I. Introduction

Experiential as well as didactic in nature, this course introduces students to the field of Art Therapy including its history and current practice. New research into brain functioning is presented on how Art Therapy is beneficial, in both normal and malfunctioning brains. This class involves self-exploration as students learn to use art activities therapeutically. Journal keeping allows students the opportunity to practice using art as a way to gain a deeper understanding of the creative process as well as its therapeutic value. Students will be provided with a broad outline of the many ways that Art Therapists work. My philosophy is based on a Humanistic, Transpersonal approach. Positive Psychology is explored along with research that encourages a healthy sense of self-esteem. The creative process is studied as an important tool in therapeutic encounters. This class encourages a belief that education leads to a full life that includes personal responsibility. This in turn, leads to a healthy, productive society. Class process, pedagogy, and creative arts activities facilitate students’ knowledge. Students apply their learning from class to their daily lives. Lectures clarify the textbook as students expand their views. Students explore the value of making art and see how it enhances self-expression, self-esteem and communication skills. Students do art every week, summarize and report from art journal entries. Students research and report on Art Therapy Case Studies in the form of Power Point Presentations. Research is documented in a Paper. Group work allows students opportunities to learn from each other. Therefore, sharing is considered a valuable part of the class.

I am available by phone, email or during office hours. Please contact me ahead for appointments. Students are invited to ask questions, seek help with assignments before they become due. Participating in every class meeting is important. Successful students attend all sessions. If it is not possible to attend class due to an emergency, write a paper that covers the content of the session. This make-up includes doing all the parts of the class assignments including a discussion of the reading assignments, the art experiences and any other part of the class. Several opportunities will be offered as extra credit assignments. A paper will be written to verify the reading that is involved in this assignment. Assignments are due each week. An assignment sheet is provided to keep track. If papers are consistently late, one grade will be taken off. An A becomes a B and so on. After the second time it is late the paper cannot be turned in again. Please make an appointment during the first two weeks of class to see the instructor if you need a certain grade we will need to discuss it in order to set up a learning plan.

When turning in a paper, please keep an extra copy.

II. Specific Objectives. Students will:

1. Be able to identify key concepts that form the practice of Art Therapy.
2. Become familiar with the psychological theories, concepts, and principles of Art Therapy and how they differ and/or are compatible with other counseling practices.
3. Reflect on personal experience as to how knowledge of the principles of Art Therapy are applied to a personal sense of health and wellbeing through journaling, creative arts experiences and written response papers.
4. Recognize the complexities of cultural diversity through review of Art Therapists plans showing how they are able to assist clients when this is an issue in therapy.
5. Become aware of basic research methods relevant to Art Therapy.
6. Present case histories in class in order to define more clearly how art is used in therapeutic sessions.
7. Demonstrate an increased ability to read assignments closely by providing written summaries of the text.
8. Strengthen their ability to promote behavioral change that occurs at the individual, group and community level.
III. Class Assignments (NOTE: Specific guidelines will be provided for each assignment)

To promote active learning you will participate in individual and group in-class assignments. These include information gathering during discussions, art directives, and presentations by guest speakers and students. To receive credit, make sure to turn in assignments according to the class schedule for that topic. Review dates for assignments please.

1. Attendance (15 points) Students must attend class and be on time. Exceptions for missing a class include illness, accidents, or participation in officially approved University activities. Make sure to provide proper documentation such as doctors' notes, written letter from coach, etc. Students should be aware that even though absences may be for valid reasons, such absences could result in losing the points for that day. You can miss up to 2 classes without lowering your grade (please understand that you still will lose the points for attendance). However, after the 2nd absence your grade will be lowered as follows: B, if you miss 3 classes; C, if you miss 4 classes; D, if you miss more than 5 classes. Important! If you have to miss a class or leave early, please send me an e-mail or write a note explaining the reason and arrange for the written paper to be in my mailbox before the end of the day and class. Make sure you sign the class roll every time you come to class. Please keep a record of your attendance and dates you turn your papers in using the sheet provided by your instructor.

Being Tardy: Please be on time. Being tardy disrupts the class. Points can be deducted if a student is habitually late. Talk to the instructor regarding problems with this.

Assignments

1. Art History Write-up – Students will write a paper that covers their personal history with art. This will be turned in on the first day. No points are given but up to 5 points may be deducted if this paper is not submitted in a timely fashion. Students joining the class after the first day are still required to turn in this assignment.

