



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

**AT 510: INTRODUCTION TO ART THERAPY (3 Credits)
FALL 2022**

When:

Section 1 09/07/2022-12/14/2022 Wednesdays 9:00AM - 12:15PM

Section 2 09/12/2022-12/12/2022 Mondays 1:00PM - 4:15PM

Where: Both sections meet in Rogers 219

Instructor: Beth Ann Short MA, LCAT, ATR-BC, ATCS

Office Hours: Appointments may be scheduled as needed. The instructor is available to schedule in-person or Zoom meetings.

Phone: 971-801-8753

E-Mail: bashort@lclark.edu

CATALOG DESCRIPTION

Introductory overview of the field of art therapy including history, development, major theories, and applications of art therapy with various client populations.

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.

REQUIRED TEXTS AND READINGS:

Weekly readings are to be completed for the day indicated. 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.

Required Books:

Rastogi, M., Feldwisch, R.P., Pate, M., & Scarce, J. (Eds.). (2022). *Foundations of art therapy: Theory and applications* (1st Ed.). Elsevier.

Additional texts available online through Watzek:

Gussak, D. E., & Rosal, M. L. (Eds.). (2016). *The Wiley handbook of art therapy*. John Wiley & Sons. (Multiple chapters throughout term)

Rubin, J.A. (Ed.). (2016). *Approaches to art therapy: Theory and technique* (3rd Ed.). Philadelphia: Brunner-Routledge. (Multiple chapters throughout term)

Required Articles:

Allen, P.B. (1992). Artist in residence: an alternative to “clinification” for art therapists. *Art therapy: Journal of the American art therapy association*, 9(1), 22-29.

Belkofer, C. M., Vaughan Van Hecke, A., & Konopka, L. M. (2014). Effects of drawing on alpha activity: A quantitative EEG study with implications for art therapy. *Art therapy: Journal of the American art therapy association*, 31(2), 61-68.

Betts, D. (2013). A review of the principles for culturally appropriate art therapy assessment tools. *Art therapy: Journal of the American art therapy association*, 30(3), p 98-106.

Bucciarelli, A. (2016). Art Therapy: A transdisciplinary approach. *Art therapy: Journal of the American art therapy association*, 33(3), 151-155.

Chevrette, R. (2013). Outing heteronormativity in interpersonal and family communication: Feminist applications of queer theory ‘beyond the sexy streets’. *Communication theory*, 23 (2), 170-190.

Chilton, G., and Scotti, V. (2014). Snipping, gluing, writing: The properties of collage as an arts-based research practice in art therapy. *Art therapy: Journal of the American art therapy association*, 31(4), 163–171. [10.1080/07421656.2015.963484](https://doi.org/10.1080/07421656.2015.963484)

Downing, L., & Gillett, R. (2011). Viewing critical psychology through the lens of queer. *Psychology & sexuality*, 2 (1), 4-15. Doi: 10.1080/19419899.2011.536310.

Drapeau, C.E., Drouin, M., & Plante, P. (2021). Vicarious trauma and response art: A professional development workshop for psychotherapists working with survivors of trauma. *The arts in psychotherapy*, 72 p.101744.

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.

Gibson, D. (2018). A visual conversation with trauma: visual journaling in art therapy to combat vicarious trauma. *Art Therapy: Medical Art Therapy*, 2018-04-03, 35(2), 99-103.

Halifax, N. V. D., (1997). Feminist art psychotherapy: Contributions from feminist theory and contemporary art practice. *Art therapy: Journal of the American art therapy association*, 36 (2), 49-55.

Hilbuch, A., Snir, S., Regev, D., & Orkibi, H. (2016). The role of art materials in the transference relationship: Art psychotherapists perspective. *The arts in psychotherapy* 49. pp. 19-26.

