

Course Syllabus

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Graduate Department of Sociology, Social Work, and Family Sciences

SWK6572 Advanced Seminar in Social Work

1 Unit

Fall 2026

August 31 - December 20

Canvas-Enhanced Synchronous Online

Meeting Days: Thursday

Meeting Times: 12:30 p.m. - 1:20 p.m.

Meeting Location: Remote/Zoom

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

Instructor: Theresa Meza, MSW

Email: tmeza@pointloma.edu
(<mailto:tmeza@pointloma.edu>)

Phone: (619) 849-2449

Office Location and Hours: Upon Request

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

Provides opportunity for students to develop their advanced social work skills in an agency-based setting integrating social work knowledge and theory into professional practice using principles of experiential learning. The internship experience will be discussed. The course should be taken concurrently with the internship and is repeated in the Spring semester.

Course Learning Outcomes

1. Analyze real-world field experiences through reflective discussion, peer consultations, and case presentations to deepen theory-to-practice integration.
2. Process complex practice challenges, ethical dilemmas, and professional boundary issues encountered during the internship within a supportive seminar setting.
3. Formulate evidence-informed strategies and intervention plans by connecting academic coursework to current agency dynamics and client interactions.
4. Evaluate personal professional growth, leadership identity, and skill development through structured self-reflection and peer feedback.
5. Critically analyze how agency policies, community dynamics, and systemic factors impact service delivery and client advocacy in field placements.

By the end of the course, you should be more familiar with the following Council of Social Work Education's (CSWE) EPAS. A primary focus will be on CSWE 1-10 which focus on:

Competency 1. Demonstrate Ethical and Professional Behavior; From a Wesleyan perspective, Advanced Generalist social workers advance human rights and social, racial, economic, and environmental justice as an expression of social holiness—the conviction that faith must be lived out through love, justice, and service to others. Grounded in a Wesleyan commitment to dignity, compassion, and the pursuit of the common good, they critically examine systemic oppression, power dynamics, and intersectionality to challenge policies and practices that perpetuate inequities. Their work aligns with biblical principles of justice, love, and advocacy for the marginalized, embodying John Wesley's call to "do all the good you can" and to seek the transformation of society through faithful action. Through ethical advocacy, culturally responsive interventions, and faith-informed community organizing, they empower vulnerable populations while applying critical thinking, self-reflection, and affective awareness to navigate complex sociopolitical landscapes. Rooted in Wesleyan theology's emphasis on grace, social responsibility, and the interconnectedness of all people, they engage in policy reform, research-informed strategies, and equitable service delivery across micro, mezzo, and macro levels. In all aspects of their work, they seek to embody humility, grace, and a Christ-centered dedication to serving others—recognizing that faith is fully realized through a lifelong commitment to justice, reconciliation, and the flourishing of all people. A1. Utilize ethical reasoning techniques to reach morally sound conclusions grounded in a commitment to justice, compassion, and integrity, reflecting a deep responsibility to



for all people and the common good. A2. Acknowledge and manage personal values through self-reflection and humility, striving to align one's actions with principles of love, humility, and service, while remaining open to growth and transformation.

Competency 2. Advance Human Rights and Social, Racial, Economic and Environmental Justice From a Wesleyan perspective, Advanced Generalist social workers uphold human rights and advance social, racial, economic, and environmental justice (values) as a reflection of social holiness—the belief that faith is lived out through active love and justice. Applying advanced social work knowledge, values, and skills (knowledge, values, skills), they are guided by a Wesleyan commitment to dignity, compassion, and service (values), critically examining systemic oppression, power dynamics, and intersectionality (knowledge) to challenge policies and practices that perpetuate inequities. Their work aligns with biblical principles of justice, love, and advocacy for the marginalized (values), embodying John Wesley's call to "reform the nation, and especially the church," in pursuit of a more just society. Through ethical advocacy, culturally responsive interventions, and faith-informed community organizing, they empower vulnerable populations while applying critical thinking, self-reflection, and affective awareness to navigate complex sociopolitical landscapes. Rooted in a Wesleyan understanding of grace and the transformative power of community, they engage in policy reform, research-informed strategies, and equitable service delivery across micro, mezzo, and macro levels. In all aspects of their work, they seek to embody humility, grace, and a Christ-centered dedication to serving others —recognizing that true faith is expressed through a lifelong commitment to justice, mercy, and systemic change. A3. Promote national and international policies that reduce injustice and prejudice, enhance social, racial, economic, and environmental justice, and uphold human rights, reflecting a commitment to the dignity of all people and the pursuit of equity and compassion for all communities. A4. Advance social, racial, economic, and environmental justice by applying skills in coalition building and community organizing, working to unite diverse voices in pursuit of systemic change and the common good, while striving to empower the marginalized and create a more just society. -----

