

Course Syllabus

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Graduate Department of Sociology, Social Work, and Family Sciences

SWK6524 Evidence-Based Therapy

3 Units

Fall 2026

August 31 – December 20

Fully Online

Meeting Days: N/A

Meeting Times: N/A

Meeting Location: Fully Online in Canvas

Final Exam: (Day/Time): N/A

Instructor: Suzanne Mondell-Cook, LCSW/MAR

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Office Location and Hours:

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

This survey course will explore evidence-based practice models that are commonly used in clinical settings. Students will have opportunities to observe and practice these models in a classroom setting in preparation for application in field settings.

Course Learning Outcomes

1. Differentiate the theory, mechanisms of change, and empirical support for all featured modalities.
2. Demonstrate clinical competence in executing micro-skills through recorded peer simulations.
3. Critically evaluate master-clinician demonstrations of heavy-lift modalities via written case conceptualizations.
4. Modify standard evidence-based protocols to align ethically with diverse client identities and cultural values.
5. Formulate constructive, professional peer feedback using asynchronous digital platforms.

Program Learning Outcomes

1. Demonstrate understanding of integrated body of knowledge required of a "advanced generalist practitioner" as defined by the Council on Social Work Education.
2. Engage in professional practice that is guided by values and ethics and inspired by faith:
 - Possess a command of the professional values and ethics required of an "advanced generalist practitioner."



- Demonstrate an awareness of the influence of Christian and Wesleyan perspectives on social work practice.
- Demonstrate competence in the concrete practice of professional skills, especially those skills required for an “advanced generalist practitioner.”
- Demonstrate professional competency as defined by the CSWE competencies.

Program Goals

The goals of the social work program flow from the mission and are related to the development of competent professions; integration of faith and professional practice; service to the community that empowers others; and continuous personal development. The four primary program goals are:

1. To prepare students for beginning advanced generalist professional practice by providing the advanced knowledge, skills, and values and ethics that form a professional foundation for competent practice with diverse populations and systems of any size.
2. To prepare students who are committed to service in the community in a manner that includes an understanding of the intersection of a Christian/Wesleyan perspectives and social work practice.
3. To develop entry level advanced generalist or clinical practitioners who are motivated to promote social, racial, environmental, and economic justice and who employ theory and cultural sensitivity to empower diverse populations and to understand the transactions between social and cultural environments.
4. To foster student involvement in continuing professional development. These core program goals are accomplished through student achievement of objectives that form a professional foundation of knowledge, clearly articulated values and ethics, and acquisition of professional and personal skills.

CSWE Core Competencies

Achievement of the program objectives relies on the successful ‘teaching’ and ‘shaping’ of students into professionals who successfully acquire personal competency in ten domains: nine domains identified by CSWE and one additional domain reflecting integration of the Christian foundation of the PLNU program. These domains inform the master of social work program design and curriculum and form the basis of student learning outcomes and core professional competencies to be achieved by students. Upon completion of the PLNU master of social work program, students are expected to demonstrate professional practice behaviors commensurate with the advanced generalist practitioner in each domain by practicing stated practice behaviors in their courses and field placement(s).

1. Demonstrate ethical and professional behavior
2. Advance human rights and social, racial, economic, and environmental justice
3. Engage anti-racism, diversity, equity, and inclusion (ADEI) in practice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice
6. Engage with individuals, families, groups, organizations, and communities
7. Assess and plan with individuals, families, groups, and communities
8. Intervene with individuals, families, groups, organizations, and communities
9. Evaluate practice with individuals, families, groups, organizations, and communities
10. Service as an expression of faith

Institutional Learning Outcomes

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, in a Christ-centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. Serving, in a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources

Riemersma, J. (2020). *Altogether you: Experiencing personal and spiritual transformation with Internal Family Systems therapy*. Piquant Editions.

Shapiro, F. (2018). *Eye movement desensitization and reprocessing (EMDR) therapy: Basic principles, protocols, and procedures* (3rd ed.). The Guilford Press.

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

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.



Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 122 total hours meeting the course learning outcomes. The time estimations are provided below and in the Canvas modules.

