



SENATE COMMITTEE ON CURRICULAR AFFAIRS
COURSE SUBMISSION AND CONSULTATION FORM

Principal Faculty Member(s) Proposing Course

Name	User ID	College	Department
Erin E. Carter	eec17	Arts and Architecture (AA)	Not Available

Academic Home: Arts and Architecture (AA)

Type of Proposal: Add Change Drop

Message for Reviewers:

Course Designation

(AA 120N) Introduction to Art Therapy

Course Information

Cross-Listed Courses:

Prerequisites:

Corequisites:

Concurrents:

Recommended Preparations:

Abbreviated Title: Intro Art Therapy
Discipline: General Education
Course Listing: Inter-Domain

Special categories for Undergraduate (001-499) courses

Foundations

- Writing/Speaking (GWS)
- Quantification (GQ)

Knowledge Domains

- Health & Wellness (GHW)
- Natural Sciences (GN)
- Arts (GA)
- Humanities (GH)
- Social and Behavioral Sciences (GS)

Additional Designations

- Bachelor of Arts
- International Cultures (IL)
- United States Cultures (US)
- Honors Course
- Common course number - x94, x95, x96, x97, x99
- Writing Across the Curriculum

First-Year Engagement Program

- First-Year Seminar

Miscellaneous

Common Course

GE Learning Objectives

GenEd Learning Objective: Effective Communication

GenEd Learning Objective: Creative Thinking

GenEd Learning Objective: Crit & Analytical Think

GenEd Learning Objective: Global Learning

GenEd Learning Objective: Integrative Thinking

GenEd Learning Objective: Key Literacies

GenEd Learning Objective: Soc Resp & Ethic Reason

Bulletin Listing

Minimum Credits: 3

Maximum Credits: 3

Repeatable: NO

Department with Curricular Responsibility: Arts And Architecture Administration (UPAA_AAADM)

Effective Semester: SP 2019

Travel Component: NO

Course Outline

A brief outline or overview of the course content:

Introduction to Art Therapy is designed to introduce undergraduates to the philosophical, pragmatic and historical bases of the human service field of art therapy, with emphasis on current applications in the field of art therapy.

A listing of the major topics to be covered with an approximate length of time allotted for their discussion:

UNIT 1: Art therapy, an integrative mental health and human services profession

Lesson 1: Introduction - What is art therapy?

Readings (to be found on course site):

Definition: Art therapy

What is art therapy?

About art therapy

Broader definition of art therapy

Discussion (2 parts):

Students will provide a brief introduction (name, major, something interesting about themselves, etc.) and answer the following two questions:

Please describe a scenario where the arts have positively impacted your life. How can you assess the value or importance of this instance?

How would you define art therapy to a stranger if you only had the time that it takes to ride the elevator from level 1 to level 4?

Due:

Drawing Journal Submission 1

Quiz 1 (optional, does not count towards final grade)

Lesson 2: History of art therapy

Readings (to be found on course site):

Rubin, Art therapy: An introduction, Chapter 3: History, pages 49-64

Discussion:

It can be argued that art therapy evolved naturally within various disciplines and cultural institutions. Identify an example of this evolution within at least one setting.

Due:

Drawing Journal Submission 2

Quiz 2 (optional, does not count towards final grade)

Lesson 3: How to become an art therapist, credentials and prerequisites

Readings (to be found on course site):

Becoming an art therapist

Credentials and licensure

About the credentials

Discussion:

Art therapy, facilitated by a professional art therapist, effectively supports personal and relational treatment goals as well as community concerns. Describe an example when the term "art therapy" was used inaccurately.

Due:

Drawing Journal Submission 3

Quiz 3 (optional, does not count towards final grade)

Lesson 4: The art part and the therapy part

Readings (to be found on course site):

Rubin, Art therapy: An introduction, Chapter 4: The Basics, pages 69-80

Discussion:

Why is it important for art therapists to know about art, about therapy, and about the interaction between the two?

Due:

Drawing Journal Submission 4

Quiz 4 (optional, does not count towards final grade)

Student-generated Research Paper

Midterm 1/Unit 1 Exam

Due:

Timed Midterm 1

Drawing Journal Submission 5

UNIT 2: The FAQs of art therapy

Lesson 5: Non-verbal benefits

Readings (to be found on course site):

Rubin, Art therapy: An introduction, Chapter 4: The Basics, pages 85-93

Non-verbal benefits

Art therapy and autism: overview and recommendations by Nicole Martin

Discussion:

Your readings identify multiple benefits from art therapy that are not associated with other therapeutic modalities. Write a brief explanation of at least two of these unique therapeutic values of art. Choose one of these two and comment with which you particularly identify.

Due:

Drawing Journal Submission 6

Quiz 5 (optional, does not count towards final grade)

Lesson 6: Brief introduction on approaches to art therapy

Readings (to be found on course site):

Rubin, Approaches to Art Therapy, Introduction, pages 1-7

Rubin, Art therapy: An introduction, Chapter 2: What is Art Therapy?, page 25

Discussion:

Why is it important for an art therapist to understand multiple theoretical perspectives, even if his or her practice focuses on just one?

Due:

Drawing Journal Submission 7

Quiz 6 (optional, does not count towards final grade)

Student-generated Research Paper Peer Critique

Course Project check-in - organization selected

Lesson 7: Populations

Readings (to be found on course site):

Confronting Polarization in Art Therapy

Discussion:

What population were you most surprised to see served by art therapists? Least surprised? Why? Do you think there are populations that benefit more or less than others?

Due:

Drawing Journal Submission 8

Quiz 7 (optional, does not count towards final grade)

Course Project check-in - materials/outline organized

Lesson 8: Settings

Readings (to be found on course site):

About art therapy, Where Art Therapists Work

Discussion:

What setting were you most surprised to see served by art therapists? Least surprised? Why? Do you think there are settings that are more or less beneficial than others?

Due:

Drawing Journal Submission 9

Quiz 8 (optional, does not count towards final grade)

Midterm 2/Unit 2 Exam

Due:

Timed Midterm 2

Drawing Journal Submission 10

UNIT 3: Broadening the scope of art therapy

Lesson 9: International art therapy

Readings (to be found on course site):

Rubin, Art therapy: An introduction, Chapter 3: History, pages 64-68

Art therapy organizations

International art therapy

Discussion:

Identify a country where you think art therapy might not be as commonly practiced. Please write about a country that has not been selected by one of your peers. What are some possible benefits and/or challenges of introducing art therapy to this part of the world?

Due:

Drawing Journal Submission 11

Quiz 9 (optional, does not count towards final grade)

Lesson 10: Introduction to other expressive therapies

Readings (to be found on course site):

Development of a Creative Arts Therapies Center

About music therapy

What is dance movement thereapy?

Discussion:

In what ways do you think music therapy and dance/movement therapy relate to art therapy? Explain at least two similarities and one difference.

Due:

Drawing Journal Submission 12

Quiz 10 (optional, does not count towards final grade)

Execution of Course Project

Lesson 11: Continued introduction to other expressive therapies

Readings (to be found on course site):

About IFBPT

What is drama therapy?

Why play therapy?

Discussion:

In what ways do you think bibliotherapy, drama therapy and play therapy relate to art therapy? Explain at least three similarities and one difference.

Due:

Drawing Journal Submission 13

Quiz 11 (optional, does not count towards final grade)

Lesson 12: Reflection and review

Readings (to be found on course site):

Look back through your weekly drawing journals until this point in the semester

Discussion:

Do you notice any personal associations with symbols in your journal? Does your journal tell any narrative through the images?

Take this opportunity to share at least one thing with your classmates about your journal process of personal exploration. Please

attach at least one image to your post.

Due:

Drawing Journal Submission 14

Quiz 12 (optional, does not count towards final grade)

Final Project Videos

Lesson 13: Watch and review peer videos

Readings:

There are no additional readings this week.

Please watch at least five of your classmate's videos.

Discussion: Respond about one of the videos you watched with the following:

Comment on the best executed component of their art project. What connections can you make between the project in the video you chose and the art project you created?

Due:

Drawing Journal Submission 15

Final Exam (Cumulative: Includes Unit 3 & peer project review)

Due:

Timed Final Exam

Course Description:

Introduction to Art Therapy is designed to introduce undergraduates to the philosophical, pragmatic and historical bases of the human service field of art therapy, with emphasis on current applications in the field of art therapy. This course provides a brief introduction to art therapy globally, with emphasis on art therapy within the United States, and other expressive therapies and their application to the overall mental health and human service professions. Art experiences, class discussions, case studies and study of artistic productions will be utilized to explore the relationship between art and healing. Students will relate material learned in class to their community by producing a community art project that will address their local community social or cultural needs. The intellectual frameworks and methodologies of art and psychology will be explicitly outlined and drawn upon within the course lessons. Weekly discussions include prompts to stimulate integrative thinking and additionally, reflective visual journaling will be required. Drawing upon the curricular materials of both INART 1 and PSYCH 100 (though not prerequisite courses), assignments for each lesson will include both reading and written discussion about art therapy.

