



DOCTOR of MARRIAGE  
and FAMILY THERAPY  
CHAMINADE UNIVERSITY of HONOLULU

School of Education and Behavioral Science

**DMFT 8071 Introduction to Teaching/Consultation/Leadership**

Synchronous meetings times Wednesdays 7:00am HST- 8:00am HST

Zoom link for all classes: <https://chaminade.zoom.us/j/93841779557>

Credits: 3      Section: 1      Term: Winter 2025

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Wednesday 1/8 7am-8am HST	Wednesday 1/15 7am-8am HST				Wednesday 2/12 7am-8am HST			Wednesday 3/6 7am-8am HST	Wednesday 3/12 7am-8am HST

## Instructor Information



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

**Email:** [blendine.hawkins@chaminade.edu](mailto:blendine.hawkins@chaminade.edu)

**Phone:** 808-739-7495

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

### Communication

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

## School & Department Information

### School of Education and Behavioral Sciences

Office Location: Brogan Hall, 110

Phone: (808) 739-4652

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

## Course Description & Materials

### Catalog Course Description

This course 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.

### DMFT Doctoral Courses Student Engagement Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10 week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in total student engagement time of **45 hours for one credit**. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

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

### 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	

## 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.
- Goleman, D., Boyatzis, R. E., & McKee, A. (2013). *Primal leadership: Unleashing the power of emotional intelligence*. Harvard Business Press.
- 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.
- Say, R. (2004). *Managing with Aloha: Bringing Hawaii's Universal Values to the Art of Business*. Hawaii: Say Leadership Coaching.
- 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.**

## Recommended Items

Laptop or computer device with internet connection, with audio and visual capabilities, allowing the student to log into synchronous classes.

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

Canvas will be used as the primary learning management system for this course. The course content will be posted on Canvas, where students will be able to access the syllabus, any additional readings, assignments, quizzes, and announcements.

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

## Learning Outcomes

### Program Learning Outcomes (PLOs)

Upon completion of DMFT program, the student will be able to:

1. Students will develop a doctoral-level professional identity as marriage and family therapists and a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding  
(Addresses ACA 2 COAMFTE)
2. Students will synthesize contemporary family and couple therapy models and be responsive to the societal, cultural and spiritual contexts of practice  
(Addresses ACA 3 COAMFTE)
3. Students will synthesize the ethics and competency in peace, health, and justice approaches to M/CFT research, supervision, and practice, demonstrating attention to multiple domains of diversity  
(Addresses ACA 2&3 COAMFTE)
4. Students will use and evaluate quantitative and qualitative M/CFT clinical to improve clinical process and outcomes  
(Addresses ACA 1 COAMFTE)
5. Students will cultivate a coherent and competent program of M/CFT supervision  
(Addresses ACA 4 COAMFTE)
6. Students will utilize systemic leadership, demonstrating sophistication in program building, leadership, and/or consultation  
(Addresses ACA 4 COAMFTE)

### Course Learning Outcomes (CLOs)

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)

### Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

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

### Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo 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 ('Olelo No'eau 203) All knowledge is not taught in the same school

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3
<b>Marianist Values</b>	1,2,5	5	1,2,4
<b>PLOs</b>	1,5,6	1,6	5,6
<b>Native Hawaiian Values</b>	1,2,5	5	1,2,4

## Course Activities

### Assessment & Alignment of Course Learning Outcomes

Course Learning Outcomes (CLO)	Assessment & Description	Contribution to final grade
<i>Describe leadership models as it relates to professional development and identity (PLO1; PLO5; PLO6)</i>	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%

### 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.

## Course Policies

### Late Assignment Policy

All assignments will be due by 11:59 pm on the due date specified on this syllabus. No late assignments will be accepted unless a special arrangement was made prior to the due date or test date. You have to notify and arrange with me 48 hours prior to the deadline (unless it is an unexpected or unforeseen circumstance). All assignments must be completed within the time frame of this class. No work will be accepted after the last week of the term. If you have questions regarding your assignments, contact me early in the term. I am here to assist you if you need help. Please be proactive.

Federal regulations require continued attendance for continuing payment of financial aid. If attendance is not continuous, financial aid may be terminated. When illness or personal reasons necessitate continued absence, the student should officially withdraw from all affected courses. Anyone who stops attending a course without official withdrawal may receive a failing grade.

### Attendance

Students are expected to attend regularly all courses for which they are registered. Students should notify their instructors when illness prevents them from attending class and make arrangements to complete missed assignments. It is the instructor's prerogative to modify deadlines of course requirements accordingly. Any student who stops attending a course without officially withdrawing may receive a failing grade.

Unexcused absences equivalent to more than a week of classes may lead to a grade reduction for the course. Any absence of two weeks or more must be reported to the Associate Provost and the Records Office by the instructor. Three tardies is equivalent to one unexcused absence.

### Changes to the Syllabus

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

### Grades of Incomplete

Incomplete grades are not automatically issued without prior correspondence with the instructor. An Incomplete grade may be provided to a student when most of the course requirements have been completed and the remaining assignments was not able to be submitted due to extenuating circumstances. With early correspondence, a valid reason, and submitted documentation, the instructor may grant an incomplete.

