

Course Syllabus

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 <p>POINT LOMA NAZARENE UNIVERSITY</p>	<p>College of Extended Learning</p> <p>MA in Clinical Counseling</p> <p>PSY6026: Counseling Theories and Faith Integration II</p> <p>3 Units</p>
<p>Fall 2023</p> <p>August 28 - December 17</p>	
<p>Meeting days/times:</p> <p>Tuesdays, 5:30 p.m. - 8:15 p.m.</p>	<p>Co-Instructor: Grayson Wallen, MA, LPCC, NCC</p> <p>Email: gwallen@pointloma.edu (mailto:gwallen@pointloma.edu)</p> <p>Calendly: www.GraysonWallen.com/calendly  (http://www.GraysonWallen.com/calendly)</p> <p>Phone: 480-234-8363</p>
<p>Meeting location: Mission Valley Campus</p>	<p>Co-Instructor: Amanda Stransky, MA, LMFT</p> <p>Email: astransk@pointloma.edu (mailto:astransk@pointloma.edu)</p> <p>Office Hours: https://amandastransky.clientsecure.me/request/service   (https://amandastransky.clientsecure.me/request/service)</p> <p>Phone: 619-636-0075</p>

COURSE DESCRIPTION

The University catalog describes this course as continuing exploration of psychological therapies and techniques with emphasis on the adoption of a theoretical orientation for explaining the etiology and treatment of various mental disorders. This course is a preparation course for practicum, with specific

instruction in case management, from intake to termination. Close attention is paid to available systems of care and community resources for the severely mentally ill.

Course design: Each student will be asked to pick a case from their current case load at practicum. We will look carefully at your patient using the material covered in class. At the end of the course you should have a hypothetical or mock clinical documentation of the entire course of treatment (e.g., Treatment Plan, Psycho-social History, Diagnosis, Case Formulation, Summary of Treatment, and Termination). We will highlight selected topics from the required readings, demonstrate clinical concepts through role-play/case review, and together discuss, study, and explore relevant ideas. *Students are responsible for all assigned readings*, whether or not discussed in class. Students are expected to read and digest all assignments prior to the class date for which they are assigned.

GROUND RULES OF THE COURSE

Together we will create a dynamic learning environment where:

1. Learning is challenging but safe
2. Learning is experiential and active
3. Communication is open . . . opposing viewpoints are welcomed
4. All are learners and all are teachers . . . we will learn from each other
5. Mistakes are okay . . . this is a no-guilt, no-blame zone
6. The point is to learn and grow ... grades are a by-product and not the goal
7. Integrity and honesty are expected

Please jot down some of your expectations for this course.

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

INSTITUTIONAL LEARNING OUTCOMES (ILO)



1. **Learning, Informed by our Faith in Christ**

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. **Growing, In a Christ-Centered Faith Community**

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

3. **Serving, In a Context of Christian Faith**

Students will serve locally and/or globally in vocational and social settings.

PROGRAM LEARNING OUTCOMES (PLO)

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.
2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context).
3. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.
4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

REQUIRED TEXTS AND RECOMMENDED RESOURCES

Coughlin, P. (2017). *Maximizing Effectiveness in Dynamic Psychotherapy*. Routledge.

Halbur, D & Halbur, K. V. (2019). *Developing your theoretical orientation in counseling and psychotherapy* (4th ed.).

Harris, R. (2019). *ACT Made Simple: An Easy-to-Read Primer on Acceptance and Commitment Therapy* (2nd ed.). New Harbinger Publications, Inc.

Johnson, S. M., & Johnson, S. M. (2019). *The practice of emotionally focused couple therapy: Creating connection* (3rd ed.). Brunner-Routledge.

Recommended Reading for Further Exploration

**** See pages 44-48 of Halbur & Halbur text for list of original texts sorted by school of thought.**

Psychodynamic

Horner, A. J. (1991). *Psychoanalytic Object Relations Therapy*. Jason Aronson Inc.

Mitchell, S. A., & Black, M. J. (1995). *Freud and Beyond: A history of modern psychoanalytic thought*. Basic Books.

McWilliams, N. (2004). *Psychoanalytic psychotherapy: A practitioner's guide*. The Guilford Press.

McWilliams, N. (1999). *Psychoanalytic Case Formulation*. The Guilford Press.