While students will acquire knowledge of part of the practice of art therapy, they will not study to the extent of a graduate program in the field. The narrowing of scope allows for a more basic introduction to the field of art therapy, as well as providing a solid foundation for those interested in practicing to pursue a graduate degree. And while students will acquire considerable knowledge of the major approaches in the field, as articulated in selected readings, they will not complete the work necessary to become a practicing art therapist. Instead, the selected readings will allow students to reflect on the relationships and connections between case studies and their own life experiences.

The main objectives of the course are to explore the scope and practice of art therapy as a human services profession, art and art making act as a non-verbal benefit to communication, how to become an art therapist, credentials and prerequisites, multiple forms of expressive therapies, and community needs that can be addressed through art making.

This is a general education course that satisfies three credits of the Integrative Studies (IS) requirement. All pieces, excerpts, examples, videos, and texts will be made available to students online with the exception of one required text book.

The name(s) of the faculty member(s) responsible for the development of the course:

| Name: Erin E. Carter (eec17)

Title:

Phone:

Address:

Campus: UP

City:

Fax:

| Name: Katrina Marie Wehr (kmw5340)

Title: Instructional Designer

Phone: +1 814 867 0450

Address: 12 Borland Building University Park, PA 16802

Campus:

City:

Fax:

Course Justification

Instructional, Educational, and Course Objectives:

This section should define what the student is expected to learn and what skills the student will develop.

These objectives will be met by utilizing an interactive, multimedia online curriculum, including demonstration videos, example images, selected readings and discussion boards. Evaluation methods will include quizzes, tests, discussion boards, a short research paper, reflection journals, and a community art project.

Upon successful completion of this course, students will be able to:

Summarize the scope and practice of art therapy as a human services profession

Explain how art and art making act as a non-verbal system of communication

Practice art making as non-verbal communication through the use of visual journals

Compare and contrast the multiple forms of expressive therapies

Articulate the importance of art as a healing process when facilitated by a trained art therapist

Recall examples of existing art therapy practices

Examine differences in the practice of art therapy globally, with emphasis on art therapy within the United States

Practice identifying community needs that can be addressed through art making

Explain how art can address needs in your local community

Create a piece of art that addresses an identified community need

Evaluation Methods:

Include a statement that explains how the achievement of the educational objective identified above will be assessed.

The procedures for determining students' grades should be specifically identified.

Evaluation methods will include quizzes, tests, open forums, discussion boards, and reflection papers.

The following course requirements will provide the basis for the determination of each student's grade:

14 discussion forums (with lowest 4 dropped) @ 1% each - 10%

1 student generated research paper and peer critique - 15%

12 knowledge checks @ 0% each - 0%

Weekly drawing journal submissions - 20%

2 midterm exams @ 15% each - 30%

1 course project - 15%

final exam - 10%

total - 100%

Relationship/Linkage of Course to Other Courses:

This statement should relate the course to existing or proposed new courses. It should provide a rationale for the level of instruction, for any prerequisites that may be specified, or for the course's role as a prerequisite for other courses.

Drawing upon the curricular materials of both INART 1 and PSYCH 100 (though not prerequisite courses), assignments for each lesson will include both reading and written discussion about art therapy.

Relationship of Course to Major, Option, Minor, or General Education:

This statement should explain how the course will contribute to the major, option, or minor and indicate how it may function as a service course for other departments.

Fulfills IS general education requirement

A description of any special facilities:

N/A - online

Frequency of Offering and Enrollment:

This course will be offered in the Fall, Spring and Summer semesters with an enrollment maximum of 50 students.

Alignment with General Education Objectives

EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.

KEY LITERACIES – the ability to identify, interpret, create, communicate and compute using materials in a variety of media and contexts. Literacy acquired in multiple areas, such as textual, quantitative, information/technology, health, intercultural, historical, aesthetic, linguistic (world languages), and scientific, enables individuals to achieve their goals, to develop their knowledge and potential, to lead healthy and productive lives, and to participate fully in their community and wider society.

CRITICAL AND ANALYTICAL THINKING – the habit of mind characterized by comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating a conclusion. It is the intellectually disciplined process of conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.

INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

CREATIVE THINKING – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.

GLOBAL LEARNING – the intellectually disciplined abilities to analyze similarities and differences among cultures; evaluate natural, physical, social, cultural, historical, and economic legacies and hierarchies; and engage as community members and leaders who will continue to deal with the intricacies of an ever-changing world. Individuals should acquire the ability to analyze power; identify and critique interdependent global, regional, and local cultures and systems; and evaluate the implications for people's lives.

SOCIAL RESPONSIBILITY AND ETHICAL REASONING – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

What component(s) of the course will help students achieve the General Education Learning Objectives covered in the course? Provide evidence that students in the course have adequate opportunities to achieve the identified learning objectives.

a) The course is designed around a series of activities that will provide opportunities to communicate in visual and writing reflection, to receive feedback on one's own non-verbal communication, and to assess and learn from others' attempts.

d) Bringing together an examination of art and therapy/psychology with an examination of themes in all expressive therapies and experience invites integrative thinking. The importance of the process of art (versus the product) is essential for learning. The possibilities for integrative thinking are abundant.

e) Creative thinking through self-reflection (visual and written) journaling and peer interactions about the art process will facilitate practice in art making and the creative process. This course will also include relating material learned in class to community by producing an art project that will address a local community need.

g) The study of art therapy history and the introduction of international art therapists invites a recognition of a host of ethical issues surrounding the themes of cultural diversity, non-verbal and visual cultural differences, acceptance and respect.

How will students be assessed to determine their attainment of the Learning Objective(s) of General Education covered in this course? This assessment must be included as a portion of the student's overall performance in this course.

a., d., e., g. Discussion boards will allow students to interact with one another in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange. Reflective journaling, discussion boards, a research paper and a community art project allow students to demonstrate creative and integrative thinking, while articulating a personal perspective informed by a sense of social responsibility and ethical reasoning. All of these assignments provide evidence to be assessed by the instructor of the student's attainment of these learning objectives.

General Education Domain Criteria

General Education Designation: Inter-Domain

GA Criteria

Explain the methods of inquiry in arts fields and describe how the contributions of these fields complement inquiry in other areas

Demonstrate an expanded knowledge and comprehension of the role that the arts play in various aspects of human endeavor

Demonstrate competence in the creation of works of art and design

Demonstrate competence in analysis, critical thinking and interpretive reasoning through the exploration of creative works

Identify and explain the aesthetic, historic, social, and cultural significance of important works of art and critically assess creative works, their own or others', through evaluative processes of analysis and interpretation

What components of the course will help students achieve the domain criteria selected above?

The course addresses the healing components of art and provides students with examples of how art affects humans.

The course will take a perspectivist approach to the question of aesthetics and creation through self-reflection weekly art journaling and feedback on peer artwork.

The study of art therapy associated with the visual arts and with other expressive therapies will inform the examination of the healing processes involved in art making. Class activities such as weekly journaling and a community art project will provide tools to develop creative expression and practice.

GS Criteria

- Explain the various methods of inquiry used in the social and behavioral sciences and describe how the contributions of these fields complement inquiry in other areas
- Identify and explain major foundational theories and bodies of work in a particular area of social and behavioral sciences
- Describe the ways in which many different factors may interact to influence behaviors and/or institutions in historical or contemporary settings
- Explain how social and behavioral science researchers use concepts, theoretical models and data to better understand and address world problems
- Recognize social, cultural, political and/or ethical implications of work in the social and behavioral sciences

What components of the course will help students achieve the domain criteria selected above?

Readings about different approaches to art therapy (such as Freudian Psychoanalysis, Jungian Analytic, Person-Centered, Adlerian, Gestalt, Eriksonian, Behavioral, Cognitive, Developmental, and Adaptive) and the researchers who developed these approaches as well as other expressive therapy concepts have been selected to introduce students to the scope and practice of art therapy as a profession.

The course places emphasis on a service learning project where students learn about their local community needs through a research paper and address one need with art. Students will use their own creative expression to bring art to their community in an area that their own research data shows is beneficial.

Students will relate material learned in class to their community by producing an art project that will address their local community social or cultural needs. The implications of this project will be influenced by the social and behavioral demands the student finds in their community.

Integrative Studies

Explain how the intellectual frameworks And methodologies of the two Knowledge Domains will be explicitly addressed in the course and practiced by the students.

The intellectual frameworks and methodologies of art and psychology will be explicitly outlined and drawn upon within the course lessons. Weekly discussions will include prompts to stimulate integrative thinking and additionally, reflective visual journaling will be required.

Demonstrate that each Of the two domains will receive approximately equal attention, providing evidence from course topics, assignments, or other course components, and that students will integrate material from both domains.

Each of thirteen course lessons will draw upon the curricular materials of both INART 1 and PSYCH 100. Assignments for each lesson will include both reading and written discussion about art therapy.

