



School of Family Sciences

Masters of Science in Marriage and Family Therapy

MFT 778 Practicum 2

Online Synchronous Mondays, 4:00-7:00pm | Credits: 3 | Section: 91 | Term: Fall 2026

Instructor Information

Instructor	Blendine Hawkins, Ph.D., LMFT
Email	blendine.hawkins@chaminade.edu
Phone	808-739-7495
Office Location	Behavioral Sciences 112
Office Hours	Monday's 12:00 pm to 1:30 pm
Virtual Office	https://chaminade.zoom.us/j/92777444436

The primary communication method is email and I will respond between 24 to 48 hours.

School & Department

School	School of Family Sciences
Location	Behavioral Science, 118
Phone	(808) 739-4652
Questions?	Contact your instructor or the School of Family Sciences

MSMFT Program expectations

The expectations below reflect the advanced academic, clinical, ethical, and professional standards of a masters level education in Marriage and Family Therapy and supplement the University wide policies contained elsewhere in this syllabus.

MS-MFT Student Disposition Expectations

As a therapist in training, you are constantly being evaluated for your fitness for this profession in every class. This evaluation is subjective and based on your class participation, evaluation of other assignments, interpersonal interactions with other students and clients, if appropriate, etc. Students who do not meet the following criteria may have their grade reduced in the course, be administratively dropped or "red flagged" for a discussion by the faculty as a whole. The following criteria are used in this evaluation: 1) being empathic; 2) being genuine; 3) being accepting; 4) being open minded and non-dogmatic; 5) being self-reflective and having an internal locus of control; 6) being mentally healthy; 7) being capable of building alliances; 8) being competent in knowledge and skills (Neukrug, 1999). Neukrug, E. (1999). *The world of the counselor*. Pacific Grove, CA.: Brook/Cole.

Ethical Behavior of MS-MFT Students

Students will abide by the American Association of Marriage and Family Therapy (AAMFT) Code of Ethics. It is your responsibility to be familiar with the guidelines. Ethical violations are serious and may lead to disciplinary action, which could lead to separation from the MS-MFT program.

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.

Course Description & Materials

Catalog Description

This course offers the student an opportunity to practice family systems approaches to therapy in a mental health counseling setting, under the supervision of a licensed marriage and family therapist. Students will complete their practicum in a supervised mental health setting with a variety of populations including individuals, couples, groups, children, adults, and/or families working with problems and issues such as substance abuse, domestic violence, developmental disabilities and/or problems of daily living. MFT students are required to complete 350 client contact hours in order to obtain their master's degree in MFT. These hours are distributed between Practicum 1, 2, 3 and 4, with the expectation for Practicum 1 to be lower. Ideally, there will be an equal distribution of these hours during the last 3 terms, with an average of 100 hours per 3-credit practicum course.

Course Snapshot

Modality	Online Synchronous
Meeting Location	https://chaminade.zoom.us/j/96773750204
Time Commitment	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. Masters 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 masters+ 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. <table><tr><th>Educational activity</th><th>Expected hours of Student Engagement:</th><th>Details (if any):</th></tr><tr><td>Course attendance/Lecture</td><td>20</td><td>Synchronous class meetings</td></tr><tr><td>Assigned readings & short papers</td><td>10</td><td></td></tr><tr><td>Reflections & preparation for supervision</td><td>15</td><td></td></tr><tr><td>Total</td><td>45</td><td></td></tr></table>	Educational activity	Expected hours of Student Engagement:	Details (if any):	Course attendance/Lecture	20	Synchronous class meetings	Assigned readings & short papers	10		Reflections & preparation for supervision	15		Total	45	
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Course attendance/Lecture	20	Synchronous class meetings														
Assigned readings & short papers	10															
Reflections & preparation for supervision	15															
Total	45															
Required Materials	AAMFT Code of Ethics (2026) Brown, K. (2024). Systemic Ethics Textbook. Publisher: AAMFT															
Recommended Items	American Association for Marriage and Family Therapy, & Caldwell, B. E. (2015). User's Guide to the 2015 AAMFT Code of Ethics. American Association for Marriage and Family Therapy. Wilcoxon, A., Remley Jr, T. P., & Gladding, S. T. (2013). Ethical, legal, and professional issues in the practice of marriage and family therapy. Pearson Higher Ed.															
Canvas	Course materials, announcements, and grades are posted to Canvas (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.															

