



## ART-PSYC 250 - Art Therapy

### Course Syllabus Summer Session II – 2025

**Instructor:** Philippa Stannard, MFA ATR

**Credits:** 3

**Contact Hours:** 45

**Prerequisites:** none

**Class Meeting Days & Time:** Mon, Tue, Wed, Thur, 9:15-11:30 am

**Office Hours:** by appointment after a class

**Course Type:** Standard Course

**Course Fee:** \$ 25.00

#### 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 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%
Journal	30%
Written Reflections and Discussion Questions on Readings	30%
Quizzes / Tests	30%

### 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 one "sick day," 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.

#### *Journal (30%)*

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 36 pages by the end of the semester (two pages a day Monday - Thursday, and one page on Friday). As they 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. Please bring your journals to class together with your bag of personal art supplies. We have time during class to work on them.

#### *Written Reflections and Discussion Questions on Readings (30%)*

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.

#### *Quizzes (30%)*

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 the highest 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.

### **Attendance Policy**

Attendance is expected and mandatory for classroom times and co-curricular activities. The first absence per course due to illness will be considered an excused "sick day" and does not require medical documentation. To receive additional excused absences due to illness, students are required to see a local physician or request a letter from an Institute-approved doctor documenting they should be excused from class for illness.

Unexcused absences will adversely affect a student's academic performance and will result in a reduction of the student's final course grade by 2% per absence up to a maximum of 10%. Excessive unexcused absences may result in a failing grade or disciplinary action. 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 lower the students' grade by half a letter grade (i.e., a final grade of a B+ would be lowered to a B).

Legitimate reasons for an excused absence or tardiness includes: death in immediate family, religious observances, illness or injury, local inclement weather, medical appointments that cannot be rescheduled.

Students who request an approved absence to observe a religious holiday must submit a formal request to the Institute's Director within one week after the add/drop period when course schedules, including any field trips, are finalized. No exceptions will be made after this deadline.

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.

### **Tardiness Policy**

Students are expected to attend all classes punctually. Any student arriving up to 15 minutes late or leaving up to 15 minutes earlier than the scheduled class end time will be marked as tardy. Each incident of tardiness (late arrivals to or early departures from class) is 0.5% off the final grade. However, should a student arrive more than 15 minutes late or depart more than 15 minutes before the conclusion of the class, it will be recorded as an absence.

Students are also expected to remain in class during the time of instruction except for a reasonable amount of time to use the restroom. Students who leave class and do not return during the class session will receive an unexcused absence or late penalty.

### **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.

Utilizing ChatGPT or other artificial intelligence (AI) tools for the generation of content submitted by a student as their own as part of any assignment for academic credit at the Institute constitutes a form of plagiarism.

Should the Institute become aware of a student's use of such platforms and services, the student will be subject to the same consequences and judicial proceedings as are in place for plagiarism (defined above).

### **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. Students are not allowed to use their cell phones or laptops while in class or during co-curricular events and activities, unless otherwise specified in the course syllabus or expressly permitted by the instructor for special learning. This policy also applies to earbuds and headsets. Students who do not respect these rules will be subject to disciplinary warnings and probation, be given an unexcused absence from class, and other disciplinary action including dismissal from the course.

### **Moodle**

Please note that Moodle, not this syllabus, is the ultimate reference for due dates, assignment prompts, and course announcements. It is *the student's responsibility* to check the site regularly to be aware of announcements as well as to see and record all due dates for assignments.

### **Communication Outside of Class**

I prefer talking face-to-face about assignments and other questions as I know that method of communication is richer and can address things I can't 'read' in an email. That said, when you have questions, first check the Moodle site and the syllabus, as many are answered there. I check and respond to emails on weekdays between 10am and 4pm. It might take me 72 hours to respond to an email so it's often best to come see me before or after class. I'm also happy to make an office hours appointment.

## Schedule of Topics, Readings, and Assignments

### WEEK 1

#### **What is Art Therapy?**

Meeting 1 *Review syllabus, course expectations*

Meeting 2: *Laboratory: Name and Symbol*

#### **Process not product**

Meeting 3 *Discussion and reflection on Chapter 1*

Meeting 4: *Laboratory: Music and Mood*

Readings for the week:

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

Chapter 2 *Art Therapy: Drawing on the Past and Present* and

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

Journal

See moodle for prompts

### WEEK 2

#### **History of Art, Therapy, and Art Therapy**

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

Meeting 2: *Laboratory: Collage*

#### **What is Creativity? Environment and Materials**

Meeting 3 *Discussion and reflection on Chapter 4&5*

Meeting 4: *Laboratory: Ink and String Scribbles*

Readings for the week:

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

Chapter 5 *Setting Up: Drawing on Environment and Materials*

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

Journal

See moodle for prompts

### WEEK 3

#### **Spontaneous Imagery**

Meeting 1 *Discussion and reflection on Chapter 6*

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

#### **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 7 *Using Art to Express Feelings: Drawing on Loss*, 2007

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

Journal

See Moodle for prompts

#### WEEK 4

##### **Art Making, Health and Illness**

Meeting 1 *Discussion and reflection on Chapter 8*

Meeting 2: *Art Therapy Activity: Body Map*

##### **Art Therapy Groups, Drawing on Meaning**

Meeting 3 *Discussion and reflection on Chapter 9&10*

Meeting 4: *Art Therapy Activity: Clay*

##### Readings for the week:

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

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

##### Journal

See Moodle for prompts