Wayne State University  
College of Education  
Course Syllabus  
Art Therapy with Groups  
Winter 2014

Division: Art Education  
Program Area: Art Therapy  
Course: AED 7310, Section 001, CRN# 23646  
Course Location: Room 0158, Community Arts Building  
Time: Thursday, 5:00 – 7:45 p.m.  
Credits: 3  
Instructor: Kate Sullivan, LMSW, M.Ed., ATR-BC  
Office: 163.4 Art Education Office  
Office Hours: 4:45-5:00 p.m. Thursday & by appointment  
Appointment Phone: Cell: 734-735-6324 - preferred  
Home: 734-994-3299  
E-mail: am5039@wayne.edu sullivzk@gmail.com  
Emergency numbers: Weather/snow cancellation:  
The News Line: 313-577-5345 or www.wayne.edu  
Security guard: 313-577-2222

Catalog Description:  
This class provides an understanding of the basic elements of the art therapy group process and teaches students how to facilitate art therapy groups. Content includes understanding various types of groups, the stages of group development, approaches to group art therapy, group dynamics, guidelines for multicultural practice, ethical and professional issues in group practice, and use of skills and techniques applicable to various art therapy group situations. Covering 2007 AATA Education Standards IV A.1.d, primary content  
IV A.1.b.c.f., secondary content

Course Outcomes:  
Students will:  
1. understand the therapeutic factors of group therapy;  
2. develop and practice art therapy group leadership skills and techniques;  
3. develop understanding of ethical issues specific to the practice of group art therapy;  
4. understand current research relative to group therapy and group art therapy;  
5. be able to make appropriate choices in utilizing models of therapy to be applied in a wide variety of group art therapy settings;  
6. will experience and participate in brief group therapy focused upon development of ‘my professional persona’;  
7. relate to a variety of problems and issues present in groups, be aware of, and sensitive to, the differences in group members relative to culture, ethnicity, gender, age, and physical ability;  
8. practice small group leadership skills & techniques within the class setting.
**Required texts:**


**Recommended texts and references:**

APA Resource: [http://owl.english.purdue.edu](http://owl.english.purdue.edu)

Liebmann, Marion (1986) *Art therapy for Groups.* Massachusetts: Brookline Books


***Chastin, Faigley, & Fine-Josephson** are books to aid you in writing skills. Please be aware their APA information may not be up to date with the 6th Ed. of the APA Manual.

**Assignments:**

1. **Reading assignments, class participation & attendance:** Readings will be actively discussed in class and each student is expected to participate by bringing questions, thoughts, & insights for the class to explore. This demonstrates that readings have been completed & evaluated as to relevance for your professional & personal development as an art therapist. Art experientials will also be completed in class. (20 points: attendance 7; participation & demonstration of preparation for class 13)

2. **Group Therapy:** Each class member is required to attend and participate in eight (8) 75 minute group therapy sessions. The sessions will be focused on **developing your professional ‘self’** and conducted by a guest therapist. Sessions will occur during scheduled class hours.

   a. **Group Therapy Journal:** Maintain a personal journal of your group therapy experience to be updated weekly. This should include your reactions, experience, insights, and personal growth, as a result of participating in group therapy. Include thoughts and reactions to the responsive art experientials
conducted after each session. Attend to your reactions and interactions with

group members and the group leader. Journals will be due 3/27 with the ‘Art

therapy group’ paper. (20 points for group experience & journal)

