



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

DMFT 8070: Fundamentals of Supervision in Marriage & Family Therapy

Online, Mondays 7:00am-8:00am

Credits: 3 Section: 01 Term: Spring 2026

Class Meeting Dates:

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Monday 4/13 7am-8am HST		Monday 4/27 7am-8am HST		Monday 5/11 7am-8am HST		Monday 5/25 7am-8am HST		Monday 6/8 7am-8am HST	

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

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 Doctor of Marriage and Family Therapy (DMFT) program at Chaminade University of Honolulu prepares advanced practitioners and leaders in marriage and family therapy to serve individuals, families, and communities with competence, compassion, and a systemic vision for justice, health, and peace. Grounded in Chaminade's Marianist educational tradition and its values of service, justice and peace, quality education, family spirit, and adaptation and change, the program develops doctoral-level clinicians who are simultaneously rigorous scholars, culturally humble practitioners, skilled supervisors, and engaged leaders.

The DMFT follows a practitioner-scholar model and is committed to the development of the whole person - professionally, intellectually, ethically, and relationally. Students are prepared to apply and advance evidence-informed couple and family therapy, conduct and disseminate original research, provide relational/systemic supervision, and lead in clinical, academic, and community settings. Special attention is given to cultural humility, equity, and the ethical honoring of Native Hawaiian, Pacific Islander, and other diverse and indigenous communities, reflecting both Chaminade's identity as a Native Hawaiian-Serving Institution and Hawai'i's unique multicultural context.

The DMFT program equips graduates to address mental health disparities at family and community levels, to transfer knowledge to policy and practice, and to contribute actively to the ongoing advancement of the marriage and family therapy profession, guided always by a commitment to peace, health, justice, and the common good.

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)

PLO 1: Students will develop a doctoral-level professional identity as marriage and family therapists, demonstrating awareness of cultural issues and skill in working with diverse populations across the lifespan, and a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding. (ACA 2)

PLO 2: Students will synthesize contemporary family and couple therapy models, including empirically-supported interventions, and be responsive to the societal, cultural, cross-cultural, and spiritual contexts of practice, including attention to family policy and relevant legal frameworks. (ACA 2 & ACA 3)

PLO 3: Students will synthesize ethics and competency in peace, health, and justice approaches to MFT practice, demonstrating attention to multiple domains of diversity and advanced ethical reasoning in complex moral and contemporary dilemmas. (ACA 3)

PLO 4: Students will use and evaluate quantitative and qualitative MFT research to improve clinical process and outcomes, demonstrating sensitivity to diversity in research topics and conduct, and engaging in preparation and dissemination of research through scholarly activities. (ACA 1)

PLO 5: Students will demonstrate competence in MFT relational/systemic supervision and foundational teaching practice, integrating multicultural content, ethics, and a developed personal supervisory philosophy. (ACA 4)

PLO 6: Students will apply systemic leadership and consultation skills, demonstrating competence in program development, assessment, and organizational leadership within MFT contexts. (ACA 4)

Competency	COAMFTE Advanced Curricular Area	DMFT Program Learning Outcomes
Professional Identity & Clinical Specialization	ACA 2: Advanced Relational/Systemic Clinical Theory	PLO 1: Students will develop a doctoral-level professional identity as marriage and family therapists, demonstrating awareness of cultural issues and skill in working with diverse populations across the lifespan, and a specialized clinical area that is grounded in research and is at an advanced level of intervention and understanding.
Advanced Clinical Models & Contextual Practice	ACA 2: Advanced Relational/Systemic Clinical Theory & ACA 3: Advanced Relational/Systemic Applications to Contemporary Challenges	PLO 2: Students will synthesize contemporary family and couple therapy models, including empirically-supported interventions, and be responsive to the societal, cultural, cross-cultural, and spiritual contexts of practice, including attention to family policy and relevant legal frameworks.
Ethics, Peace, Health & Justice	ACA 3: Advanced Relational/Systemic Applications to Contemporary Challenges	PLO 3: Students will synthesize ethics and competency in peace, health, and justice approaches to MFT practice, demonstrating attention to multiple domains of diversity and

		advanced ethical reasoning in complex moral and contemporary dilemmas.
Research & Scholarly Dissemination	ACA 1: Advanced Research	PLO 4: Students will use and evaluate quantitative and qualitative MFT research to improve clinical process and outcomes, demonstrating sensitivity to diversity in research topics and conduct, and engaging in preparation and dissemination of research through scholarly activities.
Supervision & Teaching	ACA 4: Foundations of Relational/Systemic Teaching, MFT Supervision, Consultation, and/or Leadership	PLO 5: Students will demonstrate competence in MFT relational/systemic supervision and foundational teaching practice, integrating multicultural content, ethics, and a developed personal supervisory philosophy.
Leadership, Consultation & Program Development	ACA 4: Foundations of Relational/Systemic Teaching, MFT Supervision, Consultation, and/or Leadership	PLO 6: Students will apply systemic leadership and consultation skills, demonstrating competence in program development, assessment, and organizational leadership within MFT contexts.

