

Introduction to Art Therapy
A-E 515 (3 credits)
Fall 2005

Instructor: Fran Belvin, MA, ATR-BC, CPAT
Location: Lucille C. Little Fine Arts Library
Day/Time: Tuesdays, 4:00–6:30 p.m.
Office hours: by appointment
E-mail: fran.belvin@uky.edu

Course Overview

This course provides an introduction to the definitions, historical roots, theoretical underpinnings, and basic elements of the field of art therapy. Course topics will include an examination of the major contributors to the field, what art therapists do, where art therapists work, how art-making can be used to affect behavioral, emotional, and psychological changes, and how art therapy can be used in the context of various psychological approaches. Students will experience first-hand a variety of art therapy interventions.

Objectives

At the end of the semester, the successful student will be able to:

1. Provide an overview of the historical foundations of art therapy
2. Know the major contributions of several prominent art therapists
3. Know the theoretical foundations of art therapy
4. Be familiar with the use of art as symbolic communication
5. Understand the role of art therapists in educational, clinical, and community settings

Required Readings

Rubin, J.A. (1999). *Art Therapy: An Introduction*. New York: Brunner/Mazel.
Malchiodi, C.A. (1998). *The Art Therapy Sourcebook*. Los Angeles: Lowell House.
Additional articles may be assigned during the semester.

Required Art Materials

A \$25.00 materials fee is due by Sept. 6 (second class meeting) to cover materials used in class. Checks should be made out to the University of Kentucky. In addition, you will need: 1) a 9x12" sketchbook and drawing media of your choice for your visual journal; and 2) a portfolio in which to turn in your in-class art assignments twice during the semester.

Course Requirements

Class participation will be worth 10% of your final grade. You are required to complete the readings prior to class, and participate in class discussions of the material. You are also expected to complete all in-class art experiences, and discuss your reactions to them in class.

A mid-term and a final are each worth 20% of your final grade.

An oral report on a research article will be worth 5% of your grade. You will make a 10-minute oral report on a research article from an art therapy professional journal.

Two papers are required:

1. **A research paper on a topic in the field of art therapy will be worth 20% of your final grade.** You should use a minimum of three articles from art therapy journals. You may also use other journal articles, books, the class text, and ideas from your class notes. The paper should be approximately 5 pages, double spaced, and written according to APA style standards. Turn in two copies on the due date. The topic for your research paper must be pre-approved by the instructor.

Several weeks before the due date you will submit a brief description of your topic, approximately a half-page long, double spaced, and followed by a list of the three art therapy journal articles and the books you have found on your topic.

2. **A portfolio paper will be worth 10 % of your final grade.** This paper is to be a synthesis of your learning in the course. It should address how the art you created in and outside of class has affected your ideas about the use of art as a therapeutic process. You may also address how your understanding of art therapy might influence or assist you in the profession you expect to pursue. This should be a personal statement, based on your experience in the class. It should be approximately 3 pages double spaced. Two copies should be turned in on the due date.

Your portfolio will be worth 15% of your final grade, and should include the following:

1. **All of the art pieces made during class.**
2. **A visual journal, created outside of class.** Your visual journal should consist of a minimum of 15 drawings/artworks made outside of class during the semester. Your journal should consist of drawings, collages, or paintings created with the purpose of expressing emotions, gaining insight, self-soothing, and/or exploring a personal issue. Some suggested starting places:
 - How I feel right now
 - A current conflict or problem
 - A current relationship
 - A memory
 - A dream
 - A hope for the future
 - A self-soothing image
3. **A written reflection** on each art piece, including art made in class and art made outside of class in your visual journal.

You will not be graded on artistic skill, but on the thought and investment apparent in your artwork and written reflections.

Your art work should be presented in a neat, organized manner, so the instructor can easily correlate the art pieces with the written reflections. There will be a visual journal check several weeks into the semester, and the entire portfolio will be turned in at the end of the semester.

Grading Scale

A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: <60

Attendance Policy

Attendance and class participation are required. For any missed lecture, it is your responsibility to obtain notes from another student; for any missed participatory experience, it is your responsibility to contact the instructor to see if it is practicable to make it up. An excessive number of unexcused absences will result in a lower class participation grade. An excused absence is defined in the UK Student Rights and Responsibilities, online at www.uky.edu/StudentAffairs/Code/part2.html section 5.2.4.2

Late Work

Papers turned in late without an excused absence will be penalized 5% per academic day (weekends and holidays not included). Late papers must both be (1) sent to my email address as an attachment in order to establish the turn-in time, and (2) printed out and brought to the next class meeting.

