



School of Family Sciences

Doctor of Marriage and Family Therapy

DMFT 8071 Introduction to Teaching, Consultation & Leadership - Individualized Study

Synchronous meetings; Meeting Days/Times, Select Tuesdays 7:00–8:00am | Credits: 3 | Section: #1 | Term: Fall 2026

Class Zoom link: <https://chaminade.zoom.us/j/98947608363>

WEEK 1 Oct 5-Oct 11	WEEK 2 Oct 12-Oct 18	WEEK 3 Oct 19-Oct 25	WEEK 4 Oct 26-Nov 1	WEEK 5 Nov 2-Nov 8	WEEK 6 Nov 9-Nov 15	WEEK 7 Nov 16-Nov 22	WEEK 8 Nov 23-Nov 29	WEEK 9 Nov 30-Dec 6	WEEK 10 Dec 7-Dec 13
	Class meeting 10/13		Class meeting 10/27	DMFT Community Meeting: Monday			Class meeting 11/24		Class meeting 12/8

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

Communication

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

School & Department

School	School of Family Sciences
Location	Behavioral Science, 115
Phone	(808) 735-4720
Questions?	Contact your instructor or the School of Family Sciences

DMFT Program Expectations

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

Doctoral Level Expectations

The DMFT is an advanced professional doctoral program. Students are expected to demonstrate doctoral level scholarship, clinical and systemic reasoning, professional judgment, self direction, preparation, and engagement throughout the course. Meeting assignment requirements alone does not necessarily demonstrate doctoral level competence. Students are expected to synthesize scholarly literature, critically evaluate ideas, apply systemic thinking, communicate professionally, respond constructively to feedback, and demonstrate increasing independence and sophistication in their work.

Professional Engagement and Disposition

The DMFT program evaluates students not only on academic performance, but also on professional development and disposition consistent with advanced clinical and professional training. Students are expected to demonstrate preparation, accountability, respectful and collaborative engagement, responsiveness to direction, openness to feedback, appropriate self reflection, ethical conduct, and professional communication with faculty and peers. These expectations apply to synchronous meetings, Canvas activities, written communication, collaborative work, presentations, and other course related interactions. Concerns involving professional conduct or disposition may be addressed by the instructor and, when appropriate, referred to the DMFT Program Director in accordance with the DMFT Student Handbook.

Feedback is part of doctoral training

Faculty feedback is an integral component of doctoral education and professional formation. Students are expected to consider feedback thoughtfully, incorporate it into subsequent work when applicable, and demonstrate increasing independence across the program. Receiving corrective or critical feedback does not, by itself, indicate unfair treatment or an adverse academic action. Students may appropriately seek clarification regarding feedback or evaluation using the processes described in this syllabus and the DMFT Student Handbook.

Professional Communication and Appropriate Advocacy

Students are encouraged to ask questions, seek clarification, express concerns, and advocate for themselves. Consistent with the expectations of doctoral professional education, these communications should be respectful, constructive, and directed through the appropriate process. Students are expected to identify the concern clearly, review relevant course requirements or policies, engage in problem solving, and communicate professionally even when disagreement exists.

Course Description & Materials

Catalog 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.

