Course Syllabus

Jump to Today ✎ Edit

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

PSY6026 Counseling Theories and Faith Integration II

3 Units

Fall 2026

August 31 - December 20

In-person

Meeting Days: Wednesdays

Meeting Times: 5:30 PM - 8:15 PM (PST)

Meeting Location: Mission Valley 301

Instructor: Jaclyn Hadjipieris, MA, MA, LMFT

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

Office Hours: By appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

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

Course Description

Continuing exploration of psychological therapies and techniques with emphasis on the adoption of a theoretical orientation for explaining the etiology and treatment of various mental disorders.

Program Learning Outcomes

The educational goals of Point Loma Nazarene University's ***Masters of Arts in Clinical Counseling (MACC)*** are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.

Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Competency 2: Demonstrate awareness and effective use of self in the therapeutic process

Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

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

Course Learning Outcomes

CLO 1.1 Theoretical Foundations
Analyze and compare major counseling theories introduced in the course by articulating their core assumptions, mechanisms of change, and implications for the therapeutic relationship.

CLO 1.2 Case Conceptualization and Treatment Planning
Construct client-centered, theory-consistent treatment goals and objectives based on clinical vignettes, using observable language and clear links between presenting problems, relational dynamics, and symptoms.

CLO 1.3.1. Clinical Application
Apply theory-specific concepts and interventions to clinical case material to develop coherent case conceptualizations that reflect the selected theoretical lens.

CLO 1.3.2. Clinical Skills and Therapist Stance
Demonstrate foundational counseling skills aligned with each theoretical approach, including therapist stance, presence, and use of self, in simulated clinical interactions and skills practice settings.

CLO 2.2 Reflective and Ethical Practice
Evaluate use of self that emerge in therapeutic work, and assess how these factors influence clinical judgment, ethical practice, and effectiveness with diverse clients. Apply metatheoretical perspectives to the interpersonal process of psychotherapy within case conceptualizations to guide clinical decision-making.

CLO3.2 . Faith Integration and Cultural Responsiveness
Integrate psychological theory with considerations of faith, spirituality, culture, and social location in a manner that is ethically grounded, justice-informed, and responsive to client meaning-making.

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

- 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 therapeu

with individuals, couples, families, adults, including elder adults, children, adolescents, and groups to improve, restore, or maintain healthy relationships.
- Cultural competency and sensitivity, including a familiarity with the racial, cultural, linguistic, and ethnic backgrounds of persons living in California.

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

- 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.
- Integrate an understanding of various cultures and the social and psychological implications of socioeconomic position.

PLO/CLO Alignment to Course Assignments

PLO	CLO	Assignment/Activity

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.	CLO 1.1 Theoretical Foundations Analyze and compare major counseling theories introduced in the course by articulating their core assumptions, mechanisms of change, and implications for the therapeutic relationship. CLO 1.2 Case Conceptualization and Treatment Planning Construct client-centered, theory-consistent treatment goals and objectives based on clinical vignettes, using observable language and clear links between presenting problems, relational dynamics, and symptoms. CLO 1.3.1. Clinical Application Apply theory-specific concepts and interventions to clinical case material to develop coherent case conceptualizations that reflect the selected theoretical lens.	Reflection Assignments Class Sessions & Activities Case Studies Analysis Required Readings & Videos
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	CLO 2.2 Reflective and Ethical Practice Evaluate use of self that emerge in therapeutic work, and assess how these factors influence clinical judgment, ethical practice, and effectiveness with diverse clients. Apply metatheoretical perspectives to the interpersonal process of psychotherapy within case conceptualizations to guide clinical decision-making.	Reflection Assignments Required Readings & Videos

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.	CLO3.2 . Faith Integration and Cultural Responsiveness Integrate psychological theory with considerations of faith, spirituality, culture, and social location in a manner that is ethically grounded, justice-informed, and responsive to client meaning-making.	Discussions Class Sessions & Activities Capstone Video

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.

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 Sessions & Activities	40
Required Readings & Videos	18
Reflection Assignments	6
Case Studies Analysis	18
Discussions	34
Capstone Video	5
Total	121

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.