- Homer, E. S. (2015). Fabric collage as a neurodevelopmental approach to trauma treatment. *Art therapy: Journal of the American art therapy association*, 32(1), 20–26. [10.1080/07421656.2015.992824](https://doi.org/10.1080/07421656.2015.992824).
- Hoshino, J. & Borowsky Junge, M. (2006). Themes and reflections on the stories of art therapists of color. *Art therapy: Journal of the American art therapy association*, 23:3, 139-143.
- Kapitan, L. (2012). Checking the source: Critical evaluation of art therapy claims to knowledge. *Art therapy: Journal of the American art therapy association*, 29(1), 2-3.
- Karcher, O. (2017). Sociopolitical oppression, trauma, and healing: moving toward a social justice art therapy framework. *Art therapy: Journal of the American art therapy association*, 34 (3), 123-128.
- Kim, H., Kim, K., & Norura, S. (2016). The effect of group art therapy on older Korean adults with Neurocognitive Disorders. *The arts in psychotherapy*, 47, 48-54.
- Lavergne, M. (2004). Art therapy and internal family systems therapy: An integrative model to treat trauma among adjudicated teenage girls. *Canadian art therapy association journal*, 17(1), 17-36.
- Lusebrink, V. (2004). Art therapy and the brain: An attempt to understand the underlying processes of art expression in therapy. *Art therapy: Journal of the American art therapy association*, 21(3), 125-135.
- Pénzes, I., van Hooren, S., Dokter, D., Smeijsters, H., & Hutschemaekers, G. (2014). Material interaction in art therapy assessment. *The arts in psychotherapy*, 41 (5) pp. 484-492.
- Piepzna-Samarasinha, L.L. (2018). *Care work: Dreaming disability justice*. Arsenal Pulp Press pp. 187-191.
- Pifalo, T. (2007). Jogging the cogs: trauma-focused art therapy and cognitive behavioral therapy with sexually abused children. *Art therapy: Journal of the American art therapy association*, 24(4), 170-175.
- Reyhani Dejkameh, M & Shipps, R., (2018). From please touch to art access: The expansion of a museum-based art therapy program. *Art therapy: Journal of the American art therapy association*, 35 (4), pp. 211-217.
- Siegel, D.J. (2013). *Brainstorm: The power and purpose of the teenage brain*. Penguin. 139-199.
- Spooner, H. (2016). Embracing a full spectrum definition of art therapy. *Art therapy: Journal of the American art therapy association*, 33(3), 163-166.
- Springham, N. (2008). Through the eyes of the law: What is it about art that can harm people? *International Journal of Art Therapy*, 13(2), 65-73.
- Sutter, E. A., & Daas, K. L. (2007). Negotiating heteronormativity dialectically: Lesbian couples'

display of symbols in culture. *Western journal of communication*, 71 (3) 177-195. Doi: 10.1080/10570310701518443.

Talwar, S. (2010). An intersectional framework for race, class, gender, and sexuality in art therapy, *Art therapy: Journal of the American art therapy association*, 27(1), 11-17.

ter Maat, M.B. (2011). Developing and assessing multicultural competence with a focus on culture and ethnicity. *Art therapy: Journal of the American art therapy association*, 28(1), 4-10.

Timm-Bottos, J. (2016). Beyond Counseling and Psychotherapy, There Is a Field. I'll Meet You There. *Art therapy: Journal of the American art therapy association*, 33(3), 160-162.

EQUIPMENT, MATERIALS & SUPPLIES

A variety of materials are available on campus in the art therapy studio and will be provided during classes. If you have specific needs please inquire. Students are encouraged to bring their own supplies if they choose.

DISABILITY SERVICES STATEMENT

If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-768-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

LEWIS AND CLARK ESSENTIAL POLICIES

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct
- Sexual misconduct: go.lclark.edu/titleIX

If you have any questions regarding these policies, please speak to your instructor for clarification.

COURSE OBJECTIVES

By the end of this course students will be able to:

1. Describe theoretical approaches to art therapy
2. Participate in creative interventions used in treatment
3. Begin a critical examination of historical and current literature in the field, identifying 1-2 areas of interest

CAAHEP STUDENT LEARNING OUTCOMES

Learning Outcome	Description
SLO- A	Understand the historical development of Art Therapy as a profession, and how Art Therapy

	theories and techniques are a foundation for contemporary Art Therapy professional practice.
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- L	Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice.