Estimated Time to Complete Course

Activity Category	Time-to-Complete (Hours)
Required Reading and Resources	17
Discussions	58
Weekly Quizzes	16
Group Project	15
Final Exam	6.5

Assessment and Grading

Weighted Grades

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

Course Assignments

Assignment Category	Description	Percentage of Total Grade
Weekly Discussions	Online discussion forums provide an opportunity to engage with peers on various evidence-based practice models that are used in clinical settings.	15%
Weekly Wellness	Weekly Wellness activities are designed to help you explore and practice strategies that support personal well-being and self-awareness. Each week, you'll engage with a brief wellness practice, reflection, or resource and share your experience or insights with the class.	10%
Video Dialogues	Video Dialogues invite you to engage with videos related to social work practice and various clinical treatment modalities. After viewing each video, you'll reflect on key takeaways, connections to the week's learning, and questions that arise, then share your thoughts with the class.	10%
Weekly Quizzes	Weekly quizzes assess your understanding of key concepts from the week's assigned readings and resources. They provide an opportunity to check your comprehension and reinforce important course content.	15%



Group Project	The group project provides an opportunity to practice teaching a DBT skill in a simulated clinical setting. Working with a classmate, you'll demonstrate and explain a selected DBT skill through a recorded role-play and reflect on your experience applying clinical teaching skills.	25%
Final Exam	The Final Exam assesses your comprehension of key concepts, treatment approaches, and clinical skills covered throughout the course. It provides an opportunity to demonstrate your cumulative learning and application of course content.	25%
TOTAL		100%

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

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+
- 84 – 86% = B
- 81 – 83% = B-
- 78 – 80% = C+
- *75 – 77% = C
- 73 – 74% = C-
- 71 – 72% = D+
- 68 – 70% = D
- Below 68% = F

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In this course, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include complex trauma. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Social Welfare Policy, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Social Welfare Policy, we will cover a variety of topics, some of which you may find triggering. These topics include complex trauma, suicide, survivors of sexual crimes, domestic violence, child abuse, racism, or war trauma. For the sole purpose of learning how to assist survivors through the healing process. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on a discussion of a certain topic, know that you are still responsible for the material, but we can discuss if there are other methods for accessing that material and assessing your learning on that material. C



topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Social Welfare Policy, and I will support you throughout your learning in this course.

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 and as listed in the instructions when they are due—including assignments posted in Canvas. For work that is submitted after the deadline, a 10% reduction will be given. Incompletes will only be assigned in extremely unusual circumstances.

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 \(https://my.pointloma.edu/pages/chaplains\)](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 \(mailto:studentsuccess@pointloma.edu\)](mailto:studentsuccess@pointloma.edu) or by phone at 619-563-2850. Please visit [myPLNU Student Success \(https://my.pointloma.edu/pages/student-success-center\)](https://my.pointloma.edu/pages/student-success-center) for more details. If you are in the School of Education, please contact [SOE Advising \(mailto:soeadvising@pointloma.edu\)](mailto:soeadvising@pointloma.edu).

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 \(https://www.pointloma.edu/offices/office-institutional-effectiveness-research/disclosures\)](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) [↗\(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text\)](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) [↗\(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#academicbehavior\)](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#academicbehavior) in the [University Catalog](https://pointloma-public.courseleaf.com/grad-catalog) [↗\(https://pointloma-public.courseleaf.com/grad-catalog\)](https://pointloma-public.courseleaf.com/grad-catalog).

Artificial Intelligence (AI) Policy

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, IA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

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) [↗\(mailto:EAC@pointloma.edu\)](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) [↗\(https://pointloma.onelogin.com/portal\)](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.simplicity.com/) [↗\(https://pointloma-accommodate.simplicity.com/\)](https://pointloma-accommodate.simplicity.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 \(http://www.pointloma.edu/nondiscrimination\)](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 \(https://www.pointloma.edu/title-ix\)](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 \(https://www.pointloma.edu/title-ix\)](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 \(mailto:counselingservices@pointloma.edu\)](mailto:counselingservices@pointloma.edu) or [consult the list of campus pastors \(https://www.pointloma.edu/title-ix/get-help-now\)](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 \(http://www.pointloma.edu/nondiscrimination\)](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.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

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.

Refer to [Academic Policies \(https://pointloma-public.courseleaf.com/aug-catalog/academic-general-policies/\)](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 the attendance requirement.

