ATG-6140 – Clinical Topics in Trauma
3 credits, SPRING 2017 Tuesdays, 6:00-8:50pm

Irene Rosner David, PhD, ATR-BC, LCAT
Wk 212/562-3671, BB 347/865-3007 Irene.David@bellevue.nychhc.org, reendy@aol.com

Course Description

This course will offer a range of art therapy applications pertaining to traumatic experience, including medical trauma which brings particular psychological issues and adjustment challenges. Various aspects of trauma recovery will be presented by the instructor and guest lecturers with specific areas of expertise. Client populations, treatment approaches and related professional dimensions will be explored, creating a spectrum of concepts and practice. Representative cases will be presented with a focus on client engagement, therapeutic goals and clinical outcomes. Students will gain a fuller understanding of trauma and potential for art therapy in treatment.

Educational Goals/Course Objectives

- Students will develop a fuller understanding of various disabling conditions caused by trauma and related psychological aspects of physical impairment.
- Students will be able to differentiate between acute/traumatic experience and chronic or long-term/life-threatening illness.
- Students will develop a fuller understanding of cognitive impairment caused by traumatic brain injury, stroke and dementia.
- Students will be able to differentiate between use of the artistic modality for creative expression and cognitive remediation.
- Students will broaden their knowledge base of art therapy applications and techniques, including adaptive approaches to art-making.
- Students will become aware of various healthcare modalities in trauma treatment and inter-disciplinarity within a clinical setting.
- Students will gain a fuller understanding of the potential of the therapeutic arts discipline within the treatment milieu.
- Students will be come more self-aware in caring for traumatized populations.

Educational Activities

The course instructor and guest lecturers will provide didactic information and experiential art activities. Presentations will delineate the features of trauma topics with illustrative images, original artwork and related films. There will be an off-site class session in a hospital that treats traumatized patients, providing learning opportunity within a clinical environment. Readings will serve as contextual material and enrich course content. Assignments are designed to be thought-provoking, expansive and contributory to an effective merge of theory and practice.
ACADEMIC DISHONESTY POLICY
Students are expected to generate their own work. All assignments are expected to be the original ideas and writings of students, unless otherwise cited from reference material. If there is a question about sources and references, students should consult with the course instructor. Academic dishonesty includes, but is not limited to activities such as plagiarism – presenting another person’s work as one’s own, whether this is literary or creative accomplishment, without giving proper credit to the source.

PLAGIARISM
The School of Visual Arts MPS Art Therapy Department has a no tolerance policy regarding plagiarism. Plagiarism is illegal and, in addition to action taken by the department, may be prosecuted under the law. Plagiarism belies the integrity of the author’s original work and undermines the offending student’s capacity for learning.

The MPS Art Therapy Department defines plagiarism as the following:

1. 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.
2. Directly reproducing someone’s drawings, illustrations, tables, charts or graphs without appropriate reference.
3. 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 American Psychological Association (APA) for referencing research material. The MPS Art Therapy Department makes available to all students periodic workshops focusing on understanding the APA guidelines for referencing materials. It is each student’s responsibility to familiarize him/herself with current APA guidelines.

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 and have their work monitored by the graduate advisor. They will also receive a letter specifying the terms of probation. Any student on academic probation who gets an unsatisfactory mid-semester report must meet with the coordinator of academic advisement to remedy the situation. Students who remain on probation require a transcript review and written permission from their department chair before they can register for courses in the upcoming year. Two semesters on academic probation, or not fulfilling the conditions of the probation letter, may result in dismissal from SVA.
GRADE RANKING
- 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/failing

NOTE: + can be attached to all letter grades except for A.

Percentage Breakdowns:
- 93-100% = A
- 90-92% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B- *

*NOTE: Students MUST retake courses in which they receive a grade less than B- (80-82%).
ATG-6140
Clinical Topics in Trauma

Course Requirements/Assignments/Grade Breakdown

*Class Attendance/Punctuality* - Program guidelines indicate that more than two absences or three latenesses (15 mins.) are considered excessive and will lower the final grade.

