



**LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING**

**AT510: INTRODUCTION TO ART THERAPY (3 Credits)
FALL 2019**

When: Wednesdays, 9/4/18-12/22/18, 9am-12:15pm
Where: TBD
Instructor: Beth Ann Short MA, ATR-BC
Office Hours: Appointments may be scheduled with the professor as needed.
Office location: TBD
Phone: 503-341-7280
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CATALOG DESCRIPTION

Introductory overview of the field of art therapy including history, development, major theories, and applications of art therapy with various client populations.

COURSE OBJECTIVES

By the end of this course students will be able to:

1. Describe theoretical approaches to art therapy
2. Participate in creative interventions used in treatment
3. Begin a critical examination of historical and current literature in the field, identifying 1-2 areas of interest

CAAHEP STUDENT LEARNING OUTCOMES

Learning Outcome	Description
SLO- A	Understand the historical development of Art Therapy as a profession, and how Art Therapy theories and techniques are a foundation for contemporary Art Therapy professional practice.
SLO- B	Distinguish among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.
SLO- L	Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative

	process, assist in self-awareness, promote well-being, and guide professional practice.
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CAAHEP CONTENT AREAS

Content area	Description	Mastery Level	Assessment
a.K.1	Identify major contributors and contributions that shaped the field of Art Therapy	Introduce	Final Paper
a.K.2	Identify the relationship between art therapy approaches and theories from psychology, counseling	Introduce	Approach Paper, Final Paper, Role play
a.K.3	Compare and contrast approaches to Art Therapy unique to the field: a) Art psychotherapy b) art-as-therapy c) open studio and studio-based approaches d) art-based clinical theories e) community-based approaches	Introduce	Final Paper
a.S.1	Demonstrate how theory informs art therapy assessment and treatment planning	Introduce	Discussion Post
a.A.1	Value the historical antecedents to current professional Art Therapy practice	Introduce	Final Paper
b.K.1	Define the professional role and function of an Art Therapist	Introduce	Approach paper, Role Play
b.A.5	Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapist professional role, and continuing education	Introduce	Art Project & Reflection
c.K.1	Describe theory of specific properties and effects of art processes and materials informed by current research such as Expressive Therapies Continuum	Introduce	Art Project & Reflection

d.A.2	Recognize the need for awareness of and sensitivity to cultural elements which may impact a client's participation, choice of materials and creation of imagery	Introduce	Approach Paper
d.A.3	Value the benefits of student/therapist reflective art-making to inform clinical practice	Introduce	Art Project & Reflection
e.K.1	Describe the theoretical foundations of group work with an emphasis on group art therapy	Introduce	Discussion Post
f.K.1	Discuss definitions and purpose of Art Therapy assessments	Introduce	Discussion Post
i.K.1	Identify evidence-based strategies and clinically-grounded approaches for assessment and treatment	Introduce	Approach paper, final paper, role play
i.K.3	Describe trauma-focused art therapy interventions	Introduce	Discussion post
i.A.3	Value the development of a personal approach to the practice of Art Therapy	Introduce	Art Project & Reflection
k.K.1	Describe basic tenets of psychotherapy and counseling theories (including psychodynamic, humanistic, cognitive-behavioral, systemic)	Introduce	Approach paper, Role play
k.A.1	Recognize the implications of applying theoretical foundations to therapeutic practice	Introduce	Approach paper, Role play
l.A.1	Value culturally and developmentally appropriate assessment tools and applications to utilization and interpretation of results	Introduce	Discussion post

REQUIRED TEXTS AND READINGS:

Weekly readings are to be completed for the day indicated. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

Required Books:

Hogan, S. (2016). *Art therapy theories: A critical introduction*. Routledge.

Rubin, J.A. (Ed.). (2016). *Approaches to art therapy: Theory and technique* (3rd Ed.).

Philadelphia: Brunner-Routledge.

Optional texts can be found online through the library:

Dissanyake, E., (1988) *What is art for?* Seattle: University of Washington Press.

Gussak, D. E., & Rosal, M. L. (Eds.). (2016). *The Wiley handbook of art therapy*. John Wiley & Sons.

