Creative and Expressive Arts in Individual and Group Counseling
COUNSELING 6041
Spring 2024

I. Contact Information

Contact Information
Instructor: Dr. Poppy Moon
Email Address: moon@ulm.edu
Office Hours: Virtual – email instructor to set up a time
Preferred mode of communication with instructor: Email

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as University Policy must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

Course Description

This graduate-level course immerses students in the realm of Expressive Art Therapy, encompassing diverse populations and settings. It delves into the rich history, theories, and ethical considerations that underlie art therapy, equipping students with the skills to harness the therapeutic potential of art.

Further Description

This graduate-level course offers an immersive exploration of Expressive Art Therapy, a dynamic and transformative field that bridges artistic creativity and therapeutic healing. With a tailored focus on diverse client populations and counseling settings, this program delves into the underlying theories, creative techniques, and ethical considerations that underpin expressive art therapy. Students will develop the practical skills to employ art as a powerful therapeutic modality, fostering self-expression, personal growth, and emotional well-being in clients.

Key topics include the use of a wide range of art materials and techniques and their adaptability to different age groups, encompassing children, adolescents, adults, and the elderly. The course places a strong emphasis on creating a safe and inclusive environment for art therapy, where students actively engage in experiential art therapy activities, hands-on creative processes, and group sharing sessions, thus fostering self-discovery, emotional expression, and personal growth.

Prerequisites – None

Commitment to Diversity and Accommodations

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or click here for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found here.

Special circumstances. Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

Class Policies and Procedures

Required Textbook

None. Students will be using e-textbooks and journal articles available at the ULM Library.

Secret tip – The library allows you to download a certain number of pages of the book as a pdf. You might want to download parts of the book with art therapy exercises for future reference.

Required Materials

- Hardcover sketchbook 9 x 12 or 11x14. It can be either spiral bound or book bound. If you choose a book bound, be sure it will lay flat. Choose a book that has high quality paper
- Altoid tin
- Colored pencils/markers/crayons
- Simple watercolor set with brushes
- Tacky glue
- Scissors

- Random pieces of fabric, newspapers, magazines, yarn/embroidery floss, other small embellishments, tissue paper, scrapbook paper, paper from old books, etc.

Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students bare responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

Instructional Methods

The primary methods of instruction for this course comes from an asynchronous format that utilizes weekly recorded lectures, recorded clinical assessment demonstrations, and assigned readings. Students are required to engage in a discussion board through asynchronous or synchronous formats. Asynchronously, students create recorded video discussion posts individually or in groups using Flipgrid and provide written feedback to others' posts. Synchronously, students can participate in a live discussion board held weekly, where they can interact with the professor and other students over Zoom.

Course Objectives

Objectives **This course is designed to enable the student to:**
A. Explore various modalities of artistic expression
B. Experience the therapeutic effects of artistic expression within the context of a learning community
C. Demonstrate understanding and use of appropriate therapeutic responses to creative work
D. Pursue personal, professional, and artistic development through class experiences (synchronous) and (asynchronous) assignments
E. gain awareness of ethical issues and professional standards for using the expressive arts in therapy

Course Topics

The role of the art therapist
Ethical considerations in art therapy
Introduction to various art materials (e.g., drawing, painting, collage, nature)
Using expressive art techniques in individual and group therapy with specific populations
Using art therapy in schools, clinical, and other settings

Components:

1. One part of the course will be asynchronous on Canvas with readings and assignments.

2. There will also be a synchronous component over Zoom on 5/1 from 5-7 pm CST. There is an optional class meeting during Week 7 on 2/28.

Student Performance Evaluation: Criteria and Procedures

1. Weekly Course Journal (Ongoing Reflection) – (20 pts x 15 reflections = 300pts)

   Students will maintain a weekly course journal, engaging in a continuous process of reflection, personal insights, and artistic discoveries throughout the course.

2. Reading & Lecture Reflection Quizzes (20 pts x 4 quizzes= 200pts)

   Students will participate in short answer reflection quizzes after each reading assignment and lecture. These assessments are designed to deepen students' understanding and encourage thoughtful responses, fostering a connection between theory and practice in expressive art therapy.

3. Expressive Art Techniques Assignments (Hands-On Art Exploration) (250pts)

   Students will actively engage in a series of expressive art techniques activities, allowing experimentation with various art materials and methodologies.

4. Art Project with Selected Population (Real-World Application) (150pts)

   Students will undertake an art project wherein they design and lead an art activity tailored to a chosen population - children, adolescents, adults, or the elderly. This assignment allows students to put their knowledge into practice.

