



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

**AT 515 Group Dynamics Processes, Counseling and Art Therapy
FALL, 2019**

When: Thurs 9-12:15 8/5/19-12/12/19

Where: TBD

Instructor: Mary Andrus DAT, ATR-BC, ATCS, LPC

Office hours: By Appointment

Office location: Rogers 209

E-Mail: mandrus@lclark.edu

Phone: 503-768-6068

Credits: 3

CATALOG DESCRIPTION

Methods of facilitating group art therapy with varied populations are presented in relation to current theories of group therapy. Skills in clinical observation and group leadership are developed.

COURSE DESCRIPTION

Review of readings, role-play, lecture, peer critique, art experiential activities, in class presentations, homework assignments.

CAAHEP STUDENT LEARNING OUTCOMES AND COMPETENCY AREAS

SLO-B - Distinguishing 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-C - Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.
SLO-E-Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
SLO-H-Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
SLO-J-Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.

Content area	Description	Course assessment
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c.S.4	Adapt tools and materials for clients with disabilities	Class discussion & role play
c.SA1	Incorporate ethical and cultural considerations in materials selection and therapeutic applications	group treatment plan projects
e.K.1	Describe the theoretical foundations of group work with an emphasis on group art therapy	class discussion, paper
e.K.2	Explain dynamics associated with group process and development	group treatment project
e.K.3	List therapeutic factors and how they influence group development and effectiveness	lectures & class discussions;
e.K.4	Identify types of groups and formats	lectures & class discussions
e.S.1	Develop approaches to forming groups, including recruiting, screening, and selecting members	lectures & class discussions;
e.S.2	Demonstrate characteristics, skills, and functions of an effective group leader	515 group leadership project
e.S.3	Consider purpose, goals, population characteristics, when designing art therapy groups in a variety of settings	paper
e.S.4	Facilitate ethical and culturally responsive group practices, including informed approaches for designing and facilitating diverse groups	class discussion
e.A.1	Incorporate critical thinking skills and defend rationale of art processes and media selection for the group therapy context	515 paper
e.A.2	Evaluate the experience of art-making on group development and effectiveness	paper
e.A.3	Recognize the value of participating in a group and engaging in group process, group stages, and group dynamics	experiential leading and reflection paper

Additional Learning Outcomes:

- Develop group leadership skills at an introductory skill level:
- Planning, writing a group proposal
- Opening, pacing, behavior management, closing the group
- Establishing, holding, deepening, and shifting focus
- Use of body language, voice tone, modeling, and self-disclosure
- Active listening, reflection, interpretation, clarification, linking, cutting off, drawing out
- Using exercises/art therapy activities
- Design art therapy groups that support the overall goals of various treatment settings with a variety of populations.
- Demonstrate an introductory understanding through class participation and writing of the use of a variety of counseling and therapeutic strategies within the group setting.

- Demonstrate the theoretical and practical understanding of group process, group stages, behavior management, group facilitation, and the role of art expression in fostering interpersonal growth and development.
- Demonstrate understanding of the psychological properties of art media and the effect of media choices on group processes, dynamics, and how leadership requirements change in relationship to media choices.
- Develop awareness of ethical requirements and multicultural issues as related to counseling/art therapy groups.
- Develop critical thinking and self-observation skills as related to group facilitation. Demonstrate the ability to recognize and analyze one's mistakes while leading a group and - through class discussion, research and writing - how to improve upon specific group leadership skills.
- Understand the role of the art therapist/group facilitator in various treatment settings and with various age groups.

Required Books:

Yalom, I., D. (with Leszcz, M.) (2005). *The theory and practice of group psychotherapy, 5th edition*. Cambridge, MA: Basic Books.

Gussak, D., and Rosal, M (2016). *The Wiley-Blackwell Handbook of Art Therapy*, West Sussex, UK: John Wiley and Sons. (E-book available for free through pro-quest)

Required Articles assigned for class:

Franklin, M. (2010). Affect regulation, mirror neurons, and the third hand: Formulating mindful empathic art interventions. *Art Therapy: Journal of the American Art Therapy Association*, 27(4), 160–167. doi: [10.1080/07421656.2010.10129385](https://doi.org/10.1080/07421656.2010.10129385)

Furman, L., & Boeve, H. (2018). Interant art therapy: An educational model for community outreach therapeutic service. *The Arts in Psychotherapy*. 57, 65-71. <https://doi.org/10.1015/j.aip.2017.09.003>