Teyber, E., & Teyber, F.H. (2017). *Interpersonal Process in Therapy: An Integrative Model*. (7th ed). Cengage.

Recommended:

Corey, Gerald. (2024). *Theory and Practice of Counseling and Psychotherapy*. 11th ed. Boston, M
Cengage Learning.

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

NOTE: *Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.*

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

1. **Academic Honesty Verification (0%)** Students must complete the verification before gaining access to the rest of the content.
2. **Attendance (10%)** Please see Attendance Policy in syllabus under course policies
3. **Professionalism (10%)** Please see Professionalism Policy in syllabus under course policies
4. **Reflection Assignments (15%)** Connecting interpersonal frameworks from textbooks to developing therapist identity
5. **Case Studies Analysis (15%)** Case discussion and concept application.
6. **Discussions (15%)** Thoughtful engagement of key topics from textbooks and community building.
7. **Capstone Video (20%)** Integration of one's intentional, reflective, and ethically grounded approach to clinical work.
8. **Exit Tickets (5%)** Consolidate learning, track development, and flag gaps in learning.
9. **In-Class Activities (0%)** Putting theory to practice.

Assignment Distribution by Percentage:

Distribution of Percentages

Assignment	Percentage
Attendance & Professionalism (10% each)	20%
Reflection Assignments	15%
Case Studies Analysis	15%

Discussions	20%
Capstone Video	25%
Exit Tickets	5%
In-Class Activities	0%
Total	100%

Grading Scale:

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

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

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professors. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University)

Additional Course-Specific Information

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

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)** .

Incomplete 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

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, re[illegible] workshops, and connect students to career services, writing support, tutorial services, and wellnes[illegible]

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 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 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 appointm

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) .

PLNU Course Modality Definitions

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

PLNU Attendance

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

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

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

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. As extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). Note: absences are not categorized as excused or unexcused. 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 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.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs

- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Use of Technology

MACC is committed to a distraction-free learning environment. Students are welcome to bring devices to class, but they *must remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

GPS Academic Resources

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

- **The GPS Writing Center (https://my.pointloma.edu/pages/writing-center-gps) offers:**
  - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
  - **One-to-one appointments** with the Writing Coach
  - **Microlearning YouTube Video Library** for helpful tips anytime
- **Research Help Guide (https://my.pointloma.edu/pages/research-help)** to help you start your research
  - The physical office is located on the third floor of the **Mission Valley Regional Center (https://maps.app.goo.gl/CRXui8PJUnSkvokC9)** off the student lounge
- **Academic Writing Resources Course (https://canvas.pointloma.edu/courses/64301) :** Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through (https://youtu.be/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

Course Schedule

Week Module Date	Topic	Reading/Viewing	Ass
Week 1 Flex Week	Course Overview and Expectations	• Course Introduction Slides	• Pa #1 St I'n • Pr Kr Ch • Di In ar Er Co Id
Week 2	Interpersonal Process Approach: The Relational Lens	• Interactional Process Slides • Teyber, E., & Teyber, F. H. (2011). *Interpersonal process in therapy: An integrative model* (6th ed.). Brooks/Cole. ◦ Chapter 1: The Interpersonal Process Approach	• In ac • Di Th In Pr Ap
Week 3	Psychoanalytic and Psychodynamic Theories	• Psychodynamic Slides • Teyber, E., & Teyber, F. H. (2011). *Interpersonal process in therapy: An integrative model* (6th ed.). Brooks/Cole. ◦ Chapter 6: Familial and Developmental Factors • **Examining the Therapeutic Relationship and Confronting Resistances in Psychodynamic Psychotherapy: A Certified Public Accountant Case (https://pmc.ncbi.nlm.nih.gov/articles/PMC3115766/pdf/icns_8_5_35.pdf)** (Manetta et al., 2011) • **Video | What is Psychodynamic Therapy? (https://youtu.be/ddAwVmmvDMY?si=ZMeNZ-uxLw9DHaRH)** (~12 mi	• In ac • Di Fa De Fa

