



North Carolina Central University
"Communicating to Succeed."

School of Education
"Preparing Educators for Diverse Cultural Contexts for the 21st Century."

The School of Education's Vision: To become an international community of scholars who are culturally responsive educators and practitioners

Counselor Education Program (CEP) Mission

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

www.nccucounseling.com

Syllabus

CON 5305 OL.4

Creative Arts in Counseling –Summer 2024

ONLINE-Asynchronous

3.0 Credit Hours

Instructor: Taheera N. Blount, PhD, NCC, LCMHC, HS-BCP
Office: 2126 School of Education
Phone: 919.530.5207
WebEx or Zoom Office: <https://nccu.webex.com/meet/tblount5>
Email: tblount5@nccu.edu (Best way to contact me.)
Office Hours: Summer Office Hours Virtual by appointment only

Email Correspondence Email is the best way to reach me: My typical response time is 24-48 business hours, excluding weekends and holidays.

CREDIT HOURS:

This course may be taken for 3 credit hours

COURSE CATALOG DESCRIPTION:

This course will examine creativity and the history, rationale, theories, and techniques of using the creative arts in counseling. Throughout this course, we will examine various forms of creative arts that include the following: be given to 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 allowed to reflect on 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 various ways such as role plays, video enactments, and case examples.

REQUIRED TEXTS & READINGS:

Gladding, S. T. (2020) *The Creative Arts in Counseling* (6th edition). Alexandria, VA: American Counseling Association

Readings (Located Canvas)

- American Counseling Association. (2014). *2014 ACA code of ethics*. <https://www.counseling.org/docs/default-source/default-document-library/2014-code-of-ethics-finaladdress.pdf>
- American Art Therapy Association. (2013). Ethical Principles for Art Therapists. <https://arttherapy.org/wp-content/uploads/2017/06/Ethical-Principles-for-Art-Therapists.pdf>
- Blount, T. N., & Brookins, C. C. (2021). Adinkra Symbolism and Printmaking and the Cultural Identity of Ghanaian Emerging Adults. *Journal of Creativity in Mental Health, 17*(3), 374-394. <https://www.tandfonline.com/doi/full/10.1080/15401383.2021.1911724>
- Casares, R. D., & Gladding, S. (2019). Using Comedy to Explore Racial-Ethnic Identity with Clients: A Narrative Approach. *Journal of Creativity in Mental Health, 15*, 69-80. <https://www.tandfonline.com/doi/full/10.1080/15401383.2019.1635937>
- Chandler, C. K. (2018). Human-animal Relational Theory: A Guide for Animal-assisted Counseling. *Journal of Creativity in Mental Health, 13*(4), 429-444. <https://doi.org/10.1080/15401383.2018.1486258>
- Klop, S. (2017). Sometimes words just ain't enough: Enhancing the contribution of children in therapy through creative expression. *Australian & New Zealand Journal of Family Therapy, 38*, 283-294. <https://doi.org/10.1002/anzf.1218>
- Ling, T. J., & Hauck, J. M. (2021). *Navigating Ethical Dilemmas in Creative Arts Therapies: A Case-Based Approach*. New York: NY. Routledge.
- Sackett, C. R., & Edwards, R. N. (2020). Utilizing a Music Listening Technique in Inpatient Psychiatric Group Counseling. *Journal of Creativity in Mental Health, 15*(2), 154-161. <https://doi.org/10.1080/15401383.2019.1640154>
- Slattery M, Attard H, Stewart V, Roennfeldt H, & Wheeler A. J. (2020) Participation in creative workshops supports mental health consumers to share their stories of recovery: A one-year qualitative follow-up study. *PLoS ONE, 15*(12), 1-12. <https://doi.org/10.1371/journal.pone.0243284>

RECOMMENDED TEXTS:

- Degges-White, S., & Davis, N.L. (2018). *Integrating the Expressive Arts into Counseling Practice: Theory-Based Interventions* (2nd edition). New York, NY: Springer.
- Degges-White, S., & Colon, B. R. (2015). *Expressive Arts Interventions for School Counselors*. New York, NY: Springer.
- Milner, J. & Myers S. (2017). *Creative ideas for solution-focused practice*. London, UK: Jessica Kingsley Publishers.