Competency 3. Engage Anti-Racist, Diversity, Equity, and Inclusion (ADEI) From a Wesleyan perspective, Advanced Generalist social workers actively engage in anti-racism, diversity, equity, and inclusion (ADEI) as an expression of social holiness—working to dismantle systemic oppression while affirming the dignity and worth of all individuals. Integrating advanced knowledge of systemic injustice, privilege, and intersectionality with a faith-driven commitment to justice and reconciliation, they seek to embody God's call to love mercy, act justly, and walk humbly (Micah 6:8). Through critical self-reflection, cultural humility, and affective awareness, they identify and challenge personal and systemic biases, fostering inclusive and equitable environments across micro, mezzo, and macro levels. Rooted in professional social work values—such as respect for diversity and the pursuit of social justice, they align their practice with principles of grace, love, and servant leadership, ensuring that their work reflects Christ's radical inclusion and care for the marginalized. They employ evidence-based interventions, trauma-informed care, and restorative practices to address racial and social disparities, advocating for transformative policies and equitable resource distribution. Committed to lifelong learning and etl



responsibility, Advanced Generalists work collaboratively with diverse communities to promote systemic change, amplify marginalized voices, and cultivate a more just and compassionate society—reflecting John Wesley’s call to “spread scriptural holiness” through both faith and action. A5. When working with diverse groups, demonstrate self-awareness to recognize and reduce the impact of personal biases and values, cultivating a spirit of humility and openness to understanding others’ experiences and perspectives. A6. Implement techniques that are culturally appropriate and responsive, ensuring that evidence-based strategies are tailored to the unique needs of each community, and fostering an environment where all individuals are treated with dignity and respect.

Competency 4. Engage in Practice-Informed Research and Research-Informed Practice; Advanced Generalist social workers integrate practice-informed research and research-informed practice to enhance social work effectiveness across micro, mezzo, and macro levels. Drawing on advanced knowledge of qualitative and quantitative methodologies, evidence-based interventions, and critical analysis, they ensure that research and practice mutually inform one another. Guided by ethical principles and professional values, they conduct culturally responsive and equitable research that upholds the dignity and rights of diverse populations. Through critical thinking, reflexivity, and ethical reasoning, they evaluate practice outcomes, identify gaps in service delivery, and contribute to the advancement of the profession. Working collaboratively with interdisciplinary teams, policymakers, and community stakeholders, they translate research findings into actionable, client-centered interventions, continuously adapting practice strategies based on emerging data and evolving social needs. Committed to lifelong learning and professional development, they foster an evidence-informed approach that drives justice, innovation, and improved client outcomes in diverse practice settings. A7. Conduct comprehensive evaluations of advanced micro practice to assess its effectiveness, striving to continually improve and ensure that interventions are grounded in compassion, justice, and the well-being of those served. A8. Perform in-depth evaluations of advanced macro practice to analyze the effectiveness of large-scale interventions, inform policy development, and promote social justice, ensuring that systemic changes reflect a commitment to the dignity of all people and the transformation of unjust structures.

Competency 5. Engage in Policy Practice; From a Wesleyan perspective, Advanced Generalist social workers engage in policy practice as a means of embodying social holiness—actively working to transform unjust systems and promote the common good. Applying advanced knowledge of social policy analysis, advocacy strategies, and legislative processes, they seek to drive systemic change and uphold social justice at local, state, national, and global levels. Grounded in a Wesleyan commitment to grace, justice, and human dignity, they use critical thinking, ethical reasoning, and affective awareness to assess the impact of policies on diverse populations, with a particular focus on marginalized and vulnerable communities. Committed to the core social work values of equity, human rights, and the dignity and worth of all individuals, they advocate for policies that advance social, racial, economic, and environmental justice. Reflecting John Wesley’s call to “do all the good you can,” they employ effective communication, collaboration, and servant leadership to influence policymakers, mobilize communities, and build coalitions that foster sustainable and inclusive policy reforms. By integrating research-informed strategies and data-driven decision-making, they develop, implement, and evaluate policies that



enhance social services, improve client outcomes, and further the mission of social work. As lifelong learners and ethical practitioners, they navigate evolving social issues with a responsive and justice-oriented approach, ensuring that policy practice remains equitable, compassionate, and aligned with both professional ethics and a Wesleyan vision of holistic social transformation. A9. Collaborate with colleagues, clients, and organizations to develop, implement, and evaluate evidence-based policy measures that promote social justice, equity, and systemic change, guided by a commitment to serve the common good and uplift the marginalized. A10. Conduct in-depth policy analysis using evidence-based frameworks to evaluate social policies and advocate for innovative solutions that enhance equity, social justice, and the overall well-being of diverse populations, always seeking to create a more compassionate and just society.

