

**Counseling 364/764
Creative Arts in Counseling
Wake Forest University**

Term/Time/Place

Spring 2009
Monday, 2:00 – 3:45 p.m., DeTamble Auditorium

Instructor

Dr. Samuel T. Gladding

Course Description:

This course will examine the history, rationale, theories, and techniques of using the creative arts in counseling. Particular attention will be given to the visual and verbal arts, such as drawing, imagery, photography, cartooning, cinema, movement, dance, literature, stories, writing, drama, and music. Each of these forms—individually and in combination—is helpful in sensitizing counselors and clients to the world around them and the world within themselves. Students will be given an opportunity to reflect how they might use the creative arts in their work with others both therapeutically and preventively. Specific research based techniques will be demonstrated on how to use the creative arts in promoting or restoring health and wellness in a variety of ways such as role plays, video enactments, and case examples.

Course Objectives:

1. Give students a sense of history for how the creative arts have been used in counseling and counseling related activities, such as promoting wellness.
2. Give students a rationale for using the creative arts in counseling.
3. Demonstrate to students how the visual arts can be used in counseling throughout the life span.
4. Demonstrate to students how music can be used in counseling and the promotion of mental health throughout the life span.
5. Demonstrate to students how literature and writing can be used in counseling and mental health endeavors throughout the life span.
6. Demonstrate to students how movement and dance can be used in counseling and wellness throughout the life span.
7. Demonstrate to students how drama, play, and humor can be used in counseling and to enrich their lives throughout the life span.
8. Demonstrate to students how the creative arts can be combined in counseling activities and the promotion of wellness.

Course Policies:

There is no prerequisite for this course. However, students will be expected to attend 90% of all classes and actively participate in class both as a presenter and a discussant. The learning in this course will take place in a seminar style. Classes will contain a variety of learning methods: lectures, mini-lectures, demonstrations, role plays, discussions, group work, and videos. Class members will be expected to grapple with questions related to readings in the required texts as well as any assigned outside readings and to engage in experiential activities. Student papers and tests in the course will be expected to be turned in or taken on time.

Required Texts:

Carson, D. K., & Becker, K. W. (2003). *Creativity in psychotherapy*. Binghamton, NY: Haworth.

Gladding, S.T. (2005) *Counseling as an Art: The Creative Arts in Counseling* (3rd ed.). Alexandria, Virginia: American Counseling Association.

Jacobs, E. (1992). *Creative counseling techniques: An illustrated guide*. Lutz, FL: Psychological Assessment Resources.

Rubin, L. C. (Ed.). (2008). *Popular culture in counseling, psychotherapy, and play-based intervention*. New York: Springer.

Assignments:

For **both graduate and undergraduate students there** are two class presentations/papers. The first is a **mini-presentation** (approximately five minutes) and **brief 500 word paper** with at least one outside reference in addition to assigned readings. Citations from class texts are expected in this paper. (The presentation and paper will be graded separately and are worth **20% of your final grade** – 10% each).

There is also a **major presentation and paper** on a creative art of your choice (or a combination of creative arts). Presentations will take place in April and are to be 10 to 12 minutes in length. Presentations should show how the creative art or arts that you choice could be used in promoting mental health or treating someone who is in emotional distress. They should be research based. The paper that accompanies the presentation is to be five pages for undergraduates with at least three outside references (as well as citations from class texts). The paper for graduate students should be 10 pages with at least five outside references (in addition to citations from course books). The combined weight of the major presentation and paper will be **30% of your final grade**. The presentation and paper will be graded separately -- 15% each in regard to your final grade).

Both **graduate and undergraduate papers should be written in APA style**.

In addition to the presentations and papers, there will be **two (2) multiple choice/short answer tests on assigned readings** (worth a total of **50% of your final grade** – 25% each). Tests questions will come directly from assigned readings.

The dates when each assignment is due is in the course outline below.

