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ELISTAT

Enriching the Lives of Seniors Through the Art Therapy

THE CURRICULUM

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MODULE - 1

ART AND ART THERAPY

1- Learning Objectives of the Module

Learning Objectives: Knowledge, Skills and Competences		
Knowledge	Skills	Competence
Learners will: <ul style="list-style-type: none"> - know what art is, - know about main Art Movements, - know what Art Therapy is, - know about Art Psychotherapies, - know how art can be used for therapeutic purposes, - know how art contributes to healing, - know how art affects well-being - know about Meditative Art Therapies, - know about materials generally used in Art therapy, 	Learners will be able to <ul style="list-style-type: none"> -describe Art Psychotherapies, - explain how art can be used for therapeutic purposes, - explain how art contributes to healing, - explain how art affects well-being -describe Meditative Art Therapies, 	- Learner will be able to <ul style="list-style-type: none"> put all theoretical knowledge about art and art therapy in to practice, in a real Art Therapy application

2- Structure of the module

No.	SUBJECTS/ SUBTOPICS	CONTENT	METHODS/ ACTIVITIES		TOOLS, MATERIALS		DURATIO N	
			CLASSROOM	ONLINE	CLASSROOM	ONLINE	CLS	ON L
1	Introduction to Art Therapy	- What is Art ? - What are the main Art Movements? - What is Art Therapy? - Art Psychotherapies	Expression, - Question answer, - Case analysis or study - Demonstration - Role Play - Simulation - Diagrams, - Presentation - Illustration	- Presentation, - Discussion, - Video Learning, - Further Reading	- Curriculum in PDF format - PowerPoint Presentation - Worksheets, - Photographs for exercises. - Laptop, video- projector and projection screen, - Writing board/ flipchart	- PowerPoint presentations with or without voice-over - Forums and discussion boards - Google Drive and similar collaborative tools -Educational videos, - Further Reading Links	8	8
2	The Healing Power/Aspect of Art Therapy	- Therapeutic Process and Art - Art's contribution to Healing - Well-Being and Art - Meditation and Art					8	8
3	Materials Used in Art Therapy	- General Material Information - Information of materials used in curriculum					8	8
		TOTAL					24	24

3- Summary of Learning Content and Activities

The subject contents and learning activities to be carried out under the Module can be summarized under the following topics.

3.1- Introduction to Art Therapy: Art therapy uses art as a means of personal expression to communicate feelings, rather than aiming at aesthetically pleasing end products to be judged by external standards. This means of expression is available to everyone, not just the artistically gifted. There are many definitions of art therapy—here is one based on working in a therapy setting: Art therapy involves the use of different art media through which a patient can express and work through the issues and concerns that have brought him or her into therapy. The therapist and participant are in partnership in trying to understand the art process and product of the session. (Case and Dalley 1992: 1) Here is a wider definition including all arts therapies and other settings: The common ground for all arts therapies includes the focus on non-verbal communication and creative processes together with the facilitation of a trusting, safe environment within which people can acknowledge and express strong emotions. (Payne 1993: xi)

3.2- The Healing Power of Art Therapy: The title of a recent documentary film, *I Remember Better When I Paint*, sums up the findings of a growing body of research into the cognitive effects of making art. The movie demonstrates how drawing and painting stimulated memories in people with dementia and enabled them to reconnect with the world. People with dementia aren't the only beneficiaries. Studies have shown that expressing themselves through art can help people with depression, anxiety, or cancer, too. And doing so has been linked to improved memory, reasoning, and resilience in healthy older people. (Harvard Medical School, The Healing Power of Art, 01.04.2022, <https://www.health.harvard.edu/mental-health/the-healing-power-of-art>)

3.3- Materials Used in Art Therapy: Choosing appropriate art and craft techniques and materials is an essential part of the professional competence of the facilitator. It might feel comfortable to choose a technique facilitator feels secure about. Some older people master handicrafts very well and they might have high expectations of facilitator's skilfulness. So, they need to be prepared to demonstrate their level of expertise and answer participants questions. In case you don't know something that is asked for, it is better to acknowledge that and also honour the expertise of the participants. Knowing facilitator technique well also helps in responding flexibly to different circumstances and adjusting the technique to the needs of the participants with various abilities in different contexts. (Draxl E., Fischer A., Kokko S., Kästik H., Salovaara M. Stedman J, 2017, Handmade Wellbeing Handbook, Facilitating Art and Craft Workshops for Older People in Care Settings)