*Journals may be requested for review at the beginning of any class.*

3. **Art Therapy Group Paper:** Write a short (APA) paper as follows:

   a. **Title page, abstract, introduction** (1 point each)
   b. Choose a population of clients for this paper and provide a brief discussion of
      the presenting problem and other expected issues related to your population
      (approximately ½ to ¾ page, 2 points)
   c. Determine the **therapeutic approach** which will suit this population, your style
      of client interaction, and therapeutic philosophy. Discuss how your approach
      will benefit your clients in reaching their goals of therapy: identify 2-3
      specific goals your population might realistically desire to achieve in group
      therapy. (approximately 1 page, 2 points)
   d. Assuming your group is brief therapy (8-12 sessions) and the goals will not be
      reached specifically in one or two sessions, identify specific needs of your
      clients and which of Yalom’s curative factors should develop to aid your
      client’s success in reaching their goals as stated above. (approximately 1-2
      pages, 3 points)
   e. Present three (3) art experientials to facilitate your clients achieving their
      goals (stated above) and why you have chosen each one; how do the
      experientials demonstrate your chosen therapeutic approach; at what
      point/stage in the therapy would you use each intervention. (approximately 3
      pages, 9 points)
   f. Discussion and summary: Use examples from class, personal experience,
      other settings, readings, research and your journal. This paper should
      demonstrate understanding of the ‘factors’ and how/why they are important to
      the practice of group art therapy. (1-3 pages, 6 points)
   g. APA format required. (use of citations, reference page if appropriate,
      spelling, grammar & safe-assign, 5 points) * You will submit your paper
      electronically to Safe-assign for plagiarism review before midnight of due
      date. Details will be provided in class.

4. **Experiential development and presentation:** will be done in pairs / 90 minutes

   a. Research into areas of need for a chosen population.
   b. Briefly present the characteristics, expected issues, and setting of your
      population.
   c. Class members will portray your chosen population: provide information for
      role playing your clients.
   d. Develop an appropriate experiential for your population & setting.
   e. Guide the class through completion of the experiential and group processing
      of the experiential.
   f. Class discussion of your population/experiential experience & appropriateness
      / alternative possibilities.
g. Distribute a supporting reference list for the presenting problem & population, (approximately 5), and the experiential directions to class members.
h. Presentation to be done in your appropriate professional manner & dress for the selected population.

a, b, & c: 8 points; d & e: 10 points; f: 3 points; g & h: 4 points (25 points)
- Each class member will provide confidential (to presenter only) brief feedback re: 1. Professionalism of speech and dress for the client population; 2. Preparedness, timing & organization; 3. Your personal ‘take-way’ from the presentation. Index cards will be provided.

5. **Journal article presentation:** Each class member will:
   a. present a review of an assigned article which will include: brief summary of the article: population, goals, approach, items of particular interest, and a critique of elements relative to the content and goals of this class.
   b. Express to class what you have gained from this article.
   c. No longer than 15 minutes – 5 points based upon the above criteria.

**Class Policies:**
- Class is conducted in an adult learning style and therefore heavily reliant upon discussion of readings to enhance integration of the subject matter and professional development.
- All assignments must demonstrate personal involvement in both the process and the product.
- Assignments must conform to guidelines presented in class and in the syllabus.
- Assignments turned in late will result in a reduction of grade by one level per week. **If the assignment is not turned in on the due date it is late.** In an emergency, assignments may be submitted by email, before midnight of the due date. Please be aware that email submission may corrupt your format for the APA paper and therefore effect your grade accordingly.
- Plagiarism will not be tolerated. Written work will reflect the university’s policy on plagiarism. See WSU policy in detail below.
- We will do various art experientials throughout the semester. Basic materials are available in class: soft/oil pastels, scissors, colored pencil, water colors & brushes, markers, paper.
- If an experiential is too sensitive for a student to complete in the class setting, it will be acceptable for the student to participate in a limited manner or to forgo the experiential (please discuss with the instructor at the time of the experiential).
- You are responsible for material presented in class and are responsible to obtain all materials / handouts / notes for any missed class.
- Attendance is expected for each class. If you are unable to attend please notify the instructor prior to class in order to be excused. If you are absent from 3 (three) classes (excused or unexcused) your grade will be reduced by one level (an A would become B).
• Attendance is required for the group therapy sessions: if you are absent for 1(one) or more sessions your grade for this portion of class will be reduced by one grade level (an A would become B) per absence.