On Reserve:

Freeman, J. C., Epston, D., & Lobovits, D. (1997). *Playful approaches to serious problems: Narrative therapy with children and their families*. WW Norton & Company.

Required Articles:

Allen, P.B. (1992). Artist in residence: An alternative to “clinification” for art therapist. *Art Therapy: Journal of the American Art Therapy Association* 9(1). 22-29.

Belkofer, C. M., Vaughan Van Hecke, A., & Konopka, L. M. (2014). Effects of drawing on alpha activity: A quantitative EEG study with implications for art therapy. *Art Therapy: Journal of the American Art Therapy Association*, 31(2), 61-68.

Betts, D. (2013). A review of the principles for culturally appropriate art therapy assessment tools. *Art Therapy: Journal of the American Art Therapy Association*, 30(3), p 98-106.

Bucciarelli, A. (2016). Art Therapy: A transdisciplinary approach. *Art Therapy: Journal of the American Art Therapy Association* 33(3), 151-155.

Chilton, G., and Scotti, V. (2014). Snipping, gluing, writing: The properties of collage as an arts-based research practice in art therapy. *Art Therapy: Journal of the American Art Therapy Association*, 31(4), 163–171. doi: [10.1080/07421656.2015.963484](https://doi.org/10.1080/07421656.2015.963484)

Cohen, B. M.; Hammer, J. S.; & Singer, S.(1988) The Diagnostic Drawing Series: A systematic approach to art therapy evaluation and research. *The Arts in Psychotherapy*, 15(1), Spr 1988. Special Issue: Assessment in the creative arts therapies. pp.11-21.

Elkins, D.E., & Deaver, S.P. (2015). American Art Therapy Association, Inc.: 2011 membership survey report. *Art Therapy: Journal of the American Art Therapy Association*, 32(2) 60-69.

Gabel, A, & Robb, M. (2017). (Re)considering psychological constructs: A thematic synthesis defining five therapeutic factors in group art therapy. *Arts in Psychotherapy*, Sep, Vol 55. Pp. 126-135.

Haeseler, M (1992). Ethical considerations for the group therapist. *American Journal of Art Therapy*, 31(1) p.2-8.

- Halsey, B. (1977). Freud on the nature of art. *American Journal of Art Therapy*, 16, pp. 99-103.
- Homer, E. S. (2015). Fabric collage as a neurodevelopmental approach to trauma treatment. *Art Therapy: Journal of the American Art Therapy Association*, 32(1), 20–26. doi: [10.1080/07421656.2015.992824](https://doi.org/10.1080/07421656.2015.992824).
- Kapitan, L. (2012). Checking the source: Critical evaluation of art therapy claims to knowledge. *Art Therapy: Journal of the American Art Therapy Association*, 29(1), pp. 2-3.
- Kim, H., Kim, K., & Norura, S. (2016). The effect of group art therapy on older Korean adults with Neurocognitive Disorders. *The Arts in Psychotherapy*. Feb, Vol 47, pp 48-54.
- LaBrie, G. & Rosa, C. (1994). American Art Therapy Association, Inc.: 1992-93 membership survey report. *Art Therapy: Journal of the American Art Therapy Association*, 11(3), 206-213. DOI: 10.1080/07421656.1994.10759086
- Lavergne, M. (2004). Art therapy and internal family systems therapy: An integrative model to treat trauma among adjudicated teenage girls. *Canadian Art Therapy Association Journal*, 17(1), 17-36.
- Lusebrink, V. (2004). Art therapy and the brain: An attempt to understand the underlying processes of art expression in therapy. *Art Therapy: Journal of the American Art Therapy Association*, 21(3), 125-135.
- Naumburg, M. (2001). Spontaneous art in education and psychotherapy. *American Journal of Art Therapy*, 40(1), pp. 46-64.
- Pifalo, T. (2007). Jogging the cogs: trauma-focused art therapy and cognitive behavioral therapy with sexually abused children. *Art Therapy: Journal of the American Art Therapy Association*, 24(4), pp. 170-175.
- Rhyne, J. (1973). The gestalt approach to experience, art, and art therapy (*American Journal of Art Therapy*) (Reprinted from *The Gestalt Art Experience*, Wadsworth.) pp. 237-248.
- Riley, S. (1997). Social constructionism: The narrative approach and clinical art therapy. *Art Therapy*, Vol. 14 (4), pp. 282-284.
- Russo, M.F, Vernam, J. & Wolbert, A. (2006). Sandplay and storytelling: Social constructivism and cognitive development in child counseling. *The Arts in Psychotherapy*, Vol. 33 (3), pp. 229-237.