Course Snapshot

Modality	Synchronous class meetings over zoom
Meeting Location	https://chaminade.zoom.us/j/98947608363
Meeting Days/Times	Tuesdays 7:00–8:00am
Time Allocation	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 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. DMFT Doctoral Course Expectation: The credit hour calculation above establishes a minimum measure of academic engagement. DMFT coursework requires doctoral level depth, independence, synthesis, scholarly analysis, clinical and systemic reasoning, and professional application. The quality and complexity of student work, rather than time expenditure alone, determine whether doctoral level course expectations have been met.																					
	<table><tr><th>Learning Activity</th><th>Est. Hour Commitment</th><th>Description/Examples</th></tr><tr><td>Class Attendance, Discussions, & Experiential Learning Activities</td><td>4 hours</td><td>Synchronous class meetings, faculty instruction, class discussions, leadership activities, consultation practice, teaching activities, presentations, and peer feedback.</td></tr><tr><td>Assigned Readings and Course Materials</td><td>40 hours</td><td>Assigned books, chapters, scholarly articles, videos, and other course materials related to teaching, leadership, consultation, ethics, professional development, and MFT leadership.</td></tr><tr><td>Papers and Written Assignments</td><td>25 hours</td><td>Online discussions, Teaching Philosophy Paper, Consultant Profile and Scope Statement, teaching reflection, and other written preparation and reflective activities.</td></tr><tr><td>Applied Teaching and Consultation Activities</td><td>40 hours</td><td>Planning and preparation for the Guest Teaching Experience; development of lesson plans, learning activities, and assessment strategies; preparation for and completion of the recorded consultation session; and review and reflection on feedback.</td></tr><tr><td>Final Projects and/or Presentations</td><td>26 hours</td><td>Preparation and presentation of teaching and consultation experiences and development of the SELP Leadership Development Portfolio, including the personal leadership development plan.</td></tr><tr><td>Total Estimated Student Learning Time</td><td>135 hours</td><td>Minimum expected learning time for a 3 credit doctoral course.</td></tr></table>	Learning Activity	Est. Hour Commitment	Description/Examples	Class Attendance, Discussions, & Experiential Learning Activities	4 hours	Synchronous class meetings, faculty instruction, class discussions, leadership activities, consultation practice, teaching activities, presentations, and peer feedback.	Assigned Readings and Course Materials	40 hours	Assigned books, chapters, scholarly articles, videos, and other course materials related to teaching, leadership, consultation, ethics, professional development, and MFT leadership.	Papers and Written Assignments	25 hours	Online discussions, Teaching Philosophy Paper, Consultant Profile and Scope Statement, teaching reflection, and other written preparation and reflective activities.	Applied Teaching and Consultation Activities	40 hours	Planning and preparation for the Guest Teaching Experience; development of lesson plans, learning activities, and assessment strategies; preparation for and completion of the recorded consultation session; and review and reflection on feedback.	Final Projects and/or Presentations	26 hours	Preparation and presentation of teaching and consultation experiences and development of the SELP Leadership Development Portfolio, including the personal leadership development plan.	Total Estimated Student Learning Time	135 hours	Minimum expected learning time for a 3 credit doctoral course.
Learning Activity	Est. Hour Commitment	Description/Examples																				
Class Attendance, Discussions, & Experiential Learning Activities	4 hours	Synchronous class meetings, faculty instruction, class discussions, leadership activities, consultation practice, teaching activities, presentations, and peer feedback.																				
Assigned Readings and Course Materials	40 hours	Assigned books, chapters, scholarly articles, videos, and other course materials related to teaching, leadership, consultation, ethics, professional development, and MFT leadership.																				
Papers and Written Assignments	25 hours	Online discussions, Teaching Philosophy Paper, Consultant Profile and Scope Statement, teaching reflection, and other written preparation and reflective activities.																				
Applied Teaching and Consultation Activities	40 hours	Planning and preparation for the Guest Teaching Experience; development of lesson plans, learning activities, and assessment strategies; preparation for and completion of the recorded consultation session; and review and reflection on feedback.																				
Final Projects and/or Presentations	26 hours	Preparation and presentation of teaching and consultation experiences and development of the SELP Leadership Development Portfolio, including the personal leadership development plan.																				
Total Estimated Student Learning Time	135 hours	Minimum expected learning time for a 3 credit doctoral course.																				
Required Materials	All readings are provided on Canvas, SELP Handbook																					
Recommended Items	Stable internet connection, audio & video enabled device, quiet, professional, & secure space to log in from.																					
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 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)

Upon completion of DMFT 8071 the student 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

An education in the Marianist Tradition is marked by five principles. Reflect on how this course relates to one or more:

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.

DMFT 8071 embodies the Marianist values by fostering students' development as reflective, ethical, and service oriented leaders who use their expertise in teaching, consultation, mentorship, and administration to strengthen the MFT profession and the communities they serve.