Mitchell, S. A. (1988). *Relational Concepts in Psychoanalysis: An Integration*. Harvard University Press.



Mitchell, S. A., & Black, M. J. (1995). *Freud and Beyond: A history of modern psychoanalytic thought*. Basic Books.

Wachtel, P. L. (1993). *Therapeutic Communication: Principles and Effective Practice*. The Guilford Press.

Cognitive-Behavioral

Bach, P. A., & Moran, D. J. (2008). *ACT in practice: Case conceptualization in acceptance & commitment therapy*. New Harbinger Publications.

Beck, A. T., Freeman, A., Davis, D. D., & Associates. (2003). *Cognitive therapy of personality disorders* (2nd ed.). Guilford Press.

Beck, A. T., Rush, A. J., Shaw, B. F., & Emery, G. (1979). *Cognitive therapy of depression*. Guilford Press.

Beck, A. T., Wright, F. D., Newman, C. F., & Liese, B. S. (1993). *Cognitive therapy of substance abuse*. Guilford Press.

Persons, J. B. (2008). *The case formulation approach to cognitive-behavior therapy*. Guilford Press.

Persons, J. B., Davidson, J., & Tompkins, M. A. (2001). *Essential components of cognitive-behavior therapy for depression*. American Psychological Association.

Tan, S. Y. (2011). *Counseling and psychotherapy: A Christian perspective*. Baker Academic.

Systems Theories

Bauman, P. J. (1998). "Marital intimacy and spiritual well-being. *Journal of Pastoral Care*, 133-145.

Butler, M. H., Stout, J. A. ; Gardner, B. C. (2002). Prayer as a conflict resolution ritual: Clinical implications of religious couples' report of relationship softening, healing perspective, and change responsibility. *American Journal of Family Therapy*, 30 19-37.

Butler, M. H., Gardner, B. C. Bird, M. H. (1998). Not just a time-out: Change dynamics of prayer for religious couples in conflict situations. *Family Process*, 37, 451-475.

Butler, M. H., Harper, J. M. (1994). The divine triangle: God in the marital system of religious couples. *Family Process*, 33, 277-286.

Call, V. R. A. and T. B. Heaton (1997). Religious influence on marital stability. *Journal for the Scientific Study of Religion*, 382-392.

Doherty, W. (1997). How therapists harm marriages and what we can do about it. *Journal of Couple and The Responsive Community*, 7, 31 – 42. (<http://www.smartmarriages.com/dohertyarticle.html> 
(<http://www.smartmarriages.com/dohertyarticle.html>.)

Doherty, W. J. (2002). Bad couples therapy: How to avoid it. *Psychotherapy Networker*, 26. (<http://www.smartmarriages.com/badcouples.doherty.html> )



(<http://www.smartmarriages.com/badcouples.doherty.html>.)

Gurman, A. S. (2008). *Clinical handbook of couple therapy* (4th ed.). Guilford.

Griffith, J. L. (1986). Employing the God family relationship in therapy with religious families. *Family Process*. 25, 609-618.

Griffith, J. L., & Griffith, M. E. (1992). Therapeutic change in religious families: Working with the God-construct. In Burton, L. (Ed.), *Religion and the family* (pp. 63-86). Haworth.

Hargrave, T. D. & Pfitzer, F. (2011). *Restoration therapy: Understanding and guiding healing in marriage and family therapy*. Routledge.

Snyder, D. & Whisman, M. (2003). *Treating difficult couples*. Guilford Press.

Waite, L. J., & Gallagher, M. (2000). *The case for marriage*. Doubleday.

COURSE LEARNING OUTCOMES

1. Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.
2. Students will demonstrate knowledge, understanding and competence in fundamental and advanced counseling skills.
3. Students will further refine one's own theoretical orientation to guide one's own practice.
4. Student will identify therapist characteristics and behaviors that influence the counseling process.
5. Students will be able to identify diversity issues related to prescribed theories and choose and apply appropriate counseling strategies and techniques with diverse populations.
6. Students will be able to conceptualize clients from a variety of theoretical perspectives and apply appropriate theory-based interventions.