Use of Technology

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 \(https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349\)](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 \(https://my.pointloma.edu/pages/writing-center-gps\)](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 \(https://my.pointloma.edu/pages/research-help\)](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/CRXu8PJUnSkvokC9) [\(https://maps.app.goo.gl/CRXu8PJUnSkvokC9\)](https://maps.app.goo.gl/CRXu8PJUnSkvokC9) off the student lounge
- [Academic Writing Resources Course \(https://canvas.pointloma.edu/courses/64301\)](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) [\(https://youtu.be/4H8KTZ4BOaY\)](https://youtu.be/4H8KTZ4BOaY) and take time now to explore!
- [Grammarly \(https://my.pointloma.edu/pages/writing-center-gps\)](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 \(https://my.pointloma.edu/pages/tutoring-gps\)](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.

Assignments-at-a-Glance

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

Course Schedule

Course Schedule		
Week	Topics	Required Reading/Resources
1	Introductions EMDR	<i>Shapiro</i> textbook: Chapter 1 (pages 1-24) VIDEO: EMDR interview Francine Shapiro (https://www.youtube.com/watch?v=8GUd5hhnkVE)  (https://www.youtube.com/watch?v=8GUd5hhnkVE) (44.75 minutes)



2	EMDR as a foundation for understanding and working with clients	<i>Shapiro</i> textbook: Chapter 2 (27pgs) VIDEO: Introduction to EMDR (An Overview of EMDR and Bilateral Stimulation) Discover the Incredible Benefits of EMDR and How It is Done  https://www.youtube.com/watch?v=vQVN3dupqOo  https://www.youtube.com/watch?v=vQVN3dupqOo (51.16 minutes)
3	EMDR Introduction to Dialectical Behavior Therapy (DBT)	<i>Shapiro</i> textbook: Chapter 4 (pages 85-112) Video to watch: DBT for New Clinicians: Mastering Dialectical Behavioral Therapy with Shelby Finley (LCSW)  https://youtu.be/MvKe3Xetun0  https://youtu.be/MvKe3Xetun0?si=5QFSQoyZsEyV5BsX
4	EMDR and Dialectical Behavioral Therapy	<i>Shapiro</i> textbook: Chapter 5 (23 pgs) ARTICLE: Michałowska, S. (2024). Dialectical Behavior Therapy in the Treatment of Trauma  https://doi.org/10.12740/APP
5	EMDR & DBT	Read Articles: - Barber, J. (2011). A Clinician's Guide to PTSD Treatments for Returning Veterans  https://doi.org/10.1037/A0022351 - Hull, A. (2015). Neglect of the complex: why psychotherapy for post-traumatic clinical presentations is often ineffect https://doi.org/10.1192/PB.BP.114.046995 Watch VIDEO: How to Use the 4 Steps of Dialectical Behavior Therapy DBT PART 1  https://www.youtube.com/watch?v=IFnDyxu0ZRY  https://www.youtube.com/watch?v=IFnDyxu0ZRY (53 minutes)



6	EMDR & DBT	<i>Shapiro</i> textbook: Chapter 6
7	EMDR & IFS	<i>Shapiro</i> textbook: Chapter 9 (pages 213-255) Read: Comeau, A., et al. (2024). Online group-based internal family systems treatment for posttraumatic stress disorder of the program for alleviating and resolving trauma and stress. https://psycnet.apa.org/fulltext/2024-98110-001.pdf. VIDEO: Introduction to Internal Family Systems Q&A with Dr. Richard Schwartz (Creator of IFS) https://www.youtube.com/watch?v=BiCGcVcmzzg  https://www.youtube.com/watch?v=BiCGcVcmzzg
8	EMDR & IFS	<i>Shapiro</i> textbook: Chapter 11 (pages 283-319) <i>Riemersma</i> book: • Chapter 1: Why Are We So Stuck? • Chapter 2: The Whole is Greater ARTICLE: Hooper, L. M. (2007). The Application of Attachment Theory and Family Systems Theory to the Phenomena of https://www.researchgate.net/publication/247763721_The_Application_of_Attachment_Theory_and_Family_Systems_Theory_to_the_Phenomena_of
9	EMDR & IFS	<i>Shapiro</i> textbook: Chapter 11 (pages 320-346) <i>Riemersma</i> book: • Chapter 3: Where Is God In All My Mess? • Chapter 4: Listening to Our Exiles ARTICLE: Mosquera, D. EMDR PRACTICE AND RESEARCH https://doi.org/10.1891/1933-3196.8.2.74. ARTICLE: McVicker, S. (2014). Internal Family Systems (IFS) in Indian Country: Perspectives and Practice on Harmony a https://doi.org/10.26077/RCRK-A582.



