



HDCN 6344 Expressive Art Therapy

Creative and Therapeutic Processes

In this course, students will review the philosophy, history, theory, and practice of therapeutic intervention utilizing art. Students will explore the parallels between the creative process and therapeutic processes as well as the role of creativity for counselor and client in therapy. Attention will be focused on creative expression as a catalyst for therapeutic change, and as a vehicle for counselor self-development. Expressive techniques such as journaling, visual arts, music, movement, and drama will be utilized in applications to personal growth, change, transformation, and healing.

Class sessions will include lecture content, demonstrations, and interactive/experiential activities. Students need not have an arts background or particular artistic aptitude to succeed in this course.

TEXTBOOKS

- * **Art Therapy Sourcebook** by Cathy Malchiodi. ISBN-13: 978-0071468275
- * **How You Do Anything Is How You Do Everything: A Workbook** by Cheri Huber and June Shiver. ISBN-13: 978-0963625557 (HYDAHIDE)

Additional Required Readings

Additional reading assignments are noted on the Course Schedule of this syllabus. Additional readings will be made available on Blackboard.

Supplies: old magazines, shoeboxes & lids, scrap colored paper, fabric scraps, wrapping paper, ribbon, yarn, etc.

MAKING THE GRADE



COURSE GRADES		SMU GRADE SCALE		
Activity	Possible Points			
HYDAHIDE (10 exercises @ 10 pts each)	100	A	93-100	Exceptional
Process of Change Project	100	A-	90-92	High pass
Practitioner Notebook	100	B+	87-89	
Reflections (2 @ 50 pts each)	100	B	83-86	Pass
Cultural Presentation	100	B-	80-82	Fail
Team Treatment Plans (2 @ 50 pts each)	100	C+	77-79	
Class Participation	100	C	73-76	
Attendance	100	C-	70-72	
Final Exam	200			
TOTAL	1000			

ASSIGNMENTS

Note: Grading Rubrics appear at the end of this syllabus.

- 1. HYDAHYDE (10 exercises @ 10 pts each)** – Each student will select and complete 10 exercises from the text, “How You do Anything is How You do Everything.” An exercise may cover several pages in the text. Students are free to choose any 10 exercises that appeal to them as personal growth opportunities. To respect student privacy, these assignments will be checked for completion only – the instructor will not read them more closely than is necessary to determine completion, and will not comment on details of students’ responses. One exercise is due each week of class. Time in class will be provided to complete the first week’s exercise.
- 2. Process of Change Project (100 pts)**– Each student will create a visual depiction of her/his view of the process of change, based on theory and personal worldview. The visual depiction may be created in any medium. It should be accompanied by a written explanation that emphasizes clinical theory, the integration of clinical theory with personal worldview, and practical/clinical applications. The written portion of the project should be 4 – 5 pages in length, and include an APA-style reference list of 3 – 5 scholarly, credible sources located through independent research (besides the textbook). In addition, student will offer a brief presentation on the last class day to describe their process of change perspective to the class. Additional guidelines for this project will be provided in a separate handout .
- 3. Practitioner Notebook (100 pts)** – Each student will create a notebook of a minimum of 10 expressive art therapy activities, based on techniques introduced in class, required readings, and individual research. Each activity should include instructions, purpose of the activity, recommended populations or presentation issues, and an example of a completed activity. Additional guidelines will be provided in a separate handout. The notebook may be contained in a 3-ring binder or saved onto a CD.
- 4. Studio Reflections (2 @ 50 pts each)** - Each student will create 2 personal/professional reflections related to class experiences. These reflections may be created in a variety of expressive media (e.g., writing, music, poetry, drawing, painting, sculpture, dance, photos, etc.). This assignment is similar to a “reaction paper,” except that it may be expressed in a variety of media and formats. Students will discuss their reflections informally in class. Additional details regarding this assignment will be discussed in class.
- 5. Cultural Presentation (100 pts)** - Each student will create a presentation/performance illustrating the arts traditions of a particular cultural group with which she/he identifies, as related to the promotion of emotional, mental, social, physical, and/or spiritual well-being. Presentations will be shared with the class to achieve a multicultural perspective. Specific guidelines for this assignment will be provided in a separate handout.
- 6. Team Treatment Plans (2 @ 50 pts each)** – Students will work in teams of 2 – 3 members to develop 2 treatment plans demonstrating how expressive art therapy interventions fit with the attainment of therapeutic goals. Teams will develop treatment plans for particular clinical populations and problem presentations. Teams will need to select a scenario featuring two of the following: (a) an individual adult; (b) a child in play therapy; (c) a teen in individual counseling; (d) a family in therapy with either a young child or a teen; or (e) a group of individuals (adolescent or adult). Additional instructions and a treatment plan format will be provided in class.
- 7. Expressive Arts Activities** - Each student will engage in expressive arts activities during each class meeting. This is a major component of the class participation grade.
- 8. Role Plays** - Each student will take part in class role plays for such purposes as practicing assessment, interventions, and interviewing skills. This is another major component of the class participation grade.
- 9. Final Exam (200 points)** – The final exam will cover material from assigned readings and class lecture. The exam will consist of 40 multiple choice questions worth 5 points each. Students should bring #2 pencils on the date of the exam, to complete Scantron forms.



