

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

Instructor: Rebecca Arnold, MA, ATR-BC
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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:

Wadson, 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

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.

“There are two ways of spreading light: to be the candle or the mirror that reflects it.”
-Edith Wharton

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 *Topic formation DUE	Chapters 2 & 3 (handout)
*February 12	Developmental delays	Chapter 6 (handout)
*February 19	Working with families *Proposal with references DUE	Chapter 5 (handout)
*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 *Research paper DUE	Chapter 11 (handout)
*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
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*April 16	PRESENTATIONS (1/3 of class)
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***Final handed out**

*April 23	PRESENTATIONS (1/3 of class)
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*** Final due at beginning of class**

*April 30	PRESENTATIONS (remaining students) Course evaluations
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