Week 4	Psychodynamic and Psychoanalytic Theories: The Therapeutic Relationship, Case Application, and Skills Focus	• Psychodynamic Skills Slides • Chang, C. Y., Scott, S. T., & Decker, C. L. (2018). *Developing helping skills: A step-by-step approach to competency* (3rd ed.). Cengage Learning. ◦ Chapter 10: Exploring and Discovering	• In ac • Di Ex Di • As De Tr G Cl Vi
Week 5	Existential Approaches to Therapy	• Existential Slides • Teyber, E., & Teyber, F. H. (2011). *Interpersonal process in therapy: An integrative model* (6th ed.). Brooks/Cole. ◦ Chapter 7: Inflexible Interpersonal Coping Strategies • **Existential Issues in Psychotherapy (https://pmc.ncbi.nlm.nih.gov/articles/PMC10132274/)** (Schnipke & Mackay, 2023)	• In ac • Di In In C St • As Ca Ap
Week 6	Existential Theory: The Therapeutic Relationship, Case Application, and Skills Focus	• Existential Skills Slides • Chang, C. Y., Scott, S. T., & Decker, C. L. (2018). *Developing helping skills: A step-by-step approach to competency* (3rd ed.). Cengage Learning. ◦ Chapter 11: Thinking About Readiness and Motivation	• In ac • Di Th Re M • As De Tr G Cl Vi
Week 7	Person-Centered Theory	• Person Centered Slides • Teyber, E., & Teyber, F. H. (2011). *Interpersonal process in therapy: An integrative model* (6th ed.). Brooks/Cole. ◦ Chapter 8: Relational Themes & Reparative Experiences • **Person-Centered Therapy (Rogerian Therapy) (https://www.ncbi.nlm.nih.gov/books/NBK589708/)** | National Library o	• In ac • Di Re Th

		Medicine	Re Ex • As Pe Ce Th Re (N Bo
Week 8	Person-Centered Theory: The Therapeutic Relationship, Case Application, and Skills Focus	• Person Centered Skills Slides • Chang, C. Y., Scott, S. T., & Decker, C. L. (2018). *Developing helping skills: A step-by-step approach to competency* (3rd ed.). Cengage Learning. ◦ Chapter 12: Identifying Key Problems or Challenges	• In ac • Di Id Pr Ch • As De Tr Gc Cl Vi • M Su
Week 9 Flex Week	Cognitive-Behavioral Theory	• Cognitive Behavior Therapy Slides • Teyber, E., & Teyber, F. H. (2011). *Interpersonal process in therapy: An integrative model* (6th ed.). Brooks/Cole. ◦ Chapter 9: An Interpersonal Solution • **Cognitive Behavior Therapy (https://www.ncbi.nlm.nih.gov/books/NBK470241/)** | National Library of Medicine	• As Co Be Th Re Pe • Di In Sc
Week 10	Cognitive-Behavioral Theory: The Therapeutic Relationship, Case Application,	• CBT Skills Slides • Chang, C. Y., Scott, S. T., & Decker, C. L. (2018). *Developing helping skills: A step-by-step approach to competency* (3rd ed.). Cengage Learning. ◦ Chapter 13: Establishing Goals	• In ac • Di Es Gc As De

	and Skills Focus		Tr Gr Cl Vi
Week 11	Feminist Theory	• Feminist Therapy Slides • **The effectiveness of a feminist-informed, individualized counselling intervention for the treatment of eating disorders: a case series study (https://pubmed.ncbi.nlm.nih.gov/35585630/)** | National Library of Medicine	• In ac • Di Se Th Fe • As Fe In Co ar Pr Re
Week 12	Feminist Therapy: The Therapeutic Relationship, Case Application, and Skills Focus	• Feminist Therapy Skills Slides • Chang, C. Y., Scott, S. T., & Decker, C. L. (2018). *Developing helping skills: A step-by-step approach to competency* (3rd ed.). Cengage Learning. ◦ Chapter 14: Taking Action	• In ac • Di Ta • As De Tr Gr Cl Vi
Week 13	Gestalt Theory	• Gestalt Therapy Slides Download Gestalt Therapy Slides • **Gestalt Therapy in Psychological Practice (http://www.inquiriesjournal.com/articles/595/gestalt-therapy-in-psychological-practice)** | Inquiries Journal	• In ac • Di Pa At W Ha No • As Gr Th Re