COURSE REQUIREMENTS

1. Participation and Attendance

I believe truth emerges through dialogue; learning happens when we converse and connect with each other. Therefore, I want class sessions to be a relational experience, characterized by personal conversation, rather than passive reception of a list of facts that you will have to regurgitate later. I expect you to take ownership of your learning process and to be intentional about reflecting on what you are talking about what matters to you. When I or others are talking, I encourage you to be thinking the following and to respond accordingly: *Do I agree? Do I disagree? What else do I need to ask to better understand what they are saying? What else is important for me to know about this?* And finally, since you can't talk if you aren't there, I expect you to come to class. The assessment of participation will be given based on the above criteria.

All students are to have read all assigned readings and arrive to class with **two thoughtful discussion questions to discuss** in class. Not only are you to come up with two questions, you are also required to answer those questions yourselves. The answers to your two questions need to be

at least one paragraph long (roughly 5 lines). Additionally, please submit those questions and answers online each week.

2. Reflection Posts

To begin the course, there will be two reflection posts (400-500 words) to help develop your theoretical orientation and case conceptualization skills.

3. Concepts and Intervention

In this assignment, you need to list 20 concepts/ideas and/or interventions from the readings that you find beneficial and will use in your practice with your clients. There will be three lists in total. Each list will be due when the main text for that particular model of therapy is completed.

We will create our lists based on Emotionally Focused Therapy, Intensive Short-Term Dynamic Psychotherapy, and Acceptance and Commitment Therapy.

List what the concept/idea/intervention is and how it will inform your work with your clients. Provide examples when applicable. For interventions, please provide a definition of what they are and an imagined short transcript demonstrating the intervention in action.

4. Paper 1: Self & Theoretical Orientation

Each student will choose the theoretical orientations they have studied or have become interested in over the course of their studies (Use the Selective Theory Sorter in your Halbur & Halbur text (pp. 32-37) as a possible guide).

This paper should identify important leaders in the field, the theory's core beliefs about human nature and pathology, identify key interventions, diversity considerations, ideal population, and limitations.

Students will then examine the theories in relation to self—strengths, values, personality traits, culture, faith, etc.

It should be **8-10 pages** (excluding title page and references), formatted in **APA-style 7** (1" margins, double-spaced, 12-pt Times New Roman font, with title and reference pages, etc.), and should include a **minimum of 4 academic references**. Do not use websites as an academic reference.

5. Paper 2: In-Depth Theoretical Orientation Exploration

Utilizing the theory focused on in Paper 1, students will apply a theoretical orientation to their  of 1 of 4 possible therapy vignettes given by the professor. The paper will include a thorough conceptualization using key terms from the theory of choice.

6. Final Presentation

The final presentation is your chance to share with the class your personal journey of choosing a theoretical orientation. It is a culmination and synthesis of the three papers you have written for the course. The presentation should examine the theory in relation to self—strengths, values, personality traits, culture, faith, etc. It should show how you relate to the theory's core beliefs about human nature and pathology, key interventions, and diversity considerations (in other words, how does it

“fit”). And finally, you should identify a chosen population with whom you hope to do this work and how it also “fits” for them. Presentations should be no longer than 10-12 minutes maximum. All citations from paper should be included in presentation.

APA Papers

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [APA 7th Edition Help File \(https://canvas.pointloma.edu/courses/70875/pages/apa-7th-edition-help-file\)](https://canvas.pointloma.edu/courses/70875/pages/apa-7th-edition-help-file)
- [The OWL at Purdue: APA Style ↗ \(https://owl.english.purdue.edu/owl/section/2/10/\)](https://owl.english.purdue.edu/owl/section/2/10/)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

Distribution of Course Hours

Assignments	Course Hours
Attendance and Participation	35
Required Reading	30
Reflections; Concepts and Interventions	12
Papers	30
Presentation	5
TOTAL HOURS	112

ASSESSMENT AND GRADING



Assignments with Point Values

Assignments	PERCENTAGE
Attendance and Class Participation	10%
Reflections; Concepts and Interventions	25%
Paper 1	25%
Paper 2	25%
Presentation	15%

Assignments	PERCENTAGE
Total	100%

Attendance and Participation

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See Academic Policies in the Graduate and Professional Studies Catalog for additional detail.

In the event of an officially excused absence on the due date of an assignment, the assignment will be due the next class time. All penalties for late assignments will then be assessed from that revised due date.

Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice. The following criteria will be used to evaluate participation:

- Participation in discussions
- Appropriateness of comments
- Comments useful for clarification or meaningful contribution to the class
- Willingness to participate in exercises and simulations
- Sensitivity to participation of others in the class; avoid dominating discussions
- Class participation demonstrates understanding of learned theory

All students are to have read all assigned readings and arrive to class with **two thoughtful discussion questions to discuss** in class. Not only are you to come up with two questions, you are also required to answer those questions yourselves. The answers to your two questions need to be at least one paragraph long (roughly 5 lines). Additionally, please submit those questions and answers online each week.

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professor. Then if no accommodations can be made, you are responsible to follow through (provided the drop request meets the stated calendar deadline established by the University).



Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

Note: All late assignments will receive a lower grade.

Grade Scale

Standard Grade Scale Based on Percentage of Points Earned				
A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Students must achieve a minimum grade of B- to pass this class.

Note: In graduate school, students must maintain a minimum cumulative GPA of 3.0 throughout the period of their enrollment. Students will be placed on academic probation if a cumulative 3.0 grade-point average is not maintained, or when they obtain a grade below a B- in their course work. Students may be disqualified from further graduate work if a cumulative 3.0 GPA is not maintained or if they obtain a total of two grades below a B- in their coursework.

ELECTRONICS POLICY

The use of portable electronic devices (including laptop and tablet computers, cell phones, digital organizers, and the like) is **prohibited** during class time. Research has shown these devices to be a major distraction for many students, including those not actively using them (Martin, 2012). Students who interact with their personal electronic devices during class have difficulty maintaining attention on what is happening in the classroom (Wei, Wang, & Klausner, 2012). Ultimately, these devices appear to negatively impact student learning (Fischman, 2009; Fried, 2008).

You may keep your cellphone on, set to **silent or vibrate**, and out of view. If you absolutely must take a call or place a text – which should only be in case of emergency – please step outside of the classroom to do so. Save all texting, emailing, and other communication for break times or before or after class. Students who fail to abide by this policy may be required to leave the class, and may see their grades impacted, at the discretion of the instructor.

Background and related research:

Fischman, J. (2009). Students stop surfing after being shown how in-class laptop usage lowers scores. Retrieved April 22, 2010 from <http://chronicle.com/blogPost/Students-Stop-Surfing-After/4576>  (<https://mail.alliant.edu/owa/redir.aspx?C=0mhXrIYuUkevZvfOH6g-jJ170L20Wc8lvtng593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=https%3a%2f%2femail.alliant.edu/Stop-Surfing-After%252f4576>).

Foster, A. L. (2008). Law professors rule laptops out of order in class. Retrieved April 22, 2010 from <http://chronicle.com/article/Law-Professors-Rule-Laptops/29745>  (<https://mail.alliant.edu/owa/redir.aspx?C=0mhXrIYuUkevZvfOH6g->

[jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww.unh.edu%2fnews/docs/UNHtextingstudy.pdf](https://mail.alliant.edu/owa/redir.aspx?C=0mhXrIYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww.unh.edu%2fnews/docs/UNHtextingstudy.pdf)  <https://mail.alliant.edu/owa/redir.aspx?C=0mhXrIYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww.unh.edu%2fnews/docs/UNHtextingstudy.pdf>.

Fried, C. B. (2008). In class laptop use and its effects on student learning. *Computers and Education*, 50(3), 906-914. DOI# 10.1016/j.compedu.2006.09.006

Martin, C. (2012). In-class texting behaviors among college students. Retrieved August 16, 2012 from <http://www.unh.edu/news/docs/UNHtextingstudy.pdf>  <https://mail.alliant.edu/owa/redir.aspx?C=0mhXrIYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww.unh.edu%2fnews/docs/UNHtextingstudy.pdf>.

<https://mail.alliant.edu/owa/redir.aspx?C=0mhXrIYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww.unh.edu%2fnews/docs/UNHtextingstudy.pdf>.

[jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww.unh.edu%2fnews/docs/UNHtextingstudy.pdf](https://mail.alliant.edu/owa/redir.aspx?C=0mhXrIYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww.unh.edu%2fnews/docs/UNHtextingstudy.pdf).

Mueller, P. A., & Oppenheimer, D. M. (2014). The pen is mightier than the keyboard: Advantages of longhand over laptop note taking. *Psychological Science*, 25, 1159-1168.

