CEADAR CREST COLLEGE ART 262 70 2 – SPRING 2009 APPLICATIONS IN ART THERAPY

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Availability: Because my time on campus is limited, meetings outside of class time are by

appointment only. Please feel free to reach me at any time with questions or

concerns as I am a resource to you for this course.

Class schedule: Thursday 4 – 6:30 pm

CCC/ALH/202

COURSE DESCRIPTION:

This course offers a survey of applications in art therapy as related to media selection and methods in diverse settings and with a variety of populations. Consideration of developmental issues, environmental factors, cultural diversity, and adaptations for individual challenges will be explored.

OBJECTIVES:

- 1) Introduce students to various art media and art therapy methods used to treat individuals in diverse settings and with a wide range of diagnoses.
- 2) Develop the students' awareness of various treatment issues and their impact on the art therapist's practice as related to settings and population.
- 3) Expose students through hands-on- experience to developmental perspectives as related to art making and treatment.
- 4) Increase student's cultural awareness and environmental issues as related to individuals in various settings.
- 5) Utilize both personal and communal art making as part of the learning process
- 6) Develop the student's ability to articulate art therapy tasks as related to how a task is presented and the reason the task is chosen.

REQUIRED TEXT:

Wadeson, H. (2000). *Art therapy practice: Innovative approaches with diverse populations.* New York: John Wiley & Sons, Inc.

Supplemental readings will be provided by the instructor throughout the semester to support ongoing classroom discussion.

METHODS:

Course information will be obtained through lecture, assigned reading, individual research, class discussion, and experiential art processes. Students will conduct a research project, prepare the research for a classroom experience, and will complete a final exam.

COURSE OUTLINE:

- 1. **Attendance/Participation** Students will receive an A in attendance by being in class on time, being prepared as related to reading materials and engaging in class discussions and activities.
 - If, for any reason, you will be absent it is your responsibility to contact me.

If, for any reason, you will not be in class on time it is your responsibility to contact me within a reasonable amount of time.

You will be responsible for gaining any missed lecture material and information from your peers.

- a. After four late arrivals you will receive one absence.
- b. After two absences your grade will drop one full letter grade.
- c. After four absences you will receive a failing grade for this course.

All assignments must be submitted on their scheduled due date. Any late submissions will result in a full letter drop. Unless prior arrangements have been made with me, no submissions will be accepted one week beyond the scheduled date due.

Weekly Assignment – Each student is expected to bring at least one question to class each week that is written down on an index card and is based on the assigned readings. Cards are to be turned in at the start of each class. This being a part of your classroom participation, failure to do so will reflect negatively on this portion of your grade.

- 2. Research Project Students will choose a specific population and conduct research to identify unique factors of that population and implications using art therapy processes.
 Project topics include:
 - Special needs (specify)
 - Substance abuse programs
 - Mobile art therapy
 - Physically ill and dying children (specify)
 - Prison setting
 - Trauma/grief
 - Women (specify)
 - People with physical limitations
 - Physically ill and dying adults (specify)
 - Computer art therapy
 - Industrial art therapy
 - Multicultural art therapy (specify)
 - Open studio
 - Eating disorders
 - Stroke patients
 - Alzheimer's/Dementia

The project schedule will run as follows:

a. Topic formation DUE: February 5

A brief paragraph, typed and double-spaced, stating your areas of interest with this population.

b. Proposal with references DUE: February 19

Includes identified population and what you plan to accomplish with your research At least 4 references from art therapy sources other than required text for class Remember to use APA format when making reference list

NOTE: *APA format is the standard documentation style of the American Psychological Association. Many questions may be answered by logging onto http://owl.english.purdue.edu/owl/resource/560/01/ or by contacting Academic Services or the campus library. The instructor is also available for any related questions.

c. Final paper DUE: March 19

At least 5 pages, typed, double-spaced, 12 point font and APA format Written with a clear introduction, body and conclusion with:

- 1. Unique and identifying factors of this population
- 2. Materials and methods beneficial to use with this population
- 3. Implications to art therapy
- 4. All references must be incorporated in text
- 3. **Presentations** will be held over three class periods beginning on **April 16**th. Each student will lead a 30-minute art therapy task, based on research, with the rest of the class as acting members of the population presented. Please remember to give your peers any information they need to know for their part in the role-play.

Following the art task, distribute a completed art therapy task sheet outlining the task (see handout). Be sure to include 1-2 references and issues pertaining to a non-art therapist using this task. Chapter 15 of your text is also a good resource.

Lead a brief 5-10 minute discussion about participant reactions, comments, etc.

4. **Final Exam** – A take-home, short answer and essay style exam will be handed out to each student and will be due at the beginning of class on **April 23rd**. The exam will reflect information based on classroom discussions, reading material and art experiences throughout the semester.

GRADING:

Class participation
Research project
Presentation
Final

20 points
30 points
20 points
30 points

100 points total

All grades will be a reflection of the extent to which the following are demonstrated:

- 1. Effort A significant and noticeable amount of time and energy invested to achieve a goal
- 2. Citizenship A significant and noticeable awareness of how one's contributions affect all the members of the class as well as the environment beyond the classroom
- 3. Creativity Original ideas that are transformed and effectively communicated
- 4. Thoroughness Well-developed oral, written and visual presentations
- 5. Synthesis The ability to integrate the information presented in class, assigned readings, and experiential processes

CLASSROOM CONDUCT:

Appropriate classroom behavior is implicit in the Cedar Crest Honor Code. Such behavior is defined and guided by complete protection for the rights of all students and faculty to a courteous, respectful classroom environment. That environment is free from distractions such as late arrivals, early departures, inappropriate conversations and any other behaviors that might disrupt instruction and/or compromise students' access to their Cedar Crest College education.

HONOR PHILOSOPHY:

The Cedar Crest College Honor Philosophy is based upon the principle that, as a self-governing body, students have the ability to create an atmosphere of trust and support. Within this environment, individuals are empowered to make their own decisions, develop personal regard for the system under which they live, and achieve a sense of integrity and judgment that will guide them through life.

APPLICATIONS IN ART THERAPY

Daily class outline/Reading assignments

DATE	TOPIC	READING DUE	
*January 22	Introduction to Course Choose research population		
*January 29	Children and adolescents in schools	Chapter 1 (handout)	
*February 5	Children and adolescents in treatment	Chapters 2 & 3 (handout)	
*Topic formation DUE			
*February 12	Developmental delays	Chapter 6 (handout)	
*February 19	Working with families	Chapter 5 (handout)	
*Proposal with references DUE			
*February 26	Inpatient/after care for psychiatric diagnoses	Chapters 7 & 8 (handout)	
*March 5	Displaced persons	Chapter 9 (handout)	
* March 12	SPRING BREAK	Enjoy!!!!!	
*March 19	Sexual abuse and survivors of sexual violence	Chapter 11 (handout)	
*Research paper DUE			
*March 26	Sexual orientation and AIDS	Chapter 12 (handout)	
*April 2	Older adults	Chapter 13 (handout)	

*April 9	Self-exploration through art in community	Chapter 14
*April 16 *Final handed out	PRESENTATIONS (1/3 of class)	
*April 23 * Final due at begin	PRESENTATIONS (1/3 of class) aning of class	
*April 30	PRESENTATIONS (remaining students) Course evaluations	