Gabel, A., & Robb, M. (2017). (Re)considering psychological constructs: A thematic synthesis defining five therapeutic factors in group art therapy. *The Arts in Psychotherapy*. 55, 126-135. <http://dx.doi.org/10.1016/j.aip.2017.05.005>

Green, A. (2012) Ethical Considerations in Art Therapy, *Canadian Art Therapy Association Journal*, 25:2, 16-21, DOI: [10.1080/08322473.2012.11415567](https://doi.org/10.1080/08322473.2012.11415567)

Haeseler, M. (1992). Ethical considerations for the group therapist. [American Journal of Art Therapy](https://doi.org/10.1080/07421656.1992.10129385). Aug 92, Vol. 31 Issue 1, p2. 8p.

Jang, H., & Choi, S. (2012). Increasing ego-resilience using clay with low SES (Socio Economic Status) adolescents in group art therapy. *The Arts in Psychotherapy*. 39, 245-250. <http://dx.doi.org/10.1016/j.aip.2012.04.001>

Kometiani, M. (2017). Creating a vital healing community: A pilot study of an art therapy employee support group at a pediatric hospital. *The Arts in Psychotherapy*. 54, 122-127. <http://dx.doi.org/10.1016/j.aip.2017.04.012>

Lu, L., & Yuen, F. (2012). Journey women: Art therapy in a decolonizing framework of practice. *The Arts in Psychotherapy*. 39, 192-200. [doi:10.1016/j.aip.2011.12.007](https://doi.org/10.1016/j.aip.2011.12.007)

Partridge, E.E., (2016). Access to art and materials: Considerations for Art Therapists (Acces a l'art et aux materiaux facteurs a prendre en compte part les art- therapeutes). *Canadian Art Therapy Association Journal*. (29)2, 100-104, [doi:10.1080/08322473.2016.1252996](https://doi.org/10.1080/08322473.2016.1252996)

NONDISCRIMINATION

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. Among those methods will be assigned readings, class discussions, experiential activities, and lectures. Students will watch videos clips, engage in group learning tasks, and participate in role-play demonstrations.

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 him/herself 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 watch any assigned video prior to attending class. This will allow us to focus on application of readings in class. 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.

ASSIGNMENTS AND COURSE REQUIREMENTS

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

EVALUATION AND 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 AND EVALUATION

Assignment	Point Value
Class participation	10
Group leadership project	30
Observation paper/response art	30
Final Paper: Group Design	30
Total Points in the Course	100

1. Attendance and participation in all classes (10 points)

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.	4

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.	2
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
Total	10

2. Group leadership project (30 points)

Group Leadership Project: (Due one week following sign-up date for in-class group)

You will conduct a group and or co-lead a group with a peer for the class which involves leading the group and facilitating an art activity. You should develop your idea of an art activity for this group and bring art supplies that you think will be appropriate, arrange to speak to the instructor at least 1-2 weeks prior to talk through your ideas.

Following your in-class group, complete a piece of artwork that illustrates your role as leader, your relationship to the "participants" and the process of your group experience. Write a report of the group session incorporating your learning from your experience and your post session artwork. Try to do this as immediately as possible following the class so that it is fresh in your mind.

Paper (5-7 pages) Include:

- 1) An outline of the plan developed for the group session prior to the group. (Include, media, directive(s), time allotment, leadership style, level of structure, approach)
- 2) A description of what happened during the session.
- 3) Evaluate your strengths and weaknesses and the effectiveness of your approach, leadership style, and art activity regarding both individual and group needs/goals. (Sometimes it is not possible to meet both group and individual needs).
- 4) What you learned about the group process
- 5) An outline of your plan for the next 2 sessions with the same members. Discuss areas such as media, leadership style, directives, pacing and how to provide closure.
- 6) Describe your artwork and what it reflects about your experience leading the group. Include description of how you felt as you led this group. Provide details about thoughts you had during the group process. Please provide in-depth exploration of your experience of leading this group. Turn in your artwork (and a photograph of it) in your paper.
- 7) Summarize what you have learned and relate this to examples from group theory and art therapy

group literature.

