



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

PSY 6194: Pre-Practicum

0 Units

Summer 2026 | Quad 1

May 11 - July 5

Synchronous Online

Meeting Days: Wednesdays

Instructor: Stephanie Harimoto, LMFT

Meeting Times: 4:00 PM - 6:00 PM (PST)

Email: sharimot@pointloma.edu

Meeting Location: [Zoom](#) (Passcode: 247142)

Phone:

Final Exam: (Day/Time):

Office Location and 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

Prior to practicum assignments students will learn basic skills that are required in most placements (e.g., note-taking, treatment planning). Students will have the opportunity to receive formative feedback as they counsel a

client using a simulated patient. Digital recordings of therapy sessions will be utilized to improve therapeutic skills, promote self-awareness, and an understanding of how people change. Upon approval by the Director of Clinical Training, the student will then enroll in [PSY 6195](#). This class will prepare students for the Objective Simulated Clinical Exam.

Credit/No Credit.

Prerequisite(s): [PSY 6011](#), [PSY 6021](#), and [PSY 6022](#)

Course Learning Outcomes

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

- Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California.
- The effects of socioeconomic status on treatment and available resources.
- California law and professional ethics for marriage and family therapists, including instruction in all of the following areas of study:
 - (i) Contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the scope of practice of marriage and family therapy.
 - (ii) The therapeutic, clinical, and practical considerations involved in the legal and ethical practice of marriage and family therapy, including, but not limited to, family law.
 - (iii) The current legal patterns and trends in the mental health professions.
 - (iv) The psychotherapist-patient privilege, confidentiality, the patient dangerous to self or others, and the treatment of minors with and without parental consent.
 - (v) A recognition and exploration of the relationship between a practitioner’s sense of self and human values and the practitioner’s professional behavior and ethics.
 - (vi) The application of legal and ethical standards in different types of work settings.
 - (vii) Licensing law and licensing process.

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

- Counseling and psychotherapeutic theories and techniques, including the counseling process in a multicultural society, an orientation to wellness and prevention, counseling theories to assist in selection of appropriate counseling interventions, models of counseling consistent with current professional research and practice, development of a personal model of counseling, and multidisciplinary responses to crises, emergencies, and disasters.
- Professional orientation, ethics, and law in counseling, including California law and professional ethics for professional clinical counselors, professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession’s scope of practice, counselor-client privilege, confidentiality, the client dangerous to self or others, treatment of minors with or without parental consent, relationship between practitioner’s sense of self and human values, functions and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
- The understanding of human behavior within the social context of socioeconomic status and other contextual issues affecting social position.
- The understanding of human behavior within the social context of a representative variety of the cultures found within California.
- Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California.
- Integrate an understanding of various cultures and the social and psychological implications of socioeconomic position.

PLO/CLO/Assignment Alignment Chart

PLO	CLO	Assignment/Activity
PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to	CLO 1.1 Demonstrate skills associated with establishing the therapeutic alliance, assessing and	Weekly Simulated Patient Submissions

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.	responding to risk, and progression toward treatment goals. CLO 1.2 Articulate the presenting problem in behavioral terms, specifying impairment.	Clinical Supervision and Reflection Paper Presenting Problem & Treatment Goal Demonstration, Reflection and Growth Chart
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	CLO 2.1 Basic application of ethical/legal responsibilities of acquiring informed consent, note-taking and collaborative treatment planning. CLO 2.2 Application of person of therapist to enhance empathic connection CLO 2.3 Demonstration of competent attending skills that enhance the development of the therapeutic alliance.	Personal Growth Reflection Discussion Post Informed Consent Script & Partner Recording Clinical Supervision and Reflection Paper Introduction Video and Goal Setting Discussion Post
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.	CLO 3.1.1 Write collaborative treatment goals that honor the socio-cultural priorities of diverse clients. CLO 3.1.2 Demonstrate ability to modify treatment to effectively work with diverse populations CLO 3.2 Identification of personal socio-cultural identities that influence the therapeutic alliance.	Presenting Problem & Treatment Goal Discussion Post Clinical Supervision and Reflection Paper

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.

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

- Chang, V., Decker, C., & Scott, S. (2018). *Developing Helping Skills: A Step-by-Step Approach to Competency*. (3rd ed.). Boston, MA: Cengage Learning.

- American Psychological Association. (2020). Publication Manual of the American Psychological Association. (7th ed). American Psychological Association.

