20, 2026 11:59pm Final Integrative Model Paper Assignment; Theories / Models Chart Assignment; Online Class Discussion x2, Group Reading Review & Clinical Intervention Presentation