



**DOCTOR of MARRIAGE and FAMILY THERAPY**  
School of Education & Behavioral Science  
at CHAMINADE UNIVERSITY of Honolulu

**Course Syllabus**

**Course Number:** DMFT 8071

**Course Title:** Introduction to Teaching/Consultation/Leadership

**Term:** Winter 2024

**Credits:** Hybrid, 3 credit

**Instructor Name:** Blendine Hawkins, PhD, LMFT

**Email:** blendine.hawkins@chaminade.edu

**Phone:** 808-739-7495

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

**Class meeting dates and time:**

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Tuesday 1/9 6am-8am HST		Tuesday 1/23 6am-8am HST		Tuesday 2/6 6am-8am HST				Tuesday 3/5 6am-8am HST	Tuesday 3/12 6am-8am HST

**Class zoom link:** <https://chaminade.zoom.us/j/97658928140>

**University Course Catalog Description**

This course will examine theories and techniques of cutting-edge leadership as applied to the field of marriage and family therapy. The course will review leadership models and help students identify an individualized plan for personal and professional development as an educator, mentor, consultant, and leader within the field of marriage and family therapy. Course content areas include: leadership styles and theories, instruction and teaching, navigating the job application process, licensure and certification, and key skills for leadership and administration in clinical organizations.

**Mission Statement for Doctorate in Marriage and Family Therapy**

The program's mission is based on Marianist values and focused on developing strong leaders within the burgeoning field of Marriage and Family Therapy, who value diversity, promote justice and peace, and embody adaptation and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program promotes continuous self-reflection and personal growth for the clinical student in their development as Clinical Practitioners in their roles as scholars, therapists, supervisors, and leaders.

**Marianist Values**

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

**Program Learning Outcomes (PLO)**

PLO1: 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)

PLO2: 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)

PLO3: Students will synthesize the ethics and competency in peace, health, and justice approaches to MFT research, supervision, and practice, demonstrating attention to multiple domains of diversity

(Addresses ACA 2&3 COAMFTE)

PLO4: Students will use and evaluate quantitative and qualitative MFT clinical research to improve clinical process and outcomes

(Addresses ACA 1 COAMFTE)

PLO5: Students will cultivate a coherent and competent program of MFT supervision

(Addresses ACA 4 COAMFTE)

PLO6: Students will utilize systemic leadership, demonstrating sophistication in program building, leadership, and/or consultation

(Addresses ACA 4 COAMFTE)

Competency Area	Program Learning Outcome
Advanced Relational/Systemic Clinical Theory	PLO1: 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)
Advanced Relational/Systemic Applications to Contemporary Challenges	PLO2: 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)
Diversity, Service, Justice, Wellness, and Peace	PLO3: Students will synthesize the ethics and competency in peace, health, and justice approaches to MFT research, supervision, and practice, demonstrating attention to multiple domains of diversity (Addresses ACA 2&3 COAMFTE)
Introductory Research Methods Quantitative and Qualitative	PLO4: Students will use and evaluate quantitative and qualitative MFT clinical research to improve clinical process and outcomes (Addresses ACA 1 COAMFTE)

### Course Learning Outcomes (CLO)

At the completion of this course, MFT Doctoral students will be able to:

1. Describe leadership models as it relates to professional development and identity (PLO1; PLO5; PLO6)
2. Practice professional leadership and mentorship strategies (PLO3; PLO6)
3. Develop an individual plan for personal and professional development as a consultant and leader (PLO5; PLO6)

### Books

Andolfi, M., & Haber, R. (2013). *Please help me with this family: Using consultants as resources in family therapy*. Routledge.

Case, K. (Ed.). (2013). *Deconstructing privilege: Teaching and learning as allies in the classroom*. Routledge.

Fay, J. (2016). *This business of therapy: A practical guide to starting, developing, and sustaining a therapy practice*. This Business of Therapy.

Fowler, S. (2023). *Why Motivating People Doesn't Work... and what Does: More Breakthroughs for Leading, Energizing, and Engaging*. Berrett-Koehler Publishers.

Freire, P. (2017). Study Guide: Pedagogy of the oppressed. In *Toward a sociology of education*. Routledge.

Herres, J. (2023). *Profit first: Therapists- A simple framework for financial freedom*. Green Oak Press.

Palmer, P. J. (2017). *The courage to teach: Exploring the inner landscape of a teacher's life*. John Wiley & Sons.