Week 14	Gestalt Therapy: The Therapeutic Relationship, Case Application, and Skills Focus	• Gestalt Therapy Skills Slides	• In ac • Di G Th In Br • As De Tr G Cl Vi
Week 15	Post-Modern Theory approaches	• Narrative Therapy Slides • Video | **Contemporary Techniques for Bringing Stories into Your Sessions (http://pointloma.idm.oclc.org/login?url=https://library-psychotherapy-net.pointloma.idm.oclc.org/stream/pointloma/video?vid=653&clip=cs0ce999999999)** | Psychotherapy.net	• In ac • Di Th Te Th • As Na Th Re
Week 16	Post-Modern Therapy: The Therapeutic Relationship, Case Application, and Skills Focus	• Narrative Therapy Skills Capstone Slides	• In ac • As De Tr G Cl Vi • Ca As Th Ev Et Vi

Assignments At-A-Glance

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

Course Summary:

Date	Details	Due
Sun Jun 7, 2026	WK4 | Out-of-Class Assignment: Skills Practice with AI Chat Bot (https://canvas.pointloma.edu/courses/89194/assignments/1345048)	due by 11:59pm
Mon Aug 31, 2026	Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/89194/assignments/1344991)	due by 11:59pm
	Week 1 Overview	to do: 11:59pm
Wed Sep 2, 2026	WK1 | Out-of-Class Assignment: Padlet Walk #1: Where I Stand, Where I'm Headed (https://canvas.pointloma.edu/courses/89194/assignments/1345016)	due by 11:59pm
Sun Sep 6, 2026	WK 1 | Out-of-Class Prior Knowledge Check (https://canvas.pointloma.edu/courses/89194/assignments/1345015) (1 student)	due by 11:59pm
	WK1 | Out-of-Class Assignment: Padlet Walk #1: Where I Stand, Where I'm Headed (https://canvas.pointloma.edu/courses/89194/assignments/1345016) (1 student)	due by 11:59pm
Mon Sep 7, 2026	Week 2 Overview	to do: 11:59pm
Wed Sep 9, 2026	WK 1 | Out-of-Class Prior Knowledge Check	due by 11:59pm

Date	Details	Due
	(https://canvas.pointloma.edu/courses/89194/assignments/1345015)	
	WK2 | In-Class Activity: Person of the Therapist Reflection: "What I Bring Into the Room" (https://canvas.pointloma.edu/courses/89194/assignments/1345039)	due by 11:59pm
	WK2 | In-Class Activity: Process Observation Exercise: "What Just Happened Between Us?" (https://canvas.pointloma.edu/courses/89194/assignments/1345040)	due by 11:59pm
	WK2 | In-Class Activity: Small Group Introduction: "The Therapist You Are Becoming" Padlet (https://canvas.pointloma.edu/courses/89194/assignments/1345041)	due by 11:59pm
	WK2 | Out-of-Class Discussion: The Interpersonal Process Approach (https://canvas.pointloma.edu/courses/89194/assignments/1344997)	due by 11:59pm
Sat Sep 12, 2026	WK2 | In-Class Exit Ticket (https://canvas.pointloma.edu/courses/89194/assignments/1344988)	due by 11:30pm
Mon Sep 14, 2026	Week 3 Overview	to do: 11:59pm
Wed Sep 16, 2026	WK3 | In-Class Activity 1: Defense Mechanism Self-Inventory (https://canvas.pointloma.edu/courses/89194/assignments/1345042)	due by 11:59pm
	WK3 | In-Class Activity 3: Person of the Therapist Reflection Padlet	due by 11:59pm