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of [degree program name], the student will be able to:

1. Students will develop a coherent personal theoretical framework founded in relational/systemic practice, theories, models and philosophy in MFT. (Addresses FCA 1 COAMFTE)
2. Students will apply systemic/relational theoretical and evidence-based approaches in assessment, diagnosis, case conceptualization, and intervention to meet the diverse needs of individuals, couples, and families. (Addresses FCA 2 & 7 COAMFTE)
3. Students will employ ethical, professional and legal guidelines consistent with the standards and identity of marriage and family therapy. (Addresses FCA 5 COAMFTE)

- Students will utilize current trends and research methods in the field to conduct and critically evaluate research within the practice of marriage and family therapy. (Addresses FCA 4 COAMFTE)
- Students will cultivate a socially just and culturally responsive therapeutic practice with a critical self awareness of intersections of identities within a developmental and family life cycle framework. (Addresses FCA 3 & 6 COAMFTE)

Course Learning Outcomes (CLOs)

Upon completion of MFT778, the student will be able to:

- Conduct initial therapy sessions with clients in individual, couple or family modalities (PLO2)
- Synthesize assessment, form a diagnosis, and apply concepts from previous courses to create a comprehensive treatment plan (PLO2, PLO3)
- Evaluate contemporary issues with clients and incorporate their impact into the treatment plan (PLO2)
- Collaborate within defined contexts related to their practicum site using therapeutic competencies congruent with CUH's MSMFT program mission(s) (PLO3)
- Apply emerging legal and ethical requirements to appropriate individual and systemic interventions during teletherapy practice when applicable (PLO3)

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:

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

Native Hawaiian Values

Education is central to both Marianist and Native Hawaiian culture — both seek transformative, value-centered learning that serves the marginalized. This is reflected in the 'Ōlelo No'eau (Hawaiian proverbs) below:

- Educate for Formation in Faith (Mana):** E ola au i ke akua ('Ōlelo No'eau 364) — May I live by God.
- Provide an Integral, Quality Education (Na'auao):** Lawe i ka ma'alea a kū'ono'ono ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
- Educate in Family Spirit ('Ohana):** 'Ike aku, 'ike mai, kōkua aku kōkua mai ('Ōlelo No'eau 1200) — Recognize others, be recognized, help others, be helped.
- Educate for Service, Justice and Peace (Aloha):** Ka lama kū o ka no'eau ('Ōlelo No'eau 1430) — Education is the standing torch of wisdom.
- Educate for Adaptation and Change (Aina):** 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Ōlelo No'eau 203) — All knowledge is not taught in the same school.

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5
Marianist Values	4	4,5	5	3,5	2,5
PLOs	3	2,3	3	3,4	2,3
Native Hawaiian Values	4	4,5	5	3,5	2,5

Attendance & In-Class Participation

Attendance Policy

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.

Quick Reference — Absence Thresholds:

Excused Absence	An absence resulting from a documented or otherwise approved circumstance, such as illness, emergency, University sponsored activity, or another circumstance approved by the instructor. Students should notify the instructor as soon as reasonably possible and provide documentation when requested. An excused absence does not eliminate responsibility for missed course content, activities, or assignments and still counts as a missed synchronous class meeting for purposes of the MSMFT attendance requirement.
Unexcused Absence	An absence that has not been approved or adequately explained to the instructor. Failure to attend without timely communication, except when circumstances reasonably prevent communication, is considered an unexcused absence. Students remain responsible for all missed course requirements.
Warning Threshold	One missed synchronous class meeting. Following one absence, the instructor may contact the student regarding attendance, missed learning activities, and the importance of full participation in subsequent class meetings.
Grade Penalty	The MSMFT does not ordinarily use incremental letter grade reductions as a substitute for required attendance. Attendance and active participation are essential components of masters level learning and professional formation. Failure to meet attendance or participation expectations may affect applicable participation or course assessments and may trigger program review.
Course Failure	Missing more than one synchronous class meeting may require the student to retake the course, consistent with MSMFT program policy. This standard applies regardless of whether the absences are excused or unexcused because of the experiential, relational, and interactive nature of MSMFT education. Exceptional circumstances will be considered in accordance with University and MSMFT policies.
Late Arrival / Early Departure	Students are expected to arrive on time and remain actively engaged for the full scheduled class meeting. Significant or repeated late arrivals, early departures, or periods in which a student is unavailable for meaningful participation may be treated as partial attendance and, when substantial or cumulative, may constitute an absence.

