# Course Syllabus

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**PSY6022 Clinical Skills**

3 Units

Fall 2026 | Quad 1

August 31 - October 25

**Meeting days/times:** Tuesdays & Thursdays, 2:00 PM - 4:45 PM PST

**Meeting location:** Mission Valley Campus - Room 201

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**Instructor:** Brandi Vadis

**Email**: bvadis@pointloma.edu (mailto:bvadis@pointloma.edu)

**Phone:** by appointment

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# PLNU Mission

## To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

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# Course Description

This course introduces the student to attending skills, clinical interviewing skills, and use of self in clinical encounter. It has an emphasis on knowledge, access and use of self to foster clinical judgment

and guide intervention.

# Program Learning Outcomes

The educational goals of Point Loma Nazarene University's ***Masters of Arts in Clinical Counseling (MACC) Program*** 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 conte impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

# Course Learning Outcomes

CLO 1: Students will demonstrate a beginning level of attending skills, goal setting skills, and use of self in alignment with establishing the therapeutic alliance and directing treatment. (PLO 1, Competency 1)

CLO 2: Students will identify the components of the “self of the therapist”/person-of-the-therapist and its influence on therapeutic responses. (PLO 2, Competencies 2 and 3)

CLO 3.1: Students will articulate their personal philosophy of suffering that is shaped by contextual and spiritual factors (PLO 3: Competencies 2 and 3)

CLO 3.2: Students will identify social identities,values and beliefs that influence how they provide empathic attunement and direct treatment with diverse clients.

**This course meets the CA BBS LMFT Education Requirements:**

- No less than 12 semester or 18 quarter units of coursework in theories, principles, and methods of a variety of psychotherapeutic orientations directly related to marriage and family therapy and marital and family systems approaches to treatment and how these theories can be applied therapeutically with individuals, couples, families, adults, including elder adults, children, adolescents, and groups to improve, restore, or maintain healthy relationships.
- Resilience, including the personal and community qualities that enable persons to cope with adversity, trauma, tragedy, threats, or other stresses

**This course meets the CA BBS LPCC Education Requirements:**

- 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.
- Advanced counseling and psychotherapeutic theories and techniques, including the application of counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics.
- Multicultural development and cross-cultural interaction, including experiences of race, ethnicity, class, spirituality, sexual orientation, gender, and disability and their incorporation into the psychotherapeutic process.

Assignments aligned to PLOs/CLOs

| PLO/ Competency | CLO | Assignments Used to Assess |
|---|---|---|
| **PLO 1:** Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families<br><br>Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems. | CLO 1: Students will demonstrate a beginning level of attending skills and use of self in alignment with establishing the therapeutic alliance and directing treatment. (PLO 1, Competency 1) | Week 1: Reading Discussion Post<br><br>Feedback Form In-class Activities<br><br>In-vivo Coaching Reflection Response and Growth Plan |
| **PLO 2:** Develop and apply self-awareness and professional ethics to the practice of clinical counseling.<br><br>Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients<br><br>Competency 2: Demonstrate awareness and effective use of self in the therapeutic process | CLO 2: Students will identify the components of the “self of the therapist”/person-of-the-therapist and its influence on therapeutic responses. | Week 1: Getting to Know You & Think (Pair and Share Later)<br><br>Signature Theme Paper<br><br>Signature Theme Reflection Paper<br><br>Signature Theme Observer Journal Response<br><br>In-vivo Coaching Observation Journal<br><br>In-vivo Collaboration and Support In-Class Activities |

| | | |
|---|---|---|
| **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.<br><br>Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.<br><br>Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate. | CLO 3: Students will articulate their personal philosophy of suffering that is shaped by contextual factors (PLO 3: Competencies 2 and 3)<br><br>CLO 3.2: Students will identify social identities, values and beliefs that influence how they provide empathic attunement and direct treatment with diverse clients. | Wounded Healer Creative Expression Proposal and Project |

# Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Credit Hour Distribution

| Requirements | Total Course Hours |
|---|---|
| Class Attendance | 40 |
| Required Readings | 20 |
| Reflection Assignments | 10 |
| Written Assignments | 15 |
| Video Lectures | 15 |

| | |
|---|---|
| Interactive Assignments | 10 |

# 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.). Cengage

Nouwen, H. (1972). *The wounded healer: Ministry in contemporary society.* Doubleday.