ATTENDANCE

Class Attendance

Regular attendance and participation in this course are required and considered essential. If you are unable to attend, please **notify the instructor 24 hours in advance if possible** by email or phone (voicemail not text). All class periods will involve class discussion and activities that cannot be made up due to absence. Students are responsible for obtaining any notes or information from a missed class from their peers. Students may not request make-up work for missed in-class activities or class notes from the instructor. Students should contact a classmate to obtain all material and assignments covered during their absence. In the event an unavoidable absence causes a student to miss an exam, the student should contact the instructor in advance and arrange for a make-up exam date.

Absences will result in reduction of the class participation grade based on **2 criteria: advance notification, and approved circumstances**. Notice of an impending absence should be made **24 hours in advance** whenever possible. Clearly, emergencies cannot be foreseen in advance. In such instances, please notify the instructor as soon as possible. Approved circumstances include unavoidable events such as student or family member illness, death of a close family member, car accidents, University-recognized religious holidays, injuries requiring medical attention, and so on. Circumstances that will not be approved include vacations, attendance at weddings, family gatherings, conference travel, rest days, and so on. Approval of the circumstances of any absence is a matter of the instructor's discretion. Attendance grade reductions for **up to two absences** are described below:

- Approved circumstance + advance notice = 25 point reduction
- Emergency + ASAP notification = 25 point reduction
- Approved circumstance + no advance notice = 40 point reduction
- Non-approved circumstance + advance notice = 40 point reduction
- Non-approved circumstance + no advance notice = 50 point reduction

Any student who accrues more than 2 absences **or** who exceed the 100-point deduction from their course grade due to poor attendance &/or lateness will receive one of the following consequences, at the instructor's discretion:

1. Course grade of Incomplete, if requirements have been met (see Incomplete policy in this syllabus)
2. Failing grade for the course
3. Drop or withdrawal from the course. Be aware that this may have a financial and/or financial aid impact (see add/drop policy and withdrawal policy at <http://smu.edu/education/counseling/AcademicCalendar2011-12.asp>). Students who are considering dropping or withdrawing from the course should consult the Program Specialist (Ms. Jackie Field).

Punctuality

Students are expected to arrive to class on time, return from breaks in the time specified, and to remain in class for the entire period or until dismissed by the instructor. If a student is aware that he/she will be unavoidably delayed, he/she should notify the instructor or a peer by phone prior to the start of the class period. Repeated lateness at the beginning of the class period and/or returning from breaks will be addressed in a meeting with the instructor and grade reductions up to 100 points may apply. Should punctuality issues be so great as to exceed the 100-point deduction or otherwise impede the student's progress in the course, the same measures described above (for attendance – more than 2 absences) may apply.

Religious Observance

Religiously observant students whose practices require them to miss class should notify the instructor in writing at the beginning of the semester, and will not be penalized for missed in-class discussions, exercises, or quiz questions. If an exam is missed due to a religious observance, advance arrangements should be made with the instructor for making up the exam (University Policy 1.9)

Excused Absences for University Extracurricular Activities

Students participating in an officially sanctioned, scheduled university extracurricular activity will not be penalized for missing class discussions, exercises, or quiz questions. It is the responsibility of the student to make arrangements with the instructor in advance to make up any missed exam.

