

# POINT<sup>19</sup> LOMA<sup>02</sup>

## NAZARENE UNIVERSITY

College of Health Sciences | Master of Arts in Clinical Counseling Online

PSY6025 Counseling Theories and Faith Integration I

Number of Units: 3

**Modality: Synchronous Online**

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### **Course Information:**

**Spring 2026 | Quad 1**

January 12 - March 8

**Meeting days/times:** Tuesdays 7:15 - 9:15 pm

**Meeting location:** Zoom

[Link to Join Zoom Session](#) Password: PSY6025

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### **Instructor Information:**

**Instructor title and name:** Briana Marshall, PhD, LMFT

**Email:** [bthomas@pointloma.edu](mailto:bthomas@pointloma.edu)

**Phone:** by appointment

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## **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: Major counseling theories and techniques are examined and applied in the context of the helping relationship.

This course includes an overview of the historical relationship between religion and psychotherapy, differing models of the therapeutic relationship, and various models for integrating psychotherapeutic theory with theological issues. It introduces specific issues that arise in conducting therapy with religious persons, including criteria for evaluating healthy and unhealthy forms of religious belief.

The purpose of each class session is to highlight selected topics from the required readings and to supplement this material with related ideas. Students are responsible for all assigned readings, whether or not discussed in class. A “graduate style” discussion format will be used in the course. Each student is expected to have read the assigned reading for class discussion (course schedule below), and be prepared to think together about the reading in class.

## 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. Students will describe, explain, and apply an understanding of counseling and psychotherapy theories and methods, and demonstrate effective practice of counseling/therapy skills.
2. Students will articulate and demonstrate counselor / psychotherapist characteristics and behaviors that influence helping processes.
3. Students will learn how counseling models inform their approach and learn practical steps to implement counseling models in work with clients.
4. Students will examine and understand integration of faith and spiritual practices within the context of psychotherapy and counseling.

**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.

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## Course Learning Outcomes

CLO 1.1.1 Students will describe, explain, and apply an understanding of counseling and psychotherapy theories and methods.

CLO 1.1.2 Students will critically evaluate counseling and psychotherapy theories through a spiritual lens.

CLO 1.3.1 Students will utilize counseling / therapy models to conceptualize client presentation in order to select the appropriate counseling interventions.

CLO 2.3 Students will articulate and demonstrate counselor / psychotherapist characteristics and behaviors that influence helping processes

CLO 3.1.1 Students will analyze how sociocultural, systemic, and contextual factors influence client experiences and treatment outcomes.

CLO 3.1.2 Students will demonstrate the ability to modify counseling approaches to meet the needs of diverse populations.

CLO 3. 1 Students will demonstrate the ability to ethically and effectively incorporate clients’ spiritual and faith perspectives into therapeutic work, reflecting sensitivity to cultural identity and personal belief systems.

**This course meets the following CA BBS Education requirements for LMFT:**

- No less than 12 semester or 18 quarter units of coursework in theories, principles, and methods of a variety of psychotherapeutic orientations directly related to marriage and family therapy and marital and family systems approaches to treatment and how these theories can be applied therapeutically with individuals, couples, families, adults, including elder adults, children, adolescents, and groups to improve, restore, or maintain healthy relationships.
- Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California.

**This course meets the following CA BBS Education requirements for LPCC:**

- Counseling and psychotherapeutic theories and techniques, including the counseling process in a multicultural society, an orientation to wellness and prevention, counseling theories to assist in selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, development of a personal model of counseling, and multidisciplinary responses to crises, emergencies, and disasters.