Participation & Regular and Substantive Interaction (RSI)

Student Participation Expectations

This synchronous course requires consistent, meaningful engagement with content, peers, and the instructor each week. Logging in without completing activities does not count as participation.

Students are expected to:

- Come prepared — complete readings and activities before each session.
- Participate actively in discussions and group work, demonstrating critical thinking.
- Engage respectfully and honor diverse perspectives.
- Use personal devices for course purposes only unless otherwise directed.
- Submit work by established deadlines to support course pacing.

Regular and Substantive Interaction (RSI) — Instructor Commitments

- **Weekly Communication:** Weekly announcements and/or module overviews clarifying objectives, key concepts, and assignment expectations.
- **Substantive Engagement:** Instructor-facilitated discussion engagement — prompting analysis, clarifying misunderstandings, connecting posts to course concepts, summarizing takeaways.
- **Timely Feedback:** Clear grading criteria and substantive feedback on all graded work.
 - Email inquiries: response by [X] (see Communication policy above)
 - Weekly graded work (discussions, assignments): within [X] school days of the due date
 - Major assessments/projects: within [X] school days of the due date
- **Monitoring & Outreach:** Active monitoring of Canvas engagement with proactive outreach and referrals for students who miss deadlines or fall behind.

Course Activities

In-Class Activities	Recording Reflection & Consultation, Participation in Group Supervision and Case Consultation
Homework / Assignments	Beginning of Term Self Assessment & Professional Development Plan, Monthly Practicum Hour Logs, Timely Communication Regarding Clinical Risk, Ethical Concerns, and Urgent Cases, Professionalism and Engagement at Practicum Site
Quizzes / Exams	-
Projects	Site Supervisor Evaluation of Student

Course Policies

Late Work	Assignments are expected to be submitted by the deadline identified in Canvas or the course syllabus. Because timely completion of work is part of masters level academic and professional responsibility, students should plan accordingly and communicate with the instructor as early as possible when circumstances may interfere with a deadline. Late work may be accepted at the instructor's discretion and may be
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	subject to a grade reduction. Extensions should be requested before the deadline whenever circumstances reasonably permit. Approval of an extension in one circumstance does not establish an expectation of extensions for other assignments. Assignments submitted after the deadline without an approved extension may receive a grade reduction or may not be accepted, as specified by the instructor.
Make-Up Work	Opportunities to make up missed course activities, presentations, quizzes, examinations, or other time specific assignments are not automatic. When an absence or significant circumstance is approved, the instructor will determine whether the learning activity can reasonably be completed in an alternative format and may establish an appropriate make up assignment or deadline. Some synchronous, experiential, collaborative, or presentation based activities cannot be meaningfully replicated and therefore may not be eligible for make up work.
Extra Credit	Extra credit is not offered in MSMFT courses unless it is explicitly included by the instructor as part of the course design and made available equitably to the class.
Incomplete Grade	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.
Syllabus Changes	The instructor reserves the right to modify this syllabus. Changes will be communicated via Canvas announcements.
Resubmissions and Grade Review	Unless revision or resubmission is explicitly included in an assignment's instructions, submitted work is considered final and may not be revised or resubmitted for additional credit. Students who believe an assignment was graded incorrectly may request clarification or review by identifying the specific rubric criterion, assignment requirement, or calculation they believe was applied incorrectly. A request for review does not guarantee a change in grade. Differences of opinion regarding the instructor's academic evaluation of the quality of submitted work do not, by themselves, constitute a grading error.
Writing Policy	All papers should be written in APA format unless stated otherwise. APA format includes 1-inch margins, double-spaced, 12-point serif font, in-text citations, and a reference page. Please refer to the syllabus for paper submissions, over Canvas or hard copy/printed in class.
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.

