

Adler Graduate School

Richfield, Minnesota

AGS Course 551

Foundations of Art Therapy

1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number **551**
- 1.3 **Foundations of Art Therapy**
- 1.4 Three (3) credits
- 1.5 Prerequisites: **None.**

2. Course Description

This course will introduce the theory, history, principals and practices of art therapy. The interface between art and various theories of psychotherapy will be explored, including application of art therapy techniques and practices for selected client populations. We will explore the use of various art media within a therapeutic context. Through readings, lecture, experiential exercises and individual presentations students will be encouraged to apply theory into general practice experiences.

3. Texts, Materials, and Resources (required and optional)

3.1 Required texts:

Rubin, J. (1999) *Art Therapy: An Introduction*. Philadelphia, PA. Brunner/Mazel. **(Required)**
ISBN 0-87630-897-3

Malchiodi, C. Ed (2003) *Handbook of Art Therapy*. New York, NY, Guildford Press **(Required)**
ISBN 1-57230-809-5

Schroder, D. (2005) *Little Windows into Art Therapy: Small Openings for Beginning Therapists*. Philadelphia, PA. Jessica Kingsley Publishers **(Required)**
ISBN 978-1-84310-778-1

Wadson, H. (1995) *The Dynamics of Art Psychotherapy*. New York, NY, John Wiley & Sons, Inc. **(Required)**
ISBN 0-471-11464-2

Dreikurs, S. (1986) *Cows Can be Purple: My Life and Art Therapy* Chicago, IL, Alfred Adler Institute. **(Required)**
ISBN 0-918560-32-2

Two copies are available in the school library along with copies of chapters.

Selected Articles to be supplied (**Required**)

Required art supplies for visual journal:

8 ½ X 11 spiral bound sketchbook (no newsprint)

1 - 3 ring binder (large rings)

Glue stick, scissors

Your choice of at least two of the following: Markers, colored pencils

Oil or chalk pastels or crayons

Additional materials may be available in the class room.

Art materials are not sold at the Adler Graduate School.

4. Competencies and Learning Outcomes

Students in this course learn:

- 4.1 The history and theoretical basis upon which art therapy was established, including: humanistic, psychodynamic, behavioral, existential and Adlerian perspectives. (1a,5f,10c,11a)
- 4.2 The basic art therapy skills and techniques used in counseling with various populations, including the use of art materials, metaphor, symbols and the creative process. (5a,b,10e,11b,c)
- 4.3 The vocabulary and literature related to the field of art therapy. (1a,11a)
- 4.4 Through the experiential and processing of artistic expression as a strategy for personal growth and professional development. (5b,11,)
- 4.5 The process of using an effective art therapy based treatment plan to move from planning to implementation. The treatment plan clarifies and guides the client and clinician's approach to clinical intervention in the art therapy context. (5c,f,g,10g,11b)
- 4.6 The ethical issues related to art therapy. (1g,2f,5h,11f)
- 4.7 The influence of multicultural and diversity issues in art therapy. (2a,b,5a,11h)
- 4.8 The professional roles, functions, organizations and credentialing boards. (1b,c,d,e,11g)

5. Course Outline

5.1 Unit 1

Topic: Introduction to the course.

Explanation of syllabus, course requirements.

Experiential #1: Visual Language

Topic: The Image

Bruce moon article

Video: Art Therapy Has Many Faces

Discussion

Experiential #2 Contour drawing

Topic: Definition of Therapy/Art Therapy

Topic: Professional Associations

AATA, ATCB, MNATA, MNCATA

Read: Rubin, Art Therapy, an Introduction, Chapter 3 & 5

Malchiodi, Handbook of Art Therapy, Chapter 2

Robbins, Creative Art Therapy, Chapter 2

Unit 2

- Topic: Ritual in the context of therapy
 Questions & discussion of readings
 Selection of presentation topics
 Special Project Time
 Self-portrait as an Art Therapist
- Topic: Historical context of Art Therapy
 Comparative Theories – Handouts
 Experiential #3 Scribble
- Topic: Why art therapy works, the projective hypothesis
 Experiential #4 Creativity Exercise
- Read: Rubin: Chapters 6 & 8.
 Moon: Metaphor, Ritual and Journey chapter
 Dreikus, Part 2

Unit 3

- Warm up: Ritual
 Questions?
- Topic: Presentation Selections
- Topic: Creativity
 Experiential #5: Mask making
 Completed mask due on last class day
- Topic: Signs and Symbols
 Experiential # 6 Mandalas

Unit 4

- Topic: Adlerian Art Therapy
 Experiential # 7 Early Recollections
 Topic: Cows Can Be Purple
 Experiential #8: Carousel Painting
- Read: Rubin, chapter 9, 10.
 McNiff: Identity, a Process of Interpretation
 Koop: Metaphor Therapy chapter 10
 Schroder: Part I
 Backos & Pagon: Finding a voice: Art Therapy with Female Adolescent Sexual Abuse Survivors.