- Spooner, H. (2016). Embracing a full spectrum definition of art therapy. *Art Therapy: Journal of the American Art Therapy Association* 33(3), 163-166.
- Talwar, S. (2010). An intersectional framework for race, class, gender, and sexuality in art therapy, *Journal of the American Art Therapy Association*, 27(1), pp. 11-17.
- Timm-Bottos, J. (2016). Beyond Counseling and Psychotherapy, There Is a Field. I'll Meet You There. *Art Therapy: Journal of the American Art Therapy Association* 33(3), 160-162.
- Ullman, E. & Levy, B. (1973). Art therapists as diagnosticians. *Art Therapy: Journal of the American Art Therapy Association* 13(1) 35-38.
- Wadson, H. (2002). The anti-assessment devil's advocate. *Art Therapy: Journal of the American Art Therapy Association* 19 (4): 168-70.
- Wix, I. (2010). Studios as locations of possibility: Remembering a history. *Art Therapy: Journal of the American Art Therapy Association*, 27(4), 178-183.

NONDISCRIMINATION STATEMENT

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

TEACHING METHODS

A variety of teaching methods will be used during this course in order to achieve the above objectives. The primary methods of classroom instruction will be lecture/discussion, videos, experiential exercises, and an in-class role-play presentation. The out of class learning will consist of readings, two papers, and an art project.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for her/him/themself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

CLASS PREPARATION

You must complete all assigned readings and complete any papers prior to class, turning them in on the day they are due.

Assignments and Course Requirements

EVALUATION AND GRADING

Because of the skill development nature of this course, it is required that students complete ALL assignments to pass this class.

Assignment	Point Value
Class participation/discussion posts	10
Role play	10
Approach paper	30
Final paper	30
Art project & reflection	20
Total Points in the Course:	100

FINAL GRADING

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	

NOTE: All assignments must be turned in at the beginning of class (before class starts) on the day they are due. Five points will be deducted for each day an assignment is late.

ASSIGNMENTS

- 1. Class Participation and Discussion Posts:** It is expected that you complete all readings and be prepared to discuss content in class, or participate in discussion/response posts on moodle.

Class participation	Possible points
Attending all classes and being on time. Giving attention to the instructor and/or other students when they are making a presentation.	1
Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class. Demonstrating ability to be open about discussing the impact of your comments on your peers.	1
Coming to class prepared (having read the assignment for the day) Engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.	1
Contributing to in-class discussion based on the topics of discusses and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.	1
Providing examples to support or challenge the issues talked about in class. Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.	1
Dealing with other students and/or the instructor in a respectful fashion. Listening actively. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.	1
Discussion posts	Possible points

l.A.1	Demonstrate value culturally and developmentally appropriate assessment tools and applications to utilization and interpretation of results	1
a.S.1	Demonstrate how theory informs art therapy assessment and treatment planning	1
e.K.1	Describe the theoretical foundations of group work with an emphasis on group art therapy	1
i.K.3	Describe trauma-focused art therapy interventions	1

2. **Class Role-Play:** In small groups (2-4), you will select a therapeutic model of art therapy and perform a role-play of an art therapy session based on the model chosen. Groups are to choose from **psychodynamic models, humanistic models, behavioral and cognitive models, social constructivist models** and **systemic models**. Research into approaches that fit these models is expected. Each group will select one narrator, one art therapist, and one or more clients, and will demonstrate the view of human behavior and the implementation of art therapy consistent with the model selected. Each role-play will be limited to 15 – 20 minutes and will be followed by 10 – 15 minutes of class discussion. **Each participant will complete a brief evaluation of the group process, including a reflection on your role in the project. This paper must be turned in prior the class session following your group’s presentation.** Role-plays will be presented during the second half of the semester, and students will sign up for presentations (date and particular model) during class on Week 3. Paper is to integrate 3-5 peer reviewed articles in APA format to support your integration and understanding of the concepts related to that theory in art therapy. Role plays will occur weeks 9, 10, and 11.