10	EMDR Introduction to Acceptance and Commitment Therapy (ACT)	<i>Shapiro</i> textbook: Chapter 12, pages 352-364 ARTICLE: Christiano, A. (2024). Understanding the Needs and Experiences of Spiritual and Religious Clients Seeking Me (https://doi.org/10.5070/B3.36704). Video: Introduction to Acceptance and Commitment Therapy (ACT) (https://www.bing.com/videos/riverview/relatedvideo?q=introduction%20to%20ACT%20therapy%20videos&mid=BCE1821BB4795A68B464BCE1821BB4795A68B464&ajaxhist=0)
11	EMDR & ACT	<i>Shapiro</i> textbook: Chapter 12, pages 365-394 ARTICLE: An Overview of Research on Acceptance and Commitment Therapy (https://digitalcommons.usu.edu/cgi/viewarticle=3248&context=psych_facpub). VIEW: ACT: Acceptance & Commitment Therapy Overview for Therapists ACT: Acceptance & Commitment Therapy Overview for Therapists (https://www.youtube.com/watch?v=qeEMIXehBnM)  (https://www.youtube.com/watch?v=qeEMIXehBnM)
12	EMDR & ACT	<i>Shapiro</i> textbook: Chapter 12, pages 395-412 ARTICLE: Wiland, S. What Happened to You? Addressing Trauma with Community Mental Health Populations: A Toolkit for Pro ARTICLE: Acceptance and Commitment Therapy as a Unified Model of Behavior Change (https://www.apa.org/education/commitment.pdf). VIEW: Steven Hayes on Acceptance & Commitment Therapy (ACT) (https://www.youtube.com/watch?v=mOZT_k30wx8)  (https://www.youtube.com/watch?v=mOZT_k30wx8)
13 <i>Thanksgiving Week</i>	EMDR Solution-Focused Therapy (SFT)	ARTICLE: Trauma, Eucharist, and the Cross: Communion with Christ in Body, Soul, and Spirit. (2024). PhD Dissertation. VIEW: SFBT-Solution-focused Brief Therapy Techniques and Tools (https://www.youtube.com/watch?v=dwDGKaRg7_U)  (https://www.youtube.com/watch?v=dwDGKaRg7_U)
14	EMDR & SFT	<i>Shapiro</i> textbook: Chapter 12, pages 413-426 RESOURCE: Microsoft Word - Solution Focused Therapy using the Miracle Question.docx (https://ccsw2012.weebly.com/uploads/1/1/5/4/11542142/solution_focused_therapy_using_the_miracle_question.pdf) ARTICLE: Effectiveness of Solution-Focused Brief Therapy on Marital Commitment and Marital Burnout among Couples: A Randomized Trial (https://jmrh.mums.ac.ir/article_21112_8e0f25c698082863fb96050659380a84.pdf)

		VIEW: 3 Scaling Questions from Solution-Focused Therapy  . (https://www.youtube.com/watch?v=3rB4zDVGgQM)  . (https://www.youtube.com/watch?v=3rB4zDVGgQM)
15	EMDR & SFT	Shapiro textbook: • “Appendix E: Client Safety”, pages 498-504 ARTICLE: Solution-Focused Brief Therapy in Community-Based Services: A Meta-Analysis of Randomized Controlled S . (https://journals.sagepub.com/doi/pdf/10.1177/10497315231162611) ARTICLE: Is Solution-Focused Brief Therapy Evidence-Based? An Update 10 Years Later  . (https://txicfw.socialwork.utex.content/uploads/2020/10/Solutions-Focused-Brief-Therapy.pdf) VIEW: The Miracle Question The Miracle Question  . (https://www.youtube.com/watch?v=oG5AVk-5SH0)  . (https://www.youtube.com/watch?v=oG5AVk-5SH0) VIEW: ACT Exercises for Anxiety Relief [Acceptance and Commitment Therapy]  . (https://www.youtube.com/watch?v=WvWclie6M)  . (https://www.youtube.com/watch?v=WvWclie6MYo)
16	Final Exam Wrap-Up	