2. Art Journal Write-ups (Total 20 points earned. Ten papers total.) Journal keeping is an important experiential part of this class. Ten papers total will be turned in by assigned dates. Please see the assignment sheet for dates due on these papers. Ask questions before the third class to clarify this assignment. The first five write-ups are due mid term and the remaining 5 are turned in at the end of the semester. See instructions in Syllabus. Grading: A = 2 points per write-up (√ + ); B = one point (√); C = 0

3. Reading Assignment & Discussion Papers (10 points for 2 papers.) Reading assignments from the text Malchiodi Text Part I and Part II. Notes, questions, comments will be discussed, and will be combined to create a summary paper. This paper is due after class discussion on the assigned date. Additions must be printed legibly. See directions for Reading Paper in Syllabus.

4. Power Point Presentation (10 points.) Each student will research case studies in the textbook and in Journals of the American Art Therapy Association. Students sign up for an 8 to 10 minute presentation. This is a report from a case study. See directions in Syllabus.

5. A Research Paper (10 points.) is handed after P.P. Presentation. This is a 3 to 5 page paper that includes information from the AATA Journal and the Malchiodi Text.

6. Art Experience Write-up 15 points, one per class. These write-ups are hand written and due after the Art Experience at the end of class. They receive 1 point per paper. Make ups are required which means if absent on the day of the art experience, the student is responsible for reading the assignment, doing the art experience and writing about it. That is turned in, in a timely manner. Ask TA's for help with missed assignments.

7. Speakers Write-ups There are 3 write-ups due for three speakers. No points are given, however, one point is taken off for each missed write-up.

8. Mid-Term Paper (10 points) The Mid-term Paper is intended to summarize information for the first half of the semester and can include questions, comments, surprises, shifts in thinking and conclusions regarding the value of Art Therapy. Mid Term Paper Information sheet will be handed out in class on the day of the Mid – Term. The paper is started in class and is taken home to complete and return.

   A = 10 B = 8 and C = 6

9. Final Paper 10 points – The Final Paper is intended to acknowledge the student for the learning process and information gained during the semester. It may include comments, shifts in thinking as well as conclusions regarding the value of art therapy. Instructions on Final Paper will be given on the last day and written in class. Grade: A = 10, B = 8 and C = 6
10. **Extra Credit** – Up to 4 points may be earned by turning in an extra credit assignment. Reading assignments that are approved by the instructor will be suggested and given points toward making up a lower grade. No extra credit assignments will be accepted until all assigned papers have been turned in and graded. Specific options, guidelines, and deadlines are available by speaking with your instructor after the second week of classes.

There are 100 points possible.

**Academic Honesty.** Cheating, plagiarism, collusion, academic misconduct, falsification/ fabrication, and being an accessory are acts of academic dishonesty. They are outlined in the SSU course catalog (see student conduct and discipline policies, pp. 383-385 http://www.sonoma.edu/uaffairs/policies/cheating_plagiarism.htm. When writing your assignments use your own words, that is, write sentences paraphrasing/integrating the reading material and give credit to the author/s by citing the last name/s and year of publication. Writing a sentence verbatim or paraphrasing it in your papers without using proper citation is an act of plagiarism. Plagiarism according to the Webster’s dictionary is “one who takes the writing of others and gives them out as his/her own.” Consequences for acts of academic dishonesty will be to obtain zero points for the assignments, obtain a lower grade or fail the class. Examples of academic dishonesty include signing the name of a student who is absent; using other students’ papers/notes to copy ideas/paragraphs and claiming them as yours; plagiarize content from Internet resources. Same consequence will be applied from copying and pasting paragraph from Internet sources even if they appear to have “slight” changes. All cases of academic dishonesty are reported to the Chief Disciplinary Officer and become part of your permanent record.

**Written papers criteria and expectations:**
Format: Papers must be typed. A grade is assigned based on giving the ability to gather relevant information to all questions that apply, provide thoughtful and well-developed ideas and demonstrate reflection on the relevance of the ideas regarding Art Therapy. Hard copies: Papers sent via e-mail WILL NOT receive credit. If you miss class, you need to leave your paper early in the day in my mailbox (before class), or make arrangements for a peer to deliver it in class. Also email confirming it has been turned in to my mailbox.