PLO/CLO Alignment to Course Assignments

PLO	CLO	Assignment/Activity
<p><b>PLO 1:</b> Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families</p> <p>Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.</p> <p>Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.</p> <p>Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.</p> <p>Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.</p>	<p>CLO 1.1.1 Students will describe, explain, and apply an understanding of counseling and psychotherapy theories and methods.</p> <p>CLO 1.1.2 Students will critically evaluate counseling and psychotherapy theories through a spiritual lens.</p> <p>CLO 1.3.1 Students will utilize counseling / therapy models to conceptualize client presentation in order to select the appropriate counseling interventions.</p>	<p>Week 3 discussion post</p> <p>Week 4 journal entry/discussion post</p> <p>Week 5 discussion post</p> <p>Week 6 group project and discussion post</p> <p>Week 7 quiz and discussion post</p> <p>Final Group Project</p>

<p><b>PLO 2:</b> Develop and apply self-awareness and professional ethics to the practice of clinical counseling.</p> <p>Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients</p> <p>Competency 2: Demonstrate awareness and effective use of self in the therapeutic process</p> <p>Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others</p>	<p>CLO 2.3 Students will articulate and demonstrate counselor / psychotherapist characteristics and behaviors that influence helping processes</p>	<p>Week 1 discussion post</p> <p>Week 2 discussion post</p> <p>Week 8 reflection entry</p> <p>Week 1 discussion post</p> <p>Week 2 discussion post</p> <p>Week 8 reflection entry</p> <p>Personal Faith Assignment</p> <p>WK1 Welcome Intro Discussion</p>
<p><b>PLO 3:</b> Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.</p> <p>Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.</p> <p>Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.</p> <p>Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.</p>	<p>CLO 3.1.1 Students will analyze how sociocultural, systemic, and contextual factors influence client experiences and treatment outcomes.</p> <p>CLO 3.1.2 Students will demonstrate the ability to modify counseling approaches to meet the needs of diverse populations.</p> <p>CLO 3. 1 Students will demonstrate the ability to ethically and effectively incorporate clients' spiritual and faith perspectives into therapeutic work, reflecting sensitivity to cultural identity and personal belief systems.</p>	<p>Week 6 group project</p> <p>Group Project Weeks 1-5</p> <p>Final Group Project</p>

## 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 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

### Credit Hour Distribution

Requirements	Total Course Hours
Class Attendance	16
Required Readings	30
Reflection Assignments	8
Discussions	18
Quiz	1

## Required Texts and Recommended Study Resources

Corey, Gerald. (2024). *Theory and Practice of Counseling and Psychotherapy*. 11th ed. Boston, MA: Cengage Learning.

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

## Assessment and Grading

1. **Academic Honesty Verification (0%)** Students must complete the verification before gaining access to the rest of the content.
2. **Attendance (10%)** Please see Attendance Policy in syllabus under course policies
3. **Professionalism (10%)** Please see Professionalism Policy in syllabus under course policies
4. **Discussions (10 pts) x 9:** *Each week, students will respond to the assigned discussion prompt. Initial posts are due Thursdays by 11:59 PM (PT) and must be a minimum of 300 words. Response posts are due Sundays by 11:59 PM and must be no more than 100 words. All posts should be thoughtful, well-developed, and demonstrate clear connections to the assigned readings, lecture materials, and weekly topics. Students are expected to contribute meaningfully to the learning community by offering reflections, insights, and respectful engagement with peers.*
5. **Quiz (10 pts):** *The quiz is designed to assess understanding of the weekly readings and video materials. The quiz must be completed BEFORE class the week it's due.*
6. **Journal Reflections x 3:** *Journal reflections are due Sundays by 11:59 PM. Each journal must be 2–4 pages, double-spaced, and formatted in APA style (7th edition). Students should respond to the provided prompts using critical thinking and self-reflection while integrating course concepts, personal experiences, and developing perspectives on counseling and faith/spirituality.*
7. **Group Project (5 pts per stage/concept):** *To support progress toward the final group project, dedicated class time will be provided each week for groups to meet, collaborate, and work on project components. Each week, groups will be responsible for completing specific project tasks assigned by the instructor. Students are expected to participate actively in these work sessions and contribute meaningfully to their group's progress. These weekly checkpoints ensure steady development of the project and allow groups to ask questions, receive guidance, and refine their work throughout the term.*
8. **Group Project - Case Presentation & Slides Submission (50 pts):** *Students will work in groups to complete a comprehensive case presentation integrating counseling theory, clinical technique, and faith/spirituality. During Week 1, each student will sign up for one of the four theories covered in Weeks 1–5: Psychoanalytic Theory, Existential Therapy, Person-Centered Therapy, or Cognitive Behavioral Therapy (CBT). Each group will be provided with a case vignette and will develop a presentation demonstrating: a clear case conceptualization grounded in the chosen theory, appropriate clinical techniques and interventions, a thoughtful integration of faith/spirituality relevant to the client, and practical and culturally responsive application. Groups will create a slide presentation (PowerPoint, Google Slides, or Canva) and present their work to the class during the assigned presentation week.*

