



School of Family Sciences

Masters of Science in Marriage and Family Therapy

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

Brogan Education Bldg. 101, Thursday 5:30–7:20pm HST | Credits: 1 | Section: 01-3 | Term: Fall 2026

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
10/8 No class meeting	10/15 5:30pm	10/22 No class meeting	10/29 5:30pm	11/5 No class meeting	11/12 5:30pm	11/19 5:30pm	11/26 No class meeting	12/3 No class meeting	12/10 5:30pm

Instructor Information

Instructor	Deneen Wong, LMFT
Email	deneen.wong@chaminade.edu
Phone	(808)739-7450
Office Location	Behavioral Sciences 116
Office Hours	By appointment

Communication

The primary communication method is email and I will respond between 24 to 48 hours.

School & Department

School	School of Family Sciences
Location	Behavioral Sciences 115
Phone	(808) 735-4720
Questions?	Contact your instructor or the School of Family Sciences

MSMFT Program expectations

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.

Course Description & Materials

Catalog 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.

Course Snapshot

Modality	Face-to-Face
Meeting Location	Brogan Education Building 101
Meeting Days/Times	Thursday, 5:30-7:20pm
Time Allocation (see detailed allocation below)	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.
Required Materials	Reiter, M. D. (2026). Substance abuse and the family: Assessment and treatment. Routledge.
Additional Readings (Linked or provided on Canvas)	Bacon, M. (2019). <i>Family therapy and the treatment of substance use disorders: The family matters model</i>. Routledge. Downey, C. A., Chang, E. C. (Eds.). (2024). <i>Substance use disorders in underserved ethnic and racial groups: Using diversity to help individuals thrive</i>. American Psychological Association. Fritzlan, L., & Rumney, A. (2023). <i>Addiction therapy and treatment: A systems approach</i>. McFarland Publisher. McGoldrick, M., & Walsh, F. (Eds.). (2004). <i>Living beyond loss: Death in the family</i>. W. W. Norton & Company Taibbi, R. (2018). <i>Brief therapy with couples and families in crisis</i>. 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)
Canvas	Course materials, announcements, and grades are posted to Canvas (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

Detailed Time Allocation:

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

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of [degree program name], 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. Reflect on how this course relates to one or more 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 central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the ‘Ōlelo No‘eau (Hawaiian proverbs) below:

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 (‘Ōlelo No‘eau 1200) — Recognize others, be recognized, help others, be helped.
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
Marianist Values	4	4,5	5
PLOs	3	2,3	3
Native Hawaiian Values	4	4,5	5

Attendance & In-Class Participation

Attendance Policy

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 Weeks: Five 90-120 minute class sessions will be held. These sessions are skills-focused and participation-intensive. Students are expected to have completed all readings and asynchronous modules prior to each meeting. Sessions will include structured role plays, case consultations, small group debriefs, and facilitated discussion. Attendance at all sessions is required; missing sessions cannot be made up by alternative assignments without prior instructor approval.

Asynchronous Weeks: Asynchronous weeks consist of assigned readings, lecture materials or recorded content, and structured learning activities submitted through the course LMS, Canvas. These weeks are designed to build conceptual foundations that will be applied in the following synchronous session.

Quick Reference — Absence Thresholds:

Absence / Warning Threshold	One missed synchronous class meeting, whether excused/documented or unexcused/undocumented. Students should notify the instructor as soon as reasonably possible and remain responsible for missed course requirements. The instructor may follow up regarding attendance and missed learning activities.
Grade Penalty	The MSMFT program does not ordinarily use incremental letter grade reductions as a substitute for required attendance. Attendance and active participation are essential components of masters learning and professional formation. Failure to meet attendance or participation expectations may affect applicable participation or course assessments and may trigger program review.
Course Failure	Missing more than one synchronous class meeting may require the student to retake the course, consistent with MSMFT program policy. This standard applies regardless of whether the absences are excused or unexcused because of the experiential, relational, and interactive nature of MSMFT education. Exceptional circumstances will be considered in accordance with University and MSMFT policies.
Late Arrival / Early Departure	Significant or repeated late arrivals, early departures, or unavailability for participation may constitute an absence.