CAAHEP CONTENT AREAS

Content area	Description	Mastery Level	Assessment
a.K.1	Identify major contributors and contributions that shaped the field of Art Therapy	Introduce	Final Paper, class discussion
a.K.2	Identify the relationship between art therapy approaches and theories from psychology, counseling	Introduce	Approach paper, final paper, role play
a.K.3	Compare and contrast approaches to Art Therapy unique to the field: a) Art psychotherapy b) art-as-therapy c) open studio and studio-based approaches d) art-based clinical theories e) community-based approaches	Introduce	Final paper, class discussion, forum posts
a.S.1	Demonstrate how theory informs art therapy assessment and treatment planning	Introduce	Class discussion, forum posts
a.A.1	Value the historical antecedents to current professional Art Therapy practice	Introduce	Class discussion, final Paper
b.K.1	Define the professional role and function of an Art Therapist	Introduce	Class discussion, forum posts, approach paper, role play
b.A.5	Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapist professional role, and continuing education	Introduce	Class discussion, forum posts, art project & reflection
c.K.1	Describe theory of specific properties and effects of art processes and materials informed by current research such as Expressive Therapies Continuum	Introduce	Class discussion, art project & reflection

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	Introduce	Class discussion, forum posts, approach paper
d.A.3	Value the benefits of student/therapist reflective art-making to inform clinical practice	Introduce	Forum posts, art project & reflection
e.K.1	Describe the theoretical foundations of group work with an emphasis on group art therapy	Introduce	Class discussion, forum posts
f.K.1	Discuss definitions and purpose of Art Therapy assessments	Introduce	Class discussion, approach paper
i.K.1	Identify evidence-based strategies and clinically-grounded approaches for assessment and treatment	Introduce	Class discussion, approach paper, final paper, role play
i.K.3	Describe trauma-focused art therapy interventions	Introduce	Class discussion, forum posts
i.A.3	Value the development of a personal approach to the practice of Art Therapy	Introduce	Class discussion, forum posts, art project & reflection
k.K.1	Describe basic tenets of psychotherapy and counseling theories (including psychodynamic, humanistic, cognitive-behavioral, systemic)	Introduce	Approach paper, role play
k.A.1	Recognize the implications of applying theoretical foundations to therapeutic practice	Introduce	Class discussion, forum posts, approach paper, role play
l.A.1	Value culturally and developmentally appropriate assessment tools and applications to utilization and interpretation of results	Introduce	Class discussion, forum posts, approach paper

TEACHING METHODS

A variety of teaching methods will be used during this course in order to achieve the above objectives. The primary methods of classroom instruction will be lecture/discussion, videos, experiential exercises, and an in-class role-play presentation. The out of class learning will consist of readings, online discussion posts, two papers, and an art project with reflection.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for her/him/themselves 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 complete any papers prior to class, turning them in on the day they are due.

Assignments and Course Requirements

EVALUATION AND GRADING

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

Assignment	Point Value
Class participation/discussion posts	10
Role play	10
Approach paper	30
Final paper	30
Art project & reflection	20
Total Points in the Course:	100

FINAL 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

1. **Class Participation and Forum Posts:** It is expected that you complete all readings and be prepared to discuss content in class, or participate in discussion/response posts on moodle.

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.	1
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.	1

	Contributing to in-class discussion based on the topics of discussions 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
	Forum Discussion posts	Possible points
I.A.1	Demonstrate value culturally and developmentally appropriate assessment tools and applications to utilization and interpretation of results	1
a.S.1	Demonstrate how theory informs art therapy assessment and treatment planning	1
e.K.1	Describe the theoretical foundations of group work with an emphasis on group art therapy	1
i.K.3	Describe trauma-focused art therapy interventions	1
	Total	10

2. **Class Role-Play:** In small groups (2-4), you will select a therapeutic model of art therapy and perform a role-play of an art therapy session based on the model chosen. Groups are to choose from **psychodynamic models, humanistic models, behavioral and cognitive models, and systemic models**. Research into approaches that fit these models is expected. Each group will select one narrator, one art therapist, and one or more clients, and will demonstrate the view of human behavior and the implementation of art therapy consistent with the model selected. Each role-play will be limited to 15 – 20 minutes and will be followed by 10 – 15 minutes of class discussion. **Each participant will complete a brief evaluation of the group process, including a reflection on your role in the project. This paper must be turned in prior to the class session following your group's presentation.** Role-plays will be presented during the second half of the semester, and students will sign up for presentations (date and particular model) during class on Week 4. Paper should integrate 3-5 peer reviewed articles in APA format to support your integration and understanding of the concepts related to that theory in art therapy. Papers are due one week after each group's presentation.