*Class Participation* 10%
Comments, questions and discussion to demonstrate:
1) incorporation of information from lectures, educational experiences and readings
2) integration of course material and concepts into practice

*Assignment #1*, 15% Reaction/Observation
Observe a person who exhibits a demeanor suggestive of trauma response. Consider mannerisms or behaviors that may have been caused by trauma. Reflect upon your observation; present your thoughts and insights gained, including the following:

1) your impressions, reactions and speculation as to the traumatic etiology
2) heightened awareness about traumatic effects
3) your emotions evoked
4) clinical goals for such a person in art therapy
5) means of engaging such a person in art therapy
due Jan. 19th

*Assignment #2*, 30% Essay based on one of the guest lectures describing:

1) what you learned about the clinical topic and challenges as related to trauma
2) expanded awareness about art therapy applicability for this traumatized population
3) two or more specific features of art therapy with this population
4) your reactions to the presenter’s clinical work and style
2-3 pages double-spaced, due one week > respective lecture, but by April 12th
Assignment #3A 35% Final Paper to accompany an art piece created while assuming a traumatic challenge describing the experience from theoretical and practical perspectives including:

1) foundation about the form of trauma, related treatments and psychological aspects
2) art therapy applicability, specialized goals and outcomes
3) affective responses to the experience including attitudes regarding trauma
4) reflection on transferential, counter-transferential issues and any personal associations
5) expansiveness of approach and any modifications to your thinking regarding trauma recovery

5-7 pages double-spaced, a minimum of 3 scholarly references in APA format, due April 19th

Assignment #3B, 10% Artwork created while assuming a traumatic challenge to accompany the final paper. Students should attempt to simulate having had a particular trauma learned about in the course, considering resultant internal processes and effect on art, including:

1) physical, cognitive, and/or behavioral manifestations
2) associated psychological/emotional issues
3) what was learned about the art process as related to the trauma
4) what was learned about the traumatic experience and its residual effects as conveyed in the art
5) ways an art therapist may guide and support a person toward effective adaptation/integration

Artwork presentations due April 19th & April 26th
ATG-6140, Clinical Topics in Trauma

Course Outline (NOTE: * denotes required reading)

#1, 1/10 Course Overview


Herman, J. (1997). Terror. In J. Herman, *Trauma and recovery: The aftermath of violence from domestic abuse to political terror* (pp.33-50), New York: Basic Books.*

Herman, J. (1997). Disconnection. In J. Herman, *Trauma and recovery: The aftermath of violence from domestic abuse to political terror* (pp.51-73), New York: Basic Books.*


#2, 1/17 Art Therapy and Infectious Tuberculosis (guest speaker)

Assignment #1 due


#3, 1/24 Art Therapy and the Elderly/Dementia/Stroke


#4, 1/31 Art Therapy and Brain Injury


#5, 2/7 Art Therapy and Chronic Illness/Transplantation (guest speaker)


#6, 2/14 Art Therapy and Palliative Care/Bereavement


# 7, 2/21 **Art Therapy and HIV/AIDS** (guest speaker)


# 8, 2/28 **Art Therapy and Alcoholism/Chemical Dependency** (guest speaker)


3/7  **Spring Break, NO CLASS**

### #9, 3/14 **Art Therapy and Crises**


### #10, 3/21 **Art Therapy and Institutional Trauma**


#11, 3/28, **Art Therapy and Severe Physical Impairment** (guest speakers)


#12, 4/4 **Adaptive Art-Making/Co-Treatment/Environment of Care** (guest speaker)
Field Trip, Bellevue Hospital Center, 27th Street at First Ave., rm.6East25


#13, 4/11 **Vicarious Trauma/Compassion Fatigue/Care to the Caregiver**


#14, 4/18 Final Assignment #3A Papers Due
Final Assignment #3B Artwork Presentations Due

#15, 4/25 Final Assignment #3B Artwork Presentations Due

Course Summary
Course Evaluations
Additional Recommended Readings


