Adler Graduate School
Richfield, MN
AGS Course 553
Group Art Therapy

1. Course Designation and Identifier
   1.1 Adler Graduate School
   1.2 Course number 553
   1.3 Group Art Therapy
   1.4 Three (3) credits
   1.5 Prerequisite: 551

2. Course Description
   This course will offer an opportunity to learn about art therapy groups by being in a group, as well as by reading and discussing theories about group art therapy. No single approach to a group process is advocated; the emphasis in readings and class discussions will be rather to explore many ways of thinking about and experiencing groups. Various models of groups will be examined, including support groups, short-term, time limited and long-term therapy groups.

3. Texts, Materials and Resources (required and optional)
   3.1 Required materials:
3.2 Optional Texts

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   ISBN-13 978-0465092840

4. Competencies and Learning Outcomes

Students in this course learn about or are able to do:

4.1.1 The ways in which art media may be used for self expression and communication with a group. (CACREP: 6d,g,e),(AATA: 11b)
4.1.2 The various theoretical and practical approaches to group art therapy including Adlerian, psycho-educational, gestalt, psychodynamic, existential. (CACREP: 6c; 10c,d),(AATA:11a,d)
4.1.3 How art works in a group, when it facilitates the group and when it is used defensively to avoid discomfort. (CACREP:6e), (AATA 11d)
4.1.4 The problems encountered in the exercise of authority in relations between the individual and the group and between members and leaders. (CACREP: 6a,b,f)
4.1.5 About one’s own and others’ ways of being in a group both as a leader and follower. (CACREP: 6b), (AATA 11d)
4.1.6 The skills necessary in observing group phenomena: how to observe and how to report. (CACREP: 6d), (AATA 11d)
4.1.7 Ethical, diversity and legal issues involved in the use of art therapy in group settings. (CACREP: 6g), (AATA 11h)

5. Course Outline

5.1 Unit 1 Art Therapy Groups

   Monday, May 20, 2013

   1) Introduction to course outline and expectations 4.1.1 – 4.1.7
   2) Thearapeutioc Factors, history and types of Groups 4.1.1 – 4.1.7
   3) Group experiencial and discussion 4.1.1 – 4.1.7
   4) Assigned readings; (Skaife: intro and chapters 1 and 2; Driekers book) 4.1.1 – 4.1.7

5.2 Unit 2 Running a Group

   Monday, June 3, 2013

   1) Instructor led group experiencial 4.1.1
2) Discussion of group process and readings 4.1.1 – 4.1.7
3) Running a Group 4.1.1 – 4.1.7
4) Assigned readings; (Skalfe: chapters 5, 8, 9) 4.1.1 – 4.1.7

5.3 Unit 3 Interpersonal Learning  Saturday, June 8, 2013 AM

1) Gestault Art Therapy Movie 4.1.1 4.1.2
2) What can go wrong? 4.1.1 - 4.1.7
3) Instructor led group art experienical 4.1.1 – 4.1.7
4) Discussion of group process and readings 4.1.1 – 4.1.7

5.4 Unit 4 Student Led group 1  Saturday, June 8, 2013 PM

1) Student led group (1) 4.1.1 – 4.1.7
2) Discussion of group process and readings 4.1.1 – 4.1.7
3) Assigned readings: Waller: chapter 1 and 2, 4.1.1 – 4.1.7

5.5 Unit 5 Student led group 2  Monday, June 10, 2013

1) Student led group (2) 4.1.1 -4.1.7
2) Discussion of group process and readings 4.1.1 -4.1.7
3) Assigned readings: Waller chapter 3 and 4, 4.1.1 -4.1.7

5.6 Unit 6 Student led group 3  Monday, June 17, 2013

1) Student led group (3) 4.1.1 – 4.1.7
2) Discussion of group process and readings 4.1.1 -4.1.7
3) Assigned readings: Waller: Case examples 1, 2 3, 4.1.1 -4.1.7

5.7 Unit 7 Student led group 4  Saturday, June 24, 2013 AM

1) Student led group (4) 4.1.1 – 4.1.7
2) Discussion of group process and readings 4.1.1 -4.1.7
3) Assigned readings: Waller: chapter 7, 8, 4.1.1 -4.1.7

5.8 Unit 8 Student led group 5  Saturday, June 24, 2013 PM

1) Student led group (5) 4.1.1 – 4.1.7
2) Discussion of group process and readings 4.1.1 – 4.1.7
3) Assigned readings: Waller: Case example 9, 10, 11, 4.1.1 – 4.1.7