## Assignment Distribution by Percentage:

Assignments with Percentages

Assignment	Percentages
Attendance	10%
Professionalism	10%
Discussions (8 pts x 9)	15%
Quiz	10%
Journal Reflections (3)	15%
Group Project - Weekly Progress (5 pts x 5)	15%
Group Project - Case Presentation & Slides Submission	25%

TOTAL	100%
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## Grading Scale:

### Grading Scale

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

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

## Other Course-specific Info

### GROUND RULES OF THE COURSE

Together we will create a dynamic learning environment where:

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

## PLNU Spiritual Care

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

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

## PLNU Copyright Policy

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

## PLNU Recording Notification

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

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

## **PLNU Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

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

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

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

## **Artificial Intelligence (AI) Policy**

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[MLA Style Center: Citing Generative AI](#)

[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](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 beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

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

## 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](mailto: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](#).

## 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 Online program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

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

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

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 15 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class, or leaving 30 minutes or more early from a class will be considered an absence.

Refer to [Academic 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 Online 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](mailto:GPSWritingCenter@pointloma.edu)

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## Course Schedule and Assignments

Course Schedule

Week	Topic	Reading	Assignment /Due Date
Week 1	Introductions	Read from the <i>Corey</i> textbook:	<ul style="list-style-type: none"><li>• Complete Academic Honesty Verification</li></ul>