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:

1. **Educate for Formation in Faith (Mana):** E ola au i ke akua ('Ōlelo 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 ('Ōlelo No'eau 1957) — Acquire skill and make it deep.
3. **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.
4. **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.
5. **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
Marianist Values	1,2,5	5	1,2,4
PLOs	1,5,6	1,6	5,6
Native Hawaiian Values	1,2,5	5	1,3,4

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 DMFT 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 DMFT does not ordinarily use incremental letter grade reductions as a substitute for required attendance. Attendance and active participation are essential components of doctoral 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 DMFT program policy. This standard applies regardless of whether the absences are excused or unexcused because of the experiential, relational, and interactive nature of DMFT education. Exceptional circumstances will be considered in accordance with University and DMFT 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.

In-Class Participation Expectations

Attendance in a synchronous DMFT course means being present and meaningfully available for participation throughout the scheduled class session. Students are expected to join class from a safe, stable, and appropriate learning environment that permits sustained attention, discussion, use of video and audio, breakout activities, presentations, and engagement with course materials.

Participation from circumstances that substantially prevent attention or engagement may be treated as nonattendance or partial attendance at the instructor's discretion. Students should plan for synchronous class meetings as they would an in person doctoral seminar.

Students are expected to arrive on time and remain for the entire session. Repeated tardiness, early departure, or extended periods of disengagement may affect attendance or participation evaluation.

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.

Course Activities

In-Class Activities	Lecture and discussion, applied teaching activities, consultation practice, leadership reflection, teaching and consultation presentations
Homework / Assignments	Assigned readings, online discussions, Teaching Philosophy Paper, Consultant Profile and Scope Statement, teaching reflection
Projects	Guest Teaching Experience, Recorded Consultation Session and Presentation, SELP Leadership Development Portfolio

Course Learning Outcomes (CLO)	Assessment & Description	Contribution to final grade
CLO 1: Describe leadership models as it relates to professional development and identity (PLO1; PLO5; PLO6)	Online Discussions - Reflect on readings/videos and discuss leadership models, ethical leadership, professionalism, collaboration, and effective communication	25%
	Pedagogical/Teaching Philosophy paper - The teaching philosophy statement is a reflective document that articulates your beliefs, values, and approach to teaching and learning	15%
CLO 2: Practice professional leadership and mentorship strategies (PLO3; PLO6)	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 & Presentation (5%)	25%
	Consultation Presentation - Construct a Consultant profile and scope statement - Conduct (recorded) consultation session on an area of expertise and reflect on effectiveness - Present reflection in class	25%
	Attendance to class - Missing more than 1 class will result in a failing grade and having to retake the course	P/F
CLO 3: Develop an individual plan for personal and professional development as a consultant and leader (PLO5; PLO6)	SELP Portfolio (partial) - Develop a personal leadership development plan that outlines goals and strategies for continued leadership growth in the field	10%

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 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 doctoral 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 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 DMFT courses unless it is explicitly included by the instructor as part of the course design and made available equitably to the class.
Incomplete Grade	An Incomplete is not automatically granted and is not intended to provide additional time to improve a grade or complete work that could reasonably have been completed during the term. An Incomplete may be considered when a student has successfully completed the substantial majority of course requirements but is unable to complete remaining work because of documented extenuating circumstances. Students should communicate with the instructor as early as reasonably possible. Any Incomplete must be approved and resolved in accordance with University and DMFT program policy.
Syllabus Changes	The instructor may make reasonable modifications to the course schedule, readings, assignments, or other elements of the syllabus when necessary to support course learning outcomes or respond to circumstances arising during the term. Students will be notified of substantive changes through Canvas, Chaminade email, and/or class announcements. Changes will not be applied retroactively in a manner that unfairly disadvantages students.
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.

Final Grades

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

Grade	GPA	Range
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, 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's 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>

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
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 well as guidance in developing goals and study strategies.	chaminade.edu/tutoring-academic-coaching-services
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/
Campus Safety / SafeSwords	Security escort service for anyone who feels unsafe walking alone on campus at any time of day. Call security and a professional will escort you to your destination.	chaminade.edu/student-life/security/campus-safeswords-program/
CUH Alert Emergency Notification	Emergency text system. Register your cell number via the Chaminade portal and confirm the text to complete enrollment.	chaminade.edu

Weekly Course Schedule

Note: The instructor reserves the right to modify this schedule. Changes will be announced in class and posted to Canvas.

