Richfield, Minnesota

AGS Course 556
Art Therapy Studio: Media Exploration
July 2013

1. **Course Designation and Identifier**

   1.1 Adler Graduate School
   1.2 Course number **556**
   1.3 **Art Therapy Studio: Media Exploration**
   1.4 Three (3) credits

2. **Course Description**

   This course will focus on the exploration of art materials used in the context of art therapy. A variety of responses to materials and processes will be investigated through experiential learning. Students will gain a better understanding of traditional approaches to media used in art therapy as well as non-traditional approaches to media that can promote and inspire the creative process. Students will further their personal artistic development, explore media interventions that incorporate Adlerian based therapeutic principles, as well as practice leading an art therapy group process. The students will discuss their personal responses to the media. The students will present their artwork at the end of the course to honor their process and to share their insights and experiences.

3. **Texts, Materials, and Resources**


   Other articles given by instructor

4. **Competencies and Learning Outcomes**

   4.1 The students demonstrate an understanding of the therapeutic use of media, traditional and non-traditional. (12G)

   4.2 The students will demonstrate competency in creating art therapy objectives and leading an art therapy group experiential. (6b, 6d, 6E, 11d)

   4.3 The students will become familiar with how therapeutic art media can be adapted to various populations. (11C)

   4.4 The students will be able to practice implementing Adlerian based therapeutic art media interventions. (11b, 12g)

   4.5 The students will have an opportunity to further their professional art therapist identity through artistic exploration. (1b, 11G)

   4.6 The students will learn professional and ethical considerations of exhibiting personal and client artwork. (1G, 11F)
5. **Course Outline**

5.1 Unit one:
Art Introduction
Syllabus
List of media choices
Designate student media and leader day
Grab bag materials handout
Worksheet and expectations of grab bag materials task
Slideshow

5.2 Unit two:
*Article Handout; Texture in a melting pot: Postmodernist Art and art Therapy, Simone Alter-Muri.*
Grab bag materials student presentations
Media Leader : Discussion

5.3 Unit three:
Media Leader
Discussion
*Cathy Moon book will be discussed on class. Please have something to share.*

5.4 Unit four
Discussion of Alter-Muri article-What Adlerian based principles can you identify within the article?

Media Leader
Discussion
Media Leader
Discussion

5.5 Unit five:
Media Leader
Discussion

5.6 Unit six:
Media Leader
Discussion

5.7 Unit seven
Media Leader
Discussion

5.8 Unit eight:
**Discussion of Cathy Moon Book**
Media leader
Discussion

5.9 Unit nine
Media Leader
Discussion
Presentations of 7 day projects

SPT paper due to eraffer@fairview.org.
COURSE DETAILS

Grab Bag Media Task- first night only

Objective: Introduction to non-traditional art therapeutic materials. The goal is to expand the student’s idea of materials that can be used creatively. Students will be required to use the limited materials provided in a paper bag to create a piece of art. A presentation and discussion will take place the following week. Worksheet provided.

Media Experiential Leader-each class (45-60 minutes approx.)

Objective: The students will be required to lead a media experiential for the class to participate. Each student will be responsible for leading a structured or unstructured process using a particular media. The purpose of the experiential is to practice leading an art therapy group session, problem solve clinical issues that may arise in a group art therapy session, practice using art therapeutic interventions and to consider Adlerian based concepts that may be relevant while exploring the materials provided.

Additionally, the purpose of this task is to become exposed and to gain familiarity with a wide variety of materials. A discussion will be held after the student led experiential to explore personal associations to the media, responses, feelings evoked, connections to the media as well as adaptations that could be made to account for the variety of client needs and special populations.

Please bring enough materials you will need for the group and your directive handout for the class. You are welcome to use Adler’s art therapy media, please let instructor know your needs and what materials you are interested in using for your night.

**Please turn in a media directive sheet to me addressing these topics: Directive, purpose, goals, media required, adaptations that could be made for different populations, safety considerations, cultural considerations, Adlerian techniques directive addresses or could address, therapeutic benefits. In addition to the sheet please add 1 resource you have found that relates to your media experiential and art therapy. Examples in the Art Therapy Media class directives located in the 3 ring white binder on shelf in AT studio.

Art Therapy Media Resources

Objective: The students will gain economical art therapy materials resources within the community and a chance to gather information about art therapy materials for the 7 day project.

www.artscrap.org (St. Clair Ave. -St. Paul)
www.ax-man.com (University Ave.- St. Paul)
www.discountschoolsupplies.com
www.nasco.com
www.triarco.com
www.dickblick.com
www.arttherapyalliance.com- materials and media subgroup
www.artmind-etcetera.blogspot.com
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, and Licensed School Counselor students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

SPT: 7 day project/paper: (30HRS). Please start this 7 day project by _____ if not sooner.

Objective: Students are to set aside 2 hours a day for 7 days in a row to commit to making art. Students will choose whatever media they wish. This is an opportunity to explore an unfamiliar media, or an opportunity to continue to explore a familiar media on a deeper level. The goal is to connect to the art-making process. Be open to the creative possibilities and choices available, students create the structure or non-structure for themselves. At the end of the 7 days, students may have 7 separate pieces to present to class or examples of the progression during each of the 7 days process (digital photos or some other means of communicating the progression.) THIS IS TO PRESENT TO THE CLASS ON THE LAST CLASSROOM NIGHT.