(Light Week)	<p>Course acclimation</p> <p>Counseling modalities of interest</p>	<ul style="list-style-type: none"> <li>• Chapter 2: The Counselor: Person and Professional</li> </ul> <p>Review the following:</p> <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Video Lecture</li> </ul>	<p>Statement</p> <ul style="list-style-type: none"> <li>• Sign up on the ☆ Group Project SIGNUP &amp; Vignette Information and Join your group on the roster page (<i>due Mon</i>)</li> <li>• Discussion: Welcome and Introduction Video (<i>due Thurs/Sun</i>)</li> <li>• Discussion: Weekly Reading Reflection (<i>due Thurs/Sun</i>)</li> <li>• Group Project - Client Demographics (<i>due Sun</i>)</li> </ul>
Week 2	<ul style="list-style-type: none"> <li>• Psychoanalytic Theory</li> <li>• Integration of Faith/Spirituality</li> </ul>	<p>Read from the <i>Corey</i> textbook:</p> <ul style="list-style-type: none"> <li>• Chapter 4</li> </ul> <p>Review the following articles:</p> <ul style="list-style-type: none"> <li>• Blair, L. J. (2015). <a href="#">The influence of therapists' spirituality on their practice</a></li> <li>• Tummala-Narra, P. (2023). <a href="#">Psychoanalytic applications in a diverse society. In Advancing Psychotherapy for the Next Generation</a>, Routledge</li> <li>• Yakeley, J. (2018). <a href="#">Psychoanalysis in modern mental health practice. The Lancet Psychiatry</a></li> </ul> <p>Watch the following:</p> <ul style="list-style-type: none"> <li>• YouTube Kernberg Psychoanalytic Psychotherapy</li> <li>• Video Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Faith and Spirituality Reflection Journal (<i>due Sun</i>)</li> <li>• Discussion: Psychoanalytic Theory (<i>due Thurs/Sun</i>)</li> <li>• Group Project - Theoretical Framework and Application (<i>due Sun</i>)</li> </ul>
Week 3	<ul style="list-style-type: none"> <li>• Existential Therapy</li> <li>• Group work</li> </ul>	<p>Read from the <i>Corey</i> textbook:</p> <ul style="list-style-type: none"> <li>• Chapter 6</li> </ul> <p>Watch the following:</p> <ul style="list-style-type: none"> <li>• Lecture Video</li> <li>• <a href="#">Existential-Humanistic Psychotherapy in Action</a> (from 4:55- 34:00)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion: Existential Concepts (<i>due Thurs/Sun</i>)</li> <li>• Group Project - Integration of Faith/Spirituality (<i>due Sun</i>)</li> </ul>
Week 4	<ul style="list-style-type: none"> <li>• Person Centered Therapy</li> <li>• Therapeutic use of spiritual disciplines in clinical practice</li> </ul>	<p>Read from the <i>Corey</i> textbook:</p> <ul style="list-style-type: none"> <li>• Chapter 7</li> </ul> <p>Review the following articles:</p> <ul style="list-style-type: none"> <li>• Eck, B. E., &amp; Moon, G. W. (2002). <a href="#">An exploration of the therapeutic use of spiritual disciplines in clinical practice.</a></li> <li>• Ansori, R., Komsu, D. N., &amp; Maburria, A. (2025). <a href="#">A Person-Centered Therapy</a></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion: Person-Centered Principles (<i>due Thurs/Sun</i>)</li> <li>• Journal Entry: Theory Reflection and Application (<i>due Sun</i>)</li> <li>• Group Project - Ethical, Legal, and Multicultural Considerations (<i>due Sun</i>)</li> </ul>

		<p><a href="#">Approach in Counseling for Early Childhood Children Experiencing Separation Anxiety at School. <i>Journal of Childhood Development</i>, 77-88.</a></p> <p>Watch the following:</p> <ul style="list-style-type: none"> <li>Lecture Video</li> <li><a href="#">Person-centered Child Therapy</a> (25:40-1:08:00)</li> </ul>	<ul style="list-style-type: none"> <li>Review Instructor Comments on Mid-Course Professionalism Feedback (<i>due Sun</i>)</li> <li>Complete the Mid-Course Survey (<i>due Sun</i>)</li> </ul>
Week 5	<ul style="list-style-type: none"> <li>Cognitive Behavior Therapy (CBT): Core concepts, goals, and techniques</li> <li>Navigating faith in clinical practice: Building faith competence and overcoming barriers</li> <li>Group collaboration time for Week 6 Group Project</li> </ul>	<p>Read from the <i>Corey</i> textbook:</p> <ul style="list-style-type: none"> <li>Chapter 10</li> </ul> <p>Review the following articles:</p> <ul style="list-style-type: none"> <li>Dixon, S., &amp; Bell, J. (2025). <a href="#">Navigating Faith in Clinical Practice: A Qualitative Study of Mental Health Professionals Working with Immigrant Clients</a>, 189-227.</li> <li>Huey Jr, S. J., Park, A. L., Galán, C. A., &amp; Wang, C. X. (2023). <a href="#">Culturally responsive cognitive behavioral therapy for ethnically diverse populations. <i>Annual Review of Clinical Psychology</i></a>, 51-78.</li> </ul> <p>Watch the following:</p> <ul style="list-style-type: none"> <li>Lecture Video</li> <li><a href="#">Cognitive Behavioral Therapy for Anxiety</a> (21:38-35:38)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion: Cognitive Behavioral Therapy (CBT) (<i>due Thurs/Sun</i>)</li> <li>Group Project - Personal Reflection (<i>due Sun</i>)</li> </ul>
Week 6	<ul style="list-style-type: none"> <li>Feminist Therapy: Key concepts, goals, and therapeutic process</li> <li>Working models for integrating spirituality in counseling practice</li> <li>Group presentations</li> </ul>	<p>Read from the <i>Corey</i> textbook:</p> <ul style="list-style-type: none"> <li>Chapter 12</li> </ul> <p>Review the following articles:</p> <ul style="list-style-type: none"> <li>Matise, M., Ratcliff, J., &amp; Mosci, F. (2018). <a href="#">A working model for the integration of spirituality in counseling.</a></li> </ul> <p>Watch the following:</p> <ul style="list-style-type: none"> <li>Lecture Video</li> <li><a href="#">Feminist Therapy</a> (23:03-1:12:00)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion - Feminist Concepts (<i>due Thurs/Sun</i>)</li> <li>Group Project - Case Presentation &amp; Slide Submission (<i>due Sun</i>)</li> </ul>
Week 7	<ul style="list-style-type: none"> <li>Postmodern Approaches in Counseling</li> <li>Understanding religion as a potential source of strength and resilience</li> <li>Integrating affirming approaches in counseling practice</li> </ul>	<p>Read from the <i>Corey</i> textbook:</p> <ul style="list-style-type: none"> <li>Ch 13</li> </ul> <p>Review the following articles:</p> <ul style="list-style-type: none"> <li>Bozard, R. L., &amp; Sanders, C. J. (2011). <a href="#">Helping Christian lesbian, gay, and bisexual clients recover religion as a source of strength: Developing a model</a></li> </ul>	<ul style="list-style-type: none"> <li>Discussion - Postmodern Counseling Approaches/LGBTQ+ Client Support (<i>due Thurs/Sun</i>)</li> <li>Week 7 Quiz (<i>due Sun</i>)</li> </ul>

