

# Adler Graduate School

Richfield, Minnesota

## AGS Course 556

### **Art Therapy Studio: Media Exploration**

#### 1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number **556**
- 1.3 **Art Therapy Studio: Media Exploration**
- 1.4 Three (3) credits

#### 2. Course Description

This course will focus on the exploration of art materials used in the context of art therapy. A variety of responses to materials and processes will be investigated through experiential learning. Students will gain a better understanding of traditional approaches to media used in art therapy as well as non-traditional approaches to media that can promote and inspire the creative process. Students will further their personal artistic development, explore media interventions that incorporate Adlerian based therapeutic principles, as well as practice leading an art therapy group process. The students will explore their responses to the various media through self-exploration in an open studio environment. The students will present their artwork, at the end of the course, to honor their process and to share insights and experiences learned.

#### 3. Texts, Materials, and Resources

- Moon, C. (2002) *Studio art therapy: Cultivating the artist identity in the art therapist*. Philadelphia, PA: Jessica Kingsley.
- Alter- Muri, S. (1998) Texture in a Melting Pot: Postmodernist art and art therapy. *Art Therapy: Journal of the American Art Therapy Association*, 15(4), 245-251.  
(Handout)

#### 4. Competencies and Learning Outcomes

- 4.1 The students will demonstrate an understanding of the therapeutic use of media, traditional and non-traditional. (12G)
- 4.2 The students will demonstrate competency in creating objectives and leading an art therapy group experiential. (6b, 6d, 6E, 11d)
- 4.3 The students will become familiar with how therapeutic art media can be adapted to various populations. (11C)
- 4.4 The students will be able to practice implementing Adlerian based therapeutic art media interventions. (11b, 12g)
- 4.5 The students will have an opportunity to further their professional art therapist identity through artistic exploration. (1b, 11G)

- 4.6 The students will learn professional and ethical considerations of exhibiting personal and client artwork. (1G, 11F)

## 5. Course Outline

### 5.1 Unit one 2/23/10

Art Introduction  
 Syllabus  
 List of media choices  
 Designate student media and leader day  
 Grab bag materials handout  
 Worksheet and expectations of grab bag materials task

### 5.2 Unit two 3/2/10

Article Handout; *Texture in a melting pot: Postmodernist Art and art Therapy, Simone Alter-Muri.*  
 Grab bag materials student presentations  
 Media Leader #1-  
 Discussion  
 Media Leader#2-  
 Discussion

### 5.3 Unit three / 5.4 Unit four: Saturday 3/6/10

Discussion of Alter-Muri article-What Adlerian based principles can you discuss within the article?  
 Media Leader #3-  
 Discussion  
 Media Leader #4-  
 Discussion  
 Lunch  
 Media Leader#5-  
*Cathy Moon book will be discussed on 3/20/10, Saturday class. Please have something to share.*

### 5.5 Unit five 3/9/10

Meet at Artist Lucy Grantz Studio in NE Minneapolis, Northrup King Building.  
 Media Leader #6 CLAY-  
 Discussion

### 5.6 Unit six 3/16/10

Media leader #7-  
 Discussion  
 Media Leader #8-

### 5.7 Unit seven/ 5.8 Unit eight: 3/20/10 Saturday

Discussion of Cathy Moon Book  
 Media Leader #9-  
 Discussion  
 Media Leader #10-  
 Discussion  
 Lunch  
 Media Leader#11  
 Discussion

### 5.9 Unit nine 3/23/10

Media Leader #12/#13  
 Discussion  
 Presentations of 7 day projects

## **COURSE DETAILS**

### Grab Bag Media Task- first night only

*Objective:* Introduction to non-traditional art therapeutic materials. The goal is to expand the student's idea of materials that can be used creatively. Students will be required to use the limited materials provided in a paper bag to create a piece of art. A presentation and discussion will take place the following week. Worksheet provided.

### Media Experiential Leader-each class

*Objective:* The students will be required to lead a media experiential for the class to participate. Each student will be responsible for leading a structured or unstructured process using a particular media. The purpose of the experiential is to practice leading an art therapy group session, problem solve issues that may arise in a group art therapy session, practice using art therapeutic interventions as well as to consider the interface between Adlerian based therapeutic techniques and the materials provided, and to become exposed to a variety of materials in order to gain familiarity and exposure to various media. A discussion will be held after the student led experiential to explore subjective and objective associations to the media, responses, feelings evoked, connections to the media as well as adaptations that could be made to account for the variety of client needs and special populations as well as to discuss developmental considerations. Please bring enough materials you will need for the group. *You are welcome to use Adler's art therapy media, please let instructor know your needs and what materials you are interested in using for your night.*

### Open Studio -each class

*Objective:* The students will be required to use the studio space to respond to the media leader experiential through discussion and/or art response.

### Art Therapy Media Resources

*Objective:* The students will gain economical art therapy materials resources within the community and a chance to gather information about art therapy materials for the 7 day project.

[www.artscraps.org](http://www.artscraps.org) (St. Clair Ave. -St. Paul)

[www.ax-man.com](http://www.ax-man.com) (University Ave.- St. Paul)

### Class field trip to ceramic artist and art therapist: Lucy Grantz Studio on **3/9/10.**

*Objective:* To visit a studio artist/art therapist space, witness her artwork, learn about her pieces and to gain more knowledge and understanding about the important balance of the art therapist's identity as an artist. Students will also learn some of Lucy's ideas on how to successfully create an exhibition to present for the public to view.

Lucy's website: [www.thomparts.net](http://www.thomparts.net) directions located on website.

### Cathy Moon Book.

Please have book read by Saturday 3/20/10 class. Bring your comments/reactions to be discussed.

