

Course Information:

Fall 2025 | Semester

Course Dates: September 2* to December 19, 2025

*(9/1 is a holiday)

Meeting days/times: Tuesdays, 4 pm - 6:45 pm PST

Meeting location: Zoom

Live Webinar link: [Join URLLinks to an external site.](#) **Password: PSY6022**

Instructor Information:

Instructor title and name: Kelly Duggan Shearer, Ph.D., LMFT, LPCC

Email: kshearer@pointloma.edu (Quickest Response)

Phone: 619-563-2812

Drop In Office Hours: Tuesdays, 2-3:30pm PST and 6:45-7:15pm PST (Bring your dinner!)

Thursdays 11:30-12:30pm PST

<https://pointloma.zoom.us/my/kshearerLinks to an external site.>

Please reach out! I'm here for you and to support you in this class. You can reach out for class support or even just to connect.

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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

This course introduces the student to attending skills, clinical interviewing skills, and use of self in the clinical encounter. It has an emphasis on knowledge, access and use of self to foster clinical judgment and guide intervention.

Program Learning Outcomes

The educational goals of Point Loma Nazarene University's ***Masters of Arts in Clinical Counseling (MACC) Online Program*** are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.

Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Competency 2: Demonstrate awareness and effective use of self in the therapeutic process

Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

Course Learning Outcomes

CLO 1: Students will demonstrate a beginning level of attending skills, goal setting skills, and use of self in alignment with establishing the therapeutic alliance and directing treatment. (PLO 1, Competency 1)

CLO 2: Students will identify the components of the “self of the therapist”/person-of-the-therapist and its influence on therapeutic responses. (PLO 2, Competencies 2 and 3)

CLO 3.1: Students will articulate their personal philosophy of suffering that is shaped by contextual and spiritual factors (PLO 3: Competencies 2 and 3)

CLO 3.2: Students will identify social identities, values and beliefs that influence how they provide empathic attunement and direct treatment with diverse clients.

This course meets the CA BBS LMFT Education Requirements:

- No less than 12 semester or 18 quarter units of coursework in theories, principles, and methods of a variety of psychotherapeutic orientations directly related to marriage and family therapy and marital and family systems approaches to treatment and how these theories can be applied therapeutically with individuals, couples, families, adults, including elder adults, children, adolescents, and groups to improve, restore, or maintain healthy relationships.
- Resilience, including the personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threats, or other stresses

This course meets the CA BBS LPCC Education Requirements:

- Counseling and psychotherapeutic theories and techniques, including the counseling process in a multicultural society, an orientation to wellness and prevention, counseling theories to assist in selection of appropriate counseling

interventions, models of counseling consistent with current professional research and practice, development of a personal model of counseling, and multidisciplinary responses to crises, emergencies, and disasters.

- Advanced counseling and psychotherapeutic theories and techniques, including the application of counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics.
- Multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability and their incorporation into the psychotherapeutic process.

Assignments aligned to PLOs/CLOs

PLO/ Competency	CLO	Assignments Used to Assess
<p>PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families</p> <p>Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.</p>	<p>CLO 1: Students will demonstrate a beginning level of attending skills and use of self in alignment with establishing the therapeutic alliance and directing treatment. (PLO 1, Competency 1)</p>	<p>Week 1: Reading Discussion Post</p> <p>Feedback Form Submissions</p> <p>Written Response to Signature Theme Partner</p> <p>In-vivo Coaching Reflection Response and Growth Plan</p>
<p>PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.</p> <p>Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical</p>	<p>CLO 2: Students will identify the components of the “self of the therapist”/person-of-the-therapist and its influence on therapeutic responses.</p>	<p>Week 1: Think, Pair, Share...Later</p> <p>Signature Theme Journal Prompts</p> <p>Signature Theme Paper</p>

<p>issues when they arise with clients</p> <p>Competency 2: Demonstrate awareness and effective use of self in the therapeutic process</p>		<p>Written Response to Signature Theme Partner</p> <p>Signature Theme Reflection Paper</p> <p>Signature Theme Observer Journal Response</p> <p>In-vivo Coaching Observation Journal</p> <p>In-vivo Collaboration and Support</p>
<p>PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.</p> <p>Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.</p> <p>Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.</p>	<p>CLO 3: Students will articulate their personal philosophy of suffering that is shaped by contextual factors (PLO 3: Competencies 2 and 3)</p> <p>CLO 3.2: Students will identify social identities, values and beliefs that influence how they provide empathic attunement and direct treatment with diverse clients.</p>	<p>Nouwen Word Cloud</p> <p>Wounded Healer Creative Expression Proposal and Project</p> <p>Nouwen Reading Discussion Post</p>

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Credit Hour Distribution

Requirements	Total Course Hours
Class Attendance	40
Required Readings	20
Reflection Assignments	10
Written Assignments	15
Video Lectures	15
Interactive Assignments	10

Required Texts and Recommended Study Resources

American Psychological Association. (2020). *Publication Manual of the American Psychological Association*. (7th ed). American Psychological Association.