**The following sources will be provided in the course:**

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

Aponte, H. (2016). The Person-of-the-Therapist model on the use of self in therapy: The training philosophy. *In H. Aponte & K. Kissil (Eds.) The Person of the Therapist Training Model: Mastering the Use of Self*. (pp. 1-13.) Routledge.

Fitzpatrick, S.J., Kerridge, I.H., Jordens, C.F.C., Zoloth, L., Tollefsen, C. Tsomo, K.L., Jensen, M.P., Sachedina, A., & Sarma, D. (2016). Religious perspectives on human suffering: Implications for medicine and bioethics. *Journal of Religion and Health, 55,* 159-173.

Teyber, E., & Teyber, F.H. (2017). *Interpersonal process in therapy: An integrative model.* (7th ed.). Cengage.

***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

## (Please see Canvas assignment descriptions for further details)

**Academic Honesty Verification (0%)** Students must complete the verification before gaining access to the rest of the content.

**Attendance (10%)** Please see attendance Policy in syllabus under course policies.

**Professionalism (10%)** Please see Professionalism policy in syllabus under course policies.

**Discussion posts (3) (10%)**

Week 1 Reading Discussion Post

Week 1 Getting to Know You & Think (Pair & Share Later)

Week 3 Creation of Self-Care Plan

**Signature theme paper (15%)**

**Objective:** Identify Personal growth and enhance self-awareness. Students will increase their perception of the relevance of personal development as it relates to the role of the Therapist. Students are expected to decide how much they want to share about their personal lives. Part of your grade depends on your thoughtfulness and participation in this process, NOT on the content you choose to share.

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**Directions:** The five sections listed below will be used as your headers for this paper. Respond to each prompt thoroughly and thoughtfully. You are encouraged to begin working on this assignment in advance to allow for the emotional reactivity that often accompanies this level of introspection.

- Introduction to Signature Theme (Heading: Introduction)
- Coping with Signature Theme (Heading: Coping)
- Family History Related to Signature Theme (Heading: Family History)
- Impact of Signature Theme on Clinical Work (Heading: Impact on Clinical Work)
- Conclusion (Heading: Conclusion)

**Signature Theme Conversation Reflection Paper (10%)**

*Purpose:* The purpose of the conversation portion of the assignment is to allow you to describe your initial understanding of your signature theme, locate it in your personal/family history, and consider how it may manifest itself in your clinical work. The purpose of the reflection paper is to discuss your expanded understanding of your signature theme based on the feedback during the conversation portion and how you anticipate you might be able to utilize your expanded understanding of your signature theme in your role as a therapist. This reflection paper is *not* a repeat of your original paper, but an opportunity to build on your understanding of your signature theme.

**Signature Theme Observer Journals (7) (15%)**

***Purpose:*** The purpose of this assignment is to allow you to practice empathically identifying another person utilizing your “self” and to allow for personal feedback from the professor in

private manner.

***Instructions:*** In the entry, you should use the following prompts as a guide, but expansion and attunement to your own process is encouraged. Refer to page 123 of *The Person of the Therapist Training Model* (Aponte & Kissil, 2016). The primary guideline is that you will be writing about *yourself and your internal process*, not the person whose conversation you witnessed.

- What did you experience during your classmate's signature theme conversation? What feelings and thoughts came up for you? What resonated with you? Which parts of the demonstration could you relate to most?
- How did this presentation relate to your own "self" (e.g., signature theme, values, experiences, etc.) and your clinical work?

**In-vivo Coaching Reflection and Growth plan (10%)**

*Instructions:* You will submit your Reflection and Growth Plan paper in this assignment, which will be go directly to the professor. The paper should be 3-4 pages in length and adhere to APA 7th edition guidelines. This paper is different from the Signature Theme Response Paper in that it has a decidedly clinical focus, namely, what did you do in the session to use your POTT to enhance treatment? Refer to pages 131 & 136 of **The Person of the Therapist Training Model (https://www.scribd.com/document/557691584/Harry-J-Aponte-Karni-Kissil-The-Person-of-the-Therapist-Training-Model-Mastering-the-Use-of-Self-2016-Routledge)** (Aponte & Kissil, 2016).

**In-vivo Coaching Observation Journal (5) (10%)**

***Purpose:*** The purpose of this assignment is to allow you to practice empathically identifying with another person utilizing your "self," and to allow for personal feedback from the professor in a more private manner.