4. Measurement Tools

	Tools for measuring knowledge, skills and Competences within the scope of learning objectives		
	Knowledge, Skills and Competences	Measurement Tools	
		CLASSROOM	ONLINE
K n o w l e d g e	Learners will: <ul style="list-style-type: none"> - know what art is, - know about main Art Movements, - know what Art Therapy is, - know about Art Psychotherapies, - know how art can be used for therapeutic purposes, - know how art contributes to healing, - know how art affects well-being - know about Meditative Art Therapies, - know about materials generally used in Art therapy, 	<ul style="list-style-type: none"> - Case study analysis - Concept maps - Open-ended questions - Short answer tests - 	<ul style="list-style-type: none"> - Multiple choice tests - True-false tests

Skills	<p>Learners will be able to</p> <ul style="list-style-type: none"> -describe Art Psychotherapies, - explain how art can be used for therapeutic purposes, - explain how art contributes to healing, - explain how art affects well-being -describe Meditative Art Therapies, 	<ul style="list-style-type: none"> - Performance tests (skill checklists) - Case study analysis - Observation 	<ul style="list-style-type: none"> - Multiple choice tests - True-false tests - Self-Evaluation forms
Competence	<p>- Learner will be able to</p> <p>put all theoretical knowledge about art and art therapy in to practice, in an Art Therapy application</p>	<ul style="list-style-type: none"> - Observation - Performance tests (skill checklists) - Self-Evaluation forms 	<ul style="list-style-type: none"> - Multiple choice tests - True-false tests - Self-Evaluation forms

MODULE - 2

ART THERAPY FOR SENIORS

1- Learning Objectives of the Module

Learning Objectives: Knowledge, Skills and Competences		
Knowledge	Skills	Competence
Learners will know: <ul style="list-style-type: none"> - general profiles and needs of senior participants, - how to communicate with seniors during Art Therapy activities, - how to organize the room/workplace for individual Art Therapy activities, - how to organize the room/workplace for group Art Therapy activities, - how to plan and implement an individual Art Therapy session, - how to plan and implement a group Art Therapy session, - group management skills in Art Therapy, - what the evaluation methods in Art Therapy and psychotherapy are - the use of general surveys and analysis methods, - tests and evaluation methods in Art Therapy, - components and requirements of quality art therapy. - how to create a learning environment suitable for seniors - how to prevent ageism/ age stereotypes 	Learners will be able to <ul style="list-style-type: none"> - communicate with seniors during Art Therapy activities, - organize the room/workplace for individual Art Therapy activities, - organize the room/workplace for individual Art Therapy activities, - plan and implement an individual Art Therapy session, - plan and implement a group Art Therapy session, - manage a group in Art Therapy, - evaluate learning outcomes in Art Therapy and psychotherapy - use of general surveys and analysis methods - create a learning environment suitable for seniors, - prevent ageism/ age stereotypes 	Learner will be able to <p>make all necessary arrangements including organization of workplace and stages of the session, to perform Art Therapy sessions in accordance with the needs and requirements of senior participants</p>

2- Structure of the module

No.	SUBJECTS/ SUBTOPICS	CONTENT	METHODS/ ACTIVITIES		TOOLS, MATERIALS		DURATIO N	
			CLASSROOM	ONLINE	CLASSROOM	ONLINE	CLS	ON L
1	Working with seniors in Art Therapy	<ul style="list-style-type: none"> - General profile, needs and capabilities of senior citizens , - Communication skills to work with seniors - Creating a safe space for personal development of the seniors, - Preventing age stereotypes while working with seniors 	Expression, - Question answer, - Case analysis or study - Demonstration - Role Play - Simulation - Diagrams, - Presentation - Illustration	- Presentation, - Discussion, - Video Learning, - Further Reading	- Curriculum in PDF format - PowerPoint Presentation - Worksheets, - Photographs for exercises. - Laptop, video-projector and projection screen, - Writing board/ flipchart	- PowerPoint presentations with or without voice-over - Forums and discussion boards - Google Drive and similar collaborative tools - Educational videos, - Further Reading Links	4	4
2	Designing the Art Therapy Room for individual and group practices	<ul style="list-style-type: none"> - Art Therapy Space, - Storage and organization, - Atmosphere, - Accessibility and Safety - Studio Rules 					4	4
3	Planning a Art Therapy Session for individual and group applications	<ul style="list-style-type: none"> - Special features of working with older people - Getting to know the group - Choosing appropriate art and craft techniques and materials - Working approaches and methods 					4	4
4	Group Management in Art Therapy	<ul style="list-style-type: none"> - Setting up the group - Group boundaries and ground rules - Size of group - Facilitator roles - Introductions and 'warming up' - Engaging in the artwork - Ending the session 					4	4
5	Evaluation in Art Therapy	<ul style="list-style-type: none"> - Psychopathological Evaluation - Analysis and Use of Surveys - Tests Techniques Used in Art Therapy 					4	4

