



On-Campus Course Syllabus

CSL 610

Topics In Counseling

Spring 2023

Class Information

Day and Time: Monday 7:30pm-10pm

Room Number: 206

Contact Information

Instructor Name: Jennifer R. Burgess, PsyD

Instructor Email: jburgess@criswell.edu

Instructor Phone: 214-818-1372 office, 817-559-4045 cell

Instructor Office Hours: Monday by appt, Thursday 9:30am-1:30pm

Course Description and Prerequisites

Deepens the understanding and intervention of specific issues related to counseling and psychology as it relates to the counseling profession in practice. (Course may be repeated for credit when the counseling topic of study differs. Prerequisite: CSL 505, CSL 515)

Course Objectives

- Explain history of creative therapy techniques as applied in counseling practice as well as how these have changed throughout decades of practice
- Understand active therapy tools in application within counseling sessions to deepen interventions with clients
- Explore the application of various creative techniques within theoretical orientation models to enhance interventions within one's counseling practice
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- Incorporation ethical and research based strategies when integrating creative techniques into clinical practice with clients
- Demonstrate proficiency with a creative technique as used in group intervention practice

Required Textbooks

Gladding, S. T. (2021). *Creative Arts in Counseling*. (6th Ed.). American Counseling Association: Alexandria, VA.

Jacobs, E. & Schimmel, C. (2013). *Impact Therapy: The Courage to Counsel*. Impact Therapy Associates: Star City, WV.

Recommended Reading

Jacobs, E. (1992). *Creative Counseling Techniques: An Illustrate Guide*. PAR: Odessa, FL.

Additional readings as required will be uploaded into the individual modules in Canvas.

Course Requirements and Assignments

1. Response Papers (four papers, 50 points each):
 - a. In-Class Observations (two papers, 50 points each): Students will be required to complete 2 written response papers due throughout the semester in reaction to presented creative techniques. Students will choose a specific intervention that was impactful to them from the weeks prior to the assigned due date. The paper should introduce the theoretical basis for the intervention with an introductory paragraph or two, a discussion of how the student see that creative intervention aligning with their current theoretical orientation, how the intervention impacted them personally, as well as how they anticipate the intervention being useful to a specific client population or setting. These papers are expected to integrate a basic introduction to the intervention's theoretical concepts, but primarily be an application based discussion of the students reaction and anticipation of the interventions usefulness in future work. Each assignment should be 2-3 pages in length (not including the cover page and reference page which are required). They are expected to be double spaced and follow APA formatting guidelines (this is a graded element for this assignment).
 - b. Live Observation Response Papers (two papers, 50 points each): Students will be required to complete 2 written response papers based on observation of a live creative group intervention at an area clinic setting. It will primarily be up to the student to locate a clinic willing to allow the students to observe a creative intervention taking place. The student will then be expected to develop a reaction paper similar to the in-class intervention papers. The paper should explore the theoretical basis for the intervention, a discussion of how the student see that creative intervention aligning with their current theoretical orientation, as well as how they anticipate the intervention may be impactful to a specific client population or setting. These papers are expected to introduce the theoretical concepts upon which the intervention is based, student's own experience with the activity, as well as one's application of this type of intervention to future client populations. In general, these are to form the basis for students to explore, challenge, and/or integrate knowledge and understanding of the application of creative techniques within a theoretical framework. These papers should reflect both an examination of the theoretical information with which the student is presented as well as one's personal experience completing the task. Each assignment should be 2-3 pages in length (not including the cover page and reference page which are required). They are expected to be double spaced and follow APA formatting guidelines (this is a graded element for this assignment).
2. Mock Group Intervention (100 points each): Students will be required to lead a mock intervention on a week chosen by the student in the first week of class. The student will be expected to research and develop an appropriate creative intervention to be conducted by the student in class related to the topic of that week's discussion. Students will be graded based on their presentation of the activity, facility of intervention of the in-class group, as well as their resolution of the intervention. These activities are ways for students to explore 'thinking outside the box' and developing their own sense of style based on their own background while informed by their chosen theoretical orientation. Students will be expected to write a 4 page paper detailing the approach presented, the theoretical framework from which the approach is taken, as well as a reaction to the implementation to the mock intervention. The paper will be due the class period following their live intervention and thus will vary.

3. Final research paper (100 points): Students will be expected to write a final research paper to fully explore the history, implementation of, and application of a specific type of creative technique (movement, drawing/art, genograms, letter writing, etc). Students are expected to fully explore the historical formation of the intervention, how it has been effectively utilized in various client populations, how the intervention can be integrated into the student's theoretical orientation, as well as how the intervention may be appropriately utilized in client populations, and finally explore how the intervention compares/contrasts with one's Christian worldview.