	Description	Possible points
k.K.1	Describe basic tenets of psychotherapy and counseling theories (including psychodynamic, humanistic, cognitive-behavioral, systemic)	1
k.A.1	Recognize the implications of applying theoretical foundations to therapeutic practice	1
b.K.1	Define the professional role and function of an Art Therapist	1
i.K.1	Identify evidence-based strategies and clinically-grounded approaches for assessment and treatment	1
a.K.2	Identify the relationship between art therapy approaches and theories from psychology, counseling	2

	Role play paper demonstrated integration and understanding of key learning objectives	2
	Paper is written in APA meeting writing requirements	2

3. **Approach Paper:** A typewritten, double-spaced paper evaluating the therapeutic model selected for the role-play in which you participate. The paper should discuss the theory behind the model as it applies to art therapy, art therapy techniques consistent with the model, benefits and drawbacks of the model, and the populations and settings for which it is most useful and clinically indicated (include those for which it may be contraindicated as well). The paper should be **6 – 8 pages long** and should include at least **8 relevant sources**. These should be quality, academic sources, and can include assigned course readings for up to three of your sources. Paper, citations and reference lists should be in APA format. **Due Week 8.**

	Description	Possible points
k.K.1	Describe basic tenets of psychotherapy and counseling theories (including psychodynamic, humanistic, cognitive-behavioral, systemic)	5
k.A.1	Recognize the implications of applying theoretical foundations to therapeutic practice	3
b.K.1	Define the professional role and function of an Art Therapist	2
d.A.2	Recognize the need for awareness of and sensitivity to cultural elements which may impact a client's participation, choice of materials and creation of imagery	5
i.K.1	Identify evidence-based strategies and clinically-grounded approaches for assessment and treatment	3
a.K.2	Identify the relationship between art therapy approaches and theories from psychology, counseling	2
	Paper must meet APA writing requirements	5
	Discusses the theory behind the model as it applies to art therapy, art therapy techniques consistent with the model, benefits and drawbacks of the model, and the populations and settings for which it is most useful and clinically indicated (include those for which it may be contraindicated as well).	5

4. **Final Paper:** A typewritten, double-spaced paper, which responds to the following prompt: Select one art therapy theorist or pioneer that we have discussed in class, examine how they have influenced art therapy throughout its lifespan (what did they bring to the field, and who as followed, improved or modified their contributions). Explore in depth how you see these influences in how art therapy is practiced in one specific setting (school, hospital, studio,

community, etc), including what was common practice in the past and what are the current modalities that reflect these influences. (ex: Florence Cane’s impact and her influence on the field, and how that has affected how art therapy was and is practiced in schools.) The paper should be **no more than 6 pages** long. Please cite at least **6 relevant sources** -- utilizing class readings and additional research. Paper, citations and reference lists should be in APA format.

Due Week 13

	Description	Possible points
a.K.1	Identify major contributors and contributions that shaped the field of Art Therapy	2
a.K.2	Identify the relationship between art therapy approaches and theories from psychology, counseling	3
a.K.3	Compare and contrast approaches to Art Therapy unique to the field: a) Art psychotherapy b) art-as-therapy c) open studio and studio-based approaches d) art-based clinical theories e) community-based approaches	5
a.A.1	Value the historical antecedents to current professional Art Therapy practice	5
i.K.1	Identify evidence-based strategies and clinically-grounded approaches for assessment and treatment	3
	Identified one art therapy theorist or pioneer discussed in class, examine how they have influenced art therapy throughout its lifespan (what did they bring to the field, and who as followed, improved or modified their contributions).	2
	Paper is written in APA meeting writing requirements	5
	Explore in depth the influences in how art therapy is practiced in one specific setting, including what was common practice in the past and what are the current modalities that reflect these influences.	5

5. **Art Project & Reflection:** A symbolic expression of what art therapy means to you - at this stage of your development as a future art therapist. The project will be presented in class on Week 15. Embed images of your artwork into your paper as figures. A short paper about the project explaining how your view of art therapy has changed and how this is reflected in your

art piece will be handed in. **No more than 3 pages.** This project, along with the assigned papers, will serve as a means of consolidating course learning. It is hoped that producing art will allow you to do this in a creative, individualized manner. **Due Week 14**

