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**ART/PSYC 250: Art Therapy
Course Syllabus
Fall 2019**

Instructor: Philippa Stannard, MFA, Art Therapist

Credits: 3

Contact Hours: 45

Prerequisites: None

Office Hours: By appointment

Course Type: Standard Course

Course Meetings: TBA

Lab Fee: TBA

Course Description

Art therapy uses different forms of creative expression to help people explore and transform feelings, thoughts, and ideas. It can help to process and cope with emotional issues as well as facilitate self-awareness, understanding, healing, and well-being. Art therapy can be especially useful for people who find it difficult to talk about their thoughts and emotions.

In this course, students will examine theories and models of art therapy from an international and cross-cultural perspective. Through discussion of readings, sharing of experiences, group work, and art therapy activities, students will increase their understanding of the history, theory, practice, and applications of art therapy in various settings.

This course is of particular interest for students majoring in Psychology, Communications, Art, Human Development, Special Education, Disability Studies, and Occupational Therapy. Students who commit to this course should keep an open mind, be motivated to actively learn, and be flexible. No artistic aptitude or background is expected or necessary.

Learning Outcomes	Assessment Measures
Students will have a deeper understanding and recognition of non-verbal communication	Class discussion, art therapy activities, written reflections, journal, exams
Critically think of personal beliefs, values, and judgements about health and wellness	Class discussion, journal, written reflections, exams
Improve communication skills	Oral report and written paper, class discussion, exams, journal
Explore the history, theories, and applications of art therapy	Readings, lectures, and art therapy activities, exams, written paper and oral report
Gain hands-on experience with the creative process as an approach to therapy and healing	Art therapy activities
Describe, analyze, reflect, and evaluate their experiences of art therapy	Journal, exam, class discussion, written reflections

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Course Materials

Readings

Malchiodi, C. (2007). *Art Therapy Sourcebook*. McGraw Hill Professional.

Assessment

Participation	10%
Journal	10%
Midterm Exam	30%
Final Exam	30%
Oral Report	10%
Written Paper	10%

Grading

Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional
A-	90% - 92%	Excellent
B+	87% - 89%	Superior
B	83% - 86%	
B-	80% - 82%	
C+	77% - 79%	Satisfactory
C	73% - 76%	
C-	70% - 72%	
D+	67% - 69%	Low Pass
D	63% - 66%	
D-	60% - 62%	
F	59% or less	Fail (no credit)

Course Requirements

Grades are based on the following learning activities: readings and class discussions that provide students with a theoretical framework, written reflections and exams, and oral and written presentation on an application, a method, or a project in which art therapy is used.

Participation (10%)

Class participation grades are based on oral contributions to the collective learning experience. Participation means active engagement in the course: being prepared for class by having carefully read that day's assignments, asking questions, responding to questions, and attentively listening to others during activities and theoretical discussions.

Journal (10%)

Journal reflections help students solidify their understanding of the course materials and offer them an opportunity to explore the in-class activities further. Students will utilize a creative journal throughout the course to facilitate self-reflection and the art therapy activities. It should be 24x30cm or larger, hardbound or a spiral sketch pad, with paper that is 120g or thicker (thicker than normal notebook paper). Very reasonably priced sketch pads can be found at Tiger (near the Coop in Piazza Mattiotti). The journal will include individual pieces, drawing, painting, collage, photos as well as written reflections on each project, the readings, and hands-on exercises. Students will not be graded on their artistic skill, but rather on the thought process and effort invested in their artwork and writings. The professor will periodically look at the journals to assure

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that students are fulfilling the assignments. However, as journals may be quite personal, the professor will not be reading them word for word.

Midterm and Final Exams (30% + 30% = 60%)

You will have a midterm (30%) and a final (30%) exam based on readings, class discussions, and material covered in class. The exams will be half multiple choice and half essay questions.

Oral Report and Written Paper (10% + 10% = 20%)

Each student will research an application, method, or project in which art therapy is used or research a well-known art therapist and write about their methods and applications. Students will choose an article for the class to read and lead a discussion on the topic. Students will then give an oral report and prepare a written paper on their chosen subject, consulting Chapter 10 in *The Art Therapy Sourcebook*. There are also many books on art therapy applications in the library.

