



College of Health Sciences | MA in Clinical Counseling

PSY6026: Counseling Theories and Faith Integration II

3 Units

Modality: Face-to-Face

Spring 2026 | January 12 - May 10

Meeting Day/Time: Wednesdays, 5:30 p.m. - 8:15 p.m.

Mission Valley 302

Instructor Contact Information

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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 continuing exploration of psychological therapies and techniques with emphasis on the adoption of a theoretical orientation for explaining the etiology and treatment of various mental disorders. This course is a preparation course for practicum, with specific instruction in case management, from intake to termination. Close attention is paid to available systems of care and community resources for the severely mentally ill.

Course Learning Outcomes

1. Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.
 2. Students will demonstrate knowledge, understanding and competence in fundamental and advanced counseling skills.
 3. Students will further refine one's own theoretical orientation to guide one's own practice.
 4. Student will identify therapist characteristics and behaviors that influence the counseling process.
 5. Students will be able to identify diversity issues related to prescribed theories and choose and apply appropriate counseling strategies and techniques with diverse populations.
 6. Students will be able to conceptualize clients from a variety of theoretical perspectives and apply appropriate theory-based interventions.
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Program Learning Outcomes

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.
 2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context).
 3. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.
 4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
 5. Students will deliver mental health services with multicultural competence and sensitivity.
 6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.
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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.
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Required Texts and Recommended Study Resources

Coughlin, P. (2017). *Maximizing Effectiveness in Dynamic Psychotherapy*. Routledge.

Halbur, D & Halbur, K. V. (2019). *Developing your theoretical orientation in counseling and psychotherapy* (4th ed.).

Harris, R. (2019). *ACT Made Simple: An Easy-to-Read Primer on Acceptance and Commitment Therapy* (2nd ed.). New Harbinger Publications, Inc.

Johnson, S. M., & Johnson, S. M. (2019). *The practice of emotionally focused couple therapy: Creating connection* (3rd ed.). Brunner-Routledge.

[Recommended Reading for Further Exploration](#)

Note: Students are responsible for having the required 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.

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. 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 112.50 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

Distribution of Course Hours

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

Assessment and Grading

- 1. Participation and Attendance** See the Professionalism and Attendance section below.
- 2. Reading Quizzes** At the start of class, a reading quiz will be available on Canvas to assess your understanding of the week's reading. Students will have 20 minutes to complete each quiz.
- 3. Reflection Posts**
To begin the course, there will be two reflection posts (400-500 words) to help develop your theoretical orientation and case conceptualization skills. Please take these assignments seriously as they will provide the foundation for your final paper.
- 4. Concepts and Intervention**
In this assignment, you need to list 20 concepts/ideas and/or interventions from the readings that you find beneficial and will use in your practice with your clients. There will be three lists in total. Each list will be due when the main text for that particular model of therapy is completed.

We will create our lists based on Emotionally Focused Therapy, Intensive Short-Term Dynamic Psychotherapy, and Acceptance and Commitment Therapy.

List what the concept/idea/intervention is and how it will inform your work with your clients. Provide examples when applicable. For interventions, please provide a definition of what they are and an imagined short transcript demonstrating the intervention in action.

5. Paper 1: Self & Theoretical Orientation

Each student will choose the theoretical orientations they have studied or have become interested in over the course of their studies (Use the Selective Theory Sorter in your Halbur & Halbur text (pp. 32-37) as a possible guide).

This paper should identify important leaders in the field, the theory's core beliefs about human nature and pathology, identify key interventions, diversity considerations, ideal population, and limitations.

Students will then examine the theories in relation to self—strengths, values, personality traits, culture, faith, etc.

It should be 8-10 pages (excluding title page and references), formatted in APA-style (1" margins, double-spaced, 12-pt Times New Roman font, with title and reference pages, etc.), and should include a minimum of 4 academic references. Do not use websites as an academic reference.

6. Paper 2: In-Depth Theoretical Orientation Exploration

Utilizing the theory focused on in Paper 1, students will apply a theoretical orientation to a vignette provided by the professor. The paper will include a thorough case conceptualization using key terms from the theory of choice.

7. Final Presentation

The final presentation is your chance to share with the class your personal journey of choosing a theoretical orientation. It is a culmination and synthesis of the reflections and papers you have written for the course. The presentation should examine the theory in relation to self—strengths, values, personality traits, culture, faith, etc. It should show how you relate to the theory's core beliefs about human nature and pathology, key interventions, and diversity considerations (in other words, how does it "fit"). And finally, you should identify a chosen population with whom you hope to do this work and how it also "fits" for them.

APA Papers

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [APA 7th Edition Help File](#)
- [The OWL at Purdue: APA Style](#)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Assignments with Point Values

Assignments	PERCENTAGE
Attendance	10%
Professionalism	10%

Assignments	PERCENTAGE
Reading Quizzes	5%
Reflections; Concepts and Interventions	20%
Paper 1	20%
Paper 2	20%
Presentation	15%
Total	100%

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Grading Scale

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

- Equal or greater than 93% = 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-
- Equal or lesser than 59% = F

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

Other Course-Specific Information

Course design: Each student will be asked to pick a case from their current case load at practicum. We will look carefully at your patient using the material covered in class. At the end of the course you should have a hypothetical or mock clinical documentation of the entire course of treatment (e.g., Treatment Plan, Psycho-social History, Diagnosis, Case Formulation, Summary of Treatment, and Termination). We will highlight selected topics from the required readings, demonstrate clinical concepts through role-play/case review, and together discuss, study, and explore relevant ideas. *Students are responsible for all assigned readings*, whether or not discussed in class. Students are expected to read and digest all assignments prior to the class date for which they are assigned.

GROUND RULES OF THE COURSE

Together we will create a dynamic learning environment where:

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

Please jot down some of your expectations for this course.

Course Participation and Attendance

I believe truth emerges through dialogue; learning happens when we converse and connect with each other. Therefore, I want class sessions to be a relational experience, characterized by personal conversation, rather than passive reception of a list of facts that you will have to regurgitate later. I expect you to take ownership of your learning process and to be intentional about reflecting on and talking about what matters to you. When I or others are talking, I encourage you to be thinking the following and to respond accordingly: *Do I agree? Do I disagree? What else do I need to ask to better understand what they are saying? What else is important for me to know about this?* And finally, since you can't talk if you aren't there, I expect you to come to class. The assessment of participation will be given based on the above criteria.

All students are to have read all assigned readings and arrive to class with **at least one thoughtful question to discuss** in class. **Active participation** in the class discussion is required for full points. Professors will be tracking this daily and submitting your points.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

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 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](#)
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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 619-849-2533). 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. Professors are able to view a student's approved accommodations through Accommodate.

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 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](#).

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.

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](#) 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.

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.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. 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).
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Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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.
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Assignments-at-a-Glance

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