



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

**Course Syllabus**

**Course Number:** DMFT 8022

**Course Title:** Portfolio Planning & Development

**Term:** Spring 2026

**Credits:** Hybrid, 1 credit

**Class location:** See [Week One on Canvas](#)

**Instructor Name:** Maurice Andrea, LMFT, DMFT

**Email:** maurice.andrea@chaminade.edu

**Phone:** 808-739-7454

**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
	Monday 4/20 7am-8am HST		Monday 5/04 7am-8am HST				Tuesday 6/01 7am-8am HST		

**University Course Catalog Description**

The Portfolio Planning and Development course is intended to prepare students for their Supervisor, Educator & Leader Portfolio and ensure the student has support in 1) developing a feasible plan to meet the portfolio requirements of the second Qualifying Exam and 2) making progress on portfolio tasks that require long-term development across the final years of the program and, 3) tailoring their portfolio to represent their professional goals. The capstone portfolio will represent professional development across four professional domains: 1) Scholarship, 2) Teaching/Supervision, 3) Clinical Practice, and 4) Citizenship, Leadership, and Service.

**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)**



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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)

<b>Competency Area</b>	<b>Program Learning Outcome</b>
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. Develop the primary components of their Supervisor, Educator & Leader Portfolio (PLO5; PLO6)
2. Accumulate and present the evidence and artifacts related to their portfolio (PLO5; PLO6)



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- Evaluate their professional development across the four domains of scholarship, teaching/supervision, clinical practice, and leadership (PLO5; PLO6)

**Assessment**

Course Learning Outcomes (CLO)	Assessment & Description	Contribution to final grade
<i>Develop the primary components of their Supervisor, Educator &amp; Leader Portfolio (PLO5; PLO6)</i>	Program of Research Presentation	60%
<i>Accumulate and present the evidence and artifacts related to their portfolio (PLO5; PLO6)</i>	Compile artifacts	N/A
<i>Evaluate their professional development across the four domains of scholarship, teaching/supervision, clinical practice, and leadership (PLO5; PLO6)</i>	Peer reviews (Ability to give and receive feedback and revise accordingly)	40%
	Construct narratives for each domain	N/A
All assessments		100%

**Points Breakdown**

Assignments	Max Points
Program of Research Presentation	60
Compile artifacts	N/A
Peer reviews	40
Construct narratives for each domain	N/A
<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



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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	5	Synchronous class meetings
Compiling artifacts	10	
Key assessments/Writing assignments	15	
Discussions	10	
Preparing for and giving presentation	15	
Total hours:	45+	

**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



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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.



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- 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.



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- 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**



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Week	Tasks	Deliverables
Week 1	Review of SELP Handbook	
Week 2	Q&A and clarification of SELP structure and requirements Identification of areas of growth/leaner sections of the SELP	
Week 3	-Work on SELP-	
Week 4	In-class discussion of Program of Research Workshop HI-PERHL Symposium proposal	
Week 5	Finalize Program of Research Presentation	Post Program of Research Presentation 5/17
Week 6	-Work on SELP-	
Week 7	-Work on SELP- <a href="https://forms.gle/d6oFfDAE3wZVnMFP9">https://forms.gle/d6oFfDAE3wZVnMFP9</a>	Submit Peer Review Feedback 5/31
Week 8	Peer Review Discussion of Program of Research Final Check-in before SELP is due	
Week 9	-Finalize SELP-	
Week 10	<b>SELP DEADLINE: JUNE 21ST, 2026</b>	<b>SUBMIT SELP</b>

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