CLASS PARTICIPATION



Preparation & Classroom Environment

Students should arrive at each class meeting having completed all of the assigned reading and homework, and be sufficiently familiar with the readings to engage knowledgably in discussions. All students are responsible for participating in class discussions and activities, and for maintaining a respectful and courteous demeanor toward other students and the instructor. All students (and the instructor) are expected to contribute to a safe classroom climate free from judgment, derision, or marginalization, and conducive to a productive exchange of ideas. Any student who finds the conduct of other students or the instructor offensive is encouraged to respectfully voice such concern in class, or privately with the instructor. Any student who has particular difficulty participating should discuss this privately with the instructor within the first two weeks of the semester.

Electronic Media & Distractions: Please turn off (or set on silent/vibrate) all cell phones or other electronic devices, including laptops. Please do not read newspapers, books for other classes, or other outside reading material during class. Notes should be written by hand and may be transcribed into electronic form outside of class time.

Engagement, Professionalism, & Courtesy: Success in this course requires full participation in class activities. Students are expected to engage in class discussion, role plays, art creation, and individual and group activities. Display kindness and respect to fellow students and the instructor. Demonstrate respect for others' opinions even you do not agree. When discussing case or client issues (even fictitious ones), speak professionally and respectfully as if the client were in the room. Please keep voices low in hallways to avoid disturbing others.

Privacy and Disclosure: Students should exercise appropriate discretion regarding personal disclosure in class. ***Excessive personal disclosure is neither required nor encouraged in any class activities or discussions.*** In addition, students are expected to respect others' privacy by not discussing or disclosing any personal information revealed by other students during class. Such unauthorized discussions or disclosures will result in the maximum penalties allowed, up to and including course failure.

Breaks & Meals: Because of the nature of this course, food or drinks ***will not be allowed*** in the classroom. Students may eat during the breaks provided. However, breaks will not be long enough to allow students to leave the building to obtain food. Students will need to bring their own food and consume meals in the student lounge area or other acceptable areas in or around the building.

Disability Accommodations: Students needing academic accommodations for a disability must first be registered with Disability Accommodations & Success Strategies (DASS) to verify the disability and to establish eligibility for accommodations. Students may call 214-768-1470 or visit <http://www.smu.edu/alec/dass> to begin the process. Once registered, students should then schedule an appointment with the professor to make appropriate arrangements.



COURSE SCHEDULE

Week	Topics & Due Dates	Due Today	For Next Week
1	<p align="center">Syllabus Overview</p> <p>Lecture/Discussion: What is Expressive Art Therapy?</p> <ul style="list-style-type: none"> • The Creative Process & the Therapeutic Process • Metaphor & symbolism • Emotional Expression in Therapeutic Change <p>Studio Experiences: Self of the Therapist</p> <ul style="list-style-type: none"> • HYDAHYDE #1 • Representing & comparing the creative process & the therapeutic process 	<p>You</p> <p>HYDAHYDE #1</p>	<p><u>HW:</u> Scavenger hunt for materials</p> <p>HYDAHYDE #2</p> <p><u>Readings:</u> <i>Art therapy Sourcebook</i> chpts 1 & 4</p>
2	<p>Lecture/Discussion:</p> <ul style="list-style-type: none"> • History and uses of expressive arts in mental health • Expressive Arts Theories • Ethical issues in expressive arts therapies <p>Studio Experiences:</p> <ul style="list-style-type: none"> • Therapist identity: What you stand for 	<p>HYDAHYDE # 2</p> <p>Scavenged materials (magazines, boxes, scraps, etc.)</p>	<p><u>HW:</u> HYDAHYDE #3</p> <p><u>Readings:</u> <i>Art therapy Sourcebook</i> chpts 2 & 3</p>
3	<p>Lecture/Discussion: Expression through Visual Arts</p> <ul style="list-style-type: none"> • Self-expression & awareness • Communication of feelings • Facilitation of verbal expression • Externalizations <p>Studio Experiences: Visual Expression</p> <ul style="list-style-type: none"> • Expressive Mood Painting • Inside-Out Box or Identity Collage • Heart Chart for Feelings • Externalizations • Mask-making 	<p>HYDAHYDE # 3</p>	<p><u>HW:</u> HYDAHYDE #4</p> <p><u>Readings:</u> <i>Art therapy Sourcebook</i> chpt 7</p>