5. Group Participation in Synchronous Class (Active Engagement) (100pts)

   Students will actively participate in a synchronous class where they share their final art projects.

Evaluation and Grade Assignment

Grades will be assigned as follows:
A = 100-90%
B = 89 – 80%

C = 79 –70%
D = 69 – 60%
F = 59-0%

Assignment Points and Percentages

	Points	Percentages
Weekly Course Journal	300	30%
Reading & Short Answer Reflection Quizzes	200	20%
Expressive Art Techniques Activities	250	25%
Art Project with Selected Population	150	15%
Group Participation in Synchronous Classes	100	10%
	1,000-point Total	100%

Schedule

Week/Dates	Topic	Assignments	Due Date: All assignments are due on Sundays at 11:55 p.m.
Week 1: Jan. 15-21		Introduction to Art Therapy	Introduction & Lecture
		Weekly Art Journal: Personal Exploration	Weekly Art Journal due 1/21
		Text Reading: Chapter 1 & 6 - *Inner Journeying Through Art Journaling: Learning to See and Record Your Life As a Work of Art*	Text Readings
		Text Reading: Chapter 1: *The Creative Journal – The Art of Finding Yourself*	
		Video: A Guide to Art Journaling	Videos
Week 2: Jan. 22-28		Child Development & Art Therapy – Individual Sessions	
		Weekly Art Journal: Personal Exploration	Weekly Art Journal Due 2/28
		Text Reading: Chapter 4 - *Art Activities for Children & Young People in Need*	Text Readings
		Journal Article: *The Squiggle Drawing Game in Child Psychotherapy*	
		Videos:	
		Video: Squiggle Gift Drawing Play Therapy Intervention	Art Assignment
		Video: Play Therapy Tool: The Squiggle Story Activity	
		Art Assignment 1: Modified Squiggle Drawing Game	Due 2/28
Week 3: Jan. 29-Feb. 4		Adolescent Development & Art Therapy – Individual Sessions	Chapter 4

	Weekly Art Journal: Personal Exploration	Weekly Art Journal Due 2/4
	Reading: *Creative Expression Activities for Teens: Exploring Identity Through Art, Craft, & Journaling*	Text Readings
	Art Assignment 2: Mini Shrines (p.35 of Creative Expression Book)	Art Assignment Due 2/4
Week 4: Feb. 5-11	Child Development & Art Therapy – Group Sessions	
	Weekly Art Journal: Personal Exploration	Weekly Art Journal due 2/11
	Text Reading: Chapter 6 & 14: *Healing the Inner-City Child – Creative Arts Therapies with At-Risk Youth*	Text Readings
	Reflection Quiz #1	Quiz 1 – Due 2/11
Week 5: Feb. 12-18	Adolescent Development & Art Therapy – Group Sessions	
	Weekly Art Journal: Personal Exploration	Weekly Art Journal Due 2/18
	Text Reading: *Cartooning Teen Stories: Using Comics to Explore Key Life Issues for Young People* Chapter 1 & 2 – Comic 2, 3, 4, & 6	Text Readings
	Art Assignment 3: Trumps (p.39)	Art Assignment due 2/18
Week 6: Feb. 19-25	Art Therapy with Adults	
	Weekly Art Journal: Personal Exploration	Weekly Art Journal due 2/25
	Text Reading: *The Use of Creative Therapies in Treating Depression* - Chapter 4	Text Readings
	Art Assignment 4: Collage Therapy (p.59)	Art Assignment due 2/25

Week 7: Feb. 26-Mar 3 **Optional Class Meeting**	Art Therapy with the Elderly Weekly Art Journal: Personal Exploration Text Reading: Chapter 2, 3, 5, 7: *Art Therapy with Older Adults: A Sourcebook* Reflection Quiz #2 Begin Art Assignment 5: A Life Memory with an Older Adult (from *Art Therapy with Older Adults* Chapter 3 p.53)	Weekly Art Journal due 2/3 Text Readings Quiz #2 Due 3/6 Art Assignment due 3/13
Week 8: Mar. 4 -10	Art Therapy with the Elderly Weekly Art Journal: Personal Exploration Text Reading: *Folk Art and Aging: Life Story Objects and Their Makers* - Introduction & Chapter 3 Text Reading: *Using art techniques across cultural and race boundaries: Working with identity* - Chapter 3 & 4. Check out the exercises at the end of the book. Complete and Submit Art Assignment 5: A Life Memory with an Older Adult	Weekly Art Journal due 3/10 Text Readings Art Assignment due 3/13
Week 9: Mar. 11-17	Art Therapy in Schools Weekly Art Journal: Personal Exploration Text Reading: *Expressive Arts Interventions for School Counselors* – Chapter 1 Text Reading: *Using Superheroes in Counseling and Play Therapy* – Chapters 1 & 2 Journal Reading: *Artbreak: A Creative Group Counseling Program for Children*	Weekly Art Journal due 3/17 Text Readings Journal Article

