

SPECIAL TOPICS COURSE DESCRIPTIONS- FALL 2014

AT550-1 "ART THERAPY & COUNSELING WITH THE DISSOCIATIVE DISORDERS SPECTRUM"

ABBE MILLER, MS, ATR-BC, LPC

Sept. 19-20 FRIDAY-SATURDAY (1 CREDIT) 5:30-9:30; 9:30-5:30

This special topics workshop will explore the Dissociative Disorders Spectrum which was formulated in response to current theory and treatment of trauma. Physical, emotional and sexual trauma are factors in persons developing symptomatic behaviors that can be conceptualized within a spectrum of emotional distress and response processes.

Using didactic and experiential teaching components, students will explore the etiology, presentation and possible art therapy interventions that can be used compassionately and ethically in treatment. Students will also view over 75 artwork images created by a DID client and her alter personalities. This will support exploration of developing compassion for trauma survivors and sensitivity to the artwork they produce. Cohen & Cox's "Telling Without Talking: Art as a Window into the World of Multiple Personality" (1995)

GOALS:

1. Students will be able to name and identify hallmarks of the phases of the Dissociative Disorders Spectrum.
2. Students will be able to define dissociative process in relationship to trauma experience.
3. Students will be able to identify 3 art therapy techniques that can be applied to this population.

AT550-2 ECO-ART THERAPY PSYCHOLOGY & SHIBORI NATURAL DYE PROCESS

TISCHLER- 1 CREDIT Fri-Sat. October 24-25; 5:30-9:30 and 9:30-5:30

The purpose of this workshop will be to introduce the learners to OR increase their skills of:

1. The theory and philosophy of ecopsychology.
2. Textile art as therapy – specifically Shibori process and natural dye.
3. Visual communication.
4. Social justice and diversity.

The Shibori/natural dye process: Students will be instructed in at least 3 very easy Shibori methods, such as – clamping, sewing, and pole wrapping. Three dyes will be used in this project:

onion peels, cochineal, and log grey. Mineral dyes (i.e. mud painting) will be available for a "painterly" application. I will monitor the dye pots and other materials. I am choosing these materials because they are safe, easy (or fairly easy) to obtain, and can be used in school or community settings. Students will not leaving have "mastered" Shibori or natural dye, but hopefully excited about these methods and willing to learn more in the future.