• All assignments must be turned in by semester’s end. **If all assignments are not turned in, university policy dictates a failed grade.**

• Guests in class will not be allowed unless prior approval is given by the instructor.

• All written assignments are to be typed, composed in graduate level writing with correct spelling and grammar.

**Plagiarism:**
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you’re in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignment

<table>
<thead>
<tr>
<th>Class Schedule</th>
<th>Topics</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td><strong>Week 1- January 9</strong></td>
<td>Overview of course, syllabus Group exercise, Yalom’s Therapeutic factors Assign presentation dates</td>
<td>Corey: Chap I, pp. 1-11</td>
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<tr>
<td><strong>Week 2- January 16</strong></td>
<td>5-6:15 p.m.: group therapy Experiential, leadership roles Listening skills, ethics</td>
<td>Corey: Chap. 2&amp;3, pp. 12-45 Moon: Forward &amp; Intro, pp. V-XVI</td>
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<tr>
<td><strong>Week 3- January 23</strong></td>
<td>5-6:15 p.m.: group therapy Experiential Group stages</td>
<td>Corey: Chap. 4&amp;5, pp. 46-70 Moon: Chap. 1-3, pp. 3-28</td>
</tr>
<tr>
<td><strong>Week 4- January 30</strong></td>
<td>5-6:15 p.m.: group therapy Experiential Group leader techniques Psychoanalytic, Alderian</td>
<td>Corey: Chap. 6&amp;7, pp. 71-97 Moon: Chap. 4&amp;5, pp. 29-44</td>
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<tr>
<td><strong>Week 5- February 6</strong></td>
<td>5-6:15 p.m.: group therapy Experiential Short, long term, closed, open Groups; psycho-drama; Existential</td>
<td>Corey: Chap. 8&amp;9, pp. 98-120 Moon: Chap. 6&amp;7, pp. 45-60</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Time</td>
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<td>Week 6- February 13</td>
<td>5-6:15 p.m.</td>
<td>Group Therapy</td>
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<td>Week 7-February 20</td>
<td>5-6:15 p.m.</td>
<td>Group Therapy</td>
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<tr>
<td>Week 8- February 27</td>
<td>5-6:15 p.m.</td>
<td>Group Therapy</td>
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<tr>
<td>Week 9- March 6</td>
<td>5-6:15 p.m.</td>
<td>Last Group Therapy</td>
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<td>March 10-16</td>
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<td>Week 10- March 20</td>
<td>Specific populations</td>
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<td></td>
<td>Journal article presentation (2)</td>
<td>#1 presentation (90 min.) Therapeutic Factors Paper due</td>
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<tr>
<td>Week 11- March 27</td>
<td>Specific populations</td>
<td></td>
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<td></td>
<td>Journal article presentation (2)</td>
<td>#2 presentation (90 min.)</td>
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<tr>
<td>Week 12- April 3</td>
<td>Specific populations</td>
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<td></td>
<td>Journal article presentation (2)</td>
<td>#3 presentation (90 min.)</td>
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<tr>
<td>Week 13- April 10</td>
<td>Journal article presentation (2)</td>
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<td>#4 presentation (90 min.)</td>
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<td>Week 14- April 17</td>
<td>Journal article presentation (3)</td>
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<td></td>
<td>Summary &amp; evaluation #5 presentation (90 min.)</td>
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<tr>
<td>Week of April 23</td>
<td>Exam week- no class</td>
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Evaluation and Grading:

Grades will be based upon successful completion of assignments, class attendance and participation. An ‘A’ grade will be given for superior performance on all assignments, active and responsive class participation and no unexcused missed classes. A ‘B’ grade will be given for good performance on all assignments, good class participation and no unexcused absences. The following criteria apply for course assignments:
1. all assignments must demonstrate a personal investment in the process and product,
2. must be submitted on time,
3. must conform to guidelines presented in class for each assignment,
4. every written assignment must demonstrate graduate level writing skills.