	Description	Possible points
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k.K.1	Describe basic tenets of psychotherapy and counseling theories (including psychodynamic, humanistic, cognitive-behavioral, systemic)	1
k.A.1	Recognize the implications of applying theoretical foundations to therapeutic practice	1
b.K.1	Define the professional role and function of an Art Therapist	1
i.K.1	Identify evidence-based strategies and clinically-grounded approaches for assessment and treatment	1
a.K.2	Identify the relationship between art therapy approaches and theories from psychology, counseling	2
	Role play paper demonstrated integration and understanding of key learning objectives	2
	Paper is written in APA meeting writing requirements	2
	Total	10

3. **Approach Paper:** A typewritten, double-spaced paper choosing a different model than the role-play project. The paper should discuss the theory behind the model as it applies to art therapy, art therapy techniques consistent with the model, benefits and drawbacks of the model, and the populations and settings for which it is most useful and clinically indicated (include those for which it may be contraindicated as well). The paper should be **6 – 8 pages long** and should include at least **6 relevant sources**. These should be quality, academic sources, and can include assigned course readings for up to three of your sources. Paper, citations and reference lists should be in APA format. **Due Week 8**

	Description	Possible points
k.K.1	Describe basic tenets of psychotherapy and counseling theories (including psychodynamic, humanistic, cognitive-behavioral, systemic)	5
k.A.1	Recognize the implications of applying theoretical foundations to therapeutic practice	3
b.K.1	Define the professional role and function of an Art Therapist	2
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	5

i.K.1	Identify evidence-based strategies and clinically-grounded approaches for assessment and treatment	3
a.K.2	Identify the relationship between art therapy approaches and theories from psychology, counseling	2
	Paper must meet APA writing requirements	5
	Discusses the theory behind the model as it applies to art therapy, art therapy techniques consistent with the model, benefits and drawbacks of the model, and the populations and settings for which it is most useful and clinically indicated (include those for which it may be contraindicated as well).	5
	Total	30

4. **Pioneer Paper:** A typewritten, double-spaced paper, which responds to the following prompt: Select one art therapy theorist or pioneer that we have discussed in class, examine how they have influenced art therapy throughout its lifespan (what did they bring to the field, and who as followed, improved or modified their contributions). Explore in depth how you see these influences in how art therapy is practiced in one specific setting (school, hospital, studio, community, etc), including what was common practice in the past and what are the current modalities that reflect these influences. (ex: Florence Cane's impact and her influence on the field, and how that has affected how art therapy was and is practiced in schools.) The paper should be **no more than 6 pages** long. Please cite at least **6 relevant sources** -- utilizing class readings and additional research. Paper, citations and reference lists should be in APA format.

Due Week 13

	Description	Possible points
a.K.1	Identify major contributors and contributions that shaped the field of Art Therapy	2
a.K.2	Identify the relationship between art therapy approaches and theories from psychology, counseling	3
a.K.3	Compare and contrast approaches to Art Therapy unique to the field: a) Art psychotherapy b) art-as-therapy c) open studio and studio-based approaches d) art-based clinical theories e) community-based approaches	5

a.A.1	Value the historical antecedents to current professional Art Therapy practice	5
i.K.1	Identify evidence-based strategies and clinically-grounded approaches for assessment and treatment	3
	Identify one art therapy theorist or pioneer discussed in class, examine how they have influenced art therapy throughout its lifespan (what did they bring to the field, and who as followed, improved or modified their contributions).	2
	Paper is written in APA meeting writing requirements	5
	Explore in depth the influences in how art therapy is practiced in one specific setting, including what was common practice in the past and what are the current modalities that reflect these influences.	5
	Total	30

