

## **School for Continuing and Profession Studies (SCPS)**

Introduction to Expressive Art Therapy

Course SW 366 and CCA 367

Undergraduate Program. Winter 2021.

**Instructor:** Joan Cantwell RN, MA, CJEA (certification in therapeutic expressive arts)  
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**Appointments: Phone or Zoom** arranged with instructor based on individual schedules.

**Course Dates: January 7- March 18, 2021.**

**Course Location:** Online Hybrid with 5 Zoom designated classes on 1/7/21, 1/21,21, 2/4/21, 2/18/21, and 3/4/21.

### **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 online classes with films, lecture, guest speakers and at home activities , from many expressive art disciplines: visual arts, poetry, improvisation, storytelling, humour, movement, and music. We will use a mix of guest speaker lectures, case studies, research, discussion, 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.

While learning about the history, development and core competencies of each method, students will have the opportunity to demonstrate ways these approaches can meet the recovery-oriented care needs of diverse individuals, couples, families, and communities. Students will also explore the ways these approaches intersect with standard health and psychological practice and when they may be clinically appropriate or contraindicated.

## 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

**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 experiences online and at home 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 research a community art form and write about it as directed in the assignments. They will also write a poem based on art from a virtual art 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 classroom. 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 of 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 posted 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.

**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 online exercises such as guided imagery, Improvisation, movement, online group music exercises, visualization, mindfulness, painting, voice dialogue, and then journal and share their experiences. Students will create a portfolio.

### **Learning Strategies & Resources**

- **No single text book is required as we are working with many disciplines and reading will be posted on D2L for each week.**
- **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.
- **Virtual Field trip** to an art museum with an assigned writing exercise.
- **Sharing news articles and research based case studies about therapeutic arts.** Students will post on D2L and reflect in class exercises.
- **Self directed attendance** at an online expressive art event with reflection paper on experience.
- **Review** and discussions of case studies posted on D2L and or given out by guest speaker.
- **Keep a creative journal portfolio.**

### **Additional Readings given out over the course of the class:**

Franklin, M. (2007). Contemplations on the middle man: Anima rising. Art Therapy: Journal of the American Art Therapy Association. 1 (24), p.4-9. Gerity, L.A. (2000 a).

The subversive art therapist: Embracing cultural diversity in the art room. Art Therapy: Journal of the American Art Therapy Association, 17 (3) pp. 202-206 Gerity, L.A. (2001).

Josie, Winnicott and the hungry ghosts. Art Therapy: Journal of the American Art Therapy Association, 18 (1) pp. 44-49 Golub, D. (2005).

Social action art therapy. Art Therapy: Journal of the American Art Therapy Association, 22(1) pp. 17-23 Hoco, D. (2005). Art therapy and social action: A transpersonal framework. Art Therapy: Journal of the American Art Therapy Association, 22(1) pp 7

Case Studies from instructor's practice and various professional subject matter expert guest speakers.

### **Learning Deliverables and Assessment**

- 1) Students who are signed up **for four credit hours** complete **all the assignments**.
- 2) Students who are signed **up for two credit hours** complete **all the 10 modules home work exercises posted on D2L**. You do not keep a creative journal outside of these assignments or have to research an expressive art event.

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

#### **For Four Credit Hour students.**

##### **Attendance and participation 50 points (10 classes 5 points each)**

Zoom attendance is required. 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 talk with the instructor for suggested make up material which may include a 4-5 paper on the subject matter. This is required for all competencies and sections.

##### **Creative Journal/Portfolio 25 points.**

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.

##### **Attend an online expressive art event 25 points**

**Such as an art exhibit, music performance, musical, play, concert, movie, ballet or opera or comedy show:**

At 3-4 page reflection

- Describe the event you watched; What was it, where was it?
- What about it inspired you?
- Why were you drawn to it?
- What was the main message?
- How is this art form surviving during COVID?
- 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.

### **Grading Criteria & Scale for Four Credit Hour Students**

- 25 Points Creative Journals
- 25 Points reflection on attendance at an online expressive art event.
- 50 Points participation in Zoom and home work assignments for the **10 online classes each worth 5 points.**

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 – 66

### **Grading Criteria for two credit hour students based on 50 points= 100%**

47-50- A

45-46-A-

44-B+

42-43- B

40-41-B-

39-C+

37-38-C

35-36-C-

34-D+

32-33-D

30-31D-

## PASS/FAIL GRADE POLICY

### DePaul Temporary Pass/D/F policy

The university has adopted a special temporary P/D/F grading policy for both graduate and undergraduate programs until further notice. Details of the P/D/F policy can be found on the university [COVID 19 Update](#) website.

