Course Syllabus

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POINT 19 02 LOMA
NAZARENE UNIVERSITY

Master of Arts in Clinical Counseling
College of Health Sciences

PSY6095: Supervised Practicum I

2 Units

Fall 2026 | Full Semester

August 31 to December 20

Location: Mission Valley Campus, Room 301

Day/Time: Tuesdays, 11:30 AM - 1:30 PM

Section: 7

Instructor Information:

Instructor: Ju Ann Kim

Email: jkim2@pointloma.edu (mailto:jkim2@pointloma.edu)

Student 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 foundatio truth is pursued, and holiness is a way of life.

Course Description

Supervised therapy experience in applied psychotherapeutic techniques at an external agency. This course provides support, supervision, and consultation for students' training at their practicum site. A total of 700 hours, 300 of which are face-to-face direct service, must be accrued throughout the practicum course sequence. Students must be training at an approved site to be enrolled in this course. Credit/No Credit. Prerequisite(s): **PSY 6011 (https://catalog.pointloma.edu/preview_course_nopop.php?catoid=48&coid=38003)** , **PSY 6021 (https://catalog.pointloma.edu/preview_course_nopop.php?catoid=48&coid=38004)** , **PSY 6025 (https://catalog.pointloma.edu/preview_course_nopop.php?catoid=48&coid=38005)** , **PSY 6029 (https://catalog.pointloma.edu/preview_course_nopop.php?catoid=48&coid=38008)** , **PSY 6045 (https://catalog.pointloma.edu/preview_course_nopop.php?catoid=48&coid=38011)** , **PSY 6094 (https://catalog.pointloma.edu/preview_course_nopop.php?catoid=48&coid=38142)**

Program and Course Learning Outcomes

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

- competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches, particularly depending on attachment-based models of human functioning (minds);
- able to evaluate and apply personal and professional values and ethics to the practice of psychotherapy (character); and,
- 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 (service).

The program's student learning outcomes (PLOs) are to:

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

PLO 2: Demonstrate competent application of personal and professional values into an ethical practice of psychotherapy (character).

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 (service).

COURSE COMPETENCIES DEMONSTRATED BY STUDENTS:

1. Competently demonstrate basic attending skills. (PLO 1)
2. Describe qualities related to an effective therapeutic relationship. (PLO 1)

3. Write an ethically and legally appropriate *Informed Consent Form*, identifying yourself professionally. (PLO 2)
4. Identify several self of the therapist issues as they emerge in clinical work. (PLO 2)
5. Identify key domains of diversity in the clinical populations where you are serving (e.g. socioeconomic status, race, ethnicity, gender, spirituality, sexual orientation). (PLO 3)

You will be required to maintain a pace of required experience to complete 300 Direct Counseling (700 total) hours in order to graduate.

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 2-unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (2 credit units):

Credit Hour Distribution

Assignments	Course Hours
Face-to-face Class Sessions Attendance	30
Participation and Assignments	70
TOTAL HOURS	100

Required Texts and Recommended Study Resources

- **Required Texts:**
  - Chang, V. N., Decker, C. L., & Scott, S. T. (2018). *Developing helping skills: A step-by-step approach to competency* (3rd ed.). Cengage Learning.
  - Boyle, G. (2024). *Cherished belonging: The healing power of love in divided times*. Avid Reader Press.
- **Recommended Resources:**
  - American Psychological Association. (2020). Publication Manual of the American Psychological Association. (7th ed). American Psychological Association.

- Andresen, R., Oades, L. G., Caputi. P. (2011). Psychological Recovery: Beyond Mental Illness. Hoboken, NJ: Wiley-Blackwell.
- Anthony, W. A., & Ashcroft, L. (2010). The recovery movement, pp. 465 - 479. In Mental Health Services: A Public Health Perspective (3rd. Ed.). Oxford University Press.
- 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.
- Boyle, F. G. (2011). *Tattoos on the heart*. Simon & Schuster.

