



Course Information

Course Title, Number, Section Number, Term and Year: Expressive & Experiential Techniques in Counseling

Number of Credits: 3

Course Location, Dates, and Times: Murphy Center, room ###

Instructor Information

Name of Instructor:

Instructor Contact Information:

Instructor Preferred Method/ Times for Student Contact: Please allow up to 48 hrs. for a response to emails; if I have not returned your email by then, please feel free to reach back out. Office hours are available by appointment.

Course Description

This course explores the use of expressive and experiential techniques in counseling. Creative modalities include play, art, sand, movement, sound, clay, imagery, and other means of individual and group expression. Expressive techniques are appropriate for use with diverse and marginalized populations, as well as across the lifespan. The course will utilize counseling theories and neuroscience literature to focus on the power of using the body in tandem with the brain to integrate one's learning and insight. Potential application of a variety of experiential techniques will be discussed, including the introduction, facilitation, and processing of expressive interventions.

Required Course Materials

Gladding, S. T. (2021). *The creative arts in counseling* (6th ed.). American Counseling Association. ISBN: 978-1556204067

Degges-White, S., & Davis, N. L. (2017). *Integrating the expressive arts into counseling practice: Theory-based interventions* (2nd ed.). Springer Publishing. ISBN: 978-0826177018

Course Student Learning Outcomes

As a result of successfully completing this course, the student will demonstrate ethical and multicultural competence related to utilizing expressive counseling techniques. Students will also explore important concepts such as the history of creative interventions in the field of counseling and the neuroscience behind the power of experiential activities. The Student Learning Outcomes for this course are aligned with CACREP (2016) standards as explicated through specific assignments noted below:

Student Learning Outcomes	2016 CACREP Standards	Assignments & Activities
Students will learn the history of expressive arts in the field of counseling.	History and philosophy of the counseling profession and its specialty areas (2.F.1.a.)	-Course readings -Class discussion -In-class activities
Students will participate in a wide range of experiential activities utilizing numerous art mediums to better comprehend the power of such interventions at the physical, emotional, and neural levels.	Biological, neurological, and physiological factors that affect human development, functioning, and behavior (2.F.3.e.)	-Course readings -Class discussion -In-class activities -Neuroscience article reflection -Technique facilitation/ processing
Students will understand how and why expressive interventions can be utilized across the lifespan and across cultures in ways that supplement traditional counseling modalities.	A general framework for understanding differing abilities and strategies for differentiated interventions (2.F.3.h.)	-Course readings -Class discussion -In-class activities -Developmental stage activity -Cultural presentation
Students will practice skills related to intentionally introducing, ethically facilitating, and meaningfully processing experiential activities.	Processes for aiding students in developing a personal model of counseling (2.F.5.n.)	-Course readings -Class discussion -In-class activities -Theory article reflection -Group diagnostic case study

Methods of Instruction

Course instruction will take place in-person and entail lecture, class discussion, videos, supplemental readings, and experiential activities. Course participation will be considered equally as important as consistent class attendance.

Assignments and Requirements

Assignments	Points
Attendance & Participation	20
Expressive Arts & Neuroscience - Article Reflection	10
Developmental Stage Activity	15
Cultural Presentation & Activity	15
Expressive Arts via a Counseling Theory - Article Reflection	10
Group Diagnostic Case Study	15
Technique Facilitation & Processing Summary of Technique Facilitation & Processing	15

Evaluation Method

Grading Scale:	A	95-100%	C	75-79%
	A/B	90-94%	C/D	70-74%
	B/	85-89%	D	65-69%
	B/C	80-84%	F	68% >

Instructor Late Work Policy

You may always request an extension; however, please do not take advantage of my kindness. If you are genuinely struggling, shoot me an email or set up a meeting with me so we can collaboratively come up with a game plan for you to complete your work. I would much rather you receive some grade for your efforts as opposed to a zero. If I am not contacted about late work (or if late work did not receive prior approval), students may still submit assignments but will lose 5% of points possible for each day the assignment is late.

Attendance Policy

Experiential class and dyad/triadic processing activities that provide opportunities to interact with and learn from peers are significant factors in students' educational growth and development. Therefore, students are expected to attend class regularly and participate in class discussions, class activities, and presentations at the graduate level (e.g., to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners).

Each student is expected to be on time and attend for all classes. Failure to attend less than 90% of the course will result in no credit, unless appropriate makeup work is completed via the formal Incomplete process. If there is a need to miss a class based on an emergency, the student should contact the instructor **before** the missed class when possible. Furthermore, missing more than one class (unexcused) for any reason may result in a No Credit evaluation.

Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

Credit Hour Course Expectations

Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

Course Support Services

Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students by signing up in the Center. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

Disability Statement

The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center at 796-3190.

Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo's goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link:

<http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>

Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

Counseling Services

It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911).