



**GRADUATE ART THERAPY PSYCHOLOGY DEPARTMENT
COURSE SYLLABUS
FALL 2022**

**AT 5100: HISTORY & FOUNDATIONS OF ART THERAPY (1 unit)
Two Saturdays, 9:00AM - 5:00PM (October 1 & November 5)
Gwen J. Sanders, Ph.D., LMFT, ATR-BC, ATCS**

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Office Location: Guzman Gazebo
Hours: by appointment**

COURSE DESCRIPTION: This course provides an overview of the history and foundation of art therapy. It will begin with an exploration of early images, sacred sites and the role they have played in physical and mental healing. The discovery of art of the mentally ill and how Freud and Jung blended art and psychology will also be addressed. The major focus of the course will be on contributions made by Art Therapy Founders, Pioneers and current leaders in the field, to the development and practice of art therapy systems, journals, and registration organizations that add to the diversity of settings and populations served. Students will interview a Founder/Leader in the Art Therapy field as well as research an Art Therapy Topic they selected on the first day to present on the last day of class.

ART THERAPY, MFT AND/OR LPCC CONTENT AREAS ADDRESSED THROUGH THIS COURSE INCLUDE:

1. Students will learn and understand the history of art therapy and be familiar with those art therapists who create the foundation of the field.
2. Students will learn the principles and application of art therapy with diverse populations and incorporate art therapy techniques of practice applying a variety of art media.
3. Students will be taught an emphasis of specialization that may address any one or more of the unique and complex array of human problems, symptoms, and needs of Californians served by therapists.
4. Students will be aware how class and socio-economic status of families affects their mental health and treatment and how assessment must integrate cultural and social diversity with the understanding of how poverty and social stress impact the family's mental health and recovery including the range of addictive behaviors which impact families and individuals throughout their life, as well as the understanding of marriage, divorce and the blended families which impact the class of the individual in the system.
5. Students will understand multicultural counseling theories and techniques, including the counselors' roles in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating

for diverse populations, and counselors' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination.

LEARNING OUTCOMES

Upon successful completion of the course, each student will be able to:

1. Demonstrate an understanding of the history of art therapy and be familiar with those art therapists who create the foundation of the field through the development and presentation reflecting an art therapy pioneer.
2. Demonstrate the principles and application of art therapy with diverse populations and incorporate art therapy techniques of practice applying a variety of art media through personal art directives and class discussion.
3. Engage in discussion and reflection stemming from lectures exploring an emphasis of specialization that may address any one or more of the unique and complex array of human problems, symptoms, and needs of Californians served by therapists.
4. Understand how awareness that class and socio-economic status of families affects their mental health and treatment and how assessment must integrate cultural and social diversity. Through studying the history of art therapy, students will gain understanding of how poverty and social stress impact the family's mental health and recovery including the range of addictive behaviors which impact families and individuals throughout their life, as well as the understanding of marriage, divorce and the blended families which impact the class of the individual in the system through class and personal exploration of art therapy in America and abroad.
5. Understand multicultural counseling theories and techniques, including the counselors' roles in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse populations, and counselors' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination through class discussion readings and presentations.
6. Develop a thoughtful approach at evaluating the history of the art therapy field in order to assess, evaluate and approach how they would like to enhance the future of the field.
7. Gain knowledge about Founders and Pioneers in the field of Art Therapy including researching a topic that further explores aspects of the field not generally taught in classes.
8. Present a PowerPoint overview of a Founder/Pioneer/Leaders as well as Art Therapy Topic.
9. Research an Art Therapy Topic providing a one page handout about your findings to educate the classmates and instructor.
10. Imagine and create art that reflects your current identity as an art therapist and your future art therapist art piece to show in class, including an Artist Statement.
11. Imagine how the field of art therapy can grow and evolve to include the student's vision of how the future of art therapy will be inclusive and dynamic in their life.

TEXTBOOK & RESOURCES

Selected Readings by Instructor, included in syllabus & posted on the Moodle

Required Readings:

1. Journal Articles for assignment are provided by instructor on Moodle by topic. Please read/scan articles to develop a future self identity focus for your final 5-page paper.