Competency 6. Engage with Individuals, Families, Groups, Organizations, and Communities; From the Wesleyan perspective, Advanced Generalist social workers engage holistically with individuals, families, groups, organizations, and communities by integrating advanced social work knowledge, values, and skills to foster meaningful, strengths-based, and culturally responsive relationships. Rooted in a Wesleyan perspective that emphasizes grace, social holiness, and the pursuit of justice, they approach their work with a commitment to human dignity, empowerment, and transformative change. Through critical thinking, emotional intelligence, and self-reflection, they assess diverse needs, build trust, and promote self-determination across micro, mezzo, and macro systems. Grounded in core social work values—including the dignity and worth of the person, social justice, and ethical service—they ensure that client-centered engagement respects cultural and contextual differences while fostering inclusive and equitable relationships. Demonstrating strong interpersonal, communication, and active listening skills, they establish rapport, facilitate collaboration, and navigate complex social dynamics with wisdom and compassion. They employ evidence-based engagement strategies, trauma-informed approaches, and interdisciplinary teamwork to dismantle systemic barriers and enhance well-being at all levels of practice. Committed to continuous self-awareness, professional development, and advocacy, they embody a Wesleyan call to servant leadership, striving for holistic, just, and sustainable change in diverse practice settings. A11. Demonstrate the ability to establish and maintain professional rapport in advanced practice settings by utilizing culturally responsive communication, active listening, and trauma-informed approaches, fostering trust and collaboration with diverse clients, organizations, and communities.

Competency 7. Assess Individuals, Families, Groups, Organizations, and Communities; From the Wesleyan perspective, Advanced Generalist social workers, grounded in a perspective of active justice and compassionate service, conduct comprehensive assessments across individuals, families, groups, organizations, and communities. By integrating advanced social work knowledge, values, and skills, they identify strengths, challenges, and systemic influences on well-being. They apply critical thinking, cultural humility, and ethical reasoning to ensure holistic, client-centered evaluations that consider social, economic, environmental, spiritual, and psychological factors. These professionals utilize evidence-based assessment tools, trauma-informed approaches, and collaborative interdisciplinary strategies to collect and analyze data while fostering trust and engagement. Embodying principles of empathy



reflection, and emotional intelligence, they navigate complex dynamics and address biases to ensure equitable assessments that uphold dignity and justice. Their work advocates for client self-determination and empowerment while identifying opportunities for systemic change that reflect the core values of social work: dignity, social justice, and service. Committed to lifelong learning and growth, they adapt assessment strategies to meet the evolving needs of individuals and communities, ensuring their practice remains responsive, inclusive, and aligned with the vision of bringing holistic transformation and healing to all. A12. Utilize advanced clinical and macro-level assessment techniques, incorporating the Person-in-Environment perspective, DSM-5-TR criteria, and strength-based approaches to evaluate biopsychosocial factors and inform evidence-based interventions, ensuring that the holistic needs of individuals are understood and addressed with compassion and wisdom. A13. Apply differential diagnosis criteria, incorporating DSM-5-TR guidelines, biopsychosocial assessments, and evidence-based evaluation tools to accurately assess and consider a mental health diagnosis of clients, while always considering cultural, environmental, and systemic influences on mental health, with a focus on bringing healing, restoration, and wholeness to those served. In a macro setting, applying differential diagnosis criteria involves assessing systemic, social, and environmental factors that affect mental health at a community or population level.

Competency 8. Intervene with Individuals, Families, Groups, Organizations, and Communities From a Wesleyan perspective, Advanced Generalist social workers implement effective, evidence-based interventions with individuals, families, groups, organizations, and communities as an expression of social holiness—a calling to serve others with love, justice, and compassion. Grounded in Wesleyan values of grace, humility, and transformative service, they integrate advanced social work knowledge, values, and skills to promote well-being, resilience, and systemic change. Through critical thinking, ethical reasoning, and cultural humility, they develop and apply tailored intervention strategies that address the complex social, psychological, and environmental factors affecting diverse populations. Embodying a Wesleyan commitment to holistic care, they employ trauma-informed, strengths-based, and client-centered approaches to empower individuals and groups, advocating for policies and resources that support sustainable, equitable solutions. With strong interpersonal, problem-solving, and conflict-resolution skills, they navigate diverse social dynamics, foster collaboration, and facilitate meaningful change across micro, mezzo, and macro systems, always grounded in a Christ-centered commitment to the common good. Engaging in cognitive and affective processes such as self-reflection, emotional intelligence, and adaptability, they remain responsive to evolving client needs, ethical dilemmas, and systemic barriers. Committed to continuous learning and interdisciplinary collaboration, they strive to enhance intervention effectiveness, ensuring alignment with professional social work values of service, social justice, competence, and the dignity and worth of all individuals—reflecting the Wesleyan belief that true service is transformative, collaborative, and rooted in God's love for all people. A14. Exhibit proficiency in advanced micro and macro planning by developing and implementing client-centered interventions, organizational strategies, and policy initiatives that seek justice and promote systemic transformation, grounded in a commitment to serve and uplift all people, especially the marginalized. A15. Deliver cognitive-behavioral treatment (CBT) interventions at the micro level to support individuals facing mental health challenges, while also applying CBT-informed strategies



