Course Syllabus

Division: Teacher Education
Program Area: Art Education / Art Therapy
Course #: AED 7330-001
Course Title: Art Therapy in the Schools: Assessment and Practice
Section #: 35908
Term/Year: Summer / 2017
Course Location: 158 Art Building
Day: Monday & Wednesday
Time: 5:30 to 8:00 p.m.
Instructor: Carla Washington-Faye, MA, ATR, LPC
Office Address: 163 Community Arts Building (Call home or cell # for appointment)
Office Hours: Following Class or by appointment
Office Phone #: 313-577-5469
Cell Phone #: 313-682-7704
Fax #: 313-884-7557
E-mail: af0718@wayne.edu

Course Description
This course will offer an overview of the practice of art therapy in the school setting. A survey of varying special needs areas in education (both general and special education) will be provided through slides, lectures and studio experiences relating to the research, theory and practices of art therapy with children. Areas of school documentation, team roles of service providers, assessment, appropriate interventions, and research and ethics areas will be covered. Covers 2007 AATA Education Standards IV.A.1.b.c.c. IV.A.2.b.e. primary content, IV.A.1.d.f.2.g. secondary content.
Course Outcomes
Student will:

• Understand the role of the art therapist as part of a multidisciplinary team within the school.
• Appreciate ethical issues and responsibilities of the art therapist within the school setting.
• Identify and define various populations, disability, or special needs areas that benefit from art therapy intervention in the school setting.
• Display and understanding of the various stages of development in graphic representation and how they relate to cognitive and language development in the individual child, as well as how they impact intervention.
• Become familiar with various standardized and non-standardized assessment tools and art therapy interventions appropriate for pre-K through grade 12 school children.
• Appreciate the need for documentation and understand the how to use a variety of forms for service.
• Develop an appreciation for the role of and need for art-based research in the schools.

Required Text(s):
*Levick Emotional and Cognitive Art Therapy Assessment: A Normative Study*, by Levick, Myra F. Author House, 2009

All other required readings/materials from various texts and publications for this course are available on Blackboard.

Additional References:
Optional recommended texts include:
*The Handbook of School Art Therapy*, by Janet Bush. Charles C. Thomas Publisher. LTD.

Course Assignments:

✪ **Attend & Participate in Classes.**
Notification of absence prior to class when possible is requested. You may leave a message on my cell phone number. It is the responsibility of the student to obtain and make-up any missed materials and assignments, including any experiential. *Please be advised that while an art experiential is reflective and often revealing in nature, it is intended to be educational rather than for purposes of individual therapy. Your constructive and respectful participation in each class session is worth 10 points, or up to 140 total points toward your course grade.*

✪ **Complete All Assigned Readings Prior to Class.**
This will prepare you for participation in discussion and give you an opportunity to consider and explore the topic(s) presented. Since participation is a factor in your grade, preparation is important.

✪ **Write a Paper.**
*Due: Wednesday, July 26, 2017.*
Develop a paper (6 to 8 pages plus title page, abstract, and reference page) based upon the articles and information presented in class and/or readings as well as additional research. Choose one of the following topics:

1.] Discuss the role of art therapy in the schools. Develop a rationale for the inclusion of art therapy in the educational setting. Cite existing program(s).
Propose effective advocacy for promoting an art therapy program in the schools. Define current certification(s) required, describe necessary qualifications, identify ethical issues, and state your personal viewpoint regarding those areas.

OR

2.] Discuss the theories of two (2) writers regarding the development of children’s art and its relationship to cognitive, social and emotional growth. Link similarities between the individual theorists and highlight any areas where they differ in emphasis, concept or content. Discuss the implications/considerations regarding development stages in children’s art with respect to therapeutic intervention.

FOR EITHER TOPIC:
Include references. Punctuation, grammar, and spelling will be considered in grading. Use of current APA style is mandatory. Points may be deducted for egregious deviations or errors.

Your paper will constitute up to 50 points toward your course grade. Please refer to The Role of the Art Therapist in the Schools Paper or Comparison of Developmental Theorists Paper Rubric that you will find on Blackboard under Content.