***Instructions:*** In the entry you should use the following prompt (Aponte & Kissil, 2016, p 123) as a guide but expansion and attunement to your own process is encouraged. The primary guideline is that you will be writing about *yourself and your internal process*, not the person who was coached or the person who was the student partner.

- On the session, you observe: What did you relate to (from the client) during this presentation that is connected to your own "self" (e.g., signature theme, values, experiences, etc.)?
- How might you apply this knowledge and access to your "self" to one of the real-play clients if you had been the therapist? This section of the paper will be summarized and submitted via video or in writing on the Feedback Discussion Post.
- On the session, you are the client: How did it feel for you to have your partner use their "self" to connect with you? Where did you feel most connected? Where did you feel least connected? What was the most meaningful take-away you had from being with your therapist partner?

**Wounded Healer Creative Expression Proposal and Wounded Healer Creative Expression Project (10%)**

***Purpose:*** The purpose of this assignment is to interact with and respond to the idea that our wounded nature is an asset to utilize in clinical settings.

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**Create an artistic representation** that demonstrates the thoughts, emotions, challenges, and hopes/wishes that arose from your experiences in this class thus far and from the readings focused on the “wounded healer” worldview.

This is a creative expression and can be done in any form. Some ideas could be to do a piece of art, written or spoken word, creative writing, a film, dance, any form of expression that is congruent to your experience with this idea.

**Submit an image or representation of your project along with a written paragraph that accompanies the project, which states how your project is related to the concept of the wounded healer.** Since creativity and art takes many expressions, this project will be awarded full points if both elements are submitted on time.

**Submission ideas should have been approved by the professor** one week prior to the due date by submitting your idea via **Project Proposal (https://canvas.pointloma.edu/courses/89171/assignments/1361077)** assignment. However, we recognize that this is a *creative* process and what you present to the class might be different than what was approved by your professor initially.

The project will be shared with the class and the explanation paragraph/video will be submitted via Canvas to the professor. Make sure to bring your materials with you to the next class session.

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# Assignment Distribution by Percentage

Assignments with Percentages

| Assignment | Percentage |
|---|---|
| Attendance | 10% |
| Professionalism | 10% |
| Discussion Posts (3) | 10% |

| | |
|---|---|
| Signature Theme Paper | 15% |
| Signature Theme Conversation Reflection Paper (1) | 10% |
| Signature Theme Observer Journals (7) | 15% |
| In-vivo Coaching Reflection and Growth Plan | 10% |
| In-vivo Coaching Observation Journals (5) | 10% |
| Wounded Healer Creative Expression Proposal and Project | 10% |
| Total | 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.

# Other Course specific Info

## 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

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# General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (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.

# 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 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 (https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures)** to view which states allow distance education outside 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 (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 compl y 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 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 (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)** .

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# 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. Refer to **Academic Policies (https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/)** for additional details.

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. For semester-long classes, as extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Ea 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. **Academic Policies (https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/)** for additional detail.

# 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.

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# Course Schedule and Assignments