macro level to influence policy, program development, and community-based mental health initiatives aimed at healing and restoration. A16. Demonstrate the ability to critically evaluate and select an appropriate macro intervention model for macro social work practice, applying evidence-based strategies that address systemic inequities, mobilize communities, and advocate for sustainable social change, reflecting a dedication to the common good and the flourishing of all.

Competency 9. Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

From a Wesleyan perspective, Advanced Generalist social workers critically evaluate practice with individuals, families, groups, organizations, and communities as a means of embodying social holiness—a commitment to continuously improving service and fostering justice, love, and care. By integrating advanced social work knowledge, values, skills, and cognitive and affective processes, they assess the effectiveness, efficiency, and impact of interventions, ensuring that their practice aligns with the Wesleyan principles of humility, grace, and the common good. They utilize evidence-based evaluation models, data-driven decision-making, and qualitative and quantitative research methods to measure client and community outcomes, always ensuring that assessments are ethical, culturally responsive, and grounded in the belief that every individual is made in the image of God. Guided by core social work values such as service, competence, and social justice, they promote continuous quality improvement, accountability, and equitable service delivery, recognizing that their work is not only a professional duty but also a calling to love and serve others as Christ did. Engaging in reflective practice, emotional intelligence, and self-awareness, they recognize and address personal biases, enhancing their professional growth and refining intervention strategies based on client feedback and emerging best practices. In collaboration with interdisciplinary teams, policymakers, and community stakeholders, they analyze systemic trends, advocate for necessary reforms, and contribute to the advancement of ethical and effective social work practice across micro, mezzo, and macro levels. Dedicated to lifelong learning and innovation, they integrate evidence-informed approaches to strengthen the social work profession's impact, always upholding its mission of promoting well-being, social justice, and the flourishing of all individuals. In doing so, they reflect the Wesleyan commitment to transforming society through faithful action, striving to bring about the kingdom of God on earth by working for justice, mercy, and equity. A17. Critically analyze, monitor, and evaluate programmatic and intervention procedures, utilizing evidence-based methodologies to assess effectiveness, identify areas for improvement, and inform data-driven decision-making that enhances client outcomes and fosters lasting systemic change in alignment with the values of justice, equity, and compassion. A18. Apply comprehensive evaluation findings to refine and enhance the effectiveness of social work practices at the micro, mezzo, and macro levels, ensuring evidence-informed interventions that promote sustainable improvements and advocate for policies addressing structural inequalities, always aiming to uplift individuals and communities toward greater well-being and flourishing.

Competency 10: Service as an Expression of Faith From a Wesleyan perspective, Advanced Generalist social workers demonstrate service as an expression of faith, understanding that their work is a calling to live out Christ's example of love, justice, and humility. By integrating advanced social work knowledge, values, and skills, they engage in ethical, compassionate, and justice-oriented practice that reflects



deep commitment to human dignity and social justice. Grounded in a faith-informed perspective, they embody the Wesleyan principles of servant leadership, humility, and selflessness, seeking to meet the diverse needs of individuals, families, groups, organizations, and communities. They utilize critical thinking, cultural humility, and affective awareness to navigate complex social issues, ensuring that their service is inclusive, equitable, and responsive to systemic barriers. In this, they reflect the Wesleyan belief that true holiness is seen in loving and just action toward all people, especially the marginalized. Advanced Generalist social workers apply evidence-based interventions, advocacy strategies, and interdisciplinary collaboration to promote holistic well-being and empower vulnerable populations, aligning professional social work ethics with faith-driven principles of love, grace, and justice. Through continuous self-reflection, emotional intelligence, and professional development, they strengthen their capacity for meaningful service, cultivating hearts and minds that are ever more attuned to God's will for justice and mercy. In doing so, they foster sustainable change and advance the mission of both social work and faith-based service, striving to create a more just, compassionate world that reflects God's kingdom on earth. Their work is a tangible expression of faith, seeking to transform both individuals and systems in the pursuit of a world made whole. A19. Exhibit the ability to thoughtfully and ethically integrate faith into diverse practice settings, applying spiritually informed interventions that respect client autonomy, cultural competence, and professional social work values while fostering holistic well-being and addressing the intersection of faith, social justice, and evidence-based practice.

