Theory and Practice of Group Art Therapy  
Syllabus- Spring, 2016

School of Visual Arts: Graduate Art Therapy Program  
ATG-5180/Group Therapy, Wednesdays, 3-5:50pm  
Instructor: Dana Liebowitz, ATR-BC, LCAT  
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Office hours are available upon request.

Course Description:  
This course will focus on theory and practice of group art therapy. The class will examine therapeutic factors, stages of group development, leadership styles, group dynamics, and the integration of art materials. The course will use a power and privilege lens to examine group dynamics. The instructor will facilitate class discussions as well as experiential art therapy group practices to integrate theory and practice. The students will eventually take leadership roles in the class to practice running groups, and the students will examine group dynamics inherent in the classroom.

Course Objectives: Upon completion of this course, students will be able to:  
1. Understand interpersonal and intrapersonal processes that occur in groups.  
2. Differentiate therapeutic needs when working with individuals vs. groups.  
3. Design and facilitate art therapy groups with various populations.  
4. Demonstrate various leadership styles with a respect for diverse populations and multicultural issues.

Required Texts:  
- Course Packet: Available at Staples.

Suggested Texts:  
Attendance:
Students are expected to attend and be on time for all classes. If an absence or lateness is to occur, students must notify the instructor and make up any missed assignments in a timely manner. Medical excuses are accepted if the student provides a doctor’s note for the class. This note should clearly state the absent day(s) in relationship to the class. The note does not excuse the absence but verifies the reason for it. Missing more than two (2) classes per semester will result in your final grade being lowered by five (5) points. Attendance is taken at the start of class. Any student arriving more than 10 minutes late or leaving more than 10 minutes early will be marked accordingly. Three late marks will be considered as one absence. Excessive absence or lateness will result in a reduced grade for the course and potential academic probation.

Religious Holidays and Observances:
Cancelling a class due to a religious holiday or observance is up to each instructor’s discretion. Any cancelled class must be made up by the end of the semester. Students who miss class or internship hours because of a religious holiday or observance must notify the instructor and/or on-site supervisor ahead of time, and all required assignments and internship hours must be completed by the time indicated in the syllabus, unless other arrangements are made in advance.

Classroom Protocol:
Cell phones must be turned off during class time. Due to the nature of this class being focused on group dynamics and participation, laptops and food are not permitted during class time. Drinks are permitted. There will be a 15 minute break in the middle of each class.

Academic Integrity
Academic dishonesty will not be tolerated. All assignments are to be the original ideas and writings of students, unless otherwise cited from reference material. MPS Art Therapy Department’s Definition of Plagiarism:

- Directly copying four or more consecutive words in a phrase from either a written, oral or internet source, without appropriate reference of the original source.
- Directly reproducing someone’s drawings, illustrations, tables, charts or graphs without appropriate reference.
- Paraphrasing material – someone’s theories, ideas, concepts, statistics, factual data or actual words without appropriate reference. The term ‘appropriate reference’ is defined as the most recent guidelines set forth by the APA for referencing research material.
Students found to have committed an act of academic dishonesty will fail the assignment for which an infraction is suspected and substantiated. More serious violations will be handled through the process detailed in the SVA Handbook.

**Research Paper Submission Requirements:**

Font: New Times Roman, 12 point, double-spaced. APA style in text referencing and page format. Pages must be stapled together. Please include an abstract. The paper must also be submitted as hard-copy as well as on disk to be checked for plagiarism. Plagiarized papers will receive a failing grade and will be subject to the school guidelines for this type of behavior. Any paper not in APA format or submitted with a disk will be returned to the student and marked as late. Papers with more than ten (10) grammar or spelling errors will be returned, marked as late and a recommendation will be made for the student to seek assistance at the Writing Resource Center.

**Late Papers:**

Papers are due before the beginning of class, on the due date. No exceptions. You may always turn a paper in ahead of time if you know you will not be in class. Papers CANNOT be submitted via Email. They must be delivered in paper format and in person to the teacher on the due date. If a paper is not received on the due date or is returned because of format problems, one point for each day late will be subtracted from the final grade.

**Submission of Artwork:**

Please do not submit any original artwork with papers. Instead, provide a good quality black & white or color xerox, or photos attached to the paper. Please use appropriate measures to maintain confidentiality of clients when submitting copies of art or referring to individuals in papers or presentations.

