



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

Course Number: DMFT 8070

Course Title: Fundamentals of Supervision in Marriage and Family Therapy

Term: Summer 2024

Credits: Hybrid, 3 credits

Instructor Name: Dr. Blendine Hawkins, Ph.D. LMFT, AAMFT-Approved Supervisor

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Phone: 808 739-7495

Virtual Office Hours: Upon request, please email instructor

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
Monday 7/1 6am-8am HST		Monday 7/15 6am-8am HST		Monday 7/29 6am-8am HST		Monday 8/12 6am-8am HST		Monday 8/26 6am-8am HST	

University Course Catalog Description

The educational requirement for the AAMFT Approved Supervisor Designation entails completion of a fundamentals of supervision course. This course can be used toward the requirements for certification as an AAMFT-approved supervisor. Research and theory regarding the supervision of marriage and family therapy trainees and interns. Preparation for supervising trainees in couple and family therapy, from a systemic perspective. Exploration of supervision models and modalities; development of a personal model of supervision. A philosophy of supervision paper must be completed.

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 M/CFT 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 M/CFT clinical to improve clinical process and outcomes

(Addresses ACA 1 COAMFTE)

PLO5: Students will cultivate a coherent and competent program of M/CFT 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 M/CFT 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 M/CFT clinical to improve clinical process and outcomes (Addresses ACA 1 COAMFTE)

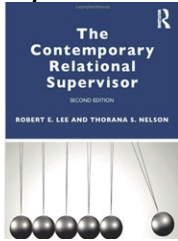
Course Learning Outcomes (CLO)

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

1. Describe the standards of practice of a systemic supervisor informed by systemic and MFT theories and frameworks (PLO2; PLO5)
2. Articulates the skills required to fulfill the role of systemic supervisor (PLO5)
3. Describe the ethical and legal responsibility of a supervisor to monitor the quality of care of supervisees (PLO2; PLO3; PLO5)
4. Develop and produce a coherent philosophy of supervision (PLO5; PLO6)

Learning Materials

Required readings



Lee, R. E., & Nelson, T. S. (2021). *The contemporary relational supervisor*. Routledge.

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

Readings

Ades, Y. (2021). Creating a Safe Space for Growth and Learning in Supervision.

Aponte, H. J. (1994). How personal can training get?. *Journal of Marital and Family Therapy*, 20(1), 3-15.

Celano, M. P., Smith, C. O., & Kaslow, N. J. (2010). A competency-based approach to couple and family therapy supervision. *Psychotherapy: Theory, Research, Practice, Training*, 47(1), 35.

Charlés, L. L., Ticheli-Kallikas, M., Tyner, K., & Barber-Stephens, B. (2005). Crisis management during "live" supervision: Clinical and instructional matters. *Journal of marital and family therapy*, 31(3), 207-219.

Cantwell, P., & Holmes, S. (1995). Cumulative process: A collaborative approach to systemic supervision. *Journal of Systemic Therapies*, 14(2), 35-46.

ChenFeng, J., Castronova, M., & Zimmerman, T. (2017). Safety and social justice in the supervisory relationship. *Creating cultural safety in couple and family therapy: Supervision and training*, 43-56.

Edwards, J. K., & Chen, M. W. (1999). Strength-based supervision: Frameworks, current practice, and future directions: A Wu-Wei method. *The Family Journal*, 7(4), 349-357.

Friedman, R. (1992). Ten Commandments for the Family Therapists. *The Clinical Supervisor*, 9(2), 181-186.

Goodwin, B. J. (1993). Psychotherapy supervision: Training therapists to recognize family violence.

Glenn, E., & Serovich, J. M. (1994). Documentation of family therapy supervision: A rationale and method. *The American Journal of Family Therapy*, 22(4), 345-355.

Halperin, S. M. (1991). Countertransference and the developing family therapist: Treatment and supervision issues. *Contemporary family therapy*, 13(2), 127-141.

Hardy, K. V. (1993). Live supervision in the postmodern era of family therapy: Issues, reflections, and questions. *Contemporary Family Therapy*, 15(1), 9-20.

Hodgson, J. L., Boyd, T. V., Koehler, A. N., Lamson, A. L., & Rambo, A. H. (2014). Supervising Systemic Therapy in the Evolving Contexts of Schools, Healthcare, and Military. *The complete systemic supervisor: Context, philosophy, and pragmatics*, 131-147.

Jordan, K., & Quinn, W. (1996). Ethical concerns for supervising the impaired Marriage and Family Therapist. *Family Therapy: The Journal of the California Graduate School of Family Psychology*, 23(1).