5. **Art Project & Reflection:** A symbolic expression of what art therapy means to you - at this stage of your development as a future art therapist. *Art will be created in class on week 13, do not create this art prior to class!* The project will be presented in class on Week 14. Embed images of your artwork into your paper as figures. A short paper about the project explaining how your view of art therapy has changed and how this is reflected in your art piece will be handed in. **No more than 3 pages.** This project, along with the assigned reflection papers, will serve as a means of consolidating course learning. It is hoped that producing art will allow you to do this in a creative, individualized manner. **Due Week 14**

	Description	Possible points
b.A.5	Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapist professional role, and continuing education	3
c.K.1	Describe theory of specific properties and effects of art processes and materials informed by current research such as Expressive Therapies Continuum	2
d.A.3	Value the benefits of student/therapist reflective art-making to inform clinical practice	3
i.A.3	Value the development of a personal approach to the practice of Art Therapy	3
	Artwork demonstrates investment, depth, creativity and consolidates learning from the term	6

	Paper is written in APA meeting writing requirements	3
	Total	20

CLASS SCHEDULE

Class #	Date	Topic	Assigned Readings
1	Sec 1: 9/7 Sec 2: 9/12	<i>History and Theoretical Underpinnings (part 1)</i> Introductions Review syllabus, housekeeping, class page Where do art therapists work? Blind contours Art Directive What is art therapy? (in class exercise) Archival video: Founders and Foundations (clips not the entire film)	

2	<p>Sec 1: 9/14 Sec 2: 9/19</p>	<p><i>History and Theoretical Underpinnings (part 2)</i></p> <p>History, profession, and ethics of art therapy</p> <p>Reporting</p> <p>Materials overview</p> <p>ETC</p> <p>What is an art therapy prompt or experiential?</p> <p>The art therapist as an artist</p> <p>Archival videos of early pioneers in the field</p> <p>Review of how to use the library</p> <p>Padlet timeline</p>	<p>Gussak, D. E., & Rosal, M. L. (Eds.). (2015). <i>The Wiley handbook of art therapy</i>. John Wiley & Sons. Chapter 80</p> <p>Hilbuch, A., Snir, S., Regev, D., & Orkibi, H. (2016). The role of art materials in the transferential relationship: Art psychotherapists perspective. <i>The arts in psychotherapy</i> 49. pp. 19-26.</p> <p>Rastogi, M., Feldwisch, R.P., Pate, M., & Scarce, J. (Eds.). (2022). <i>Foundations of art therapy: Theory and applications</i> (1st Ed.). Elsevier. Chapters 1& 2</p> <p>Springham, N. Through the eyes of the law: What is it about art that can harm people? <i>International journal of art therapy</i>, December 2008; 13(2): 65-73.</p> <p>ATCB & AATA Code of Ethics</p>
3	<p>Sec 1: 9/21 Sec 2: 9/26</p>	<p><i>History and Theoretical Underpinnings (part 3)</i></p> <p>Multicultural and diversity perspectives</p> <p>Intersections of neuroscience and art therapy</p> <p>Research in art therapy</p>	<p>Chilton, G., and Scotti, V. (2014). Snipping, gluing, writing: The properties of collage as an arts-based research practice in art therapy. <i>Art therapy: Journal of the American art therapy association</i>, 31(4), 163–171. doi: 10.1080/07421656.2015.963484</p> <p>Hoshino, J. & Borowsky Junge, M. (2006). Themes and reflections on the stories of art therapists of color. <i>Art therapy: Journal of the American art therapy association</i>, 23:3, 1390143.</p> <p>Kapitan, L. (2012). Checking the source: Critical evaluation of art therapy claims to knowledge. <i>Art therapy: Journal of the American art therapy association</i>, 29(1), pp. 2-3.</p> <p>Karcher, O. (2017) Sociopolitical oppression, trauma, and healing: moving toward a social justice art therapy framework. <i>Art therapy: Journal of the American art therapy association</i>, Vol.34 (3), p.123-128.</p> <p>Rastogi, M., Feldwisch, R.P., Pate, M., & Scarce,</p>

			<p>J. (Eds.). (2022). <i>Foundations of art therapy: Theory and applications</i> (1st Ed.). Elsevier. Chapters 3-5</p> <p>Talwar, S. (2010). An intersectional framework for race, class, gender, and sexuality in art therapy. <i>Art therapy: Journal of the American art therapy association</i>, 27(1), pp. 11-17.</p> <p>ter Maat, M.B. (2011). Developing and Assessing Multicultural Competence With a Focus on Culture and Ethnicity. <i>Art therapy: Journal of the American art therapy association</i>, 28(1), 4-10.</p>
4	<p>Sec 1: 9/28</p> <p>Sec 2: 10/3</p>	<p><i>Theoretical orientations (part 1)</i></p> <p>Psychoanalytic and Jungian approaches to art therapy</p> <p>Humanistic approaches to art therapy</p> <p>Sublimation</p> <p>Assign: Role-play and response paper</p> <p>Natalie Rogers video: Person centered expressive arts therapy</p>	<p>Bucciarelli, A. (2016). Art Therapy: A Transdisciplinary Approach. <i>Art therapy: Journal of the American art therapy association</i>, 33(3), 151-155.</p> <p>Gussak, D. E., & Rosal, M. L. (Eds.). (2015). <i>The Wiley handbook of art therapy</i>. John Wiley & Sons. Chapter 3</p> <p>Rastogi, M., Feldwisch, R.P., Pate, M., & Scarce, J. (Eds.). (2022). <i>Foundations of art therapy: Theory and applications</i> (1st Ed.). Elsevier. Chapters 6-8</p> <p>Rubin, J.A. (Ed.). (2016). <i>Approaches to art therapy: Theory and technique</i> (3rd Ed.). Philadelphia: Brunner-Routledge. Chapters 5, 12.</p>
5	<p>Sec 1: 10/5</p> <p>Sec 2: 10/10</p>	<p><i>Theoretical orientations (part 2)</i></p> <p>CBT, CBAT, DBT, DBAT, Mindfulness (In class mindfulness experiential)</p> <p>Queer theory</p> <p>Feminist theory</p> <p>Art therapy credentials explained</p>	<p>Chevrette, R. (2013). Outing heteronormativity in interpersonal and family communication: Feminist applications of queer theory 'beyond the sexy streets'. <i>Communication theory</i>, 23 (2), 170-190.</p> <p>Downing, L., & Gillett, R. (2011). Viewing critical psychology through the lens of queer. <i>Psychology & sexuality</i>, 2 (1), 4-15. Doi: 10.1080/19419899.2011.536310.</p> <p>Halifax, N. V. D., (1997). Feminist art psychotherapy: Contributions from feminist theory and contemporary art practice. <i>Art therapy: Journal of the</i></p>

			<p><i>American art therapy association</i>, 36 (2), 49-55.</p> <p>Pifalo, T. (2007). Jogging the cogs: trauma-focused art therapy and cognitive behavioral therapy with sexually abused children. <i>Art therapy: Journal of the American art therapy association</i>, 24(4), pp. 170-175.</p> <p>Rastogi, M., Feldwisch, R.P., Pate, M., & Scarce, J. (Eds.). (2022). <i>Foundations of art therapy: Theory and applications</i> (1st Ed.). Elsevier. Chapter 9</p> <p>Sutter, E. A., & Daas, K. L. (2007). Negotiating heteronormativity dialectically: Lesbian couples' display of symbols in culture. <i>Western journal of communication</i>, 71 (3) 177-195. Doi: 10.1080/10570310701518443.</p>
6	Sec 1: 10/12 Sec 2: 10/17	<p><i>Art therapy with specific populations (part 1)</i></p> <p>Child development</p> <p>Developmental theories</p> <p>Artistic development</p> <p>Lowenfeld's stages of graphic development</p> <p>Family therapy</p> <p>Art directive in groups (families)working on collective piece</p> <p>Genograms</p> <p>Attachment, attunement, and relationships</p>	<p>Gussak, D. E., & Rosal, M. L. (Eds.). (2015). <i>The Wiley handbook of art therapy</i>. John Wiley & Sons. Part VI; Chapter 21 & Chapter 50.</p> <p>Lavergne, M. (2004). Art therapy and internal family systems therapy: An integrative model to treat trauma among adjudicated teenage girls. <i>Canadian art therapy association journal</i>, 17(1), 17-36.</p> <p>Rastogi, M., Feldwisch, R.P., Pate, M., & Scarce, J. (Eds.). (2022). <i>Foundations of art therapy: Theory and applications</i> (1st Ed.). Elsevier. Chapter 10</p> <p>Rubin, J.A. (Ed.). (2016). <i>Approaches to art therapy: Theory and technique</i> (3rd Ed.). Philadelphia: Brunner-Routledge. Chapter 22</p> <p>Siegel, D.J. (2013). <i>Brainstorm: The power and purpose of the teenage brain</i>. Penguin. pp. 139-199.</p>
7	Sec 1: 10/19 Sec 2: 10/24	<p><i>Art therapy with specific populations (part 2)</i></p>	<p>Betts, D. (2013). A review of the principles for culturally appropriate art therapy assessment tools. <i>Art therapy: Journal of the American art therapy association</i>, 30(3), pp 98-106.</p>

