



Online Course Syllabus

CSL610

Topics in Counseling

Spring 2025

Contact Information

Instructor Name: Laura Landreth

Instructor Email: llandreth@criswell.edu

Instructor Phone: 214-906-1445

Instructor Office Hours: Email or Text to schedule a zoom or phone meeting.

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

At the end of this course, students should be able to:

1. Identify the signs of adolescent mental health and substance use disorders, including warning signs for self-injury and suicide.
2. Discuss the impact of trauma on adolescents and learn how to support them.
3. Identify coping strategies to build resilience.
4. Discuss how family, peers, culture, media, and technology affect adolescent mental health.
5. Integrate a decidedly Christian worldview utilizing various elements discussed in class and assigned readings.

Required Textbooks

Porges, Stephen, PhD., & Delahooke, Mona, PhD.; *Down Regulating Threat and Defensive Reactions in Young Clients: Clinical Application of the Polyvagal Theory for Effective ODD, Trauma, & Attachment Treatment*; PESI (2021): Youth Mental Health Specialist Certification Training.

Gomez, Ana, MC, LPC.; *The Power of EMDR Therapy for Children with Traumatic and Adverse Experiences*; PESI (2021): Youth Mental Health Specialist Certification Training.

Kardaras, Nicholas, PhD., LCSW-R.; *Tech Addiction in Children & Adolescents: Brain-Based Interventions to Optimize Digital Health in Today's Screen Culture*; PESI (2021): Youth Mental Health Specialist Certification Training.

Lyons, Varleisha, PhD, OTD, OTR/L, ASDCS.; *Addressing Social and Collective Trauma in Children, Adolescents, and Their Families*; PESI (2021): Youth Mental Health Specialist Certification Training.

Mate, Gabor, MD.; *When the Body Says "No": Listening to Our Stress & Re-connecting with Our Self*; PESI (2021): Youth Mental Health Specialist Certification Training.

Sample, Kate, MA., LPC., CYMHS.; *Reaching "Unreachable" Teens & Tweens: Connecting with Oppositional and Withdrawn Adolescents*; PESI (2021): Youth Mental Health Specialist Certification Training.

Course Requirements and Assignments

1. Twenty-five percent (25%) of the student's grade will depend upon attending a minimum of eight scheduled class meetings over the course of the semester. There will be an initial session to start the semester and six class sessions for the purpose of viewing the video presentations. The eighth session will be a presentation of the student's research before the time grades are due for graduation. Students will be required to present the highlights of their Research including the Methodology section, and the Implications and Applications for the Counseling Profession for approximately 30 to 40 minutes with a time for Question and Answers.
2. Twenty-five percent (25%) of the student's semester grade will depend upon the completion of (4) Video exams. Each exam will have questions based on content from the PowerPoint notes and handouts.
3. Twenty-five percent (25%) of the student's grade will depend on the completion of a Research Paper on treating the mental health of Adolescents/Youth or a specific treatment per the student's choosing (i.e. anxiety, depression, toxic stress, self-harm, etc.) Students must choose a topic within the first four weeks of class that is approved by the Professor.
 - The student will articulate his or her approach to adolescent counseling while demonstrating course-related knowledge and critical analysis. The student will explain pre-suppositions about treating adolescent mental health, discuss symptoms and coping behaviors, address the role of assessment, articulate best practices for treatment, explain how this approach would be adapted based on a client's characteristics, context, background, age, etc., address how its effectiveness could be evaluated, and articulate how biblical principles may be integrated in the treatment.
 - Students must have a minimum of ten sources for the paper. The Course Videos, PowerPoint, and handouts may be utilized as sources. Additional sources are to be books and reputable journal articles (as opposed to "research" retrieved from the internet). **The body of the paper will be approximately 10 - 12 double-spaced pages**, according to APA Style and Format. This does not include your Title Page and Reference Pages. A 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. Hence, the following structure and associated questions are important to keep in mind:

- 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? Does the body of the paper “flow” in a logical, seamless fashion using effective transition sentences?
- Methodology: _____ (20 pts.) Does the method section address the main subsections to be defined and described including: Participants, Materials, Design, and Procedure? Does the student identify who will be participating in the study i.e., the population from which the participants were chosen, and any restrictions? Did the student identify the testing instruments, surveys, instruments that will be used, including their validity and reliability? Did the student identify the type of design that will be used in the study? Did the student identify the independent variables, dependent variables, and/or control variables? Did the student describe in detail the procedures, the steps regarding what participants will be required to do, how data will be collected, and the detailed order in which steps will occur.
- 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 3rd person? Is the paper according to APA style?

The following two rubrics will also be used to score the research paper:

- <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)
4. Fifteen percent (15%) of the student’s grade will depend on a Power Point Presentation of the chosen topic (Research Paper). Student will prepare a scholarly presentation in PowerPoint intended for an audience of emerging counselors. If appropriate to the topic, an overview with definitions, incidence rates, types (of perpetrators/victims as relevant), harm or danger involved, possible spiritual factors, symptoms, assessment, diagnosis, and treatment options should be included. An integrated biblical perspective on the topic must be provided. Reference should be made in the presentation to at least ten scholarly articles published within the last ten years, in addition to any textbooks, the Bible, and professional or popular sources. The presentation must include at least 20 slides (not including bibliography slides), and these should be visually appealing to a professional audience with appropriate amounts of text and include illustrations in the form of cartoons, drawings, charts, graphs, pictures, film clips, etc. on each slide.
 5. Ten Percent (10%) of the student’s grade will depend on participation in six (6) Class Discussion Posts. In order for students to receive full credit for this requirement for the course, students must not only

attend the zoom meetings, but also participate in class discussion posts. EACH STUDENT MUST MAKE 1 INITIAL POST ON THE DISCUSSION BOARD PLUS A RESPONSE TO THE OTHER STUDENTS' POSTS. (2 posts total per discussion).

6. Finally, it is important to note that no late work, or excuses, will be accepted. It is the student's responsibility to fulfill all requirements for the course in a timely fashion.

Online Course Information

In an online course at Criswell College:

1. To meet 25–30% of the direct faculty interaction required by the college's Credit Hour policy, instructors and all students enrolled in an online course will meet at scheduled class times throughout a semester/term using the video conferencing app, Zoom, found in the left-hand global menu in Canvas. Student cameras must remain on during the entirety of these video-conferencing sessions. (In order to be properly identified, students must upload a picture ID to their Canvas Account Profile *prior to the first online meeting.*)
2. The remaining direct faculty instruction is delivered using other means such as:
 - Lectures/instruction for students to watch at their convenience but in accordance with assignment due dates
 - Online content modules in which instructor provides feedback to student work
 - Tests/quizzes on which instructor provides feedback
 - Discussion boards on which instructor provides feedback

Canvas: Criswell College uses Canvas as its web-based Learning Management System (LMS). In online courses at Criswell College, instructors use Canvas to:

- organize course content on a module basis using organizational tools within Canvas,
- control the timing of course requirements through module control or assignment due dates to ensure that students are engaged for the full length of the semester or term,
- accept assignments from students only inside the Canvas course (emailed assignments are not acceptable),
- provide written feedback on assignments only within Canvas, preferably through Speedgrader,
- use the Announcement or e-mail feature in Canvas to communicate with the students rather than by broadcasting to a class email listserv outside of Canvas.
- use Zoom in Canvas for all "live" (synchronous) class sessions.

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.

Identity Verification

Students enrolled in online courses must verify their identity through the term for each course. Identity confirmation occurs through scheduled video conference calls, scheduled submission of assignments, quizzes or

exams, participation in online discussions, student/instructor communication, and a picture ID submitted in the Canvas profile. For instructions on how to upload a profile picture, [click here](#).

Attendance

Students are responsible for enrolling in courses for which they (1) anticipate being able to attend every on-campus class session on the day and time appearing on course schedules, or (2) participating in academically related activities as identified in online-course schedules including synchronous class sessions conducted remotely by video, and then making every effort to do so. When unavoidable situations result in absence or tardiness, students are responsible for acquiring any missed information. Professors are not obliged to allow students to make up missed work. Per their independent discretion, individual professors determine how attendance affects students' ability to meet course learning objectives and whether attendance affects course grades. Professors apprise students of such information in course syllabi.

Students receiving grants, loans, or scholarships must meet specified requirements of various departments at the college and should consult relevant sections of the *Academic Catalog*. To ensure such funds will not be forfeited, students are responsible for contacting the proper departments to ascertain any specific course participation requirements and consequences of not meeting such requirements. Students receiving grants, loans, or scholarships should consult the Financial Aid office.

While Criswell College is a non-attendance taking institution, it nevertheless must demonstrate that students begin their courses in order to comply with Federal Aid regulations. Accordingly, students must participate in academically related activities during census periods. Failure to meet this requirement will result in students being administratively dropped from courses.

Academically related activity is defined as any course-related activity that may be used as evidence of attendance. Examples include:

- physical presence in a classroom during a class session with the instructor present,
- participation in a "live" (synchronous) remote video class session with the instructor present,
- submission of an academic assignment, quiz, or exam,
- participation in an interactive tutorial or computer-assisted instruction,
- participation in an online study group or discussion board that is assigned by the instructor,
- documentation showing that the student and a faculty member corresponded about the academic subject of the course.

NOTE: Logging into a Canvas course alone and logging into a Synchronous Online class session without active participation or with the camera off are not considered attendance.

NOTE: A census period begins on the first day of a semester/term and runs through the end of the last day to drop courses. During the census period, attendance data is collected in order to demonstrate compliance with Federal Aid regulations. There is no census period for winter terms since there is no last day to drop courses.

Grading Scale

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

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."

NOTE: No end-of-semester extensions (i.e., "Incompletes") will be granted for students taking Criswell College courses through Acadeum.

Academic Honesty

Academic honesty is essential to the integrity of the College's academic programs and to the success of its students. Defining and addressing academic dishonesty helps to ensure the maintenance of academic honesty among students.

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/her own,
- 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.

NOTE: Acadeum students should have their Home Institution contact Criswell's Acadeum Student Contact and acadeum@criswell.edu

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.

Research and Writing Standards

The default writing style for written assignments in Criswell College Courses is the latest edition of *A Manual for Writers of Research Papers, Theses and Dissertations* by Kate Turabian. However, instructors are free to require alternative writing styles in their courses. These styles include but are not limited to the American Psychological Association (APA), Chicago Manual of Style, Modern Language Association (MLA), and Society of Biblical Literature (SBL) writing guides.

Resources and Support

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 can be found 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 schedule an appointment through Calendly (<https://calendly.com/criswell-tutoringcenter>) or by visiting the Tutoring Center located on the second floor in room E203. For questions, call 214.818.1373 or email at tutoringcenter@criswell.edu.

Course Outline/Calendar

WEEK	DATES	LEARNING OPPORTUNITIES
1	Week of 1/20 ZOOM 1/21, 7:45pm	Introductions, Syllabus Review
2	Week of 1/27 ZOOM 1/27, 7:45pm	Video 1: Down Regulating Threat and Defensive Reactions in Young Clients: Clinical Application of the Polyvagal Theory for Effective ODD, Trauma, & Attachment Treatment; Stephen Porges, PhD, Mona Delahooke, PhD
3	Week of 2/3	Video Exam #1 DISCUSSION BOARD POST Due
4	Week of 2/10 ZOOM 2/12, 7:45pm	Video 2: The Power of EMDR Therapy for Children with Traumatic and Adverse Experiences; Ana Gomez, MC, LPC RESEARCH PAPER TOPIC DUE
5	Week of 2/17	Video Exam #2 DISCUSSION BOARD POST Due
6	Week of 2/24 ZOOM 2/28, 9:00am	Video 3: Tech Addiction in Children & Adolescents: Brain-Based Interventions to Optimize Digital Health in Today's Screen Culture; Nicholas Kardaras, PhD, LCSW-R
7	Week of 3/3	Video Exam #3 DISCUSSION BOARD POST Due
8	Week of 3/10 ZOOM 3/10, 7:45pm	Video 4: Addressing Social and Collective Trauma in Children, Adolescents, and their Families; Varleisha D. Lyons (formerly Gibbs), PhD, OTD, OTR/L, ASDCS DISCUSSION BOARD POST DUE
9	3/17-3/21	SPRING BREAK
10	Week of 3/24 ZOOM 3/28, 9:00am	Video 5: When the Body Says "No": Listening to Our Stress & Re-connecting with Our Self; Gabor Maté, MD DISCUSSION BOARD POST Due
11	Week of 3/31 ZOOM 3/31, 7:45pm	Video 6: Reaching "Unreachable" Teens & Tweens: Connecting with Oppositional and Withdrawn Adolescents; Kate Sample, MA, LPC, CYMHS
12	Week of 4/7	Video Exam #4 DISCUSSION BOARD POST Due
13	Week of 4/14	Research and Writing Week
14	Week of 4/21 ZOOM 4/25, 9:00am	LAST WEEK OF CLASS RESEARCH PAPER and PRESENTATION DUE
15	MAY 2	FINAL GRADES DUE FOR GRADUATING STUDENTS
	MAY 17	GRADUATION