

Nazareth College of Rochester
School of Health and Human Services
Art Therapy Program- Creative Arts Therapy Department
Course Syllabus

Course: ATR 522.30

Faculty: Dr. Ellen G. Horovitz, ATR-BC, LCAT

E-Mail: ehorovi4@naz.edu

Class Location: CH 243

Title: Assessment, Diagnosis & Counseling I

Office: CH 237 Carroll Hall; Phone 389-2535

Office Hours by Appointment Only

Time: 1-3:40 PM / Monday

Office Hours by Appointment Only: Messages May Be Left at: 389-2535

e-mail Dr. Horovitz at ehorovi4@naz.edu

ehorovit@rochester.rr.com

Course Review: Designed for first year graduate art therapy students. Prerequisites are a strong background in both Art and Psychology. Majors outside of department admitted only by approval of program director.

Objectives: The study of psychological projective tests designed specifically for the purpose of determining whether or not a client is appropriate for treatment and the type of treatment (individual, group, and / or family)

Requirements: Approval of Program Director.

Text/Readings:

Brannigan, G.C. & Decker, S.L. (2003). *Bender Gestalt II Second Edition*, Itasca: IL: Riverside Publishing Co.

Burns, R.C. & Kaufman S.H (1972). *Action styles and symbols in kinetic family drawings* (KFD). New York: Brunner / Mazel.

***Hammer**, E. (1980). *Clinical applications of projective drawing techniques*. Springfield, IL: Charles C Thomas

Horovitz, E.G. (2004). (Second Edition) *Spiritual art therapy: an alternate path*. Springfield, IL: Charles C Thomas.

***Horovitz**, E.G. (2005). *Art therapy as Witness: a sacred guide*. Springfield, IL: Charles C Thomas.

Oster, G.D.. & Crone, P. (2004). (Second Edition) *Using drawings in assessment and Therapy*. New York: Brunner/ Mazel Publishers

***Silver**, R. (2007). *Three art assessments*. New York: Brunner- Routledge Publishers.

***N.B.:** Please note that the Hammer (1980), Horovitz (2005) & Silver (2007) text will also be used next spring in ATR 523, as well as in this class.

Optional Text:

Lowenfeld, V. & Brittain, W.L. (1985) *Creative & mental growth: sixth edition* New York: Macmillan.

Related articles are available from WebPac on our library system to download.

Assessment Criteria:

A = 4.0 Distinguished Work

A- = 3.7

B+ = 3.3 Quality Expected at Graduate Level

B = 3.0

B- = 2.7 Below Average at Graduate Level

C+ = 2.3

C = 2.0 * See policy below

F = 0.0 Failure

Please note: 2 C's per semester places you on academic probation.

Grading System:

15 % grade based on art assignments

30% oral Powerpoint © presentations

15% grade class participation and attendance

10% based on Movie Analysis Final Exam- new this semester;-))

30% grade based on papers: BG II (Bender Gestalt II) , BATA, CATA, SDT, HTP & KFD- next semester you will be learning DDS, PPAT, FSA and more.

Regarding the papers and the WRITING LAB:

Demonstrate that you have (1) read the material, and (2) integrated theory and understanding into your interpretations based on psychosocial information, readings and subject responses.

Use APA guidelines for references in the body of the text, and bibliography.

Double-space your typed paper and make sure that artwork is readable and embedded in the text of the paper- Fonts should be 12 – 14 point – **nothing smaller.**

Use your computer's tools to **check your spelling and grammar.** If you do not have access to a computer, please use one of the library or lab computers. If you struggle with writing go to the Writing Lab before your first paper is due:

Nazareth College Writing Center

Golisano Academic Center, room 332

Telephone: 389-2636

Website: <http://www.naz.edu/dept/writingcenter>

Attendance

Attendance is mandatory. ATR 522 involves active attending and listening, discussion, and experiential learning. When you are not in class, you miss out on

- new information and methods of analysis presented by the professor,
- opportunities to learn from other students, and
- chances to share your insights and experiences with your peers.

