Adler Graduate School

Richfield, MN

AGS Course 557

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:

2. **Course Description**

   This course will offer the opportunity to learn about art therapy as it may be used with a variety of populations and in a variety of settings. Relevant clinical issues will be discussed as well as specific art interventions. Students will research present practices on a specific population in the field of art therapy and present their findings to the class and through a written paper as well.

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

   3.1 Required materials:

      ISBN-10: 1462507166

   3.2 Required Materials: small journal, bring to each class

4. **Competencies and Learning Outcomes**

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

   4.1 Students learn relevant clinical information and specific art interventions as they may be used with special populations. (CACREP: 6c; AATA: 11a,d)

   4.2 Students explore current art therapy practices as used with various populations and in a variety of settings. (CACREP: 6b; AATA: 11d)
4.3 Students demonstrate competence in creating and identifying art therapy interventions that can be used with various populations and in various settings. (CACREP: 6d, g, e; AATA: 11b)

4.4 Students learn ethical considerations that pertain to various populations and various settings. (CACREP: 6g; AATA: 11d)

4.5 Students develop competencies in identifying and working with cultural and diversity issues that effect various populations. (CACREP: 6g; AATA: 11d)

5. Course Outline

5.1 Unit 1 Introduction  Monday, February 17, 2014

1) Review course
2) Offenders
3) Art Experiential
4) Read chapters 8, 9, 10, 11 in Art Therapy and Healthcare

5.2 Unit 2 Trauma  Monday, February 24, 2014

1) Trauma
2) Post traumatic stress disorder
3) Eating disorders
4) Art Experiential
5) Read Chapters 6, 16, 20, 25 in Art Therapy and Healthcare

5.3 Unit 3 Loss and Change  Saturday, March 1, 2014

1) Rehabilitation
2) Pain
3) Grief
4) Art Experiential

5.4 Unit 4 Understanding Others  Saturday, March 1, 2014

1) Autism
2) Attention and Anxiety
3) Traumatic Brain Injury
4) Art Experiential
5.5 Unit 5 Student Presentations Monday, March 3, 2014

1) 2 student presentations and experientials
2) Read chapters 11 and 19 in Art Therapy in Healthcare

5.6 Unit 6 Student Presentations Monday, March 10, 2014

1) Student Presentations and Experientials
2) Read Chapters 21, 22, 23 in Art Therapy and Healthcare for Monday, March 17, 2014

5.7 Unit 7 Student Presentations Saturday, March 15, 2014

1) Student Presentations and Experientials

5.8 Unit 8 Student Presentations Saturday, March 15, 2014

1) Student Presentations and Experientials

5.9 Unit 9 Ethics and Diversity Monday, March 17, 2014

1) Ethics
2) Sharing Journals
3) Closing Experiential

Final Assignment

Visual and Written Journal Due: Monday, March 17, 2014
Paper summarizing your journal Due: Monday, March 17, 2014
Paper on your class presentation Due: Monday, March 31, 2014

6. Special Project Time (SPT)

6.1 The student is expected to take at least 30 hours outside the classroom to complete. Keep a written and visual journal throughout the course. Include in the journal visual themes and exercised presented in the class as well as information from your readings and research. Include images and comments that reflect your personal understanding of yourself as you relate to the settings and populations. Use 2 or 3 dimentional art materials. If you use three dimentional art materials, please take a photo of it to put in your journal. Share at least one page with the class and comment on why you chose to share it.
6.2 Write a 5 page paper summarizing your experience and personal reflections. Include characteristics of the various populations/ settings and how you relate to the settings/ populations based on your own life experiences. How do you react to the art?

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 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>Class Presentation on a specific population or setting and experiential</td>
<td>varies</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Special Project Journal and reflection paper</td>
<td>varies</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>5-8 page paper on art therapy with the specific population or setting</td>
<td>3-30-14</td>
<td>30</td>
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</tbody>
</table>

8.2 Grading: [Based on total points for the class]

- **A**: 90-100 points
- **B**: 80-89
- **C**: 70-79 points
- **R**: 69 or less= Retake – needs more time or instruction to master requirements for the class.
- **NC**: Quality of work or participation falls below minimum expectations, including:
  - Not attending class
  - Not properly notifying registrar of a withdrawal
  - Missing class periods in excess of the number allowed by AGS’s course attendance policy (see section 9 below)
  - Not resolving a grade incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete Turns to No Credit (NC) and the course must be repeated at full price.
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 will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.

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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