Course Syllabus

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College of Health Sciences | MA in Clinical Counseling

PSY6030: Treatment of Older Adults

3 Units

Course Information

Fall 2025

Course Dates: 9/2* - 10/27

(*9/1 is a holiday)

Meeting days/times:

Tuesdays & Thursdays, 2:00 PM to 4:45 PM

Meeting location: Mission Valley Campus, Room 302

Instructor Information:

Instructor title and name: Hollis Adams

Email: hadams1@pointloma.edu (mailto:hadams1@pointloma.edu)

Phone: by appointment

Office Hours/Location: Email for an appointment

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

In this course, we will explore the social aspects of aging and how aging impacts our lives and those around us, as well as communities, nations and the world. Students will gain insight into the social determinants of the human life course, including the biological and sociodemographic dimensions of aging. Sociological theories in the field of aging, and the ways in which the experience is socially constructed will be explored. Students will examine how the United States and other countries will be challenged by "aging societies" and the effects of this change—positive and negative—for individuals, families, employers, community service providers, and public policy.

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 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

After completing this course, you should be able to:

1. Analyze principles, processes and constructs of sociological gerontological perspectives on aging through practical application.
   - *Pre-class readings, essays, quizzes and final case project presentation*
2. Assess cultural constructs and biases of the aging population
   - *Pre-class readings, essays, quizzes and final case project presentation*
3. Appraise the developmental aspects of aging and diagnostic criteria and domains based on the DSM 5.
   - *Final case project presentation, in class discussion, and oral and written communications*
4. Evaluate personality and mental health in old age
   - *Pre-class readings, essays, quizzes and final case project presentation.*
5. Analyze social supports for older adults
   - *Pre-class readings, essays, quizzes and final case project presentation*
6. Examine death, dying, bereavement and widowhood in old age
   - *Pre-class readings, essays, quizzes and final case project presentation*

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

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):

Credit Hour Distribution

Course Hours			
Assignments	**Pre-Course Hours**	**Course Hours**	**Post-Course Hours**
Face-to-face Class Sessions		40	
Online and in person Participation in forums, groups, etc.	5		5
Reading	10	5	10

Writing		10	20
Other Assignments and Learning Activities	5	5	5
Exams & Quizzes	4	5	5
Subtotal	24	65	45
TOTAL HOURS			134

Required Texts and Recommended Study Resources

Hooyman, N. R., & Kiyak, H. A. (2018). Social gerontology: A multidisciplinary perspective. 10th ed. Pearson. ISBN 10: 0-13-389477-0

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.*

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. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

Additional Readings

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

Assessment and Grading

Teaching Methodology

There are different ways in which to approach the teaching of the same subject area and materials. The focus of this course will be applying the concepts presented in the textbook to practical examples and experiences in the real world. This will be done through contemporary articles from leading sources, class exercises, mini-cases and in-depth cases. The objective is to get students to move pass a regurgitation of the materials and to apply what they have learned to solving practical organizational issues that are not often monolithic and are instead integrative and complex.

Not all of the chapter materials will be covered in class; however, students are expected to know all of the materials covered in each chapter on the syllabus and to apply them to graded assignments.

Reading Hooyman & Kiyak text **–** Critical to your success is that assigned reading is done prior to class in order to do well on quizzes and to promote a rich class time experience to demonstrate you can apply what you have learned.

Course Requirements

- **Essay Chapter Quizzes – (240 points/60 points each)**

  There are four essay quizzes that cover materials from the textbook, class discussions/lectures.

- **Multiple Choice Chapter Quizzes - (150 points/6 at 25 points each)**

  There are five multiple choice quizzes that cover materials from the textbook, class discussions/lectures.

- **Senior Interview Paper and Brief Presentation - (100 Points)**
  This assignment is aimed at helping you find out more about seniors and their views on aging. Choose a person **at least 65 years old** to interview. It might be a family member, friend, a friend of a friend, someone from your church, or just someone you find interesting. If you choose a relative, please know that your questions may be more difficult and your interviewee may not be as candid as someone you do not know.

  You are likely to get more information from your interviewee if you give the person a copy of the questions so he/she has some time to think about the topic. You may want to consider completing the interview over more than 1 session so as not to overwhelm your interviewee and to ensure you are getting full responses. You will be leading the conversation so familiarize yourself with the questions you are going to ask. It's always better to ask the questions in the context of conversation rather than in a checklist fashion.

  A list of possible questions are located under Course Resources. Please look at that list for thought-provoking questions to ask your senior (You do not have to ask every question on the list - keep in mind your own goals for the interview and what you feel is most important for you to understand about their views on aging).

  The goal of this assignment is for you to listen to the stories your interviewee is sharing with you, experience interacting with an older adult, and increase exposure to views on the aging process. Listen carefully, they have much to teach you!

  The first part of this assignment is a written summary of your interview and your reflections fr...

assignment. Consider how this assignment has impacted your own views on the aging process. Your paper should be approximately 4 pages in length (This is 4 pages of content and reflection and does not include the title page and reference page). APA format is required. You may use first-person when appropriate. Because this is a voluntary interviewee and not a client, you may use his/her name with their permission. If he/she wishes to remain anonymous, choose an alternative name.

The second part of this assignment is a brief synopsis of your interview to the class. This part will be informal, from your seats, and should be about 5 min in length. You will be graded on this part of the assignment as well.

- **Final Case Conceptualization Paper – 6 pages (150 points)**
  Students will write a paper presenting a client case study they have created. It will include their client's presenting problem from a neurological, biological, psychological, social, environmental and spiritual lens. A DSM-5 diagnosis is required with a discussion on how case was conceptualized, and the criteria the client presents with for the diagnosis that was determined by the student. Information on antecedents, and a treatment plan (with short, and long-term goals) are necessary. Pertinent knowledge from text readings and lectures are expected to be applied to your client's symptomology. Paper will be graded on its 6 pages of content, clarity and concise manner following APA 7 standards (cover page and reference page with running head expected, no abstract). Reference the rubric for grading standards of this paper. Reference provided samples for additional questions.

Case Conceptualization Paper Assessment

Grading Criteria	Maximum Points
Case Conceptualization (client's presentation and symptomology based on a neurological, biological, psychological, social, environmental and spiritual lens)	50
DSM 5 diagnosis and criteria	25
Treatment Plan (short- and long-term goals – 2 each)	25
Cognitive Changes with Aging	10
Personality and Mental Health in Old Age	10
Social Concepts and Supports for Older Adults	10

Application of coursework concepts and critical thinking	10
APA 7 (clarity and conciseness)	10
Total:	150

- **Oral Diagnosis Presentation in Class – (100 points)**

  Students will present their client discussed from their Final Case Conceptualization Paper. Students will demonstrate critical thinking skills applying a DSM 5 diagnosis and the criteria their client met, identify concerns, goals and treatment strategies based on text readings and class discussions/lecture. Expectations are that the student's presentation will be given in a professional manner, like you are speaking with a treatment team at your agency or hospital during practicum.

  Consider relevant and important information that treatment team members should know regarding your client. You have completed your paper already, so it is not relevant to share every single detail of a person's history. You want to present information that will provide fellow treatment team members (your classmates) with information so they can provide feedback on possible alternative interventions to try, resources for you to consider in treatment, or validate you to continue in the direction you are currently on with this particular client. This information will be an oral assignment, but the material is to be included in the final case conceptualization paper. You are expected to present for 10 minutes and then receive 5 minutes of response and feedback time from other classmates on your presented client.

  A visual presentation is not required, but is often helpful for students (can be as short as 4-6 slides at the most). If no visual presentation is utilized, it is expected that students are familiar with their patient so that they do not have to read off from their laptops details of the case. Again, the goal is that you are familiar with your client due to conducting an intake assessment with them or that you have already spent time in treatment with them so that you do not have to read off details of their case.

Assignment Distribution by Points

Course Assignment Distribution by Points

Assignments	Percentage (approx.)	Points

Attendance (10%) & Professionalism (10%)	20%	185
Diagnosis Presentation	11%	100
Final Case Conceptualization Paper	16%	150
Senior Interview Paper	11%	100
Essay Chapter Quizzes (4 – 60 points each)	26%	240
Multiple Choice Chapter Quizzes (6 – 25 points each)	16%	150
Total:	100%	925

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.

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 professors. 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)

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 Mi[?] Valley (MV) campus we have an onsite chaplain who is available during class break times across[?]

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

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** ⤴ **(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text)** for definitions of kinds of academic dishonesty and for further policy information.

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](https://style.mla.org/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) ⤷ (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) ⤷ (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.

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 b[...], race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or term[...]gy

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) .

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 acade[mic] 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.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

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_gb79ABwxIqkI0QI8GJ1GUYI6TosQ5mxg/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/JB8MmVPznFI)**

[(https://youtu.be/JB8MmVPznFI)](https://youtu.be/JB8MmVPznFI)
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

Course schedule can be found on the **Course Schedule page (https://canvas.pointloma.edu/courses/82704/pages/course-schedule)** .

