I. Course Designation and Identifier

I.1 Adler Graduate School
I.2 Course number 557
I.3 Art Therapy with Special Populations
I.4 Three (3) quarter credits
I.5 Prerequisites 551

2. Course Description

This course will offer an opportunity to learn about art therapy as it may be used with a variety of populations including; post traumatic stress, addictions, eating disorders, elderly, autistic, and handicapped. Relevant clinical issues will be discussed along with specific art interventions for each population. Adlerian art therapy concepts will be emphasized. Students will be expected to conduct research on current practices in the field of art therapy as it relates to special populations resulting in a final paper and class presentation.

3. Texts, Materials, and Resources (required)

3.1 Selected readings from Art Therapy: Journal of the American Art Therapy Association, will be assigned
3.3 Malchiodi, C. ( ) Medical art therapy.

4. Competencies and Learning Outcomes
Students in this course learn:
4.1 Students will learn relevant clinical information and specific art interventions as they may be used with special populations.
4.2 Students will explore current art therapy practices as is used nationally and globally with special populations.
4.3 Students will practice a variety of art therapy interventions as they may be used with special populations.
4.4 Students will explore ethical considerations when working with special/diverse populations.
4.5 Students will conduct a final presentation in class using case examples and research data related to a special population of students choice.

5 Course outline

6.1 Unit #1 (Tuesday, February 21, 2012: 6:15 - 9:30)
* introduce course outline & assignment
* art experiential

6.2 Unit #2 (Tuesday, February 28, 2012: 6:15 - 9:30)
Topic and strategies:
a. *PTSD* – issues and considerations
   *case study - slide presentation
   * art experiential

6.3, Unit #3 (Tuesday, March 6, 2012: 6:15 - 9:30)
Topic and strategies:
a. *ADDICTIONS*; issues and considerations
   *art experiences
b. *EATING DISORDERS*; issues and considerations
   *video Body Speaks
   * art experiential

6.4, Unit #4 (Saturday, March 10, 2012 8:30 to 4:30)
Topic and strategies:
a. *MEDICAL*; issues and considerations
   * video - The Elderly
b. *ELDERLY* - issues and considerations
   * video - The Elderly
   * art experiential
6.5, Unit #5 (Saturday, March 10, 2012: 8:30 to 4:30)
Topic and strategies:
   a. **HANDICAPPED/AUTISTIC:** issues and considerations
      * art experiential
   b. **VETERANS:** issues and considerations
      * art experiential

6.6, Unit 6, Tuesday, March 13, 2012: 6:15 – 9:30pm
   * two class presentations

6.7, Units 7 and 8 (Saturday, March 17, 2012: 8:30 to 4:30)
   * four class presentations

6.9, Unit #9
   * two class presentations
   * All written assignments/special project are due two weeks from today (Tuesday, April 3, 2012 by noon). Please place all work in the box in the back of the AT room labeled “Special Populations.”

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. Your SPT will focus on an experiential exercise paired with an integrative writing component.

**Special Project Time - includes the following:**

1. Keep a **visual and written journal** throughout the course. Include in your journal, visual themes and exercises presented throughout the course as well as from the readings and your research that may be used with each of the special populations. Also, include visual images regarding your personal reflections with each of the populations. You may use two or three dimensional art materials. If you use three-dimensional materials, please take a photo of it to put in your journal.

2. Write a **five page paper (APA format)** summarizing your experience and personal reflections. Please use references.
   * Discuss the particular characteristics of each population
   * How in my life can I relate to a particular population?
   * As a result of my personal experiences, what counter transfer issues may arise?
   * How do I feel when I experience a particular population?
* What is my reaction to the art of this population?

3. Your **journal and paper are due** two weeks after the end of class (**Tuesday, April 3, 2012**) by noon of that day.

7. **Writing guidelines including APA Format**


8. **Assessment/Evaluation Procedures**

8.1. Paper/class presentation (80 points)

    Students will focus on a clinical population of his/her choice (one with whom you have not worked. Refer to the AATA journal, Arts in Psychotherapy and/or other related journals as well as books or internet.

    **Students will write a paper 5 to 8 pages (APA format)** about the practice of art therapy as it is currently used with a particular population.

    **This paper should include the following topics;**

    a. Discuss characteristics of this population and issues to consider when using art therapy process with this population. I
    b. Identify art processes that may be used in a clinical setting with this population.
    c. Who in the field is working with that particular population (nationally/globally)?
    d. Where is work with this population being done?
    e. How does the art therapist practice?
    f. Identify at least eight references used for your research. This may include resources from internet, American Journal of Art Therapy, selected books on art therapy. Art Psychotherapy journal etc. Design an art experience to be used with that population.

    **Present information to the class and lead the class in an art experience** that may be used with that particular population (**1 hour in length**).

    *Email to instructor a summary of chosen population by Tuesday, February 28, 2012 (the second class period). dlmeixner@sbcglobal.net.*

8.2 (STE) Special Project Time (20 points)

1. Keep a visual and written journal throughout this course. Include in your journal visual themes and exercises presented throughout the course as well as from the readings and your research that may be used with each of the special populations.
Also include visual images you have made regarding your personal reflections with each of the populations presented in class. You may use two or three dimensional art materials. If you use 3-D materials, please take a photo of it to put in your journal. Write a 3 to 4 page paper (APA format) summarizing your experience and personal reflections. Please keep a record of the specific hours you spent/ including the day and time. Please remember Special Project time is 30 hours outside class time.

.2 Grading

A 90-100 points
B 80-89 points
C 70-79 points
E I incomplete

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 acknowledgement.

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 know to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements 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. Non discrimination 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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