College of Health Sciences | MA in Clinical Counseling Online

PSY 6004: Professional Community Development

0 Units

Spring 2026 | Semester

January 12 – May 10

Online Synchronous

Meeting Days: Mondays

Meeting Times: 7:00 PM – 8:00 PM (PST)

Meeting Location:

- Zoom Class Session
- Password: PSY6004

Instructor: Dr. Kelly Duggan Shearer, LMFT, LPCC

Email: kshearer@pointloma.edu

Phone: 619-849-3301

Office Location and Hours: Zoom Wednesdays, 1:30-3:30 PST; Thursdays 11:30-12:30

I love visits! Please feel free to drop in anytime - however, a little heads up is helpful so that you don't get stuck in the Zoom waiting room unintentionally. ;)

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 provides students with a forum for discussion of various topics that support novice therapist development. This course must be taken within the first semester of enrollment.

Students will engage with survey tools, written reflections, and peer interactions to enhance self- awareness and the understanding of others. Active learning strategies facilitated by a key faculty member and with peer colleagues are designed to foster supportive relationships - undergirding resilience and retention in the MACC online program environment. This course must be taken within the first three semesters of enrollment.

Program 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

1. Develop MACC program peer relationships to foster community and a professional support system.
2. Reflect on personal strengths, temperament, and learning styles for increased self- awareness and understanding.
3. Leverage increased self-awareness to appreciate the differences of others.
4. Cultivate cultural humility through narrative identity interactions.
5. Explore strategies for proactive learning engagement leading to successful MACC degree completion and enhanced clinical practice.

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 0-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Estimated Time to Complete Course

Estimated Time to Complete Course

Activity Category	Time-to-Complete *(Hours)*
Engaging Required Resources and Readings	8
Ticket-to-Class Responses (16)	16
In-class Sessions (16)	16
Session Assessments (CIQs) (16)	3
Group Discussion Posts (6)	16
Reflection Papers (7)	5
Paired Reach-Outs (4)	4
Final Reflection - 3 Top Learnings	4
Total:	**72**

Required Texts and Recommended Study Resources

There are no required texts for this course. Required readings, surveys, and resources are provided in weekly session materials.

Assessment and Grading

Tickets To Class: Each week of this course will require the completion of an entry "ticket" to class. The purpose of this assignment is to help you more easily engage with the week's coming work and also serves as a foundation for various weekly activities and/or class discussions. Your ticket responses are designed to involve you in the next week's session topic and are due the Sunday before each week begins. However, in Week 1 only, you will complete and submit both Tickets 1 and 2, and then be submitting Tickets 3-15 on a weekly basis thereafter. Tickets To Class are a graded assignment and serve as 15% of your Professional Community Development course grade.

In-Class Sessions: Being prepared for and participating fully in the weekly synchronous class session is a critical component of this course. In-class sessions will be facilitated by your professor utilizing active learning strategies to promote understanding of the weekly topics and to foster peer connections. Preparation and participation In-Class Sessions are a graded assignment and serve as 15% of your Professional Community Development course grade.

Session Assessments (CIQ): Each week after the synchronous class session you will be responding to five simple questions about your own learning engagement during class. These questions will serve as an opportunity for quick personal reflection as well as serving to provide formative feedback for your instructor. CIQ Session Assessments are a graded assignment and serve as 5% of Your Professional Community course grade.

Group Discussion Posts: Group Discussion Posts are designed to give you an opportunity to spend asynchronous time with classmates in conversation about the session topic at hand. Sharing your unique experiences with peers in discussion serves to deepen everyone's learning. Parameters for each discussion and response requirements are described in your course. Group Discussions are a graded assignment and serve as 10% of your Professional Community Development course grade.

Reflection Papers: Short reflection papers are assigned to some weekly topics to encourage connecting your personal experience to learning. Reflection Papers are a graded assignment and serve as 10% of your Professional Community Development course grade.

Paired Reach-Outs: Paired Reach-Outs involve connecting with one other classmate via a communication method of your choice. Prompts for a guided discussion during your paired reach-outs are described in your course under the week in which they are assigned. Paired Reach-Outs are a graded assignment and serve as 10% of your Professional Community Development course grade.

Final Reflection - Top 3 Learnings: Your Final Reflection Paper will ask you to consider the 16-week course and the variety of topics covered and choose three that were most significant for you. This culminating paper will ask you to connect key learnings to your future clinical practice as well as consider your experience with each course learning outcome. Your Final Reflection paper is a graded assignment and serves as 15% of your Professional Community Development course grade.

Distribution of Percentage

Assignment	Points
Tickets To Class	15%
Session Assessments (CIQs)	10%
Group Discussion Posts	15%
Paired Reach-Outs	10%
Reflection Papers	12.5%
Dream Mapping and Peer Support Action Planning	2.5%
Final Course Reflection	15%
Attendance and Professionalism (10% each)	20%
TOTAL	100%

Grading Scale

The following grading scale will be used for all exams and final course grades:

- 93 – 100% = A
- 90 – 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- ***80 – 82% = B-**
- 77 – 79% = C+

- 73 – 76% = C
- 70 – 72% = C-
- 67 – 69% = D+
- 63 – 66% = D
- 60 – 62% = D-
- Below 60% = F

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

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 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](#) 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](#)
- [APA Style: How to Cite ChatGPT](#)
- [Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

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 [PLNU's Nondiscrimination webpage](#).

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](#). 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.](#)

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](#).

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 and Participation Policy

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.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic PoliciesLinks to an external site.](#) for additional details.

- 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.

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](#).

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. Aside from the computer students are using to attend class other devices (phones, tablets etc) should *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** 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** and take time now to explore!
- Grammarly: 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

Please see the Course Schedule and Assignments document in the course.