- McDaniel, S. H., Lorenz, A., Waxman, D., & Kotze, E. (1995). Taking it like a man: Stories of men in family therapy training. *The American Journal of Family Therapy*, 23(4), 291-305.
- Miller, J. K., Todahl, J. L., & Platt, J. J. (2010). The core competency movement in marriage and family therapy: Key considerations from other disciplines. *Journal of Marital and Family Therapy*, 36(1), 59-70.
- Mosley, M. A., Parker, M. L., & Call, T. (2022). MFT supervision in the era of telehealth: Attachment, tasks, and ethical considerations. *Journal of Family Therapy*, 44(2), 224-238.
- Osborn, C. J., & Davis, T. E. (1996). The supervision contract: Making it perfectly clear. *The Clinical Supervisor*, 14(2), 121-134.
- Olsen, D. C., & Stern, S. B. (1991). Issues in the development of a family therapy supervision model. *The Clinical Supervisor*, 8(2), 49-65.
- Prouty, A. M., Thomas, V., Johnson, S., & Long, J. K. (2001). Methods of feminist family therapy supervision. *Journal of Marital and Family Therapy*, 27(1), 85-97.
- Ramos-Sánchez, L., Esnil, E., Goodwin, A., Riggs, S., Touster, L. O., Wright, L. K., ... & Rodolfa, E. (2002). Negative supervisory events: Effects on supervision and supervisory alliance. *Professional Psychology: Research and Practice*, 33(2), 197.
- Rigazio-DiGilio, S. A., Daniels, T. G., & Ivey, A. E. (1997). Systemic cognitive-developmental supervision: A developmental-integrative approach to psychotherapy supervision.
- Sand-Pringle, C., Zarski, J. J., & Wendling, K. E. (1995). Swords into plowshares: Supervisory issues with violent families. *Journal of Systemic Therapies*, 14(3), 34-46.
- Selicoff, H. (2006). Looking for good supervision: A fit between collaborative and hierarchical methods. *Journal of Systemic Therapies*, 25(1), 37-51.
- Shannon, J. (2019). Gender differences or gendered differences: Understanding the power of language in training and research in supervision. *International Journal for the Advancement of Counselling*, 41(4), 598-608.
- Skovholt, T. M., & Ronnestad, M. H. (1992). Themes in therapist and counselor development. *Journal of Counseling & development*, 70(4), 505-515.
- Sprenkle, D. H., Blow, A. J., & Dickey, M. H. (1999). Common factors and other nontechnique variables in marriage and family therapy.
- Storm, C. L., & Heath, A. W. (1991). Problem-focused supervision: Rationale, exemplification, and limitations. *Journal of Family Psychotherapy*, 2(1), 55-70.
- Taibbi, R. (1990). Integrated family therapy: A model for supervision. *Families in Society*, 71(9), 542-549.
- Turner, J., & Fine, M. (1995). Postmodern evaluation in family therapy supervision. *Journal of Systemic Therapies*, 14(2), 57-69.
- Walker, R., & Clark, J. J. (1999). Heading off boundary problems: Clinical supervision as risk management. *Psychiatric Services*, 50(11), 1435-1439.
- Watson, M. F. (1993). Supervising the person of the therapist: Issues, challenges and dilemmas. *Contemporary Family Therapy*, 15(1), 21-31.

Assessment

Course Learning Outcomes (CLO)	Assessment & Description	Contribution to final grade
Describe the standards of practice of a systemic supervisor informed by systemic and MFT theories and frameworks (PLO2; PLO5)	Online and In-class Discussions	25%

Articulates the skills required to fulfill the role of systemic supervisor (PLO5)	Training: Ethical Issues for MFT Practice and Supervision 2020	10%
Describe the ethical and legal responsibility of a supervisor to monitor the quality of care of supervisees (PLO2; PLO3; PLO5)	Supervision Contract	15%
	Quiz - Hawaii Laws and Statutes (DCCA, RICO, HRS451-J) <i>or</i> - Practice state Requirements	15%
Develop and produce a coherent philosophy of supervision (PLO5; PLO6)	Philosophy of Supervision Paper	35%

Points Breakdown

Assignments	Max Points
Online and In-class Discussions	15%
Training: Ethical Issues for MFT Practice and Supervision	10%
Supervision Contract	15%
Quiz- Local Laws and Statutes (DCCA, RICO, HRS451-J)	10%
Philosophy of Supervision Paper	35%
Total Points	10%

Add Late Policy

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
Assigned readings	80	
Discussions	15	
Training: Ethical Issues for MFT Practice and Supervision	10	
Supervision Contract	10	
Quiz- Local Laws and Statutes (DCCA, RICO, HRS451-J)	5	
Philosophy of Supervision Paper	20	
Total	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 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 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).

In addition, for this section:

1. 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).
2. All papers must have introductory and closing paragraphs.
3. Papers must be in a neutral, formal academic voice (third person).
4. 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	INTRODUCTION & CORE COMPETENCIES	AAMFT Core Competencies, 2012 Lee & Nelson, 2022, Ch. 1-2	In-class Discussion
Week 2 Asynchronous	THERAPIST DEVELOPMENT	Lee & Nelson, 2022, Ch.3	Discussion 1- Therapist Development
Week 3 Synchronous	LEGAL & ETHICAL ISSUES IN SUPERVISION	Lee & Nelson, 2022, Ch. 4-5	Core Competencies & Reflection DUE 7/21
Week 4 Asynchronous	LEGAL & ETHICAL ISSUES IN SUPERVISION	Lee & Nelson, 2022, Ch. 11-12	Complete Training: Ethical Issues for MFT Practice and Supervision 2020 (cost \$40) Ethics Quiz
Week 5 Synchronous	MODELS OF SUPERVISION – MODERN, POST-MODERN, & INTEGRATED	Lee & Nelson, 2022, Ch.6-9	Discussion 2- Ethics In-class Discussion
Week 6 Asynchronous	PHILOSOPHY OF SUPERVISION	Lee & Nelson, 2022, Ch. 14-15 Todd & Storm, 2014, Ch. 15-16 Supervision contract checklist	Supervision Contract DUE 8/11
Week 7 Synchronous	METHODS OF SUPERVISION CULTURAL & CONTEXTUAL ISSUES IN SUPERVISION		Discussion 3- Contextual issues in Supervision
Week 8 Asynchronous	EVALUATION OF THERAPISTS		Discussion 4- Evaluation of Supervisee
Week 9 Synchronous	WORKING WITH SELF-OF-THE THERAPIST	Lee & Nelson, 2022, Ch. 10 & 13	Philosophy of Supervision Presentation DUE 8/26
Week 10 Asynchronous	SUPERVISION OF HIGH-RISK CASES		Philosophy of Supervision Paper DUE 9/4

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