Date	Details	Due
	(https://canvas.pointloma.edu/courses/89194/assignments/1345043)	
	WK3 | Out-of-Class Discussion: Familial and Developmental Factors (https://canvas.pointloma.edu/courses/89194/assignments/1344998)	due by 11:59pm
Mon Sep 21, 2026	Week 4 Overview	to do: 11:59pm
	WK4 | In-Class Activity: From Theory to Practice Padlet (https://canvas.pointloma.edu/courses/89194/assignments/1345045)	due by 11:59pm
Wed Sep 23, 2026	WK4 | In-Class Activity: Psychodynamic Therapy Case Vignette (https://canvas.pointloma.edu/courses/89194/assignments/1345046)	due by 11:59pm
	WK4 | Out-of-Class Discussion: Exploring and Discovering (https://canvas.pointloma.edu/courses/89194/assignments/1344999)	due by 11:59pm
	WK4 | In-Class Exit Ticket (https://canvas.pointloma.edu/courses/89194/assignments/1344993)	due by 11:59pm
Sun Sep 27, 2026	WK4 | Out-of-Class Assignment: Developing Treatment Goals from a Clinical Vignette (https://canvas.pointloma.edu/courses/89194/assignments/1345047)	due by 11:59pm
Mon Sep 28, 2026	Week 5 Overview	to do: 11:59pm
Wed Sep 30, 2026	WK5 | In-Class Activity: Existential Case Vignette	due by 11:59pm

Date	Details	Due
	(https://canvas.pointloma.edu/courses/89194/assignments/1345049)	
	WK5 | In-Class Activity: Person of the Therapist Reflection Padlet (https://canvas.pointloma.edu/courses/89194/assignments/1345050)	due by 11:59pm
	WK5 | Out-of-Class Discussion: Inflexible Interpersonal Coping Strategies (https://canvas.pointloma.edu/courses/89194/assignments/1345000)	due by 11:59pm
Sun Oct 4, 2026	WK5 | Out-of-Class Assignment: Case-Based Application (https://canvas.pointloma.edu/courses/89194/assignments/1345051)	due by 11:59pm
Mon Oct 5, 2026	Week 6 Overview	to do: 11:59pm
Wed Oct 7, 2026	WK6 | In-Class Activity: From Theory to Practice Padlet (https://canvas.pointloma.edu/courses/89194/assignments/1345052)	due by 11:59pm
	WK6 | Out-of-Class Discussion: Thinking about Readiness and Motivation (https://canvas.pointloma.edu/courses/89194/assignments/1345001)	due by 11:59pm
Thu Oct 8, 2026	WK6 | In-Class Exit Ticket (https://canvas.pointloma.edu/courses/89194/assignments/1344990)	due by 11:30pm
Sun Oct 11, 2026	WK6 | Out-of-Class Assignment: Developing Treatment Goals from a Clinical Vignette (https://canvas.pointloma.edu/courses/89194/assignments/1345053)	due by 11:59pm

Date	Details	Due
Mon Oct 12, 2026	Week 7 Overview	to do: 11:59pm
Wed Oct 14, 2026	WK7 | In-Class Activity: Person-Centered Theory Case Vignette (https://canvas.pointloma.edu/courses/89194/assignments/1345055)	due by 11:59pm
	WK7 | In-Class Activity: Person of the Therapist Reflection (https://canvas.pointloma.edu/courses/89194/assignments/1345056)	due by 11:59pm
	WK7 | Out-of-Class Discussion: Relational Themes and Reparative Experiences (https://canvas.pointloma.edu/courses/89194/assignments/1344996)	due by 11:59pm
Sun Oct 18, 2026	WK7 | Out-of-Class Assignment: Person-Centered Therapy Article Reflection (NCBI Bookshelf) (https://canvas.pointloma.edu/courses/89194/assignments/1345057)	due by 11:59pm
Mon Oct 19, 2026	Week 8 Overview	to do: 11:59pm
Wed Oct 21, 2026	WK8 | In-Class Activity: From Theory to Practice Padlet (https://canvas.pointloma.edu/courses/89194/assignments/1345058)	due by 11:59pm
	WK8 | In-Class Activity: Reflection Precision Lab (https://canvas.pointloma.edu/courses/89194/assignments/1345059)	due by 11:59pm