2. Junge, M. B. (2014). *Identity and Art Therapy: Personal and professional perspectives*. Charles C Thomas Publisher.

Recommended reading:

Junge, M. B. (2010). *The modern history of art therapy in the United States*. Charles C Thomas Publisher.

LIBRARY SUPPORT CONTACT INFORMATION

Hours: Monday-Friday, 9 a.m.-5 p.m.

- [\(415\) 485-3251](tel:4154853251)
- ref@dominican.edu
- [Dominican Scholar](#)
- [FAQs: Ask the Library](#)

ACADEMIC HONESTY HONOR CODE: Students are expected to adhere to the Academic Honesty Honor Code stated in the [Catalog](#).

Students should practice academic integrity in all of its forms, including abstaining from plagiarism, cheating, and other forms of academic misconduct. The University reserves the right to determine in any given instance what action constitutes a violation of academic honesty and integrity.

DIVERSITY

Guiding Principles

- All members of the University community are collectively responsible for enabling and institutionalizing diversity, equity, and inclusion throughout the University.
- All members of the University community should consider diversity, equity, and inclusion constructively in all planning, policy, decision-making, procedural, academic, and administrative operations throughout the University.
- All members of the University community should refuse to accept any behavior or action that is diversity-intolerant, exclusionary, insensitive, and/or discriminatory.
- All members of the University community should promote a campus environment that continuously works for greater equity through leveling access of opportunity for all of its participants, irrespective of experience and identity, which includes but is not limited to the categories listed above.

TEACHING METHODS: The instructor will provide group discussion, lecture, experiential exercises, PowerPoint slides, and videos as a means of presenting the information that is relative to the students' future work as a clinician.

EXPECTATIONS FOR STUDENTS: The educational standards that require courses taught at the Master Degree level demand three hours of out-of-class work for every one hour of in-class work (i.e. a one-unit class requires 45 hours of additional work, outside the 15 hours spent in class).

The additional 45 outside-class hours will be met through:

- 1) interview and research your selected Founder/Pioneer/Leader of Art Therapy to present in class on final day

- 2) research an Art Therapy Topic to present on the final day incorporated into the presentation
- 3) create initial Identity of Art Therapy art and bring your Future Identity as an Art Therapist final class that is explained in your Artist Statement, display and discuss.
- 4) review, read and research book/s and Moodle topics for final 5 page paper
- 5) write 5 page paper, Future Identity as an Art Therapist

ASSIGNMENTS

1. **Attendance, in person both classes in full required.** Tardiness will affect your grade. Please leave an email if you will be late to class. 10%
2. **Participation** in class discussions of reading, class exercises and dialogue 10%
3. **Power Point presentation of Founder/Pioneer/Leader of Art Therapy ~ include:** 25%
 - 3 generation **Genogram of Mentors/Mentees.**
 - a. **Research on a Art Therapy Topic presentation**
 - provide typed **handout** or email of art therapy topic for classmates 10%
4. **Identity of Art Therapy artwork: Current & Future art & Artist Statement** 15%
 - +Create art on first day, share in small and large group (5%)
 - +Create Future Identity as an Art Therapist art and Artist Statement to share in class last day (10%)
5. Five-page APA paper, **Future Identity as an Art Therapist** review Moodle articles, select 3 authors from the *Identity and Art Therapy* book to discuss that supports topic/s relevant to your interests (history, AATA, artist as therapist, community engagement, international experiences). Must use specific Subheadings (below) within paper to discuss your future identity interests. 30%

DUE: 11/5/22: Upload on Moodle - Power Point, handout on Art Therapy Topic, Artist Statement, Current & Future Identity Art (2)

DUE: 11/19/22: Upload on Moodle - 5-page Future Identity as an Art Therapist - midnight deadline

GRADING POLICY

<u>PercentGrade</u>	<u>Grade</u>	<u>Grade Points Per Unit</u>
97-100	A+	4.0
94-96	A	4.0
90-93	A-	3.7
87-89	B+	3.3
84-86	B	3.0
80-83	B-	2.7
77-79	C+	2.3
74-76	C	2.0
70-73	C-	Unacceptable
69 or below		Unacceptable