Aponte, H. (2016). The Person-of-the-Therapist model on the use of self in therapy: The training philosophy. In H. Aponte & K. Kissil (Eds.) *The Person of the Therapist Training Model: Mastering the Use of Self*. (pp. 1-13.) Routledge.

Chang, V., Decker, C., & Scott, S. (2018). *Developing Helping Skills: A Step-by-Step Approach to Competency*. (3rd ed.). Cengage

Fitzpatrick, S.J., Kerridge, I.H., Jordens, C.F.C., Zoloth, L., Tollefsen, C. Tsomo, K.L., Jensen, M.P., Sachedina, A., & Sarma, D. (2016). Religious perspectives on human suffering: Implications for medicine and bioethics. *Journal of Religion and Health*, 55, 159-173.

Nouwen, H. (1972). *The wounded healer: Ministry in contemporary society*. Doubleday.

Teyber, E., & Teyber, F.H. (2017). *Interpersonal process in therapy: An integrative model*. (7th ed.). Cengage.

NOTE: Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Assessment and Grading

1. **Academic Honesty Verification (0%)** Students must complete the verification before gaining access to the rest of the content.
2. **Attendance (10%)** Please see attendance Policy in syllabus under course policies.
3. **Professionalism (10%)** Please see Professionalism policy in syllabus under course policies.
4. **Discussion posts (10%):**
 - **Week 1 Reading Discussion Post:** In a 200-400 word discussion write a reflection on the reading in which you discuss what part of the POTT training model feels most and least comfortable to you and why. (Due by Wednesday)

Respond to at least two other classmates by identifying 1) what emotions, thoughts, body sensations, or images arose for you as you read their post and 2) in what way you feel connected to their story/post. Please be sure that *every post* has *at least two* responses. (Due by Sunday)

- **Week 1: Think, Pair, Share... Later:** The intention of this assignment is to 1) help you to make a connection with at least one other person before our first synchronous meeting; 2) help you to think about what you will need to be successful in this class and 3) prepare for a larger class discussion on week 2 when we will create a class commitment to safety.

a) Due by Wednesday: **Record a short video**(3 minutes or less) answering the following prompts

Name

Where you are from originally and where you live now

What you like to do in your spare time

What excites you about learning how to do therapy in this class

What you are feeling a little nervous about

b) Think: Submit a private response of 150 words (bullet points are ok) stating 1) what are three things that you might need from the professor and the students in this class environment that would facilitate your learning and emotional expression; 2) what is one thing you would be willing to commit to in order to make that happen for yourself and your classmates (e.g., XXX) and 3) is there anything you think I should know about you and your learning style that would help me to attune to you during this process.

c) Reach out to one other person via the discussion board (using the discussion “reply” to coordinate the “share” component - a 20 minute recorded discussion (Thursday)

d) Due on Sunday: Share: Record the discussion time on Zoom and upload a copy of the video or transcript. General guidelines: Spend about 5 minutes getting to know one another and 5-10 minutes on each of the “THINK” questions. As a dyad, identify at least 2 things that you would like to ask for from the class during week 2.

- **Week 2: Creation of Self-Care Plan:** In a discussion post, share your top two strategies that you use for Self-caring. Then, respond to one classmate sharing which of their strategies was interesting/intriguing to you and how you might try to incorporate it into your personal self-care practice (you do not need to include it in your self-care plan that you will use for class) (Due: Wednesday/Sunday)
- **Week 3: Written Response to Classmate (Peer Review)** Review your peer's submission. Then, write a letter in a comment (no less than 200 words) to your partner expressing your experience of talking together about your signature theme papers.
- **Week 13: Wounded healer discussion post:** Your personal understanding of suffering from your own spiritual/faith tradition. (5 pts)

Purpose: The purpose of this assignment is to assist you and others in the class to learn various spiritual perspectives of suffering so that you might begin to articulate your own spiritual understanding of suffering.

Instructions: Choose a written (your own or another author) or video segment (website, blogpost, article, YouTube video, etc.) that articulates how your own spiritual tradition (or one that you are interested in learning about) “makes sense” of suffering and upload it to the discussion post in Canvas. Given that each member of the class and the instructor will need to view multiple posts, the posts should not take more than approximately 10 minutes to read/view. Read/view **all** of the posts in. Respond to one post by stating what you appreciate about their viewpoint and how it might challenge your own view of suffering.

5. Reflection Papers (5%)

- **Week 2: Signature Theme Journal Prompt:** Set aside at least 30 minutes to think and write about 1-2 of the following prompts. To promote your honest reflection you will not turn in your prompts. In lieu of this you will **submit a 2-3 sentence summary of your journaling.**
 - What is your biggest source of anxiety and/or biggest fear? (e.g., being abandoned, rejected, not being enough, feeling stupid etc.)
 -
 - Is there something about yourself that you would prefer people not know? What do you do to keep people from knowing this?
 - Is there a characteristic of yours that somehow limits you in your functioning and relationships? (e.g., not wanting to be needy, thus pretending to always being strong and independent, as a result never asking for help and feeling alone when in crisis)
 - How do you usually deal with stress? Is there a reaction to stressful situations or interactions that seems to cause you problems?
 - Looking back at your life, can you recognize a recurrent pattern in your functioning and relationships that doesn't work well for you?

Tips:

- - Signature themes are personal patterns of feeling, thinking and/or relating that you experience as challenges to your functioning and relating as you would want.
- - Remember that signature themes are not specific events (e.g., a parent's death) or particular relationships (e.g., the relationship with my ex-boyfriend), although meaningful events and relationships can play a role in the development of your signature themes.
- - It is fine if at the beginning of this process you identify several signature themes. Through your class presentations, journals, and experiences during this program you will most likely consolidate these themes into one or two overarching themes.

6. **Weekly Feedback Form Submissions (Week 3 - 11, 8 total, 5%):** Complete the feedback form indicated in the course schedule. Then upload the form and a brief response that states Be sure to offer two areas of strength and one area of growth for the therapist that you observed. Submit this feedback on the group discussion board for the real-play partner that you observed by Wednesday. (In the event that there are only two people in the Real-play [i.e., therapist and client] the client will fill out this form). The therapist will respond on Sunday with 1) one action they will take to capitalize on their strengths and 2) one action they will take to address areas for growth. (Due Wednesday/Sunday) Credit/no credit (5 points)

7. **Signature theme paper (15%):**

Objective: Personal growth and enhancing self-awareness. Student to increase perception of the relevance of personal development to the role of Therapist. Students are expected to decide how much you want to share about your personal life. Part of your grade depends on your thoughtfulness and participation in this process, NOT on the content you choose to share.

Citation Note: This assignment is adapted from Aponte, H. & Kissil, K. (2016), p. 126 (Appendix A). **Length:** 6-8 pages

Format: APA format (cover page, running head, page numbers; no abstract). A sample student APA paper can be found at this link: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_sample_paper.html

Directions: Use the bold titles below as headers for each of the five sections of this paper. Respond to each prompt thoroughly and thoughtfully. You are encouraged to begin working on this assignment in advance to allow for the emotional reactivity that often accompanies this level of introspection.

- A. **Introduction to Signature Theme - Heading: Introduction** Describe what you believe to be the personal issue that has been the most dominant in your life. This is the hang-up that has and continues to vex you, affecting many or all areas of your life. Identify how your signature theme impacts the following components of your life: emotional, relational and spiritual.
- B. **Coping with Signature Theme - Heading: Coping**

1. Speak to how you deal with your signature theme. Describe how you handle it effectively and
2. Who in your life has been the most helpful in dealing with your signature theme? Be specific as to how this person has been supportive.
3. Who has disappointed you in regards to managing your signature theme? Describe what you long to receive from this individual and what it feels like not to have their support.

C. Family History Related to Signature Theme - Heading: Family History

1. Provide a history of your family, as you believe it relates to your signature theme. How and why do you think your signature theme developed based on your family history?
2. Describe how your signature theme is perpetuated/reinforced by your family.

D. Impact of Signature Theme on Clinical Work - Heading: Impact on Clinical Work

1. Offer your thoughts on how you believe your signature theme may affect your work with clients positively.
2. Describe how your signature theme may negatively impact your future work with clients.

