



# Master of Arts in Counseling

## Course Syllabus

### Course Information

COUN687 - EXPRESSIVE THERAPIES  
Spring 2017  
1 Semester Hour

### Location/Date/Time

SB010  
March 30<sup>th</sup> – April 28<sup>th</sup>  
Thursdays, 8:30 - 11:10

### INSTRUCTOR'S INFORMATION:

**Teresa J. Haase, PhD, LPC, ACS**

Email: teresa.haase@emu.edu  
Office Hours: After class until 2:30pm; by appointment  
Office Phone: 540.432.4248  
Cell Phone: 540-421-4078

### COURSE DESCRIPTION:

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.

### COURSE GOALS AND OBJECTIVES:

Students will...

1. explore various modalities of artistic expression.
2. experience the therapeutic effects of artistic expression within the context of a learning community.
3. experience an intermodal approach to the expressive arts using visual arts, music, improvisation, writing, and/or ritual.
4. become familiar with research and emerging theories in the field of expressive arts therapy.
5. demonstrate understanding and use of appropriate therapeutic responses to creative work.
6. pursue personal, professional and artistic development through class experiences and out of class assignments.
7. gain awareness of ethical issues and professional standards for using the expressive arts in therapy (per IEATA)

### REQUIRED TEXTS AND OTHER RESOURCES:

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

**Two** articles from the following (I will bring these to class): *Journal of Creativity in Mental Health* or *Journal of Poetry Therapy*

### Recommended Reading:

Degges-White, S. & Davis, N.L. (2011). *Integrating the expressive arts into counseling practice: Theory-based interventions*. New York: Springer Publishing Company.

Expressive Arts Collective (2003). *Expressive arts therapy: Creative process in art and life*. Boone: Parkway Publishers.

Knill, P.J., Levine, E.G., and Levine, S.K. (2005). *Principles and practice of expressive arts therapy*. Philadelphia: Jessica Kingsley Publications.

**Required Materials:** (we have some of these materials in the Expressive Arts room)

Colored pencils

Pastels

Markers

Simple paint set

Modeling clay

Sketchbook

Large pad of watercolor paper

Tacky Glue

Scissors

Bow Compass, if you don't already have one

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

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

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

**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. I believe we are all teachers and that we will learn from one another. Each student's experiential background, value system, worldview, 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 nature of this training experience, students are **required** to attend and actively participate in **ALL** class sessions. Attendance and active participation are necessary for mastery of course material. Class work will build upon weekly assignments. 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.

**Course Requirements**

1. 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.
2. Readings: Following an opening activity, we will begin each class with a discussion of the readings. **\*\*Each student is required to bring in one question or topic for discussion based on the readings.**
3. Article Review: Read two research articles describing the use of the creative or expressive arts with a population with whom you are interested in working or about a topic you'd like to explore further. Write a review of these articles and include the name of the publication, authors, summary, description of research approach, and description of the interventions explained in the article. APA format required: title page, running head, introduction, headings, and reference page. Organize the paper as an integrated analysis – in other words avoid summarizing each article in list form. We will discuss further in class.
4. Practice Work: You will be required to complete a practice component using the interventions we will study in class. Please review the following guidelines:

- Work with an adult partner for one 45-minute session. Choose interventions we have practiced in class and facilitate these with your partner. Your partner must fill out a *consent to participate form*. See attached.

**OR**

- Work with a child or adolescent for one 30 – 45 minutes session. Please recruit the child of a friend or relative. If you are already working with a child/adolescent and it makes sense to integrate interventions in your work, this may also be an option. Your partner's parent/guardian must fill out a *consent to participate form*. See attached.
- The session can be conducted in the playroom or in an appropriate and safe space familiar to you or your volunteer. Please make sure the room is available before you schedule a meeting.
- You are required to write a narrative of what occurred in the session, to include both content and process, as well as your analysis of both. Please include pictures or the work itself if appropriate and with permission. In cases in which you cannot bring in the created work or you did not receive permission, please include a written description of the created work and your analysis regarding the work. All documentation is due by Thursday, April 27th. Evaluation will be based on complete documentation/60 pts., written description or submission of created work/30 pts. and analysis of the work/30 pts.

**5. Soundtrack of your life**

Create a musical documentary of the stages of your life (at least five songs). A found poem should accompany your soundtrack (more explanation in class). Be prepared to present one song and your poem in class on June 3<sup>rd</sup>.