Date	Details	Due
	WK8 | Out-of-Class Discussion: Identifying Key Problems or Challenges (https://canvas.pointloma.edu/courses/89194/assignments/1345002)	due by 11:59pm
Thu Oct 22, 2026	WK8 | In-Class Exit Ticket (https://canvas.pointloma.edu/courses/89194/assignments/1344894)	due by 11:30pm
Sun Oct 25, 2026	WK8 | Out-of-Class Assignment: Developing Treatment Goals from a Clinical Vignette (https://canvas.pointloma.edu/courses/89194/assignments/1345060)	due by 11:59pm
Mon Oct 26, 2026	Week 9 Overview	to do: 11:59pm
Wed Oct 28, 2026	WK9 | In-Class Activity: CBT Intervention Spotlight (https://canvas.pointloma.edu/courses/89194/assignments/1345017)	due by 11:59pm
	WK9 | In-Class Activity: From Theory to Practice Padlet (https://canvas.pointloma.edu/courses/89194/assignments/1345018)	due by 11:59pm
	WK9 | Out-of-Class Discussion: Establishing Goals (https://canvas.pointloma.edu/courses/89194/assignments/1345004)	due by 11:59pm
	WK9 | In-Class Activity: Case Vignette (use when non flex week) (https://canvas.pointloma.edu/courses/89194/assignments/1345062)	due by 11:59pm
	WK9 | In-Class Activity: Person of the Therapist "Whose Thought is This?" (use when non flex week)	due by 11:59pm

Date	Details	Due
	(https://canvas.pointloma.edu/courses/89194/assignments/1345063)	
Sun Nov 1, 2026	WK9 | Out-of-Class Assignment: Developing Treatment Goals from a Clinical Vignette (https://canvas.pointloma.edu/courses/89194/assignments/1345019)	due by 11:59pm
Mon Nov 2, 2026	Week 10 Overview	to do: 11:59pm
Wed Nov 4, 2026	WK10 | In-Class Exit Ticket (https://canvas.pointloma.edu/courses/89194/assignments/1344981)	due by 11:30pm
	WK10 | In-Class Activity: Identifying Feminist Theory Concepts (https://canvas.pointloma.edu/courses/89194/assignments/1345021)	due by 11:59pm
	WK10 | In-Class Activity: Person of the Therapist "Positionality Circles" (https://canvas.pointloma.edu/courses/89194/assignments/1345022)	due by 11:59pm
	WK10 | Out-of-Class Discussion: Seeing Through a Feminist Lens (https://canvas.pointloma.edu/courses/89194/assignments/1345005)	due by 11:59pm
Sun Nov 8, 2026	WK10 | Out-of-Class Assignment: Feminist-Informed Counseling and Clinical Practice Reflection (https://canvas.pointloma.edu/courses/89194/assignments/1345023)	due by 11:59pm
Mon Nov 9, 2026	Week 11 Overview	to do: [illegible]m

Date	Details	Due
Wed Nov 11, 2026	WK11 | In-Class Activity: From Theory to Practice Padlet (https://canvas.pointloma.edu/courses/89194/assignments/1345024)	due by 11:59pm
	WK11 | In-Class Activity: Myth or Reality: Feminist Therapy Edition (https://canvas.pointloma.edu/courses/89194/assignments/1345025)	due by 11:59pm
	WK11 | Out-of-Class Discussion: Taking Action (https://canvas.pointloma.edu/courses/89194/assignments/1345006)	due by 11:59pm
Sun Nov 15, 2026	WK11 | Out-of-Class Assignment: Developing Treatment Goals from a Clinical Vignette (https://canvas.pointloma.edu/courses/89194/assignments/1345026)	due by 11:59pm
Mon Nov 16, 2026	Week 12 Overview	to do: 11:59pm
Wed Nov 18, 2026	WK12 | In-Class Exit Ticket (https://canvas.pointloma.edu/courses/89194/assignments/1344977)	due by 8pm
	WK12 | In-Class Activity: "Stuck Point" Gestalt Experiment (https://canvas.pointloma.edu/courses/89194/assignments/1345028)	due by 11:59pm
	WK12 | In-Class Activity: The "Therapist's Impulses" Inventory (https://canvas.pointloma.edu/courses/89194/assignments/1345029)	due by 11:59pm
	WK12 | Out-of-Class Discussion: Paying Attention to What Is Happening Now	due by 11:59pm