Write-ups: These are hand-written and turned in when assigned. These are intended to record information gleaned and become part of the learning that takes place. They are intended to be a valuable source of data that can be referred to later and even after the class is complete. Please write or neatly print.

Re-write and re-submit Write ups and Papers: Students can re-write and re-submit 2 of the first write-ups assigned in order to increase points by learning how to write acceptable papers with the correct format and high quality content. This will require that students meet with the professor to approve them.

Late papers: To receive credit, these must be turned in, in a timely fashion. No late papers will be accepted after the deadline for all papers at the end of the semester. If this becomes a habit a meeting should be held with the instructor to clarify the grading policy.

**Use of Laptops, cell phones or other electronic devices.** To foster an effective learning environment for all, I do not allow the use of computers (except to accommodate students with disabilities or for a specific assignment) or cell phones. Keep your electronic devices in your backpack, purse, or pockets. Emergency situations are the only exception and are defined by SSU school policy.

**Use of inclusive, respectful, sensitive language.** To create a safe environment conducive to the best learning I expect all students and teaching interns in this class to use appropriate, professional and academic vocabulary during sharing, oral presentations and written papers. Foul/profane language and cursing is discouraged in this class. Be mindful that this class addresses sensitive issues, especially in the area of strong emotions. Art tends to bring to surface feelings that can be difficult. By keeping in mind that this is a learning environment all feelings are accepted as important however, they need to be addressed using
professional and sensitive language. Please give the same courtesy to others art work that you expect to be given to yours. No one is expected to share when the issues are overwhelming and difficult to contain.

_Counseling and Psychological Services (CAPS)._ I strongly recommend that students access CAPS services if any of the class work triggers strong emotions that need to be further explored with the support of a professional counselor.

_Access for Students with Disabilities._ Students who have any disability that might affect their ability to perform in this class should inform the instructor at the beginning of the semester. They need to be registered at the SSU Disability Services for Students (707/664-2677, Salazar Room 1049) bring the authorization form indicating the specific accommodations needed. Adaptation of methods, material, or testing may be made as required to provide for equitable participation.

Final grade is based on total number of points accumulated for all assignments and attendance. Art is not graded. Points are given for following all guidelines given in the instruction papers. Please re-read guidelines for individual questions about the papers. All feelings are accepted as honest and important to be acknowledged. The content of the papers, effort, understanding the material and growth are the criteria used for earning points. Papers that need to be rewritten will not be graded, and must be re-written following the suggestions of the instructor and turned in by the next class meeting. Please see Assignment Sheet for each area where papers and artwork are assigned for guidelines about specific instructions.

**Grades**

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<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
<td>Excellent, Clear ideas and viewpoint, follows APA when needed</td>
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<tr>
<td>A-</td>
<td>90 - 92</td>
<td>Good</td>
</tr>
<tr>
<td>B+</td>
<td>86 - 89</td>
<td>Very Good, Reflects reading &amp; discussion</td>
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<tr>
<td>B</td>
<td>82 - 85</td>
<td>Very Good,</td>
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<tr>
<td>B-</td>
<td>80 - 81</td>
<td>Good</td>
</tr>
<tr>
<td>C+</td>
<td>76 - 79</td>
<td>Passing grade. Weak presentation and/or adequate work.</td>
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<tr>
<td>C</td>
<td>72 - 75</td>
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</tr>
<tr>
<td>C-</td>
<td>70 - 71</td>
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**Attendance** = 15 points - one point each day (Last day is not included)

**In Class Art Experience** = 15 points - one point each day (Last day not included)

**Art Journal Write-ups** (10 papers) = 20 points - A = 2 points (√+); B (√) 10 points; 0 if write-up is unacceptable. May be turned in again the first time these papers are due. Art is not graded. See Art Journaling Description for specific explanation.

**Reading Text Papers** (2 papers) = 10 points total - A = 5 points, B = 4 points, C = 3 points

**Power Point Presentation** =10 points. A = 10 points, B = 8 points, C = 6 points

**Research Paper** = 10 points - A = 10 points, B = 8 points, C = 6 points

**Speakers Write-ups** - No points, however one point per write up with be deducted from final total grade.

**Mid-Term Paper** – 10 points - A = 10 points, B =8 points, C = 6 points

**Final Paper** - 10 points - A = 10 points, B =8 points, C = 6 points