



ART/PSYC 250: Art Therapy

Course Syllabus

Spring Semester 2022

Instructor: Philippa Stannard, MFA, ATR

Credits: 3

Contact Hours: 45

Prerequisites: none

Class Hours: Monday and Wednesday, T.B.A.

Plus one hour expected classwork a week

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

Course Type: Standard Course

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
Develop recognition and deeper understanding of non-verbal communication	Class discussion, art therapy activities, written reflections, journals.
Evaluate 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

Books

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

Assessment

Participation	10%
Journal	10%
Written Reflections and Discussion Questions on Readings	25%
Oral Report	15%
Written Paper	15%
Quizzes / Tests	25%

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. Please see Moodle for complete, up to date information.

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. Falling asleep, checking your phone, or not actively participating during class time has a negative impact on this part of your grade. Please see Moodle for more information.

× ↓ ☒ Perceived Interest in material	Always uninterested in what others/professor has to say 1 points ×	Usually seems uninterested in what others/professor has to say 2 points ×	Sometimes displays lack of interest 3 points ×	Usually actively and respectfully listens to peers and professor 4 points ×	Usually actively and respectfully listens to peers and professor 5 points ×
↑ × ↓ ☒ Perceived Preparation	Tries to respond when called but does not offer much. Demonstrates very infrequent involvement in discussion 1 points ×	Usually demonstrates some preparation. Offers straightforward information without elaboration. Demonstrates sporadic involvement in discussion 2 points ×	Demonstrates adequate preparation. Tries interpretation and analysis. Tries to respond to other students constructively. Demonstrates some involvement 3 points ×	Demonstrates very good preparation. Offers interpretation and analysis. Responds to other students constructively. Demonstrates consistent ongoing involvement 4 points ×	Always Demonstrates excellent preparation. Offers analysis and synthesis. Puts together pieces of the discussion to develop new approaches. 5 points ×
↑ × ↓ ☒ Impact on Class Success	Comments do not advance the conversation, are off topic . Questions are repetitive and have already been answered. 1 points ×	Comments and questions do little to advance the conversation and are often off topic or show little thought. 2 points ×	Comments and questions sometimes move the conversation forward but sometimes do not advance the discourse 3 points ×	Comments and questions usually contribute and move class discussion forward. 4 points ×	Comments and questions always contribute and move class discussion forward. 5 points ×
↑ × ↓ ☒ Frequency and appropriateness of Class Participation	Seldom participates and displays little engagement. 1 points ×	Appears "tuned out" more than present more often than not. 2 points ×	Sometimes participates but others times is "tuned out". 3 points ×	Usually actively participates at appropriate times. 4 points ×	Always actively participates at appropriate times. 5 points ×
↑ × ☒ Respectful Interaction during sharing of work	Is disrespectful towards fellow students when commenting on their work and ideas. 1 points ×	Appears to show lack of awareness and/or empathy in choice or words and/or tone when commenting on the work and ideas of fellow students. 2 points ×	Sometimes respectfully and appropriately comments on the work and ideas of fellow students. 3 points ×	Usually respectfully and appropriately comments on the work and ideas of fellow students.. 4 points ×	Always respectfully and appropriately comments on the work and ideas of fellow students. 5 points ×

Journal (10%)

Journal reflections help students solidify their understanding of the course materials, offers them an opportunity to explore the in-class activities further, and facilitates self-reflection . 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. Journals are, for the most part, self guided in terms of content. However, at times, specific indications for journal entries or activities will be given in conjunction with your reading. See Moodle for more indications. 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 complete a page a day for the duration of the semester. Journals will be checked at mid-term as well as at the end of the semester. As journals may be quite personal, the professor will not be reading them word for word. The journal check is to simply evaluate the time and energy you have put into it.

Written Reflections and Discussion Questions on Readings (25%)

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 (different from the activities done in class) 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. Please upload your presentation to the link provided on Moodle in our Google Drive folder. Ensure that all sharing permissions are needed so that you can access your presentation from my account (EDITOR permissions).

The *Written Paper (15%)* on the chosen application, method, or project in which art therapy is used. It should include a description of the art therapy project that was chosen based on your subject, and carried out with a small group of peers. The paper should be between 1500 - 2000 words, typed, and double spaced. The paper should be in Google Doc format and uploaded to the link provided on the day of your presentation. It is automatically checked for proper quotations of sources, plagiarism will result in an F.

Quizzes and Tests (25%) will cover all topics presented in the course, and be based on your weekly readings and class discussions. They can be accessed on Moodle, and have a specific date and time by which they should be completed.

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. For all students who display any relevant symptoms, the procedure will be the following:

1. avoid going to class;
2. immediately notify the Student Services staff;
3. be prepared to get tested for COVID at a local pharmacy within the day.

The following additional conditions apply:

- Students may attend classes remotely and without academic penalty via Zoom or Skype but only if they are waiting for the test to be scheduled or performed.
- Students with a positive test result (or who have been in close contact with someone who tested

positive) must follow all applicable quarantine or isolation requirements and may attend classes remotely, without academic penalty.

- Students with a negative test result are allowed to attend class in person.

It is Institute policy that students with symptoms be tested. Any student refusing testing will not be admitted to the Institute under any circumstances and any absences will not be considered eligible for an extra absence for any classes missed. In other words, refusing a test and staying in one's apartment is considered an unexcused absence.

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).

Additional absences relating to illness may be approved by the Academic Director but only if a medical certification is provided.

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.

Feel free to email me if you run into any problems, BUT before you email (1) read the syllabus and all other previous correspondences, (2) Check Moodle, (3) Ask a friend, (4) Google. Read requirements well in advance so that you are not faced with a problem the night before or just hours before submission.

Schedule of Topics, Readings, and Assignments

WEEK 1

What is Art Therapy?

Class 1 Review syllabus, course expectations

Reading

Cathy Malchiodi, Chapter 1 *What is Art Therapy?* (before next Monday)

Class 2 *Laboratory: Name and Symbol*

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

Process not product

Class 1 Discussion and reflection on Chapter 1

Class 2 *Laboratory: Music and Mood*

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

History of Art, Therapy, and Art Therapy

Class 1 Discussion and reflection of Chapter 2&3

Class 2 *Laboratory: Collage*

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

What is Creativity? Environment and Materials

Class 1 *What is Creativity? Environment and Materials*

Discussion and reflection on Chapter 4&5

Class 2 *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

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

Spontaneous Imagery

Class 1 Discussion and reflection on Chapter 6

Class 2 *Laboratory: Mandala*
BRING JOURNALS TO CLASS
Deadline for choosing topics of student reports.

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

MARCH 18-27

WEEK 6

Art Therapy, Trauma, and Loss

Class 1 Discussion and reflection on Chapter 7

Class 2 *Art Therapy Activity: Feeling Map; Coloring Emotions*

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

Art Making, Health and Illness

Class 1 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, *Art Therapy Activity: Body Map*
November 10

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

Art Therapy Groups, Drawing on Meaning

Monday, Discussion and reflection on Chapter 9&10
November 15

Wednesday, *Art Therapy Activity: Clay*
November 17

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

Student Reports

Class 1 *Presentations & Discussion.*

Class 2 *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

Student Reports

Class 1 *Presentations & Discussion.*

Class 2 *Presentations & Discussion.*

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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- McNiff, S. (1992). *Art as Medicine: Creating a Therapy of the Imagination* Boston: Shambhala.
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