[How to Plan and Deliver Impactful Guest Lectures](#)

[Making Lectures Engaging and Effective](#)

Week	Theme	Activities / Topics / Readings	Due Dates
WEEK 1 Oct 5-Oct 11	Introduction & Planning No Class Meeting	• Sign-up for Guest Lecture • Identify Consultation Topic	End of Week 1
WEEK 2 Oct 12-Oct 18	Effective Teaching Teaching Assessment & Evaluation	• Discuss preparing to teach; guest lecture etiquette • Readings 1. Palmer Ch 1, 3-5 2. Friere Ch 1 3. Karam, et al., (2015)	Discussion 1 Submit Consultant profile and scope statement by 10/18
WEEK 3 Oct 19-Oct 25	Leadership Styles & Models No Class Meeting	• Scheduling with consulting party • Readings 1. Nawas (2016) 2. Fowler Ch 2, 4 3. SCAN: Trastek, et al., (2013) 4. SCAN: Landis, et al., (2014)	
WEEK 4 Oct26-Nov 1	Philosophy of Teaching Approaching a Consulting Framework	• Discuss consulting deliverables; Scheduling with consulting party • Discuss Teaching Philosophy • Readings: 1. Bransford et al., (2005) 2. SCAN: Shepard (2001) 3. Forehand (2005) 4. Armstrong (2010) 5. Case Ch 1, 2	Check-in about Teaching & Consultation activities
WEEK 5 Nov 2-Nov 8	Leadership Ethics No Class Meeting	• Readings 1. Herres Ch 1, 2, 13 2. Bolman & Deal (2017) 3. Ahmad, et al., (2017) 4. SCAN: Fay Ch 6 5. SCAN: Goleman, Boyatzis & McKee Ch 1-3	Discussion 2
WEEK 6 Nov 9-Nov 15	Consultation styles and methods No Class Meeting	• Readings: 1. Andolfi & Haber Ch 1,2,4 2. Gallessich (1985) 3. SCAN: Wagner (2008) 4. SCAN: Timms 11-12	Discussion 3
WEEK 7 Nov 16-Nov 22	Leadership in the Field No Class Meeting	• Readings: 1. Say Ch 1-2 2. Timms Ch 1-3 3. SCAN: Muhammad (2023) 4. McDowell, Knudson-Martin & Bermudez (2022)	
WEEK 8 Nov 23-Nov 29	Consultation structure	• Readings: 1. Atwood & Weinstein (2002) 2. Bloch (1984)	Consultation Presentation

Week	Theme	Activities / Topics / Readings	Due Dates
WEEK 9 Nov 30-Dec 6	Consolidation No Class Meeting	Teaching review	Submit Teaching Philosophy paper by Sunday 12/6
WEEK 10 Dec 7-Dec 13	Completing the term		Teaching: Brief reflection & Presentation

Supervisor, Educator & Leader Portfolio

Domain Portfolio Item	Possible portfolio items
Research & Scholarship	- A draft of a grant application/Grant proposals - Evidence of publishable manuscripts - Research proposals with instructor feedback* - IRB application with feedback* - Evidence of presentations or posters at state, national, or international conferences - Statement of program of research
Teaching/Supervision	- Evidence of successful teaching/student evaluations* - Statement of teaching philosophy* - Evidence of any relationship education provided - Syllabi or teaching plan constructed
Clinical Practice	- Evidence of advance clinical competence and professionalism - Attended trainings/conferences - Any promotions or additional responsibilities, job assignments, roles, designations within agency/clinical workplace - Professional or Personal Feedback/Acknowledgments /Evaluations from employer, clients, families, mental health team, collaborators for specific cases, e.g., court system/legal representatives - Program needs assessments (you have led or contributed to)
Citizenship, Leadership, and Service (Diversity, Service, Justice, Wellness, and Peace)	- Evidence of service to the public or profession - Diversity statement - Pro-bono services provided - Any participation in committee, board or task force related to the field - Evidence of any consultation provided to agencies, other providers - Program evaluations of your organization/agency (you have led or contributed to) - Budget evaluations (you have led or contributed to)