### Points Breakdown

Assignments	Max Points
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

### Final Grades

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

A	4.00	93-100
A-	3.67	90-92
B+	3.33	87-89
B	3.00	83-86
B-	2.67	80-82
C	2.00	70-79 (Failed- No credit given)
F	0.00	≤69 (Failed- No credit given)
W	Withdrawal before published deadline	
I	Issuance is not automatic. At the discretion of the faculty member. May be assigned to a student who has successfully completed with at least a passing grade, a majority of the work of the course and who has an unavoidable and compelling reason why the remainder of the work cannot be completed on schedule.	

## Important Information

### Academic Honesty

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

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

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

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

### DMFT Policy on Academic Honesty

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:



- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.
- Plagiarism includes, but is not limited to:
- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms that cannot be used for course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course:

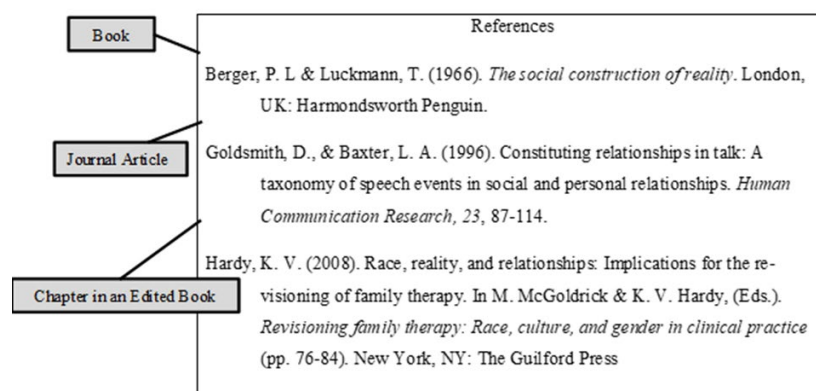
- Incorporating any part of an AI generated response in an assignment or online discussion
- Using AI to brainstorm, formulate arguments, or template ideas for assignments
- Using AI to summarize or contextualize source materials
- Submitting your own work for this class to an online learning support platform for iteration or improvement
- Using AI programs to input quiz/exam questions to retrieve answers to be submitted
- If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation. Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

### Citations and References

- Please cite a source every time you copy a phrase, quote, or paraphrase someone else's words. If you use someone's words verbatim, you will have to use quotation marks and in parenthesis note the author's last name, year of publication, and the page from which you took the quote.
- Example of how to cite a direct quote:

- Past research has indicated that “becoming parents heightens couples’ awareness of their identity intersections and they turn towards mutually supporting each other” (Hawkins, 2016, p. 121).
- If you paraphrase or just report on what you’ve read of someone’s publication, use the parentheses but omit the page number.
- Example of how to cite a direct quote:
- There is evidence that couples become more aware of their identity, such as race and religion after becoming parents (Hawkins, 2016).
- Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6th edition.
- The Purdue website can also be helpful: <https://owl.english.purdue.edu/owl/resource/560/01/>
- Your last page will be the Reference page, listing your full source/references.
- Examples of references in APA format:



### Title IX and Nondiscrimination Statement

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

### Nondiscrimination Policy & Notice of Nondiscrimination

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

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of

Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### [CUH Alert Emergency Notification](#)

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

### [Assessment for Student Work](#)

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

### [Student with Disabilities Statement](#)

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

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto: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](mailto:tutoring@chaminade.edu) or 808-739-8305.

### Schedule

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

### Supervisor, Educator & Leader Portfolio

Domain Portfolio Item	Possible portfolio items
Research & Scholarship	<ul style="list-style-type: none"> <li>• A draft of a grant application/Grant proposals</li> <li>• Evidence of publishable manuscripts</li> <li>• Research proposals with instructor feedback*</li> <li>• IRB application with feedback*</li> <li>• Evidence of presentations or posters at state, national, or international conferences</li> <li>• Statement of program of research</li> </ul>
Teaching/Supervision	<ul style="list-style-type: none"> <li>• Evidence of successful teaching/student evaluations*</li> <li>• Statement of teaching philosophy*</li> <li>• Evidence of any relationship education provided</li> <li>• Syllabi or teaching plan constructed</li> </ul>
Clinical Practice	<ul style="list-style-type: none"> <li>• Evidence of advance clinical competence and professionalism</li> <li>• Attended trainings/conferences</li> <li>• Any promotions or additional responsibilities, job assignments, roles, designations within agency/clinical workplace</li> <li>• Professional or Personal Feedback/Acknowledgments /Evaluations from employer, clients, families, mental health team, collaborators for specific cases, e.g., court system/legal representatives</li> <li>• Program needs assessments (you have led or contributed to)</li> </ul>
Citizenship, Leadership, and Service (Diversity, Service, Justice, Wellness, and Peace)	<ul style="list-style-type: none"> <li>• Evidence of service to the public or profession</li> <li>• Diversity statement</li> <li>• Pro-bono services provided</li> <li>• Any participation in committee, board or task force related to the field</li> <li>• Evidence of any consultation provided to agencies, other providers</li> <li>• Program evaluations of your organization/agency (you have led or contributed to)</li> <li>• Budget evaluations (you have led or contributed to)</li> </ul>