



# On-Campus Course Syllabus

## CSL 610 L00.A

### Topics in Counseling

### Summer, 2019

#### Class Information

**Day and Time:** Summer, 2019

**Room Number:** TBD

#### Contact Information

**Instructor Name:** Steve Hunter

**Instructor Email:** shunter@criswell.edu

**Instructor Phone:** 214-232-3251

**Instructor Office Hours:** Tuesdays and Thursdays 1:00 to 300pm, and by appointment only

#### Course Description and Prerequisites

A course treating any number of specific issues pertaining to psychology, sociology, and spirituality as it relates to the counseling profession. Course may be repeated for credit when the topic of study differs.

#### Course Objectives

- Understand the importance of research in the area of Expressive Arts Therapies in advancing the counseling profession (CACREP Standard 8.a)
- Explore the major counseling theories, terminology, and techniques associated with Expressive Arts Therapies and the core features (CACREP Standard 8.b)
- Critically evaluate the counseling methods and techniques regarding these latest modalities in the field of Counseling and Psychology (CACREP Standard 8.c)
- Explore how research findings are used to promote evidenced-based counseling practice (CACREP Standard 8.e)
- Incorporate ethical, cultural, and research-based strategies in the area of Expressive Arts Therapies into the student's clinical practice with clients (CACREP Standard 8.f)

#### Required Textbooks

White, S., & Davis, N. (2017). *Integrating the expressive arts into counseling practice: Theory Based Interventions*. New York, NY: Springer. ISBN: 9780826177018

#### Course Requirements and Assignments

1. Twenty-five percent (25%) of the student's grade will be based upon six Summary Outlines from the textbook, *Integrating the expressive arts into counseling practice*. The six chapters are the following:
  - Chapter 1 Introduction to the Use of Expressive Arts in Counseling
  - Chapter 11 Trauma Informed Counseling and the Expressive Arts
  - Chapter 19 Mindfulness in Counseling

The student will then choose three chapters to create Summary Outlines from the following:

- Chapter 16 Adventure Therapy
- Chapter 17 Animal Assisted Therapy
- Chapter 18 Child-Centered Play Therapy
- Chapter 20 Sandplay Therapy

2. Fifty percent (50%) of the student's grade will be based on the completion of a Research Paper. The research paper length should be between approximately 15 to 20 pages in length (excluding the Title Page, Abstract, and Reference pages). The paper should have a minimum of 15 different sources (no more than 10 years old) including, at least, 8 journal articles (less than five years old) from reputable, peer-reviewed journals. The student will be required to incorporate their Summary Outlines from the textbook into the writing of the paper. The Research Paper must be in APA Style and Format. An APA sample paper and detailed instructions for APA Style and Format can be viewed at the following link:

- <https://owl.english.purdue.edu/owl/resource/560/01/>

When writing and organizing the paper, the student is to create and maintain a basic structure according to APA style, and consider the following more detailed questions

- Introduction: \_\_\_\_\_ (20 pts.) Does the paper have a clear introduction? For example, does the paper address current statistics, current events, and current research regarding the topic in order to appropriately introduce and grab the reader's attention? Does the paper include an abstract? Does the paper include an APA Style Title Page? Does the introduction address the main objectives of the research paper, and clearly identify the key research questions to be examined?
- Body of the Text: \_\_\_\_\_ (25 pts.) Does the researcher conduct a thorough review of the literature, above and beyond the minimum requirements? Does the paper address the most important dimensions, key concepts, current expert theories, and hypotheses regarding the research topic? Are the sources cited throughout the body of the paper according to APA style? Does the student link together his/her research in a clear manner without using first person, instead using third person? Does the student use substantive/ample sources throughout the document?
- Case Study: \_\_\_\_\_ (20 pts.) Does the writer create a case study that reflects understanding and synthesis of Express Arts Therapies within the context of a counseling intervention? Does the writer create a step-by-step treatment plan or strategy that reflects the effective implementation of Expressive Arts Therapies and associated techniques? Is there evidence of research, or is the paper simply the writer's personal thoughts throughout the body of the paper?
- Conclusion, Practical Implications, Suggestions for Future Research: \_\_\_\_\_ (20) Does the student provide principles, implications, and practical applications of the researched topic for mental health professionals according to the research? In other words, does the student answer the "So what?" question in the concluding paragraph, according to the research? Does the student include suggestions for future research?
- Grammar and APA Style \_\_\_\_\_ (15 Pts.) Are the sentences complete as opposed to fragmented sentences? Are there few grammatical mistakes? Are there spelling mistakes? Is there a title page, abstract, and Reference page? Is the paper written in 3<sup>rd</sup> person? Is the paper according to APA style?

The following two rubrics will also be used to score the research paper in the areas of 1) quality of APA Style and format, and 2) Critical Thinking:

- <https://www.rcampus.com/rubricshowc.cfm?code=Z99W78&sp=yes&> (APA Style Rubric)
  - <http://assessment.arizona.edu/sites/default/files/CriticalThinking.pdf> (Critical Thinking Rubric)
3. Twenty-five percent (25%) of the student’s grade will depend upon scheduling supervision/evaluation meetings, over the course of the semester. Students will be responsible for scheduling four of these meetings over the course of the semester. In addition, students will be required to share the findings of their research, and share about their “Research Writing Experience” during the final supervision meeting at the conclusion of the semester. This final (25%) subjective requirement evaluated by the Professor will be assessed at the conclusion of the semester.
  4. Finally, it is important for students to note that no late work will be accepted. It is the student’s responsibility to fulfill all requirements for the course in a timely fashion.

### **Class Attendance**

Students are responsible for enrolling in courses for which they anticipate being able to attend every class session on the day and time appearing on course schedules, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any information missed. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

### **Grading Scale**

A	97-100	4.0 grade points per semester hour
A-	93-96	3.7 grade points per semester hour
B+	91-92	3.3 grade points per semester hour
B	88-90	3.0 grade points per semester hour
B-	86-87	2.7 grade points per semester hour
C+	83-85	2.3 grade points per semester hour
C	80-82	2.0 grade points per semester hour
C-	78-79	1.7 grade points per semester hour
D+	75-77	1.3 grade points per semester hour
D	72-74	1.0 grade point per semester hour
D-	70-71	0.7 grade points per semester hour
F	0-69	0.0 grade points per semester hour

### **Incomplete Grades**

Students requesting a grade of Incomplete (I) must understand that incomplete grades may be given only upon approval of the faculty member involved. An “I” may be assigned only when a student is currently passing a

course and in situations involving extended illness, serious injury, death in the family, or employment or government reassignment, not student neglect.

Students are responsible for contacting their professors prior to the end of the semester, plus filing the appropriate completed and approved academic request form with the Registrar's Office. The "I" must be removed (by completing the remaining course requirements) no later than 60 calendar days after the grade was assigned, or the "I" will become an "F."

## **Academic Honesty**

Absolute truth is an essential belief and basis of behavior for those who believe in a God who cannot lie and forbids falsehood. Academic honesty is the application of the principle of truth in the classroom setting. Academic honesty includes the basic premise that all work submitted by students must be their own and any ideas derived or copied from elsewhere must be carefully documented.

Academic dishonesty includes, but is not limited to:

- cheating of any kind,
- submitting, without proper approval, work originally prepared by the student for another course,
- plagiarism, which is the submitting of work prepared by someone else as if it were his own, and
- failing to credit sources properly in written work.

## **Institutional Email Policy**

All official college email communications to students enrolled in this course will be sent exclusively to students' institutional email accounts. Students are expected to check their student email accounts regularly and to respond in an appropriate and timely manner to all communications from faculty and administrative departments.

Students are permitted to setup automatic forwarding of emails from their student email accounts to one or more personal email accounts. The student is responsible to setup and maintain email forwarding without assistance from college staff. If a student chooses to use this forwarding option, he/she will continue to be responsible for responding appropriately to all communications from faculty and administrative departments of the college. Criswell College bears no responsibility for the use of emails that have been forwarded from student email accounts to other email accounts.

## **Disabilities**

Criswell College recognizes and supports the standards set forth in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and similar state laws, which are designed to eliminate discrimination against qualified individuals with disabilities. Criswell College is committed to making reasonable accommodations for qualifying students, faculty, and employees with disabilities as required by applicable laws. For more information, please contact the Student Services Office.

## **Intellectual Property Rights**

Unless otherwise specifically instructed in writing by the professor, students must neither materially nor digitally reproduce materials from any course offered by Criswell College for or with the significant possibility of distribution.

## Resources and Support

Canvas and CAMS: Criswell College uses Canvas as its web-based learning tool and CAMS for student data. Students needing assistance with Canvas should contact the Canvas Help Support line at (844) 358-6140. Tech support is available at this number twenty-four hours a day. Students needing help with CAMS should contact the Campus Software Manager at [bstifle@criswell.edu](mailto:bstifle@criswell.edu).

Student Services: The Student Services Office exists to foster and encourage success in all areas of life—physical, intellectual, spiritual, social, and emotional. Students are encouraged to reach out for assistance by contacting the office at 214.818.1332 or [studentservices@criswell.edu](mailto:studentservices@criswell.edu). Pastoral and certified counseling services are also available to Criswell students. Appointments are scheduled through Dr. Jeff Campbell, Dean of Students, at [jcampbell@criswell.edu](mailto:jcampbell@criswell.edu).

Wallace Library: Students can access academic resources and obtain research assistance by visiting the Wallace Library, which is located on campus. For more information, go to the library website, or email the Wallace Library at [library@criswell.edu](mailto:library@criswell.edu).

Writing Center: Students are encouraged to consult with writing tutors to improve and enhance their skills and confidence by practicing techniques of clear and effective writing. To consult with a tutor, students can visit the Writing Center located on the first floor near the Computer Lab, or they can schedule an appointment by emailing [writingcenter@criswell.edu](mailto:writingcenter@criswell.edu) or calling 214.818.1373.

## Course Outline/Calendar

Week	Date	Assigned Reading	Topic	Assignments Due
1	5/27-31	Syllabus	Syllabus and Introduction to the Course	Initial Meeting
2	6/3-7	Chapters 1, 11, and 19	Discussion of first three Summary Outlines	First three Summary Outlines Due
3	6/10-14	Chapters 16, 17, 18, and 20	Discussion of second three Summary Outlines	Second three Summary Outlines Due
4	6/17-21	Research and Writing	Research and Writing	Supervision Meeting
5	6/24-28	Research and Writing	Research and Writing	Supervision Meeting
6	7/1-5	Research and Writing	Research and Writing	Supervision Meeting
7	7/8-12	First Rough Draft Due	First Rough Draft Due	Supervision Meeting
8	7/15-19	Final Draft of the Research Paper Due	Final Draft of the Research Paper Due	Final Supervision Meeting Due

## **Selected Bibliography**

Cozby, P. C. (2007). *Methods in behavioral research* (9th ed.). Boston, MA: McGraw-Hill.

Rosnow, R. L., & Rosnow, M. (2006). *Writing papers in psychology* (7th ed.). Belmont, CA: Wadsworth.