COURSE DESCRIPTION:
This course will enable students to examine the use of paints, inks, organic art processes, sculpture materials and other traditional and non-traditional art media and their use with particular client populations. Salient features of particular materials and expressive dimensions will be explored. Discussion of computer applications relevant to art therapy will be included. Students will investigate the impact of art processes and materials through ongoing participation in personal art making. By strengthening their connection to the creative process, students will gain an understanding of personal symbolic language, and arts-based learning allowing for the opportunity to integrate intellectual, emotional, artistic and interpersonal knowledge.

COURSE OBJECTIVES:
Learning Outcomes:
1. To understand the inherent qualities (stimulus potential) of various media and their use with various client populations.
2. To understand the emotional responses inherent in particular materials.
3. To teach students how and when to utilize a variety of materials and proceed along a continuum of dry, structured materials to loose and more regressive media.
4. To learn when to utilize directives vs. an open studio approach.
5. To be able to assess a client and determine what particular developmental stage requires attention.

COURSE REQUIREMENTS AND EVALUATION CRITERIA:

1. Create an environmental autobiography from birth to age 18 (you can go beyond 18 if you like), detailing how the use of art during your childhood and adolescence, influenced who you are today. Discuss how the physical and psychological environment of your childhood impacted your decision to become an artist and ultimately an art therapist. Consider whom or what inspired you and the role art had in your development. The environmental autobiography should be approximately 12 pages in length, double spaced (12 font size). This paper is due on October 10, 2016.
2. **Final Paper** - Create an **art therapy project** utilizing a material(s) of your choice. Describe the media, process and product. Consider therapeutic issues, reasons for selecting this particular project and at what point in treatment (initial phase, middle phase or termination) you would utilize this project and **why**. Present this project at your internship and describe the process **in detail** and the effectiveness (or ineffectiveness) with the population you are presently working with. You must include your personal experience with this material and color copies or photographs of both your project and that of your client(s). Your paper should be at least 10 pages in length, double-spaced (12 font size), with a minimum of five references (**books and professional journal articles only**). **The paper MUST be written in APA format.** The due date for this paper is **December 5 2016**.

3. **Weekly written and visual responses to class experience** - Students are required to submit brief written and visual responses to class experiences throughout the semester, as they relate to their work with clients. Written and visual responses to the class experience facilitate the connection to image making, keeps ideas flowing and develops visual language. Please include feelings, thoughts about articles, class discussions, etc. Weekly reactions should be viewed as a creative process of self-expression and exploration of one’s relationship to the world. The weekly written responses should be **1-2 pages typed**, double spaced, (12 font size).

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**Active class participation – 10%**  
**Environmental Autobiography - 30%**  
**Final Paper - 30%**  
**Weekly written and visual responses – 30%**

Three absences are excessive and will affect your final grade.  
Students who are more than 10 minutes late will be marked absent.  
Please call or email the instructor if you are going to be absent: **212.592.2610**.

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**MPS ART THERAPY ACADEMIC POLICIES 2016-2017**

**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.

**ACADEMIC PROGRESS**
Graduate students must maintain a minimum grade point average of 3.0 in order to remain in good academic standing. The MPS Art Therapy Department will accept towards a graduate degree only those courses with grades of B- or higher. Students who do not meet these minimum requirements will be placed on academic probation, receive a letter specifying the terms of probation, and have their work monitored by the MPS Art Therapy Department. Any student on academic probation who gets a Mid-semester Unsatisfactory Evaluation must meet with the Graduate Advisor. Two semesters on academic probation, or not fulfilling the conditions of the probation letter, may result in dismissal from SVA.

CLASS 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. Excessive absence or lateness will result in a reduced grade for the course and potential academic probation.

MID-SEMESTER UNSATISFACTORY EVALUATIONS
Students who do not meet course requirements will receive a Mid-Semester Unsatisfactory Evaluation. This form may be given to a student for excessive absences, failure to complete required work or assignments in a satisfactory manner, or failure to participate in classroom work and activity. A student will receive written notification of a Mid-Semester Unsatisfactory Evaluation, as will the Department Chair, the Coordinator of Academic Advisement, and the Graduate Advisor.

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.

STUDENTS WITH IMPAIRMENTS AND DISABILITIES
In order to receive academic accommodations due to an impairment or disability, a student must first register with the Office of Disability Services (ODS). Students approved for accommodations will be given an ODS Accommodation Letter to submit to their instructors. If a student does not provide an ODS Accommodation Letter to their instructor, they will not be eligible to receive accommodations in that course. All instructors are required to adhere to SVA’s policies regarding accommodations for students with disabilities. Students who have a need for academic accommodations, or suspect they may have an impairment or disability, should contact the ODS at 212.592.2282, or email disabilityservices@sva.edu.

GRADING
A = excellent, outstanding performance
B = good performance
B- = lowest grade student can receive without having to retake the course
C+ and lower = not acceptable graduate level work. Student MUST repeat course and will be placed on academic probation.

**Percentage Breakdowns:**
- 93-100% = A
- 90-92% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 79% and lower = R (Repeat), student MUST repeat course

**NOTE:** There are no A+ grades given in the MPS Art Therapy Department.

**INCOMPLETE GRADES**
In rare circumstances, students unable to complete required coursework in a given semester may receive an Incomplete grade. This decision is made by the instructor and student, and an Incomplete Grade form is generated and put on file with the Art Therapy Department and the Registrar’s Office. This form is an agreement between the student and instructor specifying what work needs to be completed and when it is due. Any deviation from this agreement may result in a failing grade for the course.