4	<p>Lecture/Discussion: Expression through Music</p> <ul style="list-style-type: none"> • Music for expression of meaning & emotion • Music for affect regulation <p>Studio Experiences: Musical Expression</p> <ul style="list-style-type: none"> • The Music Cocoon • Drum Circle 	<p>HYDAHYDE #4</p> <p>Playlists Lyrics</p>	<p><u>HW:</u> HYDAHYDE # 5</p> <p><u>Readings:</u> <i>To be Provided</i></p>
5	<p>Lecture/Discussion:</p> <ul style="list-style-type: none"> • Treatment Planning <p>Group Work: Treatment Plans</p>	<p>HYDAHYDE # 5</p> <p>Studio Reflection #1</p>	<p><u>HW:</u> HYDAHYDE # 6</p> <p><u>Readings:</u> To be provided</p>
6	<p>Lecture/Discussion: Mindfulness-Based expressive art therapy</p> <p>Studio Experience: Mindfulness-Based Expressive art therapy</p> <ul style="list-style-type: none"> • Spontaneous Drawings • Mandalas 	<p>HYDAHYDE # 6</p>	<p><u>HW:</u> HYDAHYDE #7</p> <p><u>Readings:</u> <i>Art therapy Sourcebook</i> chpt 6 <i>Other, To Be Provided</i></p>
7	<p>Lecture/Discussion:</p> <ul style="list-style-type: none"> • Expressive arts for honoring important events (rituals) <p>Studio Experience: Remembrance & Testimony</p> <ul style="list-style-type: none"> • Altar-making • Rituals • Definitional Ceremonies 	<p>HYDAHYDE # 7</p> <p>Cultural Presentations</p>	<p><u>HW:</u> HYDAHYDE # 8</p> <p><u>Readings:</u> <i>Art therapy Sourcebook</i> chpt 8</p>
8	<p>Lecture/Discussion: Group Processes</p> <ul style="list-style-type: none"> • Group process & expressive arts in group therapy <p>Studio Experience: Healing in Community</p> <ul style="list-style-type: none"> • Dance/Movement • Psychodrama • Sculpt 	<p>HYDAHYDE # 8</p>	<p><u>HW:</u> HYDAHYDE #9</p> <p><u>Readings:</u> <i>Art therapy Sourcebook</i> chpts 9 & 10</p>

<p>9</p>	<p>Lecture/Discussion:</p> <ul style="list-style-type: none"> • Visual representations of change • Personal narratives in therapeutic process <p>Studio Experience: Telling our stories</p> <ul style="list-style-type: none"> • Journeys/lifelines • The Story of Me books • Performing New Stories • Journal Archives <p>Studio Experience: Be the Change You Wish to See</p> <ul style="list-style-type: none"> • Visualizing health • Solidarity flags/quilts • Future Selves 	<p>HYDAHYDE # 9</p> <p>Studio Reflection #2</p> <p>Practitioners' Notebooks</p>	<p><u>HW:</u> HYDAHYDE # 10 Study for final exam Finish Process of Change projects</p>
<p>10</p>	<p>Final Exam</p> <p>Process of Change presentations/discussion</p>	<p>HYDAHYDE # 10</p> <p>Process of Change projects</p>	

ASSIGNMENT RUBRICS

PROCESS OF CHANGE PROJECT (100 pts)– This assignment will be graded on a Likert scale from 1 – 10, except for criterion #1, which ranges from 1 – 20. Explanation of any point deductions will be provided as feedback on your papers.

	Absent	Severely deficient		Deficient		Below expectations		Meets most expectations	Meets expectations	Exceeds expectations
Criterion 1	2	4	6	8	10	12	14	16	18	20
Criteria 2 - 9	1	2	3	4	5	6	7	8	9	10

Grading Criteria:

1. Process of change depicted in the project reflects accurate knowledge of clinical and expressive art therapy theory (20 pts)
2. Visual representation clearly depicts processes involved in therapeutic change/positive growth (10 pts)
3. Written explanation provides a thorough explanation of the process of change components and sequences (10 pts)
4. Project reflects a cohesive integration of clinical theory with student’s personal worldview (10 pts)
5. Project demonstrates that the student has thought through the implications of her/his assertions, as reflected in the synthesis of integrated concepts and critical thinking (10 pts)
6. Written explanation cites 3 – 5 scholarly, credible sources (besides the textbook), which are also included in an APA-style reference list (10 pts)
7. Written portion of the project demonstrates appropriate and accurate use of APA style, including spelling, punctuation, grammar, heading styles, citation and reference formatting, professional language, margins, spacing, and font size (10 pts)
8. Student presented the process of change project to the class in an engaging, organized, and well-prepared manner (10 pts)
9. All portions of the assignment (i.e., visual depiction, written explanation, & class presentation) were completed according to the instructions provided (10 pts)

PRACTITIONER NOTEBOOK (100 pts) – The notebook (or CD) will be graded based on the number of activities included and on the fulfillment of each of the criteria listed below. Criteria 2 – 5 will be scored on a Likert scale as shown in the table. Any deficiencies that result in point deductions will be explained in written feedback.