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

Unit Mission

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

Social Work Program Mission

At its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the intersection of the goals of the University and those of professional social work practice, this mission



further articulated: The mission of the graduate social work program is to develop competent advanced generalist social workers who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of the social work profession; who will enhance individual, family, group, organizational, and community well-being, celebrate difference, and promote social, environmental, and economic justice for vulnerable populations; who are guided by a Wesleyan perspective who strive for continuous personal development; who are respectfully engaged in the community; who empowers others as the means for relating to God through service by enhancing the quality of life for all people by upholding the traditions, values, and ethics of the social work profession.

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

Russell-Chapin, L. A., Sherman, N. E., Chapin, T. J., & Ivey, A. E. (2023). *Your Supervised Practicum and Internship: Field Resources for Turning Theory Into Action* (3rd ed.). Routledge

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 course meets the PLNU credit hour policy for a 1-unit class delivered over 16 weeks. Specific details about how



the class meets the credit hour requirement can be provided upon request.

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:

Distribution of Points and Percentages

Assignment Category	Points	Percentages
In-Class Activity & Participation	10 points x 15 = 150 pts	25%
Spiritual Reset	5 points x 15 = 75 pts	25%
Law and Ethics Quiz	5 points x 15 = 75 pts	15%
Law and Ethics Final	75 points total	35%
	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:

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79



C 73-76

C- 70-72

D 60-69

F 0-59

General Course Concerns

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

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Submissions that are late will automatically receive a 10% deduction. 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. 

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 Advicing \(mailto:soeadvicing@pointloma.edu\)](mailto:soeadvicing@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)  (<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>) in the [University Catalog](https://pointloma-public.courseleaf.com/grad-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.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI. [APA Style: How to Cite ChatGPT](https://apastyle.apa.org/blog/how-to-cite-chatgpt)  (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>)

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>) 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>). 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/)  (<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) (<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 sta



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 \(https://pointloma-public.courseleaf.com/aug-catalog/academic-governance/policies/\)](https://pointloma-public.courseleaf.com/aug-catalog/academic-governance/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>) **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	Reading/Video Resources	Assignments
1	Overview of eight essential abilities	Read <i>Russell-Chapin</i> textbook: Chapter 1 (pages 3-12) Watch the video: 12 Things Counselors Need to Learn BEFORE Getting Licensed  (https://www.youtube.com/watch?v=uAiBg99-8rQ) 	• In-Class Activity & Participation (<i>Be prepared to share and discuss the assigned prompts in this week’s class session</i>) • Spiritual Reset • Law and Ethics Quiz 

Week	Topics	Reading/Video Resources	Assignments
		https://www.youtube.com/watch?v=uAiBg99-8rQ	
2	Self Regulation	Read <i>Russell-Chapin</i> textbook: Ch.1 (pages 13- 19 (first paragraph of page 19 only) Watch the video: What is Self Regulation?  https://www.youtube.com/watch?v=INGgzIO7vOY  https://www.youtube.com/watch?v=INGgzIO7vOY	• In-Class Activity & Participation (<i>Be prepared to share and discuss the assigned prompts in this week's class session</i>) • Spiritual Reset • Law and Ethics Quiz



Week	Topics	Reading/Video Resources	Assignments
3	Risk-taking	Read <i>Russell-Chapin</i> textbook: pages 19-20 of Ch. 1 Watch the video: Risk-taking, mistake-making, and lifelong learning Dr. Kathleen Ciez-Volz TEDxFSCJ  (https://www.youtube.com/watch?v=zq7CfAlgDfl)  (https://www.youtube.com/watch?v=zq7CfAlgDfl)	• In-Class Activity & Participation (<i>Be prepared to share and discuss the assigned prompts in this week's class session</i>) • Spiritual Reset • Law and Ethics Quiz
4	Goal Setting	Read <i>Russell-Chapin</i> textbook: pages 2-21 of Ch. 1 Watch the video: How To Write Smart Goals Effectively Lifehack  (https://www.youtube.com/watch?v=VZXcKyevXKM)  (https://www.youtube.com/watch?v=VZXcKyevXKM)	• In-Class Activity & Participation (<i>Be prepared to share and discuss the assigned prompts in this week's class session</i>) • Spiritual Reset • Law and Ethics Quiz