Reflection Paper: Approximately 8-10 pages typed, double spaced, minimum of 2 art therapy specific resources and 1 Adlerian specific resource to include in references. APA format will be expected. The main idea of the paper will be to reflect on the process of making the artwork and student reactions to the creative process in the 2 hour long art session. The paper will incorporate subjective (personal) observations as well as objective or formal descriptions of each of the 7 pieces. The paper should include observations and reflections about the entire process and body of work. Include any insights and self-discovery that are encountered in your summary. The paper will be due 2 weeks from the last classroom day _____ by the end of the day.

Please email me the paper to eraffer1@fairview.org.

Writing Guidelines including APA Format

8. **Assessment/Evaluation Procedures**

8.1 **Group Participation-15pts.**  
Grab bag materials task/presentation -5pts.  
Experiential Media Leader -30pts.  
SPT: 7 day Media Project (25)/ Paper (25) -50 pts.  

(See details below)  

Group Participation-15pts.  
discussion in class (5pt),  
active group participation in art media exploration (5pt),  
attendance (5pt)  

Grab bag materials task/presentation-5pts.  

Experiential Media Leader-30pts.  
directive Sheet (5pts),  
leadership (10pts),  
organization/preparedness (10pts),  
content/relevance to population/discussion (5pt)  

SPT: 7 day Media Project (25)  
investment  
exploration of media  
commitment to process  
presentation in class  

SPT: 7 day Media Project Paper (25)  
clarity/organization  
inclusion of sources  
ability to learn about self and connect with media  
subjective/objective analysis  

8.2 **Grading:**  
A 90-100 points  
B 80-89 points  
C 70-79 points  

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. In this experiential art class, it is imperative to participate in the classroom activities as well as to be an active group participant. The student will need to retake the course if 3 classes or more are missed. Grades will drop (1/2 a grade) for 2 missed classes. The student is responsible for making up all missed coursework and in class work.  

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. The student will present themselves in a professional manner in class.

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 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**

Instructor:
Erin Rafferty, LPCC, ATR-BC
eraffer1@fairview.org
612.273.5941 work
612.205.1687 home/cell
www.mnata.org- Directory

7/2013

**MEDIA LEADER IDEAS (assign students to a media)**

DRAWING-pencil, colored pencil, oil pastel, pastel, marker, watercolor pencil

PAINTING-watercolor, tempera cake, oil, acrylic, oil pars
PRINTING/ STAMPS-vegetable, rubber stamps, wooden, Styrofoam board

COLLAGE-found object, newspaper, magazine, photo

MASK MAKING-papier-mâché, plaster-of-paris, paper cutouts, cardboard, paper pulp

CLAY-porcelain, earthenware, air fire, sculpey, primo, Crayola, model magic,

FIBER-knitting, crocheting needlepoint, embroidery, sewing, clothing

DOLLS/ PUPPETS-sock puppets, paper plate, yarn, fabric, stuffed,

PHOTOGRAPHY-digital, photo’s, computer generated, Polaroid, snap shots

SCULPTURE-found object, Popsicle stick, metal, wooden, plaster,

BOOK MAKING/ JOURNALS-already bound, handmade, spiral bound, stapled, folded

MUSICAL INSTRUMENTS-maracas, rain-sticks, drums, tambourines, shakers,

BOXES- self boxes, diorama’s, houses, treasure, personal

TECHNOLOGY-digital, videos, computer,

INSTALLATION- using the environment/ space as the inspiration for the artwork

SANDTRAY/ PLAY- sand play therapy using objects in the sand

FOUND OBJECTS/ RECYCLED MATERIALS- non art related objects used for art (cardboard, Styrofoam, silverware, shoes, ties, hardware, duct tape, old appliances etc.)

Any other ideas you come up with!

Art Therapy Studio: Media Exploration Worksheet

Media Exploration Worksheet: (to be completed after grab bag materials task and to use as a guide for discussion after each media experiential task. Please hand this worksheet in the 2nd night of class.)
1. What is your initial reaction to the media? Do you like it? Why or why not? What kinds of feelings are evoked by each of the materials provided? (Subjective response)

2. Where does your reaction from the media originate from? (Past experience, symbolic significance, physical response, sensory reaction)

3. List the formal characteristics of each media.

4. In what ways are these materials similar or different?

5. Do you have any cultural/ gender/ social/ personal/ global associations with these materials given?

6. What are the various processes (wrapping, draping, kneading etc.) that each material lends itself to? What are the similarities or differences of the processes between these materials?

7. What tools are needed to work with these materials effectively? Could these resources be utilized to help clients get through their difficulties and how so? (Strength, flexibility, patience, lack of control etc.)
8. Under what circumstances would you foresee a safety hazard in using these materials? With what particular population? How would you make sure your environment would be safe when using these materials?

9. Do any of these materials lend themselves to working with a specific population? Could the materials be aversive to any population? If so why? What kinds of adaptations to these materials could you make to work with a specific population? What about developmental considerations (ages and developmental levels appropriate for/not appropriate for).

10. Do you have any memories associated with any of these materials that you could share with the class. Please share if so.

11. What type of Adlerian specific art therapeutic directives could be implemented with the materials provided?

12. Please write a few paragraphs about the process of creating your piece of artwork from the materials provided. Please consider the answers you wrote about in the worksheet, include your
personal reactions, consider if you added materials or only used those provided, how was this experience for you- frustrating, interesting, a creative challenge? Did you learn anything about yourself? How can the information be useful to you as an art therapist?