***Homework papers handed in late will reduce your grade by 10% or one letter grade. If you do not contact me about being late, your grade will be further reduced.**

EXPECTATIONS FOR STUDENTS TO MEET THEIR GRADES

20%: Attendance and Participation – must attend both days in full

35%: PowerPoint presentation of Art Therapist you interviewed & Art Therapy Topic with handout

- Introduce your Founder/Pioneer/Leader: discuss their education [university], clinical focus, theoretical approach, interests, contributions to the field, work history and their future interests, etc. 20 minutes
- Include a three generation genogram of mentors/mentees (mentored by/mentored others) Present your Art Therapy Topic that you researched included in PowerPoint - email or **provide handouts for your classmates.**
- **Both must not exceed 20 minutes.**

5% (included) Provide handouts/email to classmates on your Art Therapy Topic information

15%: Create Identity of Art Therapy- Art

- Create art on first day of class, including 5 words that inform your interests, share in class
- Change your art from the first day of class, create your final Future Identity as an Art Therapist art including the same and/or different 5 descriptive words as your imagined future self and write a one-page Artist Statement.
- Bring final art piece, completed at home, and an Artist Statement on the final day to be viewed by group [upload both on Moodle 11/5/22].
- Print out your Artist Statement, place next to your final art piece to be discussed and/or read during the last class in the large group after the day's presentations.

30%: Five-page APA paper (7th Edition): This paper includes:

Cover page, Abstract, 5 pages text that must have these Subheadings - Art Therapists of Interest (from 2014 Junge book), Current Interests, Experience, Seeking Knowledge, Future Hopes, Conclusion; References (approximately 8 pages)

- Reference the book entitled *Identity and Art Therapy* by finding at least 3 art therapists to cite that reflects the art therapists of interest in their stories.
- Note your current interests and how these art therapists may have influenced this/or not.
- Discuss how your own experience has influenced your work today and future interests.
- Address how you feel you want to continue to seek knowledge to become your future art therapist self.
- By including topics that intrigue/excite you, note how your future hopes may help you reach these goals. Please use some of the articles posted on the course Moodle if interested.
- Cite at least 5 articles posted on the Moodle course to support your evidence.
- Write a conclusion to your paper, and provide references page

STUDENTS WHO REQUIRE ACCOMMODATIONS:

Dominican University of California is committed to equal access for all students in accordance with the Americans with Disabilities Act of 1990. Students who feel they may need accommodations based on the impact of a disability should contact the Office of Accessibility and Disability Services at 415-257-1388 or email accessibility@dominican.edu as soon as possible to discuss specific accommodations. Please submit the subsequent paperwork to the instructor right away.

Accessibility and Disability Services Office

<https://www.dominican.edu/directory/accessibility-and-disability-services-office>

- accessibility@dominican.edu

- (415) 257-1388

COURSE EVALUATIONS

Dominican University of California is committed to an ongoing evaluation of its programs and courses through a culture of constructive dialogue and feedback. It is expected that students will complete the course evaluation either in class or outside of class. The instructor will determine time for the course evaluation to be completed. A link to the course evaluation will be sent to all the students enrolled in the class by the IT Department. The evaluation may be completed on a laptop, tablet, or mobile device, laptops can be checked out from the library.

TITLE IX

As instructors, one of our responsibilities is to help create a safe learning environment for our students and for the campus as a whole. As part of our commitment to students' wellbeing, we have the responsibility to report any instances of sexual harassment, sexual violence, relationship violence, or stalking to our Title IX Coordinator, so they can inform students about their reporting options and the various support resources available. Student privacy is a priority for us and will be maintained to the extent permissible by law and policy. For more information about your rights and reporting options, including confidential and anonymous reporting, please visit [dominican.edu/titleix](https://www.dominican.edu/titleix).

PRIVACY & CONFIDENTIALITY: Students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

RESOURCES:

CARE Team

From [CARE team](#) (Connection, Advocacy, Resources, Education) website:

The CARE Team serves as the centralized body for discussion and action regarding students in need of additional support and students exhibiting behaviors that may indicate distress.

The CARE Team supports students directly, as well as through consultation with campus partners. When necessary, the CARE Team also assesses risk of harm to the University community and coordinates appropriate action to ensure the safety of individual students and the University at large.