#### Highlights:

- Students can choose or remove the P/D/F option until 3 days after the grade deadline.
- Go to Campus Connect, Academic Records, to select or remove this option.
- See the COVID 19 update website for exact dates and deadlines.
- Faculty will submit a letter grade in all cases.
- If the grade is a C- or better, with the P/D/F option, it will automatically change to Pass.
- All other grades will remain including D, F, IN, M, W.
- Students can choose this option for any or all of their program requirements.
- Contact your advisor for more information.

**This policy is temporarily overridden by the Covid 19 P/D/F policy and will resume when the temporary policy has ended.**

Students interested in taking a course on a Pass/Fail grade basis need to contact their academic advisor to request the option by the end of the second week of the course. SCPS students can email their requests to their advisors and include the course number, quarter, and student ID number. Non-SCPS students need to contact their home college for instructions on submitting these requests. Please review the P/F guidelines, course restrictions and GPA implications in the [University catalog](#) before making your request. A grade of Pass represents a D or better standard and therefore will not meet requirements that have a minimum standard of C- or better. For further clarification of the P/F option for SCPS students beyond the university guidelines, please refer to the [SCPS catalog](#).

## MINIMUM SCPS GRADE POLICY

SCPS degree programs with majors (BAPSBA, BAPSC, BAHA, BADA, BANM, and BALS) require a grade of C- or better in courses taken at DePaul or transfer work applied to course requirements in the Major and in the LL 261: Essay Writing course in the College Core. All other course requirements in these programs can be completed with a grade of D or better. SCPS degree completion major programs (BAABS and BALS) require a C- or better in all courses taken at DePaul applied to those programs.

SCPS competence-based programs (BAIFA, BAC, BAGB and BAECE) require a D or better in courses taken at DePaul or transfer work applied to competence requirements.

**Calendar and Assignments:** All assignments are posted on D2I. The class will open two days before the scheduled class on Tuesdays. Students have one week to complete the assignment and post in Submissions on D2I for that week.

There are 10 modules each worth 5 points. Each module will have a watch, read and do section with homework to be posted for the following week on D2L submissions folders.

Course Dates: January 7- March 18, 2021.

Course Location: Online with 5 Zoom designated classes and guest speakers. The Zoom classes are 1/7/21, 1/21/21, 2/4/21, 2/18/21, and 3/4/21.

**This is an example of the calendar while guest speakers are being confirmed. There will be a final schedule posted by the end of December.**

## **DePaul 2021**

### **January**

7 Zoom- Introduction and Art Therapy part one.

14 Art Therapy part two I remember better when I paint movie and questions. Post case study

21- Zoom Music Therapy: Guest speaker music therapist Jeff Wolfe

28 Movement Therapy part one : Still Here Movie – Dancer Bill T. Jones

### **February**

4 Zoom Humour Therapy Guest Speaker Debra Hart

11 Poetry : Movie Healing Words and poetry and art exercise

18 Zoom – Dance movement therapy part two: Dance therapist guest speaker Laura Allen

25 COVID art expression in the community.

### **March**

4 Zoom -Improv guest speakers

11 Story Telling-Hero's Journey- honouring your own journey

18 The creative journals are due

## **Course Policies**

Due to the nature of this class, students need to commit to attend the Zoom sessions with our subject matter experts.

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

[Academic Integrity Policy](#) (UGRAD)

[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 healthcare expertise together in dynamic and creative workshops, classes, seminars, patient care and retreats. Recently provided 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.

### **ADDITIONAL CONSIDERATIONS**

Additional information for the instructor's consideration in planning the syllabus may be provided in this section, especially to address unique programmatic needs.

Recording of Classroom Sessions Conducted via Videoconference tools:

- Synchronous teaching sessions can be recorded by the instructor for educational purposes.

These recordings will be made available only to students presently enrolled in the course via

password protected links. Links will be posted via the course webpages on D2L and viable for the present term only.

- Students are prohibited from sharing class recordings or disclosing the links to a class session to anyone outside of the course.

- Students have the right to protect their privacy during recordings by appearing in an audio-only mode; pseudonymous usernames can be used by students, if shared offline with the instructor.

- Instructors may retain portions of the recordings that contain their intellectual property consistent with University policy, with students' identifying information removed.