Missing a class **does not excuse** you from the work assigned for that day. If homework is due on a day that you are absent, you **must** still submit the assignment. You will receive assignments that are not listed on the syllabus. You are also responsible for catching up on the material covered in class. If you have any questions, please contact Dr. Horovitz. Excessive absences will affect your performance. If you suspect you may miss a significant number of classes, (e.g. serious or chronic illness), please let me know as soon as possible. If you miss 3 classes, you will drop one grade.

Academic Integrity

While you may be asked to recall facts during parts of exams, written work in this class will focus on higher order thinking skills such as summarizing, comparing and contrasting, analyzing, evaluating, and creating¹. You will show that you understand the material, can present your perspective on it, and are able to generate new ideas in relation to the information you have presented. Keep track of your references and cite all quotes and ideas you get from other sources. If you do not, you will be plagiarizing.

Plagiarism is a serious breach of the academic practices that govern all professional research and writing. Examples of plagiarism include:

- copying someone else's work and suggesting that it is your original work.
- paraphrasing material and failing to cite it accurately.
- using parts of publications, web sites, or a classmate's or friend's work with or without permission and failing to cite them accurately.

Be sure to spend enough review time on your paper to ensure that you have not made an inadvertent error of this nature. For further information regarding academic dishonesty, please read pp. 9-10 in Nazareth College's Academic Policies and Procedures Handbook. Violations of these rules will be treated as serious offenses.

If you have any questions about citing information accurately, refer to the Publication Manual of the American Psychological Association, Fifth Edition. This is a reference guide you will need throughout your professional education and career.

¹Anderson, L. & Krathwohl (Eds.). (2001). *A taxonomy of learning, teaching, and assessment: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

McKeachie, W. (2002). *McKeachie's Teaching Tips*. Eleventh Edition. Boston: Houghton Mifflin Company.

Disabilities

Students who require special accommodations due to a learning or physical disability need to register with Services for Students with Disabilities and notify the Academic Counselor for Students with Disabilities, Annemarie House Phone: 585-389-2754, Office: S-22A

If you have a disability that affects your ability to complete assignments or examinations in a timely manner, please notify me at the beginning of the semester so that appropriate arrangements can be made. Information is available online at <http://www.naz.edu/directories/deptphone.cfm?deptID=OSD>

September 7 - Make-up day for September 3 holiday

November 19-23- No graduate classes. College closed November 24 and 25.

December 10-14 - Final exams held during regular class meeting times.

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| <p>Class 1- 8/27/07</p> | <p>Overview of class syllabus and expectations of the course Part I: - Navigating Blackboard.com, email and then some. 1. Lecture on Developmental Stages of Art. 2. Abbreviated class due to Orientation</p> <ul style="list-style-type: none"> • <u>Assignment:</u> Oster & Crone text- Preface, Foreword, Chapter 1 • <u>Assignment:</u> Horovitz 2004 Text – Foreword, Preface, Prologue from a Client & Chapter 1 • <u>Assignment:</u> Brannigan text- Chapter 1 |
| <p>Class 2- 9/7/07 Make-up day for September 3 holiday or we could meet same time but 9/5/07.- TBD first class.</p> | <p>1. Review of Genogram and Developmental Stages of Art. 2. Assessment & Diagnosis samples from CD-ROM Horovitz's <i>Art therapy: program textbook</i>. – read section on assessment for class for review purposes Any articles assigned not in texts are available through the library and are on line: http://libra.nazlib.org/search/phorovitz/phorovitz/1%2C1%2C5%2CB/frameset&FF=phorovitz+ellen&2%2C%2C5</p> <ul style="list-style-type: none"> • <u>Assignment:</u> McGoldrick, M. & Gerson, R. Ed.: <i>Genograms in Family Assessment</i>. Chapter 2, Norton, 1986. • <u>Assignment:</u> Maeder, T. The Wounded Healers. <i>The Atlantic</i>, January, 1987, 37 - 47.(reserve in the library) • <u>Assignment:</u> Oster & Crone text- Chapter 2 • <u>Assignment:</u> Horovitz – 2004 text- Chapter 2 • <u>Assignment:</u> Construct a three-generation genogram of your family for the next class. • <u>Assignment:</u> Brannigan txt- Chapter 2-3 |
| <p>Class 3- 9/10/07</p> | <p>Dialoguing through the Image- 1. Discussion of genograms- where to use these findings- why it is useful in your work with clients. 2. The BATA- why and when to use it- review of the BATA as well as the CATA in preparation for Class 5. Review of BATA cases and BATA DVD</p> <ul style="list-style-type: none"> • <u>Assignment:</u> Oster & Crone text- Chapter 3 • <u>Assignment:</u> Horovitz 2004 Text - Chapter 3 • <u>Assignment:</u> Brannigan text- Chapter 4 |

