

## Developing Creative Interventions in Counseling and Psychotherapy through Relational Intuition (1 credit); Summer 2017

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Office hours: Tuesday  
and Wednesday afternoons  
and by appointment  
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***Please email me to make appointments for office hours and make sure the appointment is confirmed by me through Google calendar. If I have no appointments scheduled during office hours, I may schedule meetings or other appointments during those times. Thank you!***

**Course Description:** This experiential course will assist students in using intuition to design and deliver creative interventions in counseling as well as to understand how those interventions fit into a deeper, theoretically consistent approach to counseling. We will be spending course time developing and implementing creative interventions in counseling with the option of writing them up for the ACA Creative Interventions Clearinghouse.

**Catalogue Description:** Use of intuition to design and deliver creative interventions in counseling. Understand how creative interventions fit into deeper, theoretically consistent approaches to counseling. Development and implementation of creative interventions in; option to write them up for the ACA Creative Interventions Clearinghouse.

### **Goals:**

- To understand the current conflicts related to expressive therapies versus creative interventions
- To understand how to use creative interventions ethically and with theoretical consistency
- To develop familiarity with a number of different types of creative interventions
- To practice applying intuition to develop creative interventions in the counseling relationship
- To develop awareness into how the intuition used in a creative intervention leads to an understanding of theoretical orientation
- To develop an initial understanding of sandtray and to use sandtray as an example of how to integrate creative interventions into theoretically consistent counseling work

Course Readings: **Readings will be posted to Moodle.**

*Non-discrimination policy: Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.*

*Special Assistance: If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (x7156). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.*

**Methods of Evaluation:**

- Real-plays: Weekly experiential real-play as client, counselor or observer: 20%
- Reading Reflections: Five one page (at least) reflections each week that reference each of the readings assigned for that week. Reflections should also apply the readings to something in your life (could be something in class but also could be another part of your life): 10% each
- Intervention Presentation: One 10 minute presentation of one of the creative interventions performed in class: 20%
- Handout and bibliography: Distribute a handout and a bibliography prior to your presentation that describes and supports your intuitively-created creative intervention: 10%
- Satisfactory performance on the Professional Qualities Evaluation Form (C/NC)

**Grading:** This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook ([http://www.lclark.edu/graduate/student\\_life/handbook/registration\\_policies/index.php#system](http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system)). Assignments will be given letter grades that are weighted by grade point and then back into a total grade (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0). **Total grade points that fall in-between grades will be assigned to the closest available final grade, e.g., 3.49 would be a B+**  
**ASSIGNMENTS TURNED IN LATE WILL HAVE ONE GRADE for EACH late DAY SUBTRACTED FROM THE GRADE OF THE ASSIGNMENT.**

**Attendance:** Attendance and active participation is critical to learning, especially since we have only six experiential sessions. Please arrange not to miss any class sessions.

**CPSY Departmental Attendance Policy:** Class attendance is expected and required. ***It is important to note that although you will be expected to make up missed course content, any missed class time will lower your ability to earn full professional participation points and potentially jeopardize your ability to complete the requirements for this course.*** Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met.

PLEASE BE ON TIME FOR CLASS! Your comments and contributions are valuable to your colleagues. If you arrive to class more than 30 minutes late or leave more than 30 minutes early, you will be considered to be absent from class for that day.

**A Note on Confidentiality:** Much of our class discussion and most of the written work you do for this class will contain information about your peers, especially those with whom you participate in real-plays. All such private information falls within our shared responsibility for maintaining its confidentiality and protecting the privacy of our classmates.

**Class Structure:**

Most class periods will begin with a brief discussion of the reading and the activity for the day. The rest of the time will be spent practicing intuitive delivery of creative interventions in session. On the last day of class, each student will give a 10 minute presentation about one of the activities they designed during the course.

## **Tentative course calendar**

### **May 10**

Activity: Lecture/discussion about Creative Interventions vs Expressive Therapies and ethical/theoretical basis of relational intuition and creative interventions

Homework: Each learning community bring 3 sandtrays/boxes/bins, two 25 pd bags of sand, and at least 25 "figures" each to work with next week

#### **Readings for today**

See Moodle page

### **May 17**

Activity: Talk within community about boundaries/parameters to the work

Activity: Introduction to using sandtray across theoretical orientations

Activity: Sandtray real-plays

#### **Readings for today**

See Moodle page

### **May 24**

Activity: More sandtray; different boxes, different miniatures, different what...what were you thinking you'd like to do differently?

#### **Readings for today:**

See Moodle page

### **May 31**

Creative interventions: collage, clay, paint, music, etc.

#### **Readings for today:**

See Moodle page

### **June 7**

Creative interventions: collage, clay, paint, music, etc.

#### **Readings for today:**

See Moodle page

### **June 14**

Class Presentations