Adler Graduate School
Richfield, Minnesota

AGS Course 551
Foundations of Art Therapy

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 551
1.3 Foundations of Art Therapy
1.4 Three (3) credits
1.5 Prerequisites: None.

2. Course Description

This course will introduce the theory, history, principals and practices of art therapy. The interface between art and various theories of psychotherapy will be explored, including application of art therapy techniques and ethical practices for selected client populations. We will explore the use of various art media within a therapeutic context and as a developmental component of professional identity. The course will include concepts of creativity, symbol, and metaphor. Through reading, writing, exam, and lecture, discussion, experiential exercises, and individual presentations students will apply theory into art therapy practice experiences.

3. Texts, Materials, and Resources (required and optional)

3.1 Required texts:


Dreikurs, S. (1986) Cows Can be Purple: My Life and Art Therapy
Chicago, IL, Alfred Adler Institute. (Required)
Copies are available in the Media Center.

New York, NY: McGraw-Hill. (Required)
ISBN 0-07-146827-7

Philadelphia, PA: Jessica Kingsley Publishers. (Required)

New York, NY: John Wiley & Sons, Inc. (Required)
**Optional Text:**
New York, NY: Guildford Press. (optional)
ISBN 1-57230-809-5

Selected Articles to be supplied (Required)

**Required art supplies for visual journal:**
8 ½ X 11 spiral bound sketchbook (no newsprint)
1 - 3 ring binder (large rings)
Glue stick, scissors
Your choice of at least two of the following: Markers, colored pencils
Oil or chalk pastels or crayons
Additional materials may be available in the Art Therapy Studio.
Art materials are not sold at the Adler Graduate School.

4. **Competencies and Learning Outcomes**

Students in this course learn:

4.1 The history and theoretical basis upon which art therapy was established, including: humanistic, psychodynamic, behavioral, existential and Adlerian perspectives. (CACREP: 1a, 5f, 10c, 11a. AATA: 12a)

4.2 The basic art therapy skills and techniques used in counseling with various populations, including the use of art materials, metaphor, symbols and the creative process. (CACREP: 5a, b, 10e, 11b, c. AATA: 12b, c)

4.3 The vocabulary and literature related to the field of art therapy. (CACREP: 1a, 11a. AATA: 12b, g)

4.4 Through the experiential and processing of artistic expression as a strategy for personal growth and professional development. (CACREP: 5b, 11. AATA: 12b, g, h)

4.5 The ethical issues related to art therapy. (CACREP: 1g, 2f, 5h, 11f. AATA: 12f)

4.6 The influence of multicultural and diversity issues in art therapy. (CACREP: 2a, b, 5a, 11h. AATA: 12h)

4.7 The professional roles, functions, organizations and credentialing boards. (CACREP: 1b, c, d, e, 11g. AATA: 12g)

5. **Course Outline**

5.1 **Unit 1**  
**Monday, November 18**

Pre-class Assignment: Read and be prepared to discuss Chapters 1 & 2 of the *Art therapy source book*.

Please bring sketch book/art journal to all class meetings.

Topic: Introduction to the course.
Explanation of syllabus, course requirements.
Experiential #1: Visual Language

Topic: *Art Therapy Source book*
Video: Art Therapy Has Many Faces
Discussion
Experiential #2: Contour drawing

Topic: Definition of Therapy/Art Therapy

Topic: Professional Associations
   AATA, ATCB, MNATA, MNCATA, MAIHN.

Read for next class:
   Borowsky Junge: History of art therapy. Ch. 15
   Malchiodi: Art therapy sourcebook. Ch. 3, 4&5
   Moon: The image. (article)
   Robbins: Creative art therapy. Ch. 2

Unit 2 Saturday, November 23
Topic: Ritual in the context of therapy
   Questions & discussion of readings
   Selection of presentation topics
Topic: Emerging professional identity
Special Project Time
   Self-portrait as an Art Therapist
   Experiential #3: Mask making
Assignment: Completed mask and paper due December 2

Topic: Clinical approaches to Art Therapy
Topic: Why art therapy works, the projective hypothesis
   Experiential #4: Scribble

Unit 3
Topic: Creativity
   Experiential #5: Creativity/transformation

Topic: Adlerian Art Therapy
   Experiential # 6: Early Recollections
Read for next class:
   Borowsky Junge: History of art therapy. Ch. 1&2
   Dreikus: Cows can be purple. Part 2
   Moon: Metaphor, Ritual and Journey (hand out)
   Koop: Metaphor therapy. Ch. 10 (hand out)

Unit 4 Monday, November 25
Ritual
Questions
Topic: Influences on Art Therapy
Topic: Metaphor/Metaphor Therapy

Due: Masks and paper. Presentation to class.
Topic: Cows Can Be Purple
   Experiential #7: Carousel Painting

Read for next class:
   Malchiodi: The art therapy sourcebook. Ch. 6
   McNiff: Identity, a Process of Interpretation (hand out)
   Schroder: Little windows into art therapy. Part I
**Unit 5  Monday, December 2**
Ritual
Questions
Topic:  Signs and Symbols
    Experiential # 8: Mandalas
Topic:  Art Therapy with trauma and loss
    Experiential # 9: Sculpture