Mortkowitz, L. (2010). The blackboard versus the keyboard. Retrieved April 22, 2010 from <http://www.thebigmoney.com/articles/diploma-mill/2010/04/20/blackboard-versus-keyboard?page=full>  <https://mail.alliant.edu/owa/redir.aspx?C=0mhXrIYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=https%3a%2f%2fwww.thebigmoney.com/articles/diploma-mill/2010/04/20/blackboard-versus-keyboard?page=full>.

<https://mail.alliant.edu/owa/redir.aspx?C=0mhXrIYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=https%3a%2f%2fwww.thebigmoney.com/articles/diploma-mill/2010/04/20/blackboard-versus-keyboard?page=full>.

[jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=https%3a%2f%2fwww.thebigmoney.com/articles/diploma-mill/2010/04/20/blackboard-versus-keyboard%253fpage%253dfull](https://mail.alliant.edu/owa/redir.aspx?C=0mhXrIYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=https%3a%2f%2fwww.thebigmoney.com/articles/diploma-mill/2010/04/20/blackboard-versus-keyboard?page=full)). (That link no longer works, but a summary was retrieved August 19, 2012 from

http://www.law.gmu.edu/news/2010/krauss_laptops  https://mail.alliant.edu/owa/redir.aspx?C=0mhXrIYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww.law.gmu.edu/news/2010/krauss_laptops.

[http://www.law.gmu.edu/news/2010/krauss_laptops](https://mail.alliant.edu/owa/redir.aspx?C=0mhXrIYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww.law.gmu.edu/news/2010/krauss_laptops)  https://mail.alliant.edu/owa/redir.aspx?C=0mhXrIYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww.law.gmu.edu/news/2010/krauss_laptops.

[jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww.law.gmu.edu/news/2010/krauss_laptops](https://mail.alliant.edu/owa/redir.aspx?C=0mhXrIYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww.law.gmu.edu/news/2010/krauss_laptops).)

Ravizza, S. M., Uitvlugt, M. G., & Fenn, K. M. (2017). Logged in and zoned out. *Psychological Science*, 28, 171-180.

Wei, F. F., Wang, Y. K., & Klausner, M. (2012). Rethinking college students' self-regulation and sustained attention: Does text messaging during class influence cognitive learning? *Communication Education*, 61(3), 185-204. DOI# 10.1080/03634523.2012.672755. Summary available online at

<http://www.sciencedaily.com/releases/2012/04/120404101822.htm> 

<https://mail.alliant.edu/owa/redir.aspx?C=0mhXrIYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww.sciencedaily.com/releases/2012/04/120404101822.htm>

[jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww.sciencedaily.com/releases/2012/04/120404101822.htm](https://mail.alliant.edu/owa/redir.aspx?C=0mhXrIYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww.sciencedaily.com/releases/2012/04/120404101822.htm) 



COURSE POLICIES

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

1. Academic Honesty

Students should demonstrate academic honesty by doing original work and by giving appropriate

credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See Academic Policies in the [current PLNU catalog](https://catalog.pointloma.edu/). (<https://catalog.pointloma.edu/>) for further information.

2. Identity Fraud

Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from Point Loma.

3. Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](http://www.pointloma.edu/experience/academics/class-schedules) (<http://www.pointloma.edu/experience/academics/class-schedules>) site. No requests for early examinations will be approved.

4. Participation

Your participation (think of this as 'contribution') in the course is monitored and graded. Your interaction with the course content, the instructor, fellow students, and the learning process directly influences your level of success in the course. You need to demonstrate that you have truly completed the assigned readings, shared what you learned from them, and demonstrate understanding and application of the concepts presented. Participation in the course will benefit your overall online experience as well as the experience of others in the course.

5. Classroom Etiquette

Students are expected to actively engage in an adult learning environment. Behaviors that disrupt the classroom environment and interfere with the learning of others are prohibited. Examples include talking with other students during a presentation or when others are speaking, texting, gaming, internet browsing, or reading non-course related materials. All pagers, cellphones, and other electronic communication devices will be turned off at the beginning of class. Tablets and computers are allowed in class for note-taking purposes only, unless otherwise directed by the instructor. Arriving late and leaving early are strongly discouraged and disruptive to the class.

Respect each person's opinions. Be considerate while your peers are speaking and actively engage



them only when they have completed their point. Discourteous comments and side conversations will not be tolerated and will be addressed openly and directly by the instructor. Should a student's behavior become disruptive to the productivity of the course they will be asked to leave the classroom and not receive credit for attendance.

