

Course Syllabus

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College of Health Sciences | MA in Clinical Counseling

PSY6097 Supervised Practicum III

2 Units

Summer 2026

May 11 - Aug 30

In-Person

Meeting Days: Tuesdays

Instructor: Ju Ann Kim

Meeting Times: 11:30 a.m. - 1:30 p.m. PST

Email: jkim2@pointloma.edu

Meeting Location: Mission Valley Campus, Room 301

[_ \(mailto:jkim2@pointloma.edu\)](mailto:jkim2@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

Supervised therapy experience in applied psychotherapeutic techniques at an external agency. This course provides support, supervision, and consultation for students' training at their practicum site. A total of 700 hours, 300 of which are face-to-face direct service, must be accrued throughout the practicum course sequence. Students must be training at an approved site to be enrolled in this course. Credit/No Credit.

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.

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 PSY6097 course, the student should be able to competently:

1. Present a clinical case including assessment, treatment and use of theory in both verbal and written form. ^{PLO 1}
2. Provide evidence of research done related clinical care. ^{PLO 1}
3. Describe ethical and legal factors related to the presented clinical case including self of therapist issues. ^{PLO 2}
4. Identify cultural factors that might be operating in the presented clinical case, including how these factors influence their professional work. ^{PLO 3}

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

There are no required textbooks for this course.

ADDITIONAL READINGS

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

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 and WASC credit hour policy for a 2-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement is provided below:

Distribution of Course Hours

ASSIGNMENTS	HOURS
Face-to-face Class Sessions Attendance	30
Participation	50
Presentations	10
Clinical Portfolio	10
TOTAL HOURS	100



Assessment and Grading

Besides attendance, the capstone project for this class will be a ***Clinical Portfolio*** at the end of the class.

1. Attendance and Professionalism (Please see the Attendance and Professionalism section below)

We will conduct regular supervision and meet during the assigned two-hour time frame. Regular and punctual attendance at all classes is considered essential to your growth and development as a therapist. This class is designed to support you in your external training, provide important supervision of cases, and punctuate your various classroom learning experiences through a cumulative clinical portfolio. Please do your best to attend each meeting.

Class participation is necessary to demonstrate your clinical competence and the ability to transfer theory into practice. The following criteria will be used to evaluate participation:

- Participation in discussions
- Appropriateness of comments
- Comments useful for clarification or meaningful contribution to the class
- Willingness to participate in exercises and simulations
- Sensitivity to participation of others in the class; avoid dominating discussions
- Class participation demonstrates understanding of learned theory

2. Video and Case Presentations

Students will be required to show two video recordings of a session during the term. The videos should include a demonstration of an intervention that is informed by a theoretical orientation. Note: Students can use the 12-min case summary format for their oral case presentation of the clip. If the formal 12-min case summary write-up was not completed in PSY6096, it can be done this term.

3. Signature Theme Reflection Paper

Students will write a 2-3 page paper addressing the following prompts:

- Briefly summarize your signature theme that you shared in your PSY6095 paper. (Please share your signature theme in general without details on the background development, since this will be a part of your clinical portfolio.)
- How have your experiences in clinical practice influenced your signature theme?
- Has your signature theme remained consistent, shifted, or deepened and in what ways?
- Provide examples from your clinical work in practicum using at least two different clients to illustrate your reflections.

4. Clinical Portfolio

As a part of the Supervised Clinical Practicum sequence (PSY 6095-6097) and with the Student Learning Outcomes in mind, students will present a written CLINICAL PORTFOLIO that will be built throughout the MACC program. The Clinical Portfolio will include:

The Clinical Portfolio will include the following:



- TITLE PAGE
- TABLE OF CONTENTS
- INFORMED CONSENT from PSY 6011 and/or 6095
- INTEGRATION PAPER from PSY 6001 and/or PSY 6096
- CASE STUDY AND APPLICATION OF THEORY from PSY6026
- CASE CONCEPTUALIZATION AND TREATMENT PLAN from PSY6050
- 12-MINUTE WRITTEN CASE SUMMARY OF FINAL CASE PRESENTATION from PSY6096
Remove or change identifying information to protect PHI
- RESEARCH PROPOSAL from PSY 6090
- SIGNATURE THEME REFLECTION PAPER from PSY6097
- CREATIVE REFLECTION ON YOUR GROWTH DURING THE PROGRAM (e.g., can be picture, song, poem, or narrative)

4. Training Paperwork

Students will submit final training paperwork, including Hours Logs, Verification of Experience, Supervisor Evaluation of Student, and Student Evaluation of Site. ***All paperwork must be completed and submitted on ELC to receive a CR. This is very important! Delays in submission of required paperwork may result in delays in degree clearance.***

5. Comprehensive Exam

Students will complete an online comprehensive exam during Week 13. **For all the specifics on the exam, please refer to the handbook provided via email.**

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 \(https://canvas.pointloma.edu/courses/86327/pages/apa-7th-edition-help-file\)](https://canvas.pointloma.edu/courses/86327/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 help.

Assignment Distribution by Points:

Grading is on a CR/NC basis. To pass the class, you must attend and participate. Note the point breakdown for the course. Simply showing up will not earn you full points. You must be engaged,



participate in discussions, complete any assigned readings, and be ready to give feedback and support to your classmates.

Assignment Points

Assignments with Point Values

Assignments	Points
Attendance and Participation	75
Training Paperwork	Must be received for CR
Video Case Presentations (50 points each)	100
Clinical Portfolio	100
Signature Theme Reflection Paper	100
Total	375

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 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).



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/1osLcREXhNvA9EJSp1XW0SISi8-l0szbqS4we1d3KohQ/edit)  [. \(https://docs.google.com/document/d/1osLcREXhNvA9EJSp1XW0SISi8-l0szbqS4we1d3KohQ/edit\)](https://docs.google.com/document/d/1osLcREXhNvA9EJSp1XW0SISi8-l0szbqS4we1d3KohQ/edit).

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

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

PLNU Recording Notification



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

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

PLNU Academic Honesty Policy

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

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](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 information on reporting and resources at www.pointloma.edu/bias (<http://www.pointloma.edu/bias>).



Sexual Misconduct and Discrimination

In support of a safe learning environment, 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 accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX (<http://pointloma.edu/Title-IX>). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are 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 at pointloma.edu/title-ix (<http://pointloma.edu/title-ix>) or as shown in the PLNU Spiritual Care section of this syllabus.

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

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - Synchronous Courses: At least one class meeting takes place at a designated time.
 - Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU Attendance

Regular and punctual attendance at all class sessions is considered essential to optimum 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/)  [\(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/\)](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/) for additional detail.

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 \(https://my.pointloma.edu/pages/writing-center-gps\)](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 \(https://my.pointloma.edu/pages/research-help\)](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)  [\(https://maps.app.goo.gl/CRXui8PJUnSkvokC9\)](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
(<mailto:GPSWritingCenter@pointloma.edu>)

Course Schedule and Assignments

See the **Course Schedule** (<https://canvas.pointloma.edu/courses/86327/pages/course-schedule>) page.

Assignments At-A-Glance

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

Course Summary:

Date	Details	Due
		

