

DePaul University School of New Learning

Introduction to Art

Winter 2018 Tuesdays 5:45-9pm

Loop Campus

Joan Cantwell RN, MA, CJEA

773.412.9209 or joanacantwell@yahoo.com

Introduction to Art Therapy

Course Description

“Art therapy is based on the belief that the creative process involved in the making of art is healing and life-enhancing:

The American Art Therapy Association, Inc. (AATA)

This experiential class will introduce students to concepts of art therapy and other expressive arts. It will address the therapeutic use of art making by people who experience illness, trauma, or challenges in living, as well as by people who seek personal development and general well being. By participating in expressive arts activities and reflecting on the products and processes, students will learn how art therapy can help people increase awareness of self and others, cope with symptoms, stress, and traumatic experiences; enhance cognitive abilities; and enjoy the life-affirming pleasures of making art.

Competencies /Learning Outcomes

CCA Section

- Review the major philosophical and theoretical perspectives of art therapy.
- Identify different clinical applications of art therapy modalities.
- Participate in class art projects and art therapy exercises
- Research the application of a specific art modality with an individual and/or in the community .
- Deepen personal cognitive skills, self reflection and creative exploration.
- Can use theories of art therapy to understand and solve problems for self and others, and can define how these theories contribute to one’s psychological, spiritual, and physical health.

Through direct experience students will engage in the creative process using various arts including collage, mask making, mandalas, painting, journal writing, and clay. Through reflection and discussion you will then analyze its personal value and by extension, its value as a therapeutic tool with diverse populations. You will review case studies, and keep a journal of all work completed in class. One guest speaker will present on the psychology of color.

A5

Creativity A-5 *Can define and analyze a creative process.*

1. Can define the concept of creativity
2. Can identify, analyze, and describe the components of a creative process in one or more fields of human endeavor.
3. Can explain how engaging in a creative process affects one's perception of the world.

Through direct experience students will engage in the creative process using various expressive arts including collage, mask making, journal writing, and clay. Through reflection and discussion you will then analyze its personal value and by extension its value as a therapeutic tool.

A2A

Creative Expression A2A: *Can create an original work of art, explore its relationship to artistic form, and reflect on the creative process.*

1. Produce and original work of art.
2. Describes the elements of the artistic form used.
3. Articulates criteria by which this work may be considered an example of an art form.
4. Discusses the technique and the creative process used to create the original art work.

Through mask-making, collage, painting and clay, students will create art work and journal about the creative process.

S3B

Science, Technology and Society S-3-B: *Can assess health care practices based on an understanding of the biological and social factors that contribute to definitions of health.*

1. Identifies biological and social or cultural factors that contribute to a definition of health
2. Articulates one or more definitions, theories, or models that describe health-care.
3. Articulates criteria for assessing health-care practices, for the individual or the community, based on the considerations of (1) and (2).
4. Assesses and articulates an approach to the maintenance of promotion of health using (1), (2), and (3) as the basis for forming generalizations.

Concepts of a holistic integrated model of health are incorporated into each art activity. We will look at the both broad and specific examples of health, including the physiology of stress, post-traumatic stress syndrome, depression and anxiety

H3X

Individual Development H3X: *Can use two or more theories of art therapy to understand and solve problems for self and others, and can define how these theories contribute to one's psychological, spiritual, and physical interrelationships.*

We will investigate mind body, physical, psychological and spiritual interrelationships using research, case study, and guest speakers. Students will participate in direct experiential exercises such as guided visualization, mindfulness, voice dialogue, and gestalt, then journal and share their experiences.

Learning Experience

The class will be conducted in a workshop format in which theoretical content will be combined with experiential learning. All students are expected to participate in all class activities. Due to the nature of the material presented, class attendance is essential. Lecture, discussion, audio-visual presentation, experiential exercises, guest speakers and a field trip comprise the structure of the class

Supplies

Journal (minimal size 8 1/2 by 11 inches)
Small pack of crayons or colored pastels
Plaster wrap for mask making

Required Readings

"*The Art Therapy Source book*:" Cathy Malchiodi
Many articles posted weekly on D2L

Evidence the Students will Submit

Grading is based on 100 points.

1. Attendance and Participation 50 points

Due to the nature of this class, students who miss more than two class sessions may be asked to drop the class. There are 10 class. Each class is worth 5 points. Plan your absences well. If you are late it is your responsibility to get caught up from other students.

2. Student presentations 30 points. This assignment will be done by people who have signed up for two competencies or, are in the CCA section.

In groups of two or three (30-40 minutes per group) you will present on one of the topics assigned first day of class.

Example of breakdown for presentations

- Define the issue. i.e. what is PTSD, provide statistics to as to the prevalence, etc.
- Show how art therapy is used to help this specific population

- Present 2 case studies documenting specifically how art is used with the population you are researching. This should can include a short video clips, research, and slides of art work.
- Provide the class a handout with community resources for this population.
- Question and answers

Some topics include, Alzheimer's, PTSD, people in jail, eating disorders, cancer, children with special need, and community art. The Topic and number in each group will be determined by the number of students in the class.

3. Portfolio 20 points. This assignment will be done by all students.

- Choose two classes (10 points each) and include
- What class topic did you choose, ie. Clay, mask making, mind/body exercise etc.
- Submit all work done during that class, including a picture of your work, any completed handouts I gave you and your **journal** reflections. These vary per class and will be handed out in the class.
- A 1-2 page summary per class you choose on how that specific class was for you. What did you learn about yourself? Why did you get out of the exercises? How might this be used with someone you know at home or work? How can this exercise be applied in a therapeutic setting.
- You will be graded on your ability to fully enter into the exercises, your ability to analyze your reactions and responses to the exercises, and your ability to be self reflective.
- This can be a hard copy or electronic portfolio.

Criteria for Assessment

Students enrolled in two competencies or the CCA section (4 credit hours) need to do all of the work. Students enrolled in only one competency or 2 credit hours do not have to do a presentation but are required to do all of the other work for the class.

Criteria for Group Presentations Possible Points =30

OVERALL ORGANIZATION OF PRESENTATION

4. Excellent - Well-structured and presented in a logical sequence, used time wisely
3. Good - Mostly structured, precise but parts may be unconnected to the rest of the presentation.
2. Fair - Somewhat structured but too much time spent on unimportant material. Disjointed sequence.
1. Poor - Unstructured, strays from the subject. Much of the presentation out of logical order. Goes over time limit.

COMPREHENSIBILITY OF PRESENTATION

4. Excellent - Clear and easily understood.
3. Good - Mostly clear but some confusion in the presentation.
2. Fair - Somewhat clear but leaves the listener a little lost.
1. Poor - Unclear and confusing. Not understood.

OVERALL PRESENTATION OF Research

4. Excellent - Shows depth of thought.
3. Good - Certain areas show depth of thought.
2. Fair - Some understanding of subject but little depth.
1. Poor - Shows a surface knowledge only.

USE AND VARIETY OF PRESENTATION MATERIALS

4. Excellent -Presentation materials were high quality and useful.
3. Good - Most materials were of high quality with some questionable sources. Some variety.
2. Fair - Some material was of high quality.
1. Poor - No presentation materials, or material that was inadequate or too small to see.

TEAM COVERAGE OF REQUIRED TOPICS

14. Excellent -Each individual covered concerns raised by/through concept, as well as individual process. Personal experience was integrated where relevant and appropriate. Two complete relevant case studies
13. Good - Most individuals covered concerns raised by/through concept, as well as individual process. 2 case studies
12. Fair - A few of the individuals covered the material. Audience was left with minor questions. 1 case study
11. Poor - The team did not present the paper production in such a manner that the audience could follow or understand the process or the concept.

Calendar and Assignments

| January | Class Content | Journal Exercises | Home work |
|-----------------|---|--|--|
| | | These will be Handed out on the day of each class then posted on D2L. | Book reading assignments Plus whatever articles I post in D2L each week |
| 2 | Introductions Syllabus review Intro to art therapy profession | How do you Feel /Bio poem | Chapters 1 and 2 Handouts on art therapy profession. Sign the class agreement. |
| 9 | Drawings /A picture of Health Lecture science behind art therapy Introduction to case studies | Body Interview/Self care contract Review case study | Chapter 8 |
| 16 | Clay- working with and anger Self expression exercises | Anger journal Anger management Self care and self esteem journal | Chapter 6 |
| 23 | Visioning Affirmations Collage exercise Cognitive behavioral exercises | 3 in class journal exercise | Chapter 4 |
| 30 | Mandalas slide show Lecture Making mandalas Case studies | Time/ life energy exercises. Creative support journal. | Read specific pages in book depending on what edition you have. Use index in back of book to find mandala references. |
| February | | | |
| 6 | Student presentations: 1) PTSD, 2) Eating Disorders,3) Jail Worry dolls | | Chapter 10 |
| 13 | Student Presentations: | | Chapter 9 |

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|--------------|---|---|------------------------------|
| | 4) Alzheimer's, 5) Special needs children, 6) Community art Family dynamics dolls Part 1 | | |
| 20 | Guest Speaker: Psychology of Color lecture and art activity on color of emotions | | Will be coming from speaker. |
| 27 | Mask Making part 1 Family dynamics dolls Part 2 | Art Lab | Chapter 7 |
| March | | | |
| 8 | Mask making part 2 | Art Lab /process work on masks and dolls. | Portfolios are due |
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About the Instructor

Joan Cantwell RN, MA, CJEA,
Joan is adjunct faculty at DePaul, and Dominican Universities teaching Art therapy and Expressive Arts Therapy and How, What and Why We Eat. She has over 15 years experience providing expressive art therapy services in a variety of organizations including Hospice. Joan currently provides art therapy services for patients at Mount Sinai Hospital outpatient HIV support group.

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

DePaul University Incomplete Policy

Undergraduate and graduate students will have up to two quarters to complete an incomplete. At the end of the second quarter (excluding summer) following the term in which the incomplete grade was assigned, remaining incompletes will automatically convert to "F" grades. In the case of the Law School incompletes must be completed by the end of the semester following the one in which the incomplete was assigned. Ordinarily no incomplete grade may be completed after the grace period has expired. Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee. This policy applies to undergraduate, graduate and professional programs. NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

The SNL student who wishes to receive the grade of IN must formally request in writing that the instructor issue this grade. This request must be made before the end of the quarter in which the student is enrolled in a course.

For Students Who Need Accommodations Based on the Impact of a Disability

Students who feel they may need an accommodation based on the impact of a disability should contact the instructor privately to discuss their specific needs. Please contact your instructor as early as possible in the quarter, preferably within the first week or two of the course. All discussion will remain confidential. Please be sure to contact the following office for additional information:

Center for Students with Disabilities (CSD)
Lincoln Park Campus: Student Center 370. (773) 325-1677 Loop Campus: Lewis Center
1420. (312) 362-8002 csd@depaul.edu

Writing Help

For help with organizing your ideas, grammar, citing sources, avoiding plagiarism, sample SNL assignments and much more, see the Writing Guide for SNL Students at <http://snl.depaul.edu/writing/index.html>. For on-campus and online tutoring, see the DePaul University Writing Centers at <http://condor.depaul.edu/~writing/>.

[In addition, consider adding the Writing Centers' syllabus supplement available here <http://condor.depaul.edu/writing/instructors/syllabus.html>]

Description of Pass/Fail Grading Options

There are four SNL courses within the BA curriculum that are always assessed on a Pass/Fail basis: Learning Assessment Seminar (course number LL 102; competence L-1), Foundations of Adult Learning (course number LL 250; competences L-2 and L-3), Advanced Project (course number FA 303; competences F-11 and F-12) and Summit Seminar (course number LL 390; competence L-12). These classes may not be taken for a letter grade assessment. Therefore, work that might otherwise be assessed at grades A through C- will earn a Pass in these classes.

There are an additional four SNL courses within the Lifelong Learning Area of the BA curriculum for which instructors regularly use a Pass/Fail grading system which may, instead, be taken for a letter grade assessment if this is a student's preference. These classes are: Academic Writing for Adults (course number LL 150; competence L-4), Critical Thinking (course number LL 155; competence L-5), Research Seminar (course number LL 300; competences L-8 and L-9) and Externship (course number LL 302; competences L-10 and L-11). In addition, SNL's undergraduate Writing Workshop (course number LL 140; competence H-3-J) regularly uses Pass/Fail although students may request a letter grade assessment. In these instances SNL offers undergraduate students the opportunity to request a letter grade assessment from their instructor. Students who need a letter grade for tuition reimbursement may wish to consider this option, as well as those who wish to raise their GPA. Students planning to attend graduate school may also prefer letter grades to Pass/Fail assessments.

In addition, students have the option of taking all SNL undergraduate courses as Pass/Fail even if a class is initially structured for a letter grade assessment. In these cases a Pass is awarded when competence is demonstrated at a level that would otherwise earn a grade of C- or higher.

In deciding to select Pass/Fail grading students should be aware that competencies assessed in a course as Pass will earn credit hours toward degree completion but will not be included in computing grade point averages. Attempted competence demonstration assessed within a class as Fail will not only be recorded as credit hours attempted but will also be included in computing a student's grade point average.

For SNL students, competencies awarded for Independent Learning Pursuits and in the Lifelong Learning Domain do not count toward the university's specification that only twenty credit hours may be earned through the Pass/Fail assessment option.

If a student wishes to switch their method of assessment, either to or from the Pass/Fail option, this must be requested from the instructor in writing during the first two weeks of the quarter. The assessment style may not be chan

Course: SNL Art Therapy

Student Contract

Please read each of the statements, sign and date the bottom of the page.

1. I agree to attend classes regularly and I understand that I may be asked to drop the class if I miss more than two classes.
2. I understand that due to the nature of this class my complete and full participation is expected.
3. Late projects will marked down per day they are late.
4. I agree to keep a confidential journal for the duration of the class
5. I understand that some activities may bring up strong emotions and if there is anything that overwhelms me I will seek appropriate help.
6. I understand that any sharing of personal or private matters during our group activities will remain in the room and that all material is considered confidential.
7. I agree not to share any other student's personal or private matters with anyone outside of the class room.
8. I understand that if I miss a class it is my responsibility to get information from a fellow class mate.
9. I agree to put away cell phones and pagers during class room time. No texting on class time.

Signature_____

