

**Developing Creative Interventions in Counseling and Psychotherapy through
Relational Intuition (1 credit); Fri/Sat May 11/12, 18/19 and Friday May 25
Summer 2018**

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Office hours: Tuesday
afternoons, after class
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 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:

- Peer consultations: Weekly experiential real-play as client, counselor or observer: 20%
- Journal Reflections: Four one page (at least) reflections each week that reference your experience with the readings and/or the class activity: 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). 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 calendar (please see Moodle for exact readings/activities/assignments)

May 11

Activity: Lecture/discussion about creative interventions vs Expressive Therapies; ethical and theoretical rationale for creative interventions

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

Activity: Divide into learning communities of 3

Rosen, C. M., & Atkins, S. S. (2014). Am I Doing Expressive Arts Therapy or Creativity in Counseling?. *Journal Of Creativity In Mental Health*, 9(2), 292-303. doi:10.1080/15401383.2014.906874

<https://login.watzeckpx.lclark.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=96652056&site=ehost-live&scope=site>

Marks-Tarlow, T. (2014) Clinical Intuition at Play. *American Journal of Play*, v6 n3 p392-407 Spr 2014

<http://eric.ed.gov/?id=EJ1032085>

Epstein, S. (2010). Demystifying Intuition: What It Is, What It Does, and How It Does It. *Psychological Inquiry*, 21(4), 295-312. doi:10.1080/1047840X.2010.523875

</login.aspx?direct=true&db=aph&AN=55598335&site=ehost-live&scope=site>

Witteman, C. L., Spaanjaars, N. L., & Aarts, A. A. (2012). Clinical intuition in mental health care: A discussion and focus groups. *Counselling Psychology Quarterly*, 25(1), 19-29. doi:10.1080/09515070.2012.655419

<https://login.watzeckpx.lclark.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=73521069&site=ehost-live&scope=site>

Jeffrey, A., & Stone Fish, L. (2011). Clinical Intuition: A Qualitative Study of Its Use and Experience Among Marriage and Family Therapists. *Contemporary Family Therapy: An International Journal*, 33(4), 348-363. doi:10.1007/s10591-011-9161-7

<https://login.watzeckpx.lclark.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=67164269&site=ehost-live&scope=site>

May 12

Collage/Visual Arts interventions and intuition

These next three links are readings about how to get started with therapeutic/intuitive collage (the first is literally a WikiHow!). I post them just so that you can get ideas from them; by all means, do not try to memorize how to

do them! The point of the activity in class is to use YOUR intuition in leading the collage work.

<https://www.wikihow.com/Make-a-Therapeutic-Collage>

<http://creativityintherapy.com/2012/07/collage-art-therapy-part-1/>

<http://creativityintherapy.com/2012/07/art-therapy-collage-part-2/>

Whisenhunt, J. L., & Kress, V. E. (2013). The Use of Visual Arts Activities in Counseling Clients Who Engage in Nonsuicidal Self-Injury. *Journal Of Creativity In Mental Health, 8*(2), 120-135. doi:10.1080/15401383.2013.792669

<https://login-watzekpx-lclark-edu.library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=88212388&site=ehost-live&scope=site>

Amundson, N. E. (1988). The Use of Metaphor and Drawings in Case Conceptualization. *Journal Of Counseling & Development, 66*(8), 391.

<https://login-watzekpx-lclark-edu.library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=4960030&site=ehost-live&scope=site>

Homework for next week: Each triad bring a sandtrays/boxes/bins, two 25 pd bags of sand (Oregon dune sand from A-boy is a good choice), and at least 25 "figures" each to work with next week

May 18

Relational/intuitive sandtray

Garrett, M. (2015). A Sandtray a Day Keeps the Doctor at Play: Using Sandtray for Personal and Professional Development. *Journal Of Creativity In Mental Health, 10*(4), 522-532. doi:10.1080/15401383.2015.1009605

<https://login-watzekpx-lclark-edu.library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=111592530&site=ehost-live&scope=site>

Garza-Chaves, Y., Timm, N., & Oeffinger, J. (2018). Sandtray, Superheroes, and the Healing Journey. *Journal Of Counselor Practice*, 9(1), 24-38.
https://www.journalofcounselorpractice.com/uploads/6/8/9/4/68949193/garza_chaves_et_al_vol9_iss1.pdf

Claudia Kosanke, G., Puls, B., Feather, J., & Smith, J. (2016). Minimizing Intense Relational Dynamics to Enhance Safety: A Thematic Analysis of Literature on Sandtray Work with Adult Trauma Survivors. *British Journal Of Psychotherapy*, 32(4), 502-516. doi:10.1111/bjp.12242

<https://login-watzekpx-lclark-edu.library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=118941377&site=ehost-live&scope=site>

Kern, E., & Perryman, K. (2016). Leaving it in the Sand: Creatively Processing Military Combat Trauma as a Means for Reducing Risk of Interpersonal Violence. *Journal Of Creativity In Mental Health*, 11(3-4), 446-457.
doi:10.1080/15401383.2016.1172995

<https://login-watzekpx-lclark-edu.library.lcproxy.org/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=120129598&site=ehost-live&scope=site>

May 19

Individual creative intervention

Activity: You will have the opportunity to perform this activity this week! Please bring necessary materials and/or let me know what you need so that I can help (e.g., bring the sandtray stuff).

May 25

Presentations and termination activity

Activity: Students who have not yet lead an intuition-based creative intervention will have the opportunity to do so today.