This **5-7 page paper** completed after the session and should **include at least 4 sources of research (book chapters or articles) due one week after your presentation.**

	1 Unsatisfactory	2 Emerging	3 Proficient
Outline	Lacks a clear outline of the plan developed for the group session prior to the group. (Include, media, directive(s), time allotment, leadership style, level of structure, approach)	A minimal outline of the plan developed for the group session prior to the group. (Include, media, directive(s), time allotment, leadership style, level of structure, approach)	A clear outline of the plan developed for the group session prior to the group. (Include, media, directive(s), time allotment, leadership style, level of structure, approach)
Group process	Lacks a description of what happened during the session.	A brief description of what happened during the session.	A clear description of what happened during the session.
Strengths/areas for growth	Lacks an evaluation of your strengths and weaknesses and the effectiveness of your approach, leadership style, and art activity regarding both individual and group needs/goals. (Sometimes it is not possible to meet both group and individual needs).	A brief evaluation of your strengths and weaknesses and the effectiveness of your approach, leadership style, and art activity regarding both individual and group needs/goals. (Sometimes it is not possible to meet both group and individual needs).	An in-depth evaluation of your strengths and weaknesses and the effectiveness of your approach, leadership style, and art activity regarding both individual and group needs/goals. (Sometimes it is not possible to meet both group and individual needs).
Learning	Missing an evaluation of what you learned about the group process	A minimal evaluation of what you learned about the group process	Succinct evaluation of what you learned about the group process
Professional presentation	Student was unprepared, with a unprofessional presentation.	Student was minimally prepared, with a slightly professional presentation.	Student was prepared, with a professional presentation, deepening identity as student counselor.
Plan	Missing an outline of your plan for the next 2 sessions with the same members. Failed to include areas such as media, leadership style, directives, pacing and how to provide closure.	A brief outline of your plan for the next 2 sessions with the same members. Discussed some areas such as media, leadership style, directives, pacing and how to provide closure.	A well thought outline of your plan for the next 2 sessions with the same members. Discussed areas such as media, leadership style, directives, pacing and how to provide closure.
Artistic language-theories	Lacked description of theories for	Described some theories and models for	Fully described theories and models for

	understanding symbolism, metaphor and artistic language	understanding symbolism, metaphor, and artistic language	understanding symbolism, metaphor, and artistic language
Personal artwork and connection to learning	Failed to include personal artwork and what it reflects about your experience leading the group. Included a minimal description of how you felt as you led this group. Provided few details about thoughts you had during the group process. Failed to turn in your original artwork (and a photograph of it) in your paper.	Described personal artwork (attached as a figure) and what it reflects about your experience leading the group. Included a description of how you felt as you led this group. Provided some details about thoughts you had during the group process. Turned in your original artwork (and a photograph of it) in your paper.	Fully described personal artwork (attached as a figure) and what it reflects about your experience leading the group. Included a description of how you felt as you led this group. Provided details about thoughts you had during the group process. Turn in your original artwork (and a photograph of it) in your paper.
Summary	Summary included some of what you have learned as examples from group theory and but lacked information on art therapy group literature.	Summarized minimally of what you have learned and relate this to examples from group theory and some links to art therapy group literature.	Summary succinctly identifies what you have learned and relate this to examples from group theory and has strong links to art therapy group literature.
Paper quality	Paper completed after the deadline and includes less than 4 sources of research and does not meet page limit.	This 5-7 page paper; completed after the deadline and includes less than 4 sources of research.	This 5-7 page paper; completed on time and includes at least 4 sources of research.

Learning outcomes	Group leadership project
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-C	Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.
SLO-G	Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
SLO-H	Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable

	means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
d.K.2	Describe theories and models for understanding symbolism, metaphor, and artistic language
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

3. Observation paper/response art (30 points)

Group Observation- Due one week after sign-up date. **4-6 pages (with response art image). Include at least 4 literary sources of research (book chapters, articles, etc.)**

Following your observation, complete a piece of artwork that illustrates your understanding of the group leader, the relationship to the members and the **group process** of the role-play experience. This should reflect on the group dynamics that you observe. Be prepared to present your artwork to the class one week after you observe.

Carefully observe your assigned role play and be prepared to provide feedback and constructive criticism to the group leader during the in-class critique. Follow the points below to help structure your note taking.

