

SW 366 Expressive Arts Therapy

Syllabus

SNL DePaul
Summer2009
Loop Campus
Tuesday 6-9pm

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Book: *The Creative Connection Expressive Arts as Healing* by Natalie Rogers

Expressive Arts Therapy is a multi-arts approach in which different art modalities are woven into the therapeutic process as appropriate to a client's situation. It is grounded not in any particular techniques or media but in the capacity of the arts to respond to human suffering. Various arts –poetry, movement, drawing, painting, journaling, improvisation, music, and sculpture are used in a supportive setting to facilitate growth and healing.

Expressive arts processes have been used successfully in almost all psychotherapeutic contexts, ranging from work with the severely ill to the facilitation of human growth and potential. There is a growing use of the arts in health education, hospice work, and in community art projects especially after catastrophic events.

Course Description

The class will be conducted in a workshop format in which theoretical content will be combined with experiential learning. Lecture, discussion, audio-visual presentation, experiential exercise, guest speakers and field trips comprise the structure of the class.

About the Instructor

Joan Cantwell RN, MA, CJEA,

An accomplished nurse, artist, published author, teacher, and health specialist has developed a series of programs integrating expressive arts into various therapeutic environments. Brings artistic vision and holistic healthcare expertise together in dynamic and creative workshops, classes, seminars, and retreats. Provide expressive art services to patients at Horizon Hospice and Wellness Center Cancer support organizations.

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, journaling, improvisation and painting. 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 collage and intuitive painting students will create art work and journal about the creative process. Students will identify how the creative process can be helpful in therapeutic settings.

Science, Technology and Society S-3-B: *Can assesses 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.

We will review the science and research of multiple forms of healing arts and their contribution to a holistic model of health. Find a minimum of 5 examples of research and case studies that demonstrate the effectiveness of expressive art therapies as a complementary and alternative (CAM) therapy.

Individual Development H3X: *Can use two or more theories of expressive 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 imagery, Improv, movement, group music exercises, visualization, mindfulness, painting, voice dialogue, and then journal and share their experiences.

Course Objectives

During this class students will

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

Supplies:

Journal 8 1/2 inch by 11 inches lined or unlined

Grades

25 Papers

50 Studio Work/ Participation

10 Poetry and artist date

15 attending a creative event and writing about it.

100 points total

Research Paper A5, S3B, H3X

Research Paper 25 points

Students are to select a topic either from the list below or suggest another (approved by instructor) and write a **6-8 page research paper**. Minimum of 5 references are to be used. Pick a topic you personally are interested in. The paper should cover:

- 1) The nature of the disorder or topic or issue
- 2) How a particular expressive therapy helps using case study examples or research.

The paper must be based on quality research articles, books and properly referenced. Papers must be typed and double spaced. It will be graded on topic, quality of research, examples or case study, grammar and correct use of either **MLA or APA citations**. Some possible topics are: music, art, dance, drama, poetry, playback theatre, imagery, expressive writing, and Improv. **Due last day of class.**

Artist date summary 10 points

See attached handout.

Attend any expressive art event or exhibit at a museum, play, concert, movie, ballet or opera. 15 points. This is due anytime during the quarter.

At least 2-3 pages.

- 1) Describe the event you attended
- 2) What was it, where was it? Include an ad for it or a flier, program etc.
- 3) What about it inspired you?
- 4) What was the main message?
- 5) Why do you like this type of art?
- 6) Any other thoughts you may have ?

Criteria for Assessment

Grading for students is based on 100 points. Paper 25 points Artist day poem 10 points. Cultural attendance 15. Class attendance and participation 50 points. If a student signs up for only one competency they do the assignment that best fits that competency. Talk with me about what is expected.

Registration

All students must be registered and listed on the class roster by the beginning of the second week of the term. Students not on the roster by this time cannot stay in the class under any circumstances. Please contact the SNL Advising Center (snladvising@depaul.edu) or the Office of Financial Aid (finaid@depaul.edu) to work out your particular situation.

Students who need to withdraw from the course must do so by the end of the second week of the quarter. After that point is reached, 100% tuition is charged. It is possible to withdraw from a course or competence through the end of the seventh week of the quarter, but there is no tuition refund after the end of the second week.

In certain circumstances (such as illness, death of family members, natural disasters, etc.), a late withdrawal will be refunded tuition. These circumstances must be documented, and presented to the University through the SNL Exceptions Committee (snlexceptions@depaul.edu). In no case is such a refund allowed more than once during a student's career at DePaul.

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 changed 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 Expressive 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. I agree to keep a confidential journal for the duration of the class
4. I understand that some activities may bring up strong emotions and if there is anything that overwhelms me I will seek appropriate help.
5. 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.
6. I agree not to share any other student's personal or private matters with anyone outside of the class room.
7. I understand that if I miss a class it is my responsibility to get information from a fellow class mate.
8. I agree to turn off all cell phones and pagers during class room time.

Signature _____

Class schedule (may change based on guest speakers availability)

January

12 Introduction to Expressive Arts therapy: lecture, art activities, journaling, discussion

19 Art Therapy: Video **Color My World** (arts in medicine project), painting, group discussion.

26 Psychology of Color: guest speaker Chicago mural artist, lecture, slides, collage

February

2 Movement Therapy, video, **Still Here** by Bill T. Jones, journal work, movement

9 Improv: Guest speaker from Chicago Arts Connect program (who teaches medical students how to communicate better with patients) lecture, Improv exercises. **Proposal for your expressive art event due.**

16 Poetry and Art: Art museum visit #1 on your own , expressive poetry about art work

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23 Poetry and Art: Art Museum **presentation of field trip due**

March

2 Using art with talk therapy: Video interview with Natalie Rogers; journal writing, group discussion.

9. Music Therapy: guest speaker: music therapist from Chicago Hospice, group activities using variety of music instruments.

16 Summary, **Papers due**