ART SUPPLIES NEEDED:

- 1). Creative Journal 8.5 *11 mixed media art pad
- 2). Coloring utensils of your choice (i.e. crayons, colored pencils, or markers)

COURSE PREREQUISITES

There are no Pre-requisites for the course.

COURSE FORMAT AND WEBSITE

This course is delivered online. Students must have access to a computer with high-speed internet access and the ability to stream audio and video. There are no required synchronous meetings for this course. Supplemental readings/journal articles are posted online for the course, and there are opportunities for discussion. You may review video lectures, supplemental videos, and other relevant content as it is available. All content is posted or linked on Canvas which is the Learning Management System used by NCCU. Every student has a username and password issued by the University. You are required to log on to the Canvas system at least once per week to view course content which includes lectures from the instructor, supplemental lectures, web links, as well as other content. You are also required to submit assignments via Canvas during the semester. Emailed assignments will not be scored. If you have questions about your Canvas account, please call the IT department at 919-530-7676. Canvas: <https://www.nccu.edu/canvas>

COUNSELOR EDUCATION PROGRAM OBJECTIVES

The program develops counselors who:

- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize cultural competence in practice;
- Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
- Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

Additionally, Students are expected to 1) demonstrate effective leadership skills; 2) actively engage in class activities and contribute positively to group interactions, 3) demonstrate critical and creative thinking skills, and 4) interact with faculty, staff, and others in a way that demonstrates inclusivity, ethical awareness, and cultural awareness while promoting well-being, healthy relationships, academic success, and career mastery as a professional counselor

Please review the NCCU Counseling Website: www.nccucounseling.com. You are responsible for all material included in the [student handbook](#). You are expected to demonstrate dispositions that align with expectations of behavior for professional counselors. You may also find it helpful to review the links to learn [how to get started in an online course](#).

COURSE LEARNING OBJECTIVES AND STUDENT LEARNING OUTCOMES

Upon completing this course, the student will demonstrate the required knowledge, behavioral, and professional development objectives about the creative arts in counseling with diverse populations.

- Demonstrate knowledge and skills related to integrating creative arts interventions into counseling
- Demonstrate knowledge and skills related to integrating culturally relevant creative arts-based counseling interventions

- Illustrate and synthesize the insights and contributions from this course into an understanding of how to ethically and effectively integrate the creative arts into counseling.
- 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.

CACREP STANDARDS ADDRESSED IN THIS COURSE
CON 5305 STUDENT LEARNING OUTCOMES
STUDENT LEARNING OUTCOMES

2024 CACREP STANDARDS	METHOD FOR EVALUATION OF OUTCOME
The counselor trainee will be able to: The student will be able to describe ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas ethical issues that may arise in the creative arts (CACREP 3.A.10)	Discussion Board Creativity Journal Assignment Creative Synthesis Project Assignment
The student will be able to identify the influence of heritage, cultural identities, attitudes, beliefs, understandings, within group differences, and acculturative experiences on individuals' worldviews (CACREP 3.B.2)	Adinkra Symbolism Assignment Discussion Board Post Creativity Journal Assignment
The student will be able to critically think and utilize reasoning strategies for clinical judgement in the counseling process (CACREP 3.E.2)	Discussion Board Creativity Journal Assignment
The student will be able to identify evidenced-based counseling strategies and techniques for prevention and intervention (CACREP 3.E.15)	Weekly readings Videos Discussion Board Creativity Journal Assignment

COURSE POLICIES

1. All work submitted should reflect graduate-level content and preparation, be typewritten or otherwise electronically prepared, and utilize APA style as appropriate. Careless preparation (i.e., spelling and grammatical errors) or inappropriate presentations will negatively affect the grade for that assignment or task. Do not submit any work that you have not proofread. Late assignments, if accepted, will have a reduced grade.

2. Please complete all your coursework independently, unless the assignment requires collaboration with classmates. All of your coursework should be attempted on your own. Plagiarizing work in any assignment will result in automatic failure in the course. Please review the [Academic Honor Code](#).
3. Read the entire syllabus. Follow all directions and due dates provided in the syllabus and on the website (no exceptions).
4. Read and listen/watch all material provided on the course website as it is presented (e.g., PowerPoint Presentations, videos, podcasts, supplemental readings, etc.). Complete all assigned readings. It is not acceptable to read only a portion of the reading assignments for this course. You are expected to be prepared to discuss, summarize, and react to all readings. It will be difficult to pass this course if you do not complete the assigned readings.
5. Regularly check your NCCU email account. I will correspond with you from time to time via campus email. If you are not receiving communication about this course, then it is because you aren't checking the account regularly, and it is possible you will miss important information related to this course.
6. Ensure that you are entirely familiar with all functions available to you via Canvas. Not knowing how to use various functions of Canvas is not an excuse for not completing assignments. Contact the campus ITS helpline should you experience technical problems related to Canvas (919-530-7676).
7. Please use the designated link in the Canvas system to submit your work as a PDF or word document. Do not email your work to the instructor unless specifically asked to do so by the instructor. Otherwise, email submissions will not be accepted and will receive a grade of zero if they are not submitted in Canvas.
8. You are given a "window" of time to complete assignments, and you do not have to wait until the due date to complete your work. Please avoid doing things at the last minute. It is very unlikely that you will be given any extra time to complete an assignment if you waited until the last minute to complete a task - and then experienced an issue. Work on things early so that you can overcome the problems, should they arise.
9. Adverse Weather: The University makes all decisions regarding the cancellation of classes. Because this is class has an online component (Canvas website), there will always be work to be completed, even if the University cancels classes on campus. Due dates for this course will not be changed due to adverse weather, related power outages, or other adverse events. Please keep a check on weather forecasts so that you may prepare in advance. If there are required synchronous meetings, please check the Canvas site as well as the University website for class cancellations. Please sign up for Eagle Alerts on the Emergency Webpage for NCCU.
10. There are no extra credit opportunities built into the course. Please do not request additional opportunities, they will not be granted.
11. There is no "rounding up" of grades. Please see the grading scale for exact numerical values.

ATTENDANCE POLICY FOR THIS COURSE

This course is asynchronous. Participation in the discussion board and your tracking history on Canvas is used to measure attendance. It is expected that you will attend class on a regular/weekly basis as evidenced by your thoughtful participation in the discussion board. Participation implies that you have read the associated texts and reviewed posted videos prior to responding the initial post, and that you respond professionally to you peers as directed. Because Modules are open for at least one week at a time, there are no exceptions for missing scheduled class discussions. If you miss a discussion post, it counts as an absence. If you miss a discussion post, then points 25 will be deducted from your final grade for this course. Only enrolled students are permitted to access the Canvas course.

EARNING POINTS FOR COURSE ASSIGNMENTS

Each week, you will find a numbered and dated Module/Unit or set of Modules/Units to complete. You can find these by clicking on the “Learning Modules/Units” link on the navigation panel for our Canvas site. Each Module/Unit is marked with a title and due date. You are expected to complete all tasks within each Module/Unit. These tasks may include the following: quizzes, video lectures, supplemental videos, discussion board posts, and readings, just to name a few. All tasks need to be completed by 11:59pm on the day it is due. You are encouraged to submit well in advance of the due date/time. For most, if not all, module/unit folders, you will have at least 7 calendar days to access the content in the folder. Once a due date passes for a module/unit folder passes, the folder and its contents will disappear. Once a folder disappears, its contents will not be made available again. Content within a Module/Unit folder cannot be made up once the due date has passed. Additional information about each assignment will be posted on the course Canvas site. Please check Canvas and review the rubrics for each assignment prior to attempting/submitting. What you find below is a brief overview of each assignment.

