

The Creative and Expressive Arts in Individual and Group Counseling

COUC-792

Summer A 2023 Section A01 05/15/2023 to 08/18/2023 Modified 05/10/2023

Course Description

This course will examine the use of creative arts in helping relationships. Particular attention will be given to imagery and visual art, music, literature, drama, play and humor, and movement. Each of these forms—individually and in combination—is helpful in working with and understanding people and ourselves. Students will be given an opportunity to reflect on how they might use the creative arts in their work with people and with themselves. Specific techniques will be demonstrated through experiential activities in the classroom.

Requisites

Prerequisite

COUC 969

Rationale

As a basis for their work, counselors and counselor educators must have an advanced understanding of counseling theories and their relevance for guiding the therapeutic process. In addition to understanding core theoretical principles, counselors and counselor educators need to appreciate contributions from various theoretical approaches to the actual practice of counseling. This understanding serves to heighten competence in formulating effectual treatment strategies and in aiding in the delivery of ethical and effective treatment.

Method of Instruction: This semester-long course is delivered in a digital synchronous learning format. The student will attend class times using a digital communication platform (WebEx or Teams). In addition to the synchronous class time, the student must complete assignments throughout the term.

Course Learning Outcomes

Upon completion of this course, the student will *demonstrate required knowledge, behavioral, and professional development objectives* pertaining to the creative arts in counseling with diverse populations. The student will be able to do the following:

- A. Demonstrate knowledge and skills related to integrating creative arts interventions into individual and group counseling.
- B. Demonstrate the knowledge and skills related to integrating culturally relevant creative arts-based counseling interventions.
- C. Illustrate and synthesize the insights and contributions from this course into an understanding of how to ethically and effectively integrate the creative arts into counselling and counselor education.
- D. Critically analyze and synthesize course content from a biblical worldview.

Student Learning Outcomes

CACREP Counselor Education and Supervision Standard	Performance Evidence

6.B.1 Counseling (The student will be able to critically analyze, evaluate, and synthesize a broad range of counseling theories, with an advanced understanding of psychopathology, to inform case conceptualization and deliver and evaluate evidence-based interventions across diverse populations and settings.)

B.1.d. Evidence-based counseling practices.	Creativity Journal Course Reading Summaries and Creative Resource File Creative Synthesis Project Quiz: Multicultural and Spiritual Integration Competencies Quiz: Creative Synthesis Project Progress Report Quiz: Journal Articles
B.1.f. Ethical and culturally relevant counseling in multiple settings.	Creativity Journal Course Reading Summaries and Creative Resource File Creative Synthesis Project Quiz: Multicultural and Spiritual Integration Competencies Quiz: Creative Synthesis Project Progress Report Quiz: Journal Articles
B.3.a. Roles and responsibilities related to educating counselors	Creativity Journal Course Reading Summaries and Creative Resource File Creative Synthesis Project Quiz: Multicultural and Spiritual Integration Competencies Quiz: Creative Synthesis Project Progress Report Quiz: Journal Articles

Course Resources

Required Resource Purchases

Degges-White, S., & Davis, N. L. (2018). *Integrating the expressive arts into counseling practice: Theory-based interventions (2nd)*. Springer. ISBN: 9780826177018.

Gladding, S. T. (2020). *The creative arts in counseling (6th ed.)*. American Counseling Association. ISBN: 9781556204067.

Each student is expected to purchase the following art supplies for this course: A portfolio or art book to use as his/her creativity journal and supplies such as pastels, markers, paint, or crayons that he/she will use to make creativity journal entries. The student also should have glue and scissors to use for his/her creativity journal and other activities we might do. Please bring these supplies to class.

Disclaimer: The above resources provide information consistent with that required by state licensing boards in the class subject area. Liberty University does not necessarily endorse specific religious, philosophical, or political positions found in these resources.

Additional Materials for Learning

A. Computer with basic audio/video output equipment

- B. Internet access (broadband recommended)
- C. Canvas [recommended browsers \(https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66\)](https://community.canvaslms.com/t5/Canvas-Basics-Guide/What-are-the-browser-and-computer-requirements-for-Canvas/ta-p/66)
- D. Microsoft Word

Course Assignments

Textbook readings and lecture notes

Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in the Course Overview.