Final grades will be computed as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>F</td>
<td>69 or less</td>
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</tbody>
</table>

Final grades will be computed as follows:

Final grades will be computed as follows:

- Evaluation:
  - Reading, class participation, attendance: 20 points
  - Group therapy journal, group participation: 20 points
  - Therapeutic Factors paper: 30 points
  - Group experiential presentation: 25 points
  - Journal article presentation: 5 points
  - Total: 100 points

* Any outstanding papers will be returned to you by mail if you supply a self-addressed & stamped envelope.

The following University wide grading system will be adhered to in computing grades for individual assignments as well as final grades:
A: 4.0; A-: 3.67; B+: 3.33; B: 3.0; B-: 2.67; C+: 2.33; C: 2.0.

General Note on Grading
The College of Education faculty members strive to implement assessment measures which utilize a variety of strategies to evaluate a student's performance in a course. For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance. Please note that there is a distribution of grades from A-F within the College of Education and; plusses and minuses are recorded and distinguish distinct grade point averages.

Withdrawal Policy
- Beginning in fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two (2) weeks of the term.
- Students who withdraw from a course after the end of the 4th week of class will receive a
grade of WP, WF, or WN.
- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

- Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week term will be adjusted proportionately.

**Attention Students with Disabilities:**
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

**Religious observance policy:**
Because of the extraordinary variety of religious affiliations represented in the University student body and staff, the Wayne State University calendar makes no provision for religious holidays. It is the University policy, however, to respect the faith and religious obligations of the individual. Students who find that their classes or examinations involve conflicts with their religious observances are expected to notify their instructors well in advance so that alternative arrangements, as suitable as possible, may be worked out.

**Resources for optional inclusion:**
**Wayne State University Writing Center:** The writing center (2nd floor, UGL) provides individual tutoring consultations free of charge for students at Wayne State University. While the center serves both graduate and undergraduate students, undergraduate students in General Education courses, including composition courses, receive priority for tutoring appointments. The writing center serves as a resource of writers, providing tutoring sessions on the range of activities in the writing process – considering the audience, analyzing the assignment or genre, brainstorming, researching, writing drafts, revising, editing, and preparing documentation. The writing center is not an editing or proofreading service; rather, students are guided as they
engage collaboratively in the process of academic writing, from developing and idea to correctly citing sources. To make an appointment, consult the writing website: 
http://www.clas.wayne.edu/writing/

To submit material for online tutoring, consult the writing center HOOT website: (Hypertext One-on One Tutoring) http://clas.wayne.edu/unit-inner.asp?WebPageID=1330.

Client populations and/or conditions appropriate for group therapy paper and group therapy experiential presentations. If you are interested in a population not listed here please speak with me for approval.

<table>
<thead>
<tr>
<th>Adolescents</th>
<th>Adjustment disorder</th>
<th>Adults with specific diagnosis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety disorders</td>
<td>Autistic Spectrum Disorder</td>
<td>Bipolar disorder</td>
</tr>
<tr>
<td>Cancer</td>
<td>Children of prisoners</td>
<td>closed head injury</td>
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<tr>
<td>Cultural adjustment issues</td>
<td>Depression</td>
<td>Domestic Violence: vics /perps</td>
</tr>
<tr>
<td>Dual diagnosis</td>
<td>End of life adjustment</td>
<td>Prison populations</td>
</tr>
<tr>
<td>Gender identity issues</td>
<td>Grief &amp; Loss</td>
<td>Homeless (family, individual)</td>
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<tr>
<td>Immigration – migration</td>
<td>Joblessness</td>
<td>Life stage adjustment</td>
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<tr>
<td>Military family adjustment</td>
<td>Palliative care</td>
<td>Personality Disorders</td>
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<tr>
<td>Physical abuse</td>
<td>PTSD</td>
<td>Schizophrenia</td>
</tr>
<tr>
<td>Sexual abuse</td>
<td>Substance abuse</td>
<td>Trauma recovery</td>
</tr>
</tbody>
</table>

Journal Articles for presentation:


