AGS Course 556
Art Therapy Studio: Media Exploration
January 2018

1. Course Designation and Identifier

1.1 Adler Graduate School
1.2 Course number 556
1.3 Art Therapy Studio: Media Exploration
1.4 Three (3) credits
1.5 Pre-requisite 551

2. Course Description

This course will focus on the exploration of art materials used in the context of art therapy. A variety of responses to materials and processes will be investigated through studio based experiential learning. Students will integrate their understanding of the safety, psychological properties, ethical and cultural implications of art making processes at it relates to treatment planning and assessment strategies in the context of art therapy. Students will investigate the creative process through the exploration of traditional approaches to media used in art therapy as well as non-traditional approaches to media that can promote and inspire healing. Students will creatively explore personal and professional artistic identity through various art media/ materials. The Expressive Therapies Continuum (ETC) will be used as a researched base foundation to integrate various media properties and processes. The ETC can be applied in clinical settings with a wide variety of populations. Students will become familiar with important cultural aspects of therapeutic art media within various clinical settings. The students will present and display artwork at the end of the course to honor their process and to share their insights and experiences.

3. Texts, Materials, and Resources

Other articles given to students by instructor.

4. Competencies and Learning Outcomes

4.1 The students demonstrate an understanding of the therapeutic properties, interventions and use of traditional and non-traditional media through the Expressive Therapies Continuum. (c.K.1, c.S.3/4, )
4.2 The students will demonstrate competency in creating art therapy objectives and leading an art therapy group experiential based on the therapeutic effects of art making. (c.S.2, c.S.4,)
4.3 The students will become familiar with how therapeutic art media can be adapted to various populations and cultures including safety, medical adaptations. (c.K.2, c.k.3,)
4.4 The students will be able to practice implementing Adlerian based therapeutic art media interventions. (c.K.4, c.S.1, c.S.2)

4.5 The students will recognize a personal symbolic language and have an opportunity to further their professional art therapist identity through artistic exploration. (d.S.2, d.A.2)

4.6 The students will learn professional and ethical considerations of exhibiting personal and client artwork. (c.A.2, c.A.2)

4.7 Students will apply theories and models to understanding creativity. (d.K.1)

4.8 Students will identify resources and understanding of the multiple ways of managing and maintaining an art therapy studio. (c.K.5)

4.9 Students will incorporate ethical and cultural considerations when selecting materials and media for their clients. (c.SA1, d.A.2, d.S.1)

5. Course Outline

- Read Cathy Moon Chapter excerpt from History of Media in the US. Attachment sent via email.
- Have Chapter 1 of Hinz Read before class starts pages 1-38.

Unit 1: 1/4 Class introduction/ orientation and overview

Art Introduction
Syllabus
List of media choices
Designate student media and leader day
ETC lecture and discussion/Slideshow
Grab bag materials handout
Worksheet and expectations of grab bag materials task

Homework: Read Chapter 3 and 4 pages 39-77, Grab bag and worksheet

Unit 2&3: 1/6 Sensory and Kinesthetic Components

Grab bag materials student presentations
Discussion and overview of ETC
Lunch
Media Leaders #1:
Discussion
Media Leaders #2:
Discussion

Homework: Chapters 5 and 6 pages 79-121, Complete or continue exploring in class process piece

Unit 4: 1/11 Perceptual and Affective Components

Media Leaders#3
Discussion
Read Chapters 7 & 8 pages 123-168

Unit 5: 1/18 Cognitive and Symbolic Components

Media Leaders #4:
Discussion
Homework: Complete or continue in class process pieces. Read Chapter 9 and 10 pages 169-213
Unit 6 &7: 1/20 Creative Component
Media Leaders #5
Discussion
Media Leaders #6
Discussion
Homework: Read Cathy Moon Book

Unit 8: 1/25 Application of ETC
Media Leaders #7
Discussion
Discussion Cathy Moon Book
Plan for art show of work from class? Help with hanging, planning.
Homework: 7 day art challenge, continue or complete pieces.

Unit 9: 2/1 Artist Identity and Professional Development
Media Leaders #8
Discussion
Presentations of 7 day art challenge pieces.

COURSE DETAILS

Grab Bag Media Task and Worksheet-
Objective: Introduction to non-traditional art therapeutic materials. The goal is to expand and expose students to a wide variety of materials that can be used creatively. Students will be required to use the limited materials provided in a paper bag to create a piece of art. A presentation and discussion will take place the following week. Worksheet provided.

Media Experiential Leader-each class (45-60 minutes approx.)
Objective: The students will be required to lead a media experiential for the class to participate. Each student will be responsible for leading a structured or unstructured process using a particular media. The purpose of the experiential is to practice leading an art therapy group session, problem solve clinical issues that may arise in a group art therapy session, practice using art therapeutic interventions based on the ETC and to consider Adlerian based concepts that may be relevant while exploring the materials provided. Additionally, the purpose of this task is to become exposed and to gain familiarity with a wide variety of materials. A discussion will be held after the student led experiential to explore personal associations to the media, assess components of the ETC as it relates to the experiential, responses, feelings evoked, connections to the media as well as adaptations that could be made to account for the variety of client needs, cultural considerations and special populations that students will encounter in the community.
Please bring enough materials you will need for the group and your directive handout for the class is to be uploaded to Moodle. *You are welcome to use Adler’s art therapy media, please let instructor know your needs and what materials you are interested in using for your night.*

**Assignment:**

**Media Directive sheet addressing these topics:**

- Directive, purpose, goals, media required, adaptations that could be made for different populations including cultural media and materials considerations, safety considerations, ETC components that relate to directive/ goals and process, Adlerian techniques directive addresses or could address as well as the therapeutic benefits this directive/ media has to offer clients/ groups/ families etc. In addition to the sheet please add 1 AT article reference you have found that relates to your media experiential.
- The directive sheet and article resources need to be uploaded to Moodle.

Examples in the Art Therapy Media class directives located in the 3 ring white binder on shelf in AT studio.

**Art Therapy Media Resources**

*Objective:* The students will gain economical art therapy materials resources within the community and a chance to gather information about art therapy materials for the 7 day art challenge. Please add to this list.

- [www.artscreps.org](http://www.artscreps.org)  (St. Clair Ave. -St. Paul)
- [www.ax-man.com](http://www.ax-man.com)  (University Ave.- St. Paul)
- [www.discountschoolsupplies.com](http://www.discountschoolsupplies.com)
- [www.nasco.com](http://www.nasco.com)
- [www.triarco.com](http://www.triarco.com)
- [www.dickblick.com](http://www.dickblick.com)
- [www.arttherapyalliance.com](http://www.arttherapyalliance.com) - materials and media subgroup
- [www.artmind-etcetera.blogspot.com](http://www.artmind-etcetera.blogspot.com)
- [www.internationalarttherapy.org](http://www.internationalarttherapy.org)

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. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.
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. This should all be planned within the context of a 30 hour student expectation.

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

SPT: 7 Day Art Challenge
*Objective:* Students are to set aside a minimum of 2 hours a day for 7 days in a row to commit to making art. Students will choose whatever media they wish. This is an opportunity to explore an unfamiliar media, or an opportunity to continue to explore a familiar media on a deeper level. The goal is to connect to the art-making process. Be open to the creative possibilities and choices available, students create the structure or non-structure for themselves. *At the end of the 7 days, students may have 7 separate pieces to present to class or examples of the progression during each of the 7 days process (digital photos or some other means of communicating the progression.)*

THIS IS TO PRESENT TO THE CLASS ON THE LAST CLASSROOM NIGHT.

SPT: 7 Day Art Challenge Reflection Paper: Approximately 8-10 pages typed, double spaced, minimum of 2 art therapy specific resources and 1 Adlerian specific resource to include in references. APA format will be expected. The main focus of the paper will be to reflect on the process of making the artwork and student reactions to the creative process in the 2 hour long art session. The paper will incorporate subjective (personal) observations as well as objective or formal descriptions of each of the 7 pieces. The paper will need to address the ETC as it relates to your process and product including specific citations used to explain and integrate your artistic process during the 7 day challenge. The paper will need to include overall observations and reflections based on the understanding of your personal ETC preferences including insights gained on the possible rationale for these preferences. The paper should include observations and reflections about the entire process and body of work. Include any insights and self-discovery that are encountered in your summary. Also include how the process has informed your professional identity as an art therapist. The paper will be due 2 weeks from the last classroom day by the end of the day.

Please upload the paper to Moodle by ____________.

**Writing Guidelines including APA Format**

8. **Assessment/Evaluation Procedures**

8.1

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group Participation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Discussion in Class/ Readings</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Participation in Projects</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Integration of the ETC</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Total Group Participation</strong></td>
<td><strong>15</strong></td>
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</tbody>
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| Grab Bag Materials/Task        | 5      |          |

| Experiential Media Leader      |        |          |
| Directive Sheet                | 5      |          |
| Leadership                     | 10     |          |
| Organization/preparedness      | 10     |          |
| Content/Relevance to population| 5      |          |
| **Total Experiential Media Leader** | **30** |          |

| SPT: 7 day Art Challenge       |        |          |
| Investment of personal process and self-reflection | 8      |          |
| Exploration of Media           | 10     |          |
| Commitment to Process          | 5      |          |
| Presentation in Class          | 2      |          |
| **Total 7 Day Art Challenge**  | **25** |          |

| SPT: 7 Day Art Challenge Paper |        |          |
| Clarity/ Organization          | 5      |          |
| Inclusion of References        | 3      |          |
| Ability to Learn about self and connect with media | 5      |          |
| Subjective/ Objective Analysis using the ETC | 5      |          |
| Integration of learning through a multi-cultural framework | 3 |          |
| Conclusion/ Summary/ Integration | 5 |          |
8.2 Grading:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>GPA</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>70-76</td>
<td>2.0</td>
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</tbody>
</table>

- **Incomplete** - (Extension form needs to be filled out and signed by instructor. Due within 45 days.)
- **Retake** - Needs more time or instruction to master the requirements of the class.
- **NO Credit** - Quality of work or participation falls below minimum expectations, including:
  - not attending class.
  - Not properly notifying registrar of withdrawal.
  - Missing class periods in excess of the number allowed by AGSs course attendance policy.
  - Not resolving a grade of incomplete within 45 days of the last class meeting and an agreed upon extension that has not been arranged by the student and instructor. The incomplete turns into a NC and the course must be repeated at full price.