	TOTAL		20	20
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3- Summary of Learning Content and Activities

The subject contents and learning activities to be carried out under the Module can be summarized under the following topics.

3.1. Working with seniors in Art Therapy: Reflecting one's own perception of older people is important. This perception has a profound influence on the working process, from setting the targets, choosing the methods, communicating and giving feedback. Our perceptions are based on our firsthand life experiences, but also determined by second-hand information we hear from others and see in media. Some personal experiences are negative and this can create a sense of anxiety about working with older people. However, many older people are seen as role models for upcoming generations. Personal experience is always limited and it is good to challenge the preconceptions based on them. (Draxl E., Fischer A., Kokko S., Kästik H., Salovaara M. Stedman J, 2017, Handmade Wellbeing Handbook, Facilitating Art and Craft Workshops for Older People in Care Settings)

3.2 Designing the Art Therapy Room for individual and group practices: Establishing a functional, welcoming and comfortable art therapy room is an integral part of providing art therapy to the patients.

A comfortable room will put the patient at ease and facilitate an environment where the patient is comfortable in undertaking the vulnerable process of art therapy. A comfortable room through colors, textures, smells and sounds can be created. From a functional point of view, art therapy space should serve facilitator purposes as well as patient in being able to Access art products, easy clean up, and allow enough space for complex projects if necessary. (Art Therapy Resources, How to Set Up your Art Therapy Room, 04.04.2022, <https://arttherapyresources.com.au/art-therapy-room/>)

3.3 Planning a Art Therapy Session for individual and group applications: Working with older people includes taking into consideration some physical and mental changes that occur due to ageing. Some of these conditions require planning and equipment to support older people in their creativity. Many care home residents are for example living with painful physical conditions such as arthritis and stiff joints which makes it harder for them to use their fine motor skills. Many are wheelchair users and will need extra space so that they are comfortable. Some have sight and hearing issues, and the effects of medication can make people tired.

There is a wide range of resources and aids available to assist people so that they can take part in creative activities, for example special scissors that are easier and lighter to pick up and use. Sometimes the care setting will have its own resources but the facilitator may need to think about making adaptations to their own equipment, for example adding finger grips to paintbrushes. It is good to be prepared with a variety of equipment for different needs. Someone may not be able to grasp a paintbrush, but they may be able to use for example a large foam roller to make a mark.

It is also important to allow different modes of participation. If a resident is too tired or unwell to take part, give them the option to stay and watch. The resident may feel well enough to join in later. Just being part of the group may also be important. (Draxl E., Fischer A., Kokko S., Kästik H., Salovaara M. Stedman J, 2017, Handmade Wellbeing Handbook, Facilitating Art and Craft Workshops for Older People in Care Settings)

3.4 Group Management in Art Therapy: Before starting on some of the practicalities of running a group, it is worth remembering that the whole purpose of the group is to provide a warm, trusting environment in which people can feel at ease in revealing personal matters. Caring and respect for other people, and for their feelings and points of view are a priority. The suggestions given in this chapter are designed to help to achieve this kind of caring, participant-centered group which people enjoy being in. (Liebmann M, 2004, Art Therapy For Groups A Handbook of Themes And Exercises,.)