	Art Assignment 6: Superhero You! – Using Technology in a School Setting	Art Assignment due 3/17
Week 10: Mar. 18-24	Art Therapy Issues in Clinical Settings	
	Weekly Art Journal: Personal Exploration	Weekly Art Journal due 3/24
	Reflection Quiz #3	Quiz #3 due 3/27
	Text Reading: *Ethical Issues in Art Therapy* – Chapter 2 Text Reading: *The Creative Therapies and Eating Disorders* – Chapter 4 Journal Article: *The digital art therapy frame: creating a "magic circle" in teletherapy*	Text Readings/Journal Article
Week 11: Mar. 25-31	The Magic of Phototherapy	
	Weekly Art Journal: Personal Exploration	Weekly Art Journal due 3/31
	Text Reading: "Green Studio" – Nature and the Arts in Therapy – Chapter 8 Text Reading: Therapeutic Photography: Enhancing Self-Esteem, Self-Efficacy, and Resilience – Chapter 1 & 2	Text Readings
	Art Assignment 8 – Six Emotions (p.121 in *Therapeutic Photography*)	Art Assignment due 4/9
Spring Break April 1-7		
Week 12: April 8-14	Art Therapy in the Real World – Project Unlonely	
	Weekly Art Journal: Personal Exploration	Weekly Art Journal due 4/14

		Video: Project Unlonely Reading: Project Unlonely Webpage	Video & Reading
		Art Assignment 9: Make Something	Art Assignment
Week 13: April 15-21		Art Project with Selected Population Weekly Art Journal: Personal Exploration	Weekly Art Journal due 4/21
		Assignment: Art Project with Selected Population	Art Project Assignment due 5/1
Week 14: April 22-28		Art Project with Selected Population Weekly Art Journal: Personal Exploration	Weekly Art Journal due 4/28
		Reading & Reflection Quiz #4	Quiz #4 due 4/28
		Continue working on your Art Project with Selected Population Assignment	Continue working on Art Project Assignment
Week 15: April 29-May 5	Live Class Meeting on 5/1	Weekly Art Journal Share: Art Project with Selected Population during Live Class	Due 5/5 Art Project with Selected Population due 5/1

References & Chapter Readings

Brooke S. L. (2017). *Combining the creative therapies with technology : using social media and online counseling to treat clients*. Charles C Thomas Publisher.

Brooke, S. L. (2008). *The creative therapies and eating disorders*. Charles C Thomas Publisher, Ltd.

Brooke, S. & Meyers, C. (2015) *The use of creative therapies in treating depression*. Charles C Thomas Publisher, Ltd.

Buchalter S. I. (2009). *Art therapy techniques and applications*. Jessica Kingsley.

Camilleri , V. (2007). *Healing the inner city child: Creative arts therapies with at-risk youth*. Jessica Kingsley Publishers.

Capacchione , L. (2015). *The creative journal : The art of finding yourself* (35th ed.). Swallow Press.

Case, C. & Dalley, T. (1990). *Working with children in art therapy*. Routledge.

Citro A. (2016). *A little bit of dirt : 55 science and art activities to reconnect children with nature*.

Claman, L. (1980). The Squiggle-Drawing Game in Child Psychotherapy. *American Journal of Psychotherapy (Association for the Advancement of Psychotherapy)*, *34*(3), 414. https://doi-org.ulm.idm.oclc.org/10.1176/appi.psychotherapy.1980.34.3.414

Coholic , D. (2010). *Arts activities for children and young people in need : Helping children to develop mindfulness, spiritual awareness and self-esteem*. Jessica Kingsley Publishers.

Davis B. J. (2015). *Mindful art therapy*. Jessica Kingsley.

Degges-White S. & Colon B. R. (2015). *Expressive arts interventions for school counselors*. Springer Publishing Company LLC.

Drew J. (2016). *Cartooning teen stories : Using comics to explore key life issues with young people*. Jessica Kingsley Publishers.

Dye, L. (2017). *Using art techniques across cultural and race boundaries : Working with identity*. Jessica Kingsley Publishers.

Farrelly-Hansen M. (2001). *Spirituality and art therapy: living the connection*. J. Kingsley.