		Art therapy assessment Role play practice time	Gussak, D. E., & Rosal, M. L. (Eds.). (2015). <i>The Wiley handbook of art therapy</i> . John Wiley & Sons. Part VI; Chapters 48 Pénzes, I., van Hooren, S., Dokter, D., Smeijsters, H., & Hutschemaekers, G. (2014). Material interaction in art therapy assessment. <i>The arts in psychotherapy</i> , 41 (5) pp. 484-492. Timm-Bottos, J. (2016). Beyond Counseling and Psychotherapy, There Is a Field. I'll Meet You There. <i>Art therapy: Journal of the American art therapy association</i> , 33(3), 160-162.
8	Sec 1: 10/26 Sec 2: 10/31	<i>Art therapy with specific populations (part 3)</i> Art therapy with psychological disorders The DSM Art therapy in mental health recovery settings Role play practice time Approach Paper Due	Gussak, D. E., & Rosal, M. L. (Eds.). (2015). <i>The Wiley handbook of art therapy</i> . John Wiley & Sons. Chapters 48, 53, 54, 57 Lusebrink, V. (2004). Art therapy and the brain: An attempt to understand the underlying processes of art expression in therapy. <i>Art therapy: Journal of the American art therapy association</i> , 21(3), 125-135. Rastogi, M., Feldwisch, R.P., Pate, M., & Scarce, J. (Eds.). (2022). <i>Foundations of art therapy: Theory and applications</i> (1st Ed.). Elsevier. Chapter 11
9	Sec 1: 11/2 Sec 2: 11/7	<i>Art therapy with specific populations (part 4)</i> Models of aging Stages of adulthood Aging and disease Role play presentations	Gussak, D. E., & Rosal, M. L. (Eds.). (2015). <i>The Wiley handbook of art therapy</i> . John Wiley & Sons. Chapters 26 & 27 Piepzna-Samarasinha, L.L. (2018). <i>Care work: Dreaming disability justice</i> . Arsenal Pulp Press pp. 187-191. Rastogi, M., Feldwisch, R.P., Pate, M., & Scarce, J. (Eds.). (2022). <i>Foundations of art therapy: Theory and applications</i> (1st Ed.). Elsevier. Chapter 12
10	Sec 1: 11/9 Sec 2: 11/14	<i>Art therapy with specific populations (part 5)</i> Trauma defined	Belkofer, C. M., Vaughan Van Hecke, A., & Konopka, L. M. (2014). Effects of drawing on alpha activity: A quantitative EEG study with implications for art therapy. <i>Art therapy: Journal of the American art therapy association</i> , 31(2), 61-68.

