

# COU700 Expressive Therapies: Counselling with the Creative Arts

School: School of Law and Society

2024 Semester 2

UniSC Sunshine Coast

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

*Please go to [usc.edu.au](http://usc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course explores the theoretical basis and practical activities for the use of expressive therapies in counselling. This integrative approach draws from creative arts therapies, including use of art, music, movement, therapeutic writing and symbols. Counselling with expressive and creative arts therapies is an area of specialised competencies that requires an advanced person-centred perspective. This course utilises interactive experiential workshop learning to enable a personal appreciation of the relationship and interactive issues present in counselling when using expressive interventions.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Tutorial/Workshop 1</b> – Weekly Workshop	3hrs	Week 1	13 times

### 1.3. Course Topics

Introduction to Expressive Arts Integrated Counselling;  
 Expressive Therapies Continuum  
 Qualities of Media  
 The Neuroscience of Expressive Therapies  
 Therapeutic Facilitation of Arts Integrated Counselling  
 Expressive Therapies Techniques  
 Counselling with Visual Arts: Drawing, Clay and 3D  
 Counselling with symbols  
     Therapeutic Writing  
 Therapeutic Integration of Music and Movement  
 Therapeutically informed Photography  
 Eco-Expressive Arts Therapies  
 Intermodality in Expressive Therapies in Counselling

## 2. What level is this course?

700 Level (Specialised)

Demonstrating a specialised body of knowledge and set of skills for professional practice or further learning. Advanced application of knowledge and skills in unfamiliar contexts.

### 3. What is the unit value of this course?

12 units

### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES		GRADUATE QUALITIES
On successful completion of this course, you should be able to...		Completing these tasks successfully will contribute to you becoming...
1	Critically reflect on and analyse the history, principles and practices of expressive therapies as a counselling intervention.	Knowledgeable Creative and critical thinker
2	Apply and evaluate the appropriateness of expressive therapies as a counselling intervention.	Creative and critical thinker Empowered
3	Demonstrate and apply expressive therapies concepts and skills with clients in a knowledgeable, responsible and ethical manner.	Knowledgeable Empowered
4	Reflect critically on your own values and beliefs in relation to using expressive arts in the counselling process.	Empowered Ethical
5	Demonstrate ability to use expressive therapies with a diverse range of clients.	Empowered Engaged
6	Critically appraise research studies related to the clinical application of various creative arts modalities.	Creative and critical thinker Engaged

### 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

#### 5.1. Pre-requisites

COU701 and enrolled in Program AR708

#### 5.2. Co-requisites

Not applicable

#### 5.3. Anti-requisites

Not applicable

#### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

### 6. How am I going to be assessed?

#### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

#### 6.2. Details of early feedback on progress

In Week 3, students will be invited to complete an experiential activity in class, that will explore therapeutic qualities of media. Students will be requested to develop and present a 5 minute presentation that articulates what they have come to know in relation to two types of art media. The presentation will be offered to the class in Week 4. Students will be provided with brief formative feedback in response to their submission. Informal formative feedback will also be offered in workshops throughout the semester in relation to class discussions and activities. Timely and detailed written feedback is provided for students in relation to each submitted summative assessment.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Oral	Individual	0%	Up to 600 words	Week 3	In Class
All	2	Literature Review (or component)	Individual	30%	1500 Words	Week 6	Online Assignment Submission with plagiarism check
All	3	Practical / Laboratory Skills, and Written Piece	Individual	35%	50 minutes session 800 words critique	Week 10	Online Submission
All	4	Artefact - Creative, and Written Piece	Individual	35%	1500 Words + images	Week 13	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Qualities of Media

<b>GOAL:</b>	To develop awareness of the therapeutic potential of qualities of media.							
<b>PRODUCT:</b>	Oral							
<b>FORMAT:</b>	A qualities of media activity will be completed in class in Week Three. You will be invited to i) develop a brief presentation (5 minutes), that articulates what you have come to know regarding the therapeutic qualities of two experienced media; and ii) present this to the class in Week Four.							
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrated beginning understanding of qualities of media as a therapeutic consideration.</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstrated beginning understanding of qualities of media as a therapeutic consideration.	2	
No.		Learning Outcome assessed						
1	Demonstrated beginning understanding of qualities of media as a therapeutic consideration.	2						
<b>GENERIC SKILLS:</b>	Communication, Applying technologies							