Final Grades

Final grades are submitted to Self-Service (selfservice.chaminade.edu):

Grade		Range
A	4.00	90% and above
B	3.00	80-89%
C	2.00	No pass. Will need to retake the course
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, plagiarism, **and unauthorized and/or undisclosed AI usage**, in addition to more obvious dishonesty. See catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

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

AI (Artificial Intelligence) Statement

Chaminade University recognizes the increasing role of artificial intelligence (AI) technologies in academic and professional environments. AI encompasses, but is not limited to, generative AI

platforms, automated writing or content generation software, coding assistants, and similar tools. Students must ensure all submitted work genuinely reflects their knowledge and effort. Using AI to produce or significantly complete graded assignments, exams or other academic tasks – defined as use that substitutes for or substantially replaces a student’s own analysis, reasoning or written expression – without explicit instructor approval is considered academic misconduct and will be dealt with according to the University’s Academic Honesty Policy.

If an instructor has reasonable grounds to question whether submitted work genuinely reflects a student’s own knowledge, authorship, or mastery of course material — or whether it meets the course’s expectations for AI use — the instructor may require the student to provide additional or alternative evidence of authorship and content mastery. Such evidence may include drafts, notes, revision history, source materials, process explanations, oral discussion, in class work, or completion of an alternative assessment. A student’s refusal or inability to provide such evidence may be considered, along with other available information, in evaluating whether the work meets course requirements and stated learning outcomes. Instructors will not rely solely on AI detection software or other automated tools in making grading or academic integrity determinations. Such determinations will be based on the totality of the available information and handled in accordance with applicable University policies and procedures. See the catalog section *Student Use of Artificial Intelligence in Academic Work* for further information.

Title IX and Nondiscrimination

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. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Contact information and reporting options: chaminade.edu/titleix/nondiscrimination/. File a report via the [Campus Incident Report Form](#).

Nondiscrimination Policy and Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Student with Disabilities Statement

Kōkua 'Ike

Accessibility Services recognizes disability as a valued aspect of diversity and ensures equal access to the educational environment in accordance with Section 504 of the Rehabilitation Act; the Americans with Disabilities Act, as amended; and the principles and professional standards of the Association on Higher Education and Disability. Access is supported through reasonable accommodations and referrals to campus and community resources.

Appointments with the Accessibility Services Coordinator are available through Stellic at <https://chaminade.stellic.com> and may be held virtually or in person. Drop-in appointments are also welcome.

Students seeking support must meet with the Accessibility Services Coordinator as early as possible, even if they are unsure whether they have appropriate documentation of their disability or its impacts. The Accessibility Services Coordinator prioritizes listening to students' experiences and will discuss any documentation needs during the initial intake meeting. Students may seek support at any time.

Learn more at <https://chaminade.edu/ada-accommodations>.

Learn more at <https://chaminade.edu/career-services>.

Assessment of Student Work

Chaminade University may use student work anonymously to assess achievement of course, program, and institutional learning outcomes as part of ongoing quality improvement efforts.

Campus Resources & Support Services

The following resources are available to all Chaminade students. Reach out early — these services exist to support your success.

Resource	Description	Contact / Website
Accessibility Services (Kōkua 'Ike)	Accommodations under Section 504 and ADA. Contact early — appointments via Stellic, virtual or in person.	ada@chaminade.edu chaminade.edu/ada-accommodations Accessibility Services Sign up
Tutoring & Academic Coaching (Kōkua 'Ike)	Tutoring and Academic Coaching Services support students' progression toward their academic, personal, and professional goals with clarity and intention. Services include individualized support in English, math, nursing, sciences, and social sciences, as	https://chaminade.edu/tutoring-academic-coaching-services

Resource	Description	Contact / Website
	well as guidance in developing goals and study strategies.	
Career Services	Career Services supports students throughout their career journeys. Services include individualized job search strategy coaching, resume reviews, job interview coaching, and access to career-related resources and opportunities.	chaminade.edu/career-services
Basic Needs Resources	Support for food insecurity, housing instability, and other basic needs.	chaminade.edu/basic-needs/
Title IX / Nondiscrimination	Reporting and support for sex discrimination and gender-based violence. Campus Incident Report Form available online.	chaminade.edu/titleix/resources-and-support/
Hazing Prevention	Confidential support, crisis intervention, and reporting for any type of abuse including hazing.	hazingpreventionnetwork.org/athlete-helpline/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu
Campus Safety/ SafeSwords	A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events	SafeSwords Webpage

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be communicated through Canvas announcements.

