Course Syllabus

Edit

College of Health Sciences | MA in Clinical Counseling

PSY6001: Issues in Psychotherapy - Theology Integration

3 Units

Course Information:

Fall 2026 Quad 1

Course Dates: August 31 - October 25

Meeting days/times:

Monday and Wednesday | 2:00 PM - 4:45 PM

Meeting location: Mission Valley Campus, Room 302

Instructor Information:

Instructor title and name: Natalie Hsieh

Email: nhsieh@pointloma.edu (mailto:nhsieh@pointloma.edu)

Phone: 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

The University catalog describes this course as: A more detailed study of issues in the integration of theological insights and psychotherapy approaches within the therapeutic setting. Includes an overview of the historical relationship between religion and psychotherapy, differing models of the therapeutic relationship, and various models for integrating psychotherapeutic theory with theological issues. It introduces specific issues that arise in conducting therapy with religious persons, including criteria for evaluating healthy and unhealthy forms of religious belief.

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

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 and Course 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

Therapist's Role and Posture with Spirituality

- **CLO 1:** Students will be able to communicate the therapist's role in attending to client worldview and spirituality as part of whole-person care, while distinguishing scope of practice from clergy and other spiritual leaders.

- **CLO 2:** Students will be able to practice hospitality and humility with clients and colleagues from diverse worldviews and spiritual backgrounds.
- **CLO 3:** Students will be able to articulate their own worldview/spiritual home and how it shapes their therapeutic approach, grounding, and meaning-making.

Spirituality in Clinical Practice

- **CLO 4:** Students will be able to assess client spirituality and reflectively attune to how spirituality intersects with client narrative and biopsychosocial-cultural client contexts and meaning-making.
- **CLO 5:** Students will be able to integrate client worldview and spirituality respectfully when incorporating spiritual or faith-based practices or resources into therapy.
- **CLO 6:** Students will be able to access and use scholarly and community resources related to religion and spirituality.

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.

It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work. The time expectations for this course are shown below:

Credit Hour Distribution

REQUIREMENTS	TOTAL COURSE HOURS
Required Reading	33
Pre-Class Check-ins	15
Papers	10
Group Projects	10
Face-to-Face Class Sessions	45
TOTAL	**113**

Required Texts and Recommended Study Resources

REQUIRED READING AND RECOMMENDED RESOURCES (Link to PLNU bookstore course finder (https://pointloma.bncollege.com/course-material/course-finder?bypassCustomerAdoptions=true))

- Cashwell, C.S. & Young, J.S. (2020). Integrating spirituality and religion into counseling: A guide to competent practice (3rd ed.). American Counseling Association.
  - The ebook is available at **ProQuest Ebook Central (https://ebookcentral-proquest-com.pointloma.idm.oclc.org/lib/pointloma-ebooks/detail.action?docID=6038333)** for free to PLNU students.
- Wolterstorff, N. (1987). *Lament for a Son.* Grand Rapids, MI: Eerdmans Publishing Co. ISBN-13: 978-0802802941.
  - **Amazon Link (https://www.amazon.com/Professor-Emeritus-Philosophical-Theology-Wolterstorff/dp/080280294X)** for purchase
  - **Publisher (https://www.eerdmans.com/9781467419239/lament-for-a-son/)** for purchase
- See **Course Schedule (https://canvas.pointloma.edu/courses/89192/pages/course-schedule)** and Weekly Agendas for assigned readings by week.
- *Recommended reference:* American Psychological Association. (2010). *Publication manual of the American Psychological Association*. 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.

Assessment and Grading

All assignments are to be submitted/turned in by the due date listed on Canvas. Incompletes will only be assigned under extremely unusual circumstances.

Academic Honesty Verification
Students must complete the verification before gaining access to the rest of the content.

(1) Attendance (10% — 50 points). Learning is enriched through conversation, skill practice, and collaboration. You are expected to arrive on time, participate in discussions, small group work, and

presentations. Per PLNU policy: one absence is excused; two absences = 50% credit; more than two may result in de-enrollment or a failing grade. Please notify me promptly of extenuating circumstances.

(2) Professionalism (10% — 50 points). Please read program professionalism expectations, including professional dress expectations, as well as qualities of accountability, collaboration, and respect for others that will develop your character and skills as a therapist. At midterm and final check-ins, you will receive feedback to self-reflect on strengths and growth areas.

(3) Early Course Discussions (3% - 15 points). Students will complete an initial course survey, personal introduction discussion, and two topical discussion posts and peer responses as part of early course engagement.