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| Class 4- 9/17/07 | <p>Professor continues lecture Studio work if time TBA</p> <ul style="list-style-type: none"> • <u>Assignment</u>: Read CATA handout (on reserve at library) and on BlackBoard. • <u>Assignment</u>: Oster & Crone text- Chapter 4 • <u>Assignment</u>: Horovitz 2004 text- Chapter 4 • <u>Assignment</u>: Hammer text : Chapter 8 & 9 • <u>Assignment</u>: Brannigan text- Chapter 5 |
| Class 5- 9/24/07 | <ol style="list-style-type: none"> 1. Instructor will review the variables attached to this "free art assessment" of the CATA. Begin doing the CATA on a subject and bring in samples due Class 8. (Please bring in either actual artwork or reproduced in Powerpoint© or jpeg format to be placed in the computer, document camera or the like - please include genogram) 2. <i>EQ theory</i> 3. Discussion of readings from Hammer, Horovitz, and Oster & Crone texts. 4. Practice BG II during class. <ul style="list-style-type: none"> • <u>Assignment</u>: Horovitz text 2004 Chapter 5 & 6 • <u>Assignment</u>: Oster & Crone text- Chapter 4 & 5 • <u>Assignment</u>: Brannigan Text- Chapter 6 |
| Class 6 10/1/07 | <p>(Review of CATA- any questions re: how to conduct the assessment. Review CATA DVD in class ... Review the Bender Gestalt with partner in class Review the SDT</p> <ul style="list-style-type: none"> • <u>Assignment</u>: Conduct the HTP on someone from the community with whom you do <u>not</u> have a personal relationship (e.g., friendship, relative, spouse, spouse). Prepare your findings <u>due Class 9</u>. Write up in the same manner as indicated in the Art Therapy Assessment samples in the <u>Art Therapy: program textbook</u>. This means use APA format and quote with page references from direct sources. • <u>Assignment</u>: Burns & Kaufman text: Chapter 1, 2 & 3 • <u>Assignment</u>: Horovitz text – Chapter 7 • <u>Assignment</u>: Silver text – Chapter 1 & 2 • <u>Assignment</u>: Oster & Crone Chapter 6 |
| Class 7 10/8/07 | <p>Movie Day Analysis One: Watch movie in class. Analyze per Horovitz's construction. (To be explained.) Take notes during class And don't forget to bring popcorn and snacks;-))</p> |

