University of Pretoria etd - Pienaar, P A (2005)

ANALYSING GUIDED AND RECORDED SELF-GENERATED VISUAL AND EXPRESSIVE PERSONAL CONSTRUCTS AS ADJUNCTS TO THE COUNSELLING PROCESS

by

PIENAAR, PIETER ABRAHAM
DE (GRTC), BA (US), BEd (UP)

Dissertation submitted in partial fulfilment of the requirements for the degree

MASTER EDUCATIONIS
Specialising in Learning Support, Guidance and Counselling

at the

UNIVERSITY OF PRETORIA

SUPERVISOR: PROF LJ JACOBS
PRETORIA

December 2004

University of Pretoria etd - Pienaar, P A (2005)

ACKNOWLEDGEMENTS

I wish to express my sincere thanks to:

- Prof LJ Jacobs, my supervisor, for his support, integrity and insight. I am grateful for his willingness to learn with me about the challenges that a possible arts therapy approach may hold.

- The University of Pretoria, for the bursary that was granted for this study.

- The research respondent and his family, for their time, willingness and dedication during the practical stages of the study.

- My parents, for the Christ-like example of perseverance and innovation they set.

- Andrew Cartwright, for filming and editing the conceptual video.

- Hadassah Dannhauser, for editing the study.

- My Heavenly Father, for the wisdom and courage that only He can give!

University of Pretoria etd - Pienaar, P A (2005)

DECLARATION

I declare that the dissertation, which I hereby submit for the degree of MASTER EDUCATIONIS at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at another university.

Signature: _____

Date: _____

University of Pretoria etd - Pienaar, P A (2005)

SUMMARY

The purpose of this study was to see how meaningful and practically challenging a combined and structured **arts** therapy approach can be for an island-style counselling scenario. The overarching rationale with this particular **arts** therapy approach was to enable the client to gain self-insight by means of constructing a holistic view of present concerns and aspirations by capturing them in personal, functional and professional-looking artefacts conveying relevant self-messages.

The client self-generated the content of each exercise, according to a manual and strategic interventions, and was guided by the counsellor in the user-friendly application of the arts. Apart from the unique combination of arts therapies in this study, another factor that may contribute to counselling practice is the attempt to make use of video as a non-threatening integrating medium. Throughout the process, the client made rehearsed video appearances to consolidate personal gains. At the end of the counselling process, the respondent enjoyed an "objective" screening of the process and he left with the personal constructs, a video tape and a CD-Rom application of the recorded process.

The literature study reveals the numerous techniques, exercises and most common combinations spread across the domain of the 26 expressive modalities that were scrutinised to gain insight into this vast field.

The empirical process revealed that it is possible to utilise the arts therapy approach meaningfully to enable a client to build a "visual narrative". To optmise the potential this approach holds, the environment facilitating the process needs to be adequately equipped and the counsellor needs to be skilled in the application of particular electronic media or, alternatively, a group of experts need to co-operate.

University of Pretoria etd - Pienaar, P A (2005)

KEY WORDS

Key words or phrases of this study are:

- Arts therapy
- Personal constructs
- Counselling adjuncts
- Expressive
- Holistic perspective
- Recorded
- Self-generated
- Self-insight
- Structured approach
- Video
- Visual

University of Pretoria etd - Pienaar, P A (2005)

TABLE OF CONTENTS

Acknowledgement		(i)
Declaration		(ii)
Summary		(iii)
Key words		(iv)
CHAPTER 1		
INTRODUCTORY ORIENTATION, AIMS AND RESEARCH PLAN		**(1)**
1.1.	Introductory Orientation	(1)
1.2.	Awareness and Motivation for Choice of Topic	(1)
1.3.	Analysis of the Problem	(9)
1.4.	Problem Statements	(11)
1.5.	The Aims of the Investigation	(12)
1.5.1.	Immediate aims	(12)
1.5.2.	Secondary aims	(13)
1.6.	Concept Elucidation	(13)
1.6.1.	Guided	(13)
1.6.2.	Recorded	(13)
1.6.3.	Self-generated	(13)
1.6.4.	Visual	(14)
1.6.5.	Expressive	(14)
1.6.6.	Personal	(14)
1.6.7.	Constructs	(14)
1.6.8.	(Counseling) Adjuncts	(14)
1.6.9.	Synthesis	(14)
1.7.	Research Design	(15)
1.8.	Programme of Research	(15)