Reading Summaries Assignment

Throughout the term, the student will experiment with and read about interventions selected from the course texts and various journal articles. The required readings are on the Course Template. For the journal article readings, the student will select articles from the Association of Creativity in Counseling's *Journal of Creativity and Mental Health* or other counseling journals, that may be used in counseling, teaching, or supervising emerging counselors. The reading assignment must be 10-12 pages and submitted in correct APA-7 format. (CLO: A, B, C, D)

Creativity Journal Assignment

Outside of class time, the student will maintain a creativity journal of at least one entry per week, starting the week the class opens for the first 12 weeks of class. Through the experience of keeping a large spiral bound art journal (art pad of the student's choice; 11 x 14 for mixed media) the student is expected to become more aware of his/her own unique creativity including imagery, symbols, color, and space, etc. Journal entries should include experimenting with creative and expressive arts activities learned in class and through the readings. One paragraph citing inspiration, creative reflection, personal awareness, and insight is expected for each entry is required. Entries may consist of any art media the student wishes to use. Experimenting with new things is strongly encouraged. All entries must be signed, dated, and titled. All journals will be strictly confidential, and the instructor will be the only person who sees the entries. The student will not be graded on the emotional tone or content of his/her journals but rather a genuine and willing approach and effort displayed on the assignment. Submission guidelines will be given during class. (CLO: A, B, C, D)

Creative Synthesis Project Assignment

This creative and expressive arts assignment is designed to enable students to teach and practice two meaningful creative and expressive arts in counseling, one that could be used during the assessment phase of counseling and one during the treatment phase.

For this assignment students develop a 15-minute video presentation through Zoom or another recording format that enables them to create a link to the presentation.

Complete instructions for this multi-faceted course synthesis assignment are found on the assignment documents. (CLO: A, B, C, D)

Professionalism and Participation Assignment

The student will participate in a variety of exercises, activities, and group projects designed to help them master the course objectives. The Participation and Professionalism Assignment grade will reflect participation and professionalism throughout the term. (CLO: A, B, C, D)

Quiz: Multicultural and Spiritual Integration Competencies

The student will complete a quiz to verify whether they have completed required course readings. The quiz is open-book/open-notes, has 1 true/false and 1 essay questions, and has a 30-minute time limit. (CLO: A, B, C, D)

Quiz: Creative Synthesis Project Progress Report

This quiz serves to verify progress on the student's Creative Synthesis Project. The quiz is open-book/open-notes, has 1 true/false question, and has a 30-minute time limit. (CLO: A, C)

Quiz: Reading Summaries

The student will complete reading in preparation for the **Reading Summaries Assignment** and complete a short quiz to confirm reading completion. The quiz is open-book/open-notes, has 1 true/false question, and has a 30-minute time limit. (CLO: A, B, D)

Quiz: Journal Articles

In this quiz, students will create an APA reference for each of the three articles read in Modules 4, 5, and 6 (a total of three articles) and write a paragraph applying each article to their counseling, counselor education, and/or personal self/soul care. This quiz will be open-book/open-notes, contain 3 short answer questions and have a 2 hour time limit. (CLO: A, B, C, D)

Quiz: Dispositions Reflection

This Dispositions Reflection quiz will ask the student to rate himself/herself on the nine dispositions required for this program by our accrediting bodies. This quiz will be open-book/open-notes, contain 10 multiple-choice and essay questions and have a 1 hour time limit.

✓ Course Grading

Course Requirements Checklist	10
Professional and Participation Assignment	140
Reading Summaries Assignment-	200
Creative Synthesis Project Assignment	245
Creativity Journal Assignment	245
Quiz: Multicultural and Spiritual Integration Competencies	50
Quiz: Reading Summaries	10
Quiz: Creative Synthesis Project Progress Report	5
Quiz: Journal Articles	95
Quiz: Dispositions Reflection	10
Total	1010

Policies

Late Assignment Policy

Course Assignments, including discussions, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive up to a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive up to a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.
4. Group projects, including group discussion threads and/or replies, and assignments will not be accepted after the due date outside of special circumstances (e.g. death in the family, significant personal health issues), which will be reviewed on a case-by-case basis by the instructor.

Disability Assistance

Students with a disability and those with medical conditions associated with pregnancy may contact Liberty University's Online Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu for accommodations. Such accommodations require appropriate documentation of your condition. For more information about ODAS and the accommodations process, including how to request an accommodation, please visit <https://www.liberty.edu/online/online-disability-accommodation-support/> (<https://www.liberty.edu/online/online-disability-accommodation-support/>). Requests for accommodations not related to disabilities or pregnancy must be directed to the Registrar's Office, which generally handles medical needs support.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](https://wiki.os.liberty.edu/display/IE/Liberty+University+Discrimination,+Harassment,+and+Sexual+Misconduct+Policy) (<https://wiki.os.liberty.edu/display/IE/Liberty+University+Discrimination,+Harassment,+and+Sexual+Misconduct+Policy>) or the [Student Disability Grievance Policy and Procedures](https://www.liberty.edu/disability-support/wp-content/uploads/sites/106/2022/01/Disability-Grievance-Procedures.pdf) (<https://www.liberty.edu/disability-support/wp-content/uploads/sites/106/2022/01/Disability-Grievance-Procedures.pdf>).