Observation of in-class group

- Describe the goals for the group and discuss effectiveness of how these were addressed by the leader.
- What were the strengths of this group leadership?
- Describe the challenges that the leader faced.
- Describe the strength and weaknesses of the leadership (interpersonal, art based, structuring, management, etc).
- Assess the opening, closing, pacing and overall communication of the leader. Provide suggestions and recommendations for ways improve in these areas.
- Describe your theoretical understanding of the group, referring to group and art therapy theorists.

Paper and response art image due the week after your observation.

Learning Outcomes	Observation paper/response art
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-C	Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic

	region, physical capacity or disability, and historical or current experiences within the dominant culture.
SLO-G	Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
SLO-H	Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
d.K.2	Describe theories and models for understanding symbolism, metaphor, and artistic language
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

Observer Paper	1 Unsatisfactory	2 Emerging	3 Proficient
Outline	Lacks an outline of the goals and lacks specifics of how they were addressed by the group leader.	A brief outline of the goals and some details of how they were addressed by the group leader.	A clear outline of the goals and how they were addressed by the group leader.
Group process	Lacks a description of what happened during the session.	A brief description of what happened during the session.	A clear description of what happened during the session.
Challenges leader faced	Summary of the challenges the leader faced in the group is missing.	A brief summary of the challenges the leader faced in the group is articulated.	An in-depth summary of the challenges the leader faced in the group is articulated.
Learning	Missing an evaluation of what you learned about the group process	A minimal evaluation of what you learned about the group process	Succinct evaluation of what you learned about the group process
Strengths/weaknesses	Lacks descriptions of the strength and weaknesses of the leadership (interpersonal, art based, structuring, management, etc).	Briefly describes the strength and weaknesses of the leadership (interpersonal, art based, structuring, management, etc).	Fully describes the strength and weaknesses of the leadership (interpersonal, art based, structuring, management, etc).
Plan	Lacks an assessment of the opening, closing, pacing and overall communication of the leader. Provide minimal suggestions and recommendations for ways improve in these areas.	Briefly assess the opening, closing, pacing and overall communication of the leader. Provides some suggestions and recommendations for ways improve in these areas.	Comprehensively assesses the opening, closing, pacing and overall communication of the leader. Provides sound suggestions and recommendations for ways improve in these areas.
Artistic language-	Lacked description of	Described some	Fully described

theories	theories for understanding symbolism, metaphor and artistic language	theories and models for understanding symbolism, metaphor, and artistic language	theories and models for understanding symbolism, metaphor, and artistic language
Personal artwork and connection to learning	Failed to include personal artwork and what it reflects about your experience observing the group. Included a minimal description of the group dynamics. Provided few details about thoughts you had during the group process. Failed to turn in your original artwork (and a photograph of it) in your paper.	Described personal artwork (attached as a figure) and what it reflects about your experience observing the group. Included a description of the dynamics of this group. Provided some details about thoughts you had during the group process. Turned in your original artwork (and a photograph of it) in your paper.	Fully described personal artwork (attached as a figure) and what it reflects about your experience of observing the group. Included a description of the dynamics of the group. Provided details about thoughts you had during the group process. Turn in your original artwork (and a photograph of it) in your paper.
Summary	Summary included some of what you have learned as examples from group theory and but lacked information on art therapy group literature.	Summarized minimally of what you have learned and relate this to examples from group theory and some links to art therapy group literature.	Summary succinctly identifies what you have learned and relate this to examples from group theory and has strong links to art therapy group literature.
Paper quality	Paper completed after the deadline and includes less than 4 sources of research and does not meet page limit.	This 4-6 page paper; completed after the deadline and includes less than 4 sources of research.	This 4-6 page paper; completed on time and includes at least 4 sources of research.

Week	Facilitator/ Co-Facilitator	Paper/Art due	Observer	Paper/Art Due
1	Mary	x	x	x
2		Week 3		Week 3
3		Week 4		Week 4
4		Week 5		Week 5
5		Week 6		Week 6
6		Week 7		Week 7
7		Week 8		Week 8
8		Week 9		Week 9
9		Week 10		Week 10
10		Week 11		Week 11
11		Week 12		Week 12

12		Week 13		Week 13
13		Week 14		Week 14
14	Mary	x	x	x

4. **Final Project: Group design (30 points)**

Final Project – Group Design: due Class 13

(5-7 pages). Include at least 6 literary references (book chapters, articles, etc.)

