

**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number: COE 8183

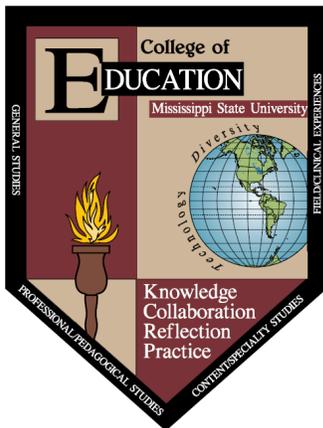
Course Title: Utilizing Art and Art Therapy in Counseling

Credit Hours: Three (3) semester hours

Course Type: Lecture/Lab

Catalog Description: This course provides an introduction to the definitions, historical roots, theoretical underpinnings, and basic elements of the field of art therapy.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these

knowledge bases with the appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

Students will be able to:

- Provide an overview of the historical foundations of visual art therapy. (CFPOs #2, 4, 8)
- Know the theoretical foundations of visual art therapy. (CFPOs #2, 4, 8)
- Be familiar with the use of visual arts as symbolic communication. (CFPO #4; InTASC 4)
- Understand the use of the visual arts as method of therapeutic intervention. (CFPOs # 1, 2; InTASC 4, 5)
- Use visual arts in the treatment of persons with addictions and addictive behaviors.
- Use visual arts to develop greater levels of interpersonal and intrapersonal understanding with various populations. (CFPO # 4; InTASC 4, 5)
- Use visual arts in clarifying personal developmental issues. (CFPO # 4; InTASC 4, 5)

Topics Covered in Course: (45 clock hours)

- History of art in therapy
- Art Therapy and the brain
- Art Therapy as a tool for change
- Art Therapy with children
- Art Therapy with adults
- Art Therapy with special populations

Texts:

Malchiodi, C.A. (2007). *The art therapy sourcebook*. New York: McGraw Hill.

Methods of Instruction:

Lecture, discussion, in class and out of class art activities, as well as presentations.

Suggested Student Activities:

Illustration of Self:

Use an art media(s) to symbolize how the student perceives the self. The student must include the roles of student, counselor, and professional. The student is encouraged to select a medium that assists in best portraying their concepts of self at this point in development. Ideas presented in class may be used as the basis to develop this personal statement, but should be modified to fit the roles portrayed. Two or three dimensional representations are acceptable. For example, the student may choose a triptych to develop this set of roles, much as with the Jungian assignment. This project will be presented to the class and explained by the student. The grade will be based on clarity, insight, creativity, and appropriate adaptation of the medium used to the project completed.

Art Activity for Counseling:

The student will develop an art activity that can be used in clinical practice. This may be an adaptation of an activity for a specific clinical population or age group. The student may adapt an activity that he or she has seen demonstrated or has found through his or her research. If it is an adaptation, appropriate citation to the source of the activity is necessary. The student will be asked to present directions for the activity in written form and conduct a demonstration of the activity for the class. This will be a final class activity. The grade will be based on appropriateness for the population, effectiveness of the demonstration, and creative use of media.

Creative Arts Journal:

The student will develop a visual journal consisting of art work that was developed outside of the classroom. The journal may consist of drawings, collages, photographs or paintings created with the purpose of expressing emotions, gaining insights, self-soothing, and/or exploring a personal issue. No less than 10 entries for a C on this activity; for a B no less than 15 entries; for an A no less than 25 entries. This task is to assist the student in becoming more aware of imagery that is unique and appealing to him/her and to provide creative opportunities for personal expression, reflection, and insight. These entries may be in chalk, lithograph, collage, montage, intaglio, watercolor, color pencil, oil pastels, graphite, ink, or any other type 2 dimensional media. If you wish to do a 3 dimensional project alert the instructor, prior to completion of such activity.

Class participation & activities:

In every class students are required to provide insights that add to class discussion. In this class students are required to participate by developing in class and out of class art activities that are suggested by the instructor. For instance, after a discussion of Jungian theory, students are asked to develop a visual representation of their shadow self. Students will be drawing, painting, and working on activities that emerge as a result of the classroom lectures, based on the book by Malchiodi. Students will be graded on attention to detail, focus, creative use of media, and following directions.

Academic Integrity/Honor Code Policy:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit:

<http://www.honorcode.msstate.edu/>

Cell Phone and Technology Policy:

Cell Phones and Electronic Devices in the Classroom: In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08*).

Nondiscrimination Policy:

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms with Title IX of the education amendments of 1972, section 503. The department of counseling and educational psychology encourages the recruitment, acceptance, and enrollment of minority students of the region and beyond. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of minority groups are strongly encouraged to seek admission in the department.

Accommodations for Persons with Disabilities:

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is <http://www.sss.msstate.edu/>

Field Experience:

None

Evaluation of Student Progress:

<u>Assignments</u>	<u>Points</u>
Class Participation & Activities	150 points
Creative Arts Journal	250 points
Art Activity for Counseling	300 points
<u>Signature Assignment</u>	<u>300 points</u>
Total	1000 points

Incomplete Grades:

A grade of "I" (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations). Graduate students who receive a grade of "I" must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an "I" grade during the specified time will result in an automatic grade of "F". Once a grade of "I" has been converted to an "F" because of a student's failure to complete

the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President.

Department Retention Policy:

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit:

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Academic Programs Standards Policy:

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B. Failure of the master's comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student's graduate program in the department. For more information visit:

http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf

Course Instructor Policies:

Absences

Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty makes judgments as to students' fitness and performance based on observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in clinical situations, and their adherence to their discipline's codes of ethics. A series of formal evaluations are conducted at key stages of the student's education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students' academic performance, students' personal characteristics related to professionalism are evaluated using the Personal Characteristics Review Form (PCRF). Students with multiple absences are also evaluated to determine their continued success in the program.

Written Assignment Policy

Students are expected to adhere to the APA style guidelines (6th ed.) for written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of grammar and punctuation errors, and organized to flow smoothly for the reader.

In addition, all work submitted should be the result of the student's original efforts.

Email Policy

Students at MSU may access an individual E-mail account through the university e-mail system. Students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments may be sent periodically to class members through MyCourses. Students will be held responsible for accessing any e-mail or materials posted for this course.