Present on the Application of Art Therapy to a specific School Population.
Due: Presentation population and groups is according to sign-up for August 16, 2017

You will be part of a presentation.
Select from the list of children’s populations (or approved population) and presentation dates distributed. A sign-up sheet will be available beginning Wednesday, July 12, 2017 – Wednesday, July 26, 2017. You may choose the format for a 30-minute presentation that is most comfortable for you and your team, and suitable for your material/information (ex. Power Point, Prezi, Google, etc.) Follow the presentation with clearly defined art directive appropriate for the population. The class will not actually execute the art directive, but rather you will provide detailed, printed directions as if it were to be executed. This can be an intervention or an assessment tool that is already a part of your presentation. You must provide a handout covering each element (listed below) for each student and the instructor in this class. Please note that if you are providing your handout on Blackboard it should be posted prior to the day of your presentation. The reference guide should be specific to the population you selected for presentation. For this element, research as many books and articles as possible (minimum five) which relate or are specific to your population. These MUST include but need not be exclusively art therapy references. List the references found (APA Style) and write a brief summary or description for each. TIP: You may use information provided on the Internet, in journals, book reviews or through publication brochures as annotations.

The following elements must be contained and distributed in handouts (via either Electronic or Hard Copy) before the actual presentation:

1.) Overview of the population = 5 points
2.) Behavioral characteristics = 5 points
3.) Appropriate art therapy assessment(s): minimum one = 10 points
4.) Effective art therapy interventions(s): minimum two = 10 points
5.) Annotated Reference Guide: minimum five reference = 10 points
6.) Art Directive: assessment and/or intervention = 10 points
Your Presentation will constitute up to 50 points toward your course grade. Please refer to *Special Population Presentation Rubric* found on Blackboard under Content.

✪ **Complete 5 Hours of Art Therapy Assessments with Children**
**Due: Thursday, August 17, 2017**

Utilizing assessment material presented in class, and through your own research, work with one or more children and administer the art therapy assessment(s). Log hours and assessment method following the format provided in class. Attach copies of the assessment. Include photographs of artwork. Please do not turn in actual artwork. Record assessment notes in an objective summary. As a rule of thumb, the total time of note taking and recording for purposes of this report should not exceed your actual contact time with the subject.

Your Assessment(s) will constitute up to 50 points toward your final grade. Please refer to *Assessment Assignment Rubric* found on Blackboard under Content.

**Class Policy**
- Students are expected to attend and participate in all class sessions whether onsite or online. Your grade will be impacted by participation as defined in this syllabus.
- Grades will be based upon the completion of the course requirements listed. The University rating system (ex. A:4.0 / A-:3.65 / B+:3.33 / B: 3.0, etc.) will be used in the calculation of overall grades. Individual assignments will be awarded points as listed in this syllabus.
- Late assignments will receive a point reduction equal to a .5 grade level for each class date late.
- Quality work and writing is expected. Punctuation, spelling and grammar will be scored in written assignments along with quality of research and reflection. Remember, you reflect your profession when you write in the field.

**Academic Dishonesty/Plagiarism**

The College of Education has a “zero tolerance” approach to plagiarism and other forms of academic dishonesty. (See Student Code of Conduct [http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf](http://doso.wayne.edu/assets/student-code-of-conduct-brochure.pdf)). 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. Specific examples of academic dishonesty, including what constitutes plagiarism, can be found in the University’s Undergraduate Bulletin ([http://bulletins.wayne.edu/ubk-output/index.html](http://bulletins.wayne.edu/ubk-output/index.html)) and Graduate Catalog ([http://www.bulletins.wayne.edu/gbk-output/index.html](http://www.bulletins.wayne.edu/gbk-output/index.html)) under the heading “Student Ethics.” These university policies are also included as a link on Blackboard within each course in which students are enrolled. It is every student’s responsibility to read these documents to be aware which actions are defined as plagiarism and academic dishonesty. Sanctions could include failure in the course involved, probation and expulsion, so students are advised to think carefully and thoroughly, ask for help from instructors if it is needed, and make smart decisions about their academic work.
## Class Schedule