**REQUIRED READING**

**COURSE PACK,** which can be purchased at:

**STAPLES**
641 Avenue of the Americas (6th Avenue at 20th Street)
New York, NY 10011
(212) 462-2959
*Call to see whether course pack is available*

Instructor reserves the right to distribute additional reading materials if deemed relevant to course content.

**SUPPLEMENTARY TEXTS**


COURSE OUTLINE

WEEK 1 - September 12, 2016 — Review of course outline and requirements. Exploration of Low Stimulus Impact Media –

Populations that might benefit from low stimulus impact and control will be discussed. Experiential exercises will illustrate the benefits and limitations of this type of media.

Readings: (for September 19, 2016)

Malchiodi, (Ed.), (2011) 2nd edition, Handbook of Art Therapy (Xeroxed chapter), Steele, Using Drawings in Short-Term Trauma Resolution”


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WEEK 2 - September 19, 2016 – Color Introduction in Treatment – Crayons and Colored Pencils.

Adult and child populations that benefit from low-impact structured controlled media. Experiential exercises for both crayon and colored pencil work will be offered.

Readings: (for September 26, 2016)


WEEK 3 - September 26, 2016 – Murals, Markers, Oil Pastels, and Chalk.

Benefits and detriments of these types of media and methods for diverse populations will be explored. Experiential exercises with above media will exemplify findings.

Readings: (for October 3, 2016)

Herman, J. (1997), Trauma & Recovery (Xeroxed chapter), New York: Basic Books


WEEK 4 - October 3, 2016 –Collage - Collage as a projective technique for diverse populations - The value/challenges of collage with adolescents, bereaved adults, dementia clients, veterans and other populations.

Creating A Safe Space – Creating a safe space, according to Judith Herman, is the first of the three stages in the process of recovering from traumatic life events and experiences. An art therapy intervention, which focuses symbolically and literally on creating a safe space, will be introduced. Use with populations such as PTSD, addictions, and medical will be discussed.

ENVIRONMENTAL AUTOBIOGRAPHY DUE NEXT WEEK, October 10, 2016.

Readings: (for October 10, 2016)

Gaes, My Book for Kids With ‘Cansur’


WEEK 5 - October 10, 2016 – Therapeutic Books: Telling Stories – the therapeutic benefits of creating books with clients of all ages/backgrounds

Video - “You Don’t Have to Die”

ENVIRONMENTAL AUTOBIOGRAPHY DUE TODAY

Readings: (for October 17 2016)


* Please bring a laptop or tablet to class for art making for 10.17.16 class.


WEEK 6 - October 17, 2016 – Technology Boot Camp: An Introduction to Digital Art Therapy Techniques for Beginners – Guest lecturer, Bethany Altschwager, ATR-BC, LCAT

Readings: (for October 24, 2016)

Wadeson, Art Therapy in Practice (Xeroxed chapter), pp. 104-107.


*Please bring in at least 7 found objects NEXT WEEK, October 24th class*

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**WEEK 7** - October 24, 2016 –**Found Object Sculpture** - Discussion of at risk adolescent, homeless and other populations, which are ideally suited for this modality. Experiential exercise will follow.

**Readings:** (for October 31, 2016)


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**WEEK 8** - October 31, 2016 –**Benefits of Creating Therapeutic Dolls in Art Therapy** – creation of dolls and the therapeutic use of this modality for various populations.

**Readings:** (for November 7, 2016)


Please bring in 10 -15 COLOR XEROXES or COPIES of your family photographs for November 7th Class. MAKE SURE TO INCLUDE PICTURES OF YOU…

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**WEEK 9** - November 7, 2016 – **Phototherapy** – The use of family and other types of
photographs in treatment. Experiential session based on recent advances in phototherapy training.

**Readings: (for November 14, 2016)**


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**WEEK 10 - November 14, 2016 - Paint and Ink – Watercolors, inks, and watercolor pencils.** Aspects of losing control, regression and spontaneous imagery will be explored.

**Readings: (for November 21, 2016)**


Pendleton, “Painting a Path of Well-being: Art Therapy as a Link to Mental Health Treatment”, Art Therapy, Jl. of the AATA, Vol.16 (1) 1999.


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**WEEK 11 - November 21, 2016 – Paint (continued) – Acrylics, Oils and Oil Sticks.** Experiential group and dyad exercises demonstrating the therapeutic potential of each of these media, plus exploration of populations that would benefit from utilizing them.

**Readings: (for November 28, 2016)**


WEEK 12 - November 28, 2016– Clay – Exploration of the therapeutic benefits inherent in this regressive medium will be offered. Experiential exercise will demonstrate benefits and contraindications of this medium.

Readings: (for December 5, 2016)


FINAL PAPER DUE NEXT WEEK, 12.5.16

WEEK 13 - December 5, 2016 – Mask Making – plaster casting - Use of face casting (and other body parts) in treatment with various populations, and contraindications re: use of this controversial technique.

FINAL PAPER DUE TODAY

Readings: (for December 12, 2016)

*PLEASE BRING AN OLD TOWEL NEXT WEEK, 12.12.16

WEEK 14 -December 12, 2016 – Stone Sculpture –
The benefits of stone carving with specific populations will be explored.

Readings for December 19, 2016
NONE!


FINAL PAPERS RETURNED TODAY
NOTE: The Department Chair and Internship Coordinator reserve the right to attend any class session at any time.