NOTE: *Students are responsible for having 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.*

Assessment and Grading

1. **Academic Honesty Verification (0%) -** Students must complete the academic honesty 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. **Discussion Post and Video reflection (5%) (2 total)**
    1. Flex Week (Week 1): Getting to Know You Discussion Post
    2. Flex Week (Thanksgiving): Recovery Model Discussion Post
5. **Practicum Placement Training & Paperwork (5%) -** Students will submit training paperwork through Supervision Assist. **All paperwork must be completed and submitted to receive credit for this course.**
    1. Acknowledgement of Clinical Training Manual
    2. PLNU Student Training Agreement
    3. BBS Supervision Agreement (per supervisor)
    4. BBS Weekly Summary of Experience (1st and 2nd half of term)
    5. Supervisor Evaluation
6. **Cherished Belonging Journal Reflections (10%) (2 total) -** You will complete two journal reflections following prompts based upon assigned chapters. These reflections focus on spiritual and personal reactions in order to further develop access to self for clinical application.
7. **Clinical Case Presentation & Video (40%) -** This assignment is to recognize how what you bring of your personal self to the clinical process affects the work you are doing with clients, in particular, with respect to your relationship, assessment and interventions in the therapeutic encounter. There are three parts to this assignment, the written case presentation, the oral case presentation, and video recording of a clinical session. You will select a 15 minute segment of the video that demonstrates use of self and clinical skills developed in PSY 6022: Clinical Skills.

8. **Clinical Case Presenter Reflection Paper (10%) -** After presenting your clinical case presentation and video in class, you will write a reflection paper using prompts to guide your signature theme awareness and use of self in your clinical work.
9. **Clinical Case Presentation Observer Journals (10%) (7 total) -** Each week following a clinical Clinical Case Presentation and video, if you were the observer, you will respond to journal prompts to guide your reflection on if you were the therapist how would you use yourself and signature theme to connect and intervene with clients.

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Weighted Grades

Assignment	Percentage
Attendance	10%
Professionalism	10%
Discussion Posts and Video Feedback (2)	5%
Practicum Placement Training & Paperwork	5%
Cherished Belonging Journal Responses	10%
Clinical Case Presentation & Video	40%
Clinical Case Presenter Reflection Paper	10%
Clinical Case Presentation Observer Journals (7)	10%
Total:	**100%**

Grading Scale

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

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

- ≤ 59% = F

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

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.

PLNU Spiritual Care

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

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

Student Success

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

PLNU Copyright Policy

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

PLNU Recording Notification

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

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

PLNU Academic Honesty Policy

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

AI Use Policy: Limited

The MACC Online program believes that your ability to think critically on your own is essential to your capacity to work with clients independently and/or in situations where AI will not be available to you (e.g., in session, during crisis). The purpose of assignments is not just to help you to learn information, but to develop your ability to generate and evaluate ideas and courses of actions. This process is the bedrock of developing clinical judgment.

Under limited circumstances, you may be allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.). AI should only be used as a supplement or quick reference, not as a replacement for completing assignments. We recommend that you use AI as you would for general searches where you would like a quick reference to answer the question, “What?” (e.g., what is the name of the intervention where you….). If you need to answer the question, “How?” (e.g., how should this diagnosis be treated), it is better for your to generate your own thoughts. It is ok if it is not perfect. It is better to receive formative feedback so that you can develop the skills necessary of an independently practicing clinician. **Do not use AI to generate drafts of your assignments or to revise your writing at any stage of the writing process. In addition, for confidentiality purp do not upload client information (even if it is de-identified) into AI.** If you are permitted or

encouraged to use AI, I will specify in individual assignments what constitutes appropriate use of AI for that assignment. When using AI, you must cite it appropriately (see **Purdue OWL (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/index.html)** for guidance on APA citation of AI). If you are unsure if it is appropriate to use AI, please contact me to clarify.

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)** .

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
    1. Synchronous Courses: At least one class meeting takes place at a designated time.

    2. 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 and Participation Policy

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

PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (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. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). **For quad-length classes, a student may incur one absence without losing points.** A second absence will incur a 10% deduction, and after a third absence the student will be unenrolled from the class. Note: absences are not categorized as excused or unexcused.

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

Students taking asynchronous 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.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Students may be warned if a student demonstrates a lack of academic activity. After a warning, students who miss more than one week of academic activity without prior approval and arrangements with the instructor may be de-enrolled or withdrawn from the course. If the date of de-enrollment is past the last date to withdraw from a course, the student will be assigned a letter grade of "F" or "NC." There are no refunds for courses where a de-enrollment was processed after the last date to withdraw from a course.