**All - Assessment Task 2:** Literature Review

<b>GOAL:</b>	Critically analyse the literature relating to the development of one Expressive Therapy modality. Examine the application of this form of ET within counselling with an identified client population. The literature review will briefly describe the chosen technique and its' research evidence. The review will summarise development of the modality, e.g. history, typical client presenting problems where it is most useful, contraindications, rationale for working with the modality, contemporary developments, and critique of the research evidence for efficacy.	
<b>PRODUCT:</b>	Literature Review (or component)	
<b>FORMAT:</b>	Working with one other student from the course, critically analyse the literature relating to the development of ONE Expressive Therapy modality. Particularly examine the application of this form of ET to its application within counselling with a particular adult client population. The literature review will briefly describe the chosen technique and its research evidence. The review will summarise development of the modality, e.g. history, typical client presenting problems where it is most useful, rationale for its inclusion, contemporary developments, and critique of the types of research evidence for effectiveness/non-effectiveness.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	1
	2	1 6
	3	2 3
	4	1 6
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies, Information literacy	

**All - Assessment Task 3:** Skills Demonstration and Brief Critique: Counselling with Expressive Therapies

<b>GOAL:</b>	<p>To demonstrate specific knowledge and capacity in the facilitation of an expressive therapies session, that integrates counselling and the creative therapeutic arts.</p> <p>To demonstrate capacity to critically reflect on skills and performance.</p>	
<b>PRODUCT:</b>	Practical / Laboratory Skills, and Written Piece	
<b>FORMAT:</b>	<p>Part A: You are invited to facilitate a 50 minute session of counselling that integrates expressive arts therapies. This session will be recorded on video. You will have the opportunity to draw from a range of available expressive arts resources in your session. Your client will be invited to complete a client feedback form following the session.</p> <p>Part B: You are invited to complete a brief 800 word critical reflection relating to your skills session. The reflection will respond to the following four inquiries:                      *Describe the strategies/skills/processes you felt that you used effectively. How did you know this?                      *Were there strategies/skills/ processes used that you would like to strengthen?                      *Are there other alternative strategies and skills that you feel may have been appropriate?                      *What do you now know in relation to the facilitation of expressive therapies informed counselling.</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	clear knowledge of an expressive arts therapy intervention <span style="float: right;">2 5</span>
	2	Identified modalities and approach are therapeutically congruent, and appropriate to identified client goals. <span style="float: right;">1 2 3 5</span>
	3	Evident capacity to facilitate an integrative counselling approach informed by expressive arts therapy; <span style="float: right;">3 5</span>
	4	appropriate use of language, timing and ethical considerations <span style="float: right;">5</span>
	5	Critique evidences intra- and interpersonal therapeutic self-awareness. Evidence of personal learning through informed and pertinent critical reflection; <span style="float: right;">2 4</span>
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy	

## All - Assessment Task 4: Intermodal Inquiry and Reflection

<b>GOAL:</b>	To conduct and document an intermodal expressive therapies self-inquiry.		
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece		
<b>FORMAT:</b>	You are invited to engage in a documented self-lead multimodal expressive arts inquiry process. Drawing from this experience, you will develop an associated written/ multimodal submission that will incorporate i) an introduction to the presented expressive arts processes, ii) a description of the personal experience of engaging in the process, referencing pertinent theory and techniques, iii) a reflection on “what you have come to know” via the creative process and production, iv) images of artefacts relating to the inquiry process and reflection and v) a comment on the perceived professional utility of the intermodal process of inquiry within counselling.		
<b>CRITERIA:</b>	<b>No.</b>		<b>Learning Outcome assessed</b>
	1	Demonstrated capacity to effectively implement an intermodal expressive therapeutic arts inquiry.	2 3
	2	Evidence of personal learning through informed and relevant critical reflection on an experiential process;	3 4
	3	Demonstrated ability to analyse outcomes from the process and reflections, and to deduce implications for counselling practice based on personal learning. Explanations are linked to theory.	2 4 6
	4	Demonstrated capacity to effectively document and report an arts-based and intermodal self-inquiry	3
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Applying technologies, Information literacy		

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Cathy A. Malchiodi	2006	Expressive Therapies	n/a	Guilford Press
Required	Mark Pearson, Helen Wilson	2009	Using Expressive Arts to Work with the Mind, Body and Emotions	n/a	Jessica Kingsley Publishers

### 8.2. Specific requirements

Students to supply their own art journal, A3 drawing pad, oil pastels and soft pastels.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University’s general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

### 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

### 10.4. SafeUniSC

UniSC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUniSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUniSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUniSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

### 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

### 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

### 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10. General Enquiries

### In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)