Ethics, Social Justice, and Experiential Learning

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Introductions

• What has brought you here today?
• What are we doing?
  – Creative Arts
  – Experiential Learning
• Why are we doing it?
  – Social Justice
  – Ethics
• Describe some creative and/or experiential activities that you have facilitated.
Traditional Didactic Instruction

- Teacher-Centered
- Instructional
- Lecture
- Utilizes primarily 1 – 2 senses
- Relies heavily on single form of communication
- Is not equitable in many cases
  - High context vs. low context communication
  - Cultural differences
  - Variability between individuals in a relationship

(Shreeve, 2008)
Creative and Expressive Activities

— Facilitate the learning & counseling processes
— Foster deeper communication
— Integrate multiple senses
— Focus is on process rather than product

(Jacobs & Schimmel, 2013; Rogers et al., 2012)
Creative and Experiential Techniques

• “Effective counselors are aware of the multidimensional qualities of the counseling process and utilize them effectively in the uniqueness that is their own style”  (Gladding, 2010, p. 1)
Creative and Experiential Techniques

1. Helps make concepts more concrete
2. Heightens awareness
3. Can help dramatize a point
4. Can help speed up the counseling process
5. Enhances learning and communication
   - People learn in a variety of ways
   - People often learn most through experience
6. Can help focus a session

(Jacobs & Schimmel, 2013, pp.12-13)
Experiential Activity
Experiential Activities

• Hands-On
• Learning/communicating through Experiences
  – Phenomenological
• Reflection of Doing
• Involves Multiple Senses

(Bell, Limberg, Jacobson, & Super, 2014)
Experiential Learning

• Carl Rogers
  – Early key contributor
  – Developed Person Centered Learning
    • Focus on facilitation
    • Students use facilitated experiences and perception to learn

• Kolb’s Experiential Learning Theory
  – Four types of abilities in effective learners:
    1. Concrete Experience ability – doing the experience
    2. Reflective Observation ability – reflecting the experience
    3. Abstract Conceptualization ability – learning from the experience
    4. Active Experimentation ability – implementing what you have learned from the experience.
  – Going through this cycle leads to a knowledge transformation.

(Abdulwahed & Nagy, 2009; Bell, Limberg, Jacobson, & Super, 2014; Heim, 2012)
Experiential Activities

• Focus on facilitation
• Facilitated experiences and perception exploration leads to connection
• Provides opportunity for corrective emotional experience

(Abdulwahed & Nagy, 2009; Bell, Limberg, Jacobson, & Super, 2014; Heim, 2012)
Using Creativity to Foster Social Justice Awareness & Advocacy

• Knowledge vs. Understanding
• Provides alternative medium for meaningful interaction
• Challenges may be present
Research Findings

• Creativity
  – Universal & Fosters connection (Yalom, 2002)
  – Provides a safe medium of expression (Parker, Joachim, & Gregory, 2016)
  – Assists with externalization (White, 2007)

• Experiential Techniques
  – Develops Self-Awareness
  – Fosters Understanding and Insight
  – Encourages Self-Exploration
  – Builds Confidence
  – Allows for autonomy and connection

Rubber Band

• Each person hold one end of rubber band.
  – Stretch rubber band tight
  – Explore what the experience is like for each person
  – Process how this may parallel aspects of their life experiences
Impossible Paper

• Write all the things that others go through/experience that some may describe as “impossible” around the edges of a standard sheet of paper.

• Cut a hole in the paper big enough for each person to fit through with written words comprising the edges of the hole.

• Process

• Repeat task, working together in conjunction with counselor.

• Process
Collaborative Mural

• Create a mural with the members of your table. Each person chooses a single marker color to use. After each person has chosen their marker, collaborate together to create a mural without talking (no verbal communication). (10 minutes)

• Process/discuss this experience. Pay particular attention to emotions/feelings.

• Now create a 2\textsuperscript{nd} mural together; however, this time you can talk while you create it.

• Process/discuss the experience again. Pay particular attention to emotions/feelings.
Play Dough

• Multiple creative uses for play dough
• Clay/play dough represent one of the more expressive creative mediums
Use of Movement/Placement

- Group Sculpt
- Chairs
- Privilege Walk
Sandtray

• Provoke deeper client thought
• Furthers “Self-reflection and therapeutic alliance creation and/or meaning” (Markos, Coker, & Jones, 2007)
• Numerous approaches/prompts
Creative Bookmark for Ethics

Transcultural Integrative Model:
Each step considers the possible barriers or effects due to the culture and differences of the stakeholders.

• **Step 1:** Awareness and fact finding. Is there actually a dilemma? How does this dilemma effect each stakeholder? Refer to the code of ethics. Consult another professional.

• **Step 2:** Formulation of an ethical decision.
  – Review potential discriminatory laws or institutional regulations.
  – Make sure that the potential courses of action reflect the different worldviews involved
  – Consider the positive and negative consequences of opposing courses of action from the perspective of the parties involved
  – Consult with cultural experts if necessary
  – Select a course of action that best represents an agreement of the parties involved

• **Step 3:** Weigh non-moral values and competing factors that may interfere with the selected course of action.

• **Step 4:** Carry out the plan, document, and evaluate the consequences of the ethical decision.
Additional Potential Creative and Experiential Activities

• “Me” Box
• Muffin Activity (Perspective Matters)
• Walk in my shoes
• Diversity Cards
• Walk in my shoes
• Pass the Hat
• Name the Difference: Exploring Diversity Through Writing
• Magnet words/whiteboard
• ACC Activities Clearinghouse
Importance

• Impact of creative arts and experiential activities
  – Helps counselors and students reach their goals
  – Recognizes diversity in communication styles, learning styles, and perspectives
    • Honors each individual’s personal experience
    • Allows for wider range of expression
Questions/Comments/Discussion
Thank You!
References