IN-CLASS GROUP CLINICAL CASES & PRESENTATIONS

Group Work & Presentations You will be assigned to a regular weekly case consultation group for this class, to invite depth of connection and space to enrich your ability to exercise hospitality and humility, practice active and reflective listening, personal sharing, negotiation, and teamwork. You have several opportunities to work with your group to contribute presentations to the overall class:

(4) In-Class Clinical Case Vignettes (16% – 80 points) During weeks 2-7, clinical case group members will practice spiritual attunement and teamwork for an initial case conceptualization and clinical skills practice for an assigned clinical case vignette. Group members must submit their work by the end of the class period.

(5) Group Sharing—Spirituality In Our Lives (6% – 30 points) Each group member will give a 2-3 minute presentation, choosing to share about personal touchpoints to spirituality or spiritual wellness (e.g. personal or community journey, spiritual experiences, tradition, holiday, ritual, teaching, personal practice)

(6) Group Clinical Process Presentation and Role Play (12% -- 60 points) Each group will prepare a 10-minute presentation and 10-minute role-play on a clinical issue intersecting with spirituality that is of interest (e.g., spiritual minority populations, death/dying, disaffiliation, supernatural encounters, spirituality and substance use recovery). Presentations follow the in-class clinical case vignette sections and include: (1) spiritual case conceptualization (2) therapist posture & ethics, (3) assessment themes & interventions, (4) session role-play (5) resources and consultation/collateral sessions, and (6) group reflection & bibliography. Groups should engage at least 3 external resources, share responsibilities equitably, and upload materials to Canvas by presentation day.

INDIVIDUAL ASSIGNMENTS

(7) Spiritual Resource and Article Sharing (4% – 20 points) Each class period, we will invite community discussion of helpful insights or resources to foster attunement to spirituality in client care. Names will be randomly drawn to foster community sharing, with an additional invitation for colleagues to respond and initiate additional sharing as well.

(8) *Signature Paper:* Spiritual Person of the Therapist and Worldview Reflections (18% – 90 points) This paper invites you to reflect throughout the course on your spiritual person of the therapist and posture as a developing therapist. You will integrate spiritual assessments and class exercises, and consider your convictions, ethics, hopes, and areas for growth in professional development. The paper should follow APA style and include at least 3 academic references. You will build on reflections from this paper in future classes.

- Week 4: Spirituality Roots Interview & Worldview Development (30)
- Week 5: Personal Worldview, Values, and Meaning-Making (30)
- Week 7: Spiritual Attunement and Ethics in Clinical Practice (30)

(9) *Field-Based Assignment:* Spiritual Hospitality Reflection (10%--50 points) You will visit a community place of worship, religious center, or class/meeting that highlights a faith tradition, religious affiliation, or spiritual practice different from your own. Your goal is to practice spiritual hospitality by accessing resources to learn in advance, then engaging in a site visit and relational interview. You will note implications for whole-person care and write a brief reflection on your experience.

(10) Spirituality in Clinical Practice In-Class Assessment (10% – 50 points) You will choose one of three new client vignettes to demonstrate clinical reasoning in how you attune to spirituality in intake, early phase assessment, treatment, and community resources.

(11) Final IDEA Course Eval (1% -- 5 points)

Assignment Distribution by Percentage:

The final grade will be computed on the following basis:

ASSIGNMENTS	POINTS	PERCENTAGE
(1) Attendance (10%)	50	10%
(2) Professionalism (10%)	50	10%
(3) Early Course Discussions	15	3%
(4) In-Class Clinical Cases (8)	80	16%
(5) Group Sharing - Spirituality in Our Lives	30	6%

(6) Group Clinical Process Presentation & Role Play	60	12%
(7) Spirituality Resource and Article Sharing	20	4%
(8) Spiritual Person of the Therapist and Worldview Reflection (3 parts)	90	18%
(9) Spiritual Hospitality Reflection	50	10%
(10) Spirituality in Clinical Practice In-Class Assessment	50	10%
(11) Final IDEA Course Eval	5	1%
TOTAL	500	100%

Grading Scale:

Grading Scale

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

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

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 Style Essentials - Prof. Degelman Vanguard University (https://www.vanguard.edu/uploaded/research/apa_style_guide/apastyleessentials.pdf)**
- Downloadable APA Style Helper: **APA for Psychology (http://www.docstyles.com/apaguide.html)**
- **Psychology with Style: A Hypertext Writing Guide (https://www4.uwsp.edu/psych/mp/apa/apa4bs.htm)**
- **The OWL at Purdue: APA Style (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.

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to the instructor in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

Incompletes and Late Assignments

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

COURSE POLICIES

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/)** 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 w
   commit identity fraud in any course, assignment, exam, or any type of academic exercise will

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)** 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.

   Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice, especially during your practicum. The following criteria will be used to evaluate participation.

   Participation in discussions and Practicum
   - 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; avoids dominating discussions
   - Class participation demonstrates understanding of concepts reviewed

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. **Withdrawal**
   If you need to withdraw from the class, please notify the instructor **and** your Point Loma advisor immediately. A student may withdraw by the end of the first week of class and receive a grade of W. If a student withdraws from the program, he/she must submit a letter for withdrawal. A last date to withdraw is posted in the Academic Calendar on the PLNU website. Students will be assigned a grade of W or WF consistent with Point Loma Nazarene University policy in the grading section of the catalog. Failure to attend class does not constitute a withdrawal and students will receive an "F" if not properly withdrawn. Withdrawing from a class may result in a graduated refund and may affect your financial aid. Be sure to contact your financial aid counselor.

7. **Use of Technology**
   In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the **Technology and System Requirement (https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349)** s page. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. If you do need technical help you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus help desk (619.849.2222).

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

9. **Accessibility of Historical Data in Point Loma Classes**
   PLNU strives to protect and preserve student data in accordance with FERPA laws. It is important for students and faculty to note that due to the nature of digital information, no data transmitted via emails or online learning management systems is entirely free from observation. The contents of this class, including the class discussion, may be monitored by PLNU faculty and staff at any time for the purposes of assisting students, gathering data, instructor training, or assessing the program.

10. **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.

PLNU Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Accelerated Undergraduate students to encounter God and grow in their Christian faith. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the **Chaplain's Page (https://my.pointloma.edu/pages/chaplains)** via myPLNU.

In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

Student Success

The Center for Student Success supports our Graduate and Professional Studies students throughout their academic journey. We provide student services such as academic advising and planning, resource workshops, and connect students to career services, writing support, tutorial services, and wellness resources. The Center itself is located on the first floor of the Mission Valley Campus. If you have any questions about how to access resources at PLNU, please start by reaching out to the Center for Student Success **by email (mailto:studentsuccess@pointloma.edu)** or by phone at 619-563-2850. Please visit **myPLNU Student Success (https://my.pointloma.edu/pages/student-success-center)** for more details. If you are in the School of Education, please contact **SOE Advising (mailto:soeadvising@pointloma.edu)**.

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

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)** 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.”

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the **Academic Behavior Policy (https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#academicbehavior)** in the **University Catalog (https://pointloma-public.courseleaf.com/grad-catalog)** .

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/)

APA Style: 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)

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 on the PL campus, the first floor of the Balboa campus, and the second floor of the Mission Valley campus. For all students, including the Bakersfield campus, virtual appointments are available. You can reach the Educational Access Center (EAC) **by email (mailto:EAC@pointloma.edu)** or phone at 619-849-2533. Students can access both requests for and evidence of disability through the Accommodate link off the main page of **OneLogin (https://pointloma.onelogin.com/portal)**. 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 approved accommodations. Professors are able to view a student's approved accommodations through **Accommodate (https://pointloma-accommodate.symplicity.com/)**.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their approved accommodations in that particular course. Accommodations are not retroactive; as such, 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-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. In accordance with ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. 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 eligibility 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 precisio

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 (http://www.pointloma.edu/nondiscrimination)** .

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 (https://www.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 (https://www.pointloma.edu/title-ix)** .

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact **Counseling Services (mailto:counselingservices@pointloma.edu)** or **consult the list of campus pastors (https://www.pointloma.edu/title-ix/get-help-now)** .

If you (or someone you know) has experienced other forms of discrimination or bias, you can find more information on reporting and resources via the **Nondiscrimination and Anti-harassment Policy (http://www.pointloma.edu/nondiscrimination)** .

PLNU 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).

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 mem[illegible]ill issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2[illegible]

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/)** for additional detail.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: **PLNU MACC Professionalism Rubric (https://docs.google.com/document/d/1_1JfZZPjLAXrE5izT3p_m_-4bNiieJqx46ZqDztHgi8/edit?tab=t.0)**.

Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

Use of Technology

MACC is committed to a distraction-free learning environment. 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/4H8KTZ4BOaY)** and take time now to explore!
- **Grammarly (https://my.pointloma.edu/pages/writing-center-gps)** : 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.

Course Schedule and Assignments

Please see **Course Schedule (https://canvas.pointloma.edu/courses/89192/pages/course-schedule)** page

Note: The Professor reserves the right to modify the syllabus throughout the semester to accomplish the learning objectives of the course. Schedule changes will be noted in class and posted on class announcements.

Note: Full assignment details and rubrics to be distributed as semester develops.