

UNIT OUTLINE FOR HSC213.9 CREATIVE THERAPY APPROACHES IN COUNSELLING

Name of Unit 1 (Unit Code 1)

Creative Therapy Approaches in Counselling (HSC213.9)

SECTION 1 – GENERAL INFORMATION

Administrative details

Associated higher education awards <i>(for example, Bachelor, Diploma)</i>	Duration <i>(for example, one semester, full year)</i>	Level <i>(for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)</i>	Unit Coordinator <i>(incl. academic title)</i>
Master of Counselling Practice	One semester	Advanced	Deanne Gray

Core or elective unit

Indicate if the unit is a

- core unit
 elective unit
 other (please specify below):

Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points <i>Example: 10 credit points</i>	Total course credit points <i>Example: 320 credit points</i>
12	96

Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week*	No. personal study hours per week**	Total workload hours per week***
3	15	18

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

Pre-requisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

- Yes No

If YES, provide details of the prerequisite or co-requisite requirements below.

HSC200.8 Counselling Skills (prerequisite)
 HSC201.8 Introduction to Counselling Theory (prerequisite)
 EDU211.8 Ethical Understandings (prerequisite)

SECTION 2 – ACADEMIC DETAILS

Unit Descriptor

Provide below a brief unit description, which includes a summary of the key content of the unit.

This unit introduces students to a variety of creative therapeutic approaches in counselling. While examining the recent theory on the evidential bases of these approaches, students will be encouraged to experience them personally through guided explorations conducted in class. Such explorations will both expose the students to the dynamics of these approaches and train them how to appropriately guide creative therapy processes. In particular, this unit will focus on creative therapy that uses visual art-making, drama, music, and dance/movement to address client need in a client-centred format.

Learning Outcomes for Unit

Learning outcomes for unit:

- 1.
2. Construct a personal and professional awareness of different modalities of creative therapy and how these modalities address client need
3. Justify a wide range of creative therapeutic approaches as effective intervention tools through assessment of the theoretical evidence bases of these approaches
4. Design therapeutic settings that promote holistic wellbeing and growth through visual art-making, drama, music, and dance/movement
5. Employ a client-centred format to guide clients in processing emotions through creative means
- 6.

Assessment tasks			
Type * (see examples noted below this table)	Learning Outcome/s assessed	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)
<p>Theory Essay</p> <p>Theoretical Understanding: Based on four selected readings from the reference list, students are required to demonstrate a broad understanding of the different modalities available for creative intervention approaches. This paper must reflect the empirically validated evidence and justify creativity as a therapeutic intervention tool. Length: 2000 words</p>	1, 3	Week 5	25%
<p>Reflection Papers</p> <p>Based on guided explorations conducted in lectures, students are required to provide a written exploration and analysis of their personal experience of each modality. These papers will demonstrate critical thinking of theory and application of this theory to observed practice. Length: 1000 words each paper, 4000 words total. 4 papers (choice of the following: up to 4 x visual art or inclusive 2 x visual art and 2 x of the following: dramatherapy, dance/movement or music)</p>	1, 2, 3, 5	Weeks 6, 8, 10, 12	50%
<p>Client Exploration: Practical Triage Work/Group Work</p> <p>Students are required to apply art processes to practice in triage roles (client, observer and therapist roles). Papers will demonstrate critical thinking regarding each of these roles adopted. This assessment piece includes a submission of the visual art/recording or other creative means with a critical analysis of the piece provided. This paper will explore psychoanalytical theory as a foundation. Length: 2000 words</p>	1, 4, 5, 6	Week 14	25%

2.1 Prescribed and recommended readings

Provide below, in formal reference format, a list of the prescribed and recommended readings for the unit.

Required Textbook

Needs, G. (2012). *Art therapy: Foundation and form*. ArtSpeak Publishing.

Recommended Reference List

Bannister, A. (2003). *Creative therapies with traumatized children*. Jessica Kingsley Publishers.

Brooke, S. (2009). *The use of creative therapies with chemical dependency issues*. Charles C Thomas Publishers.

Brooke, S. (2007). *The use of the creative therapies with sexual abuse survivors*. Charles C Thomas Publishers.

Cohen, B., Barnes, M., & Rankin, A. (1995). *Managing traumatic stress through art*. Sidron Press.

Hogan, S. (2001). *Healing arts: The history of art therapy*. Jessica Kingsley Publishers.

Keyes, C. L. M., & Haidt, J. (Eds). (2003). *Flourishing: Positive psychology and the life well lived*. American Psychological Association.

Liebmann, M. (2005). *Art therapy for groups: A handbook of themes and exercises*. Routledge Press.

Meekums, B. (2002). *Dance movement therapy*. Sage Publications.

Schroder, D. (2005). *Little windows into art therapy*. Jessica Kingsley Publishers.

Sweeney, D. (1997). *Counselling children through the world of play*. Tyndale House Publishers.