

Course Syllabus

 Edit

College of Health Sciences | MA in Clinical Counseling

PSY6090: Research Methodology

3 Units

Summer 2026 | Quad 1

May 11 - July 5

In-Person

Meeting Days: Monday & Wednesday

Instructor: Natalie Hsieh

Meeting Times: 2:00 - 4:45 p.m. PST

Email: nataliehsieh@pointloma.edu

Meeting Location: Mission Valley Campus, Room 301

[\(mailto:nataliehsieh@pointloma.edu\)](mailto:nataliehsieh@pointloma.edu)

Office Hours: By 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

This course is an in-depth examination of various experimental designs, statistical procedures, conclusions, and limitations of research parameters. Emphasis will be placed on the theoretical and practical applications of research methods of psychotherapy.

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

After completing this course, you should be able to:

Learn from Counseling and MFT Research

1. Demonstrate knowledge of evidence-based practice principles and major areas of research contribution in counseling and MFT, including ethical standards and trustworthiness of research data.
2. Develop clear and focused research questions, identify key concepts and variables, and determine appropriate search terms to guide literature searches and support evidence-based clinical reasoning.
3. Locate, appraise, and synthesize research information from academic databases, peer-reviewed journals, and credible web-based resources to support clinical reasoning and practice.
4. Understand research study logic, basic descriptive statistics, and develop researcher skills related to various research study designs (qualitative, quantitative, mixed-methods) to explain their appropriate contribution to counseling research and practice.

Apply Evidence-Based Practice to Client Care

1. Conduct a client-care literature review and research-based treatment plan to link research evidence and evidence-based practices to client care (assessment, treatment planning, intervention selection, progress monitoring, psychoeducation, client-centered advocacy).
2. Design and evaluate research- or program-based projects in real-world community or clinical settings to address client, organizational, or population needs.
3. Communicate research findings clearly and effectively in both written and verbal forms for diverse audiences, including colleagues, supervisors, and clients, to support collaboration and research-informed practice.

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.

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.

Required Texts and Recommended Study Resources

Sheperis, C. J., Daniels, J., & Young, S. (2016). *Counseling research: Quantitative, qualitative, and mixed methods*, 2/E. Pearson. ISBN-10: 0134025091 ISBN-13: 978-0134025094

Recommended Resources

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

Pyrzczak, F., & Tcherni-Buzzeo, M. (2019). *Evaluating research in academic journals*. Routledge.

Williams, L., Patterson, J., & Edwards, T. M. (2018). *Clinician's guide to research methods in family therapy: Foundations of evidence-based practice*. Guilford Publications.

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.

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. Specific details about how the class meets the credit hour requirement can be provided upon request.

Assessment and Grading

(1) Attendance & Participation (100 points, 20%): Students are expected to attend all classes, actively participate in discussions, group activities, and peer feedback sessions, and engage professionally throughout the course.

Group Assignments

(2) In-Class Group Research Skill Labs (60 points, 12%): In class, students will engage in weekly group lab exercises to practice research thinking, skills, and translation to client care. Group labs span both class periods and are due at the end of each week.

(3) Theory Evidence Base and Psychoeducation Role Play (40 points, 8%): In small groups, students will read a review article about an assigned counseling or MFT theory and prepare a slide presentation to present key insights about the theory's evidence base and research-informed applications for client care (treatment goals, assessment and attunement, progress monitoring, and psychoeducation). Groups will also demonstrate a brief role play (5 min) providing psychoeducation to their client about the theoretical approach and/or a particular assessment or intervention strategy.

Individual Assignments

(4) POTT Research Exploration Map (10 points, 2%) Students will create a visual map of research interests connected to their POTT, their counseling placement, client populations, clinical issues of interest for service and advocacy, and clinical curiosities.

(5) POTT Researcher Memos (10 x 5 = 50 points, 10%): During Weeks 3-7, students will complete a short researcher memo at the start of each week to identify key insights and questions from the week's readings, and engage the week's topics with literature searches and clinical curiosities.

(6) Signature Paper Researcher Memos (10 x 3 = 30 points, 6%): During Weeks 3-5, students will apply weekly learning and review of literature to their summative signature assignment paper. Students will take notes on their review of relevant literature for their signature paper and provide a brief self-reflection on their process as a researcher.