Counseling Services

Counseling Services provides a supportive environment where students can explore, change and grow at their own pace. Counseling can help with issues ranging from test anxiety to family conflict, from alcohol and drug use to general feelings of being “stuck.”

<https://www.dominican.edu/campus-life/health-and-wellness/university-counseling-services>

- Every Dominican student is eligible to use Counseling Services, free of charge, during their time at Dominican. Make an appointment using the link above
- Our counselors are Marriage and Family Therapist trainees or associates who are advanced students in, or graduates of the Master's in Counseling Psychology program at Dominican.
- Appointments are available throughout the day, Monday through Friday, including some evenings. Appointments typically last for 50 minutes.

Student Success Center: Integrative Coaches + Peer Mentors

<https://www.dominican.edu/directory/student-success-center>

- The Student Success Center provides a collection of services that support students' academic, personal, and professional goals, connecting students to campus and community resources.
- All students are encouraged to connect with Integrative Coaches for academic support. Email sscstu@dominican.edu to arrange for a meeting with an integrative coach and/or to request contact with a peer mentor.

Tutoring and Learning Center

<https://www.dominican.edu/directory/tutoring-and-learning-center>

Title IX

Faculty are mandated reporters:

<https://www.dominican.edu/about/safety-and-emergency-information/sexual-misconduct-title-ix-and-discrimination>

COURSE SCHEDULE & ASSIGNMENTS: May be altered at professor's discretion

10/1/22 *Introduction, overview of class, Power Point presentation of history, discussions*
Current Identity of Art Therapy Art created and collaboratively shared at the end of first class; select art therapist Pioneers/Founders/Leaders to interview and a selected topic along with a classmate to cover for 11/5/2022 last class presentation

11/5/22 *Student Power Point Presentations:* Founders/Pioneers/Leaders of Art Therapy, includes a Genogram of Mentors/Mentees and your selected Art Therapy Topic.
Must be a maximum of 20 minutes

- Provide handout and/or sent to all class members of the Art Therapy Topics *Final Future Identity as an Art Therapist art shown/discussed along with Artist Statement*
- Future Identity as an Art Therapist is adapted/changed from first class to last class: includes perspectives gained after researching your founder, their mentoring process and the art therapy topics, etc.

DUE: 11/5/2022: Upload on Moodle - Power Point of Founder/Pioneer/Leader and Art Therapy Topic; handout for Art Therapy Topic; both the Current Identity of Art Therapy and final Future Identity as an Art Therapist art; Artist Statement.

11/19/22 Post Class: Write a five-page APA paper, citing reference for the future art therapy focus final paper (see details for what Subheading to be included above)

DISCLAIMER

This syllabus is subject to modification. The instructor will inform students of any changes.

Dominican Scholarly & Creative Works Conference

DATE: Wednesday, April 19, 2023

Link to the [Conference](#)

GRIEVANCES: First, talk with your professor about your concerns, in a timely manner. We are always open to your concerns and being able to talk about concerns is the hallmark of therapy. If your concerns are not resolved or you are not satisfied with the plan to resolve the problem, the policy is to consult the Chair of the Art Therapy Department. If your concerns are not resolved, you can contact the Director of the Art Therapy Psychology PhD program.

SOVEREIGN RIGHTS: We acknowledge that Dominican University of CA sits on the unceded ancestral homeland of the Coastal Miwok who are the original peoples of this area. We recognize that we benefit from living and working on their traditional homeland, and we affirm their sovereign rights as first peoples.

SOCIAL JUSTICE: The Art Therapy Psychology Department support social justice movements, including Black Lives Matter, to enhance our work as culturally humble art therapists.

CLINICAL SUITABILITY AND/OR ACADEMIC CONCERNS: A “Notice of Concern Form” may be completed by the instructor if s/he is concerned about a student’s clinical suitability, academic performance, interpersonal and/or social interactions, professionalism, or has other areas of concern. This notice will be reviewed with the Chair of the Art Therapy Program and with the student. Steps for improvement/resolution will be proposed and a copy will be placed in the student’s file and reviewed at a later date, or as an ongoing process, if needed.