Foreman J. (2018). *Maskwork: The background masking and use of masks*. Lutterworth Press.

Fryrear, J., & Corbit, I. (1992). *Photo art therapy : a Jungian perspective*. Charles C Thomas Publisher, Ltd.

Garner, R. (2017). *Digital art therapy : Material, methods, and applications*. Jessica Kingsley Publishers.

Gibson, N. (2018). *Therapeutic photography : Enhancing self-esteem, self-efficacy and resilience*. Jessica Kingsley Publishers.

Michael Gunter. (2007). *Playing the unconscious : Psychoanalytic interviews with children using Winnicott's squiggle technique*. Routledge.

Hieb, M. (2005). *Inner journeying through art-journaling : Learning to see and record your life as a work of art*. Jessica Kingsley Publishers.

Henley, D. (2002). *Clayworks in art therapy : Plying the sacred circle*. Jessica Kingsley Publishers.

Hogan, S. (2003). *Gender issues in art therapy*. Jessica Kingsley Publishers.

Howie P. Prasad S. & Kristel J. (2013). *Using art therapy with diverse populations : crossing cultures and*

abilities. Jessica Kingsley.

Kapitan, L. (2003). *Re-Enchanting Art Therapy*. Charles C Thomas Publisher, Ltd.

Kay, J. (2016). *Folk art and aging : Life-story objects and their makers*. Indiana University Press.

Kerr C. (2008). *Family art therapy : foundations of theory and practice*. Routledge.

Kopytin A. I. & Rugh M. M. (2016). *"Green studio": nature and the arts in therapy*. Nova Science Publishers.

Liebmann, M. (2004). *Art therapy for groups: A handbook of themes and exercises* (2nd ed.) Routledge.

MacWilliam, Harris, B. & George, D. (2019). *Creative arts therapies and the LGBTQ community : Theory and practice*. Jessica Kingsley Publishers.

Magniant, R. C. P. (2004). *Art therapy with older adults: A sourcebook*. Charles C Thomas Publisher, Ltd.

Malchiodi, C. (2018). The handbook of art therapy and digital technology. Jessica Kingsley Publishers.

Moon, B. (2015). *Ethical issues in art therapy* (3rd ed.) Charles Thomas Publisher.

Rubin J. A. (2011). *The art of art therapy : what every art therapist needs to know* (2nd ed.). Routledge Taylor & Francis Group.

Rubin, L. (2007). *Using superheroes in counseling & play therapy*. Springer Publishing Company.

Rugh, M. (2016). *"Green studio": Nature and arts in therapy*. Nova Science Publishers, Inc.

Ryde J. Walton F. Heath A. Stevens C. Kaplan H. Sigal N. Radley S. West J. Woddis J. & Wood C. (2017). *Art therapy in private practice: theory practice and research in changing contexts*. Jessica Kingsley.

Thomas, B. (2011). *Creative expression activities for teens: Exploring identity through art, craft, and journaling*. Jessica Kingsley.

Thomas, B. (2019). *Creative coping skills for teens and tweens: Activities for self-care and emotional support*. Jessica Kingsley Publishers.

Scarlet, J. (2017). *Superhero therapy: mindfulness skills to help teens and young adults deal with anxiety, depression, and trauma*. Instant Help.

Schroder, D.. (2005). *Little windows into art therapy : Small openings for beginning therapists*. Jessica Kingsley Publishers.

Silverstone L. & Thorne B. (2009). *Art therapy exercises: inspirational and practical ideas to stimulate the imagination* (dissertation). Jessica Kingsley.

Ziff, K. (2016). *ArtBreak: A creative guide to joyful and productive classrooms*. Swallow Press.

Other Policies and Procedures

Attenance Policy : This is an online class so Moodle assignments are required weekly and students are required to check their ULM e-mails daily.

Make-up Policy: There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (http://bit.ly/1LbMV0c)

Academic Integrity: Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

Student Services: Information about ULM student services, such as Student Success Center (www.ulm.edu/studentsuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.

Emergency Procedures: (N/A for online courses.)

Discipline/Course Specific Policies: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Grading and emailing: Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

Late Policy: No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Student Services : The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:
Student Success Center www.ulm.edu/studentsuccess
Counseling Center www.ulm.edu/counselingcenter/
Special Needs at www.ulm.edu/studentaffairs/
Library www.ulm.edu/library/reference.html
Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current college's policies on serving students with disabilities can be obtained on the ULM website : www.ulm.edu/counselingcenter/

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220
Fax: 318-342-5228
Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

The Marriage & Family Therapy and Counseling Clinic: 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix