

Disclaimer: This is an indicative syllabus only and may be subject to changes. The final and official syllabus will be distributed by the Instructor during the first day of class.

The American University of Rome
Fine Arts Program

Department or degree program mission statement, student learning objectives, as appropriate

Course Title: Introduction to Art Therapy
Course Number: FAPS 210
Credits & hours: 3 credits – 3 hours
Pre/Co-Requisites: None

Course description

This introductory course traces the history of “art as a healing agent”, introducing the key concepts of art therapy and defining its field of action. The historical debate about “process” (art as therapy) versus “product” (art in therapy) in the evolution of this practice will be discussed. A brief theoretical introduction will be followed by experiential and practical work. This course is recommended for students who want to experiment with art as a powerful tool in self-knowledge and personal growth and for students who want to explore the possibilities of art therapy as a profession.

Entry Fees

Art Studio fee (includes materials) Euro 75. Students are also responsible for all entry fees.

Required Textbook (subject to change)

- Laury Rappaport, *Focusing-Oriented Art Therapy. Accessing the Body’s Wisdom and Creative Intelligence* (London: Jessica Kingsley Publishers, 2009)
ISBN: 978 1 84310 760 6

Recommended Readings (subject to change)

Students should consult :

Carl Rogers, *Client-Centered Therapy: Its Current Practice, Implications, and Theory* (London: Constable, 2003)

Eugene T. Gendlin, *Focusing* (New York: Mass Market, 1982)

Course Learning Objectives

At the end of the course, students will be able to:

1. Recognize some psycho-educational approaches which use creative expression as an important tool to realize the goal of self-knowledge and self-actualization.
2. Describe the application of Art Therapy, its history, its basic concepts and its latest developments.
3. Outline the basic attitudes in a person-centered therapy (Rogers) and the basic steps of Gendlin's focusing method.
4. Experiment in different artistic media, keen to enhance self-expression.
5. Describe the preparation needed for an environment to enhance the possibility of creative self-expression.

Course Learning Activities

In addition to lectures and discussions, classes will consist primarily of experiential workshops both in artistic practice and in the principles that characterize the Person-Centered Therapy techniques (the abilities related to empathetic listening authenticity and acceptance).

- Journal: Students will keep track of all their experiences during class, writing and drawing personal comments on the perceived importance of the exercises and laboratories in a journal. 8 journal entries of 500 words each (minimum) will count towards the final grade (CLO 1/2/4/5).
- Term Paper: Students will write a relation on a topic related to the course and will elaborate a personal idea for a laboratory of creative expression (CLO 2/3/5).
- Final Exam will assess the knowledge of students on the basic notions of Art therapy, Focusing and Person-Centered Therapy (CLO 2/3/5).

Assessment tools

Term paper	30%
Journal (8 entries each 500 words minimum: 5% each)	40%
Final exam	20%
Class participation	10%

COURSE SCHEDULE

Week	Topic
Week 1	Introduction / Course Overview. Basic notions on Art therapy - Person-Centered Therapy (Carl Rogers) Focusing (Gene Gendlin and the process-model). Experiential laboratory of art therapy: drawing.
Week 2	Basic steps of focusing and practical application. Video of the focusing process - transcription and discussion. Presentation of art supplies in art therapy. Experiential laboratory of art therapy: use of color.
Week 3	Further exploration of focusing and practical application. Experiential laboratory of art therapy: collage.
Week 4	Notions on the attitudes in Person-Centered Therapy. Application. Focusing – exchanges. Notions on the creation of a positive environment in art therapy and art education.
Week 5	Experiential laboratory of art therapy: clay. Exchanges and feedback. Focusing – exchanges.
Week 6	Notions on bodily wisdom versus mental activity – practical exercises. Exercises on empathetic listening. Experiential laboratory of art therapy: mixed media. Working with groups – training the ability of positive and constructive feedback.
Week 7	Experiential laboratory of art therapy: mixed media. Focusing exchanges. Elaboration of art therapy sessions with the students.
Week 8	Experiential laboratory guided and proposed by the students. Discussion and Feedback. Differences between “art as therapy” and “art in therapy”. Focusing session.
Week 9	Experiential laboratory guided and proposed by the students. Discussion and Feedback. Listening ability in the focusing process. How to deal with the critical mind.
Week 10	The creation of a positive environment for expression. In depth exploration of the seven steps in focusing.
Week 11	Experiential laboratory of art therapy. Indications about working with children.
Week 12	Focusing – exchanges. Experiential laboratory.
Week 13	Drawing conclusions – feedback.
Week 14	FINAL EXAM

