Course Syllabus

✎ Edit

Point Loma Nazarene University

College of Health Sciences | MA in Clinical Counseling

PSY6026: Counseling Theories and Faith Integration II

3 Units

Course Information:

Fall 2025 | Full

Course Dates: 9/2* - 12/21

*(9/1 is a holiday)

Meeting days/times:

Thursdays, 5:30 PM to 8:15 PM

Meeting location: Mission Valley Campus, Room 303

Instructor Information:

Instructor title and name: Grayson Wallen, MA, LPCC, CGT, NCC, BC-TMH

Email: gwallen@pointloma.edu (mailto:gwallen@pointloma.edu)

Appointment Calendly: www.GraysonWallen.com/calendly ⇨

[(http://www.GraysonWallen.com/calendly)](http://www.GraysonWallen.com/calendly)

Phone: 480-234-8363

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

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.

Program and Course Learning Outcomes

The educational goals of Point Loma Nazarene University's **Masters of Arts in Clinical Counseling (MACC)** 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

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

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.

Institutional Learning Outcomes

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.

Course Credit Hour Information

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.

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

Course Credit Hours

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

Required Texts and Recommended Study 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.

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.*

Recommended Reading for Further Exploration

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

Acceptance and Commitment

Walser, R., Westrup. D. (2007). *Acceptance and Commitment Therapy for the Treatment of Post-Traumatic Stress Disorder & Trauma-Related Problems.* New Harbinger Publications, Inc.

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.

Assessment and Grading

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 and 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. Attendance will be monitored with progress notes distributed and collected at the end of class nightly.

   All students are to have read all assigned readings and arrive to class understanding the content discussed and ready to engage with the professor and peers about the content consumed.

   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 **at least one thoughtful discussion question to discuss** in class. **Active participation** in the class discussion is required for full points. Professors will be tracking this daily and submitting your points.

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 date meets the stated calendar deadline established by the University).

2. **Progress Notes** for each class is due at the conclusion of class and completed on paper/pen/pencil in class. Professor will discuss details of this in class. If you have any questions or concerns please contact Professor directly. This assignment cannot be made up if classes are missed or if students choose/need to leave early for whatever reason.

3. **Reading Quizzes** for accountability for the reading. Quizzes are multiple choice, select all that apply, 10 questions based on that week's reading. Quizzes are taken in class without notes/book and will be reviewed in class when needed.

4. **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. Please take these assignments seriously as they will provide the foundation for your final paper.

5. **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

they are and an imagined short transcript demonstrating the intervention in action.

6. **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** (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.

7. **Paper 2: In-Depth Theoretical Orientation Exploration**
   Utilizing the theory focused on in Paper 1, students will apply a theoretical orientation to a vignette provided by the professor. The paper will include a thorough case conceptualization using key terms from the theory of choice.

8. **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 reflections and 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.

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

- [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.

Assignment Distribution by Percentage:

Assignment Distribution

Assignments	PERCENTAGE
Attendance/Progress Notes (10%) and Professionalism (10%)	20%
Paper 1	20%
Paper 2	20%
Reading Quizzes (weekly)	15%
Reflections + Concepts and Interventions	15%
Presentation	10%
Total	**100%**

Grading Scale:

Grade 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.

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.

Course Policies

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/)** 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**

There is no final examination for this class.

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. 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. **University Catalog**

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

8. **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.

9. **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.)

10. **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, Wa

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 test 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%2fema 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=https%3a%2f%2fema Professors-Rule-Laptops%252f29745)** .

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** .

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%2fema mill%252f2010%252f04%252f20%252fblackboard-versus-keyboard%253fpage%253dfull** it 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=0mhXrlYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww) ↪ (https://mail.alliant.edu/owa/redir.aspx?C=0mhXrlYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww .)

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=0mhXrlYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww) ↪ (https://mail.alliant.edu/owa/redir.aspx?C=0mhXrlYuUkevZvfOH6g-jJ170L20Wc8lvtnG593ciC8XpMiD2u6LXvWxnuBHnleRh9YYs5q3yb4.&URL=http%3a%2f%2fwww .

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 (mailto: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 Copyright Policy

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** ⤷ **(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text)** 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."

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 required 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 a bias incident regarding language, you can find more information on reporting and resources at **www.pointloma.edu/bias (http://www.pointloma.edu/bias)** .

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 ⤷ **(https://style.mla.org/citing-generative-ai/)**

APA Style: How to Cite ChatGPT ⤷ **(https://apastyle.apa.org/blog/how-to-cite-chatgpt)**

Chicago Manual of Style: Citing Content Developed or Generated by AI ⤷ **(https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html)**

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 (mailto: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.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the **Title IX Office (https://www.pointloma.edu/title-ix)** . Please be aware that under Title IX of the Education Amendments of 1972, it is 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 via our **Sexual Harassment and Discrimination Policy. (https://www.pointloma.edu/title-ix)**.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our **Nondiscrimination and Anti-harassment Policy (https://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. 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%). 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 will be considered an absence.

Refer to **Academic Policies** ⤷ **(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/)** 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 Professionalism Rubric** ↪ **(https://docs.google.com/document/d/1113zcG8BAe_gb79ABwxIqkI0QI8GJ1GUYl6TosQ5mxg/edit?tab=t.0)** .

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 (https://my.pointloma.edu/pages/writing-center-gps) 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 (https://my.pointloma.edu/pages/research-help) to help you start your** research

  - The physical office is located on the third floor of the **Mission Valley Regional Center** ↪ **(https://maps.app.goo.gl/CRXui8PJUnSkvokC9)** off the student lounge
- **Academic Writing Resources Course (https://canvas.pointloma.edu/courses/64301) :** 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 ↪ **(https://youtu.be/JB8MmVPznFl)**

▷

(https://youtu.be/JB8MmVPznFl)
and take time now to explore!

- **Grammarly** ⬀ **(https://www.grammarly.com/edu/point-loma-nazarene-university-graduate-professional-studies)** : 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 (https://my.pointloma.edu/pages/tutoring-gps)** : 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 (mailto:GPSWritingCenter@pointloma.edu)**

Course Schedule and Assignments

See the Course Schedule page **here (https://canvas.pointloma.edu/courses/83096/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.

Assignments At-A-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

Course Summary:

Date	Details	Due
Thu Sep 4, 2025	📄 Session 1 Agenda: ASYNCHRONOUS (Light Week)	to do

Date	Details	Due
	🚀 **Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/83096/assignments/1224116)** ⊛	due by 11:59pm
	🚀 **Quiz 1 Halbur & Halbur Reading Quiz Ch. 1 (https://canvas.pointloma.edu/courses/83096/assignments/1224124)** ⊛	due by 11:59pm
Sun Sep 7, 2025	📝 **Light Week Asynchronous Assignment (https://canvas.pointloma.edu/courses/83096/assignments/1224136)** ⊛	due by 11:59pm
	📄 **Session 2 Agenda**	to do: 5:30pm
Thu Sep 11, 2025	🚀 **Quiz 2 Halbur & Halbur Reading Quiz Chs. 2-3 (https://canvas.pointloma.edu/courses/83096/assignments/1224123)** ⊛	due by 11:59pm
	📝 **Reflection Post #1 (https://canvas.pointloma.edu/courses/83096/assignments/1224144)** ⊛	due by 11:59pm
Thu Sep 18, 2025	📄 **Session 3 Agenda**	to do: 5:30pm
Sun Sep 21, 2025	📝 **Reflection Post #2 (https://canvas.pointloma.edu/courses/83096/assignments/1224145)** ⊛	due by 11:59pm
Thu Sep 25, 2025	📄 **Session 4 Agenda**	to do: 5:30pm

Date	Details	Due
	🚀 **Quiz 3 Harris Reading Quiz Part 1-2** (https://canvas.pointloma.edu/courses/83096/assignments/1224126) ⚛	due by 11:59pm
	📄 **Session 5 Agenda**	to do: 5:30pm
Thu Oct 2, 2025	🚀 **Quiz 4 Harris Reading Quiz Chs. 8-17** (https://canvas.pointloma.edu/courses/83096/assignments/1224119) ⚛	due by 11:59pm
	📄 **Session 6 Agenda**	to do: 5:30pm
Thu Oct 9, 2025	📝 **Concepts and Intervention - Acceptance and Commitment Therapy** (https://canvas.pointloma.edu/courses/83096/assignments/1224130) ⚛	due by 11:59pm
	🚀 **Quiz 5 Harris Reading Quiz Chs. 18-29** (https://canvas.pointloma.edu/courses/83096/assignments/1224127) ⚛	due by 11:59pm
	📄 **Session 7 Agenda**	to do: 5:30pm
Thu Oct 16, 2025	🚀 **Quiz 6 Johnson Reading Quiz Chs. Intro-4** (https://canvas.pointloma.edu/courses/83096/assignments/1224117) ⚛	due by 11:59pm
Thu Oct 23, 2025	📄 **Session 8 Agenda**	to do: 5:30pm

Date	Details	Due
	📝 **Concepts and Intervention - Emotionally Focused Therapy** [(https://canvas.pointloma.edu/courses/83096/assignments/1224131)](https://canvas.pointloma.edu/courses/83096/assignments/1224131) ♿	due by 11:59pm
	🚀 **Quiz 7 Johnson Reading Quiz Chs. 5-9** [(https://canvas.pointloma.edu/courses/83096/assignments/1224122)](https://canvas.pointloma.edu/courses/83096/assignments/1224122) ♿	due by 11:59pm
Sun Oct 26, 2025	📝 **Light Week of 7/4 Assignment** [(https://canvas.pointloma.edu/courses/83096/assignments/1224137)](https://canvas.pointloma.edu/courses/83096/assignments/1224137) ♿	due by 11:59pm
	📝 **Mid-Course Professionalism Feedback** [(https://canvas.pointloma.edu/courses/83096/assignments/1224139)](https://canvas.pointloma.edu/courses/83096/assignments/1224139) ♿	due by 11:59pm
	🚀 **Mid-Course Survey** [(https://canvas.pointloma.edu/courses/83096/assignments/1224125)](https://canvas.pointloma.edu/courses/83096/assignments/1224125) ♿	due by 11:59pm
Thu Oct 30, 2025	📄 **Session 9 Agenda**	to do: 5:30pm
	🚀 **Quiz 8 Johnson Reading Quiz Ch. 10** [(https://canvas.pointloma.edu/courses/83096/assignments/1224121)](https://canvas.pointloma.edu/courses/83096/assignments/1224121) ♿	due by 11:59pm
	📄 **Session 10 Agenda**	to do: 5:30pm
Thu Nov 6, 2025	🚀 **Quiz 9 Davanloo + Beeber Reading Quiz** [(https://canvas.pointloma.edu/courses/83096/assignments/1224118)](https://canvas.pointloma.edu/courses/83096/assignments/1224118) ♿	due by 11:59pm

Date	Details	Due
	📄 [Session 11 Agenda]	to do: 5:30pm
Thu Nov 13, 2025	🚀 [Quiz 10 Coughlin Reading Quiz Chs. 1-3 (https://canvas.pointloma.edu/courses/83096/assignments/1224120)] ♿	due by 11:59pm
	📄 [Session 12 Agenda]	to do: 5:30pm
Thu Nov 20, 2025	📝 [Concepts and Intervention - Intensive Short-Term Dynamic Psychotherapy (https://canvas.pointloma.edu/courses/83096/assignments/1224132)] ♿	due by 11:59pm
	🚀 [Quiz 11 Coughlin Reading Quiz Chs. 4-8 (No 5) (https://canvas.pointloma.edu/courses/83096/assignments/1224128)] ♿	due by 11:59pm
Thu Nov 27, 2025	📄 [Session 13 Agenda]	to do: 5:30pm
Sun Nov 30, 2025	📝 [Light Week of 11/24 (for Thanksgiving) Assignment (https://canvas.pointloma.edu/courses/83096/assignments/1224138)] ♿	due by 11:59pm
	📄 [Session 14 Agenda]	to do: 5:30pm
Thu Dec 4, 2025	📝 [Paper 1 - Self & Theoretical Orientation (Turnitin) (https://canvas.pointloma.edu/courses/83096/assignments/1224140)] ♿	due by 11:59pm
Thu Dec 11, 2025	📄 [Session 15 Agenda]	to do: 5:30pm
	📝 [End of Semester Reflection (https://canvas.pointloma.edu/courses/83096/assignments/1224133)]	due by

Date	Details	Due

⛑

Final Presentation (asynchronous) (https://canvas.pointloma.edu/courses/83096/assignments/1224135)   due by 11:59pm

⛑

| | 📄 **Session 16 Agenda** | to do: 5:30pm |

Thu Dec 18, 2025

📝 **Paper 2 - Case Study & Application of Theory (Turnitin)** (https://canvas.pointloma.edu/courses/83096/assignments/1224141)   due by 11:59pm

⛑

📝 **End-of-Course Evaluation** (https://canvas.pointloma.edu/courses/83096/assignments/1224134)   due by 11:59pm

⛑

Fri Dec 19, 2025

📝 **Professionalism** (https://canvas.pointloma.edu/courses/83096/assignments/1224142)   due by 11:59pm

⛑

📝 **Roll Call Attendance** (https://canvas.pointloma.edu/courses/83096/assignments/1224146)   due by 11:59pm

⛑

Sun Dec 21, 2025

📝 **Progress Notes** (https://canvas.pointloma.edu/courses/83096/assignments/1224143)   due by 11:59pm

⛑

📝 **Asynchronous Assignment (USE during Light week as needed)** (https://canvas.pointloma.edu/courses/83096/assignments/1224129)

⛑