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 0 unit class delivered over 8 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. The time estimations are provided below and in the Canvas modules. The student upon approval by the DCT, will enroll in **6195**.

Estimated Time to Complete Course

<i>Activity Category</i>	<i>Time-to-Complete (Hours)</i>
Class Attendance	15
Required Readings	2
Reflection Assignments	5
Written Assignments	7
Video Lectures	1
Interactive Assignments	10
Total:	40

Assessment and Grading

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:

Course Assignments

<i>Assignment Category</i>	<i>Percentage of Total Grade</i>
Attendance	10%
Professionalism	10%
Discussion Post	1%
Scheduling Documentation	1%
Presenting Problem & Treatment Goal	4%
Simulated Patient Submission (5)	30%
Clinical Supervision and Reflection Paper	10%
Informed Consent Script & Partner Recording	10%
Demonstration, Reflection, and Growth Chart	24%

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.

1. **Academic Honesty Verification (0%)** Students must complete the verification before gaining access to the rest of the content.
2. **Attendance (10%)** Please see the Attendance Policy in the syllabus under course policies
3. **Professionalism (10%)** Please see the Professionalism Policy in the syllabus below.
4. **Discussion Post (1 % total):**
 - **Introduction and Goal Setting Discussion Post (Week 1) (5 points, 1%):** Record a 2-3 minute video of yourself. Upload a 2-3 minute video introducing yourself by name, pronouns, how you would like to be referred to in the class, when you began the MACC Online program, when you anticipate going to practicum (e.g., Fall 202X). Choose one item that best describes your feelings about working with clients during practicum, share it in your video. Then, based on the feedback you received at the end of PSY 6022 Clinical Skills, share at least one area of strength that you plan to retain, and two areas of growth that you would like to work on during the class. Respond to one classmate by sharing one thing that you found challenging in PSY 6022, and one “tip” that you used to help yourself grow during PSY 6022.
5. **Scheduling Documentation (1%)**
 - **Documentation of Scheduled Appointments (Week 1)**
 - **Documentation of OSCE Schedule (Week 7)**
6. **Presenting Problem & Treatment Goal (Week 2) (15 points, 4%) :** Using the vignette provided during class, and write a presenting problem statement, followed by one goal that the client will work on during treatment. The goal should be formatted as “The client will increase/decrease (*insert symptom or behavior*). Name one intervention that you might use with the client to facilitate their goal achievement. The intervention should be formatted as “The therapist will (*insert action you will attempt*)” (Due Sunday).
7. **Simulated Patient Submission (Weeks 3, 4, 5, 6, 7) (20 points each assignment, 5, 30%)** After each session, complete the following and upload to Canvas.
 - **Recording and Patient Feedback Report:** Submit the url link for the entire session on Canvas and Patient Feedback Report on Canvas. (10 points)
 - **Session Note:** Write a progress note (that would go in the client file) (10 points). Based on the examples of progress notes (GIRP, DAP, SOAP) posted on Canvas under Files, complete a progress note that describes a session with a client. You may choose any of the three options (GIRP, DAP or SOAP), however you must use each type at least one time.
8. **Clinical Supervision and Reflection Paper (due on presentation day in Weeks 4-7) (Complete/Incomplete, 1, 40 points, 10%):** Every student will present at least one time.
 - **Video (10 points):** On your assigned day, come to class prepared with a 10 minute video section of your session with the SP-ed client. You will show this video to the class. Prepare one question that you would like to pose to the group to receive feedback
 - **Reflection Paper (30 points):** Write a personal reflection (250-400 words) on your use of your POTT and use of skills. In your reflection, note one area of strength and one area of improvement that you will work on in subsequent sessions. Use at least one of the following prompts from Aponte & Kissil (2016, p. 136) to reflect upon your use of POTT.
 - What was activated for you personally (emotionally, and/or values-wise) in this session in the relationship with the clients? In dealing with the client’s issues? (*Here is where you identify what you are personally experiencing in your interactions with your clients, particularly related to your signature theme*).
 - What did you draw from your own personal life experience and world view in this session to relate to your clients? In dealing with their issues? (*Here is where you describe how you made use of yourself and your inner process to empathize and connect with your client, to both identify with and differentiate from them, and to actively and purposefully assess and intervene.*)
9. **Informed Consent Script & Partner Recording (Week 5) (50 points, 10%):** Upload a written script of how you would share informed consent with a client to the peer review assignment. You will record a video with a partner in which you obtain informed consent from your partner and submit it on Canvas to your professor. The video should be no longer than 8-10 minutes.
10. **Demonstration, Reflection and Growth Chart (24%) (Week 8)**
 - Complete the chart provided on Canvas. For each skill, insert a link to a 2-3 minute video clip of you demonstrating the skill listed. Please list the exact time in the video you would like reviewed. Then, provide a reflective statement on your ability to do skill, including your strength and/or growth edge. Provide a rationale for your assessment of your ability to perform the skill. If you struggled, include why you may have struggled in this area, and action steps you will take to develop this skill in the future.