E. Conclusion: - Heading: Conclusion

1.
 1. Describe the feelings that came up as you wrote about your signature theme.
 2. Share any themes or insights that emerged.
 3. What would you hope to accomplish if you were to go to therapy to work through your signature theme?

8. Signature Theme Conversation Reflection Paper (1, 10%)

Purpose: The purpose of the conversation portion of the assignment is to allow you to describe your initial understanding of your signature theme, locate it in your personal/family history and consider how it may manifest itself in your clinical work. The purpose of the reflection paper is to discuss your expanded understanding of your signature theme based on the feedback during the conversation portion and how you

anticipate you might be able to utilize your expanded understanding of your signature theme in your role as a therapist. This reflection paper is *not* a repeat of your original paper, but an opportunity to build on your understanding of your signature theme.

Instructions: Respond to the following prompts. This paper should be 3-4 pages in length.

- - - How has your understanding of your signature theme evolved as a result of this conversation? (5 points)
 - Describe any new understanding or connections you have made in regards to how your personal history is related to your signature theme (including family history, social, economic and cultural variables). (5 points)
 - How do you think your signature theme might manifest in your clinical work both positively and negatively? (5 points)

- - **APA writing style (deductions only)**

9. Signature Theme Observer Journal (total 7, 10%)

Purpose: The purpose of this assignment is to allow you to practice empathically identifying with another person utilizing your “self,” and to allow for personal feedback from the professor in a more private manner.

Instructions: In the entry you should use the following prompts as a guide, but expansion and attunement to your own process is encouraged. The primary guideline is that you will be writing about *yourself and your internal process*, not the person whose conversation you witnessed. (Aponete & Kissil, 2016, p 123):

- - What did you experience during your classmate’s signature theme conversation? What feelings and thoughts came up for you? What resonated with you? Which parts of the demonstration could you relate to most?

- How did this presentation relate to your own “self” (e.g., signature theme, values, experiences, etc.) and your clinical work?

Signature theme journals should be written about the class that was completed just prior to submission. (E.g, On week 6 you submit a journal about your experience in class on week 5.) On weeks when there are two Signature Theme Conversations, you do not need to address them separately. Speaking to your overall experience is sufficient. When discussing how other’s stories impacted you, please refer to others using their initials to protect their privacy. **No journal entries will be accepted late without prior approval from the instructor.** Entries should be 1-2 pages, double spaced in length. If students would like to submit a handwritten journal entry, they may do so by submitting a photo to Canvas.

10. In-vivo Coaching Reflection and Growth plan (1, 10%)

Instructions: You will submit a paper via Canvas directly to the professor. The paper should be 3-4 pages in length and adhere to APA 7th edition guidelines. This paper is different from the Signature Theme Response Paper in that it has a decidedly clinical focus, namely, what did you do in the session to use your POTT to enhance treatment. Please address the following prompts (Aponte & Kissil, 2016, p 131,136):

- - - **Signature Theme: (2 points)** Briefly restate your signature theme as you understand it.
- - **Personal Response: (6.5 points)**
- - - - Identify what elements of your POTT you were personally experiencing in your interaction with your student partner, particularly as it relates to your signature theme. I.e.,What was

triggered for you personally (emotionally and/or values) in this session with your student partner?

- **Clinical Application: (6.5 points)**

- Describe how you used your inner process to empathize and connect with your student partner, to both identify and differentiate from them, and to actively and purposefully assess and intervene. I.e., What did you draw from in your own personal life experience and worldview in this session as you interacted with your student partner?
- What are your observations and analysis about how your use of “self” (e.g., signature theme, values, experiences, spiritual identity etc) affected your relationship and work with your partner?

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- **Growth Plan: (5 points)**

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- Complete the Self-Assessment for Readiness for Pre-Practicum based on your in-vivo coaching session
- When you move onto Pre-Practicum, what is one area of strength that you would like to retain and one area of growth that you will work on?
- What would you like your Pre-Practicum professor to know about you to support your growth as a clinician?

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- **20-30 Minute Feedback Session via Zoom with your instructor (5 points)**

11. In-vivo Coaching Observation Journal (3, 5%)

Purpose: The purpose of this assignment is to allow you to practice empathically identifying with another person utilizing your “self,” and to allow for personal feedback from the professor in a more private manner.