6. **Withdrawal**

If you need to withdraw from the class, please notify the instructor **and** your Point Loma advisor immediately. A student may withdraw by the end of the first week of class and receive a grade of W. If a student withdraws from the program, he/she must submit a letter for withdrawal. A last date to withdraw is posted in the Academic Calendar on the PLNU website. Students will be assigned a grade of W or WF consistent with Point Loma Nazarene University policy in the grading section of the catalog. Failure to attend class does not constitute a withdrawal and students will receive an "F" if not properly withdrawn. Withdrawing from a class may result in a graduated refund and may affect your financial aid. Be sure to contact your financial aid counselor.

7. **Use of Technology**

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349) (<https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349>) page. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. If you do need technical help you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus help desk (619.849.2222).

8. **University Catalog**

For additional Point Loma policy items, review the latest [Point Loma Nazarene University Catalog](https://catalog.pointloma.edu/index.php) (<https://catalog.pointloma.edu/index.php>).

9. **Confidentiality of Course Discussion and Assignments**

Materials posted to the class discussion or to an assignment thread are for class use only. Students and faculty are to protect the confidentiality of all classroom materials and should never transmit any classroom materials without specific written permission of the person quoted and the instructor.



10. **Academic Accommodations**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester. PLNU highly recommends that students speak with their professors

during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

11. Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate and Adult Degree Completion students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain, Rev. Gordon Wong, who is available during class break times across the week. If you have questions for, desire to meet or share a prayer request with the Mission Valley Chaplain directly at mvchaplain@pointloma.edu (<mailto:mvchaplain@pointloma.edu>). In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

12. Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

13. **Artificial Intelligence:** Papers or assignments that are clearly created without personal engagement with required material will be addressed by the professor assigned and could result in loss of points, reworking assignment(s), or other appropriate recourse.

14. Professor's Other

Learning counseling skills and discussing counseling topics inevitably raises personal emotions, thoughts, beliefs, and memories. In order to maintain a healthy learning environment it is necessary that students be able to ask questions and voice their discomfort in a classroom that is an emotionally safe setting. Students are expected to demonstrate patience and respect toward colleagues who may struggle with the course material for personal reasons. As an academic course, however, the classroom is not intended to be group or individual therapy.

Students are expected to master the course content and skills despite personal reactions. The ability to focus on others regardless of whatever personal situations are occurring is a hallmark of counseling.



Areas of personal growth and healing are often areas of our most effective work. Should a student experience acute or ongoing distress due to class material or exercises they are encouraged to speak individually with the instructor or other trusted person in their life (therapist, family/friend, mentor, etc.)

COURSE SCHEDULE AND ASSIGNMENTS

See the [Course Schedule page here \(https://canvas.pointloma.edu/courses/70875/pages/course-schedule\)](https://canvas.pointloma.edu/courses/70875/pages/course-schedule).

The professor reserves the right to modify the syllabus throughout the semester to accomplish the learning objectives of the course. Schedule changes will be noted in class and posted online.

Course Summary:

Date	Details	Due
Mon Aug 28, 2023	 Academic Honesty Verification Statement https://canvas.pointloma.edu/courses/70875/assignments/942479	due by 11:59pm
		
	 Session 1 Agenda	to do: 5:30pm
Tue Aug 29, 2023	 Session 1: Attendance and Participation Questions https://canvas.pointloma.edu/courses/70875/assignments/942497	due by 5:59pm
		
Sun Sep 3, 2023	 Asynchronous Learning Assignment https://canvas.pointloma.edu/courses/70875/assignments/958420	due by 11:59pm
		
	 Reflection Post #1 https://canvas.pointloma.edu/courses/70875/assignments/942488	due by 5:30pm
		
Tue Sep 5, 2023	 Session 2: Attendance and Participation Questions https://canvas.pointloma.edu/courses/70875/assignments/942498	due by 5:30pm
		
	 Session 2 Agenda	to do 
Tue Sep 12, 2023	 Reflection Post #2 https://canvas.pointloma.edu/courses/70875/assignments/942488	due by 5:30pm
		
	 Session 3: Attendance and Participation Questions	due by 5:30pm

Date	Details	Due
	https://canvas.pointloma.edu/courses/70875/assignments/942499 	
	 Session 3 Agenda	to do: 5:30pm
	 Paper 1 - Self & Theoretical Orientation (Turnitin) https://canvas.pointloma.edu/courses/70875/assignments/942486 	due by 5:30pm
Tue Sep 19, 2023	 Session 4: Attendance and Participation Questions https://canvas.pointloma.edu/courses/70875/assignments/942500 	due by 5:30pm
	 Session 4 Agenda	to do: 5:30pm
Tue Sep 26, 2023	 Session 5: Attendance and Participation Questions https://canvas.pointloma.edu/courses/70875/assignments/942501 	due by 5:30pm
	 Session 5 Agenda	to do: 5:30pm
Tue Oct 3, 2023	 Session 6: Attendance and Participation Questions https://canvas.pointloma.edu/courses/70875/assignments/942502 	due by 5:30pm
	 Session 6 Agenda	to do: 5:30pm
Tue Oct 10, 2023	 Concepts and Intervention - Emotionally Focused Therapy https://canvas.pointloma.edu/courses/70875/assignments/942482 	 due by 5:30pm
	 Session 7: Attendance and Participation Questions https://canvas.pointloma.edu/courses/70875/assignments/942503 	due by 5:30pm
	 Session 7 Agenda	to do: 5:30pm

Date	Details	Due
Tue Oct 17, 2023	 Session 8: Attendance and Participation Questions https://canvas.pointloma.edu/courses/70875/assignments/942504	due by 5:30pm
	 Session 8 Agenda	to do: 5:30pm
Sun Oct 22, 2023	 Mid-Course Survey https://canvas.pointloma.edu/courses/70875/assignments/942480	due by 11:59pm
Tue Oct 24, 2023	 Session 9 Attendance and Participation Questions https://canvas.pointloma.edu/courses/70875/assignments/942505	due by 5:30pm
	 Session 9 Agenda	to do: 5:30pm
Tue Oct 31, 2023	 Session 10 Attendance and Participation Questions https://canvas.pointloma.edu/courses/70875/assignments/942490	due by 5:30pm
	 Session 10 Agenda	to do: 5:30pm
Tue Nov 7, 2023	 Concepts and Intervention - Intensive Short-Term Dynamic Psychotherapy https://canvas.pointloma.edu/courses/70875/assignments/942483	due by 5:30pm
	 Session 11 Attendance and Participation Questions https://canvas.pointloma.edu/courses/70875/assignments/942491	due by 5:30pm
	 Session 11 Agenda	to do: 5:30pm
Tue Nov 14, 2023	 Session 12 Attendance and Participation Questions	due by 5:30pm



Date	Details	Due
	https://canvas.pointloma.edu/courses/70875/assignments/942492 	
	 Session 12 Agenda	to do: 5:30pm
Sun Nov 19, 2023	 Paper 2 - Case Study & Application of Theory (Turnitin) https://canvas.pointloma.edu/courses/70875/assignments/942487 	due by 11:59pm
Tue Nov 21, 2023	 Session 13 Attendance and Participation Questions https://canvas.pointloma.edu/courses/70875/assignments/942493 	due by 5:30pm
	 Session 13 Agenda	to do: 5:30pm
Tue Nov 28, 2023	 Session 14 Attendance and Participation Questions https://canvas.pointloma.edu/courses/70875/assignments/942494 	due by 5:30pm
	 Session 14 Agenda	to do: 5:30pm
	 Concepts and Intervention - Acceptance and Commitment Therapy https://canvas.pointloma.edu/courses/70875/assignments/942481 	due by 5:30pm
Tue Dec 5, 2023	 Final Presentation https://canvas.pointloma.edu/courses/70875/assignments/942485 	due by 5:30pm
	 Session 15 Attendance and Participation Questions https://canvas.pointloma.edu/courses/70875/assignments/942495 	due by 5:30pm
	 Session 15 Agenda	to do: 5:30pm



Date	Details	Due
Tue Dec 12, 2023	 Session 16 Attendance and Participation Questions	due by 5:30pm
	https://canvas.pointloma.edu/courses/70875/assignments/942496	
	 Session 16 Agenda	to do: 5:30pm
Sun Dec 17, 2023	 End-of-Course Evaluation	due by 11:59pm
	https://canvas.pointloma.edu/courses/70875/assignments/942484	