	Description	Possible points
b.A.5	Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapist professional role, and continuing education	3
c.K.1	Describe theory of specific properties and effects of art processes and materials informed by current research such as Expressive Therapies Continuum	2
d.A.3	Value the benefits of student/therapist reflective art-making to inform clinical practice	2
i.A.3	Value the development of a personal approach to the practice of Art Therapy	2
	Artwork demonstrates investment, depth, creativity and consolidates learning from the term	6
	Paper is written in APA meeting writing requirements	5

CLASS SCHEDULE

Class #	Date	Topic	Readings & Assignments Due
1	9/4	Introduction to class Review syllabus, housekeeping APA introduction/review Archival videos of early pioneers in the field Art uploads as discussed in class Background checks and AATA Membership	<ul style="list-style-type: none"> ● Halsey, B. (1977). Freud on the nature of art. <i>American Journal of Art Therapy</i>, 16, pp. 99-103. ● Naumburg, M. (2001). Spontaneous art in education and psychotherapy. <i>American Journal of Art Therapy</i>, 40(1), pp. 46-64.

2	9/11	<p>MEET IN THE WATZEK LIBRARY CLASSROOM</p> <p>Review of how to use the library</p> <p>History and Theoretical Underpinnings</p> <p>To Be an Art Therapist.</p> <p>Archival videos of early pioneers in the field</p>	<ul style="list-style-type: none"> ● Gussak, D. E., & Rosal, M. L. (Eds.). (2015). <i>The Wiley Handbook of Art Therapy</i>. John Wiley & Sons. Chapter 1 ● Malchiodi, C. A. (2003). A brief history of art therapy. <i>Handbook of art therapy</i>, 5-15. (Randy Vick, Chapter 1) ● Rubin, J.A. (Ed.). (2016). <i>Approaches to art therapy: Theory and technique</i> (3rd Ed.). Philadelphia: Brunner-Routledge. Introduction, Chapters 1, 2, 5 & 6.
3	9/18	<p>History and Theoretical Underpinnings</p> <p>Psychoanalytic Model</p> <p>Art Directive: Scribble (Switch & Interpret)</p> <p>Art as therapy v Art psychotherapy (Kramer/Naumburg activity)</p> <p>Assigned: In class role play and paper</p>	<ul style="list-style-type: none"> ● Hogan Chapters: 1, 3, 4 ● Rubin, J.A. (Ed.). (2016). <i>Approaches to art therapy: Theory and technique</i> (3rd Ed.). Philadelphia: Brunner-Routledge. Chapters 9
4	9/25	<p>Humanistic Models</p> <p>Rogers/Gestalt – current AT models</p> <p>Art Directive: Collective feeling/gestural drawing</p> <p>Art upload as discussed in class</p>	<ul style="list-style-type: none"> ● Hogan Chapters: 5, 6 ● Rhyne, J. (1973). The Gestalt approach to experience, art, and art therapy. (<i>American Journal of Art Therapy</i>) (Reprinted from <i>The Gestalt Art Experience</i>, Wadsworth.) pp. 237-248. ● Rubin, J.A. (Ed.). (2016). <i>Approaches to art therapy: Theory and technique</i> (3rd Ed.). Philadelphia: Brunner-Routledge. Chapters 10, 12
5	10/2	<p>Behavioral and Cognitive Models</p> <p>Freud/Jung – current AT models</p>	<ul style="list-style-type: none"> ● Hogan Chapters: 2, 7 ● Pifalo, T. (2007). Jogging the cogs: trauma-focused art therapy and cognitive behavioral therapy with sexually abused children. <i>Art Therapy: Journal of the American Art Therapy Association</i>, 24(4), pp. 170-175.

		<p>Video: current AT/Counseling practice</p> <p>Art Therapy Activity: celebrity/character treatment plan</p> <p>Assigned: approach paper</p>	<ul style="list-style-type: none"> ● Rubin, J.A. (Ed.). (2016). Approaches to art therapy: Theory and technique (3rd Ed.). Philadelphia: Brunner-Routledge. Chapters 14 (Pat Allen) & 17 (CBT) .
6	10/9	<p>Transdisciplinary lens to art therapy</p> <p>Defining art therapy</p> <p>Art hives</p> <p>Art upload as discussed in class</p>	<ul style="list-style-type: none"> ● Timm-Bottos, J. (2016). Beyond Counseling and Psychotherapy, There Is a Field. I'll Meet You There. <i>Art Therapy</i>, 33(3), 160-162. ● Bucciarelli, A. (2016). Art Therapy: A Transdisciplinary Approach. <i>Art Therapy</i>, 33(3), 151-155. ● Spooner, H. (2016). Embracing a full spectrum definition of art therapy. <i>Art Therapy</i>, 33(3), 163-166. ● Russo, M.F, Vernam, J. & Wolbert, A. (2006). Sandplay and storytelling: Social constructivism and cognitive development in child counseling. <i>The Arts in Psychotherapy</i>, Vol. 33 (3), pp. 229-237. ● Riley, S. (1997). Social constructionism: The narrative approach and clinical art therapy. <i>Art Therapy</i>, Vol. 14 (4), pp. 282-284.
7	10/16	<p>Family and Systemic Models</p> <p>Art directive in groups, collective piece</p> <p>Current AT Models of family/systems</p> <p>Genogram (student volunteer)</p>	<ul style="list-style-type: none"> ● Gussak, D. E., & Rosal, M. L. (Eds.). (2015). <i>The Wiley Handbook of Art Therapy</i>. John Wiley & Sons. Part VI; Chapter 21 & Chapter 50. ● Freeman, J. C., Epston, D., & Lobovits, D. (1997). <i>Playful approaches to serious problems: Narrative therapy with children and their families</i>. WW Norton & Company. (Chapter 1 & 2) ● Lavergne, M. (2004). Art therapy and internal family systems therapy: An integrative model to treat trauma among adjudicated teenage girls. <i>Canadian Art Therapy Association Journal</i>, 17(1), 17-36. ● Rubin chapters 20, 21

8	10/23	<p>Neurobiology and Art Therapy</p> <p>CBT, DBT - current AT models</p> <p>Case Presentation</p> <p>Open Studio Project, Simulation</p> <p>Video: Daniel Siegel</p> <p>APPROACH PAPER DUE</p>	<ul style="list-style-type: none"> ● Belkofer, C. M., Vaughan Van Hecke, A., & Konopka, L. M. (2014). Effects of drawing on alpha activity: A quantitative EEG study with implications for art therapy. <i>Art Therapy: Journal of the American Art Therapy Association</i>, 31(2), 61-68. ● Dissanyake, E., (1988) What is art for? University of Washington Press, Ch. 4: Making special. ● Lusebrink, V. (2004). Art therapy and the brain: An attempt to understand the underlying processes of art expression in therapy. <i>Art Therapy: Journal of the American Art Therapy Association</i>, 21(3), 125-135. ● Rubin, J.A. (Ed.). (2016). Approaches to art therapy: Theory and technique (3rd Ed.). Philadelphia: Brunner-Routledge. Chapter 19
9	10/30	<p>Trauma focused art therapy</p> <p>Attachment/Attunement/ Relationships</p> <p>Trauma focused art therapy</p> <p>Considerations best practices</p> <p>Celebrity treatment plan due</p> <p>Role-plays</p>	<ul style="list-style-type: none"> ● Chilton, G., and Scotti, V. (2014). Snipping, gluing, writing: The properties of collage as an arts-based research practice in art therapy. <i>Art Therapy: Journal of the American Art Therapy Association</i>, 31(4), 163–171. doi: 10.1080/07421656.2015.963484 (Links to an external site.)Links to an external site. ● Homer, E. S. (2015). Fabric collage as a neurodevelopmental approach to trauma treatment. <i>Art Therapy: Journal of the American Art Therapy Association</i>, 32(1), 20–26. doi: 10.1080/07421656.2015.992824 (Links to an external site.)Links to an external site.
10	11/6	<p>Art Therapy Assessment and Research</p> <p>Experiential of assessment: Phrenology</p> <p>History of assessments, current AT use and cautions</p> <p>Video related to AT assessments</p>	<ul style="list-style-type: none"> ● Cohen, B. M.; Hammer, J. S.; & Singer, S.(1988) The Diagnostic Drawing Series: A systematic approach to art therapy evaluation and research. <i>The Arts in Psychotherapy</i>, 15(1), Spr 1988. Special Issue: Assessment in the creative arts therapies. pp.11-21.

