Instructor: Joan Cantwell RN, MA, CJEAA (certification in therapeutic expressive arts)
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Appointments: Arranged with instructor based on individual schedules
Course Dates: March 30- June 1, 2017. Thursdays 5:45-9 pm
Course Location: Loop Campus

Course Description
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 expressive arts in health education, hospice work, hospitals, corporations, and in community art projects especially after catastrophic events.

Introduction to Expressive Arts Therapy is a multi-arts approach in which different art modalities are woven into the therapeutic process as appropriate to a person’s situation. It is not grounded in any particular techniques or media but in the capacity of all the arts to respond to human suffering.

Students attend experiential intensive classes with lecture and hands-on intermodal major art disciplines: visual arts, poetry, improvisation, storytelling, humour, movement, and music. We will use a mix of lecture, case studies, research, discussion, group 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.

Lecture, discussion, audio-visual presentation, experiential exercises, several subject matter experts guest speakers and a visit to a local art museum all comprise the structure of the class.

Learning Outcomes, Competences, and/or Objectives
- 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.
Competencies A5, A2A, S3B, H3X, FX with permission from instructor.

**Creativity A-5**  Can define and analyse a creative process.
1. Can define the concept of creativity
2. Can identify, analyse, and describe the components of a creative process in one or more fields of human endeavour.
3. Can explain how engaging in a creative process affects one’s perception of the world.

Through direct experience students will engage in the creative process using various expressive arts including music, journaling, improvisation, movement, poetry and painting. Through reading, reflection, discussion and writing you will then analyse its personal value and by extension its value as a creative therapeutic tool.

**Creative Expression A2A**: Can create an original work of art, explore its relationship to artistic form, and reflect on the creative process.

Produce and original work of art.

Describes the elements of the artistic form used.

Articulates criteria by which this work may be considered an example of an art form.

Discusses the technique and the creative process used to create the original art work.

Through painting, creative journal work and combining art and poetry students will create art work and journal about their creative process. Students will be given a package of self directed expressive art journal activities they will do outside of the class room.

**Science, Technology and Society S-3-B**: Can assess health care practices based on an understanding of the biological and social factors that contribute to definitions of health.

Identifies biological and social or cultural factors that contribute to a definition of health

Articulates one or more definitions, theories, or models that describe health-care.

Articulates criteria for assessing health-care practices, for the individual or the community, based on the considerations of (1) and (2).

Assesses and articulates an approach to the maintenance of promotion of health using (1), (2), and (3) as the basis for forming generalizations.

- We will review the science and research of multiple forms of healing arts and their contribution to a holistic model of health. Read and discuss minimum of 5 examples case studies that demonstrate the effectiveness of expressive art therapies as a complementary and alternative (CAM) therapy. These will be given out by the guest speakers and posted by instructor on D2L.
Individual Development H3X: Can use two or more theories of expressive therapy to understand and solve problems for self and others, and can define how these theories contribute to one's psychological, spiritual, and physical interrelationships. We will investigate mind body, physical, psychological and spiritual interrelationships using research, case study, and guest speakers. Students will participate in direct experiential exercises such as guided imagery, Improvisation, movement, group music exercises, visualization, mindfulness, painting, voice dialogue, and then journal and share their experiences.

Learning Strategies & Resources

- **Suggested Book:** *The Creative Connection Expressive Arts as Healing* by Natalie Rogers. Science and Behaviour Books, Inc.
- **Guest speakers** are subject matter experts in the various expressive art therapies music, humour, and movement who will lecture, facilitate experiential exercises and share case studies.
- **Field trip** to a local art museum to be determined closer to class start.
- **Self directed attendance** at an expressive art event in the community and reflection paper on experience.
- **Review** and discussions of case studies posted on D2L and or given out same day as class by guest speaker.
- **Creation of a creative journal portfolio.**

Learning Deliverables and Assessment (if a student is registered for only one credit competency the deliverables will determined with you and instructor on first day of class. Weekly reading assignments will be based on the final schedule which will not be determined until all guest speakers are finalized and schedule is determined on first day of class. They will be posted weekly on D2L as well as all hand outs and case studies.

**Attendance and participation 50 points (10 classes 5 points each).** This is a highly experiential class. Guest speakers are carefully chosen for their subject matter expertise and will only be available on their assigned day. If you miss any class you must meet with the instructor for suggested make up material which may include a 4-5 paper on the subject matter. You can not miss more than two classes or you will be asked to drop the class. This is required for all competencies.