*Subject to change as per instructor's discretion

Course Schedule

| Week | Session | Topic/Activities | Reading | Assignment/Due Dates |
|---|---|---|---|---|
| 1<br><br>(Light Week) | 1 | • Welcome<br>• Giving Effective Feedback<br>• Understanding POTT<br>• Interpersonal Traits of a Therapist | Read from our textbook *Developing Helping Skills*:<br><br>• Chapter 1 (pp. 3-25)<br>• Chapter 5 (pp. 89-104)<br><br>Review the following chapter from Aponte, H.J., & Kissil, K.'s *The Person of the Therapist Training Model: Mastering the Use of Self* (1st ed.):<br><br>• Chapter 1: The Person-of-the-Therapist Model on the Use of Self in Therapy: The Training Philosophy (pp. 1-13) | Academic Honesty Verification Statement *due Wednesday*<br><br>Reading Discussion Initial Post *due Wednesday, responses due Sunday*<br><br>Discussion: Getting to Know You & Think (Pair & Share Later) Initial Post *due Wednesday, responses due S* |
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| | | | Watch/listen to these videos/podcasts (2 videos):<br><br>• VIDEO: PSY 6022 Overview of POTT Model<br>• SLIDES: Person of the Therapist Training (POTT) Overview<br>• VIDEO: PSY 6022 Helpful feedback about giving helpful feedback : ) | Signature Theme Conversation Sign-up |
| 2 | 3 | • Creating Safety in the Classroom and Clinical Environment<br>• Attending to your own regulation<br>• Introduction to your Signature Theme<br>• Verbal and Non-verbal Attending<br><br>In-Class Activity: Signature Theme Journal Prompts | Read from our textbook *Developing Helping Skills*:<br><br>• Chapter 6 (105-118)<br><br>Review the following article(s):<br><br>• Kissil, K., & Niño, A. (2017). Does the Person-of-the-Therapist Training (POTT) Promote Self-Care? Personal Gains of MFT Trainees Following POTT: A Retrospective Thematic Analysis, 526-536.<br><br>Watch/listen to these videos/podcasts:<br><br>• VIDEO: PSY 6022 Attending Skills<br>• SLIDES: Use of Self Attending | Discussion: Creation of Self-Care Plan *due Friday*<br><br>Signature Theme Paper *due Sunday* |
| | 4 | • Beginning and Ending a Session<br>• Obtaining Informed Consent<br>• Developing your Understanding of your Signature Theme | Read from our textbook *Developing Helping Skills:*<br><br>• Chapters 7 (pp. 119-137)<br><br>Review the following:<br><br>• CAMFT Informed Consent Examples<br>• Informed Consent Example<br>• CAMFT Informed Consent Checklist | |

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| | | In-Class Activity: Feedback Form - Beginning, Listening and Ending | Watch/listen to these videos/podcasts:<br>• Beginnings & Endings Part 1<br>• Beginnings & Endings Part 2<br>• Obtaining Informed Consent | |
| 3 | 5 | • Active Listening and Reflecting Skills<br>• Identification and Containment of Intense Emotions<br><br>In-Class Activity: Feedback Form - Active Listening and Reflecting Skills | Read from our textbook *Developing Helping Skills:*<br>• Chapter 8 (p. 139-156)<br><br>Watch/listen to these videos/podcasts:<br>• Active Listening<br>• VIDEO: PSY 6022 Reflecting Skills<br>• SLIDES: Reflecting Skills<br>• VIDEO: PSY 6022 Advanced Reflections<br>• SLIDES: Advanced Reflections<br>• SLIDES: Feeling Constellations<br>• VIDEO: PSY 6022 Providing Emotional Containment for Intense Feelings<br>• SLIDES: Providing Emotional Containment by Naming the Underlying Feelings (Helping Clients with Feelings | Signature Theme Conversation: PRESENTER Reflection<br><br>Signature Theme Conversation #1: OBSERVER Journal Entry *due Sunday* |
| | 6 | • Exploration: Using Questions, Silence, and Introjection<br>• Understanding and Accessing Your Signature Theme<br>• Signature Theme Conversation #1 | Read from our textbook *Developing Helping Skills:*<br>• Chapter 9 (p. 159-173)<br><br>Watch/listen to these videos/podcasts:<br>• VIDEO: Using Silence and Introjection<br>• SLIDES: Using Silence and Introjection<br>• VIDEO: PSY 6022 Using Questions Effectively | |

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| | | In-Class Activity: Feedback Form - Using Questions Skills | • SLIDES: Using Questions Effectively (The Very Cautious Use of Questions.pptx Slides) | |
| 4 | 7 | • Closing a Therapeutic Relationship<br>• Understanding and Accessing Your Signature Theme<br>• Signature Theme Conversation #2 | Read from our textbook Developing Helping Skills:<br><br>Chapter 15 (p. 284-296)<br><br>Watch/listen to these videos/podcasts:<br><br>VIDEO: PSY 6022 Ending Therapeutic Relationships<br><br>SLIDES: Finishing Therapeutic Relationships Well | Signature Theme Conversation: PRESENTER Reflection<br><br>Signature Theme Conversation #2: OBSERVER Journal Entry *due Thursday*<br><br>Signature Theme Conversation #3 & 4: OBSERVER Journal Entry *due Sunday* |
| | 8 | • Understanding and Accessing Your Signature Theme<br>• Mid-Course Feedback<br>• Signature Theme Conversation #3 & #4 | None | Mid-Course Survey *(Student to complete)*<br><br>Mid-Course Professionalism Feedback *(Instructor to complete)*<br><br>In-Vivo Coaching for S11-S15: Sign-up (GoogleDoc) |
| 5 | 9 | • Understanding and Accessing Your Signature Theme<br>• Signature Theme | None | Signature Theme Conversation: PRESENTER Reflection<br><br>Signature Theme Conversation #5 & #6: |