Grading Scale

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

- 93 – 100% = A
- 90 – 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- **80 – 82% = B-**
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-
- 67 – 69% = D+
- 63 – 66% = D
- 60 – 62% = D-
- Below 60% = F

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

Additional Course-Specific Information

Ground Rules for 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

Professionalism Policy

Student professionalism will be assessed in each course, constituting 10% of the total course grade.

Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness.

The full rubric can be found here: [PLNU MACC Online Professionalism Rubric](#)

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.

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.

State Authorization

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

PLNU Copyright Policy

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

PLNU Recording Notification

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

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

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when, in reality, they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination or, depending on the seriousness of the offense, for the course.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

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, 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.

Course Attendance Policy

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

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

Refer to [Academic Policies](#) for additional details.

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.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are 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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Use of Technology

MACC is committed to a distraction-free learning environment. Aside from the computer students are using to attend class, other devices (phones, tablets, etc.) should *remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
 - [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
 - [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
 - [Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly’s Generative AI is NOT available with our student accounts.
 - [Tutoring](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.
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Course Schedule and Assignments

Course Schedule			
Date	Topic	Reading/Preparation	Assignment
Week 1	Introduction to the course	Read CDS Ch. 10	Academic Honesty Verification (due Monday)
Flex Week			

	Examining the Problem	Review your PSY 6022 Final Feedback Form SP-ed Instructional Video	Introduction and Goal Setting Discussion Post (due Wed/Thurs) Provide documentation of appointments with simulated patient (first session only) (due Sunday)
Week 2	Writing a presenting problem statement Writing collaborative goal and intervention statements How to write a process/progress note	Review Lecture Slides: Identifying and Articulating a Presenting Problem Watch videos from <i>Maelisa McCaffrey (QA Prep)</i> : • What goes in a counseling progress note? [7:26] • Writing DAP Progress Notes for Mental Health: 2 Minute Tutorial! • GIRP Progress Note for Mental Health • How to write SOAP notes for counseling: Quickest training ever! • How to write therapy treatment goals	Presenting Problem & Treatment Goal (due Sunday)
Week 3	Obtaining informed consent Record informed consent with partner	Review CDS Ch. 7 Video video lecturettes: Risk Assessment	Informed Consent Script & Partner Recording (due Sunday) Session 1: Weekly Simulated Patient Submission (due Sunday)
Week 4	Supervision: Students # 1, 2 (Session 1) bring a 10-minute video and a question		Clinical Supervision and Reflection Paper (due Wednesday) Session 2: Weekly Simulated Patient Submission (due Sunday) Mid-Course Survey (due Sunday) Review comments on Mid-Course Professionalism Feedback
Week 5	Supervision: Students # 3,4 (Session 2) bring a 10-minute video and a question		Clinical Supervision and Reflection Paper (due Wednesday)

			Session 3: Weekly Simulated Patient Submission (due Sunday)
Week 6	Supervision: Students # 5, 6 (Session 3) bring a 10-minute video and a question		Clinical Supervision and Reflection Paper (due Wednesday) Session 4: Weekly Simulated Patient Submission (due Sunday)
Week 7	Supervision: Students # 7, 8 (Session 4) bring a 10-minute video and a question	Review CDS Ch. 15 Watch Video Ending Therapy Well	Clinical Supervision and Reflection Paper (due Wednesday) Session 5: Weekly Simulated Patient Submission (due Sunday) Provide documentation that OSCE was scheduled (due Sunday)
Week 8	Reflection on Growth Preparation for the OSCE		Demonstration, Reflection and Growth Chart (due Sunday) End-of-Course Evaluation

Assignments-at-a-Glance

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