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

Synchronous Attendance/Participation Definition

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

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

Online Asynchronous Attendance/Participation Definition

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

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

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

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 Online Professionalism Rubric (https://docs.google.com/document/d/1EgoI6_hwmZkU32agM89VL9kz6j3iNEwdarCKjM6d9mU/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. Aside from the computer students are using to attend class, other devices (phones, tablets, etc.) should *remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the ***Technology and System Requirements*** **(https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349)** information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible nor allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

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

Course Schedule

Week	Topics	Readings/Resources	Assignments	Due Dates
1 **Light Week**	Asynchronous Introduction to the Course	Review Instructor Welcome Video Review Syllabus & Expectations Review Clinical Training Manual *Cherished Belonging*:	Discussion Post: Getting to Know You • Initial Video Post • Response to 2 peers Acknowledgement of Clinical Training Manual Sign up for Case Presentation & Video	Wednesday Sunday

		• Introduction, Chapters 1 & 2		
2 **Labor Day Week**	Assessment Strengths Perspective Resilience Perspective Empowerment Perspective Focusing on Strengths & Positive Factors	*Developing Helping Skills*: • Chapter 2: Strengths, Resilience, and Empowerment Perspectives Sections (pp.37-44) • Review Chapter 10: Focusing on strengths and positive factors section (pp.179-182) Review Video: • "From Breaking Point to Bouncing Back: How to Build Resilience Amid Life's Stressors"	PLNU Student Agreement BBS Supervision Agreement (per supervisor) Short Video Reflection on Strengths and Resilience	Tuesday Tuesday Tuesday
3	Professionalism and Professional Relationships Use of Supervision Class Guidelines	*Developing Helping Skills*: • Chapter 4 (pp.73-86) *Cherished Belonging*: • Chapters 3 & 4	Cherished Belonging Journal Reflection Part 1	Sunday
4	Clinical Case Presentation Overview Case Consultation	Review Clinical Case Presentation Template and Assignment		

		Cherished Belonging: • Chapters 5 & 6		
5	Case Consultation Discussion re: Cherished Belonging	*Cherished Belonging*: • Chapters 7, 8 & 9	Cherished Belonging Journal Reflection Part 2 Week 6 Written Case Presentation	Sunday Wednesday
6	Clinical Case Presentation & Video		Clinical Case Presenter Reflection Paper Clinical Case Presentation Observer Journal Week 7 Written Case Presentation	Sunday Thursday Wednesday
7	Clinical Case Presentation & Video		Clinical Case Presenter Reflection Paper Clinical Case Presentation Observer Journal Week 8 Written Case Presentation	Sunday Thursday Wednesday
8	Clinical Case Presentation & Video		Clinical Case Presenter Reflection	Sund

	Mid-Course Feedback	Mid-Course Survey (Student) Mid-Course Professionalism Rubric (Faculty)	Paper Clinical Case Presentation Observer Journal Week 9 Written Case Presentation	Thursday Wednesday
9	Clinical Case Presentation & Video		Clinical Case Presenter Reflection Paper Clinical Case Presentation Observer Journal BBS Weekly Summary of Experience (Weeks 1-8) Week 10 Written Case Presentation	Sunday Thursday Monday Wednesday
10	Clinical Case Presentation & Video		Clinical Case Presenter Reflection Paper Clinical Case Presentation Observer Journal	Sunday Thursday Wed ay

			Week 11 Written Case Presentation	
11	Clinical Case Presentation & Video		Clinical Case Presenter Reflection Paper Clinical Case Presentation Observer Journal Week 12 Written Case Presentation	Sunday Thursday Wednesday
12	Clinical Case Presentation & Video		Clinical Case Presenter Reflection Paper Clinical Case Presentation Observer Journal	Sunday Thursday
13 **Flex Week** **(Thanksgiving Week)**	Recovery Model Serious Mental Illness (SMI)	Review: SAMHSA's Working Definition of Recovery pamphlet Watch Videos: Recovery Model	Discussion Post: Recovery Model • Initial Video Post • Response to 3 peers Week 14 Written Case Presentation	Wednesday Sunday Wednesday
14	Clinical Case Presentation & Video		Clinical Case Presenter Reflection Paper	Sunday

			Clinical Case Presentation Observer Journal	Thursday
15	Guest Speaker: Lived Experience of Serious Mental Illness (SMI) ***IN LIEU OF CLASS ALL CLASS SECTIONS MEET TOGETHER FRIDAY DECEMBER 11TH, 2-4PM***		BBS Weekly Summary of Experience (Weeks 9-14) Supervisor Evaluation	Monday Monday
16	Discussion following guest speaker Course Wrap-up		End of Course Evaluation	Wednesday