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**Required Assignments:**

1. **You must complete all required reading assignments, attend class on time, and participate in class discussions and groups.** Students are expected to come to class prepared to discuss all readings. There will be one short quiz on the reading. **Quiz will be on 2/17. (Quiz=5%, Participation=20%)**

2. **“Observation of Self in Group” Art piece and 2 page paper.** Create a piece of art (medium is the student’s choice), and write a 2 page paper in response to observing your role in a group. The group can be a therapy group, class, or any other group situation that
you find yourself in. Reflect on how your participation affected the group dynamic. Consider how your social identity (race, ethnicity, age, gender, sexual, class) influenced your role in the group. **Due 3/2. (15%)**

3. **Co-lead a student group, participate in and observe other student groups.** (15%)  

4. **Response paper to the group that you co-lead.** Write a reflective summary in two parts: 1. From the viewpoint of the leader, 2. From the viewpoint of a participant. Each part should be 2-3 pages, making the total paper 4-6 pages long. See Yalom (Written Summaries) pp. 437-447 for guidance. Your response paper is due two weeks following your student led group. Therefore, the due date is dependent on the date of your group. (15%)

5. **Final Research Paper.** Select one of the following topics relating to group therapy theory: 1. Curative Factors; 2. Here & Now; 3. Authority & Leadership; 4. Group Transference; 5. Group Development; 6. Roles in Groups, 7. Group Cohesion, or another topic approved by the instructor. Write a 10-12 page paper, double-spaced, discussing the theoretical aspects of this topic using a specific group as an example. You must use at LEAST 3 theoretical book/journal references. Paper must be in APA format including an abstract and reference page. If the group examined was an art group, attach reproductions of artwork. **DUE: 4/13. (30%)**

**Course Outline:**
- All classes will include discussion groups based on the readings, as well as art experiential groups.

**Class 1 (1/13): Overview/ What is Group Art Therapy**
- Review of syllabus & expectations in class.
- Discussion & Experiential: What is group art therapy.

**Class 2 (1/20): Setting Up A Group, Curative Factors of Group Therapy**
- **Reading for Class 2:**
  - Yalom Chapter 1; Curative Factors (pp. 1-18); Chapter 4: Catharsis (pp 89-91); Existential Factors (pp. 98-106); Chapter 10, Creation of the Group (pp. 281-308).
  - Riley Chapter 1; Art in group therapy (pp. 1-33).
- **Optional Reading:**
  - Liebmann: Setting up a group (pp. 23-52).
Class 3 (1/27): Interpersonal Relationships, Basic Task, Group Cohesion

- **Reading for Class 3:**
  - Yalom Chapter 3, Chapter 5, and Chapter 2. Cohesion: (pp 53-76); Basic Task: (pp 117-140); Interpersonal Relationships & Social Microcosm: (pp. 19-32 & 41-47).

  **Optional Reading:**
  - Yalom Chapter 8, pp. 231-259

Class 4 (2/3): Early Group Formation; Group Process (Here & Now)

- **Readings for Class 4:**
  - Yalom Chapter 11 In the Beginning/ Membership Problems (pp 309-343)
  - Yalom Chapter 6 Group Process, Here & Now (pp 141-168 & 178-188)
  - McRae & Short: Ch 2: Working with Differences in Groups (pp 13-27).

  **Optional Reading:**
  - Liebmann Friday Group (pp 80-99)

Class 5 (2/10): Authority in Groups, Co-Leadership

- **Review for Quiz**

- **Readings for Class 5:**
  - McRae & Short: Ch 7 & 8 Leadership, Authority, & Power in Groups (pp 93-130).
  - Davis, F., Lohr, N. (1971) Special problems with the use of co-therapists in group psychotherapy. IJGP (21) (pp 143-157).
  - Yalom: Chapter 14 Co-Therapists & Leaderless Meetings (pp 443-450).
  - Waller: Ch 4 Conducting an Interactive Art Therapy Group (pp. 45-53).

Class 6 (2/17): Advanced Group; Group Transference, Therapist’s Use of Self

- **Quiz:** On Reading from Classes 1-5
- **Guest Speaker:** Howard Friedman, Ph.D.