Evaluation and Grading:

Multiple choice/short answer tests (50%)

Class Presentations/Papers (50%)

Course Outline:

<u>Date (Monday)</u>	<u>Topic</u>	<u>Readings</u>
January 26	What is Creativity and What are the Creative Arts Overview of the Creative Arts in Counseling Historical Perspective <u>Questions:</u> What exactly is creativity? How does it differ from intelligence or talent? How have the	Gladding, Ch 1

creative arts been used historically to promote health and wellness.

- February 2 Rationale for Using the Creative Arts in Counseling Jacobs, Ch 1
 Advantages of Employing the Creative Arts in Counseling Carson/Becker,
 Limitations of Using the Creative Arts in Counseling Chs 1-3, 8-9
 The SCAMPER Model and the Creative Arts in Counseling
Questions: Why are the creative arts powerful? Why would you use them? When would you use them? How can SCAMPER be helpful as a mnemonic device?
- February 9 Use of Music in Counseling Gladding, Ch. 2
 Classical Music, Contemporary Music, Rubin, Chs 4-5
 Nature's Music, Making Music, Lyric and
 Line Savers, Theme Music in Specific Settings
Questions: What are the advantages in using music in helping and healing? What are the drawbacks? What are some examples of music that evoke emotions? What are the advantages and limitations of using lyrical as opposed to non-lyrical music in counseling?
- February 16 The Visual Arts and Imagery in Counseling Gladding, Chs 4 & 5
 Draw It All Better, Lines of Feeling, Windows, Carson/Becker, Chs 4-7
 Road Maps, Active & Passive Photography,
 Mailbox/Doors Exercise
Questions: Is a picture really worth a thousand words? What do the visual arts tell us that words do not? Why are the visual arts intimidating for some individuals? What are the advantages and limitations of imagery?
- February 16 Class Discussion and Wrap-Up of Information on all previous material.
- February 23 Brief Class Presentations (first paper due)
- March 2 Test 1 (all previous readings and class notes)
- March 9 Spring Break
- March 16 Literature and Film in Counseling Gladding, Ch 6
 Five-Minute Writing Sprint, Bibliotherapy Rubin, Chs 1-3; 6-8, 16
 Therapeutic Fairy Tale, Prescriptive Poetry Jacobs, Ch 5-6
 Poem of Self, Poems for Use in Groups as Catalyst
 Metaphors, Stories, Movies
Questions: When and with whom would you use literature? Why write? Why read? Is some literature healthier for use in counseling? Why?

March 23	Drama and Television in Counseling Masks, Enactment of Poems/Stories, Mirroring, Props in Sessions, Sculpting Questions: What is the difference between comedy and tragedy? Which is more potent for helping? Why? What is the place of mime and sculpting in helping? What are the pitfalls of using props?	Gladding, Ch. 7 Jacobs, Chs 2-3 Rubin, Chs 12-14
March 30	Movement and Dance in Counseling Human Rhythms, Exaggerations Areas, Train Station and Locomotion Questions: Can the body change the mind just through movement? Why is movement therapy more popular than dance therapy? How can movement be adapted to individuals who are physically disabled?	Gladding, Ch. 3 Jacobs, Ch 4
April 6	“Play, Games, and Humor in Counseling” Spontaneous Play/Humor, Planned Play/Humor Questions: What are the advantages and limitations of using play in counseling? Can play be used effectively with adults? What is the research on using video games as a form of play? Why is humor a double edged sword? How has it been used effectively?	Rubin, Ch 9-11 Gladding, Ch 8
April 13	Class Discussion and Wrap-Up of Information on all previous material	Gladding, Ch 9 Rubin, Ch 18
April 20	Class Presentations	
April 27	Class Presentations (Second paper due)	
May 4	Test 2 (all readings since Test 1 and class notes)	

Office Hours

All days of the week (but since I am in and out of the office for various reasons, please let me know you are coming if possible). Office: A114 Tribble Hall; Office telephone: 758-4882, Home telephone: 659-9815. E-mail: stg@wfu.edu.