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
	📄 **WK1 Overview - NO CLASS: "LIGHT WEEK"**	to do: 5:30pm
Tue Sep 2, 2025	🚀 **Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/82704/assignments/1218079)** ♿	due by 11:59pm

Date	Details	Due
Thu Sep 4, 2025	🚀 **WK1 | Syllabus Quiz** (https://canvas.pointloma.edu/courses/82704/assignments/1218078) ⊕	due by 5:30pm
	📝 **WK1 | Candidate Interview SIGNUP** (https://canvas.pointloma.edu/courses/82704/assignments/1218089) ⊕	due by 11:59pm
Sat Sep 6, 2025	🚀 **WK1 | Chapter 1 Essay Quiz** (https://canvas.pointloma.edu/courses/82704/assignments/1218085) ⊕	due by 11:59pm
	🚀 **WK1 | Chapter 2 Multiple Choice Quiz** (https://canvas.pointloma.edu/courses/82704/assignments/1218082) ⊕	due by 11:59pm
Tue Sep 9, 2025	📄 **WK2 Overview**	to do: 5:30pm
Sat Sep 13, 2025	🚀 **WK2 | Chapter 3 Essay Quiz** (https://canvas.pointloma.edu/courses/82704/assignments/1218075) ⊕	due by 11:59pm
Tue Sep 16, 2025	📄 **WK3 Overview**	to do: 5:30pm
Thu Sep 18, 2025	📝 **WK3 | Senior Interview Paper** (https://canvas.pointloma.edu/courses/82704/assignments/1218090) ⊕	due by 11:59pm
Sat Sep 20, 2025	🚀 **WK3 | Chapter 4 Multiple Choice Quiz** (https://canvas.pointloma.edu/courses/82704/assignments/1218081) ⊕	due by 11:59pm
	🚀 **WK3 | Essay Quiz** (https://canvas.pointloma.edu/courses/82704/assignments/1218072) ⊕	due by 11:59pm
Tue Sep 23, 2025	📄 **WK4 Overview**	to do: 5:30pm

Date	Details	Due
	🚀 **WK4 | Chapter 5 Multiple Choice Quiz (https://canvas.pointloma.edu/courses/82704/assignments/1218084)** ♿	due by 11:59pm
Sat Sep 27, 2025	📝 **WK4 | Mid-Course Professionalism Feedback (https://canvas.pointloma.edu/courses/82704/assignments/1218091)** ♿	due by 11:59pm
	🚀 **WK4 | Mid-Course Survey (https://canvas.pointloma.edu/courses/82704/assignments/1218076)** ♿	due by 11:59pm
Tue Sep 30, 2025	📄 **WK5 Overview**	to do: 5:30pm
Sat Oct 4, 2025	🚀 **WK5 | Chapter 6 Multiple Choice Quiz (https://canvas.pointloma.edu/courses/82704/assignments/1218073)** ♿	due by 11:59pm
Tue Oct 7, 2025	📄 **WK6 Overview**	to do: 5:30pm
Sat Oct 11, 2025	🚀 **WK6 | Chapter 7 Multiple Choice Quiz (https://canvas.pointloma.edu/courses/82704/assignments/1218074)** ♿	due by 11:59pm
	🚀 **WK6 | Chapter 8 Multiple Choice Quiz (https://canvas.pointloma.edu/courses/82704/assignments/1218077)** ♿	due by 11:59pm
Tue Oct 14, 2025	📄 **WK7 Overview**	to do: 5:30pm
Sat Oct 18, 2025	🚀 **WK7 | Chapter 14 Essay Quiz (https://canvas.pointloma.edu/courses/82704/assignments/1218083)** ♿	due by 11:59pm
	🚀 **WK7 | Chapter 9 Essay Quiz (https://canvas.pointloma.edu/courses/82704/assignments/1218080)**	due by 11:59pm

Date	Details	Due
	⊛	
	📝 **WK7	Final Case Conceptualization Paper (https://canvas.pointloma.edu/courses/82704/assignments/1218092)** ⊛	due by 11:59pm
Tue Oct 21, 2025	📝 **WK8	Oral Diagnosis Presentation (https://canvas.pointloma.edu/courses/82704/assignments/1218094)** ⊛	due by 5:30pm
	📄 **WK8 Overview**	to do: 5:30pm
Sun Oct 26, 2025	📝 **Professionalism (https://canvas.pointloma.edu/courses/82704/assignments/1218087)** ⊛	due by 11:59pm
	📝 **Roll Call Attendance (https://canvas.pointloma.edu/courses/82704/assignments/1218088)** ⊛	due by 11:59pm
	💬 **Research Article Discussion (Light Week Assignment) (https://canvas.pointloma.edu/courses/82704/assignments/1218086)** ⊛	
	📝 **WK8	End-of-Course Evaluation (https://canvas.pointloma.edu/courses/82704/assignments/1218093)** ⊛	