- **Readings for Class 6:**
  - Yalom Chapter 12 Advanced Group (pp 345-382)
  - Yalom Chapter 7 Transference & Transparency; (pp 201-229).
  - Waller: Power & Domination; Splitting: (pp 119-129).
  - Zachary Gabriel Green and René J. Molenkamp: The BART System of Group and Organizational Analysis
Class 7 (2/24): Multi-Cultural Issues in Groups
- Film Clips
- Student-led group #1

- **Readings for Class 7:**
  - Hardy & Laszloffy: Dynamics of Pro-Racist Ideology (pp. 225-236).
  - McRae & Short: Chapter 5 Group Dynamics in Racially and Culturally Mixed Groups (pp 59-78).
  - Tatum, Why Are All the Black Kids Sitting Together in the Cafeteria, Chapter 6: The Development of White Identity (pp. 93-113).

**Optional Reading:**
- Liebmann pp 138-157 (Art & Conflict, Race, Culture, Community, Women’s Group, Jewish Group)

Class 8 (3/2): Group Dynamics with Conflict, Resistance, Problem Group Members
- **DUE:** “Observation of Self in a Group” Piece of art and 2 page paper.
- Student-led group #2

- **Readings for Class 8:**
  - Liebmann Chapter 4: Learning from Problems in Groups, (pp 71-80).
  - Yalom Chapter 13: Problem Group Members (pp 391-427).
  - McRae & Short: Chapter 6: Social Roles in Groups (pp. 79-92).

March 9th Class Cancelled: Spring Break

Class 9 (3/16): Young Children, Child Developmental Disability Groups
- Student-led group #3

- **Reading for Class 9:**
  - Riley Chapter 2 & Chapter 4: Introducing the Language of Art to Interns and Staff in an Early Childhood Attachment Theory Program; (pp 34-48); Art as an Instrument for Creating Social Reciprocity: Social Skills Group for Children with Autism (pp 82-113).

Class 10 (3/23): Latency Age Groups:
- Student-led group #4

- **Readings for Class 10:**
Class 11 (3/30): Adolescent Art Therapy Groups

- Student-led group #5

Readings for Class 11:
- Riley: Chapter 6 A Condensed Guide to Creating an Adolescent Group (pp 139-155).
- Review: - Tatum, B., PH.D. (1997). Why are all the black kids sitting together in the cafeteria? and other conversations about race. Chapter 4, (pp. 52-74).

Optional Reading:

Class 12 (4/6): Adult Groups: Short-term crisis; In-Patient, Medical Groups

- Student-led Group #6

Reading for Class 12:
- Riley, S. Chapter 8 & Chapter 9: Groups in psychiatric hospitals and day treatment programs (pp 193-208); Integration of art, movement, and verbal processing with women in an eating disorders program (pp 209-220).
- Yalom, Chapter 15 Specialized Therapy Groups: (pp. 481-512).
- Malchiodi: Using art therapy with medical support groups In Handbook of Art Therapy, (pp. 351-361).

Optional Reading:
- Liebmann, Chapter 6: Residential Institutions; Psychiatric Day Patients/ Clients (pp. 100-116).

Class 13 (4/13): Social Action & Community Groups

- Final Paper Due
- Guest Speaker: Alexander Santiago-Jirau: Theatre of the Oppressed

Readings for Class 13:
- Babbage, F.: Augusto Boal, chapter 2: Theatre of the oppressed (pp. 35-64).
- DiAngelo, R. What Does it Mean to be White? Chapter 4: Defining Terms (pp 29-64).

**Optional Reading:**
- Carol Vandiver Lark PhD, ATR-BC, CGP (2005): Using Art as Language in Large Group Dialogues: The TRECsm Model (pp. 24-31).

**Class 14 (4/20): Adult Groups: Geriatric & Bereavement Groups**
- Student-led group #7
- **Reading for Class 14:**
  - Riley, S. Chapter 7 & 10: Working with elderly population with serious loss of cognition (pp. 157-192). Bereavement: A women’s group created around a theme of bereavement (pp. 221-235).
  - Moxley, Feen-Calligan, Washington, & Garriott: Quilting in Self-Efficacy Group Work with Older African American Women Leaving Homelessness (pp. 113-122)

**Optional Reading:**

**Class 15 (4/27): Termination Groups**
- **Readings for Class 15:**
  - Yalom Chapter 12, Termination (pp. 382-390)
  - Mcrae Chapter 10 Termination (147-153).
  - Waller Chapter 21 Ending the Group (pp 148-150).