Spring Semester 2011  
Counseling 364/764  
Creative Arts in Counseling  
Wake Forest University

Instructor: Dr. Samuel T. Gladding  
Office: Tribble Hall, DeTamble Auditorium  
Phone: 758-4882  
Email: stg@wfu.edu

Time and location:

Wednesdays – 2:30 p.m – 5:00 p.m., A105 Tribble Hall

Course Content:  
This course will examine creativity and 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:

Knowledge  
- Give students a sense the nature of creativity and of the history of how the creative arts have been used in counseling and counseling related activities, such as promoting wellness.  
- Give students a rationale for using the creative arts in counseling.

Skills and Practices  
- Demonstrate to students how the visual arts can be used in counseling throughout the life span.  
- Demonstrate to students how music can be used in counseling and the promotion of mental health throughout the life span.  
- Demonstrate to students how literature and writing can be used in counseling and mental health endeavors throughout the life span.  
- Demonstrate to students how movement and dance can be used in counseling and wellness throughout the life span.  
- Demonstrate to students how drama, play, and humor can be used in counseling and to enrich their lives throughout the life span.  
- 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. Class members will be expected to grapple with questions related to readings in the required texts as well as assigned outside readings and to engage in experiential activities individually and in a group. Student papers and tests in the course will be expected to be turned in or taken on time.

Method of Instruction
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.

Required Texts:

Varied Required Readings (creativity & counseling) – Reading can be found on line using either Google Scholar or the database from the Z. Smith Reynolds Library

Assignments:
For both graduate and undergraduate students there are two class presentations/papers. The first is a five minute mini-presentation on a creative project that improves you in some way. The project should center around how you can personally be more creative in your life with results that show you have put your idea(s) into practice. If you want to become a poet, you may actually write a poem each day. If you want to be a dancer, you may actually work up a routine.
In other words, you must choose an active way to be more creative, document what you do between now and March 2nd, and present the more creative you to the class. A **brief 500 word paper** with at least three outside references related to your creative project on yourself should be handed in after your presentation to the class. The presentation and paper will be graded separately and are worth **30% of your final grade** – 15% each. **Assignment due March 2nd.**

There is also a **major video presentation and paper** on creativity or a creative art of your choice (or a combination of creative arts). This will be a group project with presentations being approximately 30 minutes in length. Presentations should show how creativity and the creative art or arts that you choose could be used in promoting mental health or treating someone who is in emotional distress. Role plays of actual research based findings are acceptable. A minimum of 10 references should be used in the final paper. The paper that accompanies the presentation is to be 10 pages for undergraduates and 15 pages for graduate students. You should film your presentation so that you show the class the how as well as the what of your project. 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). Due dates: **April 20th and 27th** with groups assigned to a presentation date by a lottery drawing.

Both **graduate and undergraduate papers should be written in APA style (6th edition of APA).**

In addition to the presentations and papers, there will be **two (2) multiple choice/fill in the blank/short answer tests on assigned readings** (worth a total of **40% of your final grade** – 20% each). Tests questions will come directly from assigned readings with articles marked “graduate students” specifically for class members in this category. Readings not marked should be read by everyone.

**Test 1 – February 23rd.**
**Test 2 – April 27**

**Evaluation and Grading:**
Multiple choice/short answer tests (40%)  
Class Presentations/Papers (60%)

**Grading scale for paper and exam:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>93 - 100</td>
<td>A</td>
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<tr>
<td>90 - 92</td>
<td>A-</td>
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<tr>
<td>87 - 89</td>
<td>B+</td>
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<tr>
<td>83 - 86</td>
<td>B</td>
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<tr>
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<td>C+</td>
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<tr>
<td>73 - 76</td>
<td>C</td>
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<tr>
<td>70 - 72</td>
<td>C-</td>
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<tr>
<td>69 or less</td>
<td>F</td>
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## Course Outline:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assigned Book Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 12</td>
<td>What is Creativity</td>
<td>Tharp, Ch 1-7</td>
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<tr>
<td><strong>Questions:</strong> What exactly is creativity? How does it differ from intelligence or talent? What is counseling and how does it differ from guidance, therapy, and psychoanalysis?</td>
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<tr>
<td>January 19</td>
<td>What part does perspiration and hard work play in creation?</td>
<td>Tharp, Ch 8-12</td>
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<td><strong>Questions:</strong> Does hard work always pay off in a creative product? How does maturity help or hinder creativity outcomes? How does inspiration play into creativity?</td>
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<tr>
<td>January 26</td>
<td>What are DeBono’s hats? How are they helpful?</td>
<td>DeBono, entire book</td>
</tr>
<tr>
<td>February 2</td>
<td>How does creativity fit into counseling? What are the Creative Arts?</td>
<td></td>
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</tbody>
</table>
Frey, D. H (1975). The anatomy of an idea: Creativity in counseling. *Personnel & Guidance Journal*, 54(1), 22-27. **Questions:** How have the creative arts been used historically to promote health and wellness. 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? |


**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, Road Maps, Active & Passive Photography, Mailbox/Doors Exercise

**Articles**


**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 23**

Test 1 (all previous readings and class notes)

**March 2**

Class Presentations on Personal Creativity

**March 9**

Spring Break

**March 16**

**Literature in Counseling**

Gladding, Ch 6

Five-Minute Writing Sprint, Bibliotherapy

Therapeutic Fairy Tale, Prescriptive Poetry

Poem of Self, Poems for Use in Groups as Catalyst

**Articles:**


**Questions:**


**March 23**

American Counseling Association Convention (no class)

**March 30**

Drama, Films, and Television in Counseling

Gladding, Ch. 7
Masks, Enactment of Poems/Stories, Mirroring, Props in Sessions, Sculpting Metaphors, Stories,

**Articles**


**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?

**April 6**  
**Movement and Dance in Counseling**  
Gladding, Ch. 3  
**Human Rhythms, Exaggerations Areas, Train Station and Locomotion**

**Articles**


**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?

**April 13**  
**Play, Games, and Humor in Counseling**  
Gladding, Ch 8  
**Spontaneous Play/Humor, Planned Play/Humor**

**Articles:**


**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?

**April 20**  
**Class Group Video Presentations**  
Gladding, Ch 9

**April 27**  
**Test 2 (all readings since Test 1 and class notes)**

**Office Hours**

All days of the week 9 a.m. to 4 p.m. (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. E-mail: stg@wfu.edu.