<table>
<thead>
<tr>
<th>Date/Day</th>
<th>Format/ Topic(s)/ Readings:</th>
</tr>
</thead>
</table>
| 07/03 (Mon)| **Online Blackboard Discussion** (Open 48 Hours) Article/Excerpt of Your Choice  
**Assigned Readings (under Course Content):**  
1. *An Introduction to Special Issue of Art Therapy in the Schools:* Art Therapy + Schools + Students = ?, Loesl  
2. *In the Service of Children: Art & Expressive Therapies in the Public Schools (excerpt)*  
   Essex, Frostig & Hertz |
| 07/05 (Wed)| **MANDATORY CLASS MEETING** – **ON SITE**  
Introductions/Comments/Survey  
Course Overview/ Questions & Answers  
Review of Syllabus & Schedule |
| 07/10 (Mon)| **Online Blackboard Discussion** (Open 24 Hours) Article/Excerpt of Your Choice  
**Assigned Readings (under Course Content):**  
1. *Empowering Students Through Creativity: Art Therapy in Miami-Dade County Public Schools*  
   Isis, Bush, Siegel & Ventura  
2. *Art Therapy: A Proposal for Inclusion In School Settings,* Jarboe |
| 07/12 (Wed)| **MANDATORY CLASS MEETING** – **ON SITE**  
Overview of Special Education & How Art Therapy Supports Children  
Special Needs Children  
Acronyms  
Art Therapy in the Schools: Identity Crisis?  
Review of APA Format/Guidelines For Paper  
Review of Assignment Rubrics |
| 07/17 (Mon)| **Online Blackboard Discussion** (Open 48 Hours) Article/Excerpt of Your Choice  
**Assigned Readings (under Course Content):**  
1. *The Case for Formal Art Therapy Assessments,* Gantt  
2. *Identifying Children and Adolescents With Depression: Review of the Stimulus Drawing Task and Draw A Story Research,* Silver  
3. *Meeting the Needs of Urban Students: Creative Arts Therapy in Jersey City Public Schools,* Nelson |
| 07/19 (Wed)| **MANDATORY CLASS MEETING** – **ON SITE**  
Understanding Children’s Art: Stages & Characteristics of Graphic Development  
Normal Developmental Level of the Artistic Process and Product  
- Art Media Considerations |

-EXPERIENTIAL-
07/24 (Mon)  Online Blackboard Discussion (Open 48 Hours) Article/Excerpt of Your Choice
1. Circle Justice: A Creative Arts Approach to Conflict Resolutions in the Classroom, Gibbons
2. The Use of Art Therapy to Improve Academic Performance, Pleasant-Metcalf & Rosal
3. Art Therapy Connection: Encouraging Troubled Children to Stay In School and Succeed, Sutherland, Waldman, & Collins

07/26 (Wed)  *Paper Due*
Art Therapy Applications in Elementary School
Sign-up for Presentation Groups

-EXPERIENTIAL-

07/31 (Mon)  Online Blackboard Discussion (Open 48 Hours) Article/Excerpt of Your Choice
1. The Relationship of School Art Therapy and the American School Counselor National Model, Randick & Dermer
2. Developing & Assessing Multicultural Competencies With a Focus on Culture & Ethnicity, ter Maat

08/02 (Wed)  MANDATORY CLASS MEETING – ON SITE
1. Tools of the Trade: Art Therapy Assessments, Brooke
2. Tools of the Trade: Recommendations, Brooke
3. Art Therapy in the Schools: A Resource Packet for School Art Therapists, AATA
   Sample Job Description
   Sample Job Specification
   Identifying Students for Art Therapy
   Recommending Students for Art Therapy
4. Using Art to Evaluate & Assess, Malchiodi
5. Formal & Informal Assessments, Silver, Levick, Brigance

-EXPERIENTIAL-

08/07 (Mon)  Group Presentation Preparation

08/09 (Wed)  MANDATORY CLASS MEETING – ON SITE
Ethical Issues in School Art Therapy, Moriya
Standards to be Met in School Art Therapy, Bush
Forms & Guidelines / Goals & Objectives, Anderson, Bush, Henley, Ulrich
Review of LECATA, Levick
DAS & SDT, Silver

-EXPERIENTIAL-

08/14 (Mon)  Online Blackboard Discussion (Open 48 Hours) Article/Excerpt of Your Choice
1. Redefining the Tools of Art Therapy, Thong
2. Levick Emotional and Cognitive Art Therapy Assessment, Levick
3. Gender Differences in Drawings: A Study of Self-images, Autonomous Subjects, and Relationships, Silver
4. Age and Gender Differences Expressed through Drawings: A Study of Attitudes toward Self and Others, Silver
08/16 (Wed)  MANDATORY CLASS MEETING – ON SITE *PRESENTATIONS*

08/17 (Thurs) *ASSESSMENT REPORT DUE*

**Grading System / Graduate Grades:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
<th>Grade Points per Credit Hour</th>
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</thead>
<tbody>
<tr>
<td>A (Excellent)</td>
<td>281-290</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>271-280</td>
<td>3.67</td>
</tr>
<tr>
<td>B+ (Good)</td>
<td>261-270</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>251-260</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>241-250</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>231-240</td>
<td>2.33</td>
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<tr>
<td>C-</td>
<td>221-230</td>
<td>2.00</td>
</tr>
</tbody>
</table>

**Enrollment/ Withdrawal Policy**

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 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.

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 terms will be adjusted proportionately.

See the university website for full details.

**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 313-202-4216 (video phone). 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 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 in course syllabi:**

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 for 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 an idea to correctly citing sources. To make an appointment, consult the Writing Center website: [http://www.clas.wayne.edu/writing/](http://www.clas.wayne.edu/writing/).

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