



DePaul University  
School for Continuing and Professional Studies (SCPS) Undergraduate

Introduction to Art Therapy  
Course number AI396/CCA396  
Summer 2021

Course begins: Monday 6/14/21 and ends 8/16/21  
Online with required Zoom classes on weeks 1,3,5,7,9 (6-7:30pm)  
Zooms Dates are: 6/14/21, 6/28/21, 7/12/21,7/26/21, 8/9/21

**Instructor:** Joan Cantwell RN, MA, CJEA (certification in therapeutic expressive arts)  
Contact: [jcantwel@depaul.edu](mailto:jcantwel@depaul.edu) or [joanacantwell@yahoo.com](mailto:joanacantwell@yahoo.com) or 773 412 9209.  
My Preferred method of contact is email. Office hours will be determined with student by Zoom or phone call.

**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 in 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 wellbeing. By participating in at home 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 making. This class is especially relevant during COVID to aid in stress relief.

**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 at home.

- 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.

Through direct experience at home 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 a guest speaker. Students will participate in direct experiential exercises such as guided visualization, mindfulness, voice dialogue, and gestalt, then journal and share their experiences.

You will engage in many creative activities at home so create a little space for yourself and buy or find the required art supplies so you can create.

### **Required Supplies**

- One set of colored markers at least 8 colors.
- Small set of acrylic paints maybe four- six to include primary colors, yellow, blue and red, white and black
- Plaster wrap for mask making material one roll 4 inches.
- Glue stick
- Scissors
- Paint brushes a few different sizes – larger tip for surface and smaller tip for detail
- One plastic full face mask for crafts –
- Large sketch book mixed media or sketch paper 11" x 14" (27.94cm x 35.56cm), 60 sheets
- Roll of tape, any kind

### **Learning Strategies & Resources**

- No single text book is required as we are working with readings from many different sources which will be posted on D2L for each week.
- Guest speaker: We will have one guest speaker on one of our Zoom sessions. Students will be expected to read case studies and prepare questions for Q & A.

- Sharing news articles and research-based case studies about therapeutic arts. Students will post on D2L and reflect in class exercises.
- Self-directed art activities with journal reflections: This is the bulk of your grade. You will read, watch, and do the activities and post.
- Keep a creative journal portfolio.
- Zoom classes where we discuss course material with some lectures.

### **Online Class Assignments and Expectations**

This online class you will:

- 1) I will open the class one week in advance of the class dates.
- 2) Log into D2L and get familiar with how to use it. Most of you already do but this is our new classroom.
- 3) Have your art supplies before the first day of class
- 4) Log onto to D2L and look at the content for each week. You will read the articles, watch the video clips and do the assignments for that week.
- 5) Post them in the submissions folder on D2L for that week.
- 6) We will have Five required live Zoom classes on weeks 1,3,5,7 and 9.

### **Learning Deliverables**

**For All Students:** There is 10 modules (one a week) with each one worth 10 points for a total of 100 points. Everyone does these.

Grades the

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

**For Four Credit Hour Students** –If you are taking this course for four credit hours you will also have a research Paper/Project to do worth 50 points. It involves:

Paper/Project

- 1) Pick a topic from this list or one that you want to research with approval from instructor.
  - Art therapy for people with eating disorders
  - Art therapy for people with cancer
  - Art therapy for people incarcerated
  - Art therapy for people with Alzheimer's

- Art therapy for people with PTSD (Post Traumatic Stress Disorder)
  - Art therapy for special needs population, autism, etc.
  - Art therapy during COVID
  - Art therapy and social justice.
  - You name one and discuss with me.
- 2) Define the issue. For example, what is Alzheimer's? Whenever possible use the DSM5 definitions.
  - 3) What are the demographic, how many people affected?
  - 4) Discuss does how art therapy can help this **specific** population
  - 5) Show one example or case study (online or in research), and site your finding with either MLA or APA style. Show a picture of the work.
  - 6) Paper or project should be 5-6 pages and cover all the components listed above .
  - 7) This may be presented as a power point presentation or formal research paper.
  - 8) Grading Criteria 50 points= 100% This is due August 9, 2021.