Unit 5

- Warm up: Ritual
 Questions?
 Topic: Metaphor/Metaphor Therapy

Topic: Visual Thinking – Rudolph Arnheim p.296
 “The most effective training of perceptual thinking can be offered in the art studio.”

“The artist knows the variety of forms and techniques available, and he has means of developing the imagination. He is accustomed to visualizing complexity and to conceiving of phenomena and problems in visual terms”

Presentation: Art Therapy with Sexual Abuse Survivors

Read: Moon: Making Art
 Harriet Wadson: *The Dynamics of Art Psychotherapy*, pp. 25-65.
 Schroder, Part II

Unit 6

Warm up: Ritual
 Questions?
 Discussion: Making Art
 Topic: Encouraging Art Expression

Unit 7

Topic: Stages of Therapy
 Art Therapy Treatment Planning
 Topic: Structure, environment and materials
 Material Safety
 Experiential # 9 – 13 Media explorations
 Read: Schroder Part III
 Moon: Multicultural & Diversity Issues in Art Therapy
 Bush: Appendix E & I

Unit 8

Student Presentations
 Read: AATA Code of Professional Practice

Unit 9

Warm up: Ritual
 Questions and comments about class and final paper

Ethics quiz and discussion

Student presentations

Mask presentations

Please complete the course evaluation.

Prepare: Final paper and Journal. **They are due on November 23, 2009.**

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, 30 hour experience, requiring no more than 30 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 30 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, Art Therapy 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.

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* (6th edition), 2009, American Psychological Association. ISBN 1-55798-791-2).

8. Assessment/Evaluation Procedures

8.1 Course Assignments

Visual Journal. Students will be expected to keep a visual art therapy journal. Unless requested to do otherwise, all art experiential exercises are to be kept in the journal.

Include the following information written on the back of each page.

1. Date and Number each entry
2. Directive
3. Goal of the directive/experiential
4. Objective (How do you meet the goal)
5. Process/comments, a brief summary of your thoughts or dynamics that occurred to you during or after you created the image. Make observations not interpretations. Think about why the directive was given and what happened to you in the art making process.

Assessment will be based on the process of keeping the journal, not the artistic content.

Points will be deducted for omitting written/process information.

- 8.2 Presentations: Students will make 20 minute presentation to the class. Presentation topics are to focus on one specific client population. Students are to include the following information on their worksheet: Overview of clinical dynamics or working with this population, examples of work settings and examples of art directives. Presenters are to answer any questions from peers and provide the class with an experiential exercise to complete in their journal. Please make sure all art materials are available. Students are to turn in the completed worksheet, a brief outline of content and return reading material if needed. Peers will also participate in providing the instructor feedback on the clarity and effectiveness of the presentation. The presentation is worth 15 points.

8.3 Special Project Time

Part I

Self-portrait: Students receive a canvas panel to create a self-portrait that reflects on beginning their journey to become an Art Therapist.

Write a 2 page paper about the process of doing the portrait and responses to the finished product. (i.e. did the process/product clarify aspects of your career path or create new questions/concerns? How might it compare or contrast with a previous self-portrait or art making process?)

The due date for the self-portrait will be discussed in class. This portrait will go on public display at the Adler Graduate School. Please sign the artists release form.

Part II

Mask project: Students finish constructing their mask started in class. Change/enhance and decorate the outside and inside however you wish. Upon completion of the mask, write a 2 page paper that reflects on the process and final product and how it may be a personal/professional metaphor for you. Bring the mask and the paper to the final class session.

8.4 Final Paper

The purpose of the final paper is to synthesize all the information covered in class and assigned readings. Students are to write a paper which describes the experiences and how art therapy theories or applications might be integrated into their preferred way of working with clients.

Please include:

1. Define your understanding of the use of artistic expression in counseling; include the interface of client, therapist, art product and context.
2. Use a **metaphor** to describe the evolution or history of the profession of Art Therapy.
3. Include what counseling theories influence your professional style with clients and how you might integrate the expressive arts in your work.
4. What was helpful to your professional development as a result of your keeping the art journal and doing the self-portrait? How might you use this learning experience in your life or work? This is an opportunity to create your vision of a professional life which includes creative expression.
5. Create a case situation of your own choosing in which you think art therapy techniques might be an appropriate treatment strategy. Design a course of therapy using a specific client dynamic and set of goals, context, a treatment plan and any projected outcomes. Take your hypothetical client through the therapy process integrating Adlerian and art therapy techniques appropriate for each stage of therapy. Include your justification for your choice of techniques and directives.

Criteria for grading final paper:

Demonstration/understanding of art therapy theory and concepts	25 pts
Integration of personal experiences	10 pts
<u>Organization, mechanics, APA format and presentation of idea</u>	<u>5pts</u>
Total	40 pts

8.5 Grading:

Student performance will be calculated by accrued points for completed work.

Assignments and point values are:

Presentation	15 Points
Journal	15 Points
Special Project Time	20 Points
Final Paper	40 Points
<u>Test</u>	<u>10 Points</u>
Total	100 Points

A	90-100 points
B	80-89 points
C	70-79 points
R	70 or less or more than 45 days last post due date

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.

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.

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

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