*Late Papers will drop 1/2 grade.*

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. In this experiential art class, it is imperative to participate in the classroom activities as well as to be an active group participant. This class is experiential therefore, it is imperative that you attend all classes to achieve maximum learning.

- The student will need to retake the course if 2 classes or more are missed.
- Grade will drop (1/2 a grade) for 1 missed class.
- The student is responsible for making up all missed coursework and in class work.

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. The student will present themselves in a professional manner in class.
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 acknowledgment.

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 known to be illegal.** Never post potentially harassing, threatening, or embarrassing statements, as well as statements that 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. **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, 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 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**

Instructor:
Erin Rafferty, LPCC, ATR-BC  
erin.rafferty-bugher@alfredadler.edu  
612.205-1687  
[www.mnata.org](http://www.mnata.org)- Directory  
[www.catcmn.wordpress.com](http://www.catcmn.wordpress.com)- website for CATC

2018
MEDIA LEADER IDEAS (assign students to a media)

DRAWING-pencil, colored pencil, oil pastel, pastel, marker, watercolor pencil

PAINTING-watercolor, tempera cake, oil, acrylic, oil pars

PRINTING/ STAMPS-vegetable, rubber stamps, wooden

COLLAGE-found object, newspaper, magazine

MASK MAKING-papier-mâché, plaster-of-paris, paper cutouts, cardboard, paper pulp

CLAY-porcelain, earthenware, air fire, sculpey, primo, Crayola, model magic,

FIBER-knitting, crocheting needlepoint, embroidery, sewing, clothing

DOLLS/ PUPPETS-sock puppets, paper plate, yarn, fabric, stuffed,

PHOTOGRAPHY-digital, photo’s, computer generated, Polaroid, snap shots

SCULPTURE-found object, Popsicle stick, metal, wooden, plaster,

BOOK MAKING/ JOURNALS-already bound, handmade, spiral bound, stapled, folded

MUSICAL INSTRUMENTS-maracas, rain-sticks, drums, tambourines, shakers,

BOXES- self boxes, diorama’s, houses, treasure, personal

TECHNOLOGY-digital, videos, computer,

INSTALLATION- using the environment/ space as the inspiration for the artwork

SANDTRAY/ PLAY- sand play therapy using objects in the sand

FOUND OBJECTS/ RECYCLED MATERIALS- non art related objects used for art (cardboard, Styrofoam, silverware, shoes, ties, hardware, duct tape, old appliances etc.)

Any other ideas you come up with
Art Therapy Studio: Media Exploration Worksheet

(to be completed after grab bag materials task and to use as a guide for discussion after each media experiential task. Please hand this worksheet in the 2nd night of class.)

1. What is your initial reaction to the media? Do you like it? Why or why not? What kinds of feelings are evoked by each of the materials provided? (Subjective response)

2. Where does your reaction from the media originate from? (Past experience, symbolic significance, physical response, sensory reaction)

3. List the formal characteristics of each media.

4. In what ways are these materials similar or different?

5. Do you have any cultural/ gender/ social/ personal/ global associations with these materials given?

6. What are the various processes (wrapping, draping, kneading etc.) that each material lends itself to? What are the similarities or differences of the processes between these materials?
7. Using the Expressive Therapies Continuum (ETC) what areas of the continuum did you encounter with the process of creating the piece. Please reflect upon the properties of each level of the continuum that were affected while creating this piece.

8. What tools are needed to work with these materials effectively? Could these resources be utilized to help clients get through their difficulties and how so? (Strength, flexibility, patience, lack of control etc.)

9. Under what circumstances would you for see a safety hazard in using these materials? With what particular population? How would you make sure your environment would be safe when using these materials?

10. Do any of these materials lend themselves to working with a specific population? Could the materials be aversive to any population? If so why? What kinds of adaptations to these materials could you make to work with a specific population? What about developmental considerations (ages and developmental levels appropriate for/ not appropriate for).

11. Do you have any memories associated with any of these materials that you could share with the class. Please share if so.
12. What type of Adlerian specific art therapeutic directives could be implemented with the materials provided?

13. Please write a few paragraphs about the process of creating your piece of artwork from the materials provided. Please consider the answers you wrote about in the worksheet, include your personal reactions, consider if you added materials or only used those provided, how was this experience for you- frustrating, interesting, a creative challenge? Did you learn anything about yourself? How can the information be useful to you as an art therapist?