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

   ISBN-10 0465092845
   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. (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

Please come to class having read chapters 1through 4 in *Groups Process and Practice* by Corey

5.1 Unit 1

Thursday, May 22, 2014

1) Introduction to course outline and expectations 4.1.1 – 4.1.7
2) Groups and Change 4.1.1 – 4.1.7
3) Group experiential and discussion 4.1.1 – 4.1.7
4) Assigned readings: (Chapter 6 – Corey, Chapter 1 and 2 - Liebman) 4.1.1 – 4.1.7
5) Prepare for Book Club: (The Schopenhauer Cure, chapters 1-6).

5.2 Unit 2  Thursday, May 29, 2014

1) Book Club (1) 4.1.1 4.1.2
2) Group Dynamics 4.1.1 – 4.1.7
3) Lab Experiential (1) 4.1.1 4.1.2
4) Assigned readings: (Chapter 7 – Corey, Chapter 4 - Liebman) 4.1.1 – 4.1.7
5) Prepare for Book Club (read The Schopenhauer Cure, chapters 7-14) 4.1.1 – 4.1.7

5.3 Unit 3  Thursday, June 5, 2014

1) Book Club (2) 4.1.1 -4.1.7
2) Inclusion and Identity 4.1.1 -4.1.7
3) Lab Experiential (2) 4.1.1 -4.1.7
4) Assigned readings: (Chapter 8 – Corey, Liebman - pages 100 to 130) 4.1.1 – 4.1.7
5) Prepare for Book Club (read The Schopenhauer Cure, chapters 15 -21) 4.1.1 – 4.1.7

5.4 Unit 4  Sunday, June 8, 2014

1) Book Club (3) 4.1.1 -4.1.7
2) Formation 4.1.1 – 4.1.7
3) Lab experienclal (3) 4.1.1 -4.1.7
4) Assigned Readings: (Allen -Part 1 and 2, Liebman - 131 to 169) 4.1.1 – 4.1.7
5) Prepare for Book Club (read The Schopenhauer Cure, chapters 22-29) 4.1.1 -4.1.7

5.5 Unit 5  Sunday, June 8, 2014

1) Cohesion and Influence 4.1.1 -4.1.7
2) Experiencial 4.1.1 -4.1.2
3) Experiential Examples for groups 4.1.1 -4.1.7

5.6 Unit 6  Thursday, June 12, 2014

1) Book Club (4) 4.1.1 -4.1.7
2) Structure 4.1.1 – 4.1.7
3) Lab Experiential (4) 4.1.1 -4.1.7
4) Assigned readings: (Allen – part 3 and 4) 4.1.1 -4.1.7
5) Prepare for Book Club (read The Schopenhauers Cure, chapters 30-36) 4.1.1 - 4.1.7
5.6 **Unit 7 Student led group 4**  
**Thursday June 19, 2014**

1) Book Club (5) 4.1.1 -4.1.7  
2) Leadership and Power 4.1.1 – 4.1.7  
3) Lab Experiential (5) 4.1.1 -4.1.7  
4) Assigned readings: (Allen – part 5 to end) 4.1.1-4.1.7  
5) Prepare for Book Club (read The Schopenhauers Cure, chapters 36-42) 4.1.1 -4.1.7  
6) Bring Lab Experientials to Share to next class 4.1.1-4.1.7

5.7 **Unit 8**  
**Sunday, June 22, 2014**

1) Experiential 4.1.1-4.1.7  
2) Book Club (6) 4.1.1 -4.1.7  
3) Rituals and Creativity (5) 4.1.1 – 4.1.7  
4) Discussion and sharing of Lab Experientials 4.1.1 -4.1.7

5.8 **Unit 9 Ending a group, Ritual**  
**Sunday, June 22, 2014 PM**

1) Book Club 6 responses in class  
2) About Performance 4.1.1 – 4.1.7  
3) Instructor led group Experiential 4.1.1 – 4.1.7