Read for next class:
  Malchiodi: *The art therapy source book*. Ch7
  Moon: Making Art (hand out)
  Schroder: *Little windows into art therapy*. Part II

**Unit 6  Monday, December 9**
Ritual
Questions
Discussion: Making Art
Student presentations

Read for next class:
  Moon: Multicultural & Diversity Issues in Art Therapy (hand out)
  AATA Code of Professional Practice (Go to AATA / ATCB web site)

**Unit 7  Saturday, December 14**
Ritual
Questions
Topic:  Code of Professional Practice
Student presentations
Topic:  Encouraging Art Expression

**Unit 8**
Topic:  Ethics and Diversity
Topic:  Structure, environment and materials
    Material Safety
    Experiential # 10-14: Media explorations

Due:  Self–portrait, artist statement, and related paper

Read for next class:
  Schroder Part III

**Unit 9  Monday, December 16**
Ritual
Questions and comments about class and final paper
Quiz: 10 points
Student presentations

Please complete the course evaluation.
Prepare:  Final paper and Journal.  They are due on January 6, 2014.

Late papers are deducted 5 points
6. **Special Project Time (SPT)**

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30 hour experience, requiring no more than 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 30 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students’ unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, Art Therapy students and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. **Writing Guidelines including APA Format**


8. **Assessment/Evaluation Procedures**

8.1 **Course Assignments**

Visual Journal. Students will be expected to keep a visual art therapy journal. Unless requested to do otherwise, all art experiential exercises are to be kept in the journal.

Include the following information written on the back of each page:

1. Date and Number each entry
2. Directive
3. Goal of the directive/experiential
4. Objective (How do you meet the goal)
5. Process/comments, a brief summary of your thoughts or dynamics that occurred to you during or after you created the image. Make observations not interpretations. Think about why the directive was given and what happened to you in the art making process.

Assessment will be based on the process of keeping the journal, not the artistic content. Points will be deducted for omitting written/process information.

8.2 **Presentations**: Students will make a 15-20 minute (power point or Prezi) presentation to the class. Presentation topics are to focus on selected art therapy pioneers and their theoretical orientation. Students are to include the following information:

- Outline of the presentation
  - Include historical and artistic influences
  - Significant contributions to the profession of art therapy
- Include at least two (2) additional references about the topic from other journals or texts
  - You must cite the references in APA 6th edition format
- Presenters are to answer any questions from the class
- The presentation is worth 20 points.
8.3 Special Project Time

Part I
Self-portrait: Students receive a canvas panel to create a self-portrait that reflects on beginning their journey to become an Art Therapist.

Write a 2 page paper about the process of doing the portrait and responses to the finished product. (i.e., did the process/product clarify aspects of your career path or create new questions/concerns? How might it compare or contrast with a previous self-portrait or art making process?)
The due date for the self-portrait will be discussed in class. This portrait will go on public display at the Adler Graduate School for 6 to 9 months. Please sign the artists release form.

Part II
Mask project: Students finish constructing their mask started in class. Change/enhance and decorate the outside and inside however you wish. Upon completion of the mask, write a 2 page paper that reflects on the process and final product and how it may be a personal/professional metaphor for you. Bring the mask and the paper on the established due date.

8.4 Final Paper
The purpose of the final paper is to synthesize all the information covered in class and assigned readings. Students are to write a paper which describes the experiences and how art therapy history, theories, and applications might be integrated into their preferred way of working with clients. Please include:

1. Define your understanding of the use of artistic expression in psychotherapy and counseling; include the interface of client, therapist, art product and context.
2. Use a metaphor to describe the evolution or history of the profession of Art Therapy.
3. Include what art therapy pioneers and counseling theories may influence your professional style with clients and how you might integrate the expressive arts in your work.
4. What was helpful to your professional development as a result of your keeping the art journal and doing the self-portrait? How might you use this learning experience in your life or work? This is an opportunity to create your vision of a professional life which includes creative expression.

Criteria for grading final paper:
Addressing each of the identified topic (5 points each) 20 pts
Following APA 6th edition format 5 pts
Mechanics and spelling 5 pts
Total 30 pts

Late papers are deducted 5 points

8.5 Grading:
Student performance will be calculated by accrued points for completed work.
Assignments and point values are:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Journal</td>
<td>15</td>
</tr>
<tr>
<td>Special Project Time</td>
<td>25</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30</td>
</tr>
<tr>
<td>Test</td>
<td>10</td>
</tr>
</tbody>
</table>

Total 100 Points

A 90-100 points
B 80-89 points
C 70-79 points

Retake under 70 points or if outstanding assignments are more than 45 days past due date.
9. **Attendance Policy**

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone.

10. **Participation Disclaimer**

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. **Academic Integrity Policy**

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. **Internet/On-Line Activity**

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.

- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. **Nondiscrimination Clause**

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. **Learning Accommodations (including students with disabilities)**

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student’s expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. **Instructor Contact Information**

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