University of Pretoria etd - Pienaar, P A (2005)

CHAPTER 2

LITERATURE ILLUMINATION OF THE ARTS THERAPIES (17)

2.1. Introduction (17)

2.2. Arts and Therapy (17)

2.2.1. Orientation (17)

2.2.2. Art *as* therapy and art *in* therapy (18)

2.3. Dividing and Grouping of Therapies (18)

2.3.1. Visual therapies and variations (20)

2.3.1.1. Art therapy (20)

(a) Boxes (21)

(b) Clay (22)

(c) Computer (22)

(d) Environmental art or outdoor arts therapy (23)

(e) Mandalas (23)

(f) Spiritual art (24)

2.3.1.2. Cinema therapy (24)

2.3.1.3. Collage therapy (25)

2.3.1.4. Photo therapy (26)

2.3.1.5. Sandplay therapy (27)

2.3.1.6. Video therapy (28)

2.3.2. Expressive therapies and variations (29)

2.3.2.1. Travel and adventure (29)

2.3.2.2. Dance and movement therapy (30)

2.3.2.3 Drama therapy (33)

(a) Drama therapy variations (34)

(i) The integrative five-phase model of drama therapy (34)

(ii) Psychodrama & strategic psychodrama (34)

(b) Clown therapy (35)

(c) Story and storytelling (36)

(d) Voice and theatre therapy (36)

University of Pretoria etd - Pienaar, P A (2005)

(i) Playback theatre (36)
(ii) Voice and musical theatre (37)
2.3.2.4. Humour and laughter (37)
2.3.2.5. Music therapy (38)
(a) Drumming (39)
2.3.2.6. Play therapy (39)
2.3.2.7. Therapeutic writing or scriptotherapy (40)
(a) Journaling (42)
(b) Poetry therapy (42)
2.4. Conclusion (42)

CHAPTER 3
DISCUSSION OF MAIN THEMES IN THE ARTS THERAPIES (44)

3.1. Introduction (44)
3.2. Themes Underlying the Arts Therapies (44)
3.2.1. Catharsis (44)
3.2.2. Creativity (45)
3.2.3. Healing (46)
3.2.4. Metaphor (47)
3.2.5. Projection (48)
3.2.6. Ritual (49)
3.2.7. Spirituality (50)
3.2.8. Symbolism (50)
3.2.9. Self and relations (51)
3.2.10. Unconscious & conscious (52)
3.3. Conclusion (53)

CHAPTER 4
TECHNIQUES AND EXERCISES (55)

University of Pretoria etd - Pienaar, P A (2005)

4.1.	Introduction	(55)
4.2.	Techniques, Methods and Exercises	(56)
4.2.1.	Visual therapies	(56)
4.2.1.1.	Art therapy	(56)
	Exercise 1. Art making in Family Therapy (Action Method)	(57)
	Exercise 2. Foot-In-Mouth-Faces	(58)
	(a) Boxes	(59)
	Exercise 3. Self-boxes and Variations	(59)
	(b) Clay	(60)
	Exercise 4. Figurative Sculpture	(61)
	(c) Mandala	(61)
	Exercise 5: Creating the Wheel of Life	(62)
	(d) Spiritual art therapy	(63)
	Exercise 6: Meditation and Clay sculpture	(63)
4.2.1.2.	Collage therapy	(64)
	Exercise 7: Magazine Photo Collage	(64)
4.2.1.3.	Photo therapy	(65)
	Exercise 8: Self-portraits	(65)
4.2.1.4.	Sandplay therapy	(65)
4.2.1.5.	Video therapy	(67)
	Exercise 9: Video Interviewing	(67)
	Exercise 10: Video Homework – Individual Autobiographies	(68)
	Exercise11: The Monologue	(68)
	Exercise 12: Voice-over and Sandplay	(69)
	Exercise 13: The Camera as Co-therapist	(69)
	Exercise 14: As the World Turns	(69)
	Exercise 15: Script Reading	(70)
	Exercise 16: Dream Sequence	(70)
4.2.2.	Expressive therapies	(70)
4.2.2.1	Adventure therapy	(70)
	Exercise 17: Therapeutic Day Camp	(71)