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
Mon Aug 31, 2026	Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/89219/assignments/1367431)	due by 11:59pm

Date	Details	Due
Wed Sep 2, 2026	WK1 | Getting to Know You Discussion (https://canvas.pointloma.edu/courses/89219/assignments/1367435)	due by 11:59pm
Tue Sep 8, 2026	WK2 | Short Video Reflection on Strengths and Resilience (https://canvas.pointloma.edu/courses/89219/assignments/1367477)	due by 11:30am
	WK1 | Assignment: Acknowledgement of Clinical Training Manual (https://canvas.pointloma.edu/courses/89219/assignments/1367457)	due by 11:59pm
	WK1 | ⭐ Sign Up: Case Presentation & Video (https://canvas.pointloma.edu/courses/89219/assignments/1367459)	due by 11:59pm
	WK2 | BBS Supervision Agreement (Per Supervisor) (https://canvas.pointloma.edu/courses/89219/assignments/1367472)	due by 11:59pm
	WK2 | PLNU Student Training Agreement (https://canvas.pointloma.edu/courses/89219/assignments/1367474)	due by 11:59pm
Sun Sep 20, 2026	WK3 | Cherished Belonging Journal Reflection: Part 1 (https://canvas.pointloma.edu/courses/89219/assignments/1367478)	due by 11:59pm
Sun Oct 4, 2026	WK5 | Cherished Belonging Journal Reflection: Part 2 (https://canvas.pointloma.edu/courses/89219/assignments/1367479)	due by 11:59pm
Thu Oct 8, 2026	WK6 | Clinical Case Presentation Observer Journal	due by [illegible]m

Date	Details	Due
	(https://canvas.pointloma.edu/courses/89219/assignments/1367480)	
Thu Oct 15, 2026	WK7 | Clinical Case Presentation Observer Journal (https://canvas.pointloma.edu/courses/89219/assignments/1367481)	due by 11:59pm
Thu Oct 22, 2026	WK8 | Clinical Case Presentation Observer Journal (https://canvas.pointloma.edu/courses/89219/assignments/1367482)	due by 11:59pm
Mon Oct 26, 2026	WK9 | BBS Weekly Summary of Experience (Weeks 1-8) (https://canvas.pointloma.edu/courses/89219/assignments/1367483)	due by 11:59pm
Thu Oct 29, 2026	WK9 | Clinical Case Presentation Observer Journal (https://canvas.pointloma.edu/courses/89219/assignments/1367484)	due by 11:59pm
Thu Nov 5, 2026	WK10 | Clinical Case Presentation Observer Journal (https://canvas.pointloma.edu/courses/89219/assignments/1367461)	due by 11:59pm
Thu Nov 12, 2026	WK11 | Clinical Case Presentation Observer Journal (https://canvas.pointloma.edu/courses/89219/assignments/1367464)	due by 11:59pm
Thu Nov 19, 2026	WK12 | Clinical Case Presentation Observer Journal (https://canvas.pointloma.edu/courses/89219/assignments/1367466)	due by 11:59pm
Wed Nov 25, 2026	WK13 | Discussion: Recovery Model (https://canvas.pointloma.edu/courses/89219/assignments/1367433)	due by 11:59pm

Date	Details	Due
Thu Dec 3, 2026	WK14 | Clinical Case Presentation Observer Journal (https://canvas.pointloma.edu/courses/89219/assignments/1367468)	due by 11:59pm
Mon Dec 7, 2026	WK15 | Supervisor Evaluation (https://canvas.pointloma.edu/courses/89219/assignments/1367440)	due by 11:59pm
	WK15 | BBS Weekly Summary of Experience (Weeks 9-14) (https://canvas.pointloma.edu/courses/89219/assignments/1367471)	due by 11:59pm
Wed Dec 16, 2026	End-of-Course Evaluation (https://canvas.pointloma.edu/courses/89219/assignments/1367417)	due by 11:59pm
	Clinical Case Presentation and Video Assignment (https://canvas.pointloma.edu/courses/89219/assignments/1367442)	
	Clinical Case Presenter Reflection Paper (https://canvas.pointloma.edu/courses/89219/assignments/1367445)	
	Mid-Course Professionalism Feedback (https://canvas.pointloma.edu/courses/89219/assignments/1367450)	
	Professionalism (https://canvas.pointloma.edu/courses/89219/assignments/1367452)	
	Roll Call Attendance (https://canvas.pointloma.edu/courses/89219/assignments/1367454)	