		<p>Trauma focused art therapy</p> <p>Intersections of neuroscience and art therapy</p> <p>Vicarious trauma</p> <p>Assign Pioneer Paper</p> <p>Role play presentations</p>	<p>Drapeau, C.E., Drouin, M., & Plante, P. (2021). Vicarious trauma and response art: A professional development workshop for psychotherapists working with survivors of trauma. <i>The Arts in psychotherapy</i>, 72 p.101744.</p> <p>Gibson, D. (2018). A visual conversation with trauma: visual journaling in art therapy to combat vicarious trauma. <i>Art therapy: Medical art therapy</i>, 2018-04-03, Vol.35 (2), p.99-103.</p> <p>Gussak, D. E., & Rosal, M. L. (Eds.). (2015). <i>The Wiley handbook of art therapy</i>. John Wiley & Sons. Chapter 36</p> <p>Homer, E. S. (2015). Fabric collage as a neurodevelopmental approach to trauma treatment. <i>Art therapy: Journal of the American art therapy association</i>, 32(1), 20–26. doi: 10.1080/07421656.2015.992824 (Links to an external site.)</p> <p>Rastogi, M., Feldwisch, R.P., Pate, M., & Scarce, J. (Eds.). (2022). <i>Foundations of art therapy: Theory and applications</i> (1st Ed.). Elsevier. Chapter 13</p>
11	<p>Sec 1: 11/16</p> <p>Sec2: 11/21</p>	<p><i>Professional Considerations (part 1)</i></p> <p>Group art therapy</p> <p>Group in class experiential</p> <p>Role play presentations</p>	<p>Gabel, A, & Robb, M. (2017). (Re)considering psychological constructs: A thematic synthesis defining five therapeutic factors in group art therapy. <i>Arts in psychotherapy</i>, Sep, Vol 55. Pp. 126-135.</p> <p>Gussak, D. E., & Rosal, M. L. (Eds.). (2015). <i>The Wiley handbook of art therapy</i>. John Wiley & Sons. Chapter 23</p> <p>Kim, H., Kim, K., & Norura, S. (2016). The effect of group art therapy on older Korean adults with Neurocognitive Disorders. <i>The arts in psychotherapy</i>. Feb, Vol 47, pp 48-54.</p> <p>Rastogi, M., Feldwisch, R.P., Pate, M., & Scarce, J. (Eds.). (2022). <i>Foundations of art therapy: Theory and applications</i> (1st Ed.). Elsevier. Chapter 14</p>

12	Sec 1: 11/28 Sec 2: 11/30	<p><i>Professional Considerations (part 2)</i></p> <p>Community-based art therapy</p> <p>Speaker: Ming Fu Wu (Museum Art Therapy)</p>	<p>Gussak, D. E., & Rosal, M. L. (Eds.). (2015). <i>The Wiley handbook of art therapy</i>. John Wiley & Sons. Chapters 11, 38, 77, & 83</p> <p>Reyhani Dejkameh, M & Shipps, R., (2018). From please touch to art access: The expansion of a museum-based art therapy program. <i>Art therapy: Journal of the American art therapy association</i>, 35 (4), pp. 211-217.</p> <p>Rastogi, M., Feldwisch, R.P., Pate, M., & Scarce, J. (Eds.). (2022). <i>Foundations of art therapy: Theory and applications</i> (1st Ed.). Elsevier. Chapter 15</p>
13	Sec 1: 12/5 Sec 2: 12/7	<p><i>Professional Considerations (part 3)</i></p> <p>Career development</p> <p>Art therapy credentials explained</p> <p>ATTA Survey, demographics of ATs</p> <p>Professional development and potential affiliations</p> <p>Final art project prompt and in class art making.</p> <p>Pioneer paper due</p>	<p>Allen, P.B. (1992). Artist in residence: an alternative to “clinification” for art therapists. <i>Art therapy: Journal of the American art therapy association</i>, 9(1). 22-29.</p> <p>Gussak, D. E., & Rosal, M. L. (Eds.). (2015). <i>The Wiley handbook of art therapy</i>. John Wiley & Sons. Chapter 76 & 84</p> <p>Rastogi, M., Feldwisch, R.P., Pate, M., & Scarce, J. (Eds.). (2022). <i>Foundations of art therapy: Theory and applications</i> (1st Ed.). Elsevier. Chapter 16</p> <p>Spooner, H. (2016). Embracing a full spectrum definition of art therapy. <i>Art therapy: Journal of the American art therapy association</i>, 33(3), 163-166.</p> <p>Most current membership data from AATA website</p>
14	Sec 1: 12/12 Sec 2: 12/14	<p><i>Presentation of art projects</i></p> <p>Review and evaluations</p> <p>ART PROJECT & RESPONSE PAPER DUE</p>	