Criterion is missing	Severely deficient			Deficient		Below Expectations		Meets Expectations	Exceeds Expectations	
0	1	2	3	4	5	6	7	8	9	10

Grading Criteria:

1. Ten expressive art therapy activities included in binder (5 pts per activity = 50 possible pts total)
2. Complete & clear instructions provided for each activity (0 – 10 pts)
3. Purpose clearly explained for each activity (0 – 10 pts)
4. Recommendations for client populations or presentation issues provided with every activity (0 – 10 pts)
5. Photo or drawing of finished product included for each activity (0 – 10 pts)
6. Additional activities included (5 pts each; maximum of 2 for credit = 10 possible additional pts)

STUDIO REFLECTIONS (2 @ 50 pts each) – Studio reflections will be graded on a Likert scale (see table), based on the four grading criteria listed below. Any deficiencies that result in point deductions will be explained in written feedback.

	Criterion is missing	Severely deficient			Deficient		Below Expectations		Meets Expectations	Exceeds Expectations	
C1	0	2	4	6	8	10	12	14	16	18	20
C2-4	0	1	2	3	4	5	6	7	8	9	10

Grading Criteria:

1. Student depicts a response to a class experience through an expressive medium that is meaningful to him/her (20 pts)
2. Student will provide a thoughtful reflection regarding what he/she learned *personally* from the class experience (10 pts)
3. Student will describe how her/his personal response to the class experience influences his/her thinking about self in the context of clinical practice (10 pts)
4. Student explains his/her own ideas about how the particular class experience has triggered new ideas or applications for clinical work (10 pts)

CULTURAL PRESENTATION (100 pts) – The cultural presentation will be graded on a Likert scale (see table), based on the four grading criteria listed below. Any deficiencies that result in point deductions will be explained in written feedback.

	Criterion missing	Severely deficient			Deficient		Below Expectations		Meets Expectations	Exceeds Expectations	
C1-C3	0	2	4	6	8	10	12	14	16	18	20
C4	0	4	8	12	16	20	24	28	32	36	40

Grading Criteria:

1. Student’s depiction of cultural values, arts traditions, and applications to emotional, mental, social, physical, and/or spiritual well-being appear to be accurate, as evidenced by adequate documentation of 5 – 7 credible sources (20 pts)
2. Student’s presentation is culturally sensitive, respectful, and non-stereotyping regarding the culture depicted (20 pts)
3. Student’s presentation demonstrates clear and practical applications to clinical work (20 pts)
4. Student’s presentation reflects thorough research and preparation, as evidenced by knowledge of subject, organization, clarity, and critical thinking (40 pts)

TEAM TREATMENT PLANS (2 @ 50 pts each) – Each treatment plan will be graded on a Likert scale (see table), based on the five grading criteria listed below. Any deficiencies that result in point deductions will be explained in written feedback.

Criterion missing	Severely deficient			Deficient		Below Expectations		Meets Expectations	Exceeds Expectations	
0	1	2	3	4	5	6	7	8	9	10

Grading Criteria (each criterion worth 0 – 10 pts):

1. The treatment plan demonstrates accurate knowledge of relevant systemic and contextual influences, such as developmental stages, group dynamics, family interactions, access to resources, privilege, and marginalization

2. A treatment goal is identified that is appropriate to the presenting problem and client characteristics described in the selected scenario
3. One or more clear, observable outcomes are identified that demonstrate achievement of the treatment goal
4. One expressive art intervention is devised that is intended to produce (or contribute to) the stated outcome(s)
5. A clear rationale is provided for the proposed intervention that justifies its use in meeting the identified goal, and which demonstrates sound clinical judgment