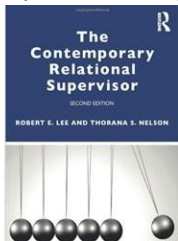
Course Learning Outcomes (CLO)

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), 207219.

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*, 4356.

- 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. *The American Journal of Family Therapy*, 22(4), 345-355.
- 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.
- Sprengle, 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	20%
Articulates the skills required to fulfill the role of systemic supervisor (PLO1; PLO5)	Feedback & assessment	15%
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) or - 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	20%
Feedback & Assessment	15%
Supervision Contract	15%
Quiz- Local Laws and Statutes (DCCA, RICO, HRS451-J)	15%
Philosophy of Supervision Paper	35%
Total Points	100%

Add Late Policy

Grading scale

Doctoral Grading Scale

A (4.00): 93–100 – Exemplary, doctoral-level mastery of course content

A- (3.67): 90–92 – High level of advanced competency

B+ (3.33): 87–89 – Strong performance with minor areas for development

B (3.00): 83–86 – Satisfactory doctoral-level performance (minimum passing standard)

B- (2.67): 80–82 – Below doctoral standards; does not meet program expectations

C (2.00): 70–79 – Failing; no credit awarded

F (0.00): ≤69 – Failing; no credit awarded

Additional grade designations include:

W – Withdrawal prior to published deadline

I – Incomplete; assigned at faculty discretion when a majority of coursework is completed and extenuating circumstances prevent timely completion

CR – Credit awarded upon successful completion

PR – Progressing; used for courses requiring ongoing completion (e.g., practicum, internship, dissertation)

NC – No Credit; course not successfully completed

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	5	Synchronous class meetings
Assigned readings	80	
Discussions	20	
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

Expectations for online classes

If any or all of your class meetings are held online, these are the expectations:

Please find a space to log in on your video conferencing enables device, that is quiet and private, preferably within a room with the door closed. Often classroom discussions involve private or confidential information such as when discussing examples of client cases or consulting on real clients, and thus the need for privacy.

While in class, you should have your video turned on and be muted to minimize background noise unless you are speaking, asking or answering questions. At different times during the class such as during discussions (before or after the lecture), role-plays, presentations, and when you are engaging with peers and the instructor, the instructor and your classmates should be able to see and hear you.

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 peerreviewed 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.

Attendance

Since this is a graduate course requiring students to engage fully, it is important to attend every class. You are responsible to inform the instructor prior to the start of class should an emergency prevent you from attending. Please note that regardless of reason, more than one (1) missed class will result in a failing grade. If you miss more than one class, you will be given a "C" and you must retake the class. (Graduate programs policy) In addition, instructors have the option to penalize for tardiness or leaving early.

Late Work

Assignments must be turned in at the beginning of class on the day they are due. Late assignments will be penalized 10% of the grade earned per day late. Unexcused absences on exam days and in-class assignments cannot be made up and will result in a score of zero (0) for the exam or assignment. Students must provide documented evidence of an approved excused 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.

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 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 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 or 808-739-8305.

Schedule

Week	Topic	Readings & Tasks	Assignments Due
Week 1 Synchronous	Core competencies	AAMFT Core Competencies, 2012 Lee & Nelson, 2022, Ch. 1-2	In-class Discussion
Week 2	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
Week 4	Legal & Ethical issues	Lee & Nelson, 2022, Ch. 11-12	Ethics Quiz
Week 5 Synchronous	Models of supervision	Lee & Nelson, 2022, Ch.6-9 Supervision contract checklist	Discussion 2- Ethics In-class Discussion
Week 6	Philosophy of Supervision	Lee & Nelson, 2022, Ch. 14-15 Todd & Storm, 2014, Ch. 15-16	Supervision Contract
Week 7 Synchronous	Methods of Supervision Cultural & Contextual issues in Supervision		Discussion 3- Contextual issues in Supervision
Week 8	Evaluation of clinicals		Discussion 4- Evaluation of Supervisee
Week 9 Synchronous	Working with Self of the Therapist	Lee & Nelson, 2022, Ch. 10 & 13	Philosophy of Supervision Presentation
Week 10	Supervision with high risk		Philosophy of Supervision Paper

Instructor reserves the right to modify the course schedule based on class needs and dynamics of current events. Assigned readings beyond textbook are listed and linked on the Canvas course site.