Timms, M. (2021). *How Leaders Can Inspire Accountability: Three Habits that Make Or Break Leaders and Elevate Organizational Performance*. Friesen Press.

**Articles**

Ahmad, I., Gao, Y., & Hali, S. M. (2017). A review of ethical leadership and other ethics-related leadership theories. *European Scientific Journal*, 13(29), 10-23.

Armstrong, P. (2010). Bloom’s taxonomy. *Vanderbilt University Center for Teaching*, 1.

Atwood, J. D., & Weinstein, E. (2002). Family practice, family therapy: A collaboration of dialogue. *Family Practice and Family Therapy*, 1-32.

Bloch, D. A. (1984). The family therapist as health care consultant. *Family Systems Medicine*, 2(2), 161.

Bransford, J., Derry, S., Berliner, D., Hammerness, K., & Beckett, K. L. (2005). Theories of learning and their roles in teaching. *Preparing teachers for a changing world: What teachers should learn and be able to do*, 40, 87.

Forehand, M. (2005). Bloom's taxonomy: Original and revised. *Emerging perspectives on learning, teaching, and technology*, 8, 41-44.

Gallessich, J. (1985). Toward a meta-theory of consultation. *The Counseling Psychologist*, 13(3), 336-354.

Karam, E. A., Blow, A. J., Sprenkle, D. H., & Davis, S. D. (2015). Strengthening the systemic ties that bind: Integrating common factors into marriage and family therapy curricula. *Journal of Marital and Family Therapy*, 41(2), 136-149.

Landis, E. A., Hill, D., & Harvey, M. R. (2014). A synthesis of leadership theories and styles. *Journal of Management Policy and Practice*, 15(2), 97.

Muhammad, K. (2023). *Expanding the Scope of Competence for Marriage and Family Therapists- An MFT’s User Guide for Consulting With Project Teams* (Doctoral dissertation, Northcentral University).

Nawaz, Z. A. K. D. A., & Khan, I. (2016). Leadership theories and styles: A literature review. *Leadership*, 16(1), 1-7.

Shepard, L. (2001). *The role of classroom assessment in teaching and learning*.

Trastek, V. F., Hamilton, N. W., & Niles, E. E. (2014, March). Leadership models in health care—a case for servant leadership. In *Mayo Clinic Proceedings* (Vol. 89, No. 3, pp. 374-381). Elsevier.

Wagner, P. (2008). Consultation as a framework for practice. *Frameworks for practice in educational psychology: A textbook for trainees and practitioners*, 135-178.

**All required readings will be posted on Canvas.**

**Assessment**

Course Learning Outcomes (CLO)	Assessment & Description	Contribution to final grade
Describe leadership models as it relates to professional development and identity (PLO1; PLO5; PLO6)	Online Discussions - Reflect on readings/videos and discuss leadership models, ethical leadership, professionalism, collaboration, and effective communication	20%

	Pedagogical/Teaching Philosophy paper - The teaching philosophy statement is a reflective document that articulates your beliefs, values, and approach to teaching and learning	15%
<i>Practice professional leadership and mentorship strategies (PLO3; PLO6)</i>	Provide direct instruction in a classroom - Construct lesson plan, course activities, formative assessment (10%) - Didactic instruction and classroom management (5%) - Receive feedback and class evaluation (5%) - Brief reflection (5%)	25%
	Consultation Presentation - Conduct (recorded) consultation session on an area of expertise and reflect on effectiveness	20%
	Attendance to class - Missing more than 1 class will result in a failing grade and having to retake the course	P/F
<i>Develop an individual plan for personal and professional development as a consultant and leader (PLO5; PLO6)</i>	SELP Portfolio (partial) - Develop a personal leadership development plan that outlines goals and strategies for continued leadership growth in the field	20%
All assessments		100%

### Points Breakdown

Assignments	Max Points
Online Discussions	200
Pedagogical/Teaching Philosophy paper	150
Lesson Plan Template	100
Didactic instruction and classroom management	50
Feedback and class evaluation	50
Brief reflection	50
Consultation Presentation	200
SELP Portfolio (partial)	200
<b>Total Points</b>	<b>100%</b>