Briefly explain the staffing plan. Given that each Inter-Domain course is approved for two Knowledge Domains, it will be taught by an instructor (or instructional team) with appropriate expertise in both domains.

Current faculty in the College of Arts and Architecture hold a master of science in art therapy counseling, meaning a background in psychology/mental health counseling/human services, art and the combination of the domains. Faculty in the Department of Psychology have also expressed interest in the course though this course will be offered by the College of Arts and Architecture. By agreement, the course author from the College of Arts and Architecture will be the first one to teach the course.

Describe the assessments that will be used to determine students' ability to apply integrative thinking.

There will be a written research assignment. There will also be weekly discussion forums to include responses on assigned topic, which will allow students to respond to one another and to learn from one another. Another weekly assignment will be drawing journaling which will provide students and instructor with introspection and reflection about course content and student's life. In addition, there will be a community art project that will be presented in video form and submitted directly to the instructor but that peers will be able to view. All of these assignments will prompt students with suggested topics and questions that encourage students to apply integrative thinking and provide them opportunities to demonstrate their abilities in this regard.

Campuses That Have Offered () Over The Past 4 Years

semester	AB	AL	BK	BR	BW	CR	DS	ER	FE	GA	GV	HB	HN	HY	LV	MA	NK	PC	SH	SL	UP	WB	WC	WS	XC	XP	XS	YK
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Potential Impact

Pre-Requisites

is listed as a pre-requisite or concurrent course for the following courses:

**The Pennsylvania State University
College of Arts and Architecture**

**AA 120N: Introduction to Art Therapy
Sample Syllabus (Spring 2019)**

- Instructor:** Erin Carter, MS, ATR-BC
Email: erincarter@psu.edu
- Office Hours:** You can expect to receive a reply within 24-48 hours (or sooner) from your instructor
- Delivery:** Canvas Course Management System: <https://psu.instructure.com/>
- Credits:** 3
- Dates:** January 7 - April 26, 2019 (final exam week: April 29 - May 3, 2019)

Course Description

Introduction to Art Therapy is designed to introduce undergraduates to the philosophical, pragmatic and historical bases of the human service field of art therapy, with emphasis on current applications in the field of art therapy. This course provides a brief introduction to art therapy outside of the United States and other expressive therapies and their application to the overall mental health and human service professions. Art experiences, class discussions, case studies and study of artistic productions will be utilized to explore the relationship between art and healing. Students will relate material learned in class to their community by producing a community art project that will address their local community social or cultural needs.

The intellectual frameworks and methodologies of art and psychology will be explicitly outlined and drawn upon within the course lessons. Weekly discussions include prompts to stimulate integrative thinking and additionally, reflective visual journaling will be required. Drawing upon the curricular materials of both INART 1 and PSYCH 100 (though not prerequisite courses), assignments for each lesson will include both reading and written discussion about art therapy.

While students will acquire knowledge of part of the practice of art therapy, they will not study to the extent of a graduate program in the field. The narrowing of scope allows for a more basic introduction to the field of art therapy, as well as encouraging only those interested in practicing to pursue a graduate degree. And while students will acquire considerable knowledge of the major approaches in the field, as articulated in selected readings, they will not complete the work necessary to become a practicing art therapist. Instead, the selected readings will allow students to reflect on the relationships and connections between case studies and their own life experiences.

The main objectives of the course are to explore the scope and practice of art therapy as a human services profession, art and art making act as a non-verbal benefit to communication, how to become an art therapist, credentials and prerequisites, multiple forms of expressive therapies, and community needs that can be addressed through art making.

This is a general education course that satisfies three credits of the Integrative Studies (IS) requirement. The course will not satisfy any requirements for the major or minor in Integrative Arts. All pieces, excerpts, examples, videos, and texts will be made available to students online with the exception of one required text book.

Course Objectives

These objectives will be met by utilizing an interactive, multimedia online curriculum, including demonstration videos, example images, selected readings and discussion boards. Evaluation methods will include quizzes, tests, discussion boards, a short research paper, reflection journals, and a community art project.

Upon successful completion of this course, students will be able to:

1. Summarize the scope and practice of art therapy as a human services profession
2. Explain how art and art making act as a non-verbal benefit to communication
3. Practice art making as non-verbal communication through the use of visual journals
4. Compare and contrast the multiple forms of expressive therapies
5. Articulate the importance of art as a healing process when facilitated by a trained art therapist
6. Recall examples of existing art therapy practices
7. Examine differences in the practice of art therapy outside the United States
8. Practice identifying community needs that can be addressed through art making
9. Explain how art can address needs in your local community
10. Create a piece of art that addresses an identified community need

Required Texts & Other Materials (Required and Suggested)

- Rubin, J. (2010). *Introduction to Art Therapy Sources and Resources*. New York, NY: Routledge. <https://amzn.to/2ubxcdZ>
- Notebook or sketchbook (no larger than 11" x 14") for keeping daily journals with visual and written responses to class exercises and their daily lives.

Other required articles/readings and videos will be posted to course delivery site listed on the first page of syllabus.

Statement Regarding Copyright:

All course materials students receive or to which students have online access are protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor's express permission is strictly prohibited. University Policy AD 40, Recording of Classroom Activities

and Note Taking Services, addresses this issue. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the University's Code of Conduct and/or liable under Federal and State laws.

Online Learning & Attendance

This course has been developed to promote asynchronous learning. The instructor and students do NOT meet on a designated day and time each week. For each lesson, there is a timeframe to complete all activities and assignments, and you may work at your own pace within that time frame. However, you must adhere to the deadlines outlined on the calendar. You should log into the course daily to check for updates, review lessons, and participate in activities.

You will need to have regular access to a scanner (or scanner app) for assignment submissions. You will submit these by completing your work on paper (such as drawing journals) and then scanning your papers to create an electronic file and submitting the electronic file to the appropriate dropbox on the course website. Please make sure to familiarize yourself with the submission procedure and the appropriate deadlines.

Technical Requirements

<https://www.worldcampus.psu.edu/general-technical-requirements>

Organization

This course is made up of 3 units which include a total of 13 lessons. There will also be one research paper, weekly drawing journals, 2 midterm exams, one final exam and one final project (project will be completed throughout the duration of the course and due prior to the last week of classes).

For each lesson, you will complete the following activities and assignments:

- Explore online course content
- Read assigned readings
- Participate in discussion forums

Grading

Final letter grades will be assigned based on the scale below.

Scale

GRADE	PERCENT
A	93-100
A-	90-92.99

B+	87-89.99
B	83-86.99
B-	80-82.99
C+	75-79.99
C	70-74.99
D	60-69.99
F	0-59.99

Assignments:

An overview of assignment categories is provided below. More specific instructions about each individual assignment can be found in the appropriate area online.

ASSIGNMENT	Weight
Student-generated Research Paper	10%
Discussion Forums	10%
Quizzes	10%
Drawing Journals	15%
Midterm Exams	30%
Final Project & Exam	25%
Total	100%

Student-generated Research Paper (10%)

For one lesson you will select a specific population who is served by an expressive therapy to study independently, and present your findings in written format based on several prompts (i.e. briefly describe setting and population). Please consider selecting a topic that you can use for your final project. After submitting this work, you will choose another student's work and critique it. Your grade for this assignment is based on both your work and your critique.

Discussion Forums (10%)

There are thirteen discussion boards throughout the semester, one for each lesson. Students are expected to make thoughtful contributions to the discussion boards. The lowest *three* discussion scores will be automatically dropped at the end of the term.

Participation Expectations for thoughtful contributions:

Each *original response* to the question for the week must be at least 150 words long and specifically reference some concept or content reference in the coursework for the week.

Read the postings your peers have made and *reply to at least TWO individuals*.

Peer responses should reflect one or more of these types: 1) agreement with original response, 2) an alternative perspective with rationale, or a 3) respectful challenge with counter argument.

Quizzes (10%)

There are twelve quizzes made up of multiple choice questions. The lowest *two* quiz scores will be automatically dropped at the end of the term.

Drawing Journals (15%)

Students will maintain a weekly journal throughout the semester. The journal will incorporate *quick* visual responses (some written material may be included) *at least 2 days a week*; two or three dimensional images are appropriate. Visual response will be about: students' daily lives, course content and student's feelings related to course content. Students will submit a .pdf file each week to show instructor visual progress (this file will include 2 or more entries in the journal). Rather than the psychological content, grades will be assigned based upon thorough effort, completion and introspection demonstrated.

Drawing Journals will be graded as follows:

Excellent:	Journal entry is clearly developed; specific drawings and examples are appropriate and clearly develop idea; conclusion (or progress if conclusion comes at a later entry) is clear; ideas flow together well; well-organized and good craftsmanship.
Good:	Journal entry is mostly developed; generally very organized but better connections between ideas and/or craftsmanship is needed.
Fair:	Concept and ideas are loosely connected; lacks clear connections; craftsmanship and organization are choppy
Poor:	Presentation of ideas is choppy and disjointed; doesn't flow; development of journal entry is vague; no apparent order to drawing entry

Midterm Exams (2 x 15%=30% total)

There are two midterm exams made up of a mix multiple choice questions and short answer questions. The short answer questions can be typed directly into the online exam form. Midterm 2 will only explicitly ask questions on material covered after Midterm 1.

