



Expressive Art Therapy Undergraduate Course Information Guide

Course Number: CCA 367, 2 or 4 credits, 10 Weeks

Delivery Formats: Online Sync, Hybrid

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Course Description

This course offers a multi-arts approach in which different art modalities are woven into the therapeutic process as appropriate to a client's situation. It is grounded not in any particular techniques or media but in the capacity of the arts to respond to human suffering. Various arts--poetry, movement, drawing, painting, journaling, improvisation, music, and sculpture--are used in a supportive setting to facilitate growth and healing. Expressive arts processes have been used successfully in almost all psychotherapeutic contexts, ranging from work with the severely ill to the facilitation of human growth and potential. There is a growing use of the arts in health education, hospice work, and in community art projects especially after catastrophic events. The class will be conducted in a workshop format in which theoretical content will be combined with experiential learning. Lecture, discussion, audio-visual presentation, experiential exercise, guest speakers, and field trips comprise the structure of the class.

Learning Outcomes

After completing this course, you will be able to:

- Explore the objectives and applications of expressive arts therapies.
- Understand expressive arts as an integral part of the healing process.
- Experience an intermodal approach to expressive arts using movement, visual arts, music, humour, poetry, and story telling.
- Become familiar with resources in the area of expressive arts therapies
- Demonstrate understanding and use of appropriate therapeutic responses to creative work.
- Explore art making through arts-based research.

Learning Strategies and Resources

Students attend online classes with films, lecture, guest speakers and at home activities from many expressive art disciplines: visual arts, poetry, improvisation, storytelling, humour, movement, and music. We will use a mix of guest speaker lectures, case studies, research, discussion, art exercises, and journal exercises to give students exposure to the different therapeutic arts. Class includes time for group dynamics where the learning community examines issues of growth, healing and transformation brought forth in the various art processes.

Required Readings

There is no required text book for the course.

Franklin, M. (2007). Contemplations on the middle man: Anima rising. *Art Therapy: Journal of the American Art Therapy Association*. 1 (24), p.4-9. Gerity, L.A. (2000 a).

The subversive art therapist: Embracing cultural diversity in the art room. *Art Therapy: Journal of the American Art Therapy Association*, 17 (3) pp. 202-206 Gerity, L.A. (2001).

Josie, Winnicott and the hungry ghosts. *Art Therapy: Journal of the American Art Therapy Association*, 18 (1) pp. 44-49 Golub, D. (2005).

Social action art therapy. *Art Therapy: Journal of the American Art Therapy Association*, 22(1) pp. 17-23 Hocoy, D. (2005).

Art therapy and social action: A transpersonal framework. *Art Therapy: Journal of the American Art Therapy Association*, 22(1) pp 7.

Readings will be available through D2L on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

Learning Deliverables

Attend a virtual field trip to an art museum with an assigned writing exercise.

Review and share news articles and research based case studies about therapeutic arts.

Post reflections in D2L on class exercises.

Attend an online expressive art event with reflection paper on experience.

Review and discuss case studies posted on D2L or those given out by guest speakers.

Keep a creative journal portfolio.

Please Note:

Students registered for four credit hours complete all the assignments.

Students registered for two credit hours complete all 10 modules of home work exercises posted on D2L. However, they do not complete the journal assignments or research an expressive art event project.

Assessment of Student Learning**Distribution of Grade Points**

Four Credit Hour Student Assignments	Percentage of Final Grade
Participation in Zoom and home work assignments	50%
Reflection on attendance at an online expressive art event	25%
Creative Journals	25%

Two Credit Hour Student Assignments	Percentage of Final Grade
Participation in Zoom and home work assignments	100%

Grading Scale

Grade percentages below are based on a 100 point scale for 4 credit hour registrations and a 50 point scale for 2 credit hour registrations.		
A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

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Course Schedule

Week and Module Title or Theme	Readings / Activities TBA	Graded Assignments
Week 1, Module 1: Introduction and Art Therapy, Part One		Thursday Zoom Session One, 6:00 to 8:00 pm.
Week 2, Module 2: Art Therapy, Part Two		Post Case Study
Week 3, Module 3: Dance Movement Therapy, Part One	Dance Therapist Guest Speaker	Thursday Zoom Session Two, 6:00 to 8:00 pm.
Week 4, Module 4: Dance Movement Therapy, Part Two	View "Still Here" Movie	
Week 5, Module 5: Poetry Therapy	View "Healing Words" Movie Poetry and Art Exercise	Thursday Zoom Session Three, 6:00 to 8:00 pm.
Week 6, Module 6: Humour Therapy		

Week 7, Module 7: Music Therapy	Music Therapy Guest Speaker	Thursday Zoom Session Four, 6:00 to 8:00 pm.
Week 8, Module 8: Art Expression in the Community		
Week 9, Module 9: Improv		Thursday Zoom Session Five, 6:00 to 8:00 pm.
Week 10, Module 10: Story Telling	Hero's Journey- honouring your own journey	

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Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

Credit for Prior Learning

Students whose home college is SCPS that have not transferred more than 99 credit hours from community college or exam credit, and have not reached 132 credit hours toward graduation may qualify for prior learning credit. If you have prior knowledge you think may be equivalent to the learning outcomes of a SCPS course, you can contact the Office of Prior Learning Assessment at scpspla@depaul.edu or the [PLA website](#) for information on how to submit a proposal to use Prior Learning Assessment (PLA) credit for a nominal fee in lieu of regular tuition as an alternative to completing a course.

Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

School of Continuing and Professional Studies

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