



ART-PSYC 250 Art Therapy

Course Syllabus

Spring Semester 2023

Instructor: Philippa Stannard, MFA, ATR

Credits: 3

Contact Hours: 45

Prerequisites: none

Class Meeting Days & Time: Mondays and Wednesdays, 9:00am-10:30am

Office Hours: by appointment after a class

Course Type: Standard Course

Course Fee: USD\$60

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 and Assessment Measures

Below are the course's learning outcomes, followed by the methods that will be used to assess students' achievement for each learning outcome. By the end of this course, students will be able to:

- *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

Attendance	10%
Participation	5%
Journal	10%
Written Reflections and Discussion Questions on Readings	20%
Oral Report	15%
Written Paper	15%
Quizzes / Tests	25%

Grading

Students are reminded that it is their responsibility to note the dates of exams and other assignments. No alternative exam dates will be offered and professors are not required to give partial credit for any late work (they do so at their discretion: the Institute's default policy is no extensions and a zero for any work turned in late). Students who book travel when they have an exam or other assessment will have to change their plans or accept a zero. 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)

Please note: decimal numerals between 1-4 are rounded down while 5-9 are rounded up: e.g., expect 89.4 to be 89.0 while 89.5 to round up to 90.

Course Requirements

Grades are based on the following criteria.

Attendance (10%)

Attendance is an important part of this course. You have two "sick days," per Institute policy. As long as you are at all the other meetings, you will receive the full 10% for this part of your grade. There are no make-ups offered for attendance.

Quizzes (25%)

The quizzes will be on Moodle and are not timed. Students can take the quiz as many times as they like, with the recorded grade an average of all quiz attempts. There will be a combination of *technical*, *methodological*, and *content questions*. The content questions will help students zoom in on the most important ideas of the readings. The technical questions will help students learn the class's policies and administrative procedures. The methodological questions will test on skills that will pop up every week, like finding an author's argument and assessing sources.

Participation (5%)

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.

Journal (10%)

Journal reflections help students solidify their understanding of the course materials, offer 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 (20%)

For each reading assignment, students will prepare two discussion questions based on the reading. Please post these questions in the appropriate Forum located in Moodle. Students will then choose two Forum questions to respond to.

Oral Report and Written Paper (15% + 15% of your grade)

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 than the activities done in class) based on their chosen subject with a small group of peers (outside of class) as well as an art therapy activity in class with our classmates. Students write a paper explaining the topic, application, methods and project. In addition, they will prepare a presentation to the class that highlights their interest, research, and project.

Oral Report, Art Therapy Activity and Discussion (15%)

The Oral Report will be given to the class as a visual presentation. Students should explain the application, its history, and different approaches or methods used. Please share a couple of case studies (along with the ways in which art therapy was used) that highlight your interest. Your presentation should also include an explanation and documentation of the art therapy activity that you carried out with a small group of peers. Please upload your presentation as a Google Doc (not a PDF) to the link provided in our Google Drive folder at the top of our Moodle class page. Ensure that all sharing permissions (EDITOR) are granted so that you can access your presentation from my account.

You will research, create, and lead an Art Therapy Activity with a small group of peers as well as with your classmates. These activities should be different from each other and different from the activities that we did during class. The Art Therapy Activity should be related to your subject, application, or method that you have chosen.

The idea here is to have reports and presentations for the first half of the class, and an art therapy activity for the second half of the class. You are in charge of making sure that your presentations and activity(ies) last for the whole class time. I don't mind if we get done 10 minutes early, but ending class 45 minutes early is not OK. As an idea, you might want to have an extra activity planned in case you have extra time, or you could plan a discussion session about the activity, etc.

Written Paper (15%)

The paper on the chosen subject should explain the subject, application, its history, different approaches or methods used, and art therapy project carried out with your peers and your overall impression of what you learned and your experience leading a group activity. The paper should be between 1,500-2,000 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. See the full prompt in Moodle for more information.

Attendance & Lateness Policy

Class attendance (in person or through live connection) is mandatory. All students are allowed 2 “sick days” (i.e. unexcused absences), which do not need to be justified. It is the student’s responsibility to keep them in case of real necessity. i.e., sickness or any other unforeseen inconvenience that may prevent students from being in class. More than 2 absences will affect your final grade by 2% per absence. Excessive unexcused absences (8 or more) may result in a failing grade or disciplinary action. Three late arrivals to or early departures from class will count as an unexcused absence. It is the student’s responsibility to be aware of the number of absences or late arrivals for each course, and to ask the instructor when in doubt.

If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. Any work missed in class because of an excused absence may be made up within one week of the return to the class. Any work missed that was a quiz or other test must be made up outside of class time and will, in the interest of intellectual honesty, be a slightly different test than the one given in class.

Presence during mandatory field trips is especially important. Missing a mandatory field trip for a course, unless for a very serious reason that is communicated to Umbra staff in a timely manner, will be considered the equivalent of two unexcused absences. As such, absence from the co-curricular field trip will lower students’ final grade in that course by 4% (the equivalent of two unexcused absences).

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

Laptop/Smartphone Policy

An ever-increasing body of research shows that open laptops and telephones in the classroom create distraction (both visual and auditory) for those using them and those around them. You can type faster than you can write, and as a result you end up processing less when you’re simply typing notes. For this reason, students are asked to keep computers and phones away and use a regular notebook. There are three exceptions: 1) if you have an accommodation; 2) if you make an office hours appointment with me to discuss the use of a computer; 3) if we have an in-class tutorial about online research tools.

Schedule of Topics, Readings, and Assignments

WEEK 1

What is Art Therapy?

Meeting 1 *Review syllabus, course expectations*

Meeting 2: *Laboratory: Name and Symbol*

Readings for the week:

Cathy Malchiodi, Chapter 1 *What is Art Therapy?*

Journal

Written reflection in your journal on laboratory

WEEK 2

Process not product

Meeting 1 *Discussion and reflection on Chapter 1*

Meeting 2: *Laboratory: Music and Mood*

Readings for the week:

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

WEEK 3

History of Art, Therapy, and Art Therapy

Meeting 1 *Discussion and reflection of Chapter 2&3*

Meeting 2: *Laboratory: Collage*

Readings for the week:

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

WEEK 4

What is Creativity? Environment and Materials

Meeting 1 *Discussion and reflection on Chapter 4&5*

Meeting 2: *Laboratory: Ink and String Scribbles*

Readings for the week:

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

Spontaneous Imagery

Meeting 1 *Discussion and reflection on Chapter 6*

Meeting 2: *Laboratory: Scribble Technique and Creative Writing*

BRING JOURNALS TO CLASS

Deadline for choosing topics of student reports.

Readings for the week:

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

Meeting 1 *Discussion and reflection on Chapter 7*

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

Readings for the week:

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

Semester Break

WEEK 7

Art Making, Health and Illness

Meeting 1 *Discussion and reflection on Chapter 8*

Meeting 2: *Art Therapy Activity: Body Map*

Readings for the week:

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

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

Journal

Written reflection on art therapy activity

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

WEEK 8

Art Therapy Groups, Drawing on Meaning

Meeting 1 *Discussion and reflection on Chapter 9&10*

Meeting 2: *Art Therapy Activity: Clay*

Journal

Written reflection on art therapy activity

WEEK 9

Student Reports

Meeting 1 *Presentations, Art Therapy Activity and Discussion.*

Meeting 2: *Presentations, Art Therapy Activity and Discussion.*

WEEK 10

Student Reports

Meeting 1 *Presentations, Art Therapy Activity and Discussion.*

Meeting 2: *Presentations, Art Therapy Activity and Discussion.*

WEEK 11

Student Reports

Meeting 1 *Presentations, Art Therapy Activity and Discussion.*

Meeting 2: *Presentations, Art Therapy Activity and Discussion.*

WEEK 12

Student Reports

Meeting 1 *Presentations, Art Therapy Activity and Discussion.*

Meeting 2: *Presentations, Art Therapy Activity and Discussion.*

WEEK 13

Final Exams and Special Academic Events Week

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