Final Project and Exam (Project 15% and Exam 10%=25%)

Prior to the last week of class, you will submit a comprehensive final project.

Students will work individually to prepare a service learning project to be presented in video format. Each individual will select a community and/or non-profit organization for whom to complete an art project. Examples will be provided on the course delivery site listed on the first page of syllabus. Students are asked to communicate with the instructor to share their ideas and plans and to receive permission to proceed. Preparation of appropriate art or handicrafts will take place prior to completion of project. The selected organization and the art project/experience will be presented to the class by the individual by providing a link to video. This video will be due at the beginning of the week with lesson 12. Lesson 12 will focus on self reflection. Your video will be watched by classmates during the week of lesson 13.

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Course Outline

UNIT 1: Art therapy, an integrative mental health and human services profession

Lesson 1: Introduction - What is art therapy?

Readings:

1. Rubin, Art therapy: An introduction, Chapter 2: What is art therapy?
2. <https://www.atcb.org/Public/WhatIsArtTherapy>
3. <https://arttherapy.org/about-art-therapy/>

Discussion:

Students will provide a brief introduction (name, major, something interesting about themselves, etc.) and answer the following two questions:

1. Please describe a scenario where the arts have positively impacted your life. How can you assess the value or importance of this instance?
2. How would you define art therapy to a stranger if you only had the time that it takes to ride the elevator from level 1 to level 4?

Due:

1. Drawing Journal Submission 1
2. Quiz 1

Lesson 2: History of art therapy

Readings:

1. Rubin, Art therapy: An introduction, Chapter 3: History, pages 49-64

Discussion:

It can be argued that art therapy evolved naturally within various disciplines and cultural institutions. Identify an example of this evolution within at least one setting.

Due:

1. Drawing Journal Submission 2
2. Quiz 2

Lesson 3: How to become an art therapist, credentials and prerequisites

Readings:

1. <https://arttherapy.org/becoming-art-therapist/>
2. <https://arttherapy.org/credentials-and-licensure/>
3. https://www.atcb.org/New_Applicants/AboutTheCredentials

Discussion:

Art therapy, facilitated by a professional art therapist, effectively supports personal and relational treatment goals as well as community concerns. Describe an example when the term “art therapy” was used inaccurately.

Due:

1. Drawing Journal Submission 3
2. Quiz 3
3. Student-generated Research Paper

Lesson 4: The art part and the therapy part

Readings:

1. Rubin, Art therapy: An introduction, Chapter 4: The Basics, pages 69-80

Discussion:

Why is it important for art therapists to know about art, about therapy, and about the interaction between the two?

Due:

1. Drawing Journal Submission 4
2. Quiz 4

Midterm 1/Unit 1 Exam

Due:

1. Timed Midterm 1
2. Drawing Journal Submission 5

UNIT 2: The FAQs of art therapy

Lesson 5: Non-verbal benefits

Readings:

1. Rubin, Art therapy: An introduction, Chapter 4: The Basics, pages 85-93

Discussion:

Your readings identify multiple benefits from art therapy that are not associated with other therapeutic modalities. Write a *brief* explanation of at least two of these unique therapeutic values of art. Choose one of these two and comment with which you particularly identify.

Due:

1. Drawing Journal Submission 6
2. Quiz 5
3. Student-generated Research Paper Peer Critique

Lesson 6: Brief introduction on approaches to art therapy

Readings:

1. Rubin, Art therapy: An introduction, Chapter 5: Approaches

Discussion:

Why is it important for an art therapist to understand multiple theoretical perspectives, even if his or her practice focuses on just one?

Due:

1. Drawing Journal Submission 7
2. Quiz 6
3. Final Project check-in - organization selected

Lesson 7: Populations

Readings:

1. Rubin, Art therapy: An introduction, Chapter 8: People We Serve

Discussion:

What population were you most surprised to see served by art therapists? Least surprised? Why? Do you think there are populations that benefit more or less than others?

Due:

1. Drawing Journal Submission 8
2. Quiz 7
3. Final Project check-in - materials/outline organized

Lesson 8: Settings*Readings:*

1. Rubin, Art therapy: An introduction, Chapter 10: Places We Practice

Discussion:

What setting were you most surprised to see served by art therapists? Least surprised? Why? Do you think there are settings that are more or less beneficial than others?

Due:

1. Drawing Journal Submission 9
2. Quiz 8

Midterm 2/Unit 2 Exam*Due:*

1. Timed Midterm 2
2. Drawing Journal Submission 10

UNIT 3: Broadening the scope of art therapyLesson 9: International art therapy*Readings:*

1. Rubin, Art therapy: An introduction, Chapter 3: History, pages 64-68
2. <http://www.baat.org/>
3. <https://www.canadianarttherapy.org/>

Discussion:

Identify a country where art therapy might not be as commonly utilized. Please write about a country that has not been selected by one of your peers. What are some possible benefits of introducing art therapy to this part of the world?

Due:

1. Drawing Journal Submission 11
2. Quiz 9

Lesson 10: Introduction to other expressive therapies*Readings:*

1. Rubin, Art therapy: An introduction, Chapter 7: Techniques, pages 158-164
2. <https://www.musictherapy.org/about/musictherapy/>
3. <https://adta.org/wp-content/uploads/2015/12/What-is-DanceMovement-Therapy.pdf>

Discussion:

In what ways do you think music therapy and dance/movement therapy relate to art therapy? Explain at least two similarities and one difference.

Due:

1. Drawing Journal Submission 12
2. Quiz 10
3. Execution of Final Project

Lesson 11: Continued introduction to other expressive therapies*Readings:*

1. <http://ifbpt.org/about-ifbpt/about-us/>
2. <http://www.nadta.org/what-is-drama-therapy.html>
3. <https://www.a4pt.org/page/WhyPlayTherapy>

Discussion:

In what ways do you think bibliotherapy, drama therapy and play therapy relate to art therapy? Explain at least three similarities and one difference.

Due:

1. Drawing Journal Submission 13
2. Quiz 11

Lesson 12: Reflection*Readings:*

1. Look back through your weekly drawing journals until this point in the semester

Discussion:

Do you notice any personal associations with symbols in your journal? Does your journal tell any narrative through the images? Take this opportunity to share at least one thing with your classmates about your journal process of personal exploration. Please attach one image to your post.

Due:

1. Drawing Journal Submission 14
2. Quiz 12
3. Final Project Videos

Lesson 13: Review and watch peer videos*Readings:*

1. There are no additional readings this week.
2. Please watch at least five of your classmate's videos.

Discussion: Respond about one of the videos you watched with the following:

1. Comment on the best executed component of their art project.
2. What connections can you make between the project in the video you chose and the art project you created?

Due:

1. Drawing Journal Submission 15

Final Exam (Includes Unit 3 & peer project review)

Due:

1. Timed Final Exam

**The Pennsylvania State University
College of Arts and Architecture**

**AA 120N: Introduction to Art Therapy
Sample Syllabus (Spring 2019)**

Instructor:	Erin Carter, MS, ATR-BC Email: erincarter@psu.edu
Office Hours:	You can expect to receive a reply within 24-48 hours (or sooner) from your instructor
Delivery:	Canvas Course Management System: https://psu.instructure.com/
Credits:	3
Dates:	January 7 - April 26, 2019 (final exam week: April 29 - May 3, 2019)

Course Description

Introduction to Art Therapy is designed to introduce undergraduates to the philosophical, pragmatic and historical bases of the human service field of art therapy, with emphasis on current applications in the field of art therapy. This course provides a brief introduction to art therapy globally, with emphasis on art therapy within the United States, and other expressive therapies and their application to the overall mental health and human service professions. Art experiences, class discussions, case studies and study of artistic productions will be utilized to explore the relationship between art and healing. Students will relate material learned in class to their community by producing a community art project that will address their local community social or cultural needs.

The intellectual frameworks and methodologies of art and psychology will be explicitly outlined and drawn upon within the course lessons. Weekly discussions include prompts to stimulate integrative thinking and additionally, reflective visual journaling will be required. Drawing upon the curricular materials of both INART 1 and PSYCH 100 (though not prerequisite courses), assignments for each lesson will include both reading and written discussion about art therapy.

While students will acquire knowledge of part of the practice of art therapy, they will not study to the extent of a graduate program in the field. The narrowing of scope allows for a more basic introduction to the field of art therapy, as well as providing a solid foundation for those interested in practicing to pursue a graduate degree. And while students will acquire considerable knowledge of the major approaches in the field, as articulated in selected readings, they will not complete the work necessary to become a practicing art therapist. Instead, the selected readings

will allow students to reflect on the relationships and connections between case studies and their own life experiences.

The main objectives of the course are to explore the scope and practice of art therapy as a human services profession, art and art making act as a non-verbal benefit to communication, how to become an art therapist, credentials and prerequisites, multiple forms of expressive therapies, and community needs that can be addressed through art making.