5.9 Unit 9 Ending a group, Ritual  Monday, June 26, 2013

1) Closure and Ritual 4.1.1 – 4.1.7
2) Instructor led group 4.1.1 – 4.1.7
3) Discussion of group process/ Ritual 4.1.1 – 4.1.7

Final Assignment

Special Project, Paper and Journal due: (Monday, June 8, 2013)

6. Special Project Time (SPT)

6.1 Student Led Group (25 Points)

As a group leader or/and co-leader you may experiment with any type of format (structured or unstructured). You should, however, have a rationale for your approach that is based on some concept or theory of group process and principle of art therapy. You should have in mind some general objectives that you believe your approach will help you attain. You must consult with the instructor in advance on your plans for the content of your group so we can think together about the appropriateness, usefulness and possible pitfalls of the approach. A brief written summary (about ¾ of a page) will be required the class period prior to your group.

As a group member your responsibility will be simply to be yourself for the purpose of exploring your own and each other’s feelings and behaviors as members of a group, by means of visual and verbal expression. Group participation provides a microcosm for an understanding of group processes that may be applied to group art therapy.

6.2 Paper (25 Points)

Each student is individually responsible for describing the approach used and his/her experience as therapist as part of a 3-4 page paper to be turned in by the last class period. Points are given for the quality of your paper, including organization, clarity and openness in the description of the group experience:
- Describe the approach or approaches used
- Describe the theoretical foundation for each approach, making reference to the literature
- Identify 3-5 objectives for the group session
- Describe the group process showing how it enhanced or interfered with your objectives.
- Describe your personal experience in your role as the art therapist. Identify the ways in which the group process affected your thoughts, feelings and behaviors.
- Evaluate your effectiveness as a group art therapist with this group and the appropriateness of your approach. Address your shortcomings, speculate on or suggest some modifications or alternatives.

Three points will be deducted for every day that any of your work is late. Deadline is 2 weeks past the last class

6.3 Journal (25 Points)
The ability to observe and experience simultaneously will be enhanced if you record your observations on each session. You are expected to keep a record in your journal of all groups. You are to record information that is included in the handout provided.

Three points will be deducted for every day that any of your work is late. Deadline is 2 weeks past the last class.

6.4 Special Project Time (25 Points)

For this course, thoroughly search the internet for three examples of group processes. Discuss how art therapy techniques may be incorporated in each specific group process. Compose a 3-4 page paper (including references used) describing the specific population, group process and art therapy intervention that may be used. This Special Project Time assignment is worth 25 points. This project requires you to spend 30 hours of your time and submit a record of the date/time/hours that you completed the work along with the assignment.

Three points will be deducted for every day that any of your work is late. Deadline is 2 weeks past the last class.

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School, including those submitted in online courses, must be in APA format unless specifically noted by the course instructor (Publication Manual of the American Psychological Association (6th edition), 2009, American Psychological Association. ISBN 1-4338-0561-8).

8. Assessment/Evaluation Procedures

8.1 Assignment Overview

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Course Outcome Addressed</th>
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<tbody>
<tr>
<td>Student Led Group:</td>
<td>varies</td>
<td>25</td>
<td>4.1.1 – 4.1.7</td>
</tr>
<tr>
<td>Paper</td>
<td>June 8, 2013</td>
<td>25</td>
<td>4.1.1 – 4.1.7</td>
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<tr>
<td>Journal</td>
<td>June 8, 2013</td>
<td>25</td>
<td>4.1.1 – 4.1.7</td>
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<tr>
<td>Special Project</td>
<td>June 8, 2013</td>
<td>25</td>
<td>4.1.1 – 4.1.7</td>
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8.2 Grading: [Based on total points for the class]

A 90-100 points  
B 80-89 points  
C 70-79 points  
R 69 or less= Retake or if assigned work is more than 45 days late from the last day of the course

Extensions for turning in materials late must be done in writing with a request for extension form.
9. **Attendance Policy**

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. 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 the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into **nine units. One unit is equal to** one evening class session, ½ of a weekend day session, one unit/posting in an online class or, roughly, 3 ¼ hours of class time. If a student misses more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions are automatically not eligible to receive a grade for the class and are expected to retake the class.

In **online classes**, the student fulfills the class session or unit by complying with posting and other submission deadlines.

It is the instructor’s prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Specific courses may have **additional attendance requirements** based on the structure of the course. Those specifics are listed here:

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**Questions or appeals** about the implementation of the attendance policy may be directed to the Academic Vice President.

10. **Participation Disclaimer**

13.2 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.

13.3 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 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.

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, 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 you. 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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