Week	Topics	Reading/Video Resources	Assignments
5	Feedback	Read <i>Russell-Chapin</i> textbook: pages 21-22 of Ch. 1. Watch the video: The Joy of Getting Feedback Joe Hirsch TEDxTarrytown  (https://www.youtube.com/watch?v=h4zNEI7XgXI)  (https://www.youtube.com/watch?v=h4zNEI7XgXI)	• In-Class Activity & Participation (<i>Be prepared to share and discuss the assigned prompts in this week's class session</i>) • Spiritual Reset • Law and Ethics Quiz
6	Respect	Read <i>Russell-Chapin</i> textbook: page 22 of Ch. 1 Watch the video: Learn about the National Standard – Civility and Respect  (https://www.youtube.com/watch?v=dMlcbVOWvQ8)  (https://www.youtube.com/watch?v=dMlcbVOWvQ8)	• In-Class Activity & Participation (<i>Be prepared to share and discuss the assigned prompts in this week's class session</i>) • Spiritual Reset • Law and Ethics Quiz
7	Power	Read <i>Russell-Chapin</i> textbook: pages 23-24 of Ch. 1	• In-Class Activity & Participation (<i>Be prepared to share and discuss the assigned prompts in this week's class session</i>) 

Week	Topics	Reading/Video Resources	Assignments
		Watch the video: #48 Parallel Process in Social Work Supervision. Dr. Lawrence Shulman Interview  https://www.youtube.com/watch?v=2K0gOduG61Q  https://www.youtube.com/watch?v=2K0gOduG61Q	• Spiritual Reset • Law and Ethics Quiz
8	Multicultural Issues	Read <i>Russell-Chapin</i> textbook: pages 24-25 of Ch. 1 Watch the video: Challenges and Rewards of a culturally-informed approach to mental health Jessica Dere TEDxUTSC  https://www.youtube.com/watch?v=VrYmQDiunSc  https://www.youtube.com/watch?v=VrYmQDiunSc	• In-Class Activity & Participation (<i>Be prepared to share and discuss the assigned prompts in this week's class session</i>) • Spiritual Reset • Law and Ethics Quiz • Mid-course Survey



Week	Topics	Reading/Video Resources	Assignments
9	Positive Resources and Personal Strengths	Read <i>Russell-Chapin</i> textbook: pages 25-26 of Ch. 1 Watch the video: What's a Strengths-based approach? (Micro-lesson 1)  https://www.youtube.com/watch?v=TT_tARHc4G8  https://www.youtube.com/watch?v=TT_tARHc4G8 Watch the video: Discovering Individual Strengths (Micro-lesson 2)  https://www.youtube.com/watch?v=xy_4LMevRHc  https://www.youtube.com/watch?v=xy_4LMevRHc	• In-Class Activity & Participation (<i>Be prepared to share and discuss the assigned prompts in this week's class session</i>) • Spiritual Reset • Law and Ethics Quiz
10	Other key issues for success of your field experience, practicum, and internship	Read <i>Russell-Chapin</i> textbook: pages 26-27 of Ch. 1 Watch the video: What Are Transference And Countertransference 	• In-Class Activity & Participation (<i>Be prepared to share and discuss the assigned prompts in this week's class session</i>) • Spiritual Reset • Law and Ethics Quiz 

Week	Topics	Reading/Video Resources	Assignments
		https://www.youtube.com/watch?v=5geezVq5D7c  https://www.youtube.com/watch?v=5geezVq5D7c	
11	Reviewing and analyzing cases	Read <i>Russell-Chapin</i> textbook: pages 33-47 of Ch. 2 Watch the video: Don't do this! Revealing 10 Common Errors in Supervision  https://www.youtube.com/watch?v=E462BBmY0Ps  https://www.youtube.com/watch?v=E462BBmY0Ps	• In-Class Activity & Participation (<i>Be prepared to share and discuss the assigned prompts in this week's class session</i>) • Spiritual Reset • Law and Ethics Quiz
12	Finish watching this video on: Common Errors in Supervision	Read <i>Russell-Chapin</i> textbook: pages 48-61 of Ch. 2 Watch the video: Don't do this! Revealing 10 Common Errors in Supervision  https://www.youtube.com/watch?v=E462BBmY0Ps	• In-Class Activity & Participation (<i>Be prepared to share and discuss the assigned prompts in this week's class session</i>) • Spiritual Reset • Law and Ethics Quiz



Week	Topics	Reading/Video Resources	Assignments
		 https://www.youtube.com/watch?v=E462BBmY0Ps	
13	Becoming effective as a supervisee	Read <i>Russell-Chapin</i> textbook: pages 65- 75 of Ch. 2 Watch the video: Revealing the Stages of Supervisor and Supervisee Growth & Development  https://www.youtube.com/watch?v=vzx9q8XsAPA  https://www.youtube.com/watch?v=vzx9q8XsAPA	• In-Class Activity & Participation (<i>Be prepared to share and discuss the assigned prompts in this week's class session</i>) • Spiritual Reset • Law and Ethics Quiz
14	Becoming effective as a supervisee (continued)	Read <i>Russell-Chapin</i> textbook: pages 76- 99 of Ch. 2 Watch the video: Revealing the Stages of Supervisor and Supervisee Growth & Development  https://www.youtube.com/watch?v=vzx9q8XsAPA	• In-Class Activity & Participation (<i>Be prepared to share and discuss the assigned prompts in this week's class session</i>) • Spiritual Reset • Law and Ethics Quiz