		<p><a href="#">for assessment and integration of religious identity in counseling</a> 47-74</p> <ul style="list-style-type: none"> <li>• Johnson, D. J., Holyoak, D., &amp; Cravens Pickens, J. (2019). <a href="#">Using narrative therapy in the treatment of adult survivors of childhood sexual abuse in the context of couple therapy</a>.</li> <li>• Reddy, P. D., Thirumoorthy, A., Vijayalakshmi, P., &amp; Hamza, M. A. (2015). <a href="#">Effectiveness of solution-focused brief therapy for an adolescent girl with moderate depression</a>. 87-89.</li> </ul> <p>Watch the following videos:</p> <ul style="list-style-type: none"> <li>• Video Lecture</li> <li>• <a href="#">Narrative Family Therapy</a> (20:00-1:06)</li> <li>• <a href="#">Solution-Focused Techniques with a Pre-Teen</a> (00:48-12:07)</li> </ul>	
Week 8	<ul style="list-style-type: none"> <li>• Gestalt Therapy: Key Concepts and Applications</li> <li>• Client-Led Spiritual Interventions in Counseling</li> </ul>	<p>Read from the Corey textbook:</p> <ul style="list-style-type: none"> <li>• Ch 14</li> </ul> <p>Review the following articles:</p> <ul style="list-style-type: none"> <li>• Evans, S., &amp; Devlin, G. (2016). <a href="#">Client-led spiritual interventions: Faith-integrated professionalism in the context of a Christian faith-based organisation</a>, 360-372.</li> <li>• Boyalı, C. (2022). <a href="#">Spirituality as part of the whole: Gestalt therapy's view of spirituality</a>, 157-178.</li> </ul> <p>Watch the following:</p> <ul style="list-style-type: none"> <li>• Video Lecture</li> <li>• <a href="#">Gestalt Therapy with Children</a> (25:00-1:02)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion - Family Systems Therapy/Client-Led Spiritual Interventions (<i>due Thurs/Sun</i>)</li> <li>• Term-End Journal Reflection (<i>due Sun</i>)</li> <li>• End-of-Course Evaluation (<i>due Sun</i>)</li> </ul>

## Assignments At-A-Glance

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