

COUNS 687

Expressive Therapies
May 2011
Monday - Thursday 9 - 1pm
Office hours: by appointment

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Objective

This course is an experiential introduction to the use of various forms of expressive arts in the counseling setting. You will learn how to integrate metaphors, poetry, drawing, guided imagery and music into your work with clients. Some objectives:

Students will...

- Learn the background, ethics, and rationale behind the use of expressive arts in counseling in general, as well as current trends in the use of the arts in counseling.
- Explore theory-based interventions
- Practice integrating expressive arts into their own theoretical orientation/foundation
- Be encouraged to stretch and challenge themselves
- Consider ethical issues regarding the use of the expressive arts

Required Texts

Benoit, H. (2006). *It's about counseling*.

Degges-White, S. & Davis, N.L. (2011). *Integrating the Expressive Arts Into Counseling Practice: Theory-based Interventions*. New York: Springer Publishing Company.

Methods of Instruction

This is an experiential course. The nature of this course requires that all members participate so they can meaningfully contribute to group discussions and counseling exercises. The teaching approach of the class embraces the belief that we are all teachers and we will learn from one another. Each student's experiential background, value system, world view, reflections, and knowledge are valuable assets for understanding the course content. A variety of perspectives and opinions will be strongly encouraged.

Class Etiquette

Attendance Policy: Due to the interactive and intensive nature of this training experience, students are asked to attend and actively participate in **ALL** class sessions. Attendance and active participation are necessary for mastery of course material. Please make a commitment to attend every class punctually. If you know you will be absent, please let me know at the beginning of the semester or a class period in advance. If an emergency arises, please call or email me and let me know you will not be in class and make arrangements with a classmate to take notes for you.

Course Requirements

Participation: I invite you to be as present as you can be and recognize that the various interventions we will be exploring might take you out of your comfort zone. I encourage you to challenge yourself and to be as transparent as possible.

Readings: During the first week, we will begin each class with a discussion of the readings. Student discussion leaders will be assigned to bring in one question or topic for discussion based on the readings.



Please read Chap 1 of the Degges text, the sections up to the Dream Work section and the section *On Differentiation and Integration* in Helen's text before our first class and compose a question from the readings.

Group Workshop- Theory-based interventions: During the second week of class, a group of students will facilitate one theory-based intervention from a chapter in our text. Each group will have 90 minutes to present. Groups and theories will be decided on the first day of class. Students will be required to include the following in their 'workshop':

- Theory summary/Core concepts - 10 -15 minutes
- Goals and process of the theory - 10 minutes
- Facilitating one of the interventions listed in your book 45 - 60 minutes
- Discussion of the experience - 10 minutes
- *If other materials are required, please give your classmates time to get these materials or provide them.
- **You need to be mindful of time and must practice the intervention yourself so you can anticipate what might emerge.**

Reflection Paper: Write a reflection paper that describes your experience participating in the class and facilitating the workshop. Include some thoughts about how you see yourself facilitating expressive arts interventions with your clients and any thoughts about reservations, wonderings, puzzlements...Describe your growth, any challenges, what was most powerful for you, what was least powerful for you, etc. The paper should be between 5-7 pages in length and double-spaced.

Evaluation

Students will be evaluated on their demonstrated understanding of the course material and on the quality of their participation. The final course grade will be determined by the following criteria:

Participation: 20 points

Reading questions: 10 points

Group Presentation: 40

Reflection paper: 30

Total Points: 100

Grading Scale (based on percentage)

A 90 - 100

B+ 85 - 89

B 80 - 84

Tentative Course Schedule

<u>Class</u>	<u>Topics</u>	<u>Reading Assignment</u>
*Before the first class read Degges Chapter 1/Benoit, up to Dream Work & On Differentiation and Integration and bring a question for discussion.		
May 9	Containing & Discovery Discussion Leaders: Lindsey, Dana, Barbara, Leslie, Sarah, & Jennifer	Benoit – <i>Sand Tray, Active Imagination, On Metaphor</i>
May 10	The Magical Discussion Leaders: Jessica, Erin, Josh, Margaret & Stosh	Benoit – <i>Writing, On the Wisdom of the Present Moment, On Transformation & Reconstruction</i>
May 11	Darkness and Percival Discussion Leaders: Joy, Casey, Byron, Susan, Christina & Stephanie	Benoit – <i>Movement & Final Reflections</i>
May 12	Music & Movement <i>Bring a mat or blanket and wear comfy clothes!</i> Discussion Leaders: Chris, Glenda, Lyndsay Gary, & Robin	Degges, Chapters 2 & 3
May 16	<i>Adlerian & Solution-Focused Theory workshops</i>	Degges, Chapters 4 & 5
May 17	<i>CBT & Choice Theory workshops</i>	Degges, Chapters 6 & 7
May 18	<i>Existential & Feminist Theory workshops</i>	Chapter 9
May 19	<i>Person Centered Theory & Closing</i>	Reflection Paper Due

Please note: The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.

Academic Honesty:

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean's office. Repeated violations will invoke a disciplinary process.

Disability Support: If you have received services in the past related to a learning disability or attention deficit disorder and/or feel you may have such a problem in this course, please make an appointment to speak with me during my office hours or with the Coordinator of Student Disability Support Services in the Academic Support Center, Roselawn Ground Floor, 432-4233.

Materials

Colored pencils

Pastels

Markers

Simple paint set

Modeling clay

Sketch book

Large pad of watercolor paper

Tacky Glue

Scissors

Compass, if you don't already have one

Single sock for sock puppet making

Random pieces of fabric, yarn, buttons, if you have them

One cigar box or something like it – you can find these at tobacco shops for between \$1-\$5

Writing journal

You may want to find a special bag or box for these materials for future accessibility and use.