



ART/PSYC 250: Art Therapy

Course Syllabus

Fall Semester 2021

Credits: 3

Contact Hours: 45

Class Hours: Monday and Wednesday, 11:45 a.m. – 1:15 p.m.

Plus one hour expected classwork a week

Office Hours: Before or after class or by appointment, Photo Lab, Umbra Institute

Course Type: Standard Course

Lab Fee: € 70.00

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, journals.
Critically think of personal beliefs, values, and judgements about health and wellness	Class discussion, journal, written reflections.
Improve communication skills	Oral report and written paper, class discussion, journal

Explore the history, theories, and applications of art therapy	Readings, lectures, and art therapy activities,, 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, class discussion, written reflections

Course Materials

Readings

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

Assessment

Participation	20%
Journal	15%
Written Reflections and Discussion Questions on Readings	20%
Oral Report	15%
Written Paper	15%
Final Exam	15%

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, class participation, and oral and written presentation on an application, a method, or a project in which art therapy is used.

Participation (20%)

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. Falling asleep, checking your phone, or not actively participating during class time has a negative impact on this part of your grade.

Journal (15%)

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. They will be provided at the beginning of the semester. 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. Students are expected to work on their journal daily. The professor will periodically look at the journals to assure that students are fulfilling the assignments. However, as journals may be quite personal, the professor will not be reading them word for word. The provided Journals have 50 pages. They should be completed by the end of the semester.

Written Reflections and Discussion Questions on Readings (20%)

The theoretical understanding of Art Therapy is based on our readings, presentations, and class discussions. For each reading assignment students will prepare a summary and analysis of the assigned readings and relate it to theoretical framework and experiential activities covered in class. Your written reflection should be between 200-500 words and should answer the following questions:

- 1) What was the reading's main question in a single sentence?
- 2) What was done/discussed and what did they find?
- 3) How does the reading relate to other readings, in class discussion, and/or class projects?
- 4) Which part of the reading did you find useful?/are critical of?

Please include four questions designed to promote discussion at the end of this summary. These questions will be used during class as a departure point for our discussion about our readings.

Oral Report and Written Paper (15% + 15%)

Each student will research an application, method, and project in which art therapy is used. They will create and lead an art therapy activity based on their chosen subject with a small group of peers. Students will prepare a visual and oral presentation, and lead a class discussion on their chosen topic.

The *Oral Report and Discussion (15%)* will be given to the class as a visual presentation. Students should explain the application, method, and art therapy project, as well as engaging the class in a lively and interesting discussion on the chosen topic, its application, and the art therapy activity.

The *Written Paper (15%)* on the chosen application, method, or project in which art therapy is used. The paper should be between 1500 - 2000 words, typed, and double spaced. The written paper should be printed, stapled, and handed in on the day of your oral presentation.

The *Final Exam (15%)* will cover all topics presented in the course. Students will be responsible for creating the content in the final exam in order to develop critical thinking skills by converting learned materials into exam format. Each student will create eight multiple-choice (A,B,C,D) questions, construct eight True/False questions, develop eight short answer questions and organise an answer key (5%) I will create a final exam from the questions that the students have created in their exams (5%). No alternative exam dates will be offered.

Attendance Policy

Absences for Covid-related circumstances: in order to keep the entire Umbra community healthy and to comply with local laws, you may not enter the Umbra premises if you have a temperature of 37.5 °C (99.5 °F) or higher. We also ask students that display strong cold or flu-like symptoms to take proper precautions and not risk spreading any type of illness. Students may attend classes remotely and without academic penalty via Zoom in case of self-isolation or illness during the Fall 2021 semester.

Class attendance (in person or through live connection) is mandatory. Students are allowed two “free” absences, which do not need to be justified. However, it is considered common courtesy to inform the instructor of your absence when possible. 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.

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

- Monday,
September 20
- What is Art Therapy?*
- Introductions using photo projective technique
 - Ball name game
 - Go over syllabus

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 *What is Art Therapy?* (before next Monday)

Journal

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

- Wednesday,
September 22
- 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 1 *What is Art Therapy?*

Journal

Written reflection in your journal on laboratory

- Hour of
classwork
outside class
- Interview several people you know about their knowledge of art therapy. Do the name and symbol activity with them. Be ready to discuss your impressions next class.

WEEK 2

- Monday,
September 27
- Process Not Product, Art Therapy Past and Present*
- Name game
 - Sign up for subject and report dates
 - What is Art, Therapy, and Art Therapy?
 - Discussion: What is Art?
 - Art + Therapy = ?
 - Process not product
 - Discussion and reflection on Chapters 1

- Wednesday,
September 29
- Laboratory: Music and Mood*
- Working with drawing materials and music

Reading

Cathy Malchiodi, Chapter 2 *Art Therapy: Drawing on the Past and Present* and
Chapter 3 *Getting Started: Drawing from Within*, 2007

Journal

Written reflection on art therapy activity

Complete your Personal Art History Questionnaire in your journal

Complete Image Awareness Activity in your journal

- Hour of
classwork
outside class
- Discuss the relationship between music and mood with a friend. Choose a therapeutic art activity based on music and mood to guide them through. Be ready to discuss your impressions and experience next class.

WEEK 3

- Monday,
October 4
- Drawing from Within*
- History of Art, Therapy, and Art Therapy
 - What is mental illness?
 - Art and diagnosis
 - Art and psychology
 - Artists, creativity, and madness
 - Arts in health care
 - Discussion and reflection of Chapter 2&3

- Wednesday,
October 6
- Laboratory: Collage*
- Check journals

Reading

Cathy Malchiodi, Chapter 4 *Creativity: Drawing on Process*
Chapter 5 *Setting Up: Drawing on Environment and Materials*

Journal

Written reflection on art therapy activity

Complete Creativity Questionnaire from your reading in your journal

Hour of classwork outside class Interview one person about their views on mental illness. Choose a therapeutic art activity based on your reading to guide them through. Be ready to discuss your impressions and experience next class.

WEEK 4

Monday, October 11 *What is Creativity? Environment and Materials*

- Process, environment and materials
- Discuss possible subject/dates for reports
- Discussion and reflection on Chapter 4&5
- Supplies and materials
- Media choices
- Applications

Wednesday, October 13 *Laboratory: Ink and String Scribbles*

- Meditation of awareness of presence
- Check journals

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

Hour of classwork outside class Interview one person about their ideas on creativity. Choose a therapeutic art activity based on your reading to guide them through. Be ready to discuss your impressions and experience next class.

WEEK 5

Monday, October 18 *Spontaneous Imagery*

- Discuss possible dates/subjects for reports
- History and applications of spontaneous imagery
- Discussion and reflection on Chapter 6
- Directive vs. non-directive approaches in Art Therapy
- Applications

Wednesday, October 20 *Laboratory: Mandala*

- Check journals

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

Hour of
classwork
outside class

Interview one person about their ideas on spontaneous imagery. Choose a spontaneous art activity to guide them through. Be ready to discuss your impressions and experience next class.

**SEMESTER BREAK
OCTOBER 25-29**

WEEK 6

Monday,
November 1

Art Therapy, Trauma, and Loss

- Discuss possible dates/subjects for reports
- Trauma from a neurological perspective, how art therapy can help, applications
- Discussion and reflection on Chapter 7
- Art as emotional healing

Wednesday,
November 3

Art Therapy Activity: Feeling Map; Coloring Emotions

- Check journals

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

Hour of
classwork
outside class

Interview one person about their ideas on trauma and loss. Choose an activity from your reading to guide them through. Be ready to discuss your impressions and experience next class.

WEEK 7

Monday,
November 8

Art Making, Health and Illness

- Reconfirm report dates and subjects
- Health, diagnosis, perceptions and empowerment
- Discussion and reflection on Chapter 8

Journal

Written reflection on art therapy activity

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

Wednesday,
November 10

Art Therapy Activity: Body Map

- Guided meditation on body awareness
- Check journals

Reading

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

Chapter 10 *Working with the Art Product: Drawing on Meaning*

Hour of
classwork
outside class

Interview one person about their ideas on health and illness. Choose an activity from your reading to guide them through. Be ready to discuss your impressions and experience next class.

WEEK 8

Monday,
November 15

Art Therapy Groups, Drawing on Meaning

- Experience with groups as an art therapist
- Discussion and reflection on Chapter 9&10
- Role of the Art Therapist while leading a group activity
- Appropriate activity, how to present it
- Easy to open the box, now what?
- Non invasive interest in work being created
- Keeping track of time
- Sharing directives: eye contact, active listening, appropriate timing & closure
- Required reading for Wednesday due today if you are giving your report next Monday

Wednesday,
November 17

Art Therapy Activity: Clay

Journal

Written reflection on art therapy activity

Hour of
classwork
outside class

Interview a few people about their experience in groups. Choose an activity from your reading to guide them through. Be ready to discuss your impressions and experience next class.

WEEK 9

Monday,
November 22

Presentations & Discussion.

Wednesday,
November 24

Presentations & Discussion.

Hour of
classwork outside
class

Interview one person about their ideas on one of the subjects covered in class this week. Choose an activity to guide them through. Be ready to discuss your impressions and experience next class.

WEEK 10

Monday,
November 29

Presentations & Discussion.

Wednesday,
December 1

Presentations & Discussion.

Hour of
classwork outside
class

Prepare final exam, email it to me on the agreed date.

WEEK OF FINAL EXAMS AND SPECIAL ACADEMIC EVENTS

December 6-10

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

Bibliography

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- Capacchione, L. (2001). *The Art of Emotional Healing* Boston: Shambhala.
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