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| | | Conversation #5 & #6 | | OBSERVER Journal Entry *due Thursday* |
| | 10 | • Understanding and Accessing Your Signature Theme<br>• Signature Theme Conversation #7 & #8 | | Signature Theme Conversation #7 & #8: OBSERVER Journal Entry *due Sunday* |
| 6 | 11 | • Understanding and Accessing Your Signature Theme<br>• Signature Theme Conversation #9<br>• The Use of Self in Clinical Practice<br><br>In-Class Activity: In-vivo Collaboration and Support #1 | None | Signature Theme Conversation #9: OBSERVER Journal Entry *due Thursday*<br><br>In-Vivo Coaching Reflection and Growth Plan<br><br>In-Vivo Coaching - Observation Journal *due Thursday* |
| | 12 | • The Use of Self in Clinical Practice<br><br>In-Class Activity: In-vivo Collaboration and Support #2 & #3 | | In-Vivo Coaching - Observation Journal *due Sunday*<br><br>Proposal: Wounded Healer Creative Expression Project *due Sunday* |

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| 7 | 13 | • Spiritual Viewpoints on Suffering<br><br>In-Class Activity: In-vivo Collaboration and Support #4 & #5<br><br>In-Class Activity: My Personal View of Suffering/Wounded Healer | Read from our textbook:<br>• Nouwen (1972). The wounded healer: Ministry in contemporary society. Image Doubleday. (pp. 41-52, 76-83, 87-106)<br><br>Review the following articles:<br>• Fitzpatrick, et al. (2015). Religious perspectives on human suffering: Implications for medicine and bioethics. Journal of Religion and Health, 55, 159-173. | In-Vivo Coaching Reflection and Growth Plan<br><br>In-Vivo Coaching - Observation Journal *due Thursday* |
| | 14 | • The Use of Self in Clinical Practice<br>• Spirituality in Practice: Our identity as wounded healers<br><br>In-Class Activity: In-vivo Collaboration and Support #6 & #7 | None | In-Vivo Coaching Reflection and Growth Plan<br><br>In-Vivo Coaching - Observation Journal *due Sunday*<br><br>Wounded Healer Creative Expression Project *due Sunday* |
| 8 | 15 | • The Use of Self in Clinical Practice<br><br>In-Class Activity: In-vivo Collaboration and Support #8 & #9 | None | In-Vivo Coaching Reflection and Growth Plan<br><br>In-Vivo Coaching - Observation Journal *due Thursday 2pm* |

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| | 16 | • Share Wounded Healer Creative Projects<br>• Reflection on Personal Growth | None | End of Course Evaluation Due Friday |

# Course Summary:

| Date | Details | Due |
|---|---|---|
| | Session 1 & Session 2 Agenda | to do: 12:01am |
| Tue Sep 1, 2026 | Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/89171/assignments/1361064) | due by 11:59pm |
| Wed Sep 2, 2026 | S1 \| Reading Discussion Post (https://canvas.pointloma.edu/courses/89171/assignments/1361066) | due by 11:59pm |
| | S1 \| Discussion: Getting to Know You & Think (Pair & Share Later) (https://canvas.pointloma.edu/courses/89171/assignments/1361065) | due by 11:59pm |
| Tue Sep 8, 2026 | Session 3 Agenda | to do: 12:01am |
| Thu Sep 10, 2026 | Session 4 Agenda | to do: 12:01am |
| Fri Sep 11, 2026 | S3 \| Discussion: Creation of Self-Care Plan (https://canvas.pointloma.edu/courses/89171/assignments/1361067) | due by 11:59pm |