### Grading scale

100-90%	A
89-80%	B
79-70%	C- Fail, retake

### 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 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.

Doctoral students are expected to perform work of higher quality and quantity, however typically a minimum of forty-five hours of student engagement for each student credit hour is required, although instructors may require roughly a third more work than this minimum undergraduate credit hour requirement. Therefore, a 3-credit doctoral course would typically require engagement of approximately 135 hours for the average student for whom the course is designed. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

**Number of hours per class activity:**

Educational activity	Expected hours of Student Engagement:	Details (if any):
Course attendance/Lecture	10	Synchronous class meetings (5 2-hour classes)
Online Discussions	10	Discussions
Readings	20	
Pedagogical/Teaching Philosophy paper	30	Paper
Provide direct instruction in a classroom	40	Constructing lesson plan, classroom teaching & self assessment
Consultation Presentation	15	Consultation, reflection and presentation
SELP Portfolio (partial)	10	
Total hours:	135	

**Technical Assistance for Canvas Users:**

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

**Tutoring and Writing 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 Account – Notifications – TutorMe. For more

information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **Writing Standards**

All work submitted by Chaminade University students within the DMFT program must meet the following writing standards. Written assignments should:

1. Use correct grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and with clarity.
3. Adopt modes and styles appropriate to their purpose and audience (i.e. academic style, research style, and clinical style).
4. Utilize APA style formatting for all papers unless specified otherwise. APA format includes 12-pt serif font (Times New Roman preferred), one-inch margins, double spaces, in-text citation, correct level heading, title page (abstract not always necessary).
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources must be correctly cited both in the body of the paper and the Reference page to avoid plagiarism (see Plagiarism).
6. In addition, for this section:
  - a) First and second level APA headings **MUST** be used to structure the paper. The final sentence(s) of the introductory paragraph should outline the first-level headings for the paper (sample will be provided).
  - b) All papers must have introductory and closing paragraphs.
  - c) Papers must be in a neutral, formal academic voice (third person).
  - d) No personal opinion is allowed in the literature review. The paper should serve to accurately summarize the academic literature without personal commentary. For the literature review paper, students may cite published critiques and opinion from peer-reviewed articles and professional books.

### **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.

### **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: they **can not** be used for course assignments except as explicitly authorized by the instructor. **The following actions are prohibited in this course:**

- Incorporating any part of an AI generated response in an assignment or online discussion
- Using AI to brainstorm, formulate arguments, or template ideas for assignments
- Using AI to summarize or contextualize source materials
- Submitting your own work for this class to an online learning support platform for iteration or improvement
- Using AI programs to input quiz/exam questions to retrieve answers to be submitted

If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me.

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.

### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center | 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

### **Disability Access**

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

### Schedule

Week	Topic	Readings & Tasks	Assignments Due
Week 1 Synchronous 1/9	Introduction & Planning	Sign-up for Guest Lecture Identify Consultation Topic	
Week 2 Asynchronous	Leadership Styles & Models	Schedule with consulting party Nawas (2016) Fowler Ch 2, 4 Say Ch 1-2 SCAN: Trastek, et al., (2013) SCAN: Landis, et al., (2014)	Discussion 1
Week 3 Synchronous 1/23	Effective Teaching Teaching within the field	Palmer Ch 1, 3-5 Friere Ch 1 Karam, et al., (2015)	
Week 4 Asynchronous	Leadership Ethics	Herres Ch 1, 2, 13 Bolman & Deal (2017) Fay Ch 6 Goleman, Boyatzis & McKee Ch 1-3 Ahmad, et al., (2017)	Discussion 2
Week 5 Synchronous 2/6	Leadership in the Field	SCAN: Muhammad (2023) Timms Ch 1-3 Andolfi & Haber Ch 1, 3	Leadership Discussion in-class
Week 6 Asynchronous	Consultation styles and methods	Timms 11-12 Andolfi & Haber Ch 4 Gallessich (1985) SCAN: Wagner (2008)	Discussion 3
Week 7 Asynchronous	Teaching Assessment & Evaluation	Bransford et al., (2005) SCAN: Shepard (2001) Forehand (2005) Armstrong (2010) Case Ch 1, 2	Teaching Philosophy Paper
Week 8 Asynchronous	Consultation structure	Atwood & Weinstein (2002) Bloch (1984)	Discussion 4
Week 9 Synchronous 3/5	Review	Prepare formal presentation	Consultation Presentation
Week 10 Synchronous	Review SELP	Prepare informal presentation	Teaching Review Presentation SELP Portfolio (partial)

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