**Scale for project/paper**

- 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-

Rubrics for paper/project

<b>Organization 10 points</b>	<b>Superior 10-8</b>	<b>Proficient 7-6</b>	<b>Satisfactory 5-4</b>	<b>Limited 3-2</b>	<b>Unsatisfactory 1-0</b>
	Well-structured introduction with strong, sharply focused thesis statement	Well-structured introduction with clear thesis	Properly structured introduction with satisfactory thesis	Poorly structured introduction with unclear thesis	Introduction is incomplete, ineffective, or missing. No apparent thesis.

	Sharply focused topic sentences and paragraphs that are closely related to thesis	Topic sentences and paragraphs are clearly related to thesis	Moderately effective topic sentences and paragraphs logically related to thesis	Ineffective topic sentences and paragraphs that are not logically related to thesis	Topic sentences and paragraphs are irrelevant or missing
	Well-constructed and clear conclusion that strongly reaffirms thesis	Sufficiently effective conclusion which reaffirms thesis and ties together main ideas and facts	Somewhat effective conclusion which restates thesis, but does not fully tie together main ideas and facts	Incompletely developed conclusion which fails to effectively tie together main ideas and facts	Absent, incomplete, or unfocused conclusion
<b>Content Idea Development 30 points</b>	<b>Superior 30-27</b>	<b>Proficient 26-23</b>	<b>Satisfactory 22-19</b>	<b>Limited 18-15</b>	<b>Unsatisfactory 14-0</b>
	Interesting and complete explanation of topic, with specific, accurate, and relevant information.	Content is accurate and relevant, with sufficient evidence to adequately explain topic	Explanation of topic is satisfactory, with mostly sufficient evidence, but mostly general. More detail needed. Some factual errors	Partial or incomplete explanation of topic, with insufficient evidence and inaccuracies	Inadequate explanation of topic with inadequate or missing evidence and many factual errors
	Fully developed body paragraphs that clearly and effectively support thesis with three arguments	Well-developed body paragraphs sufficiently support thesis with three arguments	Body paragraphs that satisfactorily support thesis but could be more developed; only two arguments	Body paragraphs that provide limited and inadequate support of thesis; only one argument	Body paragraphs that do not support thesis
<b>Mechanics 10 points</b>	<b>Superior 10-8</b>	<b>Proficient 7-6</b>	<b>Satisfactory 5-4</b>	<b>Limited 3-2</b>	<b>Unsatisfactory 1-0</b>

	Very clear and easily understood, with few, if any, grammatical errors	Sufficiently clear and understandable, with few grammatical errors	Mostly clear and understandable, with some grammatical errors	Somewhat clear and difficult to understand, with many errors	Unclear and difficult to understand, with multiple errors
	Paragraphs flow smoothly, and transitions between sentences and/or paragraphs are seamless and effective	Sentences are sufficiently complete, with only a few structural errors. Transitions are mostly effective	Sentences are mostly complete, with some structural errors. Transitions are satisfactory.	Sentences are sometimes incomplete, with more than a few structural errors. Transitions are ineffective.	Sentences are often incomplete, with many structural errors. Transitions are missing.

### 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 D2L. The class will open one week before the scheduled class. Students have one week to complete the assignment and post in the submissions folder on D2L for that week.

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

This is an example of the calendar while the guest speaker is being confirmed. There will be a final schedule posted by the end March in D2L in detail. The Zoom dates will NOT change so mark these in your calendar.

**Course Schedule** everything will be posted in detail on D2L.

Calendar of classes

Summer 2021 Zooms Dates are: **6/14/21, 6/28/21, 7/12/21, 7/26/21, 8/9/21**

#### **June**

14-Zoom Introduction

21 -Art and the Body

28-Zoom – psychology of color guest speaker Sharron Ott

#### **July**

5- Collage  
12-Zoom- Dolls  
19- Music and Art Therapy  
26-Zoom- Mask making

### **August**

2- Art and Anger  
9-Zoom- Art Therapy in Action Case Studies  
16- Zen Tangles

### **Course Policies**

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 the 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.

### **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](mailto: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>]