

Syllabus
School for New Learning Undergraduate
Introduction to Expressive Art Therapy Winter 2019

Instructor: Joan Cantwell RN, MA, CJEA (certification in therapeutic expressive arts)
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Appointments: Arranged with instructor based on individual schedules.

Course Dates: January 10- March 14, 2019. Thursdays 5:45-9 pm

Course Location: Loop Campus on-ground

Course Description

Expressive arts processes have been used successfully in almost all psychotherapeutic contexts, ranging from work with the severely ill to the facilitation of human growth and potential. There is a growing use of the expressive arts in health education, hospice work, hospitals, corporations, and in community art projects especially after catastrophic events.

Introduction to Expressive Arts Therapy is a multi-arts approach in which different art modalities are woven into the therapeutic process as appropriate to a person's situation. It is not grounded in any particular techniques or media but in the capacity of all the arts to respond to human suffering.

Students attend experiential intensive classes with lecture and hands-on intermodal major art disciplines: visual arts, poetry, improvisation, storytelling, humour, movement, and music. We will use a mix of lecture, case studies, research, discussion, group art exercises, and journal exercises to give students exposure to the different therapeutic arts. Class includes time for group dynamics where the learning community examines issues of growth, healing and transformation brought forth in the various art processes.

Lecture, discussion, audio-visual presentation, experiential exercises, several subject matter experts guest speakers and a visit to a local art museum all comprise the structure of the class.

Learning Outcomes and Competences

CCA Section

- Explore the objectives and applications of expressive arts therapies.
- Understand expressive arts as an integral part of the healing process.
- Experience an intermodal approach to expressive arts using movement, visual arts, music, humour, poetry, and story telling.
- Become familiar with resources in the area of expressive arts therapies.
- Demonstrate understanding and use of appropriate therapeutic responses to creative work.

- Explore art making through arts-based research.

Competencies A5, A2A, S3B, H3X. FX may be negotiated with the instructor's permission.

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

1. Can define the concept of creativity
2. Can identify, analyse, and describe the components of a creative process in one or more fields of human endeavour.
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 music, journaling, improvisation, movement, poetry and painting. Through reading, reflection, discussion and writing you will then analyse its personal value and by extension its value as a creative therapeutic tool. People taking this competency must attend a community art event and write about it as directed in the assignments. They will also write a poem based on art from a museum.

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

Produce an original work of art.

Describes the elements of the artistic form used.

Articulates criteria by which this work may be considered an example of an art form. Discusses the technique and the creative process used to create the original art work.

Through painting, creative journal work and combining art and poetry students will create art work and journal about their creative process. Students will be given a package of self directed expressive art journal activities they will do outside of the class room. This portfolio will be due at the end of the quarter.

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.*

Identifies biological and social or cultural factors that contribute to a definition of health

Articulates one or more definitions, theories, or models that describe health-care.

Articulates criteria for assessing health-care practices, for the individual or the community, based on the considerations of (1) and (2).

Assesses and articulates an approach to the maintenance or promotion of health using (1), (2), and (3) as the basis for forming generalizations.

- We will review the science and research of multiple forms of healing arts and their contribution to a holistic model of health. Read and discuss minimum of 5 examples case studies that demonstrate the effectiveness of expressive art therapies as a complementary and alternative (CAM) therapy. These will be given out by the guest speakers and posted by instructor on D2L. Student must find current news on any one of the art forms discussed and bring to class to discuss.
- **Individual Development H3X:** *Can use two or more theories of expressive 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 imagery, Improvisation , movement, group music exercises, visualization, mindfulness, painting, voice dialogue, and then journal and share their experiences. Students will write poetry about art and present in class. Students will create a portfolio.