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/89233/assignments/1367034) 	due by 11:59pm
Thu Sep 3, 2026	 WK1 Discussion: Class Expectations . (https://canvas.pointloma.edu/courses/89233/assignments/1367063)	due by 

Date	Details	Due
		
Sun Sep 6, 2026	 WK 1 Quiz https://canvas.pointloma.edu/courses/89233/assignments/1367044	due by 11:59pm
		
	 WK1 Video Dialogue https://canvas.pointloma.edu/courses/89233/assignments/1367065	due by 11:59pm
		
	 WK1 Weekly Wellness (Padlet) https://canvas.pointloma.edu/courses/89233/assignments/1367066	due by 11:59pm
		
Thu Sep 10, 2026	 WK2 Discussion: Introduction to Integrating Faith & Practice https://canvas.pointloma.edu/courses/89233/assignments/1367062	due by 11:59pm
		
Sun Sep 13, 2026	 WK2 Quiz https://canvas.pointloma.edu/courses/89233/assignments/1367040	due by 11:59pm
		
	 WK2 Video Dialogue https://canvas.pointloma.edu/courses/89233/assignments/1367076	due by 11:59pm
		
	 WK2 Weekly Wellness (Padlet) https://canvas.pointloma.edu/courses/89233/assignments/1367077	due by 11:59pm
		
Thu Sep 17, 2026	 WK3 Discussion https://canvas.pointloma.edu/courses/89233/assignments/1367049	due by 11:59pm
		
Sun Sep 20, 2026	 WK3 Quiz https://canvas.pointloma.edu/courses/89233/assignments/1367031	due by 11:59pm
		
	 WK3 Video Dialogue https://canvas.pointloma.edu/courses/89233/assignments/1367078	due by 11:59pm
		
	 WK3 Weekly Wellness (Padlet) https://canvas.pointloma.edu/courses/89233/assignments/1367079	due by 11:59pm
		
Thu Sep 24, 2026	 WK4 Discussion https://canvas.pointloma.edu/courses/89233/assignments/1367061	due by 11:59pm
		
Sun Sep 27, 2026	 WK4 Quiz https://canvas.pointloma.edu/courses/89233/assignments/1367046	due by 11:59pm
		
	 WK4 Weekly Wellness (Padlet) https://canvas.pointloma.edu/courses/89233/assignments/1367080	due by 11:59pm
		
Thu Oct 1, 2026	 WK5 Discussion https://canvas.pointloma.edu/courses/89233/assignments/1367060	due by 11:59pm
		



Date	Details	Due
Sun Oct 4, 2026	 WK5 Quiz https://canvas.pointloma.edu/courses/89233/assignments/1367032 	due by 11:59pm
	 WK5 Video Dialogue https://canvas.pointloma.edu/courses/89233/assignments/1367081 	due by 11:59pm
	 WK5 Weekly Wellness (Padlet) https://canvas.pointloma.edu/courses/89233/assignments/1367082 	due by 11:59pm
Sun Oct 11, 2026	 WK6 Quiz https://canvas.pointloma.edu/courses/89233/assignments/1367045 	due by 11:59pm
	 WK6 Role Play Group Project https://canvas.pointloma.edu/courses/89233/assignments/1367083 	due by 11:59pm
	 WK6 Weekly Wellness (Padlet) https://canvas.pointloma.edu/courses/89233/assignments/1367084 	due by 11:59pm
Thu Oct 15, 2026	 WK7 Discussion https://canvas.pointloma.edu/courses/89233/assignments/1367059 	due by 11:59pm
Sun Oct 18, 2026	 WK7 Quiz https://canvas.pointloma.edu/courses/89233/assignments/1367043 	due by 11:59pm
	 WK7 Video Dialogue https://canvas.pointloma.edu/courses/89233/assignments/1367085 	due by 11:59pm
	 WK7 Weekly Wellness (Padlet) https://canvas.pointloma.edu/courses/89233/assignments/1367086 	due by 11:59pm
Thu Oct 22, 2026	 WK8 Discussion https://canvas.pointloma.edu/courses/89233/assignments/1367058 	due by 11:59pm
Sun Oct 25, 2026	 Mid-Course Survey https://canvas.pointloma.edu/courses/89233/assignments/1367038 	due by 11:59pm
	 WK8 Quiz https://canvas.pointloma.edu/courses/89233/assignments/1367033 	due by 11:59pm
	 WK8 Weekly Wellness (Padlet) https://canvas.pointloma.edu/courses/89233/assignments/1367087 	due by 11:59pm
Thu Oct 29, 2026	 WK9 Discussion https://canvas.pointloma.edu/courses/89233/assignments/1367057 	due by 11:59pm
Sun Nov 1, 2026	 WK9 Quiz https://canvas.pointloma.edu/courses/89233/assignments/1367042	due by 