In-Class Participation Expectations

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response within 24-48 hours
 - Weekly graded work (discussions, assignments): within 7 school days of the due date
 - Major assessments/projects: within 10 school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Activities

Course Learning Outcomes	Assessment and Description	Contribution (%) to Final Grade
Program Expectation	<i>Attendance & Participation</i> Attending class on time and staying for the entire length of class, having completed the assigned readings, 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. In the event of your absence, please make every effort to contact the instructor prior to class time. <i>If you miss more than one class, you will be given a "C" and you must retake the class. (Graduate programs policy)</i> In addition, instructors have the option to penalize for tardiness or leaving early.	30 (Asynchronous Discussions=15, In-class participation & attendance=15)
1. Articulate crisis counseling skills in emergent situations (PLO2)	<i>Demonstration of Crisis Assessment Skills</i> Brief recorded role-play (8-10 minutes) demonstrating a structured crisis assessment with safety planning; written self-reflection required.	25
2. Describe treatment approaches to substance-related disorders from a family systems perspective (PLO2, PLO4)	<i>Final Paper</i> Written conceptualization of an assigned case integrating SUD knowledge, a family therapy model, and systemic crisis lens	30
	<i>Reflection Paper (Self of the Therapist)</i> 1-2 page reflection on personal responses evoked by high-acuity work (crisis, SUDs), countertransference, awareness, and clinical self-care strategies	15
3. Evaluate interventions that provide immediate care to clients across modalities and diverse contexts (PLO2, PLO5)	<i>Final Paper</i>	
	<i>In-class Role-plays</i>	

Course Policies

Late Work	Assignments are expected to be submitted by the deadline identified in Canvas or the course syllabus. Because timely completion of work is part of doctoral level academic and professional responsibility, students should plan accordingly and communicate with the instructor as early as possible when circumstances may interfere with a deadline. Late work may be accepted at the instructor's discretion and may be subject to a grade reduction. Extensions should be requested before the deadline whenever circumstances reasonably permit. Approval of an extension in one circumstance does not establish an
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	expectation of extensions for other assignments. Assignments submitted after the deadline without an approved extension may receive a grade reduction or may not be accepted, as specified by the instructor.
Make-Up Work	Opportunities to make up missed course activities, presentations, quizzes, examinations, or other time specific assignments are not automatic. When an absence or significant circumstance is approved, the instructor will determine whether the learning activity can reasonably be completed in an alternative format and may establish an appropriate make-up assignment or deadline. Some synchronous, experiential, collaborative, or presentation based activities cannot be meaningfully replicated and therefore may not be eligible for make up work.
Extra Credit	Extra credit is not offered in MSMFT courses unless it is explicitly included by the instructor as part of the course design and made available equitably to the class.
Incomplete Grade	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.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be announced in class and posted to Canvas.
Resubmissions and Grade Review	Unless revision or resubmission is explicitly included in an assignment's instructions, submitted work is considered final and may not be revised or resubmitted for additional credit. Students who believe an assignment was graded incorrectly may request clarification or review by identifying the specific rubric criterion, assignment requirement, or calculation they believe was applied incorrectly. A request for review does not guarantee a change in grade. Differences of opinion regarding the instructor's academic evaluation of the quality of submitted work do not, by themselves, constitute a grading error.
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.
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. Guide to APA format: APA Library Guide Purdue OWL APA Guide: https://owl.english.purdue.edu/owl/resource/560/01/ (helpful for examples and quick checks) Direct Quote: Place quotation marks around the borrowed text and include the author's last name, year of publication, and page number in parentheses. - Example: The disease model views addiction as a chronic medical condition in which "the individual is currently and will always be battling this disease" (Reiter, 2026, p. 13). - 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. Paraphrasing: When you restate information in your own words, you must still cite the source. Page numbers are not required for paraphrases. a. Example: The disease model views addiction as a chronic medical condition that can be managed but not permanently cured (Reiter, 2026). Format: Always use the (Author, Year) format and follow APA 7th edition guidelines. 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 7th 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). 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.
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Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade	Range	
A	4.00	90% and above
B	3.00	80-89%
C	2.00	No pass. Will need to retake the course
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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student's own knowledge, authorship, or mastery of course material — or whether it meets the course's expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran.

Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement- Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students's experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