Week	Topics	Reading/Video Resources	Assignments
		 https://www.youtube.com/watch?v=vzx9q8XsAPA	
15	Continuing self improvement	Read <i>Russell-Chapin</i> textbook: pages 102-116 of Ch. 4 Watch the video: Revealing the 5 Main Influences in Effective Clinical Supervision  https://www.youtube.com/watch?v=egdX8zkvZyc  https://www.youtube.com/watch?v=egdX8zkvZyc	• In-Class Activity & Participation (<i>Be prepared to share and discuss the assigned prompts in this week's class session</i>) • Spiritual Reset • Law and Ethics Quiz
16	Continue watching this video on: 5 Main Influences in Effective Supervision	Read <i>Russell-Chapin</i> textbook: pages 109-108 of Ch. 4 Watch the video: Revealing the 5 Main Influences in Effective Clinical Supervision  https://www.youtube.com/watch?v=egdX8zkvZyc 	• In-Class Activity & Participation (<i>Be prepared to share and discuss the assigned prompts in this week's class session</i>) • Spiritual Reset • Law & Ethics Final Exam



Week	Topics	Reading/Video Resources	Assignments
		(https://www.youtube.com/watch?v=egdX8zkvZyc)	

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	 Course Introduction	to do: 11:59pm
Wed Sep 2, 2026	 Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/89210/assignments/1363890) 	due by 11:59pm
Thu Sep 3, 2026	 WK1 In-Class Activity & Participation (https://canvas.pointloma.edu/courses/89210/assignments/1363893) 	due by 11:59pm
Sun Sep 6, 2026	 WK1 Law & Ethics Quiz (https://canvas.pointloma.edu/courses/89210/assignments/1363882) 	due by 11:59pm
	 WK1 Spiritual Reset (https://canvas.pointloma.edu/courses/89210/assignments/1363894) 	due by 11:59pm
Thu Sep 10, 2026	 WK2 In-Class Activity & Participation (https://canvas.pointloma.edu/courses/89210/assignments/1363907) 	due by 11:59pm
Sun Sep 13, 2026	 WK2 Law and Ethics Quiz (https://canvas.pointloma.edu/courses/89210/assignments/1363888)	due by 

Date	Details	Due
		
	 WK2 Spiritual Reset (https://canvas.pointloma.edu/courses/89210/assignments/1363808)	due by 11:59pm
		
Thu Sep 17, 2026	 WK3 In-Class Activity & Participation (https://canvas.pointloma.edu/courses/89210/assignments/1363909)	due by 11:59pm
		
Sun Sep 20, 2026	 WK3 Law and Ethics Quiz (https://canvas.pointloma.edu/courses/89210/assignments/1363886)	due by 11:59pm
		
	 WK3 Spiritual Reset (https://canvas.pointloma.edu/courses/89210/assignments/1363810)	due by 11:59pm
		
Thu Sep 24, 2026	 WK4 In-Class Activity & Participation (https://canvas.pointloma.edu/courses/89210/assignments/1363911)	due by 11:59pm
		
Sun Sep 27, 2026	 WK4 Law and Ethics Quiz (https://canvas.pointloma.edu/courses/89210/assignments/1363882)	due by 11:59pm
		
	 WK4 Spiritual Reset (https://canvas.pointloma.edu/courses/89210/assignments/1363912)	due by 11:59pm
		
Thu Oct 1, 2026	 WK5 In-Class Activity & Participation (https://canvas.pointloma.edu/courses/89210/assignments/1363913)	due by 11:59pm
		
Sun Oct 4, 2026	 WK5 Law and Ethics Quiz (https://canvas.pointloma.edu/courses/89210/assignments/1363889)	due by 11:59pm
		