Course Attendance

In an effort to comply with U.S. Department of Education policies, attendance is measured by physical class attendance or any submission of a required assignment within the enrollment dates of the course (such as examinations, written papers or projects, any discussion posts, etc.) or initiating any communication with one's professor regarding an academic subject. More information regarding the [attendance policy](https://wiki.os.liberty.edu/display/IE/Online+Attendance+and+Non-Attendance) (<https://wiki.os.liberty.edu/display/IE/Online+Attendance+and+Non-Attendance>) can be found in the [Academic Course Catalogs](https://www.liberty.edu/academics/course-catalogs/) (<https://www.liberty.edu/academics/course-catalogs/>). Regular attendance in online courses is expected throughout the length of the term. Students who do not attend within the first week of a sub-term by submitting a required academic assignment (such as the Course Requirements Checklist, an examination, written paper or project, discussion post, or other academic activity) will be dropped from the course. Students who wish to re-engage in the course are encouraged to contact Academic Advising to discuss their enrollment options. Students who begin an online course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" ([Failure for Non-Attendance](https://wiki.os.liberty.edu/display/IE/Unofficial+Withdrawals) (<https://wiki.os.liberty.edu/display/IE/Unofficial+Withdrawals>)). Students wishing to withdraw from courses after the official start date should familiarize themselves with the [withdrawal policy](#).

Add/Drop Policy

The full policy statement and procedures are published in the [Policy Directory](https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes) (<https://wiki.os.liberty.edu/display/IE/Dropping+and+Adding+Online+Classes>).

Honor Code

Liberty University comprises a network of students, Alumni, faculty, staff and supporters that together form a Christian community based upon the truth of the Bible. This truth defines our foundational principles, from our Doctrinal Statement to the Code of Honor. These principles irrevocably align Liberty University's operational procedures with the long tradition of university culture, which remains distinctively Christian, designed to preserve and advance truth. Our desire is to create a safe, comfortable environment within our community of learning, and we extend our academic and spiritual resources to all of our students with the goal of fostering academic maturity, spiritual growth and character development.

Communities are predicated on shared values and goals. The Code of Honor, an expression of the values from which our Doctrinal Statement was born, defines the fundamental principles by which our community exists. At the core of this code lie two essential concepts: a belief in the significance of all individuals, and a reliance on the existence of objective truth.

While we acknowledge that some may disagree with various elements of the Code of Honor, we maintain the expectation that our students will commit to respect and uphold the Code while enrolled at Liberty University.

Adherence to the principles and concepts established within facilitates the success of our students and strengthens the Liberty community.

The Code of Honor can be viewed in its entirety at <https://www.liberty.edu/students/honor-code/> (<https://www.liberty.edu/students/honor-code/>).

Grading Scale

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
940-1010	920-939	900-919	860-899	840-859	820-839	780-819	760-779	740-759	700-739	680-699	679 and below

For courses with a Pass/NP final grade, please refer to the Course Grading section of this syllabus for the assignment requirements and/or point value required to earn a Passing final grade.

Additional Items

To pass this class, students must attend each of the seven synchronous meetings on time and in their entirety, with their computer camera on. They must be in a private location (their office or a private room in their home). Students must remain present and not engage in unrelated tasks during the one and half hour class period.

Schedule

When	Topic	Notes
Course Overview	Student Acknowledgements	Course Requirements Checklist
Module 1	Learn	Read: 2 items Watch: 1 item
	Apply	Quiz: Reading Summaries
Module 2	Learn	Read: 2 items Watch: 1 item
	Apply	Reading Summaries Assignment
Module 3	Learn	Read: 3 items Watch: 1 item
	Apply	Quiz: Multicultural and Spiritual Integration Competencies
Module 4	Learn	Read: 1 item Watch: 1 item
	Apply	Creativity Journal Assignment

When	Topic	Notes
Module 5	Learn	Read: 1 item
		Watch: 1 item
	Apply	Quiz: Creative Synthesis Project Progress Report
Module 6	Learn	Read: 1 item
		Watch: 1 item
	Apply	Quiz: Journal Articles
Module 7	Learn	Read: 1 item
		Watch: 1 item
	Apply	Creative Synthesis Project Assignment
Module 8	Learn	Read: 1 item
		Watch: 2 items
	Apply	Professionalism and Participation Assignment
Module 9	Apply	Read: 2 items
		Watch: 2 items
	Apply	Quiz: Dispositions Reflection