COURSE ATTENDANCE & PARTICIPATION ASSIGNMENTS

Students are expected to complete all assignments in this category. Failure to complete course participation assignments may result in reductions in the total point score and impact a student’s final grade in the course.

Attendance & Dispositions – (100 points)

Students are expected to attend class meetings as scheduled and are evaluated on their engagement and dispositions. Students are expected to demonstrate attitudes, behaviors, and dispositions consistent with behaviors expected of professional counselors and other helping professionals.

Additionally, Students are expected to 1) Demonstration of effective leadership skills; 2) Actively engage in class activities and participate as a group member; 3) Contribute to class discussion displaying critical and creative thinking skills; and 4) Demonstrate dispositions consistent with an inclusive, multicultural, social-justice oriented, and ethical counseling role in promoting well-being, healthy relationships, recovery, academic success, and career mastery.

Please review the rubric for assessment in the learning management system.

- **Quizzes, assignments, and Weekly discussions are used to measure attendance. Learners are expected to engage and interact with each other on the discussion board. There will be deductions in this score for missed discussion posts as well as for lack of engagement.**

Canvas Introduction/Discussion (25 points)

Canvas Introduction: For this assignment, you will a) change your profile picture on Canvas, b) make an introduction to your instructor and your peers as requested in the designated discussion board *answering each of the posted questions related to this course*, and c) respond to at least two peers’ posts.

- **This assignment is due by the THIRD day of class (May 24, 2024).**

Syllabus Quiz (25 points)

This quiz is about the syllabus, the syllabus introduction video, and communication etiquette. You may take the quiz two times; the highest score will be kept. You are encouraged to take the quiz until you earn all points.

- This assignment is due by **Tuesday (May 28, 2024)**

Journal Entries & Creative Arts Activity (Journal Entries worth 40 points, Creative Arts Activities worth 60 points)= 100 points

Every week, you will have a journal entry and a **creative arts activity (Select 1)**. Within your journal entry, you will describe the creative arts activity that you selected and will write about your feelings regarding completing the activity. Listen to the videos regarding each assignment. Your journal entry and creative arts have a template to follow. You will sign and date the creative arts activity. You will need to upload a photo of your activity.

Case Study with Creative Synthesis Project (150 points)

This creative and expressive arts assignment is designed to enable students to demonstrate incorporating a meaningful creative and expressive arts activity in counseling. For this assignment, students develop a PowerPoint presentation with sound, describing the activity, reflecting on the processing phase of the activity, and synthesizing their experience in the class over the term. Please follow the template provided in Canvas. **Due on Tuesday, June 25, 2024**

Flip-grid Post (100 points)

Every week, you will have a discussion board post about either readings or the TedTalk videos or Psychotherapy videos. You are responsible for posting a discussion regarding and commenting to at least 2 peers. **Due every week.**

COURSE EVALUATION AND GRADING

Assignment/Activity	Due date	Points Available
<u>Journal Entries</u>		
Journal Entries 1	May 28	10
Journal Entry 2	June 4	10
Journal Entry 3	June 11	10
Journal Entry 4	June 18	10
<u>Flip-grid Post</u>		
Canvas Introduction	May 24	25
Flip-grid Week 2	June 4	25
Flip-grid Week 3	June 11	25
Flip-grid Week 4	June 18	25
Course Syllabus Quiz	May 28	25
Attendance and Disposition	Throughout semester	100
	Week 4*	25
<u>Creative Arts Activity</u>		
Creative Arts Activity 1	May 28	15
Creative Arts Activity 2	June 4	15
Creative Arts Activity 3	June 11	15
Creative Arts Activity 4	June 18	15
Creative Synthesis Project	June 25	150
Total		500

Letter Grade	Point Value
A	450-500
B	399-449
C	348-398
F	0-347

***An "I"/Incomplete Grade will not be given for this course.**

TENTATIVE COURSE SCHEDULE
(suggested reading schedule plus deliverables)

Please note, the instructor reserves the right to modify this tentative calendar at any time. You will be notified via the learning management system of any changes. Use this schedule as a guide for your preparation.

