Adler Graduate School
Richfield, MN
AGS Course 557.10
Art Therapy with Veterans and Military Families

1. **Course Designation and Identifier**
   1.1 Adler Graduate School
   1.2 Course number 557.10
   1.3 Art Therapy with Veterans and Military Families
   1.4 One (1) credits
   1.5 Prerequisite: 551

2. **Course Description**

   Students will explore military culture and mental health concerns relating to veterans and their families as it applies to art therapy practice. Core concepts of separation/reintegration, moral injury of war, combat trauma, and military sexual trauma will be explored in a practical and experiential group setting. Students will be able to make therapeutic art therapy interventions specific to veterans and their families based on their understanding of military culture and art therapy principles.

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

   3.1 Required materials:

   1) Military Culture: Core Competencies for Healthcare Professionals Course
   1.5-hour online training from Department of Defense:
   [www.deploymentpsych.org/military-culture-course-modules](http://www.deploymentpsych.org/military-culture-course-modules)
   (must create a user on TRAIN system, link available on website)
   **MUST BE COMPLETED BEFORE FIRST CLASS MEETING**


3.2 Suggested materials


http://deploymentpsych.org/sites/default/files/mc_resources/What_Military_Members_want_Providers_to_know_SAMHSA_0.pdf


DOI 10.1007/s00127-016-1292-6


Hoge, C. (2010). *Once a warrior always a warrior: Navigating the transition from combat to home including combat stress, PTSD, and mTBI*. Guilford, CT: Globe Piquot.


4. **Student Learning Outcomes**

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

4.1 Gain knowledge, skills, and awareness of cultural competencies related to military populations and their families including women veterans, military families, minority veterans, and veterans from different eras including current and past wars. (AATA: n.K.1; n.K.2; p.K.1; p.A.1)

4.2 Demonstrate how art therapy interventions can be used to treat various service related mental health concerns in military populations through the development of art directives, personal art making, and written and verbal processing that includes goals, objectives, media, and approaches for measuring outcomes. (AATA: d.S.2; d.A.1; d.A.3; i.K.3; i.A.2; e.S.3; e.A.1; i.S.1; i.S.9)

4.3 Identify ethical principles of practice, and collaborative mental health services related to working with military veterans and their families. (AATA: b.K.2; b.A.4; c.K.5; c.A.2; i.A.5)

5. **Course Outline**

5.1 Unit 1  **Military Culture and Barriers**  Friday, October 8

1) Art Experiential: Introductions
2) Complete Self-Awareness exercises
3) Discuss the Military Culture: Core Competencies for Healthcare Professionals Course and biases from self-awareness exercises
4) Identify barriers in military culture towards seeking mental health care
Film: The Stigma that Stops Veterans from Getting Help for PTSD

5.2 Unit 2 Service Related Injuries and their effects Saturday, October 9

1) Military populations and service related mental health topics (students will present a summary about one article or chapter relating to a specific topic of choice):
   a. Combat Stress including PTSD, TBI, and Suicide
   b. Women Veterans: Film: Poster Girl
   c. Complicated Grief and Moral Injury of War
   d. Military Sexual Trauma
   e. Substance Abuse, co-occurring disorders, and physical disabilities
   f. Minority Veterans
2) Separation from the military and reintegration to civilian life
Film: The War Came Home with art experiential
3) Art therapy evidence based interventions and using assessments to track client outcomes:
   a. Case Study: Military Sexual Trauma Group
   b. Measuring outcomes using qualitative & quantitative mental health assessments

5.3 Unit 3 Military Families and Art Therapy Case Study Sunday, October 10

1) Learn about the deployment cycle and how it affects veterans and their families
   Art Experiential: The Invisible String
2) Explore how military families are affected by military service and service related mental health injuries
3) Ethical considerations for working with veterans and military families
4) Art therapy evidence based interventions and applications for families
5) Discuss final project

Final Assignment

Part 1: 4-Week Art Therapy Program Curriculum

1. In a group of 2-4 classmates, create a 4-week group art therapy curriculum focusing on one service related mental health concern from the class. Include a summary at the beginning of the curriculum identifying: the military population your group chose, service related mental health concern you are addressing, and 2 goals for the program.

   Consider for your curriculum:
   • What therapeutic interventions are appropriate for your population and mental health concern?
   • Will psychoeducation be needed before introducing the intervention?
   • How will you incorporate ritual for beginning and ending the session?
   • What art materials are needed to complete the intervention?
   • Appropriateness of using an art therapy assessment such as bridge drawing, draw a nest, etc. for any of your group sessions?
• What are some topics or questions to facilitate discussion in the group after the artwork has been completed?