Wk of	Theme	Consultation & Recording Lead	Deliverables Due
10/5	- Reflecting on growth since Practicum I - Revisiting professional development goals - Identifying current clinical strengths and learning edges - Increasing intentionality and clinical responsibility - Establishing goals for Practicum II		- Recorded Session Self-Evaluation and Reflection Discussion - Leadership of One Formal Case Consultation Presentation - Timely Communication Regarding Clinical Risk, Ethical Concerns, and Urgent Cases - Monthly Practicum Hour Log
10/12	- Moving beyond presenting problems - Identifying relational patterns, cycles, and systemic processes		- Participation in Group Supervision and Case Consultation - Weekly Supervision Preparation & Reflective Practice

Wk of	Theme	Consultation & Recording Lead	Deliverables Due
	- Integrating multiple perspectives into formulation - Refining systemic hypotheses - Connecting conceptualization to treatment direction		
10/19	- Translating formulation into clinical decisions - Prioritizing treatment goals - Selecting interventions intentionally - Evaluating whether treatment is moving toward identified goals - Adjusting treatment when progress is limited		- Participation in Group Supervision and Case Consultation - Weekly Supervision Preparation & Reflective Practice
10/26	- Recognizing when therapy becomes stuck - Identifying therapist and client contributions to impasses - Working with resistance and ambivalence - Managing competing needs within relationships - Using supervision when treatment direction becomes unclear		- Participation in Group Supervision and Case Consultation - Weekly Supervision Preparation & Reflective Practice
11/2	- Recognizing personal responses in clinical work - Managing emotional reactivity and assumptions - Understanding therapist–client interactional patterns - Using self therapeutically without centering the therapist - Developing greater intentionality in clinical presence		- Participation in Group Supervision and Case Consultation - Weekly Supervision Preparation & Reflective Practice - Monthly Practicum Hour Log
11/9	- Examining culture within systemic formulations - Power, privilege, and marginalization in therapy - Avoiding assumptions and cultural overgeneralization - Navigating differences between therapist and clients - Integrating cultural humility into assessment and intervention		- Participation in Group Supervision and Case Consultation - Weekly Supervision Preparation & Reflective Practice
11/16	- Ongoing assessment of safety and risk - Family violence, abuse, and mandated reporting considerations - Coordinating with other professionals and systems of care - Ethical decision-making under pressure - Documentation, consultation, and supervision		- Participation in Group Supervision and Case Consultation - Weekly Supervision Preparation & Reflective Practice - On-site Supervisor Evaluation
11/23	- Using client feedback and clinical observation - Evaluating progress toward treatment goals		- Participation in Group Supervision and Case Consultation - Weekly Supervision Preparation & Reflective Practice

Wk of	Theme	Consultation & Recording Lead	Deliverables Due
	• <i>Recognizing when an intervention is or is not effective</i> • <i>Responding to feedback and ruptures</i> • <i>Making intentional changes to treatment</i>		
11/30	• <i>Moving from “What should I do?” toward clinical reasoning</i> • <i>Developing an emerging personal style</i> • <i>Balancing confidence with appropriate humility</i> • <i>Knowing when to act independently and when to consult</i> • <i>Preparing for increased clinical responsibility</i>		• <i>Participation in Group Supervision and Case Consultation</i> • <i>Weekly Supervision Preparation & Reflective Practice</i>
12/7	• <i>Identifying developing clinical competencies</i> • <i>Reflecting on therapist identity</i> • <i>Identifying continued areas for development</i> • <i>Preparing for Practicum III / continued clinical training</i> • <i>Developing an ongoing professional development plan</i>		• <i>Participation in Group Supervision and Case Consultation</i> • <i>Weekly Supervision Preparation & Reflective Practice</i> • <i>Monthly Practicum Hour Log</i>
12/14	• <i>Review of strengths and growth areas</i> • <i>Individual feedback and professional development planning</i>		• <i>Check-in with supervisor at least once every 2 weeks if still seeing clients.</i>
12/21	• <i>Review of strengths and growth areas</i> • <i>Individual feedback and professional development planning</i>		• <i>Check-in with supervisor at least once every 2 weeks if still seeing clients.</i>
12/28	• <i>Review of strengths and growth areas</i> • <i>Individual feedback and professional development planning</i>		• <i>Check-in with supervisor at least once every 2 weeks if still seeing clients.</i>