Summer Session 1 runs from May 21, 2024, to June 24, 2024. Final Grades are due by June 26, 2024.

Module and Week of	Chapters & Articles	Schedule of Activities	Deliverables Due by Tuesday, 11:59 pm
<p>1 May 21, 2024- May 27, 2024</p>	<p><u>Code of Ethics</u></p> <p><u>Gladding Text</u> Chapters 1 Chapter 5</p>	<p><u>Course Introduction</u> ___ Read Course Syllabus ___ Watch course Introduction Video ___ Complete Pre-Survey Evaluation ___ Complete Syllabus Quiz</p> <p><u>Reading Assignments</u> <u>Code of Ethics</u> ___ American Counseling Association (2014) Code of Ethics ___ American Art Therapy Association (2013) Ethical Principles</p> <p><u>Gladding Text:</u> ___ Chapter 1: History of, Rationale for, and Benefits of Using the Arts in Counseling ___ Chapter 5: Visual Arts in Counseling</p> <p><u>Listen/Review:</u> ___ Psychotherapy.net: <i>Creative Healing in Mental Health</i>. Follow instructions in Canvas & located Appendix A.</p> <p><u>Application Activities (Instructions in Canvas)-Select One Activity</u> ___ Tree of Life Activity ___ Scribble Drawing Activity ___ Phototherapy Activity</p> <p><u>Reflection</u> ___ Journal Entry of Creative Activity ___ Introduction (Canvas) Discussion Board due by May 24, 2024</p>	<p>Review Course Syllabus Listen to Dr. Blount’s Microlecture Listen to Psychotherapy.Net Video Complete Pre-Survey Evaluation Complete Assigned Readings Syllabus Quiz Complete Activities</p> <ul style="list-style-type: none"> • Tree of Life Activity • Scribble Drawing Activity • Phototherapy Activity <p><u>Reflection</u></p> <ul style="list-style-type: none"> • Submit Journal Entry • Submit Discussion Board Post (Introduction) <p>Wednesday, May 22, 2024: Last day to withdraw from the university with a tuition adjustment and /or refund</p> <p>Friday, May 24, 2024: Last day for graduate students to withdraw from a Summer Session I class with a W/C grade</p>
<p>2 May 28, 2024- June 3, 2024</p>	<p><u>Gladding Text:</u> Chapter 4 Chapter 6</p> <p><u>Article(s):</u> Slattery et al., (2020). Creative</p>	<p><u>Reading Assignments</u> <u>Gladding Text:</u> ___ Chapter 4: Imagery and Counseling ___ Chapter 6: Writing and Literature in Counseling</p> <p><u>Article (s):</u></p>	<p>Complete Assigned Readings Listen to Ted-Talk and Dr. Blount’s Microlecture Complete Activities (Select One)</p> <ul style="list-style-type: none"> • Mandala Activity • Adinkra Symbolism (Journal Prompt) • Word Cluster