Week	Topic	Readings & Tasks	Assignments Due
Week 1 (ASync)	Introduction to crisis & SUD; individual vs. systemic perspectives; Key concepts (tolerance, withdrawal, SUD severity specifiers); MFT relational contribution.	Required: Reiter, Ch.1; SAMHSA TIP 39, overview, Ch.1-2 Added Depth: Fritzlan & Rumney, Ch. 1 Optional: DSM-5-TR SUD Overview (skim)	Async Learning Response #1 <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>
Week 2 (Sync)	Family homeostasis & SUD; roles, enabling, triangulation, loyalty; Relational assessment; Genograms; Cultural context of substance use	Required: Reiter, Ch.5; Bacon, Ch.5 Added Depth: Downey & Chang, Ch.1; Reiter, Ch. 6 Optional: Fritzlan & Rumney, Ch.3 - Genogram mapping activity - 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? - Discussion: critiquing "codependency." What does it get right and wrong systemically?	In-class participation & activity
Week 3 (ASync)	Family-based SUD treatment models (BCT, MDFT, BSFT); Harm reduction as systemic value	Required: SAMHSA TIP 39: Chapters 3-5 Added Depth: Fritzlan & Rumney, Ch.5 Optional: Bacon, Ch.6	Async Learning Response #2 <i>Compare two models through a systemic lens.</i>
Week 4 (Sync)	Motivational Interviewing (MI) in family systems: OARS, change talk, relational ambivalence; Relapse as a family event: clinical responses that avoid blame and maintain therapeutic alliance; Writing relational treatment goals: SUD treatment plans that name both symptom and systemic targets	Required: Taibbi, Ch. 5 Added Depth: Taibbi, Ch. 6; MET Manual (OARS, change talk) Optional: Taibbi, Ch.3 - MI skills practice: dyadic role-plays (one student plays an ambivalent partner of someone with SUD; other practices rolling with resistance and evoking change talk) - Fishbowl: brief family MI conversation with two clients; class identifies OARS in action and systemic moves - Small groups draft 2-3 relational treatment goals from a composite SUD case; debrief on how goals differ from individual-focused language	In-class participation & activity

Week	Topic	Readings & Tasks	Assignments Due
Week 5 (ASync)	Crisis theory: equilibrium model, ecological model, developmental crisis vs. situational crisis; Suicide risk assessment: C-SSRS framework, ideation, intent, plan, means, access; High-acuity clinical presentation; Mandatory reporting in Hawai'i: thresholds, process, and documentation requirements	Required: SAMHSA TIP 50, Part 1 (Suicidal ideation and SUD overlap); C-SSRS Guide (preview) Added Depth: Reiter, Ch.8 1. C-SSRS Interview Guide (download and study) 2. Hawai'i mandatory reporting statutes overview (review)	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>
Week 6 (Sync)	Structured practice: administering C-SSRS within a family session; Safety planning with families: including significant others in the plan, restricting access to means, building support network; De-escalation + coordination of care	Required: SAMHSA TIP 50, Part 1 - Role-play triads: client presenting with suicidal ideation, practice C-SSRS administration with family member in safety planning conversation - Safety plan construction: groups draft a completed family-informed safety plan from a vignette and identify what makes it systemic vs. individual - Whole class debrief: What was hardest? What do you still need to practice?	In-class discussion & activity Crisis Assessment Skills Demonstration (recorded role play + self-reflection) due end of this week
Week 7 (Sync)	Systemic grief theory: how loss reverberates through the family system (Walsh & McGoldrick framework); Unexpected and traumatic loss: accidents, sudden death, overdose loss, violence; Disenfranchised grief in families: losses that go unacknowledged (miscarriage, overdose, suicide loss, estrangement); Cultural perspectives on death, mourning, and 'ohana continuity; Therapeutic presence in acute grief; Managing asymmetric grief in a session: when family members are in different places	Required: Walsh & McGoldrick, Ch. 1, 7, 11, 12 - Role-play: a family at 6 weeks post-overdose death — two siblings processing very differently; therapist practices holding both without pathologizing either - Case consultation in small groups: bring a moment from your Async Response #4 perspectives into a 10-minute consultation with peers - Instructor-led debrief: the emotional labor of grief work — what makes it different from other clinical work?	In-class discussion & activity
Week 8 (ASync)	When grief meets SUD; multiple grief realities; relational meaning-making	Required: No new required reading; review and apply Week 7 readings (Walsh & McGoldrick)	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>

Week	Topic	Readings & Tasks	Assignments Due
Week 9 (ASync)	Confidentiality limits in crisis situations; duty to warn/protect; Documentation standards: crisis notes, safety plans, and required reporting language; Scope of practice: when SUD work requires referral vs. when MFTs can lead; Coordination of care: working with psychiatrists, substance use counselors, social workers, and DHS in Hawai'i	- AAMFT Code of Ethics: Sections 2 (Confidentiality), 3 (Professional Competence) - Hawai'i HRS 451J	Async Learning Response #5: <i>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?</i> Self-of-Therapist Reflection
Week 10 (Sync)	Vicarious trauma and secondary traumatic stress: recognizing, naming, and addressing; Countertransference in crisis and SUD work: personal history, cultural identity, and clinical reactivity; Supervision as a resource: how to use clinical supervision when working with high-acuity cases; Integration: bringing the course together — what is the systemic MFT's contribution to crisis and SUD care?	Required: Reiter, Ch.17 Added Depth: Fritzlan & Rumney, Ch.12 - Large group reflection: each student names one clinical skill they feel more confident about and one area they want to continue developing - Self-of-therapist circle: small group discussion of personal reactions encountered during the course and how they plan to address these in supervision - Closing synthesis: instructor-facilitated discussion on how this course connects to the larger MS-MFT program and clinical training	Final Paper