The *oral report* will be given to the class as a presentation accompanied by a PowerPoint slideshow. Students should explain why they chose the application, method, or project, as well as provide a critical analysis of the presented information based on our readings, discussions, and hands-on exercises. The oral report should last about 15 minutes.

The *written paper* on the chosen application, method, or project in which art therapy is used should be at least six pages long, typed, and double spaced.

Attendance Policy

Class attendance is **mandatory**. Students are allowed **two “free” absences**, which do not need to be justified. **It is the students’ responsibility to keep them in case of real necessity (sickness or any other unforeseen inconvenience that may prevent students from being in class)**. Each additional absence, unless for a very serious reason, will lower the students’ grade by one grade level (i.e., a final grade of a B+ would be lowered to a B).

If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. It is also the policy of the Institute that any student who has eight or more absences automatically fails the class.

Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. **Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason.** Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Presence during mandatory field trips is especially important for student performance in class. Missing a mandatory field trip, unless for a very serious reason that is communicated to the professor and Umbra Academic Director in a timely manner, will lower students’ final grade by one grade level (i.e., a final grade of a B+ would be lowered to a B).

Academic Integrity

All forms of **cheating** (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and **plagiarism** (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

Classroom Policy

Students are expected to follow the policy of the Institute and demonstrate the appropriate **respect** for the historical premises that the school occupies. Please note that **cell phones** must be turned off before the beginning of each class. **Computers and other electronic devices** cannot be used during class lectures and discussions.

Schedule of Topics, Readings, and Assignments

WEEK 1

What is Art Therapy?

- Introduction in pairs
- Introduce partner
- Ball name game
- Go over syllabus
- Discussion: What is Art?
- Art + Therapy = ?
- What is mental illness?
- Art and diagnosis
- Art and psychology
- Artists, creativity, and madness
- Arts in health care

To do before next class:

- Bring journal to next class. Write any reflections you have about your first impressions of art therapy.
- Research a subject that you may be interested in doing your report on.

Reading

Cathy Malchiodi, Chapter 1&2 *What is Art Therapy?* and *Art Therapy: Drawing on the Past and the Present*, 2007

Journal

Write any reflections you have about your first impressions of art therapy

Laboratory: Name and Symbol

- Name game
- Name and symbol
- Create folder to hold our work

To do before next class:

- Research a subject that you might be interested in doing your report on.

Reading

Cathy Malchiodi, Chapter 3 *Getting Started: Drawing from Within*, 2007

Journal

Written reflection in your journal on laboratory

Complete your Personal Art History Questionnaire in your journal

Complete Image Awareness Activity in your journal

WEEK 2

Process Not Product

- Name game
- Sign up for subject and report dates
- Quiz on reading
- Check journals
- Discussion and reflection on Chapters 1-3

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- Discuss: Your personal art history
- Discuss: Image awareness
- Non-artists and art therapy
- Drawing from within: The importance of process not product

Laboratory: Music and Mood

- Working with drawing materials and music

Reading

Cathy Malchiodi, Chapter 4 *Creativity: Drawing on Process*, 2007

Journal

Written reflection on art therapy activity

Complete Creativity Questionnaire from your reading in your journal

WEEK 3

What is Creativity?

- Quiz on reading
- Check journals
- Discussion and reflection on Chapter 4 and Creativity Questionnaire
- Defining creativity
- Understanding the creative process
- Art therapy and the creative process
- Relaxation and creativity
- Discuss: Creativity Questionnaire

Laboratory: Collage

Reading

Cathy Malchiodi, Chapter 5 *Setting Up: Drawing on Environment and Materials*, 2007

Journal

Written reflection on art therapy activity

Choose an art therapy activity from Chapter 4 to do in your journal

WEEK 4

Environment and Materials

- Quiz on reading
- Check journals
- Discussion and reflection on Chapter 5
- Supplies and materials
- Media choices
- Applications