University of Pretoria etd - Pienaar, P A (2005)

4.2.2.2.	Dance and movement therapy	(72)
	Exercise 18: Integrated Movement	(72)
	Exercise 19: Dance and Movement Warm-up	(74)
4.2.2.3.	Drama therapy	(74)
	Exercise 20: Affective Constellation sculpture	(74)
	(a) Drama Therapy Variations	(74)
	(i) The integrative five-phase model of drama therapy	(74)
	(ii) Psychodrama	(75)
	(b) Clown therapy	(77)
	Exercise 21: "Gibberish"	(78)
	(c) Story and storytelling	(78)
	(d) Playback theatre, voice and musical theatre	(80)
	(i) Playback theatre	(80)
	(ii) Voice movement and musical theatre	(80)
	Exercise 22: Fairy Tale	(81)
4.2.2.4.	Music therapy	(81)
	Exercise 23: Fill-in-the-Blank	(83)
	(a) Drumming	(83)
	Exercise 24: Drumming Circle Dialogues	(83)
4.2.2.5.	Play therapy	(84)
	Exercise 25: Costume Play therapy	(84)
	Exercise 26: Group Adult Play	(85)
4.2.2.6.	Therapeutic writing	(85)
	Exercise 27: Letter to Self	(86)
	(a) Poetry therapy	(86)
	Exercise 28: Songs – for the 'Receptive Component'	(86)
	Exercise 29: Psalms in Therapy	(87)
4.3.	Most Common Existing Combinations	(87)
4.4.	Material and Equipment Needed	(90)
4.5.	Conclusion	(90)

University of Pretoria etd - Pienaar, P A (2005)

CHAPTER 5

PILOT STUDY AND PROPOSED RESEARCH PLAN (92)

5.1 . Introduction (92)
5.2 . Aims of the Study (92)
5.2.1. Immediate aims (92)
5.2.2. Secondary aims (92)
5.3 . Hypotheses for the Practical Research Component (93)
5.4 . Respondent Description and Referral (93)
5.4.1. Description the desired respondent (93)
5.4.2. Referral and biographical detail of the respondent (94)
5.5 Pilot Study Background and Motivation (94)
5.5.1 The 6-step process and its aims (94)
5.5.2 Motivation for the 18-step pilot study (98)
5.6 Pilot Study Layout and Feedback (100)
5.6.1 Layout of the 18-step pilot study process (100)
5.6.2 Pilot study feedback (106)
5.6.2.1 Weaknesses, concerns, practical challenges and suggestions (106)
(a) Weaknesses and concerns about the process as a unit (106)
(b) Practical challenges (107)
(c) Suggestions (107)
(d) Objective suggestions (107)
5.7 Proposed Research Plan for the Practical Research in Chapter 6 (108)
5.8 Pre and Post-testing (122)
5.9 Conclusion (123)

CHAPTER 6

RESEARCH RESULTS, ANALYSIS AND SUGGESTIONS (124)

6.1 Introduction (124)

University of Pretoria etd - Pienaar, P A (2005)

6.2. Description of Participant (124)

6.3. Setting and Duration (124)

6.4. Manual (125)

6.5. Table of Arts therapies in the Process (125)

6.6. Step-by-step Report-back and Analysis (126)

(a) Introductory orientation (126)

(b) The empirical research process and reporting (127)

6.7. Interview with Mother (152)

6.8. Permission – Viewing of Edited Video (152)

6.9. EPI Tests Results (152)

6.10. Conclusion (154)

CHAPTER 7

CONCLUSION OF STUDY (155)

7.1. Introduction (155)

7.2 . Aims of the Study (155)

7.2.1. Immediate aims (155)

7.2.2. Secondary aims (156)

7.3 Findings Based on the Literature (156)

7.4 Findings Based on Empirical Research Process (159)

7.5 Testing of Hypotheses (162)

7.6 Empirical Research Weaknesses (164)

(a) Researcher (164)

(i) Limitations (164)

(ii) Weaknesses (164)

University of Pretoria etd - Pienaar, P A (2005)

(b) Respondent (164)

7.7 Summary (166)

7.8 Conclusion (169)

Appendix A

Appendix B

Appendix C

Appendix D

Appendix E

Appendix F

BIBLIOGRAPHY

University of Pretoria etd - Pienaar, P A (2005)