## 6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 15 hour experience, requiring no more than 15 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 15 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students' unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

**SPT: 7 day project/paper: (30HRS). Please start this 7 day project by \_\_\_\_\_.**

*Objective:* Students are to set aside 1.5 hours a day for 7 days in a row that they will commit to making art. Students will choose a media of their choice. This is an opportunity to explore an unfamiliar media, or an opportunity to continue to explore a familiar media on a deeper level. The goal is to connect to the art-making process. Be open to the creative possibilities and choices available, students create the structure or non-structure for themselves. *At the end of the 7 days, students will have 7 separate pieces to present to class or examples of the progression during each of the 7 days process if there are not 7 separate pieces (digital photo's or some other means of communicating the progression.)*

*Reflection Paper:* Approximately 8-10 pages typed, double spaced, minimum of 2 art therapy specific resources and 1 Adlerian art therapy specific resource to include in references. APA format will be expected. The main idea of the paper will be to reflect on the process of making the artwork and student reactions to the creative process in the hour and a half long art session. The paper will incorporate subjective observations as well as formal descriptions of each of the 7 pieces. The paper should include observations and reflections about the entire process and body of work. Include any insights and self-discovery that are encountered in your summary. The paper will be due 2 weeks from the last classroom day \_\_\_\_\_.

## 7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6<sup>th</sup> edition), 2009, American Psychological Association. ISBN 1-55798-791-2).

## 8. Assessment/Evaluation Procedures

- 8.1 Group Participation-**15pts.**  
 Grab bag materials task/presentation-**5pts.**  
 Experiential Media Leader-**30pts.**  
 SPT:7 day Media Project(25)/ Paper (25)-**50 pts.** (See details below)
- 8.2 Grading:
- |   |               |
|---|---------------|
| A | 90-100 points |
| B | 80-89 points  |
| C | 70-79 points  |

## 9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone. In this experiential art class, it is imperative to participate in the classroom activities as well as to be an active group participant. **The student will need to retake the course if 3 classes or more are missed. Grades will drop (1/2 a grade) for 2 missed classes. The student is responsible for making up all missed coursework and in classwork.**

## 10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them. The student will present themselves in a professional manner in class.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

## 11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

## 12. Internet/On-Line Activity

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.
- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

## 13. Nondiscrimination Clause

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

## 14. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student's expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

## 15. Instructor Contact Information

Instructor:

Erin Rafferty, LPC, ATR-BC

[eraffer1@fairview.org](mailto:eraffer1@fairview.org)

612.273.5941 work

612.205.1687 home/cell

[www.mnata.org](http://www.mnata.org)- Directory

**EXPERIENTIAL MEDIA LEADER IDEAS (assign students to a media)**

DRAWING-pencil, colored pencil, oil pastel, pastel, marker, watercolor pencil

PAINTING-watercolor, tempera cake, oil, acrylic, oil pastels

PRINTING/ STAMPS-vegetable, rubber stamps, wooden

COLLAGE-found object, newspaper, magazine

MASK MAKING-papier-mâché, plaster-of-paris, paper cutouts, cardboard

CLAY-porcelain, earthenware, air fire, sculpey, primo, crayola, model magic,

FIBER-knitting crocheting needlepoint, embroidery, sewing,

DOLLS/ PUPPETS-sock puppets, paper plate, yarn, fabric

PHOTOGRAPHY-digital, snap and shoot, computer generated, polaroid

SCULPTURE-found object, popsicle stick, metal, wooden, concrete,

BOOK MAKING/ JOURNALS-already bound, handmade, spiral bound, stapled

MUSICAL INSTRUMENTS-maracas, rain-sticks, drums, tambourines

BOXES- self boxes, diorama's, houses, treasure, personal

Digital/ Computer/ VIDEO- u-tube art therapy videos, computer,

INSTALLATION- using the environment as the inspiration for the artwork.

SANDTRAY/PLAY- sandplay therapy using objects in the sand.

Any other ideas you come up with!

## **Art Therapy Studio: Media Exploration Worksheet**

Media Exploration Worksheet: (to be completed after grab bag materials task and to use as a guide for discussion after each media experiential task.)

1. What is your initial reaction to the media (subjective response)? Do you like it? Why or why not? What kinds of feelings are evoked by each of the materials provided?
2. Where does your reaction from the media originate from? (past experience, symbolic significance, physical response)
3. List the formal (objective) characteristics of each media.
4. In what ways are these materials similar or different?
5. Do you have any cultural/ gender/ social/ personal/ global associations with these materials given?
6. What are the various processes (wrapping, draping, kneading etc.) that each material lends itself to? What are the similarities or differences of the processes between these materials?
7. What tools are needed to work with these materials effectively? Could these resources be utilized to help clients get through their difficulties and how so? (strength, flexibility, patience, lack of control etc.)

8. Under what circumstances would you for see a safety hazard in using these materials? With what particular population? How would you make sure your environment would be safe with using these materials?

9. Do any of these materials lend themselves to working with a specific population? Could the materials be aversive to any population? If so why? What kinds of adaptations of these materials could you make to work with a specific population? What about developmental considerations (ages and developmental levels appropriate for/ not appropriate for).

10. Do you any memories associated with any of these materials that you could share with the class. Please share if so.

11. What type of Adlerian specific art therapeutic directives could be implemented with the materials provided?

12. Please write a few paragraphs about the process of creating your piece of artwork from the materials provided. (Please consider the answers you wrote about in the worksheet, include your personal reactions, consider if you added materials or only used those provided, how was this experience for you- frustrating, interesting, a creative challenge? Did you learn anything about yourself?)