Date	Details	Due
	 WK5 Spiritual Reset (https://canvas.pointloma.edu/courses/89210/assignments/1363814) 	due by 11:59pm
Thu Oct 8, 2026	 WK6 In-Class Activity & Participation (https://canvas.pointloma.edu/courses/89210/assignments/1363915) 	due by 11:59pm
Sun Oct 11, 2026	 WK6 Law and Ethics Quiz (https://canvas.pointloma.edu/courses/89210/assignments/1363887) 	due by 11:59pm
	 WK6 Spiritual Reset (https://canvas.pointloma.edu/courses/89210/assignments/1363916) 	due by 11:59pm
Thu Oct 15, 2026	 WK7 In-Class Activity & Participation (https://canvas.pointloma.edu/courses/89210/assignments/1363917) 	due by 11:59pm
Sun Oct 18, 2026	 WK7 Law and Ethics Quiz (https://canvas.pointloma.edu/courses/89210/assignments/1363884) 	due by 11:59pm
	 WK7 Spiritual Reset (https://canvas.pointloma.edu/courses/89210/assignments/1363918) 	due by 11:59pm
Thu Oct 22, 2026	 WK8 In-Class Activity & Participation (https://canvas.pointloma.edu/courses/89210/assignments/1363919) 	due by 11:59pm
Sun Oct 25, 2026	 Mid-Course Survey (https://canvas.pointloma.edu/courses/89210/assignments/1363885) 	due by 11:59pm
	 WK8 Law and Ethics Quiz (https://canvas.pointloma.edu/courses/89210/assignments/1363874) 	due by 11:59pm

Date	Details	Due
		
	 WK8 Spiritual Reset (https://canvas.pointloma.edu/courses/89210/assignments/1363820) 	due by 11:59pm
Thu Oct 29, 2026	 WK9 In-Class Activity & Participation (https://canvas.pointloma.edu/courses/89210/assignments/1363921) 	due by 11:59pm
Sun Nov 1, 2026	 WK9 Law and Ethics Quiz (https://canvas.pointloma.edu/courses/89210/assignments/1363878) 	due by 11:59pm
	 WK9 Spiritual Reset (https://canvas.pointloma.edu/courses/89210/assignments/1363820) 	due by 11:59pm
Thu Nov 5, 2026	 WK10 In-Class Activity & Participation (https://canvas.pointloma.edu/courses/89210/assignments/1363895) 	due by 11:59pm
Sun Nov 8, 2026	 WK10 Law and Ethics Quiz (https://canvas.pointloma.edu/courses/89210/assignments/1363875) 	due by 11:59pm
	 WK10 Spiritual Reset (https://canvas.pointloma.edu/courses/89210/assignments/1363896) 	due by 11:59pm
Thu Nov 12, 2026	 WK11 In-Class Activity & Participation (https://canvas.pointloma.edu/courses/89210/assignments/1363897) 	due by 11:59pm
Sun Nov 15, 2026	 WK11 Law and Ethics Quiz (https://canvas.pointloma.edu/courses/89210/assignments/1363879) 	due by 11:59pm



Date	Details	Due
	 WK11 Spiritual Reset (https://canvas.pointloma.edu/courses/89210/assignments/1363898) 	due by 11:59pm
Thu Nov 19, 2026	 WK12 In-Class Activity & Participation (https://canvas.pointloma.edu/courses/89210/assignments/1363899) 	due by 11:59pm
Sun Nov 22, 2026	 WK12 Law and Ethics Quiz (https://canvas.pointloma.edu/courses/89210/assignments/1363891) 	due by 11:59pm
	 WK12 Spiritual Reset (https://canvas.pointloma.edu/courses/89210/assignments/1363900) 	due by 11:59pm
Thu Nov 26, 2026	 WK13 In-Class Activity & Participation (https://canvas.pointloma.edu/courses/89210/assignments/1363901) 	due by 11:59pm
Sun Nov 29, 2026	 WK13 Law and Ethics Quiz (https://canvas.pointloma.edu/courses/89210/assignments/1363877) 	due by 11:59pm
	 WK13 Spiritual Reset (https://canvas.pointloma.edu/courses/89210/assignments/1363902) 	due by 11:59pm
Thu Dec 3, 2026	 WK14 In-Class Activity & Participation (https://canvas.pointloma.edu/courses/89210/assignments/1363903) 	due by 11:59pm
Sun Dec 6, 2026	 WK14 Law and Ethics Quiz (https://canvas.pointloma.edu/courses/89210/assignments/1363880) 	due by 11:59pm
	 WK14 Spiritual Reset (https://canvas.pointloma.edu/courses/89210/assignments/1363904) 	due by 11:59pm

Date	Details	Due
		
Thu Dec 10, 2026	 WK15 In-Class Activity & Participation (https://canvas.pointloma.edu/courses/89210/assignments/1363905)	due by 11:59pm
		
Sun Dec 13, 2026	 WK15 Law and Ethics Quiz (https://canvas.pointloma.edu/courses/89210/assignments/1363884)	due by 11:59pm
		
	 WK15 Spiritual Reset (https://canvas.pointloma.edu/courses/89210/assignments/1363906)	due by 11:59pm
		
Thu Dec 17, 2026	 WK16 Law and Ethics Final Exam (https://canvas.pointloma.edu/courses/89210/assignments/1363876)	due by 11:59pm
		
Sun Dec 20, 2026	 End-of-Course Evaluation (https://canvas.pointloma.edu/courses/89210/assignments/1363892)	due by 11:59pm
		