**The curriculum must indicate for each intervention:**
• Week # and title of art therapy directive
• Order of session components
• Directions for the intervention
• Materials needed
• Goal of the intervention
• Questions you may ask the client group to facilitate discussion of the intervention

2. Once the 4-week curriculum is complete, each group member will create a response art piece following the 4 directives in your curriculum. It will be best to follow the curriculum as a group so you can assess the outcomes of your interventions and process. This will be done by completing a qualitative program evaluation using the provided evaluation handout.

3. **Submission:** Type the curriculum and include your artwork images as jpgs embedded in the paper. Include your 4-week program evaluation answers at the end. **Label each image with your name, the week#, and intervention title.**

   (Submitted by Sunday, 12/3/2017)

**Part 2: Personal Responsive Essay:**

Write a 6-page essay reflecting on what you have learned from the course, the art therapy curriculum development, and personal art making created from the 4-week curriculum.

• Express how creating a program curriculum helped to further your understanding of the reading and course content.
• Identify how these factors may impact your work with clients both military and non-military.
• Identify evidence based practices in psychotherapy and art therapy that support your curriculum choices.
• Consider success and limitations of the curriculum. What you may change or keep the same now that you have created your own artwork sample?
• Did your interventions meet their anticipated goal?
• Reference the jpeg images of your response artwork from your curriculum in your essay where relevant.
• Explore themes of personal bias and any relevant ethical considerations.
• The paper must be in APA format and include references for your reading materials.

   (Submitted by Sunday, 12/3/2017)

**Grading for the Final Project: (80 points)**

Part 1: 4-Week Art Therapy Program Curriculum (35 points)
• Contains all required pieces outlined in description of project, 7 points
• Considers specific population, goals, evidence based art therapy practices and service related mental health injury, 20 points
• Art piece created for each curriculum unit, 8 points
Part 2: Personal Responsive Essay (45 points)
- Effectively integrating and providing understanding of course content, evidence based art therapy principles, and readings, 20 points
- Exploration of effectiveness of curriculum and personal artwork created, 15 points
- Overall organization and presentation flow and proper use of APA format, 5 points
- Effectively demonstrating research: include minimum of 3 academic resources, 5 points

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>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation &amp; engagement: demonstrating an understanding of readings and course content</td>
<td></td>
<td>15</td>
<td>AATA: n.K.1; n.K.2; p.K.1; p.A.1; d.S.2; d.A.1; d.A.3; i.K.3; i.A.2; e.S.3; e.A.1; i.S.1; i.S.9; b.K.2; b.A.4; c.K.5; c.A.2; i.A.5</td>
</tr>
<tr>
<td>Presentation summary of one article or chapter</td>
<td>10/9/2017</td>
<td>5</td>
<td>AATA: n.K.1; n.K.2; p.K.1; p.A.1</td>
</tr>
<tr>
<td><strong>Final Project</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 1: Group 4-Week Curriculum</td>
<td>12/3/2017</td>
<td>35</td>
<td>AATA: d.S.2; d.A.1; d.A.3; i.K.3; i.A.2; e.S.3; e.A.1; i.S.1; i.S.9</td>
</tr>
<tr>
<td><strong>Final Project</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part 2: Personal Responsive Essay</td>
<td>12/3/2017</td>
<td>45</td>
<td>AATA: n.K.1; n.K.2; p.K.1; p.A.1; d.S.2; d.A.1; d.A.3; i.K.3; i.A.2; e.S.3; e.A.1; i.S.1; i.S.9; b.K.2; b.A.4; c.K.5; c.A.2; i.A.5</td>
</tr>
</tbody>
</table>

8.2 Grading:
- A  93-100 points
- A- 90-92  points
- B+ 87-89  points
- B  83-86  points
AGS 557.10: Page 7

B- 80-82 points
C+ 77-79 points
C 70-76 points
R Retake- Needs more time or instruction to master the requirements of 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 of 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

This course is structured according to an intensive weekend 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.

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**

Juliana Thrall, MPS, ATR  
Adjunct Art Therapy Instructor  
Adler Graduate School  
1550 East 78th Street  
Richfield, MN  55423  
Cell Phone: 207-671-4420  
Office Email: julianathrall@gmail.com

Updated 8/1/2017