Instructions: In the entry you should use the following prompt (Aponte & Kissil, 2016, p 123) as a guide but expansion and attunement to your own process is encouraged. The primary guideline is that you will be writing about *yourself and your internal process*, not the person who was coached or the person who was the student partner.

- - On the week you observe: What did you relate to (from the client) during this presentation that is connected to your own “self” (e.g., signature theme, values, experiences, etc.)?
 - How might you apply this knowledge and access to your “self” to one of the real-play clients if you had been the therapist?
 - On the week you are the client: How did it feel for you to have your partner use their “self” to connect with you? Where did you feel most connected? Where did you feel least connected? What was the most meaningful take-away you had from being with your therapist partner?

In-vivo Coaching Journal Entries should be written about the class that was completed just prior to submission. (E.g, On week 15 you submit a journal about your experience in class on week 14.) On weeks when there are multiple In-vivo Coaching Presentations you do not need to address them separately. Speaking to your overall experience is sufficient, however you should choose one client to discuss how you would use your self clinically. When discussing another person in the class, please use initials to protect their privacy. No journal entries will be accepted late without prior approval from the instructor. Entries should be 1-2 pages, double spaced in length. If students would like to submit a handwritten journal entry, by submitting a photo to Canvas and providing a hard-copy to the instructor.

12. In-vivo Collaboration and Support (4, 5%) On the week that you are a client or observer, you will post in writing or video a summary of the prompts listed below. The therapist will respond by Sunday, using the prompts listed below.

Client’s/Observers’ Initial Post due: Wednesday

Client: On the week you are the client: How did it feel for you to have your partner use their “self” to connect with you? Where did you feel most connected? Where did you feel least connected? What was the most meaningful take-away you had from being with your therapist partner?

Observers: Briefly identify (1-2 sentences) which parts of your POTT did you gain access to when relating to the client. How would you have used this part of yourself in this session? This section of the paper will be summarized and submitted via video or in writing on the Feedback Discussion Post by Wednesday.

Therapist Response Due: Sunday

Therapist: What surprised you about hearing your client's experience. In what way did the reflections from what your client and your observers impact you? What will you retain? What is something that you might focus on to do differently or try again in the future?

13. **Wounded Healer Creative Expression Proposal (0%)** Submit 2- 4 sentences describing the type of creative expression you are considering. Your professor will approve your proposal within 24 hours. Credit/no credit. Due: Wednesday

14. **Wounded healer Creative Expression Project (5%)**

Purpose: The purpose of this assignment is to interact with and respond to the idea that our wounded nature is an asset to utilize in clinical settings.

Instructions: Please create a response that demonstrates the thoughts, emotions, challenges and hopes/wishes that arose from your experiences in this class thus far and the readings focused on the "wounded healer" worldview. **This is a creative expression and can be done in any form.** Some ideas could be to do a piece of art, written or spoken word, creative writing, a film, dance, - any form of expression that is congruent to your experience with this idea. **Submission ideas should be approved by the professor one week prior to the due date by submitting your idea via Canvas assignment. A written paragraph should accompany the project that states how your project is related to the concept of the wounded healer. An image or representation of your project should also be uploaded to Canvas.** The project will be shared with the class and the explanation paragraph/video will be submitted via Canvas to the professor. Since creativity and art takes many expressions, this project will be awarded full points if both elements are submitted on time.

Assignment Distribution by Percentage

Assignments Assessment

Assignment	Percentage
Attendance	10%
Professionalism	10%
Discussion Posts (6)	10%
Reflection Papers	5%
Weekly Feedback Forms (8)	5%
Signature Theme Paper	15%
Signature Theme Conversation Reflection Paper (1)	10%
Signature Theme Observer Journals (7)	10%
In-vivo Coaching Reflection and Growth Plan	10%
In-vivo Coaching Observation Journals (3)	5%
In-vivo Collaboration and Support (4)	5%
Wounded Healer Creative Expression Proposal and Project	5%
Total	100%

Grading Scale:

Grading Scale

Grade Scale Based on Percentage of Points Earned				
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.

Other Course specific Info

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

PLNU Spiritual Care

Mission Valley: PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

PLNU State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside California.

PLNU 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.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies Links to an external site.](#) for definitions of kinds of academic dishonesty and for further policy information.