This is a general education course that satisfies three credits of the Integrative Studies (IS) requirement. The course will not satisfy any requirements for the major or minor in Integrative Arts. All pieces, excerpts, examples, videos, and texts will be made available to students online with the exception of one required text book.

Course Objectives

These objectives will be met by utilizing an interactive, multimedia online curriculum, including demonstration videos, example images, selected readings and discussion boards. Evaluation methods will include quizzes for knowledge checks, tests, discussion boards, a short research paper, reflection journals, and a community art project.

Upon successful completion of this course, students will be able to:

1. Summarize the scope and practice of art therapy as a human services profession
2. Explain how art and art making act as a non-verbal benefit to communication
3. Practice art making as non-verbal communication through the use of visual journals
4. Compare and contrast the multiple forms of expressive therapies
5. Articulate the importance of art as a healing process when facilitated by a trained art therapist
6. Recall examples of existing art therapy practices
7. Examine differences in the practice of art therapy globally, with emphasis on art therapy within the United States
8. Practice identifying community needs that can be addressed through art making
9. Explain how art can address needs in your local community
10. Create a piece of art that addresses an identified community need

General Education Objectives

1. EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.
2. INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

3. **CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.
4. **SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

Required Materials

Notebook or sketchbook (about 9" x 12") for keeping daily journals with visual and written responses to class exercises and their daily lives.

Suggested Texts

Rubin, J. (2010). *Introduction to Art Therapy Sources and Resources*. New York, NY: Routledge.

Other required articles/readings and videos will be posted to course delivery site listed on the first page of syllabus.

Statement Regarding Copyright:

All course materials students receive or to which students have online access are protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor's express permission is strictly prohibited. University Policy AD 40, Recording of Classroom Activities and Note Taking Services, addresses this issue. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the University's Code of Conduct and/or liable under Federal and State laws.

Online Learning & Attendance

This course has been developed to promote asynchronous learning. The instructor and students do NOT meet on a designated day and time each week. For each lesson, there is a timeframe to complete all activities and assignments, and you may work at your own pace within that time frame. However, you must adhere to the deadlines outlined on the calendar. You should log into the course daily to check for updates, review lessons, and participate in activities.

You will need to have regular access to a scanner (or scanner app) for assignment submissions. You will submit these by completing your work on paper (such as drawing journals) and then scanning your papers to create an electronic file and submitting the electronic

file to the appropriate dropbox on the course website. *Please make sure to familiarize yourself with the submission procedure and the appropriate deadlines.*

Technical Requirements

<https://www.worldcampus.psu.edu/general-technical-requirements>

Organization

This course is made up of 3 units which include a total of 13 lessons. There will also be one research paper, weekly drawing journals, 2 midterm exams, one final exam and one course project (project will be completed throughout the duration of the course and due prior to the last week of classes).

For each lesson, you will complete the following activities and assignments:

- Explore online course content
- Read assigned readings
- Participate in discussion forums

Grading

Final letter grades will be assigned based on the scale below.

Scale

GRADE	PERCENT
A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	75-79.99
C	70-74.99
D	60-69.99
F	0-59.99

Assignments:

An overview of assignment categories is provided below. More specific instructions about each individual assignment can be found in the appropriate area online.

ASSIGNMENT	Weight
Student-generated Research Paper	15%
Discussion Forums	10%
Quizzes (Knowledge checks)	0%
Drawing Journals	20%
Midterm Exams	30%
Course Project & Final Exam	25%
Total	100%

Student-generated Research Paper (15%)

For one assignment you will select a specific setting and population who is served by an expressive therapy to study independently, and present your findings in written format based on several prompts (i.e. briefly describe setting and population). The chosen topic should be one that you can use for your course project. After submitting this work, you will select another student's work from your small discussion group and review it. It is up to the students to exchange papers. Your grade for this assignment is based on both your work and your critique.

Discussion Forums (10%)

There are fourteen discussion boards throughout the semester, one for each lesson plus an introduction. Students are expected to make thoughtful contributions to the discussion boards. The lowest *four* discussion scores will be automatically dropped at the end of the term.

Participation Expectations for thoughtful contributions:

Each *original response* to the question for the week must be at least 150 words long and specifically reference some concept or content reference in the coursework for the week.

Read the postings your peers have made and *reply to at least ONE individual*.

Peer responses should reflect one or more of these types: 1) agreement with original response, 2) an alternative perspective with rationale, or a 3) respectful challenge with counter argument.

Quizzes for Self-Assessment (0%)

There are twelve quizzes made up of multiple choice questions to help students with knowledge checks. Quizzes will not count toward final grade but are available to assist in self-assessment and to help students prepare for midterm and final exams.

Drawing Journals (20%)

Students will maintain a weekly journal throughout the semester. The journal will incorporate *quick* visual responses (some written material may be included) *at least 2 days a week*; two or three dimensional images are appropriate. Visual response will be about: students' daily lives, course content and student's feelings related to course content. Students will submit a .pdf file each week to show instructor visual progress (this file will include 2 or more entries in the journal). Rather than the psychological content, grades will be assigned based upon thorough effort, completion and introspection demonstrated.

Drawing Journals will be graded as follows:

Excellent:	Journal entry is clearly developed; specific drawings and examples are appropriate and clearly develop idea; conclusion (or progress if conclusion comes at a later entry) is clear; ideas flow together well; well-organized and good craftsmanship.
Good:	Journal entry is mostly developed; generally very organized but better connections between ideas and/or craftsmanship is needed.
Fair:	Concept and ideas are loosely connected; lacks clear connections; craftsmanship and organization are choppy
Poor:	Presentation of ideas is choppy and disjointed; doesn't flow; development of journal entry is vague; no apparent order to drawing entry

Midterm Exams (2 x 15%=30% total)

There are two midterm exams made up of a mix multiple choice questions and short answer questions. The short answer questions can be typed directly into the online exam form. Midterm 2 will only explicitly ask questions on material covered after Midterm 1.

Course Project and Exam (Project 15% and Exam 10%=25%)

Prior to the last week of class, you will submit a comprehensive course project.

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complete an art project. This organization will be selected when topic for research paper is chosen. Examples will be provided on the course delivery site listed on the first page of syllabus. Students are asked to communicate with the instructor to share their ideas and plans and to receive permission to proceed. Preparation of appropriate art or handicrafts will take place prior to completion of project. The selected organization and the art project/experience will be presented to the class by the individual by providing a link to video. This video will be due at the beginning of the week with lesson 12. Lesson 12 will focus on self reflection. Your video will be watched by classmates during the week of lesson 13.

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Course Outline

UNIT 1: Art therapy, an integrative mental health and human services profession

Lesson 1: Introduction - What is art therapy?

Readings (to be found on course site):

1. Definition: Art therapy
2. What is art therapy?
3. About art therapy
4. Broader definition of art therapy

Discussion (2 parts):

Students will provide a brief introduction (name, major, something interesting about themselves, etc.) and answer the following two questions:

1. Please describe a scenario where the arts have positively impacted your life. How can you assess the value or importance of this instance?
2. How would you define art therapy to a stranger if you only had the time that it takes to ride the elevator from level 1 to level 4?

Due:

1. Drawing Journal Submission 1
2. Quiz 1 (optional, does not count towards final grade)

Lesson 2: History of art therapy

Readings (to be found on course site):

1. Rubin, Art therapy: An introduction, Chapter 3: History, pages 49-64

Discussion:

It can be argued that art therapy evolved naturally within various disciplines and cultural institutions. Identify an example of this evolution within at least one setting.

Due:

1. Drawing Journal Submission 2
2. Quiz 2 (optional, does not count towards final grade)

Lesson 3: How to become an art therapist, credentials and prerequisites

Readings (to be found on course site):

1. Becoming an art therapist
2. Credentials and licensure
3. About the credentials

Discussion:

Art therapy, facilitated by a professional art therapist, effectively supports personal and relational treatment goals as well as community concerns. Describe an example when the term “art therapy” was used inaccurately.

Due:

1. Drawing Journal Submission 3
2. Quiz 3 (optional, does not count towards final grade)

Lesson 4: The art part and the therapy part

Readings (to be found on course site):

1. Rubin, Art therapy: An introduction, Chapter 4: The Basics, pages 69-80

Discussion:

Why is it important for art therapists to know about art, about therapy, and about the interaction between the two?

Due:

1. Drawing Journal Submission 4
2. Quiz 4 (optional, does not count towards final grade)
3. Student-generated Research Paper

Midterm 1/Unit 1 Exam

Due:

1. Timed Midterm 1
2. Drawing Journal Submission 5

UNIT 2: The FAQs of art therapy

Lesson 5: Non-verbal benefits

Readings (to be found on course site):

1. Rubin, Art therapy: An introduction, Chapter 4: The Basics, pages 85-93
2. Non-verbal benefits
3. Art therapy and autism: overview and recommendations by Nicole Martin

Discussion:

Your readings identify multiple benefits from art therapy that are not associated with other therapeutic modalities. Write a *brief* explanation of at least two of these unique therapeutic values of art. Choose one of these two and comment with which you particularly identify.

