

# Adler Graduate School

Richfield, Minnesota

## AGS Course 552

### Art Therapy with Children and Adolescents

#### 1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number 552
- 1.3 **Art Therapy with Children and Adolescents**
- 1.4 Three (3) quarter credits
- 1.5 Prerequisites: **As required by major field of study**

#### 2. Course Description

This course provides an overview of the theories, principles and practices of art therapy as an assessment and treatment modality for children and adolescents. Normal stages of child development and graphic development will be addressed, as well as strategies to enhance the social, emotional and creative development of children and adolescents through the use of art therapy.

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

##### 3.1 Required texts:

Rubin, Judith (2005). *Child art therapy*. New Jersey: John Wiley & Sons, Inc.

Riley, S. (1999). *Contemporary art therapy with adolescents*. London: Jessica Kingsley Publishers.

##### 3.2 Optional text:

Linesch, Debra G. (1988). *Adolescent art therapy*. N.Y.: Brunner/Mazel.

#### 4. Competencies and Learning Outcomes

Students in this course learn:

- 4.1 To explore art therapy processes, forms, content and associations as reflections of an individual's development. (3b, 3c, 11b)
- 4.2 How art therapy processes can be used as a primary or adjunctive treatment modality with children and adolescents. (1b, 5b, 11b, 11g)
- 4.3 Emerging research about the importance of attachment and how art therapy can be used to enhance or repair attachment with children and adolescents. (3d, 5c)
- 4.4 To develop direct experience with art therapy media and processes as these relate to child and adolescent therapy. (5f, 11c, 11g)

4.5 Sensitivity to culture, context and diversity issues to consider when working with children and adolescents. (2a, 2b, 11n)

4.6 Ethical and legal considerations in working with children and adolescents. (2f, 11f)

## 5. Course Outline

### 5.1 Unit 1 (Monday, November 16, 2009)

- ~ Introductions
- ~ Syllabus Overview
- ~ Lecture – Elements of an effective therapeutic style with children and adolescents
- ~ Experiential exercise

### 5.2 Unit 2 (Saturday, November 21, 2009)

Reading due: Rubin Chapters 1 and 2

- ~ APA Audiotape – Working with “Resistant” Children
- ~ Identifying children’s strengths and resources
- ~ Experiential exercise

### 5.3 Unit 3 (Saturday, November 21, 2009)

Reading due: See Unit 2

- ~ Video “Expressive Therapies with Children”
- ~ Media Dimension Variables
- ~ Experiential exercise

### 5.4 Unit 4 (Monday, November 23, 2009)

Reading Due: Rubin Chapter 3  
Riley Chapter 1

- ~ Stages of child development and graphic development
- ~ Integrating developmental theories with art expression

5.5 Unit 5 (Monday, November 30, 2009)

Reading Due: Wix article  
Attachment chapter handout

- ~Attachment styles
- ~ Use of art therapy to enhance or repair attachment
- ~ Experiential exercise

5.6 Unit 6 (Saturday, December 5, 2009)

Reading due: Riley Chapter 2  
Rubin Chapter 4,7 and 13

- ~A picture of the therapeutic process
- ~Decoding symbolic messages

5.7 Unit 7 ( Saturday, December 5, 2009)

Reading due: See Unit 6

- ~ Group approaches with children and adolescents
- ~ Experiential exercise

5.8 Unit 8 (Monday, December 7, 2009)

Reading due: Riley Chapters 3 and 6

- ~ Issues of culture, context and diversity
- ~ Ethical issues specific to work with child and adolescent clients
- ~ Final papers – in class presentation
- ~ Experiential process

5.9 Unit 9 (Monday, December 14, 2009)

Assignments due: Special Project Time, Visual Journal and Final Paper

- ~Course review
- ~In-class presentations
- ~Experiential closure process

## 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.

## 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 Final Paper and Presentation (30 points).

Choose one of the following options:

- a. Research a specific problem or concern which a child or adolescent client might be experiencing. What art therapy interventions might be helpful in working with this issue? What research exists about the effectiveness of art therapy with this population or concern? Summarize your research in APA format, including at least 4 references and a bibliography.
- b. Arrange to meet on at least 3 separate times with a child or adolescent to complete an expressive process involving art. This does not need to be a client, but can be any child with whom you have a relationship. Write a 4 to 6 page paper summarizing your observations about the process. Comment on the child's relationship to the media, visual themes and content, verbal and non-verbal behaviors and interactions between the child and you. If possible, obtain permission to include examples or photographs of the art work.

### 8.2 Special Project Time (40 points)

Special projects shall be completed and turned in on the final day of class. Choose one of the following options for this requirement:

- a. Purchase or construct an unlined journal/blank book in which to visually explore a theme related to your own child or adolescent identity and experiences. While there is not a specific requirement for number of entries, they should all relate to the unifying theme and there should be a sufficient number of entries to create a sense

of cohesiveness and closure to the book. Written text may be included in the book along with imagery, at the discretion of the student. Include with the book a 2 to 3 page reflection paper on your chosen theme and how your work relates to this theme.

- b. Develop a plan for a program or facility designed for art therapy with children and/or adolescents. Be as specific as possible about the nature of the program including the space, materials and program structure. If you were to write a grant proposal to fund this program, what would be the stated mission of the program? What is the target group? Why is this needed? Include a floor plan or other visual representation of the facility you are proposing.

### 8.3 Class attendance and participation (30 points)

Given the experiential nature of this class, regular attendance of scheduled class meetings is extremely important, and will be considered in the final grade.

### 8.4 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.

## 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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