Note: Additionally, include the below if this pertains to your course:

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be

graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[MLA Style Center: Citing Generative AI](#)[Links to an external site.](#)

[Links to an external site.](#)[Links to an external site.](#)

[APA Style: How to Cite ChatGPT](#)[Links to an external site.](#)

[Links to an external site.](#)[Links to an external site.](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)[Links to an external site.](#)

[Links to an external site.](#)[Links to an external site.](#)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all

students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.

- Synchronous Courses: At least one class meeting takes place at a designated time.
 - Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
 3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU Attendance

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2) classes in the MACC program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Note: If a student incurs a third absence, they may petition the faculty to remain enrolled in class. The faculty will provide a make-up assignment proportionate in length and difficulty to the class missed. This third absence may also result in a referral to the Student Development Committee.

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. For semester-long classes, as extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). **For quad-length classes, a student may incur one absence without losing points.** A second absence will incur a 10% deduction, and after a third absence the student will be unenrolled from the class. Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 15 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class, or leaving 30 minutes or more early from a class will be considered an absence. [Academic Policies](#) [Links to an external site.](#) for additional detail.

Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: [PLNU MACC Online Professionalism Rubric](#)[Links to an external site.](#)

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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.

Use of Technology

MACC is committed to a distraction-free learning environment. Students are welcome to bring devices to class, but they *must remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
 - [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#)[Links to an external site.](#)
 - [Links to an external site.](#)[Links to an external site.](#)
 - off the student lounge

- **[Academic Writing Resources Course](#)**: Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content.



- **[Watch a quick video run-through](#)**[Links to an external site.](#)



- [Links to an external site.](#)[Links to an external site.](#)
- and take time now to explore!
- [Grammarly](#)[Links to an external site.](#)
- [Links to an external site.](#)[Links to an external site.](#)
- : Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly’s Generative AI is NOT available with our student accounts.
- **Tutoring**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: **GPSWritingCenter@pointloma.edu**

Course Schedule and Assignments

*Subject to change as per instructor’s discretion

Course Schedule

Week	Topic	Synchronous Class Activities	Assignment	Due Date
1	Welcome		Resources: <ul style="list-style-type: none"> • POTT overview 	

	<p>Giving Effective Feedback</p> <p>Understanding POTT</p> <p>Interpersonal traits of a therapist</p>	<p>Light Week:</p> <p>Fully Asynchronous</p>	<p>reading Aponte (2016)</p> <ul style="list-style-type: none"> • Reading CDS 1 & 5 • Watch brief video about effective feedback • Watch brief video of POTT <p>Assignments:</p> <ul style="list-style-type: none"> • Academic Honesty Verification • Think, Pair (& Share Later) • Reading Discussion Post 	<p>Sunday</p> <p>Wednesday/Sunday</p> <p>Wednesday/Sunday</p>
2	<p>Creating Safety</p> <p>Signature theme Introduction</p> <p>Verbal and Non-verbal Attending</p> <p>Attending to Your Own Regulation</p>	<p>Live class discussion on interpersonal safety</p> <p>Self-compassion and Grounding Plan</p> <p>What is a signature theme?</p> <p>Demonstration and “Real-Play”</p>	<ul style="list-style-type: none"> • Attend class • Reading CDS 6 • Lecture on attending behaviors • Read Kissil & Niño (2017) 	<p>Tuesday</p> <p>Tuesday</p> <p>Tuesday</p> <p>Tuesday</p> <p>Wednesday/Sunday</p> <p>Sunday</p>

		of non-verbal/verbal attending	<ul style="list-style-type: none"> Self-Care Discussion Post <p>Assignments: Complete Signature theme journal prompts</p>	
3	<p>Beginning and Ending a Session.</p> <p>Obtaining Informed Consent</p>	<p>Share signature theme paper with classmate - Written Response</p> <p>Beginning Behaviors/ Informed Consent real-play</p>	<p>Attendance</p> <p>Watch Online Lectures “Beginning and Ending a session” & “Obtaining Informed Consent”</p> <p>Signature Theme Paper due</p> <p>Written Response to Classmate (Peer Review)</p>	<p>Tuesday</p> <p>Tuesday</p> <p>Sunday</p> <p>Sunday</p>
4	<p>Active Listening and Reflecting Skills</p>	<p>Signature theme conversation 1</p> <p>Demonstration and real-play</p>	<p>Attendance</p> <p>Watch lecture online “Active Listening and Reflecting Skills”</p> <p>CDS Ch 8</p> <p>Signature Theme Conversation Reflection(1)</p> <p>/Signature Theme Observer</p> <p>Active Listening and Reflecting Skills</p>	<p>Tuesday</p> <p>Tuesday</p> <p>Tuesday</p> <p>Sunday</p> <p>Wednesday</p>