| Date | Details | Due |
|---|---|---|
| Sun Sep 13, 2026 | S4 \| Signature Theme Paper (https://canvas.pointloma.edu/courses/89171/assignments/1361082) | due by 11:59pm |
| Tue Sep 15, 2026 | Session 5 Agenda | to do: 12:01am |
| Thu Sep 17, 2026 | Session 6 Agenda | to do: 12:01am |
| Sun Sep 20, 2026 | S6 \| Signature Theme Conversation #1: OBSERVER Journal Entry (https://canvas.pointloma.edu/courses/89171/assignments/1361083) | due by 11:59pm |
| Tue Sep 22, 2026 | Session 7 Agenda | to do: 12:01am |
| | Session 7 Agenda (delete?) | to do: 12:01am |
| Thu Sep 24, 2026 | Session 8 Agenda | to do: 12:01am |
| | S7 \| Signature Theme Conversation #2 and #3: OBSERVER Journal Entry (https://canvas.pointloma.edu/courses/89171/assignments/1361084) | due by 2pm |
| Sun Sep 27, 2026 | S8 \| Signature Theme Conversation #4 &#5: OBSERVER Journal Entry (https://canvas.pointloma.edu/courses/89171/assignments/1361085) | due by 11:59pm |
| Tue Sep 29, 2026 | Session 9 Agenda | to do: 12:01am |
| | In-Vivo Coaching for S11-S15: Sign-up (GoogleDoc) | to do: 11:59pm |
| Thu Oct 1, 2026 | Session 10 Agenda | to do: 12:01am |
| | S9 \| Signature Theme Conversation #6 & #7: OBSERVER | du[illegible]m |

| Date | Details | Due |
|---|---|---|
| | Journal Entry (https://canvas.pointloma.edu/courses/89171/assignments/1361086) | |
| Sun Oct 4, 2026 | S10 \| Signature Theme Conversation #8 & #9: OBSERVER Journal Entry (https://canvas.pointloma.edu/courses/89171/assignments/1361073) | due by 11:59pm |
| Tue Oct 6, 2026 | Session 11 Agenda | to do: 12:01am |
| Thu Oct 8, 2026 | Session 12 Agenda | to do: 12:01am |
| | S11 \| In-Vivo Coaching #1 - Observation Journal (https://canvas.pointloma.edu/courses/89171/assignments/1361074) | due by 2pm |
| | S11 \| Signature Theme Conversation #9 & #10: OBSERVER Journal Entry (https://canvas.pointloma.edu/courses/89171/assignments/1361075) | due by 2pm |
| Sun Oct 11, 2026 | S12 \| Proposal: Wounded Healer Creative Expression Project (https://canvas.pointloma.edu/courses/89171/assignments/1361077) | due by 11:59pm |
| | S12 \| In-Vivo Coaching #2 & #3 - Observation Journal (https://canvas.pointloma.edu/courses/89171/assignments/1361076) | due by 11:59pm |
| Tue Oct 13, 2026 | Session 13 Agenda | to do: 12:01am |
| | S13: In-Class Activity: My Personal View of Suffering/Wounded Healer | to do: 11:59pm |
| Thu Oct 15, 2026 | Session 14 Agenda | to do: 12:01am |

| Date | Details | Due |
|---|---|---|
| | S13 \| In-Vivo Coaching #4 & #5 - Observation Journal (https://canvas.pointloma.edu/courses/89171/assignments/1361078) | due by 2pm |
| Sun Oct 18, 2026 | S14 \| Wounded Healer Creative Expression Project (https://canvas.pointloma.edu/courses/89171/assignments/1361080) | due by 11:59pm |
| | S14 \| In-Vivo Coaching #6 & #7 - Observation Journal (https://canvas.pointloma.edu/courses/89171/assignments/1361079) | due by 11:59pm |
| Tue Oct 20, 2026 | Session 15 Agenda | to do: 12:01am |
| Thu Oct 22, 2026 | Session 16 Agenda | to do: 12:01am |
| | S15 \| In-Vivo Coaching #8 & #9- Observation Journal (https://canvas.pointloma.edu/courses/89171/assignments/1361081) | due by 2pm |
| Sun Oct 25, 2026 | Professionalism (https://canvas.pointloma.edu/courses/89171/assignments/1361071) | due by 11:59pm |
| | Roll Call Attendance (https://canvas.pointloma.edu/courses/89171/assignments/1361072) | due by 11:59pm |
| | End-of-Course Evaluation (https://canvas.pointloma.edu/courses/89171/assignments/1361068) | |
| | In-Vivo Coaching Reflection and Growth Plan (https://canvas.pointloma.edu/courses/89171/assignments/1361069) | |

| Date | Details | Due |
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| | Mid-Course Professionalism Feedback (https://canvas.pointloma.edu/courses/89171/assignments/1361070) | |
| | Signature Theme Conversation: PRESENTER Reflection (https://canvas.pointloma.edu/courses/89171/assignments/1361087) | |