ATTENDANCE POLICY

In keeping with AUR's mission to prepare students to live and work across cultures, the University places a high value on classroom experience. As a result attendance is expected in all classes and attendance records are maintained. The University's attendance policy is as follows:

1.0. Minimum Attendance Requirement: Students must attend a minimum of 70% of a course in order to be eligible to be considered for a passing grade.

1.1. Automatically Accepted Absences

Students will not be penalized for one absence from classes meeting once a week;
Students will not be penalized for three absences from classes meeting twice a week;
Students will not be penalized for four absences from classes meeting more than twice a week, as in the case of some intensive courses.

1.2. If further absences are recorded, grade penalties will be applied according to the Instructor's specific attendance policy, as stated in the syllabus, and following the institutional parameters given in the Note* below.

1.2.1. If the Instructor does not specify an attendance policy, there will be no grade penalty other than that attached to the minimum attendance requirement, and any penalized absences recorded above the basic 70% attendance requirement for the course will be invalidated.

1.3. During Summer sessions where courses are taught more intensively over a shorter period the following applies:

- Students will not be penalized for two absences from class.

2.0. Tolerated Absences

Certain categories of absence will not be penalized but they will be counted as an absence (for a 3-credit course meeting twice a week). These absences are:

- The Model United Nations (MUN);
- Permit to Stay,
- SG's "Ambassador Program" (Student Government initiative)
- Religious Holidays

The American University of Rome makes all reasonable efforts to accommodate students who must be absent from classes to observe religious holidays. (Please verify with the Dean's Office for the list of accepted absences for religious holidays)

Not attending a class due to the observance of a religious holiday will not be penalized but will be counted as an absence. Students who will need to miss class in order to observe religious holidays must notify their Instructors by the end of the Add/Drop period (first week of classes), and must make prior arrangements with their Instructors to make up any work missed.

2.1. The list does NOT include academic field trips because these (including arrangements for travel) must not overlap with other classes.

3.0. Cases of prolonged absences caused by an emergency or a medical condition may require students to withdraw from some or all of their courses. Under such circumstances students should first consult their academic advisors.

*Note: No instructor may penalize a student more than one-third of a letter grade for each absence beyond the tolerated limit (e.g. from A- to B+).

Grade Point Average

A student's grade point average (GPA) is computed by multiplying the quality points achieved by the number of credits for each course. The result is then divided by the total number of credit hours taken. The Cumulative or Career Total Grade Point Average (CGPA) is the grade point average for all credit hours taken at the University and at approved study abroad programs. The GPA and CGPA are calculated by truncating after the second digit after the decimal point. Transfer credits have no effect on the CGPA at The American University of Rome.

Grades

Grades are posted on a secure area of the University's official website and are mailed to AUR degree students only upon written request. Grades are mailed to the various study abroad programs. Grades computed in the (GPA) reflect the following grade equivalents:

GRADE		GPA	
A	Excellent	4.00	94 – 100 points
A-		3.70	90 – 93.99 pts
B+	Very Good	3.30	87 – 89.99
B	Good	3.00	83 – 86.99
B-		2.70	80 – 82.99
C+		2.30	77 – 79.99
C	Satisfactory	2.00	73 – 76.99
C-	Less than Satisfactory	1.70	70 – 72.99
D	Poor	1.00	60 – 69.99
F	Failing	0.00	59.99 – 0
WU	Unofficial withdrawal counts as an F	0.00	
P	Applicable to development courses	0.00	
<i>Grades not computed into the grade point average are:</i>			
W	Withdrawal		
AUDIT (AU)	Only possible when the student registers for a course at the beginning of the semester as an audit student		
I	Incomplete work must be completed within the ensuing semester. Failure to do so results in automatically converting the I grade to the default grade, which is then computed into the grade point average		
P	Pass grade is applicable to courses as indicated in the catalog.		
WIP	Work in progress		