Date	Details	Due
	(https://canvas.pointloma.edu/courses/89194/assignments/1345007)	
Sun Nov 22, 2026	WK12 | Out-of-Class Assignment: Gestalt Therapy Reflection (https://canvas.pointloma.edu/courses/89194/assignments/1345030)	due by 11:59pm
Mon Nov 23, 2026	Week 13 Overview	to do: 11:59pm
Wed Nov 25, 2026	WK13 | Out-of-Class Discussion: An Interpersonal Solution (https://canvas.pointloma.edu/courses/89194/assignments/1345003)	due by 11:59pm
Thu Nov 26, 2026	WK13 | Out-of-Class Assignment: Cognitive Behavior Therapy Reflection & Peer Review (https://canvas.pointloma.edu/courses/89194/assignments/1345064)	due by 11:59pm
Mon Nov 30, 2026	Week 14 Overview	to do: 11:59pm
Wed Dec 2, 2026	WK14 | In-Class Exit Ticket (https://canvas.pointloma.edu/courses/89194/assignments/1344978)	due by 8pm
	WK14 | In-Class Activity: From Theory to Practice Padlet (https://canvas.pointloma.edu/courses/89194/assignments/1345031)	due by 11:59pm
	WK14 | Out-of-Class Discussion: Gestalt Therapy as Integrative Bridge (https://canvas.pointloma.edu/courses/89194/assignments/1345008)	due by 11:59pm
Sun Dec 6, 2026	WK14 | Out-of-Class Assignment: Developing Treatment Goals from a Clinical	due by 11:59pm

Date	Details	Due
	Vignette (https://canvas.pointloma.edu/courses/89194/assignments/1345032)	
Mon Dec 7, 2026	Week 15 Overview	to do: 11:59pm
Wed Dec 9, 2026	WK15 | In-Class Activity: Externalizing Interview (https://canvas.pointloma.edu/courses/89194/assignments/1345034)	due by 11:59pm
	WK15 | Out-of-Class Discussion: The Story We Tell About Therapy (https://canvas.pointloma.edu/courses/89194/assignments/1345009)	due by 11:59pm
Sun Dec 13, 2026	WK15 | Out-of-Class Assignment: Narrative Therapy Video Reflection (https://canvas.pointloma.edu/courses/89194/assignments/1345035)	due by 11:59pm
Mon Dec 14, 2026	Week 16 Overview	to do: 11:59pm
Wed Dec 16, 2026	WK16 | In-Class Exit Ticket (https://canvas.pointloma.edu/courses/89194/assignments/1344984)	due by 8pm
	WK16 | In-Class Activity: From Theory to Practice Padlet (https://canvas.pointloma.edu/courses/89194/assignments/1345036)	due by 11:59pm
	WK16 | Out-of-Class Discussion: Reflecting on Skills Practice with the AI Chat Bot (https://canvas.pointloma.edu/courses/89194/assignments/1345010)	due by 11:59pm

Date	Details	Due
	End-of-Course Evaluation (https://canvas.pointloma.edu/courses/89194/assignments/1345011)	due by 11:59pm
	Roll Call Attendance (https://canvas.pointloma.edu/courses/89194/assignments/1345014)	due by 11:59pm
Sun Dec 20, 2026	WK16 | Out-of-Class Assignment: Developing Treatment Goals from a Clinical Vignette (https://canvas.pointloma.edu/courses/89194/assignments/1345037)	due by 11:59pm
	WK16 | Out-of-Class Capstone Assignment: Theoretical Evolution & Ethical Identity Video (https://canvas.pointloma.edu/courses/89194/assignments/1345038)	due by 11:59pm
	Mid-Course Professionalism Feedback (https://canvas.pointloma.edu/courses/89194/assignments/1345012)	
	Professionalism (https://canvas.pointloma.edu/courses/89194/assignments/1345013)	
	WK1 | Prior Knowledge Check (https://canvas.pointloma.edu/courses/89194/assignments/1377920)	
	WK3| In-Class Activity 2: Relational Pattern Mapping (https://canvas.pointloma.edu/courses/89194/assignments/1345044)	