Portfolios submitted late without an excused absence will be penalized 15% per week, or any portion of thereof.

Missed exams can be made up only if you have an excused absence.

Course Outline*

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| 8/30 | <u>Course orientation; syllabus review</u> | <i>Introductory collage</i> |
| 9/ 6 | <u>What is art therapy?</u> Rubin: Chapters 1 & 2 Malchiodi: Chapter 1 | <i>Media experiment</i> |
| 9/ 13 | <u>History of art therapy</u> Rubin: Chapter 3 Malchiodi: Chapter 2 | <i>“Scribble” drawing</i> |
| 9/ 20 | (History of art therapy, continued) | <i>Feeling States</i> |
| 9/27 | <u>How art therapy works</u> Visual journal check Rubin: Chapter 5 | <i>Changing perspective</i> |
| 10/4 | <u>Creativity and art-as therapy</u> Paper topic due Malchiodi: Chapter 4 Special reading: Moon | <i>Mandala</i> |
| 10/11 | Guest speaker: Patrick Deprey, MA, ATR-BC, CPAT | <i>(to be announced)</i> |
| 10/18 | Mid-term exam | <i>Self-soothing collage</i> |
| 10/25 | <u>People served by art therapists</u> Rubin: Chapters 9, 10 Malchiodi: Chapter 8 | <i>Dyadic experience</i> |
| 11/1 | (People served by art therapists, continued) Research article oral reports | <i>Group Puzzle</i> |
| 11/8 | <u>Art therapy in groups</u> Malchiodi: Chapter 9 | <i>Group mural</i> |
| 11/15 | <u>Theoretical approaches to art therapy</u> Research paper due Rubin: Chapter 6 Malchiodi: Chapter 10, p.221-230 only | <i>Masks</i> |
| 11/22 | <u>Art assessments</u> Rubin: Chapter 7 Special reading: Kaplan | <i>Kinetic Family Drawing</i> |

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| 11/29 | <u>Sandtray</u> Special reading: Steinhardt | <i>Sandtray</i> |
| 12/6 | <u>Art therapy techniques</u> Portfolio and portfolio paper due Rubin: Chapter 8 | <i>Life Line</i> |
| 12/13 | Final Exam | |

* Approximate schedule, subject to change.

Web sites:

www.arttherapy.org (American Art Therapy Association web site. Includes index of articles in their journal)

http://owl.english.purdue.edu/handouts/research/r_apa.html (APA style source)

Integration of Syllabus with UK Educator Preparation Unit Themes:

This course will address the four themes of the conceptual framework for the UK professional education unit: *research*, *reflection*, *learning*, and *leading*. Students will be given the opportunity to review, analyze, discuss, and apply *research* from diverse perspectives in education, including professional scholarship and practitioner inquiry, in order to reflect on their own practices as they study, observe, and practice in P-12 school and university classrooms. *Reflection* will also be integrated into students' learning opportunities through the production of written essays and analyses of observation and teaching experiences to help students take advantage of the analytical and problem-solving skills that comprise critical professional reflection on one's own teaching. This course emphasizes the commitment of the professional education unit to assure that its graduates move into their professional lives equipped for life-long *learning* as educators who will be active in *leading* colleagues in their schools, districts, and professional organizations. The ultimate goal in addressing these four themes is to produce teacher leaders who work together to improve student learning among diverse populations and improve education in Kentucky and beyond.

Integration of Syllabus with KERA Initiatives:

This course will provide students an opportunity to advance their knowledge and mastery of the "tools" associated with Kentucky education reform, including the Kentucky Learning Goals and Academic Expectations (LGAE), the Kentucky Program of Studies (POS), and the Commonwealth Accountability Testing System (CATS), which includes the Core Content for Assessment. As students carry out projects and complete assignments that involve instructional activities for P-12 students in Kentucky schools, they will address one or more components of the KERA initiatives.

Integration of the Syllabus with the Themes of Diversity, Assessment, and Technology:

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. This course will provide

students an opportunity to demonstrate attention to these themes and reflect on the mechanisms that this course has provided to demonstrate improved skills in these areas.