**Creative Journal/Portfolio 25 points due any time during second half of quarter; no later than June 1st.** A packet of 5 different expressive creative journal activities will be given out the first day of class. Each activity is worth 5 points. You will work on these outside of class, at your own pace and turn in when you have completed them all in a complete portfolio. Each activity has a reflection piece assigned to it. Points will be assigned on how complete the assignment is and your ability to be self reflective with the journal reflection and questions on the hand-outs. This will be done for all competencies.
Art and poetry assignment 15 points due on May 11

This is a experiential assignment in which we will visit a Chicago art museum, find a piece of art and write about it from three perspectives using a writing activity handed out at the day of the museum visit. Students do not need to have any poetry background. You will take a picture of the art work, write about it using the exercises handed out on the day of the museum visit, then present both the image of the art and your writing presentation on another day in class. The dates will be assigned first day of class based on what day we visit a museum and will be turned in the day you present to the class also decided by first day. 5 points for attending the museum, 5 points for the writing and 5 point for presenting it. Required for all competencies

Attend an expressive art event such as an art exhibit, music performance, musical, play, concert, movie, ballet or opera or comedy show 10 points. This is due anytime during the quarter but no later than June 1st. Required for all competencies.

At 3-4 page reflection

1) Describe the event you attended; What was it, where was it? Include an ad for it or a flier, program etc.
2) What about it inspired you?
3) Why were you drawn to it.
4) What was the main message?
5) How may this art form have therapeutic value for a general population. You’re your reflections from the guest speakers, case studies and text readings on this specific art form. 5 points for attending and 5 for the reflection.

Grading Criteria & Scale

- 25 Creative journal portfolio
- 15 Poetry from museum visit write up and presented in class. ( 5 points for attendance of art museum, 5 for writing, 5 for projecting, reading to class.)
- 10 Reflection on attendance at an expressive art event.
- 50 Attendance and participation
- 100 points: 90-100=A, 80-89=B, 70-79=C, 60-69=D, below 60=F. Incomplete as discussed with instructor.

Identify when relevant Pass/Fail Grading Options (UGRAD only)
March
30 **Introduction**: Review of syllabus and two introduction expressive art exercises, one written and one drawing, group process and reflection.

April
6 **Art Therapy**: Introduction to art therapy and arts in health. Video, on hands imagery and art exercise, case studies from instructor’s practice, in class journal work.
13 **Humour Therapy**: Guest speaker nurse clown certified in therapeutic humour, lecture on evidence based science behind humour and in class exercises, review and discussion of case studies.
20 **Art Therapy**
27 **Field Trip**: The Art Institute of Chicago: art and poetry writing exercise on seeing from three perspectives and how to write a poem by paying attention.

May
4 **Music Therapy**: Guest speaker from a Chicago music therapist who will review case studies, discuss profession and uses as well as facilitate experiential music therapy classroom exercises.
11 **Poetry and art presentations**: Therapeutic writing. Discuss Poetry therapy, video case studies from Shands hospital, student present work from their museum visit.
18 **Movement Therapy**: Guest speaker on dance movement therapy, video on life and therapeutic work of Bill T. Jones and in class movement exercises.
25 **Art and Music**: Combining music and art will be doing intuitive art to music and discussing this intermodal approach.

June
1 **Story Telling**: using the Hero’s journey as metaphor for the creative life students will participate in intensive journal work. (creative journals portfolios are due)

Course Policies
Due to the nature of this class, students who miss more than two classes may be asked to drop the class. If you are late it is your responsibility to get caught up from other students during break or after class. No use of computers, cell phones, or other devices will be used during class time. You may check phones and electronics during break. Class starts sharply at 5:45 and you will have a 15 minute break.

This course includes and adheres to the college and university policies described in the links below:
- Academic Integrity Policy (UGRAD)
- Academic Integrity Policy (GRAD)
- Incomplete Policy
- Course Withdrawal Timelines and Grade/Fee Consequences
- Accommodations Based on the Impact of a Disability
- Protection of Human Research Participants
- APA citation format (GRAD)
Course Resources
University Center for Writing-based Learning
SNL Writing Guide
Dean of Students Office

Instructor Bio
Joan Cantwell RN, MA, CJEA, (post grad certification in expressive arts therapy)
An accomplished wellness nurse, expressive arts facilitator, artist, published author, and health specialist has integrated expressive arts into various therapeutic environments. Brings artistic vision and holistic healthcare expertise together in dynamic and creative workshops, classes, seminars, patient care and retreats. Currently provides expressive art services to patients at Mount Sinai Hospital HIV support group. Past experience includes providing art therapy to patients at Horizon Hospice, The Wellness Center Cancer support organization, a variety of care giver retreats, at-risk youth groups, and corporate stress management workshops. Teaches Introduction to Art Therapy at DePaul and Dominican Universities.