Adler Graduate School

Richfield, MN

AGS Course 597

Art Therapy with Special Populations

1. **Course Designation and Identifier**

   1.1 Adler Graduate School
   1.2 Course number 557
   1.3 Art Therapy with Special Populations
   1.4 Three (3) credits
   1.5 Prerequisite: 551

2. **Course Description**

   This course will offer an opportunity to learn about Art Therapy as it may be used with a variety of individuals in different treatment settings. Art Therapy interventions, including materials, art processes and clinical information will be studied. Adlerian Art Therapy concepts will be emphasized. Students will be expected to research current practices in Art Therapy used with people in various treatment settings resulting in a final paper and class presentation.

3. **Texts, Materials and Resources (required and optional)**

   3.1 Required materials:

   Selected readings from:
   Art Therapy: Journal of the American Art Therapy Association

   Journal for Art Making

   Any preferred drawing/painting materials

4. **Competencies and Learning Outcomes**

   Students in this course learn about or are able to do:
4.1 Through class participation, videos, class readings, case study presentations and role play, students will learn the principles of Art Therapy as they apply in various treatment settings.

4.2 Through class participation, class readings and videos, students will learn standards of Art Therapy practice as they are used in various treatment settings.

4.3 Through student and instructor led groups, students will have direct experiences by participating in a variety of Art Therapy interventions and gain understanding of materials, theories and practices for the treatment of individuals in various treatment settings (e.g.: inpatient, outpatient, partial treatment programs and aftercare).

4.4 Through class readings, class participation, papers and case study presentations, students will explore ethical and cultural considerations when working in treatment settings with clients.

4.5 Through class participation, case study presentation, student-lead role play and paper, students will be able to define a range of treatment strategies and Art Therapy techniques that can be used in various settings with clients.

5. **Course Outline**

5.1 Unit 1  
Monday, February 18, 2013: 6:15 - 9:30

1) Movie and Experiential, The Lost Thing  
2) Introduce course outline, assignments and handouts  
3) Adlerian Art Therapy: Horizontal and Vertical Relationships, Organ Inferiority, Life Tasks and Goal Directed Movement  
4) What are “Special” populations - discussion

5.2 Unit 2  
Monday February 25, 2013: 6:15 – 9:30

1) Medical Art Therapy – issues and considerations  
2) Movie  
3) Offenders – issues and considerations  
4) Art Experiential

5.3 Unit 3  
Saturday, March 2, 2013: 8:30 -4:30

1) Art Therapy and the Brain  
2) Autism, Empathy and Social Interest  
3) Movie
4) Art Experiential

5.4 Unit 4  
**Saturday, March 2, 2013: 8:30 -4:30**

1) Addictions, HIV, dual diagnosis and complex cases – issues and considerations
2) Eating Disorders – issues and considerations
3) Art Role Play
4) Art Experiential

5.5 Unit 5  
**Monday, March 4, 2013: 6:15 – 9:30**

1) 3 class presentations

5.6 Unit 5  
**Monday, March 11, 2013: 6:15 – 9:30**

1) 3 class presentations

5.7 Unit 6  
**Saturday, March 16, 2013: 8:30 4:30**

1) 3 class presentations

5.8 Unit 7  
**Saturday, March 16, 2013: 8:30 – 4:30**

1) 3 class presentations

5.9 Unit 8  
**Monday, March 18, 2013: 8:30 – 4:30**

1) 2 class presentations
   2) Closing Art Experiential

Final Assignment

*Journal and Reflection Paper*  
Due: Monday April 1, 2013  
*(Please place in the Art Therapy Studio in the box marked 557)*

6. **Special Project Time (SPT)**

6.1 Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience requiring 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short integrative writing component or (b) a research exercise and a short integrative writing component.
Special Project Time Includes the Following:

6.2 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.

6.3 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 may construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

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>Journal</td>
<td>March 18, 2013</td>
<td>15</td>
<td>See Grading Rubric</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>March 18, 2013</td>
<td>15</td>
<td>See Grading Rubric</td>
</tr>
<tr>
<td>C. Class Presentation, Experiential and Outline</td>
<td>Varies</td>
<td>70</td>
<td>See Grading Rubric</td>
</tr>
</tbody>
</table>

A: Visual Journal
Keep a visual and written journal throughout the course. Include in your journal, visual themes and exercises presented throughout the course as well as readings and your research that may be used with clients. Also, include visual images regarding your personal reflections of the client groups. You may use 2 or three dimensional materials. If you use three dimensional materials, please take a photo and document it in your journal.

B: Personal Reflection Paper
Write a 5 page paper summarizing your experience and personal reflections. Please use references.

*Discuss the particular characteristics of each/ a population
*How in my life can I relate to a particular population
*As a result of my personal experiences, what counter transference issues may arise?
*How do I feel when I experience a particular population?
*What is my reaction to the art of this population

Journals and Reflection Paper are due Monday April 1, 2013. Please place Journals and Papers in the box marked “557” located in the Art Therapy Studio.

C. Class Presentation: Students will focus on a clinical population and treatment setting and will:

1) Present their findings to the class
2) Lead an Art Experiencial on this clinical population
3) Provide the class with an outline of their presentation and Art Experiencial
4) 50 Minutes
5) Provide References

Date of presentations will be decided on the the first day of class. Presentation Outline/documentation is due that day.

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

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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February 3, 2013