(7) Signature Paper - Evidence Based Practice Literature Review and Treatment Plan (120 points, 24%): This multi-part signature paper allows students to thoughtfully review research



literature for a hypothetical client case at their practicum placement, in order to link research evidence to treatment planning and prepare for clinical practice:

- Part 1 Introduction to Client, Agency, Therapist Factors and Initial Clinical Questions (20)
- Part 2 EBP Integrative Literature Review for Client Care (40)
 - NOTE: this synthesizes work from the four post-class researcher memos
- Part 3 EBP Research-Informed Treatment Plan and Applications (40)
- Part 4 EBP Conclusion and Final Paper (20)
 - NOTE: This final submission integrates TA/instructor and peer feedback from all parts for complete paper

(8) EBP Psychoeducation Flyer (20 points, 4%): Students will create an evidence-based practice psychoeducation flyer, to creatively communicate the application of research and professional knowledge for client care or community health or wellness advocacy. Students may create materials for any of the following purposes: creating mental health awareness, reduce stigma/barriers for mental health access, or introducing a theoretical approach, intervention, or set of skills with clients in session. This can be connected to your signature paper, or to a new topic of interest.

(9) POTT Field-Based Researcher Interview & Reflection (30 points, 6%): Students will interview a counselor/therapist about their engagement of research or evidence-based practice (e.g. interviewing a faculty member or GA, emailing or interviewing an author of articles you read for your literature review, interviewing someone from your current placement or a past place of service, interviewing someone who can speak about how research is engaged in a professional organization). The reflection should describe key insights about how one can incorporate research or EBP into one's counselor/therapist career

(10) Course Learning Outcome Assessment (20 points, 4%) Students will complete a learning assessment at the end of the course to demonstrate relevant course learning outcome knowledge, skills, and practices. A study guide will be provided ahead of time for student preparation.

Training and Surveys

(11) CITI Human Subjects Ethics Training (10 points, 2%): Students will complete the CITI Human Subjects Ethics Training and submit a completion certificate. This activity reinforces knowledge of ethical principles and regulatory requirements for conducting research with human participants.

(12) Final IDEA Survey (5 points, 1%): Students will complete the IDEA course evaluation survey, providing feedback on course effectiveness and learning outcomes.

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 \(https://canvas.pointloma.edu/courses/86324/pages/apa-7th-edition-help-file\)](https://canvas.pointloma.edu/courses/86324/pages/apa-7th-edition-help-file)
- [The OWL at Purdue: APA Style](https://owl.english.purdue.edu/owl/section/2/10)  (https://owl.english.purdue.edu/owl/section/2/10)

All papers should include the following sections unless indicated otherwise:

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

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

Assignment Distribution

Assignments	Points	Percentage
Attendance & Professionalism	100	20%
In-Class Group Research Skill Labs	60	12%
Theory Evidence Base and Psychoeducation Role Play	40	8%
POTT Research Exploration Map	10	2%
POTT Researcher Memos (5)	50	10%
Signature Paper Researcher Memos (3)	30	6%
Signature Paper (4 parts)	120	24%
EBP Psychoeducation Flyer	20	4%
POTT Field-Based Researcher Interview & Reflection	30	6%
Course Learning Outcome Assessment	20	4%



CITI Human Subjects Ethics Training	10	2%
Initial Survey & Final IDEA Survey	10	2%
Total	500	100%

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 professor. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University).

Grading Scale:

- 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.

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)

Grading Policies

A: Exemplary: The student has demonstrated a quality of work and accomplishment far beyond the formal requirements and shows originality of thought and mastery and application of knowledge, skills and attitudes presented in the course.



B: Proficient: The student's achievement reflects expectable achievement by demonstrating a proficient grasp and application of course concepts, skills, and attitudes presented in the course.

C: Marginal: The student has only partially demonstrated an inconsistent and correct grasp and application of the basic concepts, skills, and attitudes presented in the course.

F: Unacceptable: The student has failed to demonstrate grasp and application of course concepts, skills, and attitudes either through insufficient and incomplete presentations, or consistently incorrect and unprofessional presentations.

Course Policies

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.

1. Academic Honesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See Academic Policies in the [current PLNU catalog](https://catalog.pointloma.edu/) (<https://catalog.pointloma.edu/>) for further information.

2. Identity Fraud

Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from Point Loma.

3. Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](http://www.pointloma.edu/experience/academics/class-schedules) (<http://www.pointloma.edu/experience/academics/class-schedules>) site. No requests for early examinations will be approved.



4. Participation

Your participation (think of this as 'contribution') in the course is monitored and graded. Your interaction with the course content, the instructor, fellow students, and the learning process directly influences your level of success in the course. You need to demonstrate that you have truly completed the assigned readings, shared what you learned from them, and demonstrate understanding and application of the concepts presented. Participation in the course will benefit your overall online experience as well as the experience of others in the course.

5. Classroom Etiquette

Students are expected to actively engage in an adult learning environment. Behaviors that disrupt the classroom environment and interfere with the learning of others are prohibited. Examples include talking with other students during a presentation or when others are speaking, texting, gaming, internet browsing, or reading non-course related materials. All pagers, cellphones, and other electronic communication devices will be turned off at the beginning of class. Tablets and computers are allowed in class for note-taking purposes only, unless otherwise directed by the instructor. Arriving late and leaving early are strongly discouraged and disruptive to the class.

Respect each person's opinions. Be considerate while your peers are speaking and actively engage them only when they have completed their point. Discourteous comments and side conversations will not be tolerated and will be addressed openly and directly by the instructor. Should a student's behavior become disruptive to the productivity of the course they will be asked to leave the classroom and not receive credit for attendance.

6. University Catalog

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

7. Confidentiality of Course Discussion and Assignments

Materials posted to the class discussion or to an assignment thread are for class use only. Students and faculty are to protect the confidentiality of all classroom materials and should never transmit any classroom materials without specific written permission of the person quoted and the instructor.

Incompletes and Late Assignments

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.



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_gb79ABwxlqkI0Ql8GJ1GUYl6TosQ5mxg/edit?tab=t.0)  [. \(https://docs.google.com/document/d/1113zcG8BAe_gb79ABwxlqkI0Ql8GJ1GUYl6TosQ5mxg/edit?tab=t.0\)](https://docs.google.com/document/d/1113zcG8BAe_gb79ABwxlqkI0Ql8GJ1GUYl6TosQ5mxg/edit?tab=t.0).

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 [. \(mailto:scortezm@pointloma.edu\)](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

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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) [↗ \(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text\)](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/) [↗ \(https://style.mla.org/citing-generative-ai/\)](https://style.mla.org/citing-generative-ai/)

[APA Style: How to Cite ChatGPT](https://apastyle.apa.org/blog/how-to-cite-chatgpt) [↗ \(https://apastyle.apa.org/blog/how-to-cite-chatgpt\)](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) [↗ \(https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html\)](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 beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias (<http://www.pointloma.edu/bias>).

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) (<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. \(https://www.pointloma.edu/title-ix\)](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 \(https://www.pointloma.edu/bias\)](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).
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PLNU Attendance

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2) classes in the MACC program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

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

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. As extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will



drop this portion of the grade by 5% of the total course points (up to 10%). Note: absences are not categorized as excused or unexcused.

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

Refer to [Academic Policies](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/)  (<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.

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>) 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**

Course Schedule and Assignments

Course week runs Monday (day 1) to Sunday (day 7)

Date	Topic	Reading / Viewing	In-Class Assignment	Assignment
Light Week: Evidence Based Practice in Counseling				
5/11	Framework for Research in Counseling	Sheperis Ch. 1		Sun: Initial Course Survey
5/13	Research Foundations of Family Therapy Theories	Video: Gehart		



Week 2: Research Questions and Literature Searches

5/18	Evidence-Based Practice Approach POTT Researcher Exploration Map <i>Skills Lab:</i> PICO and PIO Questions		POTT Researcher Exploration Map In-Class Group Research Skill Lab 1	
5/20	Reviewing the Literature Peer-Review Research Types <i>Skills Lab:</i> Professional Counseling & MFT Journal Collections <i>Clinical Research:</i> Couples Therapy in the 2020s Beyond Four Forces: The Evolution of Psychotherapy	Sheparis Ch. 3 Professional Journals Video: PLNU Databases	In-Class Group Research Skill Lab 2	

