



College of Health Sciences | MA in Clinical Counseling
PSY6001: Issues in Psychotherapy - Theology Integration
3 Units

Course Information:

Fall 2024/Quad 1

Course Dates: September 3 - October 27 (9/2 is a Holiday)

Meeting days/times:

Mondays and Wednesdays, 5:30 p.m. - 8:15 p.m.

Meeting location: Mission Valley Campus, Room 302

Instructor Information:

Instructor title and name: Natalie Hsieh

Email: nhsieh@pointloma.edu

Phone: by appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

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

Course Description

The University catalog describes this course as: A more detailed study of issues in the integration of theological insights and psychotherapy approaches within the therapeutic setting. Includes an overview of the historical relationship between religion and psychotherapy, differing models of the therapeutic relationship, and various models for integrating psychotherapeutic theory with theological issues. It introduces specific issues that arise in conducting therapy with religious persons, including criteria for evaluating healthy and unhealthy forms of religious belief.

The purpose of each class session is to highlight selected topics from the required readings and to supplement this material with related ideas. Students are responsible for all assigned readings, whether or not discussed in class. A “graduate style” discussion format will be used in the course. Each student is expected to have read the assigned reading for class discussion (course schedule below), and be prepared to think together about the reading in class.

RULES OF THE COURSE

Together we will create a dynamic learning environment where:

1. Learning is challenging but safe.
2. Learning is experiential and active.
3. Communication is open . . . opposing viewpoints are welcomed.
4. All are learners and all are teachers . . . we will learn from each other.
5. Mistakes are okay . . . this is a no-guilt, no-blame zone.
6. The point is to learn and grow . . . grades are a by-product and not the goal.
7. Integrity and honesty are expected.

Please jot down some of your expectations for this course.

Program and Course Learning Outcomes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

COURSE LEARNING OUTCOMES

1. You will be able to differentiate the many different types of Christian counseling and be able to make ethical and appropriate referrals based on a person's desires, religious/spiritual backgrounds, and their counseling needs.
2. You will be able to describe several possible relationships between counseling and religious institutions, including how to integrate your clinical skills within various religious institutions.
3. You will be able to describe differences between various religious (sub)traditions and how those differences impact your approach to the therapeutic endeavor.
4. You will be able to incorporate your own and your clients' religious and spiritual backgrounds into your assessment and therapy work with clients, and be able to navigate similarities and differences in your and your clients' backgrounds.
5. You will be able to make explicit how your religious and spiritual history influences your approach to therapy, how you use that in your therapeutic work (implicitly or explicitly), and how to best honor the diverse religious and spiritual backgrounds of your clients.
6. You will be able to compare and contrast various historical and theoretical traditions of various schools of therapy, including how they compare and contrast with how various religious traditions understand people, their problems, how they change, and towards what end they intend to change.
7. You will be able to demonstrate clinical wisdom in how and when to conceptualize, assess, and treat along various religious/spiritual and clinical dimensions (e.g., differentiating between psychosis and spiritual experience; when to use a religious or nonreligious intervention and why, differentiating between implicit and explicit integration and when to apply one or the other, etc.).

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 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their course work. The time expectations for this course are shown below:

REQUIREMENTS	TOTAL COURSE HOURS
Required Reading	33
Reading Reflections	20
Papers	15
Face-to-Face Class Sessions	45
TOTAL	113

Required Texts and Recommended Study Resources

REQUIRED READING AND RECOMMENDED RESOURCES (Link to PLNU bookstore [course finder.](#))

Ongoing: Griffith, J. & Griffith, M. (2003). *Encountering the Sacred in Psychotherapy: How to Talk with People about Their Spiritual Lives*. Guilford Press.

Weeks 6-7: Wolterstorff, N. (1987). *Lament for a Son*. Grand Rapids, MI: Eerdmans Publishing Co. ISBN-13: 978-0802802941.

Recommended reference: American Psychological Association. (2010). *Publication manual of the American psychological association*. American Psychological Association.

Assigned Articles, By Week

Weeks	
	• Walsh, F. (Ed.). (2012). Download Walsh, F. (Ed.). (2012). The Spiritual Dimension of Family Life.

1-2	<p>In <i>Normal family processes: Growing diversity and complexity</i>. Guilford press.</p> <ul style="list-style-type: none"> • McMinn, M. R., Staley, R. C., Webb, K. C., & Seegobin, W. (2010). Download McMinn, M. R., Staley, R. C., Webb, K. C., & Seegobin, W. (2010). Just what is Christian counseling anyway? <i>Professional Psychology: Research and Practice</i>, 41(5), 391.
Week 3	<ul style="list-style-type: none"> • Esmiol Wilson, E. (2018). Download Esmiol Wilson, E. (2018). From assessment to activism: Utilizing a justice-informed framework to guide spiritual and religious clinical interventions. <i>Socially just religious and spiritual interventions: Ethical uses of therapeutic power</i>, 1-14. • Hodge, D. R. (2005). Download Hodge, D. R. (2005). Spiritual assessment in marital and family therapy: A methodological framework for selecting from among six qualitative assessment tools. <i>Journal of marital and family therapy</i>, 31(4), 341-356.
Week 4	<ul style="list-style-type: none"> • Hoogestraat, T., & Trammel, J. (2003). Download Hoogestraat, T., & Trammel, J. (2003). Spiritual and religious discussions in family therapy: Activities to promote dialogue. <i>The American Journal of Family Therapy</i>, 31(5), 413-426.
Week 5	<ul style="list-style-type: none"> • Maltby, L. E., & Hall, T. W. (2012). Download Maltby, L. E., & Hall, T. W. (2012). Trauma, attachment, and spirituality: A case study. <i>Journal of Psychology and Theology</i>, 40(4), 302-312.
Week 6	<ul style="list-style-type: none"> • Magyar-Russell, G. M., & Griffith, J. L. (2016). Download Magyar-Russell, G. M., & Griffith, J. L. (2016). Addressing unhealthy and potentially harmful expressions of religiousness and spirituality in clinical practice. <i>Spirituality in Clinical Practice</i>, 3(3), 159. • Priest, J. B., & Wickel, K. (2011). Download Priest, J. B., & Wickel, K. (2011). Religious Therapists and Clients in Same-Sex Relationships: Lessons from the Court Case of Bruff v. North Mississippi Health Service, Inc. <i>The American Journal of Family Therapy</i>, 39(2), 139-148. • Ajjian, R., & Wang, D. C. (2020). Download Ajjian, R., & Wang, D. C. (2020). Cultural humility: A framework when religious and sexual identities conflict. <i>Reflections: Narratives of Professional Helping</i>, 26(2), 114-122.
Week 7	<ul style="list-style-type: none"> • Walsh, F. (2020). Download Walsh, F. (2020). Loss and resilience in the time of COVID-19: Meaning making, hope, and transcendence. <i>Family process</i>, 59(3), 898-911.

Recommended Reading/Resources for Further Study

Beck, R. (2012). *The Authenticity of Faith: The Varieties and Illusions of Religious Experience*.

Benner, D. (2011). *Soulful Spirituality: Becoming Fully Alive and Deeply Human*.

Bland, E. & Strawn, B. (2014). *Christianity & Psychoanalysis: A New Conversation*.

Brown, W. & Strawn, B. (2012). *Physical Nature of the Christian Life: Neuroscience, Psychology, and the Church*.

Browning, D. (1987). *Religious Thought and the Modern Psychotherapies: A Critical Conversation in the Theology of Culture*.

Dueck, A. (2009). *A Peaceable Psychology: Christian Therapy in a World of Many Culture*.

Dueck, A. (2013). *Between Jerusalem & Athens: Ethical Perspectives on Culture, Religion, and Psychotherapy*.

Freud, S. (1989). *The Future of an Illusion*.

Greggo, S. & Sisemore, T. (2012). *Counseling & Christianity: Five Approaches*.

Hoffman, M. (2011). *Toward Mutual Recognition: Relational Psychoanalysis and the Christian Narrative*.

Johnson, E. (2010). *Psychology & Christianity: Five Views*.

Jones, J. (1991). *Contemporary Psychoanalysis and Religion: Transference & Transcendence*.

Jones, J. (1996). *In the Middle of this Road we Call our Life*.

McMinn, M. (1996). *Psychology, Theology, and Spirituality in Christian Counseling*.

Moriarty, G. (2010). *Integrating Faith and Psychology: Twelve Psychologists Tell Their Stories*.

Orange, D. (2010). *Thinking for Clinicians: Philosophical Resources for Contemporary Psychoanalysis and the Humanistic Psychotherapies*.

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

Assessment and Grading

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned under extremely unusual circumstances.

1. Academic Honesty Verification

Students must complete the verification before gaining access to the rest of the content.

2. Participation and Attendance (20%-- 100 points)

Overall Attendance/Participation (5 points/class) I believe richer learning happens when we converse and connect with each other to learn concepts experientially in community. Therefore, I want class sessions to be a relational experience, characterized by personal conversation, professional skill practice, and shared wrestling with ideas and principles and questions with others in class. I expect you to take ownership of your learning process and to be intentional about reflecting on ideas from the readings and from your instructor and classmates **before** coming to class each week. When you hear me or your colleagues in class talking, I encourage you to be thinking the following and to respond accordingly: *How do I relate to and resonate with what is being said? How might I bring another voice or perspective to this? What might be the implications of these ideas for my personal growth, for my work with clients, for a church or community context? What else might be important for us to know about this topic?*

It is expected that you come to class on time, which will help you practice self-management in order to be ready and prepared for sessions with clients. The assessment of participation will be given based on the above criteria. Every missed class will result in a 5pt deduction (30%) from your total participation & attendance grade, and you will be at risk of de-enrollment or a failing grade with more than two absences (see PLNU Attendance Policy) *Please talk to me as soon as possible if you have extenuating circumstances.*

Professionalism. You will also be expected to be intentional to be mindful and growing in other avenues of professionalism and accountability for your contributions and manner toward your colleagues inside and outside of class. At mid-course and final course survey check-ins, we will also be completing confidential self-assessments and group peer assessments regarding areas of strength and needs for growth in professionalism. These opportunities to self-reflect and give and receive peer feedback are intended to affirm your strengths and offer gracious support for areas where growth is needed.

3. Pre-Class Reading Reflections (20% -- 100 points)

You will be required to complete 6 Pre-Class Reading Reflections (1-2 pages) In order to learn, active engagement is required. Reflection on what was read and what was learned is an important part of consolidating that information into your daily life and relationships. It's also an important part of being able to dialogue together. For each chapter or article assigned each week, please indicate (1) author's main points, (2) personal reactions - whether resonances, differences, or difficulties (3) key takeaways for personal or professional growth and (4) a topic or question you want to process more in class. **Bullet point outlines with complete thoughts/sentences are preferred.** Full credit will be given to reflections which are completed on time and are characterized by thoughtful responses, questions that have personal importance, and high-rated engagement with the reading. Note that point reductions will follow PLNU late policy.

4. Spiritual Self of Therapist and Worldview Paper (20% -- 100 points)

This paper offers you the opportunity to self-reflect on your spiritual location as a developing therapist and to clarify your starting worldview as it relates to the nature of people, ideals of health/healing, how people grow and change, and the role of a therapist in a helping process. You will also explore your convictions,

hopes, and areas you want to grow as you integrate your spiritual location or home base into your professional development. It should be 5-6 pages (excluding title page and references), formatted in APA-style (1" margins, double-spaced, 12-pt Times New Roman font, with title and reference pages, etc.), and incorporate reflections on of the six spiritual assessments from Hodge (2005) of your choice. You should engage a minimum of 3 academic references (this can include Hodge (2005)).

5. Spiritual Interview Reflection Paper (10% -- 50 points)

This paper offers you the chance to pair up with another classmate to practice conducting spiritual interviews with one another. You will use the FICA and select one of the six assessments from Hodge (2005) of your choice with one another. You must select a different assessment than the one you used for your self of therapist paper. You will write a brief reflection on the experience of being interviewed, and of interviewing your classmate. It should be 2-3 pages (excluding title page and references)

6. Spiritual Attunement and Engagement Paper (20% -- 100 points)

Using the Wolterstoff text as a case study, you will conceptualize how you might work with the author as your client by using clinical principles offered in class and from your readings. You will briefly discuss how you might feel working with this particular client/issue (explore countertransference) and describe how you might integrate attunement to spirituality as you explore personal and clinical concerns with the client. You will also provide a 2 page, single-spaced transcript of how you imagine yourself using a clinical strategy in a therapy session with the client. Including the 2 pages of transcript, it should be 5-6 pages (excluding title page and references), formatted in APA-style (1" margins, double-spaced[excluding transcript], 12-pt Times New Roman font, with title and reference pages, etc.), and should include at least 2 academic references.

7. Final Course Reflection Paper (10% -- 50 points)

This is your opportunity to reflect on how you have grown in attunement to spirituality in your own life, and begun to consider ways to track and work with spirituality in sessions with future clients. You'll be prompted to reflect on key themes and takeaways from classroom learning, reading, activities and assignments. This will be 2-3 pages (excluding title page and references).

8. Mid-Term and End-of-Course Evaluation Surveys

Students are requested to complete mid-term end-of-course evaluation surveys and submit it by the deadline requested.

Assignment Distribution by Percentage:

The final grade will be computed on the following basis:

ASSIGNMENTS	POINTS	PERCENTAGE
Attendance/Participation (10%) and Professionalism (10%)	100	20%
Reading Reflections (6 total)	100	20%
Spiritual Self of Therapist and Worldview Paper	100	20%
Spiritual Interviews Reflection Paper	50	10%
Spiritual Attunement and Engagement Paper	100	20%
Final Course Reflection Paper	50	10%
TOTAL	500	100%

Grading Scale:

Grade Scale Based on Percentage of Points Earned				
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

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

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [APA Style Essentials - Prof. Degelman Vanguard University](#)
- Downloadable APA Style Helper: [APA for Psychology](#)
- [Psychology with Style: A Hypertext Writing Guide](#)
- [The OWL at Purdue: APA Style](#)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

COURSE POLICIES

1. Academic Honesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See Academic Policies in the [current PLNU catalog](#) for further information.

2. Identity Fraud

Committing identity fraud is considered particularly serious and could have legal as well as institutional implications. Any student who has another individual impersonate or in any other way commit identity fraud in any course, assignment, exam, or any type of academic exercise will be permanently suspended from Point Loma.

3. Final Examination Policy

Successful completion of this class requires taking the final examination **on its scheduled day**. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations will be approved.

4. Participation

Your participation (think of this as 'contribution') in the course is monitored and graded. Your interaction with the course content, the instructor, fellow students, and the learning process directly influences your level of success in the course. You need to demonstrate that you have truly completed the assigned readings, shared what you learned from them, and demonstrate understanding and application of the concepts presented. Participation in the course will benefit your overall online experience as well as the experience of others in the course.

Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice, especially during your practicum. The following criteria will be used to evaluate participation.

Participation in discussions and Practicum

- Appropriateness of comments
- Comments useful for clarification or meaningful contribution to the class
- Willingness to participate in exercises and simulations
- Sensitivity to participation of others in the class; avoids dominating discussions
- Class participation demonstrates understanding of concepts reviewed

5. Classroom Etiquette

Students are expected to actively engage in an adult learning environment. Behaviors that disrupt the classroom environment and interfere with the learning of others are prohibited. Examples include talking with other students during a presentation or when others are speaking, texting, gaming, internet browsing, or reading non-course related materials. All pagers, cellphones, and other electronic communication devices will be turned off at the beginning of class. Tablets and computers are allowed in class for note-taking purposes only, unless otherwise directed by the instructor. Arriving late and leaving early are strongly discouraged and disruptive to the class.

Respect each person's opinions. Be considerate while your peers are speaking and actively engage them only when they have completed their point. Discourteous comments and side conversations will not be tolerated and will be addressed openly and directly by the instructor. Should a student's behavior become disruptive to the productivity of the course they will be asked to leave the classroom and not receive credit for attendance.

6. Withdrawal

If you need to withdraw from the class, please notify the instructor **and** your Point Loma advisor immediately. A student may withdraw by the end of the first week of class and receive a grade of W. If a student withdraws from the program, he/she must submit a letter for withdrawal. A last date to withdraw is posted in the Academic Calendar on the PLNU website. Students will be assigned a grade of W or WF consistent with Point Loma Nazarene University policy in the grading section of the catalog. Failure to attend class does not constitute a withdrawal and students will receive an "F" if not properly withdrawn. Withdrawing from a class may result in a graduated refund and may affect your financial aid. Be sure to contact your financial aid counselor.

7. Use of Technology

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) page. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work. If you do need technical help you may click on the HELP button (located on the top-right corner of Canvas) and choose from whom you want assistance, or you may contact the campus help desk (619.849.2222).

8. University Catalog

For additional Point Loma policy items, review the latest [Point Loma Nazarene University Catalog](#).

9. Accessibility of Historical Data in Point Loma Classes

PLNU strives to protect and preserve student data in accordance with FERPA laws. It is important for students and faculty to note that due to the nature of digital information, no data transmitted via emails or online learning management systems is entirely free from observation. The contents of this class, including the class discussion, may be monitored by PLNU faculty and staff at any time for the purposes of assisting students, gathering data, instructor training, or assessing the program.

10. Confidentiality of Course Discussion and Assignments

Materials posted to the class discussion or to an assignment thread are for class use only. Students and faculty are to protect the confidentiality of all classroom materials and should never transmit any classroom materials without specific written permission of the person quoted and the instructor.

PLNU Spiritual Care

Mission Valley: PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

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](#) for definitions of kinds of academic dishonesty and for further policy information.

Note: Additionally, include the below if this pertains to your course:

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."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[MLA Style Center: Citing Generative AI](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

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 (EAC@pointloma.edu or 619-849-2486). 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 allowed accommodations. The EAC makes accommodations available to professors at the student's request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so 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 should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. 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 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 special accommodations.

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 at 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.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Course Modality Definitions

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

PLNU Attendance

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

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

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

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

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 5 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class will be considered an absence.

Refer to [Academic Policies](#) for additional detail.

Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: [PLNU MACC Professionalism Rubric](#).

Late Policy

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

Use of Technology

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

GPS Academic Resources

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

- [The GPS Writing Center](#) 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](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- [Academic Writing Resources Course](#): 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](#) and take time now to explore!
- [Grammarly](#): 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](#): 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.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

Course Schedule and Assignments

Note: The Professor reserves the right to modify the syllabus throughout the semester to accomplish the learning objectives of the course. Schedule changes will be noted in class and posted on eclass.

Note: Full assignment details and rubrics to be distributed as semester develops.

Week	Topic	Reading (reflection due Sun before class)	Assignment (due Sun after class)
Week 1 Mon 9/2 (No class) Wed 9/4	Course Intro (light week) <ul style="list-style-type: none"> Course overview and professor tips Setting the tone for community learning Self-reflection on personal spirituality 	<ul style="list-style-type: none"> 3 Readings before Week 2 class (see below) Video: Course intro & instructor tips <div style="border: 1px solid black; height: 60px; width: 100%;"></div> <ul style="list-style-type: none"> Video: What to do during light week <div style="border: 1px solid black; height: 60px; width: 100%;"></div>	<ul style="list-style-type: none"> Introduce Yourself Discussion (by Sat) - 10 min Intro to Course Survey (by Sat) - 20 min Week 2 Reading Reflection (by Sun) - 30 min
Week 2 Mon 9/9 Wed 9/11	Spiritual Attunement and Integration <ul style="list-style-type: none"> Biopsychosociocultural-spiritual care of sacred persons Spirituality in the therapy profession Intro to worldviews, theology and theory 	<ul style="list-style-type: none"> Griffith & Griffith Ch. 1 Walsh (2012) McMinn (2010) 	<ul style="list-style-type: none"> Week 3 Reading Reflection
Week 3 Mon 9/16 Wed 9/18	Spiritual Humility and Self of Therapist <ul style="list-style-type: none"> Spiritual Location and Relational Identity Spiritual Humility, Hospitality and Ethical Use of Therapist Power Spiritual Assessments and Openers 	<ul style="list-style-type: none"> Griffith & Griffith Ch. 2-3 Esmiol Wilson (2018) Hodge (2005) 	<ul style="list-style-type: none"> Week 4 Reading Reflection Paper 1: Spiritual Self of Therapist
Week 4 Mon 9/23 Wed 9/25	Spiritual Differentiation and Dignity <ul style="list-style-type: none"> Exploring family/sociocultural dimensions of spirituality Values & beliefs as a window to sacred ideals, relationships, secure base Spiritual Interviews 	<ul style="list-style-type: none"> Griffith & Griffith Ch. 6-8 Hoogestraat & Trammel (2003) 	<ul style="list-style-type: none"> Week 5 Reading Reflection Mid-Course Survey
Week 5 Mon 9/30	Reflective Listening and Deepening <ul style="list-style-type: none"> Noticing the spiritual in personal and clinical concerns Inviting curiosity and wonder 	<ul style="list-style-type: none"> Griffith & Griffith Ch. 4-5 Maltby & Hall (2012) 	<ul style="list-style-type: none"> Week 6 Reading Reflection Paper 2: Spiritual

Wed 10/2	<ul style="list-style-type: none"> • Building insight into meaning and possibilities with deepening questions 		Interview Reflection
Week 6 Mon 10/7 Wed 10/9	Sitting with Discomfort, Difference, Deconstructing <ul style="list-style-type: none"> • Naming difference and creating equitable space • Working with transference and countertransference • Considering unhealthy expressions of religion/spirituality with care 	<ul style="list-style-type: none"> • Magyar-Russell & Griffith (2016) • Priest & Wickel (2011) • Aijian & Wang (2011) • Start reading Wolterstorff <i>Lament for a Son</i> 	<ul style="list-style-type: none"> • Week 7 Reading Reflection
Week 7 Mon 10/14 Wed 10/16	Holding Space for Grief and Resilience <ul style="list-style-type: none"> • Learning from lament, trauma, and grief • Inviting “both-and” conversation • Patience in holding, tracking, attuning to emotional and spiritual movement 	<ul style="list-style-type: none"> • Griffith & Griffith ch. 9-10 • Complete Wolterstorff <i>Lament for a Son</i> • Walsh (2020) 	Paper 3: Spiritual Attunement and Engagement
Week 8 Mon 10/21 Wed 10/23	Continued Growth, Advocacy, Partnerships <ul style="list-style-type: none"> • Where can I grow from here? • Partnering with spiritual leaders and community organizations 	None; re-read what you like!	<ul style="list-style-type: none"> • Paper 4: Final Course Reflection • End of Course Survey