



Mindfulness-Based Expressive Art Therapies

This course allows students to study, experience, and apply a variety of expressive arts therapy approaches for promoting mindfulness and its benefits to mental health and well-being. Students will become familiar with evidence-based methods of mindfulness-based therapies (e.g., mindfulness-based stress reduction, mindfulness-based cognitive therapy), as well as the neurobiological mechanisms by which such approaches produce therapeutic change. In addition, students will study the relationship between expressive arts and contemplative/mindfulness practices in traditional healing and contemporary psychotherapy. Experiential learning will allow students to apply theories and techniques with regard to diverse client populations, contexts, and clinical issues.

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.

READINGS

Kabat-Zinn, J. (1990). *Full catastrophe living*. New York: Delta. ISBN-13: 978-0385303125

Rappaport, L. (2013). *Mindfulness and the arts therapies: Theory and practice*. Philadelphia, PA: Jessica Kingsley. ISBN-13: 978-1849059091

Hass-Cohen, N., & Carr, R. (2008). *Art therapy and clinical neuroscience*. Philadelphia, PA: Jessica Kingsley. ISBN-13: 978-1843108689

Additional required readings will be posted on Blackboard.

COURSE LEARNING OUTCOMES & EVALUATION METHODS

Learning objectives for this course are consistent with those espoused by the American Association for Art Therapy, the International Association for Expressive Arts Therapy, the American Counseling Association, and the American Association for Marriage & Family Therapy

LEARNING OUTCOMES	EVALUATION METHODS
Students will identify and explain the key characteristics of mindfulness, and the various processes by which a state of mindfulness may be achieved through expressive arts and meditation techniques	Final Exam, Class Discussion
Students will describe and apply the researched benefits of mindfulness to mental and physical health and well-being	Case studies, Field Reflections, Practitioner's Notebook, Class Discussions, Final Exam
Students will describe the neurobiological basis and components of mindfulness as revealed in research	Case studies, Class Discussions, Final Exam
Students will identify, evaluate, and apply various expressive and contemplative techniques to clinical situations.	Case studies, Field Reflections, Practitioner's Notebook, Class Discussions, Final Exam
Students will understand the benefits of mindfulness to therapist effectiveness	Class Discussions, Final Exam

Students will identify and explain key concepts of neurobiology applicable to the practice of expressive arts therapies.	Case studies, Field Reflections, Practitioner's Notebook, Class Discussions, Final Exam
Students will comprehend and apply the integration of mindfulness and expressive arts theories, practices, and research.	Case studies, Field Reflections, Practitioner's Notebook, Class Discussions, Final Exam
Students will cultivate a range of mindfulness-based expressive arts interventions applicable to psychotherapy.	Practitioner's Notebook, Case Studies, Field Reflections

MAKING THE GRADE

COURSE GRADES		SMU GRADE SCALE		
Activity	Possible Points			
Case Studies (2 @ 100 pts each)	200			
Field Reflections (2 @ 100 pts each)	200	A	93-100	Exceptional
Practitioner's Notebook	100	A-	90-92	High pass
Class Participation	100	B+	87-89	
Attendance	100	B	83-86	Pass
Final Exam	300	B-	80-82	Fail
TOTAL	1000	C+	77-79	
		C	73-76	
		C-	70-72	

ASSIGNMENTS

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

- 1. Case Studies (2 @ 100 pts each)** - Students will apply concepts, theories, and practices from the course to two case studies, consisting of clinical scenarios that will include 2 of the following: (1) An individual child under 10 yrs., (2) An individual adolescent, (3) A family with children under the age of 18; or (4) an individual adult, or (5) A group of either adults or adolescents. Each case study is to be completed with a written component and a role play demonstration and case presentation in class. Additional guidelines will be provided in a separate handout.
- 2. Field Reflections (2 @ 100 pts each)** - Students will participate in two field experiences involving mindfulness and/or expressive art therapeutic methods. In addition to participation, students must submit a 1 – 2 page reflection paper for each field experience. Guidelines for the reflection paper will be provided in a separate handout.
- 3. Practitioner's 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. 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.
- 5. Final Exam (300 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 (100 pts)

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.

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.

CLASS PARTICIPATION

(100 pts)



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 knowledgeably 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 in the student lounge. 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.