Week 3: Research Ethics, Research Appraisal and Meta-analysis

5/25	Memorial Day - No Class			Tues: EBP 1: Client Care Reflection
5/27	Research Ethics & PLNU IRB Training Ethics of AI <i>Skills Lab:</i> Research Appraisal & Misinformation <i>Clinical Literature Topics:</i> Meta-Analysis and Systematic Reviews (various)	Sheperis Ch. 2, 4 Kramer et al. (2014)	In-Class Group Research Skill Lab 3-4	POTT Memo 1 Sun: CITI Training (4 hours) Sun: EBP Memo 1: Meta-Analysis



Week 4: Qualitative Research Designs

6/1	Case Study & Grounded Theory Qualitative Trustworthiness <i>Skills Lab:</i> Qualitative Lab Part 1 <i>Clinical Research Topics:</i> Treating Complex Trauma (Case Study)	Sheperis Ch. 9, 10 (focus on 9) Lawson (2015)	In-Class Group Research Skill Lab 5	POTT Memo 2
6/3	Phenomenological & Narrative <i>Skills Lab:</i> Qualitative Lab Part 2 <i>Clinical Research Topics:</i> School Counselors & Grief (Narrative Analysis)	Sheperis Ch. 11, 12 (focus on 12) Hannon et al. (2019)	In-Class Group Research Skill Lab 6	Sun: EBP Memo 2: Qualitative <i>Sun: Mid-Course Survey</i> <i>Sun: Professionalism Feedback</i>

Week 5: Quantitative Research Designs

6/8	Experimental Designs Reliability & Validity & Trustworthiness <i>Skills Lab:</i> Experimental Design <i>Clinical Research Topics:</i> PTSD Therapies (Experimental)	Sheperis Ch. 6 Schnurr et al. (2022)	In-Class Group Research Skill Lab 7	POTT Memo 3
6/10	Predictive Designs EST Resources	Sheperis Ch. 7 Gottman & Gottman (2017)	In-Class Group Research Skill Lab 8	Sun: EBP Memo Quantitative 

Skills Lab: Assessment & Progress Monitoring

Clinical Research:
Gottman Couples Therapy
(Predictive)

Week 6: Mixed Methods, Survey Research, and Action Research

6/15	Mixed Methods and Survey Research <i>Skills Lab:</i> Reading Statistical Analyses <i>Clinical Research:</i> Burnout in MFT Trainees OR Burnout in Future Professional Counselors (Survey research)	Sheperis Ch. 13 Glebova et al. (2021) OR Wardle & Mayorga (2016)	Group 1 EBP Presentation (EFT) In-Class Group Research Skill Lab 9	POTT Memo 4
6/17	Action Research <i>Skills Lab:</i> Survey Lab <i>Clinical Research:</i> Relationships for Social Change: The Value of the Promotora Framework in Navigating Systems of Employment (Action research)	Sheperis Ch. 15 Abraham et al. (2021)	Group 2 EBP Presentation (Narrative) In-Class Group Research Skill Lab 10	Sun: EBP 2: Integrative Lit Review

Week 7: Program Evaluation and Research in Clinical Careers

6/22	Program Evaluation and Needs Assessment <i>Skills Lab:</i> Needs Assessment or Program Evaluation	Sheperis Ch. 16 Distelberg et al. (2014)	Group 3 EBP Presentation (CBT) In-Class Group Research Skill Lab 11	POTT Memo 5
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	<i>Clinical Research:</i> Family System Intervention for Pediatric Chronic Illness (Program Evaluation)			
6/24	Research in Clinical Careers Designing Research <i>Skills Lab:</i> Professional Organizations and Research Study Questions <i>Clinical Research:</i> Doctoral Research	Sheperis Ch. 16 (cont)	Group 4 EBP Presentation (SERT) In-Class Group Research Skill Lab 12	Sun: EBP 3: Treatment Plan
Week 8: Next Steps & Research Proposal Sharing				
6/29	Course Review Course Learning Outcome Assessment EBP Peer Case Consults		Group 5 EBP Presentation (CRM)	In-Class Course Learning Outcome Assessment POTT Field-Based Researcher Interview & Reflection
7/1	Psychoeducation Handout Sharing POTT Research Interview Community Sharing		EBP Psychoeducation Flyer	Sun: EBP 4: Conclusion and Final Paper Final IDEA Course Survey

Note: Instructor reserves the right to make syllabus and assignment adjustments which in her/his judgment are appropriate and are supported in terms of learning objectives.