Date	Details	Due
		
	 WK9 Weekly Wellness (Padlet) https://canvas.pointloma.edu/courses/89233/assignments/1367088	due by 11:59pm
		
Thu Nov 5, 2026	 WK10 Discussion https://canvas.pointloma.edu/courses/89233/assignments/1367056	due by 11:59pm
		
	 WK10 Quiz https://canvas.pointloma.edu/courses/89233/assignments/1367037	due by 11:59pm
		
Sun Nov 8, 2026	 WK10 Video Dialogue https://canvas.pointloma.edu/courses/89233/assignments/1367067	due by 11:59pm
		
	 WK10 Weekly Wellness (Padlet) https://canvas.pointloma.edu/courses/89233/assignments/1367068	due by 11:59pm
		
Thu Nov 12, 2026	 WK11 Discussion https://canvas.pointloma.edu/courses/89233/assignments/1367055	due by 11:59pm
		
	 WK11 Quiz https://canvas.pointloma.edu/courses/89233/assignments/1367039	due by 11:59pm
		
Sun Nov 15, 2026	 WK11 Weekly Wellness (Padlet) https://canvas.pointloma.edu/courses/89233/assignments/1367070	due by 11:59pm
		
	 WK11 Video Dialogue https://canvas.pointloma.edu/courses/89233/assignments/1367069	due by 11:59pm
		
Thu Nov 19, 2026	 WK12 Discussion https://canvas.pointloma.edu/courses/89233/assignments/1367054	due by 11:59pm
		
	 WK12 Quiz https://canvas.pointloma.edu/courses/89233/assignments/1367048	due by 11:59pm
		
Sun Nov 22, 2026	 WK12 Weekly Wellness (Padlet) https://canvas.pointloma.edu/courses/89233/assignments/1367072	due by 11:59pm
		
	 WK12 Video Dialogue https://canvas.pointloma.edu/courses/89233/assignments/1367071	due by 11:59pm
		
Thu Nov 26, 2026	 WK13 Discussion https://canvas.pointloma.edu/courses/89233/assignments/1367053	due by 11:59pm
		
Sun Nov 29, 2026	 WK13 Quiz https://canvas.pointloma.edu/courses/89233/assignments/1367041	due by 11:59pm
		



Date	Details	Due
	 WK13 Video Dialogue https://canvas.pointloma.edu/courses/89233/assignments/1367073 	due by 11:59pm
Thu Dec 3, 2026	 WK14 Discussion https://canvas.pointloma.edu/courses/89233/assignments/1367052 	due by 11:59pm
Sun Dec 6, 2026	 WK14 Quiz https://canvas.pointloma.edu/courses/89233/assignments/1367047 	due by 11:59pm
	 WK14 Weekly Wellness (Padlet) https://canvas.pointloma.edu/courses/89233/assignments/1367074 	due by 11:59pm
Thu Dec 10, 2026	 WK15 Discussion https://canvas.pointloma.edu/courses/89233/assignments/1367051 	due by 11:59pm
Sun Dec 13, 2026	 WK15 Quiz https://canvas.pointloma.edu/courses/89233/assignments/1367035 	due by 11:59pm
	 WK15 Weekly Wellness (Padlet) https://canvas.pointloma.edu/courses/89233/assignments/1367075 	due by 11:59pm
Thu Dec 17, 2026	 WK16 Discussion https://canvas.pointloma.edu/courses/89233/assignments/1367050 	due by 11:59pm
Sun Dec 20, 2026	 End-of-Course Evaluation https://canvas.pointloma.edu/courses/89233/assignments/1367064 	due by 11:59pm
	 WK16 Final Exam https://canvas.pointloma.edu/courses/89233/assignments/1367036 	due by 11:59pm