Write a group design for the setting/population you plan to work with next year. (If this is not yet decided, pick a setting that you may be placed in.) Design activities that fit the guidelines for practicum groups (therapeutic art activities). Therapeutic pacing and art process are important factors to consider.

Section 1- Describe the setting- services offered, population, focus of overall goals, schedules structure.

Section 2- Art Therapy Groups- Design 2 art therapy groups that fit the needs of the setting/population. For each group: Describe the name of the group, the appropriate members (who should or should not be included) the structure of the group, methods and approach. Give examples of media, methods and directives for three group sessions for each of the 2 groups described. Describe possible problems that are likely to occur in conducting these groups. Describe what you are likely to find most personally challenging and why.

Section 3- Approach and Theoretical Basis

Summarize and describe art therapy and group therapy approaches that are applicable to your design. Include a description of how these approaches serve the population.

	Final group design project	Possible points
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.	5
SLO-C	Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.	5
SLO-G	Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.	4
SLO-H	Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.	4
d.K.2	Describe theories and models for understanding symbolism, metaphor, and artistic language	4
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	4

	Student is prepared, with a professional paper, deepening identity as student counselor.	4
	TOTAL	30

COURSE SCHEDULE

The first half of class will be lecture and discussion of materials. The second half of class will consist of a group experience with post group reflection. Weeks 1 and 14 will be facilitated by the instructor. Weeks 2-13 will be led by students. We will sign up for group leaders in the first week. It is expected that you come to class prepared to discuss the readings assigned for that day.

Class Date	Topic	Readings & Assignments Due
Week 1 Sept 5	Welcome & Overview <ul style="list-style-type: none"> Administrative details Review of syllabus Sign up for role plays Introduction to group art therapy, group process, and group theory Art Experiential – Group Process	
Week 2 Sept 12	Setting the stage Therapeutic Factors Confidentiality	Yalom, Therapeutic Group Factors- Ch 1 Yalom, Interpersonal Learning- Ch 2
Week 3 Sept 19	Opening Establishing Rules Choosing participants- ethics Focus groups versus process groups	Yalom, Group Cohesiveness – Ch 3 Yalom, In the beginning- Ch 11
Week 4 Sept 26	Art Supplies, Set up, Attunement, Here and Now Part 1 Skill development - The use of basic group leadership skills: active listening, reflection, clarification and questioning, summarizing, and linking	Yalom, Working in the here and now-Ch 6 Yalom, Creation of the group- Ch 10
Week 5 October 3	Here and Now Part 2 Shuttling Skill development- Establishing, holding, shifting, and deepening the focus; cutting off and drawing out.	Yalom, Subgrouping – Ch 12 Yalom, Problem Group Members- Ch 13
Week 6 October 10	Developing Norms Socio-cultural awareness/considerations	Yalom, Basic Tasks- Ch 5 Wiley- Ch 11: Open Studio Article: Furman & Boeve
Week 7 October 17	Co-Leadership Navigating Relationships Roles Space- Closing	Yalom, pp 429-450 Article: Gabel & Robb
Week 8 October 24	Adolescent Population Interpersonal feedback Response Art	Article: Franklin Article: Jang & Choi

	Transference and Countertransference discussed in relationship to group dynamics	
Week 9 November 1 st	Special populations ID/DD population Material considerations (Mary @ AATA- Sub TBA)	Older adult reading TBA Wiley Ch 31 Art Therapy and DD Article: Partridge
Week 10 November 7th	Discussion: behavioral manifestations of intense affect. Resistance as resilience How work with resistance to build trust in relationships	Wiley Ch 24: Art Therapy with Children Wiley Ch 39: Medical Illness Wiley Ch 41: School Art Therapy
Week 11 November 14	Discussion: Addressing the needs of various populations/setting	Wiley Ch 32: Aggression & Art Therapy Wiley Ch 46: Art Therapy in the Prison Article: Lu & Yuen
Week 12 November 21	Supervision and Group Therapy	Yalom, Ch 17: Training the group therapist Article: Kometiani
November 28th	NO CLASS THANKSGIVING BREAK	
Week 13 December 5th	Discussion: Ethical considerations; Other topics of interest	Article: Haseler Article: Green Final Group design project due
Week 14 December 12th	Discussion: Wrap-up of aspects of Group Art Therapy treatment planning that are particularly difficult at this stage of learning. Closing art experiential Course Evaluations	