Papers must be based in current theoretical knowledge and research and as such should incorporate a minimum of 5 current professional references. References are expected to incorporate current professional research articles and/or texts from the field, published within the last 10 years and may include the assigned textbook for this course . Websites, public domain information, or popular literature are not considered professional publications and are not to be utilized as references. Papers should be 8 pages in written length (written length is the body of the paper) and should evidence historical theoretical foundational knowledge, current application of the creative approach within the field, as well as compare/contrast secular and Christian worldview perspectives regarding the approach chosen. Papers are required to be submitted in .docx through the Canvas link so that they can be screened for plagiarism through Canvas' tools. APA formatting is required and will be a graded component of this assignment. Questions regarding APA formatting can be directed to Dr. Burgess during office hours or assistance sought from the writing lab. Minor problems with citations or quotations will be met with loss of points; however, egregious plagiarism of quotations or paraphrasing without appropriate citations to give credit to the original author(s) may incur significant loss of points up to and including receiving a 0 on this assignment. Any idea or phrase used from a source must be cited. If it is not originating from the student themselves (HINT – all information comes from some place) it must be supported with a citation as to the origination of the idea. Paraphrased information must still be cited. Students are encouraged to seek help from the writing lab if they are unclear on how to appropriately cite quoted or paraphrased information.

4. Class Participation (100 points): Attendance in this class is critical since much of the content and interventions will be live observations, participations, and discussion. Students should make every effort to be present in every class period and should discuss any anticipated absences with Dr. Burgess in advance. If the absence is unavoidable, students are still required to complete any assigned tasks for that week. Missing more than 1 class period will negatively impact the student's participation grade. Further, students are expected to actively participate in all role playing activities, mock interventions, and class discussions about such interventions. Grades for class participation will be subjective based on Dr. Burgess' perception of each student's participation in weekly class discussions.

Course/Classroom Policies and Information

LATE WORK - All assignments are expected on or before the deadline indicated in the syllabus. If unforeseen, extenuating circumstances arise, students should contact me as soon as possible to discuss the potential impact of the situation. In general, late assignments will not be accepted without prior approval from the instructor, and then may incur a penalty depending on the circumstances. It is strongly encouraged that students not wait until the just before a due date to submit assignments or complete tests through Canvas. IT issues may jeopardize your ability to complete the assignment by the due date, and extensions for technical

issues are typically not granted unless the problem is extensive and affects class wide availability. Waiting to submit an assignment until just before class begins and then experiencing IT issues DOES NOT automatically guarantee your assignment will be accepted. Late work not given prior approval to be submitted after the due date will be given a grade of 0.

ASSIGNMENT SUBMISSIONS – All assigned work and quizzes must be completed through Canvas and be submitted prior to beginning of class time, unless otherwise posted. Assignments not submitted by the start of class, may not be accepted for grading. It is strongly encouraged that students not wait until the last minute to submit graded work. It is the instructor’s preference that students submit all work in .docx format for uniformity of submission. It is a graded requirement that students submit all work consistent with APA formatting as it is considered a standard presentation format within the field. Lack of attention to this component will likely cost students a letter grade on the assignment.

Extra credit work is not permitted. Students are expected to plan and execute assigned work sufficiently throughout the semester to earn the grade they wish from the course. Students are welcome to seek tutoring or additional help from Dr. Burgess during office hours at any point during the semester (appointments are recommended). If students are not scoring well on quizzes or written work, Dr. Burgess is very accessible to discuss ways in which the student may improve scores on future work.

COMMUNICATION WITH DR. BURGESS - My goal is to respond to email within 24 hours during the week and within 48 hours from communications over the weekend. As a general rule, I typically refrain from responding to email over the weekend. Should you have a pressing question or more immediate issue, you are welcome to text me, but recognize it may still take some time for me to respond to questions asked. As such, students are strongly encouraged to begin assigned tasks well before the due date so as not to jeopardize completion of an assignment on time because of technology problems or other complications. I strive to have all papers graded within 5 days of the due date for a written assignment. This allows for expedient feedback which students can integrate into future assignments. If texting, students are asked to be respectful of the time of day. Due to the potential for emergencies with active therapy clients, my cell phone is on audible throughout the night. Please make every effort to only text me during reasonable time periods during the day. Students are also encouraged to schedule an appointment during my office hours to discuss questions, concerns, or guidance they may need. Voicemails left on my official campus voicemail will be checked during office hours only. If your issue is pressing and cannot wait, texting or emailing is likely going to be a better option.

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. Instructors are not obliged to allow students to make up missed work. Per their independent discretion, individual instructors may determine how attendance affects students’ ability to meet course learning objectives and whether attendance affects course grades.

Campus Closure

To ensure the health and safety of students and employees, college administrators may decide it is necessary on rare occasions to close the campus. Once this decision is announced, instructors will contact students to provide further details regarding the campus closure's impact on those courses. Students are responsible to watch for communication from their instructors and respond appropriately. (Unless otherwise specified by the instructor in this syllabus, this communication will be sent to the student's Criswell College e-mail account.)

In order to make progress toward the courses' objectives, instructors have the freedom during most campus closures to require students to participate in activities as alternatives to meeting on campus. An instructor may, for example, hold class remotely (through Zoom) at the scheduled time, provide a recording of a class or presentation for students to watch independently, or assign other activities that students are to accomplish before returning to campus. Students are responsible for accomplishing these alternative activities as well as any course requirements listed in this syllabus during the period of the campus closure. If, during the period of the campus closure, personal circumstances prohibit a student from accomplishing these alternative activities or course requirements and assignment listed in the syllabus during the campus closure, the student is responsible for communicating with the instructor as soon as possible. Instructors will not penalize students who do not have the means to accomplish the alternative activities during the period of the campus's closure and will work with students whose circumstances during the campus closure prohibited their timely completion of course requirements and assignments in the syllabus.

Grading Scale

			Grade Definitions (optional)
A	93-100	4.0 grade points per semester hour	
A-	90-92	3.7 grade points per semester hour	
B+	87-89	3.3 grade points per semester hour	
B	83-86	3.0 grade points per semester hour	
B-	80-82	2.7 grade points per semester hour	
C+	77-79	2.3 grade points per semester hour	
C	73-76	2.0 grade points per semester hour	
C-	70-72	1.7 grade points per semester hour	
D+	67-69	1.3 grade points per semester hour	
D	63-66	1.0 grade point per semester hour	
D-	60-62	0.7 grade points per semester hour	
F	0-59	0.0 grade points per semester hour	

Assignment Weights

Each assignment group will be averaged and weighted for the computation of the final grades as follows:

Response Papers 30%

Mock Group Interventions 30%

Research Paper 30%

Class Participation 10%

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 instructors 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 close of the term or semester in which the grade was awarded, 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 Assessment

Material submitted by students in this course may be used for assessment of the college's academic programs. Since programmatic and institutional assessment is done without reference to specific students, the results of these assessments have no effect on a student's course grade or academic standing at the college. Before submitting a student's work for this type of assessment, the course instructor redacts the work to remove anything that identifies the student.

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 instructor, 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 Supports

Canvas and SONIS: Criswell College uses Canvas as its web-based learning tool and SONIS 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 SONIS should contact the Campus Software Manager at studenttechsupport@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. The Student Services Office also works with local counseling centers to ensure that every student has access to helpful mental health resources. More information is located on the college website at [Criswell College Mental Health Resources](#), and students may contact the Director of Student Services if they have any questions.

Wallace Library: Students can access academic resources and obtain research assistance by contacting or visiting the Wallace Library, which is located on campus. For more information, email the Wallace Library at library@criswell.edu. Offsite login information is available in Canvas in the “Criswell Student Training Course” under “Library Information.”

Tutoring Center: Students are encouraged to consult with tutors to improve and enhance their skills and confidence in any subject matter taught at the college. Tutors have been recommended by the faculty to ensure that the tutor(s) are qualified to serve the student body. Every tutor brings experience and expertise in an effort to provide the proper resources for the subject matter at hand. To consult with a tutor, students can visit the Tutoring Center located on the second floor in room E203, or schedule an appointment by emailing tutoringcenter@criswell.edu or by calling 214.818.1373.

Course Outline/Calendar

Week	Date	Reading	Topic	Assignment Due
1	1/23	Ch 1 Jacobs Ch 1 Gladding	Introduction to Creative Processes	
2	1/30	Ch 2 & 3 Jacobs	Integration of Creativity in Theoretical Orientation	
3	2/6	Ch 4 & 5 Jacobs	Therapy is a Team Sport	
4	2/13	Ch 6 & 7 Jacobs	Focusing and Staying on Topic	
5	2/20	Ch 8 & 9 Jacobs	Getting Deeper	
6	2/27	Ch 14 Jacobs Ch 4 Gladding	Imagery and Analogies	
7	3/6	Ch 10 & 11 Jacobs	Use of Props & Chairs	
	3/13	SPRING BREAK	NO CLASS	
8	3/20	Ch 13 Jacobs Ch 6 Gladding	Writing in Therapy	
9	3/27	Ch 5 & 7 Gladding	Drawing in Therapy	
10	4/3	NO MEETING	1 st Live Observation	Live Observation Paper 1 Due 4/10
11	4/10	Ch 12 Jacobs Ch 2 & 3 Gladding	Movement and Music	
12	4/17	Ch 10 & 11 Gladding	Animal Assisted Therapy and Natural World	Response Papers Due by 4/17
13	4/24	Ch 15 Jacobs	Groups and Families	
14	5/1	Ch 12 Gladding	Future Directions, Trends, Pitfalls	Research Paper Due 5/1
15	5/8	NO MEETING	2 nd Live Observation	Live Observation Paper 2 Due 5/11