<p>Dr. Blount will have a pop-up Coloring class on 5-29-24 @ 6pm</p>	<p>workshops supporting mental health consumers.</p> <p>Blount & Brookins (2021). Adinkra Symbolism and Printmaking and the Cultural Identity of Ghanaian Emerging Adults</p>	<p>___ Slattery et al., (2020). Creative workshops supporting mental health consumers</p> <p>___ Blount & Brookins (2021). Adinkra Symbolism and Printmaking and the Cultural Identity of Ghanaian Emerging Adults</p> <p><u>Listen and Review:</u> Listen: Ted Talk: The Healing Power of Writing Kerstin Pilz</p> <p>Listen: Dr. Blount’s Microlecture on Adinkra Symbolism</p> <p><u>Application Activities (Instructions in Canvas) Select One Activity:</u> ___ Mandala Activity ___ Adinkra Symbolism (Journal Prompt) ___ Word Cluster ___ Letter to self: Completion of Personal Accomplishment Letter</p> <p><u>Reflection</u> ___ Journal Entry of Creative Activity ___ Discussion Board</p> <p>Dr. Blount will have a pop-up coloring class of Mandala on 5-29-24 @ from 6:00 p.m.-7:00 p.m.</p>	<ul style="list-style-type: none"> • Letter to self: Completion of Personal Accomplishment Letter <p><u>Reflection</u></p> <ul style="list-style-type: none"> • Submit Journal Entry • Submit Flip-Grid Post (Based on Ted Talk & Article)
<p>3 June 4, 2024- June 10, 2024</p>	<p><u>Gladding Text:</u> Chapter 2 Chapter 3 Chapter 7</p> <p><u>Article(s)</u> Sackett & Edwards (2020). Utilizing a music listening technique in Inpatient psychiatric group counseling</p>	<p><u>Reading Assignments</u> <u>Gladding Text:</u> Chapter 2: Music and Counseling Chapter 3: Dance and Movement in Counseling Chapter 7: Drama and Counseling</p> <p><u>Listen and Review:</u> Psychotherapy Video: Ernest Rossi Mind-Body Therapy</p> <p><u>Article (s):</u> ___ What is Somatic Therapy? ___ 10 Somatic Interventions Explained ___ Sackett & Edwards (2020). Utilizing a music listening technique in Inpatient psychiatric group counseling</p>	<p>Complete Assigned Readings Listen Psychotherapy on Mind Body Therapy <u>Complete Activities (Select One)</u> <u>A). Music and Counseling</u> ___ The Lyric Analysis</p> <p><u>B). Movement in Counseling</u> ___ Releasing Stored Trauma: Trauma Informed Yoga Activity (Optional-link in Canvas)</p> <p><u>C. Movement in Counseling</u> ___ Engagement in movement activity (walking, exercising, or the gym)</p> <p><u>Reflection</u></p>

		<p><u>Application Activities (Instructions in Canvas)- Select one of the following:</u></p> <p><u>A). Music and Counseling</u> <input type="checkbox"/> The Lyric Analysis</p> <p><u>B). Movement in Counseling</u> <input type="checkbox"/> Releasing Stored Trauma: Trauma Informed Yoga Activity (Optional- link in Canvas)</p> <p><u>C. Movement in Counseling</u> <input type="checkbox"/> Engagement in movement activity (walking, exercising, or the gym)</p> <p><u>Reflection:</u> <input type="checkbox"/> Journal Entry of Creative Activity <input type="checkbox"/> Discussion Board (About Ted-Talk video clips)</p>	<ul style="list-style-type: none"> • Submit Journal Entry & Creative Activity • Submit Flip-Grid Post (Based on Ted Talk & Article)
<p>4 June 11, 2024- June 17, 2024</p>	<p><u>Gladding Text:</u> Chapter 8 Chapter 9 Chapter 10</p> <p><u>Article(s)</u> Article by Casares & Gladding (2019)</p> <p>Article by Klop (2017).</p> <p>Article Chandler (2018).</p>	<p><u>Reading Assignments</u> <u>Gladding Text:</u> Chapter 8: Humor in Counseling Chapter 9: Play in Counseling Chapter 10: Animal-Assisted Therapy in Counseling</p> <p><u>Article (s):</u> <input type="checkbox"/> Article by Casares & Gladding (2019). Using comedy to explore racial-ethnic identity with clients: A narrative approach <input type="checkbox"/> Article by Klop (2017). Sometimes words just ain't enough-Enhancing contribution of children in therapy through Creative Expression</p> <p><input type="checkbox"/> Article Chandler (2018). Human-animal relational theory: A guide for animal-assisted counseling.</p> <p><u>Listen and Review:</u> Ted-Talk: Trauma and Play Therapy: Holding Hard Stories</p> <p><u>Application Activities (Instructions in Canvas)- Select one of the following:</u></p>	<p><u>Complete Assigned Readings</u> <u>Listen to Ted-Talk</u></p> <p><u>Complete Activities (Select One)</u> <u>Application Activities (Instructions in Canvas)- Select one of the following:</u></p> <p><u>Humor</u> <input type="checkbox"/> Remembering a Humorous Time</p> <p><u>Play (either one)</u> <input type="checkbox"/> Anger Ball <input type="checkbox"/> Play-Doh Expression</p> <p><u>Animal-Assisted Therapy (either one)</u> <input type="checkbox"/> Animal Interaction <input type="checkbox"/> Calming Touch</p> <p><u>Horticultural, Nature, and Wilderness</u> <input type="checkbox"/> Impressions from Nature</p> <p><u>Reflection:</u> <input type="checkbox"/> Journal Entry & Creative Activity <input type="checkbox"/> Submit Flip-grid Post</p>

		<p><u>Humor</u> <input type="checkbox"/> Remembering a Humorous Time</p> <p><u>Play (either one)</u> <input type="checkbox"/> Anger Ball <input type="checkbox"/> Play-Doh Expression</p> <p><u>Animal-Assisted Therapy (either one)</u> <input type="checkbox"/> Animal Interaction <input type="checkbox"/> Calming Touch</p> <p><u>Horticultural, Nature, and Wilderness</u> <input type="checkbox"/> Impressions from Nature</p> <p><u>Reflection:</u> <input type="checkbox"/> Journal Entry <input type="checkbox"/> Discussion Board (About Ted-Talk video clips)</p>	
<p>5 June 18, 2024- June 24, 2024</p>		<p>MAJOR ASSIGNMENT DUE Submit Case Study with Creative Synthesis Project Due Date: Tuesday, June 25, 2024</p> <p><u>Final Grades Submitted</u> Wednesday, June 26, 2024</p>	<p>Submit Creative Synthesis Project Complete Post-Survey Evaluation</p>

Tuesday, May 21, 2024: first day of classes for Summer Session II for non-law students

Monday, May 27, 2024: Memorial Day observed, no classes

Wednesday, May 22, 2024: Last day to withdraw from the university with a tuition adjustment and /or refund

Friday, May 24, 2024: Last day for graduate students to withdraw from a Summer Session I class with a W/C grade

Monday, June 24, 2024: Last day of class lecture for Summer Session I for non-law students.

Tuesday, June 24, 2024: Final Exams for Summer Session I

Wednesday, June 26, 2024: Final grades for Summer Session I due by 5 pm

NCCU POLICIES AND RESOURCES

NCCU ATTENDANCE POLICY

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

STATEMENT OF INCLUSION/NON-DISCRIMINATION

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

STUDENT ACCESSIBILITY SERVICES (formerly Student Disability Services)

Students with disabilities (physical, learning, psychological, chronic, or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/sas and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with SAS.

CONFIDENTIALITY and MANDATORY REPORTING

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the [Title IX Reporting Form](#), located at www.nccu.edu/titleix.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, and RESOURCES

Student Advocacy Coordinator

The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.

Counseling Center

The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

University Police Department

The University Police Department ensures that students, faculty, and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

Veterans Services

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from

military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information, please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

[LGBTQ Resource Center](#)

The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTQ) Resource Center at NC Central University serves as a vital link by which LGBTQIA+ individuals can find a sense of community, and everyone can learn about LGBTQIA+ identities and culture.

Appendix A

How to Access Psychotherapy.Net

- 1). Go to: <https://www.nccu.edu/library>
- 2). Click on **Research Database**
- 3). In the search engine, type the word- "*Psychotherapy*"
- 4). Scroll down to Psychotherapy.net Video Collection
- 5). You will have to sign in using your EOL password
- 6). You will find a plethora of topics related to counseling.
- 7). Search for the following videos related to this course:
 - 1). Creative healing in Mental Health **(Week 1)**
 - 2). Mind Body Therapy **(Week 3)**