

Florida State University
Department of Art Education
Introduction to Counseling in Art Therapy (3 Credit Hours)
Fall 2007
Tuesday 6:00 pm – 8:45 pm
Johnston Building – Room 011

Instructor – Carolyn Brown Treadon, Ph.D., ATR-BC, LMHC
Phone # – 644-5473 (Art Ed. Office)
445-9293 (cell) 229-227-1667 (home)
E-Mail – clb246624@yahoo.com

Required Texts

- Kahn, M. (1997). *Between therapist and client: The new relationship*. New York: W. H. Freeman & Co. (available at Amazon.com for \$11.20)
- Kerr, D. R. (2000). *Becoming a therapist: A workbook for personal exploration*. Prospect Heights: Waveland Press, Inc.
- Perry, C. Wayne. (2002). *Basic Counseling Techniques: A Beginning Therapist's Toolkit*. 1stBooks.

Required Materials

Journal (at least 8 ½" x 11")

Recommended Readings

- Havens. L. (1986). *Making contact: Uses of language in psychotherapy*. Cambridge: Harvard University Press.
- Kottler, J. A. (2003). *On being a therapist (3rd ed)*. New York: John Wiley & Sons.

Course Description

This course explores verbal and non-verbal techniques of communication by way of examining the therapeutic process and symbolic representations. Exploration of basic techniques used in the therapeutic process through creative art and interactive experiences as they relate to professional and personal growth will be combined with self-awareness and awareness of individual views. The course structure will emphasize learned techniques as well as application to hypothetical situations using roll play.

Course Objectives

1. Demonstrate knowledge of fundamental therapeutic techniques and the application of art in the therapeutic process.
2. Demonstrate the ability to integrate learned theory and techniques in conjunction with the power of artistic expression.
3. Demonstrate increased self-awareness and awareness of individual differences.

Teaching Philosophy

Therapeutic techniques can only be mastered through application and practice. Information provided in class (lecture, handouts, group discussion, and art making) and through the reading assignments are applied to mock situations using roll play to allow for practical application of the skills. It is the student's responsibility to read the material before class and question the instructor during class if material presented is unclear. Students will best benefit from this class through preparation and participation.

Student Participation*

Students in this class will be expected to participate in group discussions as well as mock scenarios using roll play regularly through out the semester. Problem solving will be focused upon during these scenarios utilizing skills addressed in reading and lectures. Assignments will be due at the **beginning** of class when listed on the syllabus.

Attendance*

Attendance at class is required for all sessions unless previously arranged with the instructor. If you are unable to attend due to illness, contact needs to be made with the instructor at least two hours prior to the beginning of the class period.

***Both attendance and class participation will affect your final grade.**

Assignments

Journal – Each student is required to keep a journal throughout the semester recording their personal response to the techniques taught and experiences within the class. Style and format are left to the discretion of the student. Journals will be checked throughout the semester. Entries are expected following each experiential in the class. See course outline for due dates.

Journal Article Review – Two journal article reviews are to be written for this class. The articles must come from a professional journal and include the application of techniques/interventions as they relate to art therapy. The reviews should be **one** page and written in APA style. Review must include:

1. A summary of the main points of the article (paraphrasing)
2. A personal response to the article (opinion)

Turn in two copies of your response along with the first page of the article. See course outline for due dates.

Paper – A paper is to be written on the application of art therapy with a specific population. Topics are to be discussed with the instructor prior to beginning the paper. The paper should be at least 5 pages but no longer than 6 pages, be in APA format, and include at least 3 references. Format will be discussed in depth in class. The paper will be due at midterm. Turn in two copies. See course outline for specific date.

Video and Written Critique – The final class project is a short video (no less than 15 minutes and not to exceed 20 minutes) of a role play depicting the therapeutic/counseling techniques learned during this course. Department video equipment is available. Each student is expected to provide a written critique of themselves along with the video. The critique (2 pages or less) should include strengths and challenges as well as personal response to the process. Videos and critiques (turn in two copies of critique paper) are due at the beginning of the class session of the scheduled presentation.

Grade Evaluation

Journal	25 points
Journal Review I	5 points
Journal Review II	5 points
Paper	25 points
Video and Written Critique	30 points
Participation*	10 points

***Unexcused absences are not acceptable and will result in your grade being lowered 2 points for each occurrence.**

Final Grades

100 – 95	A	75 – 73	C
95 – 90	A-	72 – 70	C-
89 – 86	B+	69 – 66	D+
85 – 83	B	65 – 63	D
82 – 80	B-	62 – 60	D-
79 – 76	C+	59 and below	F

ACADEMIC HONOR POLICY

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University ." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

Persons with Disabilities

AMERICANS WITH DISABILITIES ACT: Students with disabilities needing academic accommodation should:

- (1) register with and provide documentation to the Student Disability Resource Center ; and
- (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Student Disability Resource Center
97 Woodward Avenue, South
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
<http://www.disabilitycenter.fsu.edu/>

Course Outline

* Subject to periodic change throughout the semester

August 28

Review syllabus, class introductions, icebreakers, what is therapy and who is it for? Why are you here?

In class activity: Kerr #33

September 4

First Impressions – Initial intake process

Perry – Forward, Introduction, Chapter 1

Kahn – Chapter 1

September 11

Personal Bias in the therapy process

Kerr #17 – 22, 27 – 29

Kahn – Chapter 6

September 18

Setting the stage - Structuring the therapy hour

Perry – Chapter 2 pages 28 – 34; Chapter 3

*** Journal Article Reviews Due**

September 25

Administrative Process – the dreaded paperwork.

Perry Chapter 4

Kerr # 3

*** Journal Check – Bring Journals to Class**

October 2

Establishing the relationship, transference, therapeutic approaches

Kahn Chapters 1 - 5

Kerr # 1 & 15

October 9

Determining your approach to therapy

Perry – Chapter 5 & 6

Kerr – # 2, 23 – 26, 31

October 16

Determining your approach to therapy - Continued

Perry – Chapter 7 & 8

Kerr – # 4 - 6

*** Journal Check – Bring Journals to Class**

October 23

Determining your approach to therapy - Continued

Perry – Chapter 9 & 10

Kerr – # 7 - 9

***Paper Due**

October 30

Determining your approach to therapy - Continued

Perry – Chapter 11 & 13

Kerr – # 10 & 11

November 6

Determining your approach to therapy - Continued

Perry – Chapter 12 & 14

Kerr – # 13 & 14

November 13 (AATA National Conference November 14 - 19)

Relationships – Continued, Termination, ending relationships with clients, self-care, the role of supervision, storage of artwork and other items created by clients, record storage

Perry – Chapter 2 – Pages 34 – 39

Kerr – # 16, 30 & 32

Kahn – Chapter 7 & 8

November 20

Work at home on final project. Thanksgiving Week.

November 27

Final presentations

December 4

Final presentations

* **Journal Check – Bring Journals to Class**

* **Final Projects Due**