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| | <ul style="list-style-type: none"> • <u>Assignment:</u> Groups 1, 2, 3 & 4 present their take on the movie next week;-) • <u>Assignment:</u> Nuclear Family Art Assignment (TBE) |
| Class 8 10/15/07 | <p>1. Review of student's art assignments of CATA's NO MORE THAN 5-8 MINUTES PER PRESENTATION- You will be timed, so PRACTICE before; do not go overtime. SO TIME YOURSELF. CATA MINI PAPERS DUE – you may upload these on BB (Blackboard.com) and I can grade them there so that it will be paperless (think no ink usage on your printers or the Naz labs) and as well as in color- include genogram and references in APA format. All students present (or half if we run overtime).</p> <p>2. Present Group findings from Movie Analysis</p> <p>3. Present Art assignment (Nuclear family) from last week. Put up as a class and we review.</p> <ul style="list-style-type: none"> • <u>Art Assignment:</u> Any medium: create an expression of a mourning / loss issue that has found a "repetition compulsion" in your life (as outlined by Horovitz in her 2004 text). Put it to rest through your art. Use any media. Be prepared to discuss this in the next class as it relates to –that is what you have gleaned from the Horovitz (2004) text. Write a paragraph description to go with the artwork: upload on BB. • <u>Assignment:</u> Burns & Kaufman text: Chapter 4, 5 & 6 • <u>Assignment:</u> Silver text: Chapter 5 & 6. |
| Class 9 10/22/07 | <p>Students hand in the HTP findings from subjects in the community. on BB (Blackboard.com) or in paper format as well as prepare the case for an oral presentation using POWERPOINT. Include psychosocial information, genogram and references.</p> <p>Students present art assignment on mourning and loss and nuclear family if left over from previous week.</p> <ul style="list-style-type: none"> • <u>Assignment:</u> Horovitz 2005 text- read Forewords, Introduction & Chapter 1. Create artistic response to piece at home- bring in next week and post next class. • <u>Assignment:</u> Burns & Kaufmann text Chapter 7.- 8 & Appendix. • <u>Assignment:</u> Hammer text Chapter 20 & 21 |
| Class 10 10/29/07 | <p>Students continue if time needed for HTP , CATA's presentations and art assignments)</p> <ol style="list-style-type: none"> 1. Review the readings. 2. SDT marathon with professor's former patients' findings. THERE- Break up into Groups 1,2,3, and 4- there will be PRIZES;-)) 3. Prepare for Midterm |

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| | <ul style="list-style-type: none"> • <u>Assignment:</u> Horovitz 2005 text- Chapter 2 & 3 • <u>Assignment:</u> Burns & Kaufmann text Chapters 1-3 |
| Class 11 11/5/07 | <p>PRESENTATIONS- TIME YOURSELF. HTP MINI; NO MORE THAN 8 MINUTES PER PRESENTATION; KFD PAPERS DUE Class 13- you may upload these on BB (Blackboard.com) and I can grade them there so that it will be paperless and as well in color- include genogram and references in APA format. KFD presentations by students OR HAND IN CLASS.</p> <ul style="list-style-type: none"> • <u>Assignment:</u> Burns & Kaufmann text Chapters 4-5 |
| Class12 11/12/07 | <p>Professor lectures on texts; in class assignment related to the readings: TBA.</p> <ul style="list-style-type: none"> • <u>Assignment:</u> Burns & Kaufmann text Chapters 6-8 & Appendix |
| 11/19/07 NO CLASS | <p>THANKSGIVING RECESS NO CLASSES November 19-23- No graduate classes. College closed November 24 and 25.</p> |
| Class13 11/26/07 | <p>Students present KFD during class time. NO MORE THAN 8 MINUTES PER PRESENTATION; hand in KFD papers on BB (Blackboard.com) - include genogram and references in APA format.</p> |
| Class 13 12/3/07 | <p>Celebrate Year End- bring to eat and something to pass `Students continue to present KFD Fill out feedback forms on Class.</p> |
| Class 14 12/10/07 | <p>Movie Analysis: Final Exam – information to be announced</p> |

Oral Presentation Feedback Form for Class

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| Name _____ |
| Course # _____ |
| Date _____ Professor _____ |

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| Key to Results | 1- Superior; 2- Good; 3- Fair; 4- Poor; 5- N/A |
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| | 1 | 2 | 3 | 4 | 5 |
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| 1. Demeanor during presentation of project | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Skill level in oral presentation of clinical material and information | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Organization of material presented | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Presentation of handouts, if applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Visual Presentation of materials, slides, or information, if applicable | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Personal Presentation (Attire, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Professionalism exhibited | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Responsiveness to feedback and /or questioning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Comments / Grade for Oral Presentation:
