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)
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 16

Pre-class Assignment: Read and be prepared to discuss Chapters 1 & 2 of the *Art therapy source book* and Chapter 15 from *The modern history of art therapy in the U.S.*

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: Definition of Therapy/Art Therapy

Video: Art Therapy Has Many Faces
Discussion
Experiential #2: Contour drawing
Topic: Art Therapy Source book
Topic: Professional Associations and networks
AATA, ATCB, MNATA, MNCATA, MAIHN.
Topic: Emerging professional identity
Special Project Time
Self-portrait as an Art Therapist
Due December 7

Read for next class:
Lowenfeld & Brittain: The importance of creativity (class handout)
Malchiodi: Art therapy sourcebook. Ch. 3, 4, 5 & 6
Moon: The image. (class handout)
Robbins: Creative art therapy. Ch. 2

Unit 2 Saturday, November 21
Topic: Ritual in the context of therapy
Questions & discussion of readings
Selection of presentation topics
Topic: Why art therapy works, the projective hypothesis
Experiential #3: Scribble
Topic: Influences of art history and psychology

Unit 3
Experiential #4: Mask making
Assignment: Completed mask due December 14
Topic: Creativity
Experiential #5: Creativity/transformation

Read for next class:
Robbins: Creativity Development (class handout)
McNiff: The creative space (class handout)
Borowsky Junge: History of art therapy. Ch. 1&2
Moon: Metaphor, Ritual and Journey (handout)
Koop: Metaphor therapy. (handout)

Unit 4 Monday, November 23
Ritual
Questions
Follow up on class readings
Topic: Signs and Symbols
Experiential # 6: Mandalas
Topic: Metaphor/Metaphor Therapy
Read for next class:
Dreikurs: Cows can be purple – Part 1
Garlock: Creative Arts based on Adlerian Theory (handout)
Schroder: part I

Unit 5 Monday, November 30
Ritual
Questions
Topic: Adlerian Art Therapy
Topic: Cows Can Be Purple
   Experiential # 7: Early Recollections
   Experiential #8: Carousel Painting

Read for next class:
   Dreikurs: *Cows can be purple. Part 2*
   Malchiodi: *The art therapy source book. Ch7*
   Moon: Making Art (handout)

Unit 6  Saturday, December 5
Ritual
Questions
Follow up on Early Recollections
Topic: Theoretical approaches in art therapy
Discussion: Making Art
   Experiential#9

Unit 7
Topic: Encouraging Art Expression
Topic: Structure, environment and materials
Material Safety
   Experiential # 10-14: Media explorations

Read for next class:
   Schroder: *Little windows into art therapy. Part II*
   Borowsky Junge: Ch. 23, 24 & 25
   Kramer: (handout)
   Naumberg: (handout)

Unit 8  Monday, December 7
Ritual
Questions and comments about class and final paper
Grandmothers of Art Therapy
**Due:** Self-portrait and artist statement (12 pt, Times New Roman font, single spaced)

Read for next class:
   Backos & Pagan: AT with survivors of sexual abuse (handout)
   Moon: Multicultural & Diversity Issues in Art Therapy (hand out)
   Schroder: Part III

Unit 9  Monday, December 14
Topic: Ethics and Diversity
Quiz: 10 Multiple choice questions
Experiential #15 Termination project
Closing
Please complete the course evaluation.
Prepare: Final paper and Journal. **They are due on January 4, 2015.**
**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, 45 hour experience, requiring at least 45 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 45 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 **Special Project Presentations:** Students will make and narrate (power point/video/ Prezi) presentation to post on the 551 class moodle page. 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
  - Include photos/videos/site links or other images related to the presentation topic
  - Significant contributions to the profession of art therapy
  - All presentations must be narrated
- 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
- Presentations must be posted by **12 PM Wednesday, December 30, 2015**
- Presenters are to answer any questions posted from the class from the class
- All class members are required to view each presentation and post comments relating to:
  - Strengths of the presentation
  - Identify at least 2 that reflect interesting new learning for you.
- All responses must be posted by **12 PM Friday, January 8, 2015**
• The presentation is worth 30 points.

8.3 Projects

Self-portrait: Students receive a canvas panel (you must use this) to create a self-portrait that reflects on your beginning journey to become an Art Therapist. Upon completion you will write 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?) Include this section in your final paper. You will also write a separate artist statement that will be hung next to your portrait. Please follow this format: 1 -2 paragraphs, single spaced, 12 pt, Times New Roman font, 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.

Mask project: Students will 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 reflection on the process and final product and how it may be a personal/professional metaphor for you. Please include this as a section of your final paper. Bring the mask to class on the established due date.

8.4 Final Paper

The purpose of the final paper is to synthesize all the information, art projects/processes and assigned readings covered in class. 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 as an Art Therapist.

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?
5. Self-portrait: Write about your process of creating the self-portrait and response to the final product.
6. Mask: Write about your process of creating the mask and response to the final product.
7. 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) 35 pts
Following APA 6th edition format 5 pts
Total 40 pts
Points will be deducted or mechanical and spelling errors 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>SPT Presentation</td>
<td>30 Points</td>
</tr>
<tr>
<td>Journal</td>
<td>15 Points</td>
</tr>
<tr>
<td>Final Paper</td>
<td>40 Points</td>
</tr>
<tr>
<td>Attendance/participation</td>
<td>5 Points</td>
</tr>
<tr>
<td>Quiz</td>
<td>10 Points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 Points</strong></td>
</tr>
</tbody>
</table>

A  90-100 points
B  80-89 points
C 70-79 points
R Retake- Needs more time or instruction to master the requirements of the class
NC Quality of work or participation falls below minimum expectations, including:
  • Not attending class.
  • Not properly notifying registrar of a withdrawal
  • Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below)
  • Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.

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. **Students who miss four class sessions will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.**

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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