Due:

1. Drawing Journal Submission 6
2. Quiz 5 (optional, does not count towards final grade)

Lesson 6: Brief introduction on approaches to art therapy

Readings (to be found on course site):

1. Rubin, Approaches to Art Therapy, Introduction, pages 1-7
2. Rubin, Art therapy: An introduction, Chapter 2: What is Art Therapy?, page 25

Discussion:

Why is it important for an art therapist to understand multiple theoretical perspectives, even if his or her practice focuses on just one?

Due:

1. Drawing Journal Submission 7
2. Quiz 6 (optional, does not count towards final grade)
3. Student-generated Research Paper Peer Critique
4. Course Project check-in - organization selected

Lesson 7: Populations

Readings (to be found on course site):

1. Confronting Polarization in Art Therapy

Discussion:

What population were you most surprised to see served by art therapists? Least surprised? Why? Do you think there are populations that benefit more or less than others?

Due:

1. Drawing Journal Submission 8

2. Quiz 7 (optional, does not count towards final grade)
3. Course Project check-in - materials/outline organized

Lesson 8: Settings

Readings (to be found on course site):

1. About art therapy, *Where Art Therapists Work*

Discussion:

What setting were you most surprised to see served by art therapists? Least surprised? Why? Do you think there are settings that are more or less beneficial than others?

Due:

1. Drawing Journal Submission 9
2. Quiz 8 (optional, does not count towards final grade)

Midterm 2/Unit 2 Exam

Due:

1. Timed Midterm 2
2. Drawing Journal Submission 10

UNIT 3: Broadening the scope of art therapy

Lesson 9: International art therapy

Readings (to be found on course site):

1. Rubin, Art therapy: An introduction, Chapter 3: History, pages 64-68
2. Art therapy organizations
3. International art therapy

Discussion:

Identify a country where you think art therapy might not be as commonly practiced. Please write about a country that has not been selected by one of your peers. What are some possible benefits and/or challenges of introducing art therapy to this part of the world?

Due:

1. Drawing Journal Submission 11
2. Quiz 9 (optional, does not count towards final grade)

Lesson 10: Introduction to other expressive therapies

Readings (to be found on course site):

1. Development of a Creative Arts Therapies Center
2. About music therapy
3. What is dance movement thereapy?

Discussion:

In what ways do you think music therapy and dance/movement therapy relate to art therapy? Explain at least two similarities and one difference.

Due:

1. Drawing Journal Submission 12
2. Quiz 10 (optional, does not count towards final grade)

3. Execution of Course Project

Lesson 11: Continued introduction to other expressive therapies

Readings (to be found on course site):

1. About IFBPT
2. What is drama therapy?
3. Why play therapy?

Discussion:

In what ways do you think bibliotherapy, drama therapy and play therapy relate to art therapy? Explain at least three similarities and one difference.

Due:

1. Drawing Journal Submission 13
2. Quiz 11 (optional, does not count towards final grade)

Lesson 12: Reflection and review

Readings (to be found on course site):

1. Look back through your weekly drawing journals until this point in the semester

Discussion:

Do you notice any personal associations with symbols in your journal? Does your journal tell any narrative through the images? Take this opportunity to share at least one thing with your classmates about your journal process of personal exploration. Please attach at least one image to your post.

Due:

1. Drawing Journal Submission 14
2. Quiz 12 (optional, does not count towards final grade)
3. Final Project Videos

Lesson 13: Watch and review peer videos

Readings:

1. There are no additional readings this week.
2. Please watch at least five of your classmate's videos.

Discussion: Respond about one of the videos you watched with the following:

1. Comment on the best executed component of their art project. What connections can you make between the project in the video you chose and the art project you created?

Due:

1. Drawing Journal Submission 15

Final Exam (Cumulative: Includes Unit 3 & peer project review)

Due:

1. Timed Final Exam

**The Pennsylvania State University
College of Arts and Architecture**

**AA 197: Introduction to Art Therapy
Syllabus (Spring 2019)**

- Instructor:** Erin Carter, MS, ATR-BC
Email: erincarter@psu.edu
- Office Hours:** You can expect to receive a reply within 24-48 hours (or sooner) from your instructor
- Delivery:** Canvas Course Management System: <https://psu.instructure.com/>
- Credits:** 3
- Dates:** January 7 - April 26, 2019 (final exam week: April 29 - May 3, 2019)

Course Description

Introduction to Art Therapy is designed to introduce undergraduates to the philosophical, pragmatic and historical bases of the human service field of art therapy, with emphasis on current applications in the field of art therapy. This course provides a brief introduction to art therapy globally, with emphasis on art therapy within the United States, and other expressive therapies and their application to the overall mental health and human service professions. Art experiences, class discussions, case studies and study of artistic productions will be utilized to explore the relationship between art and healing. Students will relate material learned in class to their community by producing a community art project that will address their local community social or cultural needs.

The intellectual frameworks and methodologies of art and psychology will be explicitly outlined and drawn upon within the course lessons. Weekly discussions include prompts to stimulate integrative thinking and additionally, reflective visual journaling will be required. Drawing upon the curricular materials of both INART 1 and PSYCH 100 (though not prerequisite courses), assignments for each lesson will include both reading and written discussion about art therapy.

While students will acquire knowledge of part of the practice of art therapy, they will not study to the extent of a graduate program in the field. The narrowing of scope allows for a more basic introduction to the field of art therapy, as well as providing a solid foundation for those interested in practicing to pursue a graduate degree. And while students will acquire considerable knowledge of the major approaches in the field, as articulated in selected readings, they will not complete the work necessary to become a practicing art therapist. Instead, the selected readings

will allow students to reflect on the relationships and connections between case studies and their own life experiences.

The main objectives of the course are to explore the scope and practice of art therapy as a human services profession, art and art making act as a non-verbal benefit to communication, how to become an art therapist, credentials and prerequisites, multiple forms of expressive therapies, and community needs that can be addressed through art making.

This is a general education course that satisfies three credits of the Integrative Studies (IS) requirement. All pieces, excerpts, examples, videos, and texts will be made available to students online with the exception of one required text book.

Course Objectives

These objectives will be met by utilizing an interactive, multimedia online curriculum, including demonstration videos, example images, selected readings and discussion boards. Evaluation methods will include quizzes for knowledge checks, tests, discussion boards, a short research paper, reflection journals, and a community art project.

Upon successful completion of this course, students will be able to:

1. Summarize the scope and practice of art therapy as a human services profession
2. Explain how art and art making act as a non-verbal benefit to communication
3. Practice art making as non-verbal communication through the use of visual journals
4. Compare and contrast the multiple forms of expressive therapies
5. Articulate the importance of art as a healing process when facilitated by a trained art therapist
6. Recall examples of existing art therapy practices
7. Examine differences in the practice of art therapy globally, with emphasis on art therapy within the United States
8. Practice identifying community needs that can be addressed through art making
9. Explain how art can address needs in your local community
10. Create a piece of art that addresses an identified community need

General Education Objectives

1. EFFECTIVE COMMUNICATION – the ability to exchange information and ideas in oral, written, and visual form in ways that allow for informed and persuasive discourse that builds trust and respect among those engaged in that exchange, and helps create environments where creative ideas and problem-solving flourish.
2. INTEGRATIVE THINKING – the ability to synthesize knowledge across multiple domains, modes of inquiry, historical periods, and perspectives, as well as the ability to identify linkages between existing knowledge and new information. Individuals who engage in integrative thinking are able to transfer knowledge within and beyond their current contexts.

3. **CREATIVE THINKING** – the capacity to synthesize existing ideas, images, or expertise in original ways and the experience of performing, making, thinking, or acting in an imaginative way that may be characterized by innovation, divergent thinking, and intellectual risk taking.
4. **SOCIAL RESPONSIBILITY AND ETHICAL REASONING** – the ability to assess one's own values within the social context of problems, recognize ethical issues in a variety of settings, describe how different perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions. Individuals should acquire the self-knowledge and leadership skills needed to play a role in creating and maintaining healthy, civil, safe, and thriving communities.

Required Materials

Notebook or sketchbook (about 9" x 12") for keeping daily journals with visual and written responses to class exercises and their daily lives.

Suggested Texts

Rubin, J. (2010). *Introduction to Art Therapy Sources and Resources*. New York, NY: Routledge.

Other required articles/readings and videos will be posted to course delivery site listed on the first page of syllabus.

Statement Regarding Copyright:

All course materials students receive or to which students have online access are protected by copyright laws. Students may use course materials and make copies for their own use as needed, but unauthorized distribution and/or uploading of materials without the instructor's express permission is strictly prohibited. University Policy AD 40, Recording of Classroom Activities and Note Taking Services, addresses this issue. Students who engage in the unauthorized distribution of copyrighted materials may be held in violation of the University's Code of Conduct and/or liable under Federal and State laws.