Laboratory: Ink and String Scribbles

Reading

Cathy Malchiodi, Chapter 6 *Spontaneous Art: Drawing Out Imagery*, 2007

Journal

Written reflection on art therapy activity

Choose an art therapy activity from your reading to do in your journal

WEEK 5

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Spontaneous Imagery

- Quiz on reading
- Check journals
- Discussion and reflection on Chapter 6
- Directive vs. non-directive approaches in Art Therapy
- Applications

Laboratory: Color and Emotion

Reading

Cathy Malchiodi, Chapter 7 *Using Art to Express Feelings: Drawing on Loss*, 2007

Journal

Written reflection on art therapy activity

Choose an art therapy activity from your reading to do in your journal

WEEK 6

Art Therapy, Trauma, and Loss

- Quiz on reading
- Check journals
- Discussion and reflection on Chapter 7
- Art as emotional healing
- Applications

Art Therapy Activity: Map

Reading

Cathy Malchiodi, Chapter 8 *Art Making and Illness: Drawing a Picture of Health*, 2007

Journal

Written reflection on art therapy activity

Choose an art therapy activity from your reading to do in your journal

WEEK 7

Reflection and Review

Midterm Exam

SEMESTER BREAK

WEEK 8

Art and Health

- Quiz on reading
- Check journals
- Discussion and reflection on Chapter 8
- Creativity and health
- Art Therapy in medical settings

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- Applications

Laboratory: Trees and Forest / Block of Clay

Reading

Written reflection on art therapy activity

Cathy Malchiodi, Chapter 9 *Art Therapy Groups: Drawing Together*, 2007

WEEK 9

Art Therapy Groups

- Quiz on reading
- Check journals
- Discussion and reflection on Chapter 9
- Benefits of working in group settings
- Applications

Laboratory: Talking with the Image

Readings

Cathy Malchiodi, Chapter 10 *Working with the Art Product: Drawing on Meaning*, 2007

Journal

Written reflection on art therapy activity

WEEK 10

Different Styles and Approaches in Art Therapy

- Quiz on reading
- Check journals
- Discussion and reflection on Chapter 10
- Applications
- Required reading for Wednesday due today if you are giving your report next Monday

Reading chosen by _____

Topic of readings _____

Laboratory: Based on topic chosen by student (Monday's reading and report)

Readings

Journal

Written reflection on art therapy activity

WEEK 11

Reports, Presentations, and Student-led Discussion

- Quiz on reading
- Check journals
- Discussion and reflection on readings led by _____
- Presentations by _____
- Applications

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- Required reading for Wednesday due if you are giving your report next Monday

Reading chosen by _____

Topic of readings _____

Laboratory: Based on topic chosen by student (Monday's reading and report)

Readings

Journal

Written reflection on art therapy activity

WEEK 12

Reports, Presentations, and Student-led Discussions

- Quiz on reading
- Check journals
- Discussion and reflection on readings led by _____
- Presentations by _____
- Applications
- Required reading for Wednesday due if you are giving your report next Monday

Reading chosen by _____

Topic of readings _____

Laboratory: Based on topic chosen by student (Monday's reading and report)

Readings

Journal

Written reflection on art therapy activity

WEEK 13

Reports, Presentations, and Student-led Discussions

- Quiz on reading
- Check journals
- Discussion and reflection on readings led by _____
- Presentations by _____
- Applications

Bring your journal to next class

Laboratory: Based on topic chosen by student (Monday's reading and report)

- Journal review

WEEK OF FINAL EXAMS AND SPECIAL ACADEMIC EVENTS

The Final Exam and Special Academic Events Calendar will be provided later in the semester.

Bibliography

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- Rogers, C. (1961/1995). *On becoming a person*. New York: Houghton Mifflin Company.
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- Schroder, Deborah. (2004). *Little Windows into Art Therapy: Small Openings for Beginning Therapists*. Jessica Kingsley Publishers
- Waller, D. (1991). *Becoming a Profession: A History of Art Therapists 1940-1982*. London and New York: Routledge.