		<p>Role-plays</p> <p>Discuss final paper</p>	<ul style="list-style-type: none"> • Ullman, E. & Levy, B. (1973). Art therapists as diagnosticians. <i>American Journal of Art Therapy</i>, 13(1) 35-38. • Gilroy, A., Tipple, R., & Brown, C. (Eds.). (2012). <i>Assessment in art therapy</i>. Routledge. (Introduction & Chapter 2) • Wadeson, H. (2002). The anti-assessment devil's advocate. <i>Journal of the American Art Therapy Association</i>, 19 (4): 168-70.
11	11/13	<p>Cross Cultural and Social Justice Models of Art Therapy</p> <p>Role-plays</p>	<ul style="list-style-type: none"> • Hogan Chapter: 9 &10 • Betts, D. (2013). A review of the principles for culturally appropriate art therapy assessment tools. <i>Art Therapy: Journal of the American Art Therapy Association</i>, 30(3), p 98-106. • Talwar, S. (2010). An intersectional framework for race, class, gender, and sexuality in art therapy <i>Journal of the American Art Therapy Association</i>, 27(1), pp. 11-17. • Gussak, D. E., & Rosal, M. L. (Eds.). (2015). <i>The Wiley Handbook of Art Therapy</i>. John Wiley & Sons. Part VIII; Chapters 72 & 73 • [also of interest but not required from Vol 30(3): Awais Y. J., & Yali, A. (2013). A call for diversity: The need to recruit and retain ethnic minority students in art therapy.]
12	11/20	<p>Ethics and Other Professional Issues</p> <p>Review readings/Current AT models</p> <p>Moodle post- theory informs treatment</p> <p>Assign: Final art project and paper</p>	<ul style="list-style-type: none"> • ATCB Code of Ethics • Gussak, D. E., & Rosal, M. L. (Eds.). (2015). <i>The Wiley Handbook of Art Therapy</i>. John Wiley & Sons.. Part IX; Chapters 80, 82, & 83 • Kapitan, L. (2012). Checking the source: Critical evaluation of art therapy claims to knowledge. <i>Art Therapy: Journal of the American Art Therapy Association</i>, 29(1), pp. 2-3.
13	12/4	<p>Art Therapy & Group work</p>	<ul style="list-style-type: none"> • Haeseler, M (1992). Ethical considerations for the group therapist. <i>American Journal of Art Therapy</i>, 31(1) p.2-8. • Gabel, A, & Robb, M. (2017). (Re)considering psychological constructs:

		<p>Experiential learning in groups</p> <p>Moodle post- Group work</p> <p>FINAL PAPER DUE</p>	<p>A thematic synthesis defining five therapeutic factors in group art therapy. <i>Arts in Psychotherapy</i>, Sep, Vol 55. Pp. 126-135</p> <ul style="list-style-type: none"> • Kim, H., Kim, K., & Norura, S. (2016). The effect of group art therapy on older Korean adults with Neurocognitive Disorders. <i>The Arts in Psychotherapy</i>. Feb, Vol 47, pp 48-54.
14	12/11	<p>Picture of the Field and Profession of Art Therapy</p> <p>ATTA Survey, demographics of ATs</p> <p>ART PROJECT & RESPONSE DUE</p> <p>Presentation of art projects</p> <p>Review and evaluations</p>	<ul style="list-style-type: none"> • Elkins, D.E., & Deaver, S.P. (2015). American Art Therapy Association, Inc.: 2011 membership survey report. <i>Art Therapy: Journal of the American Art Therapy Association</i>, 32(2) 60-69. • LaBrie, G. & Rosa, C. (1994). American Art Therapy Association, Inc.: 1992-93 membership survey report. <i>Art Therapy: Journal of the American Art Therapy Association</i>, 11(3), 206-213. DOI: 10.1080/07421656.1994.10759086