

Adler Graduate School

Richfield, Minnesota

AGS Course 559

Integrative Approaches to Family Art Therapy

1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number 559
- 1.3 **Integrative Approaches to Family Art Therapy**
- 1.4 Three (3) credits
- 1.5 Prerequisites: **As required by major field of study**

2. Course Description

This course focuses on the integration of art therapy theories and processes with family systems theory. Students will utilize both didactic and experiential learning methods to explore the use of art therapy within a family context. The course includes an overview of historical and more recent approaches to using art therapy with families. Ethical and cultural issues specific to family therapy are addressed.

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

3.1 Required texts:

Kerr, C. and Hoshino, J. (2007). *Family art therapy: Foundations of theory and practice*. New York: Routledge

Riley, S. and Malchiodi, C. (2004). *Integrative approaches to family art therapy*. Chicago: Magnolia Street

3.2 Optional text:

McGoldrick, M. and Gerson, R. (1985). *Genograms in family assessment*. New York: Norton

4. Competencies and Learning Outcomes

Students in this course learn:

- 4.1 How major family therapy theoretical models impact the practice of family art therapy. (3a, 4a, 5c, 5e)
- 4.2 How art therapy processes can be used in formal and informal family assessment. (5e, 7b, 7g, 9b, 11e)
- 4.3 The creative use of art therapy processes and interventions to promote therapeutic change within family systems. (9c, 11b)
- 4.4 Awareness of the impact of the therapist's own family history as this relates to working with families. (5a)

- 4.5 Sensitivity to culture, context and diversity issues to consider when working with families. (2c, 111)
- 4.6 Legal and ethical issues to consider in working with families. (9d)

5. Course Outline

5.1 Unit 1 (Thursday May 21)

- ~ Introductions
- ~ Syllabus Overview
- ~ Shifting frames – from an individual to a systems perspective
- ~ Experiential exercise – Rhyne family collage

5.2 Unit 2 (Thursday, May 28)

Reading due: Riley pages 15- 50
Kerr Introduction

- ~ Rules, roles and relationships in families
- ~ Mapping family systems using genograms and visual/symbolic diagrams
- ~Experiential exercise – family symbols

5.3 Unit 3 (Thursday, June 4)

Reading due: Kerr pages 25-63
Riley pages 115-131

- ~ Different theoretical models for family therapy and how these impact the direction of family art therapy
- ~Identifying and utilizing the strengths of a family
- ~ Interactive family process role play

5.4 Unit 4 (Sunday, June 7)

Reading Due: Riley pages 51-80
Kerr pages 167-179

- ~ Effectively utilizing the art therapy process as a catalyst for change

Art as visual metaphor
Art as ritual/symbolic experience
Development of a family vision
Exploring and shaping family narrative

5.5 Unit 5 (Sunday, June 7)

See Unit 4

5.6 Unit 6 (Thursday, June 11)

Reading due: Riley pages 101-131
Kerr pages 95-117

- ~ Ethical considerations specific to work with families
- ~ Potential challenges, dilemmas and pitfalls for the family art therapist
- ~ Culture, context and diversity issues
- ~ APA audiotape

5.7 Unit 7 (Thursday, June 18)

Reading due: Kerr pages 151-166
Riley pages 227-235

- ~ Family development and the process of change
- ~ Supporting families through transitions
- ~ Grief and loss issues
- ~ Divorce and blended families
- ~ Rituals to mark and honor family transitions

5.8 Unit 8 (Saturday, June 20)

Reading due: Riley pages 285-293
Kerr pages 193-219

- ~ Presentation and discussion of special projects
- ~ Termination process with families
- ~ Final papers – in class presentation
- ~ Experiential process
- ~ Course summary – reflection and review

5.9 Unit 9 (Saturday, June 20)

~ See Unit 8

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

8. Assessment/Evaluation Procedures

8.1 Final Paper and Presentation (35 points).

Choose one of the following options:

- a. Choose a fictional family from a movie, novel or similar source. Create both a genogram and a visual/symbolic representation of this family system. Describe what issues might bring this family to therapy and how you would approach working with them as a family art therapist. Detail at least 3 sessions with the family including your fictional account of what occurs in session and how the family responds to the art therapy process. Include your impressions of whether the intervention is successful and what further recommendations you would have for the family.
- b. Focus on a specific presenting issue which a family might bring to therapy. Consider how a family art therapy approach would differ from an individual therapy approach. When working with this issue, what family theories might guide your work as a family art therapist? This paper must be written in APA format and include references and a bibliography.

8.2 Special Project Time (35 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 family theme such as one of the following:

The Good Son/ The Good Daughter
Closets and Secrets
The Ins and Outs
The Elephant in the Living Room
All Tangled Up

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. Construct a chronological time line and/or visual map of events in your family that most impacted your life. Focus in more detail on one of the events that marked a time of important transition and/or loss for you. Create a 3-dimensional marker or Descansos (as described by the reading from Clarissa Pinkola Estes) which symbolically honors this life event. Include a 2 to 3 page reflection paper describing the event and its relationship to the imagery used in your Descansos.
- c. Create either a 2 or 3 dimensional art work that visually represents your own family of origin. See

examples in Kerr pages 58-60. Include a 2 to 3 page reflection paper on how your piece relates to the family system.

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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