Online Learning & Attendance

This course has been developed to promote asynchronous learning. The instructor and students do NOT meet on a designated day and time each week. For each lesson, there is a timeframe to complete all activities and assignments, and you may work at your own pace within that time frame. However, you must adhere to the deadlines outlined on the calendar. You should log into the course daily to check for updates, review lessons, and participate in activities.

You will need to have regular access to a scanner (or scanner app) for assignment submissions. You will submit these by completing your work on paper (such as drawing journals) and then scanning your papers to create an electronic file and submitting the electronic

file to the appropriate dropbox on the course website. *Please make sure to familiarize yourself with the submission procedure and the appropriate deadlines.*

Technical Requirements

<https://www.worldcampus.psu.edu/general-technical-requirements>

Organization

This course is made up of 3 units which include a total of 13 lessons. There will also be one research paper, weekly drawing journals, 2 midterm exams, one final exam and one course project (project will be completed throughout the duration of the course and due prior to the last week of classes).

For each lesson, you will complete the following activities and assignments:

- Explore online course content
- Read assigned readings
- Participate in discussion forums

Grading

Final letter grades will be assigned based on the scale below.

Scale

GRADE	PERCENT
A	93-100
A-	90-92.99
B+	87-89.99
B	83-86.99
B-	80-82.99
C+	75-79.99
C	70-74.99
D	60-69.99
F	0-59.99

Assignments:

An overview of assignment categories is provided below. More specific instructions about each individual assignment can be found in the appropriate area online.

ASSIGNMENT	Weight
Student-generated Research Paper	15%
Discussion Forums	10%
Quizzes (Knowledge checks)	0%
Drawing Journals	20%
Midterm Exams	30%
Course Project & Final Exam	25%
Total	100%

Student-generated Research Paper (15%)

For one assignment you will select a specific setting and population who is served by an expressive therapy to study independently, and present your findings in written format based on several prompts (i.e. briefly describe setting and population). The chosen topic should be one that you can use for your course project. After submitting this work, you will select another student's work from your small discussion group and review it. It is up to the students to exchange papers. Your grade for this assignment is based on both your work and your critique.

Discussion Forums (10%)

There are fourteen discussion boards throughout the semester, one for each lesson plus an introduction. Students are expected to make thoughtful contributions to the discussion boards. The lowest *four* discussion scores will be automatically dropped at the end of the term.

Participation Expectations for thoughtful contributions:

Each *original response* to the question for the week must be at least 150 words long and specifically reference some concept or content reference in the coursework for the week.

Read the postings your peers have made and *reply to at least ONE individual*.

Peer responses should reflect one or more of these types: 1) agreement with original response, 2) an alternative perspective with rationale, or a 3) respectful challenge with counter argument.

Quizzes for Self-Assessment (0%)

There are thirteen quizzes made up of multiple choice questions to help students with knowledge checks. Quizzes will not count toward final grade but are available to assist in self-assessment and to help students prepare for midterm and final exams.

Drawing Journals (20%)

Students will maintain a weekly journal throughout the semester. The journal will incorporate *quick* visual responses (some written material may be included) *at least 2 days a week*; two or three dimensional images are appropriate. Visual response will be about: students' daily lives, course content and student's feelings related to course content. Students will submit a .pdf file each week to show instructor visual progress (this file will include 2 or more entries in the journal). Rather than the psychological content, grades will be assigned based upon thorough effort, completion and introspection demonstrated.

Drawing Journals will be graded as follows:

Excellent:	Journal entry is clearly developed; specific drawings and examples are appropriate and clearly develop idea; conclusion (or progress if conclusion comes at a later entry) is clear; ideas flow together well; well-organized and good craftsmanship.
Good:	Journal entry is mostly developed; generally very organized but better connections between ideas and/or craftsmanship is needed.
Fair:	Concept and ideas are loosely connected; lacks clear connections; craftsmanship and organization are choppy
Poor:	Presentation of ideas is choppy and disjointed; doesn't flow; development of journal entry is vague; no apparent order to drawing entry

Midterm Exams (2 x 15%=30% total)

There are two midterm exams made up of a mix multiple choice questions and short answer questions. The short answer questions can be typed directly into the online exam form. Midterm 2 will only explicitly ask questions on material covered after Midterm 1.

Course Project and Exam (Project 15% and Exam 10%=25%)

Prior to the last week of class, you will submit a comprehensive course project.

Students will work individually to prepare a service learning project to be presented in video format. Each individual will select a community and/or non-profit organization for whom to

complete an art project. This organization will be selected when topic for research paper is chosen. Examples will be provided on the course delivery site listed on the first page of syllabus. Students are asked to communicate with the instructor to share their ideas and plans and to receive permission to proceed. Preparation of appropriate art or handicrafts will take place prior to completion of project. The selected organization and the art project/experience will be presented to the class by the individual by providing a link to video. This video will be due at the beginning of the week with lesson 12. Lesson 12 will focus on self reflection. Your video will be watched by classmates during the week of lesson 13.

Students are expected to view each other's videos prior to the final exam window and *each student will complete a multiple choice and/or short answer response to another student's video (video's will be assigned to students) during the final exam window*, conveying the learning, growth, and personal inner responses to the experience. The peer review will also reflect concepts of art as healing that have been acquired during the course of the semester. The final exam will also include multiple choice questions related to unit 3.

Deadlines

All assignments are "due" by 11:59PM Eastern Time on the assigned date, BUT you are given a grace period until 4:00AM the following day. Please refer to the calendar in Canvas for detailed information. As a general rule, you will NOT be able to go back and make up missed assignments, and late assignments are not accepted without a valid excuse. It is your responsibility to keep up with your assignments. Note that the times are in U.S. Eastern Time.

Students with an excused absence (hospitalization, jury duty, or family emergency) may be asked to produce proper documentation in order to make up graded work. *All make-up work is at the discretion of the instructor.*

Valid Excuses

A major advantage of an online course is the flexibility it affords students for doing assignments. All assignments are intended to be accessed and completed within a window of several days duration, and can be done from anywhere in the world. (The necessary technology, even if you are not at home, will frequently be available at internet cafes, copy shops, or libraries.) The dates of these assignments have been provided to you well ahead of time in the course calendar. Given this flexibility, an unexpected event that makes it impossible for a student to complete an assignment on time should be very rare. It is expected that students plan ahead and allocate their time accordingly.

A student must inform the instructor as early as possible if they anticipate it will be impossible for them to execute an assignment on time. If a student does not notify the instructor, and fails to submit the assignment on time, that student will receive zero credit. If a student only notifies the instructor of a valid conflict *after* the assignment window has opened (or, for homework, less than 48 hours before the assignment is due), the instructor may arrange to have the deadline changed for that student, but the penalty will be 20% of the available credit per 24 hours late. These penalties are not negotiable.

If a student anticipates a valid conflict and informs the instructor before the assignment window opens (or more than 48 hours before the homework is due), the instructor may allow the student to submit the work at a later (or earlier) time without penalty. *Valid conflicts* are items that make it impossible for a student to complete the assignment at the scheduled time, primarily including illness, or family emergencies. Travel plans (except as required by university-sponsored activities) DO NOT constitute valid conflict. Students should plan to be available online until they finish the assignment. Encountering technical problems at the last minute is not a valid conflict.

University Policies:

Academic Integrity

Penn State defines academic integrity as the pursuit of scholarly activity in an open, honest and responsible manner. All students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

Dishonesty of any kind will not be tolerated in this course. Dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students. Students who are found to be dishonest will receive academic sanctions and will be reported to the University's Judicial Affairs office for possible further disciplinary sanction. For further information, please read University Faculty Senate Policy 49-20 at <http://www.psu.edu/ufs/policies/47-00.html#49-20>

Disability Access

Penn State welcomes students with disabilities into the University's educational programs. If you have a disability-related need for reasonable academic adjustments in this course, contact Student Disability Resources (SDR) at 814-863-1807 (V/TTY). For further information regarding SDR, please visit the Student Disability Resources Website at <http://equity.psu.edu/student-disability-resources>

In order to receive consideration for course accommodations, you must contact SDR and provide documentation. (See the documentation guidelines at <http://equity.psu.edu/student-disability-resources/applying-for-services/documentation-guidelines/>). If the documentation supports the need for academic adjustments, SDR will provide a letter identifying appropriate academic adjustments. Please share this letter and discuss the adjustments with your instructor as early in the course as possible. You must contact SDR and request academic adjustment letters at the beginning of each semester.

Counseling and Psychological Services

Penn State's Counseling and Psychological Services (CAPS) office offers residential and distance-based Penn State students **non-emergency** mental health services in the form of case management, community resource referrals, supportive listening, caregiver support, and much more.

