Adler Graduate School
Richfield, MN
AGS Course 557.1

Art Therapy in the Treatment of Eating Disorders

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 557.1
1.3 Art Therapy in the Treatment of Eating Disorders
1.4 One (1) credits
1.5 Prerequisite: 551

2. Course Description

This course examines the causes and symptoms of different types of eating disorders, and explores how art therapy can be integrated into various treatment models. Students examine the key research and recent literature regarding eating disorder treatment and also various writings regarding the many ways art therapy can be utilized depending on the individual needs and struggles of the client. Students will be expected to complete readings, written assignments, and various art experientials both in and out of class.

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

3.1 Required materials:


4. **Competencies and Learning Outcomes**

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

4.1 Demonstrate understanding of the etiology of eating disorders, the psychosocial causes, symptoms and varying eating disorder diagnoses.

4.2 Identify at least two (2) different treatment models and outcomes and explore how art therapy interventions support these treatment models through experiential processes.

4.3 Use personal art making, writing, and discussion to identify how art therapy interventions can be used to explore sociocultural, developmental, and relational factors contributing to the role and impact of an eating disorder in a person’s life.

5. **Course Outline**

5.1 **Unit 1**  
**Etiology of Eating Disorders**  
**Friday July 17**

1) Art Experiential: Introductions
2) Learn about and identify various eating disorder diagnoses/patterns of disordered eating. Use DSM criteria to understand different types of eating disorders and their symptoms
3) Explore biological and psychosocial causes of eating disorders
4) Discuss Keys’ Study, Ellyn Satter (DoR-Handout)
5) Art Experiential: Mandala making-What is your body holding?
6) Film: The Silent Hunger: Anorexia and Bulimia

5.2 **Unit 2**  
**Treatment of Eating Disorders**  
**Friday July 17**

1) Discuss use of CBT, DBT and Psychodynamic therapies in the treatment of EDs, and how AT interventions support all these treatment models
2) Symptom focused treatment vs Psychodynamic focused treatment
3) Explore how AT interventions support decrease of anxiety and bodily distress related to food intake
4) Art Experiential: Emotional landscape

5.3 Unit 3   Understanding Underlying Issues Through the Art   Sunday July 19

1) Explore and understand how exploring a client’s symptom use through the art provides a window into the role of the ED in their life.
2) Identify anxiety, depression, and trauma through AT
3) Art Experiential: Channel a client
4) Film: THIN
5) Experiential: Mindful Lunch (Please bring bagged lunch to class).

5.4 Unit 4   Common Themes in the Treatment of EDs   Sunday July 19

1) Understand how the following themes commonly surface in the treatment of EDs and how AT can help facilitate healing and exploration in these areas:
   a. Sexuality
   b. Development and Maturity
   c. Trauma
   d. Perfectionism/anxiety
2) Art Experiential: “Ugly Art”

Final Assignment

Responsive Essay- Choose 3-5 themes mentioned in class and please write 10 pages reflecting on what you’ve learned about eating disorders, how this information may impact your work with clients (both struggling, and not struggling, with eating disorders) and how you may choose interventions based on the material covered in class. You are also welcome, but not required, to reflect on the information learned in this class and how it impacts your personal relationship with food and body image. This paper must be in APA format. Please reference reading materials assigned to this course.  

(Submitted by Sunday, Aug. 2 )

6. Special Project Time (SPT)

6.1 There is no special project time for this course.

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 and engagement</td>
<td></td>
<td>30</td>
<td>4.1, 4.2, 4.3</td>
</tr>
<tr>
<td>Demonstration of understanding of readings</td>
<td></td>
<td>30</td>
<td>4.1, 4.2, 4.3</td>
</tr>
<tr>
<td>Final Paper</td>
<td>8/2/2015</td>
<td>40</td>
<td>4.1, 4.2, 4.3</td>
</tr>
</tbody>
</table>

8.2 Grading:

- 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:

- .
- .

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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