

DePaul University School of New Learning

AI 396 Introduction to Art Therapy

Winter 2010 Mondays 6:30pm-9:30pm

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Introduction to Art Therapy

Course Description

“Art therapy is based on the belief that the creative process involved in the making of art is healing and life-enhancing:

The American Art Therapy Association, Inc. (AATA)

This experiential class will introduce students to concepts of art therapy and other expressive arts. It will address the therapeutic use of art making by people who experience illness, trauma, or challenges in living, as well as by people who seek personal development and general well being. By participating in expressive arts activities and reflecting on the products and processes, students will learn how art therapy can help people increase awareness of self and others, cope with symptoms, stress, and traumatic experiences; enhance cognitive abilities; and enjoy the life-affirming pleasures of making art.

About the Instructor

Joan Cantwell RN, MA, CJEA,
Joan is adjunct faculty at Roosevelt, DePaul, and Dominican Universities teaching Art therapy and Expressive Arts Therapy. She provides art therapy services for patients at Horizon Hospice.

Competencies Offered:

A5, A2A, S3B, H3X

Creativity A-5 *Can define and analyze a creative process.*

1. Can define the concept of creativity
2. Can identify, analyze, and describe the components of a creative process in one or more fields of human endeavor.

3. Can explain how engaging in a creative process affects one's perception of the world.

Through direct experience students will engage in the creative process using various expressive arts including collage, mask making, journal writing, and clay. Through reflection and discussion you will then analyze its personal value and by extension its value as a therapeutic tool.

Creative Expression A2A: *Can create an original work of art, explore its relationship to artistic form, and reflect on the creative process.*

1. Produce and original work of art.
2. Describes the elements of the artistic form used.
3. Articulates criteria by which this work may be considered an example of an art form.
4. Discusses the technique and the creative process used to create the original art work.

Through mask-making, collage, painting and clay, students will create art work and journal about the creative process.

Science, Technology and Society S-3-B: *Can assess health care practices based on an understanding of the biological and social factors that contribute to definitions of health.*

1. Identifies biological and social or cultural factors that contribute to a definition of health
2. Articulates one or more definitions, theories, or models that describe health-care.
3. Articulates criteria for assessing health-care practices, for the individual or the community, based on the considerations of (1) and (2).
4. Assesses and articulates an approach to the maintenance of promotion of health using (1), (2), and (3) as the basis for forming generalizations.

Concepts of a holistic integrated model of health are incorporated into each art activity. We will look at the both broad and specific examples of health, including the physiology of stress, post-traumatic stress syndrome, depression and anxiety .

Individual Development H3X: *Can use two or more theories of art therapy to understand and solve problems for self and others, and can define how these theories contribute to one's psychological, spiritual, and physical interrelationships.*

We will investigate mind body, physical, psychological and spiritual interrelationships using research, case study, and guest speakers. Students will participate in direct experiential exercises such as guided visualization, mindfulness, voice dialogue, and gestalt, then journal and share their experiences.

Learning Experience

The class will be conducted in a workshop format in which theoretical content will be combined with experiential learning. All students are expected to participate in all class activities. Due to the nature of the material presented, class attendance is essential. Lecture, discussion, audio-visual presentation, experiential exercises, guest speakers and a field trip comprise the structure of the class.

During this class students will

- Review the major philosophical and theoretical perspectives of art therapy
- Identify different clinical applications of art therapy modalities.
- Participate in class art projects and art therapy exercises
- Research the application of a specific art modality with an individual and/or in the community
- Deepen personal cognitive skills, self reflection and creative exploration.

Supplies

Journal (minimal size 8 1/2 by 11 inches)
small pack of crayons or pastels
plaster wrap for mask making

Required Readings

"The Art Therapy Source book:" Cathy Malchiodi additional readings will be distributed in class.

Evidence the Students will Submit

1. Attendance and Participation 50 points

Due to the nature of this class, students who miss more than two class sessions may be asked to drop the class. There are 10 class. Each class is worth 5 points. Plan your absences well. If you are more than 15 minutes late or you leave more than 15 minutes early you will be marked down. If you are late it is your responsibility to get caught up from other students.

2. Student presentations 25% of grade

In groups of two or three (30 minutes per group) you will present on one of the topics listed below.

Example of breakdown for presentations

- **5 minutes taking about the issue. i.e. what is depression, provide statistics to as to the prevalence, etc.**
- **5 minutes telling how art therapy is used to help this population**
- **minutes showing 2 case studies documenting how it is used. This can be a short video etc. You Tube.**
- **5 minutes give the class a handout with references and or community resources**
- **5 minutes question and answers**

Topic to be determined by number of students in class

- 1 Post traumatic stress disorder
- 2 Hospice/Palliative care
- 3 Eating Disorders
- 4 Cancer
- 5 People in Jail
- 6 Depression
- 7 Alzheimer

3. Journal summary 25

Write up two of the exercises we did in class which includes

- Submit the answers to **all journal** questions given to you for that particular exercise and a sketch or picture of your work.
- A reflection on how this exercise was for you. What did you learn about yourself? Why did you like or dislike the exercise? How might this be used with someone you know at home or work?

- You will be graded on your ability to fully enter into the exercises, your ability to analyze your reactions and responses to the exercises, and your ability to be self reflective.

Criteria for Assessment

Grading for students enrolled in two competencies (4 credit hours) Based on 100 points. Presentation 25 points Journal work 25 points Class attendance and participation 50 points.

Grading for students taking one competency choose either the presentation *or* the journal work depending which one best fits your competency. Check with the instructor on which one you will be expected to do.

Policy on the Issuing of Incomplete (IN) Grades

The Grade of Incomplete (IN) will be issued only in the case of exceptional circumstances that prevent the student from completing required coursework within the time frame of the quarter. Students who want the grade of IN to be issued must make a formal request by no later than the final class period, using the SNL Request for IN Grades (the instructor will provide the form). This request will specify the final deadline by which the student may submit outstanding coursework for evaluations. Work submitted after the established deadline will not be evaluated, and the grade for enrolled competencies will be changes to an F. There will be no exceptions to this policy, and no justifiable basis for grade appeal.

Policy on Academic Integrity and Plagiarism

Students are expected to adhere to DePaul University's policy regarding academic integrity and plagiarism. As stated in the undergraduate Bulletin, this policy is as follows:

Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs, or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's.

Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement.

Submitting as one's work a report, examination paper, computer file, lab report or other assignment which has been prepared by someone else. This includes research papers purchased from any other person or agency.

The paraphrasing of another's work or ideas without proper acknowledgement. Plagiarism like other forms of academic dishonesty, is always a serious matter.

If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the College of the University taking further punitive action including dismissal from the University

Name: _____
Course: SNL Art Therapy

Student Contract

Please read each of the statements, sign and date the bottom of the page.

- 1. I agree to attend classes regularly and I understand that I may be asked to drop the class if I miss more than two classes.**
- 2. I understand that due to the nature of this class my complete and full participation is expected.**
- 3. Late papers will marked down per day they are late.**
- 4. I agree to keep a confidential journal for the duration of the class**
- 5. I understand that some activities may bring up strong emotions and if there is anything that overwhelms me I will seek appropriate help.**
- 6. I understand that any sharing of personal or private matters during our group activities will remain in the room and that all material is considered confidential.**
- 7. I agree not to share any other student's personal or private matters with anyone outside of the class room.**
- 8. I understand that if I miss a class it is my responsibility to get information from a fellow class mate.**
- 9. I agree to turn off all cell phones and pagers during class room time.**

Signature_____