Students may request assistance from CAPS regarding a variety of common mental health issues, including anxiety, depression, relationship difficulties, and stress. CAPS services are designed to enhance students' ability to fully benefit from the University environment and academic experience. Call CAPS at 814-863-0395 (8 am-5 pm, Monday-Friday EST) or submit an inquiry online at <https://studentaffairs.psu.edu/form/caps-contact-form> to schedule an appointment with a mental health advocate, who can help you address mental health concerns that may interfere with your academic progress or social development. This appointment will include a one-on-one session that can be conducted via telephone, teleconference (Skype, FaceTime, etc.), or locally at Penn State University Park. For more information on services provided through CAPS, please visit the Penn State CAPS website at <http://studentaffairs.psu.edu/counseling/>. Students enrolled at the World Campus are also encouraged to visit its Mental Health Services page at <http://student.worldcampus.psu.edu/student-services/mental-health-services>.

*Reminder: These services are for **non-emergencies** only. If you or someone you know is experiencing a crisis situation, please call your local crisis center or 911.*

Nondiscrimination

Penn State is committed to equal access to programs, facilities, admission and employment for all persons. It is the policy of the University to maintain an environment free of harassment and free of discrimination against any person because of age, race, color, ancestry, national origin, religion, creed, service in the uniformed services (as defined in state and federal law), veteran status, sex, sexual orientation, marital or family status, pregnancy, pregnancy-related conditions, physical or mental disability, gender, perceived gender, gender identity, genetic information or political ideas. Discriminatory conduct and harassment, as well as sexual misconduct and relationship violence, violates the dignity of individuals, impedes the realization of the University's educational mission, and will not be tolerated. For further information, please visit the Affirmative Action Office Website at <http://www.psu.edu/dept/aaoffice/>

TEACH Act

The materials on the course Website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

University Emergency Procedure

In the event of a University-wide emergency, the course may be subject to changes. Exigent circumstances may require alternative delivery methods, class materials, and interactions with the instructor and/or classmates. In addition, there may be revisions to grading policies, attendance policies, and the course calendar, including assignments and their deadlines.

In the event of a University-wide emergency, please refer to the CANVAS Website for specific information related to the course. For more general information about the emergency situation,

please refer to the Penn State Website at <http://www.psu.edu> or Penn State News at <http://news.psu.edu>.

To register with PSUTXT Alerts, a service designed to alert the Penn State community when situations arise that affect the ability of a campus to function normally, please go to <http://psutxt.psu.edu/>. Subscribers can receive alerts by text message to cell phones, and also can elect to have alerts sent to an email address.

Syllabus Subject to Change

The class will likely adhere to the information outlined in the syllabus and calendar, but adjustments may be made based on what actually transpires during the term. Be sure to check course announcements and check in with a classmate after an absence to see if activities and assignments have changed. Remaining in the course after reading this syllabus will signal that you accept the possibility of changes and responsibility for being aware of them.

Course Outline

UNIT 1: Art therapy, an integrative mental health and human services profession

Lesson 1: Introduction - What is art therapy?

Readings (to be found on course site):

1. Definition: Art therapy
2. What is art therapy?
3. About art therapy
4. Broader definition of art therapy

Discussion (2 parts):

Students will provide a brief introduction (name, major, something interesting about themselves, etc.) and answer the following two questions:

1. Please describe a scenario where the arts have positively impacted your life. How can you assess the value or importance of this instance?
2. How would you define art therapy to a stranger if you only had the time that it takes to ride the elevator from level 1 to level 4?

Due:

1. Drawing Journal Submission 1
2. Quiz 1 (optional, does not count towards final grade)

Lesson 2: History of art therapy

Readings (to be found on course site):

1. Rubin, Art therapy: An introduction, Chapter 3: History, pages 49-64

Discussion:

It can be argued that art therapy evolved naturally within various disciplines and cultural institutions. Identify an example of this evolution within at least one setting.

Due:

1. Drawing Journal Submission 2
2. Quiz 2 (optional, does not count towards final grade)

Lesson 3: How to become an art therapist, credentials and prerequisites

Readings (to be found on course site):

1. Becoming an art therapist
2. Credentials and licensure
3. About the credentials

Discussion:

Art therapy, facilitated by a professional art therapist, effectively supports personal and relational treatment goals as well as community concerns. Describe an example when the term “art therapy” was used inaccurately.

Due:

1. Drawing Journal Submission 3
2. Quiz 3 (optional, does not count towards final grade)

Lesson 4: The art part and the therapy part

Readings (to be found on course site):

1. Rubin, Art therapy: An introduction, Chapter 4: The Basics, pages 69-80

Discussion:

Why is it important for art therapists to know about art, about therapy, and about the interaction between the two?

Due:

1. Drawing Journal Submission 4
2. Quiz 4 (optional, does not count towards final grade)
3. Student-generated Research Paper

Midterm 1/Unit 1 Exam

Due:

1. Timed Midterm 1
2. Drawing Journal Submission 5

UNIT 2: The FAQs of art therapyLesson 5: Non-verbal benefits

Readings (to be found on course site):

1. Rubin, Art therapy: An introduction, Chapter 4: The Basics, pages 85-93
2. Non-verbal benefits
3. Art therapy and autism: overview and recommendations by Nicole Martin

Discussion:

Your readings identify multiple benefits from art therapy that are not associated with other therapeutic modalities. Write a *brief* explanation of at least two of these unique therapeutic values of art. Choose one of these two and comment with which you particularly identify.

Due:

1. Drawing Journal Submission 6
2. Quiz 5 (optional, does not count towards final grade)

Lesson 6: Brief introduction on approaches to art therapy

Readings (to be found on course site):

1. Rubin, Approaches to Art Therapy, Introduction, pages 1-7
2. Rubin, Art therapy: An introduction, Chapter 2: What is Art Therapy?, page 25

Discussion:

Why is it important for an art therapist to understand multiple theoretical perspectives, even if his or her practice focuses on just one?

Due:

1. Drawing Journal Submission 7
2. Quiz 6 (optional, does not count towards final grade)
3. Student-generated Research Paper Peer Critique
4. Course Project check-in - organization selected

Lesson 7: Populations

Readings (to be found on course site):

1. Confronting Polarization in Art Therapy

Discussion:

What population were you most surprised to see served by art therapists? Least surprised? Why? Do you think there are populations that benefit more or less than others?

Due:

1. Drawing Journal Submission 8
2. Quiz 7 (optional, does not count towards final grade)
3. Course Project check-in - materials/outline organized

Lesson 8: Settings

Readings (to be found on course site):

1. About art therapy, *Where Art Therapists Work*

Discussion:

What setting were you most surprised to see served by art therapists? Least surprised? Why? Do you think there are settings that are more or less beneficial than others?

Due:

1. Drawing Journal Submission 9
2. Quiz 8 (optional, does not count towards final grade)

Midterm 2/Unit 2 Exam

Due:

1. Timed Midterm 2
2. Drawing Journal Submission 10

UNIT 3: Broadening the scope of art therapyLesson 9: International art therapy

Readings (to be found on course site):

1. Rubin, Art therapy: An introduction, Chapter 3: History, pages 64-68
2. Art therapy organizations

3. International art therapy

Discussion:

Identify a country where you think art therapy might not be as commonly practiced. Please write about a country that has not been selected by one of your peers. What are some possible benefits and/or challenges of introducing art therapy to this part of the world?

Due:

1. Drawing Journal Submission 11
2. Quiz 9 (optional, does not count towards final grade)

Lesson 10: Introduction to other expressive therapies

Readings (to be found on course site):

1. Development of a Creative Arts Therapies Center
2. About music therapy
3. What is dance movement therapy?

Discussion:

In what ways do you think music therapy and dance/movement therapy relate to art therapy? Explain at least two similarities and one difference.

Due:

1. Drawing Journal Submission 12
2. Quiz 10 (optional, does not count towards final grade)
3. Execution of Course Project

Lesson 11: Continued introduction to other expressive therapies

Readings (to be found on course site):

1. About IFBPT
2. What is drama therapy?
3. Why play therapy?

Discussion:

In what ways do you think bibliotherapy, drama therapy and play therapy relate to art therapy? Explain at least three similarities and one difference.

Due:

1. Drawing Journal Submission 13
2. Quiz 11 (optional, does not count towards final grade)

Lesson 12: Reflection and review

Readings (to be found on course site):

1. Look back through your weekly drawing journals until this point in the semester

Discussion:

Do you notice any personal associations with symbols in your journal? Does your journal tell any narrative through the images? Take this opportunity to share at least one thing with your classmates about your journal process of personal exploration. Please attach at least one image to your post.

Due:

1. Drawing Journal Submission 14

2. Quiz 12 (optional, does not count towards final grade)
3. Final Project Videos

Lesson 13: Watch and review peer videos

Readings:

1. There are no additional readings this week.
2. Please watch at least five of your classmate's videos.

Discussion: Respond about one of the videos you watched with the following:

1. Comment on the best executed component of their art project. What connections can you make between the project in the video you chose and the art project you created?

Due:

1. Drawing Journal Submission 15
2. Quiz 13 (optional, does not count towards final grade)

Final Exam (Cumulative: Includes Unit 3 & peer project review)

Due:

1. Timed Final Exam