Learning Strategies & Resources

- **Required Book: *The Creative Connection Expressive Arts as Healing*** by Natalie Rogers. Science and Behaviour Books, Inc.
- **Guest speakers** are subject matter experts in the various expressive art therapies music, humour, and movement who will lecture, facilitate experiential exercises and share case studies. Students will be expected to read case studies and prepare questions for Q & A.
- **Field trip** to a local art museum with an assigned writing exercise. Date to be determined closer to class start. Students will present findings in class on a separate week.
- **Sharing news articles about therapeutic arts.** Students will post on D2L and discuss in class.
- **Self directed attendance** at an expressive art event in the community and reflection paper on experience.
- **Review** and discussions of case studies posted on D2L and or given out by guest speaker.
- **Creation of a creative journal portfolio.**

Learning Deliverables and Assessment

- 1) Students who are signed up for two competencies and students who are in the CCA section complete all the assignments.
- 2) SNL students who are taking one competency, see the competency descriptions and expectations in earlier section of syllabus.
- 3) Non-SNL students who are taking only 2 credit hours will discuss with the instructor your assignments which will be assigned based on what best matches your major.

Weekly reading assignments are listed in the calendar and will change based on the final schedule which will not be determined until all guest speakers are finalized and schedule is determined on first day of class. They will be posted weekly on D2L as well as all hand-outs and case studies.

Attendance and participation 50 points (10 classes 5 points each) . This is a highly experiential class. Guest speakers are carefully chosen for their subject matter expertise and will only be available on their assigned day. If you miss any class you must meet with the instructor for suggested make up material which may include a 4-5 paper on the subject matter. You can not miss more than two classes or you will be asked to drop the class. This is required for all competencies and sections.

Creative Journal/Portfolio 25 points. Final portfolios are due March 14th 2019. A packet of 5 different expressive creative journal activities will be given out the first day of class. Each activity is worth 5 points. You will work on these outside of class, at your own pace and turn in when you have completed them all in a complete portfolio. Each activity has a reflection piece assigned to it. Points will be assigned on how complete the assignment is and your ability to be self reflective with the journal reflection and questions on the hand-outs. This will be done for people with 2 competencies and CCA section.

Art and poetry assignment 15 points .

This is a experiential assignment in which we will visit a Chicago art museum, find a piece of art and write about it from three perspectives using a writing activity handed out at the day of the museum visit. Students do not need to have any poetry background. You will take a picture of the art work, write about it using the exercises handed out on the day of the museum visit, then present both the image of the art and your writing presentation on another day in class. The dates will be assigned first day of class based on what day we visit a museum and will be turned in the day you present to the class also decided by first day. 5 points for attending the museum, 5 points for the writing and 5 point for presenting it. Required for people taking two competencies and CCA sections.

Attend an expressive art event such as an art exhibit, music performance, musical, play, concert, movie, ballet or opera or comedy show 10 points. This is due anytime during the quarter but no later than March 14th. Required for people enrolled in two competencies and CCA sections.

At 3-4 page reflection

- 1) Describe the event you attended; What was it, where was it? Include an ad for it or a flier, program etc.
- 2) What about it inspired you?

- 3) Why were you drawn to it?
- 4) What was the main message?
- 5) How may this art form have therapeutic value for a general population. Your reflections from the guest speakers, case studies and text readings on this specific art form should be woven into this reflection. 5 points for attending and 5 for the reflection.

Grading Criteria & Scale

- 25 Creative journal portfolio
- 15 Poetry from museum visit write up and presented in class. (5 points for attendance of art museum, 5 for writing, 5 for presenting to class.)
- 10 Reflection on attendance at an expressive art event.
- 50 Attendance, participation, and class discussions.

A = 95 – 100
 A- = 91 – 94
 B+ = 87 – 90
 B = 83 – 86
 B- = 80 – 82
 C+ = 77 – 79
 C = 73 – 76
 C- = 70 – 72
 D+ = 67 – 69
 D = 63 – 66
 F = 0 – 62

Calendar and Assignments This is a sample only. We are busy finalizing guest speakers availability so the subject of each class may change based on speaker’s schedule. A finalized calendar will be handed out first day of class.

January	Class Content	Journal Exercises	Home work Details to be posted on D2L
10	Review of syllabus and two introduction to expressive art therapy exercises using art and poetry.	How do you Feel Bio poem	Read the hand-outs /case studies on humour submitted by guest speaker posted on D2L. Prepare 3 questions for speaker.

			Read chapter 1 from book.
January			
17	Humour Therapy	Debbie Hart Guest Speaker. In class room activities	Read Chapter 2 in book. Work on portfolios. Read article listed on D2l about art therapy. Bring in one newspaper or magazine article in popular press about value of art therapy.
24	Introduction to art therapy and arts in health.	Video on the first arts in medicine program in the United States. Painting and imagery and art exercise, case studies from instructor's practice, in class journal work.	D2L readings. Work on portfolios. Identify and communicate what outside event you will go to. Read chapter 3.
31	Poetry and Art	Field Trip: Meet at Museum of Contemporary Art. Details and writing assignment will be given the week before.	Write up journal exercise from museum for class next week. Have a picture to show class and poem. Read chapter 4.
February 7	Poetry and Art Student Presentations	Class student presentations from museum experience.	Turn in assignment from museum.

			<p>Read hand-outs on music therapy.</p> <p>Prepare 3 questions for speaker.</p> <p>Read chapter 5.</p>
14	Music Therapy	Guest speaker and in class activities	<p>Read chapter 6.</p> <p>Work on community art experience.</p> <p>Continue work on art portfolios.</p>
21	Music and Art	In class combines experiential music and art activities.	<p>Read chapter 7.</p> <p>Continue work on art portfolios.</p> <p>Read articles by Movement therapist posted on D2I.</p>
28	Movement Therapy	Guest speaker	<p>Read chapter 8.</p> <p>Read hand-outs from guest speaker.</p> <p>Read article on Inner Family work and Voice Dialogue posted on D2I.</p>
March 7	Working with Inner Critic Art	Inner critic and voice dialogue work presented.	<p>Read Chapter 9</p> <p>Continue work on Art Portfolios</p>
14	Story telling The Hero's Journey	Journaling, slides, discussion. Work on your own	Read Chapter 10.

		personal hero's journey journal exercises.	Turn in hero's journey journal exercises. Attendance at community art event needs to have been completed.
21	Final Project week	Upload to D2L submissions folders.	Art Portfolios due. Community Art Experience paper due.

Co Course Policies

Due to the nature of this class, students who miss more than two classes may be asked to drop the class. If you are late it is your responsibility to get caught up from other students during break or after class. No use of computers, cell phones, or other devices will be used during class time. You may check phones and electronics during break. Class starts sharply at 5:45 and you will have a 15 minute break.

This course includes and adheres to the college and university policies described in the links below:

[Academic Integrity Policy \(UGRAD\)](#)

Incomplete (IN) Grade: This process follows university [policy](#).

A student who encounters an unusual or unforeseeable circumstance that prevents her/him from completing the course requirements by the end of the term may request a time extension to complete the work.

- The student must formally initiate the request by submitting the [Contract for Issuance of Incomplete Grade](#) form (via email, word doc), no later than week 10 (or prior to the final week of a shorter-term course).
- The instructor has discretion to approve or not approve the student's request for an IN grade.
- The instructor has discretion to set the deadline for completion of the work, which may be earlier but no later than two quarters (not counting Summer term).
- The instructor may not enter an IN grade on behalf of a student without a completed and agreed upon contract.
- The student is alerted that IN grades are not considered by Financial Aid as evidence of satisfactory academic progress.

Incomplete Policy

Course Withdrawal Timelines and Grade/Fee Consequences

Accommodations Based on the Impact of a Disability

Protection of Human Research Participants

Course Resources

University Center for Writing-based Learning

SNL Writing Guide

Dean of Students Office

Instructor Bio

Joan Cantwell RN, MA, CJEA, (post grad certification in expressive arts therapy) An accomplished wellness nurse, expressive arts facilitator, artist, published author, and health specialist has integrated expressive arts into various therapeutic environments. Brings artistic vision and holistic healthcare expertise together in dynamic and creative workshops, classes, seminars, patient care and retreats. Currently provides expressive art services to patients at Mount Sinai Hospital HIV support group. Past experience includes providing art therapy to patients at Horizon Hospice, The Wellness Center Cancer support organization, a variety of care giver retreats, at-risk youth groups, and

corporate stress management workshops. Teaches Introduction to Art Therapy at DePaul and Dominican Universities.