COURSE LEARNING OBJECTIVES & OUTCOMES

OBJECTIVES	OUTCOMES
<p>History & Theory of Expressive art therapy: (1) Students will achieve an introductory-level understanding of expressive art therapy history and theory, events, and practitioners, and the development of expressive art therapy as a distinct therapeutic practice</p> <p>(2) Students will identify and describe psychotherapy theories relevant to expressive art therapy.</p>	<p>(1) Students will demonstrate understanding through performance on the final exam, which will involve recall and comprehension of information and application of concepts.</p> <p>(2) Students will create a process of change model informed by relevant expressive arts theories.</p>
<p>Techniques of practice in expressive art therapy:</p> <p>(1) Students will comprehend and apply their understanding of the therapeutic utility and psychological influence of art processes and materials. (2) Students will analyze and evaluate the therapeutic effect of art making leading to establishment of therapeutic goals and intervention strategies.</p>	<p>(1) Students will create practitioner notebooks/portfolios demonstrating various expressive art therapy activities and explaining their intended uses and effects.</p> <p>(2) Students will create treatment plans for fictitious clinical cases, which demonstrate the use of expressive art therapy interventions in the achievement of therapeutic goals.</p>
<p>Self-of-the-Therapist Development:</p> <p>(1) Students will demonstrate an investment in counselor self-development exercises to develop self-awareness and to identify strengths as well as difficulties or obstacles to development. (2) Students will analyze and evaluate how their personal/professional development factors may influence therapeutic practice. (3) Students will engage in experiential learning activities in order to cultivate understanding of the processes and effects of expressive art therapy methods, and to develop empathy for the experience of psychotherapy clients participating in expressive art therapy activities. (4) Students will practice levels of personal disclosure that are appropriate to various settings (e.g., academic, clinical).</p>	<p>(1) Students will engage in a variety of expressive arts activities that will demonstrate all four objectives. (2) Students will create reflections through a variety of media (e.g., writing, artwork, music, poetry) to describe, analyze, and evaluate their experiences of expressive art therapy exercises, in terms of personal and professional utility and psychological processes/effects. (3) Students will demonstrate appropriate levels of disclosure in homework and class exercises, class discussions, and clinical role plays.</p>

<p>Application of expressive art therapy practice: (1) Students will acquire an introductory familiarity with the application of expressive art therapy as clinical interventions for the treatment of children, adolescents, adults, couples, families, and groups. (2) Students will practice essential interviewing and counseling skills for developing the therapeutic relationship. (3) Students will comprehend and apply verbal, behavioral, and artistic communication, assessment, treatment planning, & treatment approaches.</p>	<p>(1) Students will create practitioner notebooks/portfolios demonstrating various expressive art therapy activities for use with children, adolescents, adults, couples, and families, and explaining their intended uses and effects. (2) Students will participate in clinical role plays to demonstrate essential interviewing and counseling skills. (3) Students will participate in clinical role plays to apply, analyze, and evaluate approaches to expressive art therapy assessment and treatment. (4) Students will create treatment plans for fictitious clinical cases, which demonstrate the use of expressive art therapy interventions in the achievement of therapeutic goals. (5) Students will demonstrate understanding through performance on the final exam, which will involve recall and comprehension of information and application of concepts related to group expressive art therapy. (6) Students will participate in a group art/expressive therapy activity and discuss their experience, identifying and analyzing process, evaluating the activity's usefulness, considering the application of the activity with a clinical group.</p>
<p>Expressive art therapy assessment: Students will become familiar with the fundamentals of expressive art therapy assessment, including a variety of specific expressive art therapy instruments and procedures used in appraisal and evaluation.</p>	<p>(1) Students will demonstrate understanding of different approaches to expressive art therapy assessment and interpretation through performance on the final exam. (2) Students will demonstrate familiarity with assessment techniques and their appropriate uses through class role plays.</p>
<p>Ethical and legal issues of expressive art therapy practice: Students will become familiar with the ethical standards of the American Expressive art therapy Association, and will apply ethical and legal principles to expressive art therapy.</p>	<p>(1) Students will identify and apply IEATA ethical standards through performance on the final exam. (2) Students will demonstrate an ethical understanding of the appropriateness of expressive/expressive art therapy methods to different clinical presentations through the development of treatment plans for fictitious clinical cases.</p>
<p>Cultural and social diversity: Students develop a fundamental understanding of diversity of artistic language, symbolism, and meaning in artwork and art making across cultures and within a diverse society.</p>	<p>(1) Each student will create a presentation/performance illustrating the arts traditions of a particular cultural group with which she/he identifies, as related to the promotion of emotional, mental, social, physical, and/or spiritual well-being. Presentations will be shared with the class to achieve a multicultural perspective.</p>