**an excerpt from "In the Museum of the Lord of Shame"**

...And so, when we get close  
 To the wound, when we cross  
 The border into Egypt  
 And begin to get close  
 To where the secrets are buried,  
 Our nervous system hears a voice  
 And the voice says,  
 'You don't really want to go down there'  
 And you really don't.  
 Anymore than Orpheus wanted to go down  
 The dark staircase  
 Where cobwebs pulse  
 Like trampolines  
 Upon which the ghosts of houseflies  
 Try to leap out of this world  
 But what you need  
 To reclaim  
 Lives down there  
 South  
 Of your predictable borders  
 Where the soul is  
 Encrusted in salt  
 From the tears that we've yet to shed

**By Gary Rosenthal (quoted in SARK, 2000, p. 48)**

## Course Schedule

Date	Subject	Reading/Assignments Due
Marth 30 <sup>th</sup>	<b>Story-telling &amp; Descent</b> Rationale/Overview of History of Expressive Arts Organizations & Trainings <i>Reading discussion</i> Dr. Clarissa Pinkola Estés – <b>The Red Shoes</b> Lines, Shapes & Colors and Painted Conversation Sand Tray	<i>Benoit; Section 1: Reflections and Sand Tray, Active Imagination, Story, Ritual, Synchronicity, Gratitude, &amp; Mindfulness</i>
April 6 <sup>th</sup>	<b>Descent &amp; Dreaming</b> Archetypal Mandala Bring in a dream	<i>Benoit; Section 5: Final Reflections and Dream Work, Music, Psychodrama, &amp; Movement</i>
April 13 <sup>th</sup>	<b>Myth &amp; Metaphor</b> <i>Reading discussion</i> Guided Imagery, Poetry, Line Poetry, Weathergram Listening for metaphors	<i>Benoit; Section 3: More Reflections and Visual Arts, Writing, &amp; Clean and Quick</i>
April 20 <sup>th</sup>	<b>Identity</b> Inside/Outside box	<b>**Bring box with you**</b>
April 27 <sup>th</sup>	<b>Music</b> <i>Reading discussion</i> Sharing song and poem from soundtrack	<b>Assignments Due: Soundtrack &amp; Poem, Practice Reflection &amp; Article/Chapter Review</b>

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

### GRADING CRITERIA AND OTHER POLICIES:

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
- Article Review: 40 points
- Soundtrack: 30 points
- Practice Work: 100 points
- Total Points: 200**

The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program and insufficient completion of the B track requirements may increase their chances of receiving a lower grade.

Grading Scale (based on percentage)

- A 90 – 100
- B+ 85 – 89
- B 80 – 84

- **Writing Guidelines:**  
*Writing* will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level.
- **Academic Integrity Policy (AIP):**  
 MAC wording  
 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.
- **Turnitin:**  
 Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: [http://turnitin.com/en\\_us/features/demos](http://turnitin.com/en_us/features/demos).
- **Moodle:**  
 Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.
- **Academic Support Center**  
 If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>  
  
 Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.
- **Institutional Review Board:**  
 All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.
- **Graduate Writing Center:**  
 Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please

access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

**Academic Program Policies:**

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>

<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

- **Title IX:**

*The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU.* It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Marcy Engle, Title IX Coordinator, can be reached at [540-432-4148](tel:540-432-4148) or [marcy.engele@emu.edu](mailto:marcy.engele@emu.edu). Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

**Writing Standards – Graduate Level** (revised Spring 2012)

<b>Criteria</b>	<b>A excellent</b>	<b>B good</b>	<b>C minimal expectations</b>	<b>Comments</b>
<b>Content</b> (quality of the information, ideas and supporting details.)	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
<b>Structure</b> (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
<b>Rhetoric and Style</b> (appropriate attention to audience)	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
<b>Information Literacy</b> (locating, evaluating, and using effectively the needed information as appropriate to assignment)	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
<b>Source Integrity</b> (appropriate acknowledgment of sources used in research)	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
<b>Conventions</b> (adherence to grammar rules: usage, mechanics)	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				<b>Grade</b>

## Consent to Participate

I am a graduate student in the Master of Arts in Counseling Program at Eastern Mennonite University. As an assignment for the course COUNS 687 Expressive Arts Therapies, in which I am enrolled, I am required to practice integrating expressive arts into my work as a counselor in training. As such, I am inviting you to participate in one session.

The practice work could include drawing, painting, writing, poetry, movement, music, and other creative interventions. If you are an adult, it would be helpful to think of something you would like to focus on – this could be a joy, a sorrow, a transition, a dream, an image, etc. If you are the parent of a child, we will discuss the focus together.

In addition, this interview will be summarized into a written report, which will be submitted to my professor. If I would want to continue exploring our session or present the experience, I would first seek your permission.

Before beginning the interview, I will need you to sign this consent stating that you agree to participate and understand how the information you provided will be used.

**I agree to be interviewed.**

Printed Name\*: \_\_\_\_\_

Signature: \_\_\_\_\_

\*If this is for practice work with a child or adolescent, parent or guardian please have your child print her/his name and age and then please sign for your child.

Interviewer's (Student) Name: \_\_\_\_\_

Date of Interview: \_\_\_\_\_

Time of Starting Interview: \_\_\_\_\_

Time of Ending Interview: \_\_\_\_\_