COURSE SCHEDULE

Week	Topics & Due Dates	Readings (to be completed by date shown)
Note: FCL = Full Catastrophe Living; M&AT = Mindfulness and the arts therapies; AT&CN = Art therapy and clinical neuroscience		
1	Syllabus Overview Introduction to Mindfulness & Mindfulness-Based Expressive Therapies: Theory, practice, & research	No readings prior to first class meeting.
2	Introduction to the Neuroscience of Mindfulness & Expressive Therapies	FCL: Chpts 1 - 5 M&AT: Section 1 AT&CN: Chpts 1 - 2
3	Mindfulness-Based Expressive Arts: Applications in traditional healing practices & contemporary psychotherapy	FCL: Chpts 5 - 10 M&AT: Section 2 AT&CN: Chpts 3 - 4
4	Implications of Mindfulness-Based Expressive Art Therapies (MBEAT) to mental, physical, & behavioral health	FCL: Chpts 11 - 16 M&AT: Section 3 AT&CN: Chpts 5 - 7
5	MBEAT with adult psychotherapy clients Due: Case Study #1	FCL: Chpts 17 - 20 M&AT: Section 4 AT&CN: Chpts 8 - 10
6	MBEAT with adolescent psychotherapy clients	FCL: Chpts 21 - 25 M&AT: Section 5 AT&CN: Chpts 11 - 12
7	MBEAT with families & children in psychotherapy Due: Field Reflections	FCL: Chpts 26 - 32 M&AT: Section 6 AT&CN: Chpts 13 - 14
8	MBEAT in group therapy Due: Case Study #2	FCL: Chpts 33 - 36 AT&CN: Chpts 15 - 16
9	MBEAT for Anxiety, Depression, & Trauma Due: Practitioner's Notebook	Study for Final Exam
10	Final Exam	

ASSIGNMENT RUBRICS

CASE STUDY PROJECTS/PRESENTATIONS (2 @ 100 pts each)– This assignment will be graded on a Likert scale from 1 – 10. Explanation of any point deductions will be provided as feedback on your papers.

Absent	Severely deficient		Deficient		Falls below expectation		Meets expectation		Exceeds expectations
1	2	3	4	5	6	7	8	9	10

Grading Criteria/Expectations:

1. Treatment decisions/interventions are developmentally appropriate for the client(s).
2. Treatment decisions/interventions are appropriate to the problem presentation.
3. Treatment decisions/interventions are appropriate to the client’s pertinent contextual influences (e.g., culture, spirituality, sexual orientation, SES, education level).
4. Project demonstrates knowledge of expressive art theories and techniques.
5. Project demonstrates knowledge of psychotherapy theories and techniques.
6. Project demonstrates the ability to develop a cohesive theoretical integration of expressive arts and psychotherapy theories.
7. Interventions/techniques were properly and skillfully implemented.
8. Presentation was well-prepared and conducted in an organized, thorough, and professional manner.
9. Presentation accurately represented interventions/actions consistent with the clinical theories being applied.
10. Written component of the assignment addresses all required areas, and demonstrates thoroughness, critical thinking, sound clinical judgment, and knowledge of relevant concepts and skills.

FIELD REFLECTIONS (2 @ 100 pts each) – Each field reflection will be evaluated on the following criteria. Each criterion is worth up to 20 points as shown on the scale below. Explanation of any point deductions will be provided as feedback on your papers.

Absent	Severely deficient	Deficient	Falls below expectation	Meets expectation	Exceeds expectations
0	1 - 5	6 - 10	11 - 15	16 - 18	19 - 20

Criteria/Expectations:

Completeness: All sections of the written report are addressed

Thoroughness: Sufficiently detail, explanation, elaboration, and/or examples are provided so that the meaning of the reflection is clear to the reader.

Critical Thinking: Critical thinking is demonstrated through appropriate consideration of the likely implications of treatment decisions (applications) and by ensuring that questions which could be logically anticipated have been addressed.

Comprehension: The reflection demonstrates theoretical and clinical understanding of the method portrayed in the field experience.

Application: Practical understanding of the field experience is demonstrated through appropriate application to an imaginary but plausible clinical situation.

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.

Absent	Severely deficient		Deficient		Falls below expectation		Meets expectation		Exceeds expectations
1	2	3	4	5	6	7	8	9	10

Grading Criteria/Expectations:

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 ages, modality, populations, and/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)