**Final Assignment**

*Journal – Journal due Sunday, June 22, 2014 (Last Day of Class)*

*This includes your journal responses to Lab Experientials and Book Club*

**Experiential Exercise Journal (24 points, 4 (out of 5) graded lab group meetings at 6 points a piece)**

Students will participate in an ongoing explorarion of professional self-development. This assignment enables students to: observe group structure and dynamics; students facilitate group sessions that provide opportunities to explore group leadership style and tasks; students work to form cohesion and establish norms. In addition students observe stages of group development; strategies of maintaining the leadership role and tasks; use of relationship; skill building; problem situations (e.g. conflict, scapegoating, attendance. Etc.). Students will be randomly assigned to “Lab Groups” (this is the same group you are in for the “book club”). Each week there will be a designated leader chosen by your group. Topics/ art directive are chosen by the leader and it is up to the leader to prepare for the group. PLEASE NOTE – these are not personal therapy groups. They can be supportive in nature, however it is not the time to explore your feelings about your internship or personal
matters. After each group, students will be expected to create a “Group Log” of their lab group meeting in journal form and turn it in at the end of the semester. There is no make up for a missed lab experiential and each group is worth 6 points. The lowest grade can be dropped.

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 micocosm for an understanding of group processes that may be applied to group art therapy.

“The Schopenhauer Cure” Book Club (20 Points, 5 graded groups (out of 6), 4 points each)

Each student will be expected to read The Scopenhauer Cure by Yalom in its entirety and follow the chapter requirements in the syllabus. Each week there will be a designated “book club leader” that is required to:
1. Come up with 5 questions for discussion
2. Email the instructor the questions you come up with.
3. Please note – there are 5 graded book club discussions worth 4 points per discussion. If you cannot be at a book club, there is no make up. There are 6 book clubs, 5 have graded responses due.
4. Record in your journal your response (visual and written) to the chapters read, your conversations during book club and what you are learning about yourself as a group member, participant, leader and art therapist in training.
5. There should be 5 responses (in your journal) worth 4 points each.

6. Special Project Time (SPT)

6.1 Special Project Time

Development of a group using art therapy (50 points)

Students will design an eight session “art therapy group”. Students will identify a population (e.g. substance abuse, youth, adult, in-patient, outpatient, etc.) of their choice for this group. This is a therapy group not a “support group”. You need to show the flow from session to session including interventions, techniques, tools and structure. Explain how these are used and how they can help the group over the ten sessions. Be sure to include transitions from each session and reasons for their use.

Include the following:

1. Group cohesion and composition
2. Assessment of the clinical situation: What clinical factors are involved that you need to consider for this group? Pre-screening interview?
3. Formulation of goals: What might be reasonable and attainable goals for this group?
5. Include Art Directives and Media and why you chose this intervention at this time.
6. Role of leader/leaders and how they influence each session
7. Group norms and agreements
8. What themes, archetypes symbols, metaphors may appear?

Facilitation:
Describe the flow of the 8 session group. Outline the flow from session to session and what interventions, tools and structure you use in each session and how it helps. Each session description include goals, themes/topics, art therapy techniques, probing questions, etc. **Be sure to identify the stages of the group.**
Discuss any special challenges you might encounter.
Please use hypothetical examples or scenarios to make your point.
Include how you use Adlerian techniques in your group and if influenced by other theories describe the substance of that theory and special techniques.
Include at least 5 scholarly references (other than those used in class).

Content 70%, Research 10 %, Organization 10%, Formatting and Mechanics 10%

*This project can be done as an handbook/booklet, powerpoint or paper.*

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>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>varies</td>
<td>6</td>
<td>4.1.1 – 4.1.7</td>
</tr>
<tr>
<td>Paper, Powerpoint, Booklet</td>
<td>July 6, 2014</td>
<td>50</td>
<td>4.1.1 – 4.1.7</td>
</tr>
<tr>
<td>Lab Experiential Journal -</td>
<td>June 22, 2014 Last Class</td>
<td>24</td>
<td>4.1.1 – 4.1.7</td>
</tr>
<tr>
<td>Book Club - Log</td>
<td>Due June 22, 2014 Last class</td>
<td>20</td>
<td>4.1.1 – 4.1.7</td>
</tr>
</tbody>
</table>

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:

- **Some assignments require that you be in class and cannot be made up.**

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**

Elizabeth Nash  
Licensed Marriage and Family Therapist, Registered Art Therapist  
Adler Graduate School  
1550 East 78th Street  
Richfield, MN  55423

Cell Phone: 952-380-8930  
Office Email: LizNash@qeeg.com

Spring, 2013