			Feedback Form / response	
5	Exploration: Using Questions, Silence and Introjection	Signature theme conversation 2 Demonstration and Real Play	Attendance Watch online lecture “Using Questions Effectively” & “Using Silence and Introjection” CDS Ch 9 Signature Theme Conversation Reflection(2) OR Signature Theme Observer Journal Using Questions Skills Feedback Form # 1	Tuesday Tuesday Tuesday Sunday Wednesday
6	Advanced Reflections Containment and Co- regulation: Working with Intense Emotions	Signature theme conversation 3	Attendance Read Teyber & Teyber (2017) Chapter 5 Watch Online Lecture “Advanced Reflections” & “Providing Emotional Containment by Naming the Underlying Feeling” Signature Theme Conversation Reflection(3) OR	Tuesday Tuesday Tuesday Sunday Wednesday

			Signature Theme Observer Journal Using Questions Skills Feedback Form # 2	
7	Closing a Therapeutic Relationship	Signature theme conversation 4 Demonstration and Real Play	Attendance Watch Online Lecture “Finishing Therapeutic Relationships Well” CDS Ch : 15 Signature Theme Conversation Reflection(4) OR Signature Theme Observer Journal Evaluation and Ending Feedback Form (CDS 293- 296)	Tuesday Tuesday Tuesday Sunday Sunday
8	Understanding and Accessing Your Signature Theme	Signature theme conversation 5 & 6 Real-Play Practice	Attendance Signature Theme Conversation Reflection(5 & 6) OR Signature Theme Observer Journal Evaluation of Clinical Skills Form # 1	Tuesday Sunday Sunday

9	Understanding and Accessing Your Signature Theme	Signature theme conversation 7 & 8 Real-Play Practice	Attendance Signature Theme Conversation Reflection(7&8) OR Signature Theme Observer Journal Evaluation of Clinical Skills Form # 2	Tuesday Sunday
10	Understanding and Accessing Your Signature Theme	Signature theme conversation 9 & 10 Real-Play Practice	Attendance Signature Theme Conversation Reflection(9&10) OR Signature Theme Observer Journal Evaluation of Clinical Skills Form # 3	Tuesday Sunday
11	Understanding and Accessing Your Signature Theme	Signature theme conversation 11 & 12 Real-Play Practice	Attendance Signature Theme Conversation Reflection(11 & 12) OR Signature Theme Observer Journal Evaluation of Clinical Skills Form # 4	Tuesday Sunday
12	Use of Self in Clinical Practice	In-Vivo Coaching Real Play 1, 2, 3	Attendance In-Vivo Coaching Reflection and	Tuesday Sunday

			Growth Plan (1, 2, 3) OR In-Vivo Coaching Observer Journal In-Vivo Collaboration and Support #1	
13 Light Week	Spiritual Views of Suffering	Light Week: Fully Asynchronous	Read Fitzpatrick et al (2016), Nouwen (1972) p. 41-52, 76-83, 87-106 Discussion Prompt: My personal view of suffering Nouwen Word Cloud	TuesdayOR Sunday Sunday Wednesday/Sunday
14	Our Identities as Wounded Healers Use of Self in Clinical Practice	In-Vivo Coaching Real Play 4, 5 The wounded healer creative expression project	Attendance Wounded Healer Creative Expression Project In-Vivo Coaching Reflection and Growth Plan (4 & 5) OR In-Vivo Coaching Observer Journal In-Vivo Collaboration and Support # 2	Tuesday Tuesday Sunday
15	Use of Self in Clinical Practice	In-Vivo Coaching Real Play 6,7,8,9	Attendance	Tuesday

			<p>In-Vivo Coaching Reflection and Growth Plan (6,7,8,9) OR In-Vivo Coaching Observer Journal</p> <p>In-Vivo Collaboration and Support # 3</p>	Sunday
16	Use of Self in Clinical Practice	<p>In-Vivo Coaching Real Play 10,11,12</p> <p>Class Reflection</p>	<p>Attendance</p> <p>In-Vivo Coaching Reflection and Growth Plan 10,11,12) OR In-Vivo Coaching Observer Journal</p> <p>In-Vivo Collaboration and Support # 4</p>	<p>Tuesday</p> <p>Sunday</p>