3.5 Evaluation in Art Therapy: There are many benefits to justify the use of art therapy assessment techniques and rating instruments. However, methodological, theoretical and philosophical problems abound. These problems are explored, in relation to art therapy assessments and their corresponding rating tools. Information about the various types of rating scales is provided, including a comparison of the Diagnostic Drawing Series (DDS) rating system and that of the Person Picking an Apple from a Tree (PPAT) assessment, i.e., the Formal Elements Art Therapy Scale (FEATS). The most effective approach to assessment in the field of art therapy appears to incorporate objective measures such as standardized evaluation procedures (formal assessments; behavioral checklists; portfolio evaluation), and subjective approaches such as the participant's interpretation of his or her artwork (Betts D.J., 2006, The Arts in Psychotherapy)

4- Measurement Tools

Tools for measuring knowledge, skills and Competences within the scope of learning objectives			
	Knowledge, Skills and Competences	Measurement Tools	
		CLASSROOM	ONLINE
K n o w l e d g e	Learners will know: <ul style="list-style-type: none"> - general profiles and needs of senior participants, - how to communicate with seniors during Art Therapy activities, - how to organize the room/workplace for individual Art Therapy activities, - how to organize the room/workplace for group Art Therapy activities, - how to plan and implement an individual Art Therapy session, - how to plan and implement a group Art Therapy session, - group management skills in Art Therapy, - what the evaluation methods in Art Therapy and psychotherapy are - the use of general surveys and analysis methods, - tests and evaluation methods in Art Therapy, - Components and requirements of quality art therapy. - how to create a learning environment suitable for seniors - how to prevent ageism/ age stereotypes 	<ul style="list-style-type: none"> - Case study analysis - Concept maps - Open-ended questions - Short answer tests 	<ul style="list-style-type: none"> - Multiple choice tests - True-false tests
S k i l l s	Learners will be able to <ul style="list-style-type: none"> - communicate with seniors during Art Therapy activities, - organize the room/workplace for individual Art Therapy activities, - organize the room/workplace for individual Art Therapy activities, - plan and implement an individual Art Therapy session, - plan and implement a group Art Therapy session, - manage a group in Art Therapy, - evaluate learning outcomes in Art Therapy and psychotherapy - use of general surveys and analysis methods - create a learning environment suitable for seniors, - prevent ageism/ age stereotypes 	<ul style="list-style-type: none"> - Performance tests (skill checklists) - Case study analysis - Observation 	<ul style="list-style-type: none"> - Multiple choice tests - True-false tests - Self-Evaluation forms
C o m p e t e n c e	Learner will be able to <p>make all necessary arrangements including organization of workplace and stages of the session, to perform Art Therapy sessions in accordance with the needs and requirements of senior participants</p>	<ul style="list-style-type: none"> - Observation - Performance tests (skill checklists) - Self-Evaluation forms 	<ul style="list-style-type: none"> - Multiple choice tests - True-false tests - Self-Evaluation forms

MODULE - 3

ART THERAPY FOR SENIORS IN PRACTICE

1- Learning Objectives of the Module

Learning Objectives: Knowledge, Skills and Competences		
Knowledge	Skills	Competence
<p>Learners will know:</p> <p>Art Therapy methods and processes in minimum two specific art branches defined below (Drawing, visual arts, writing, poem, music, dance, drama)</p> <p>Learners will also observe and learn lessons from good practices and Model Art Therapy Sessions,</p>	<p>Learners will be able to:</p> <p>apply Art Therapy methods and processes in minimum two specific art branches defined below (Drawing, visual arts, writing, poem, music, dance, drama)</p>	<p>Learner will be able to</p> <p>conduct Art Therapy sessions in minimum two specific art branches in accordance with the needs and requirements of senior participants</p>

2- Structure of the module

No.	SUBJECTS/ SUBTOPICS	CONTENT	METHODS/ ACTIVITIES		TOOLS, MATERIALS		DURATIO N	
			CLASSROOM	ONLINE	CLASSROOM	ONLINE	CLS	ON L
1	Art Therapy Application Methods by Specific Arts	-Drawing and Painting - Other Visual Arts - Dance and Movements - Music - Drama (At least 3 fields will be chosen for Classroom Training)	Expression, - Question answer, - Case analysis or study - Demonstration - Role Play - Simulation - Diagrams, - Presentation - Illustration	- Presentation, - Discussion, - Video Learning, - Further Reading	- Curriculum in PDF format - PowerPoint Presentation - Worksheets, - Photographs for exercises. - Laptop, video- projector and projection screen, - Writing board/ flipchart	- PowerPoint presentations with or without voice-over - Forums and discussion boards - Google Drive and similar collaborative tools - Educational videos, - Further Reading Links	24	40
2	Good practices in Art Therapy	-Model Art Therapy Sessions -Good practice examples around world				-	8	8
TOTAL							32	48

3. Summary of Learning Content and Activities

The subject contents and learning activities to be carried out under the Module can be summarized under the following topics.

3.1 Art Therapy Applications: A constant undercurrent of anxiety threading through day-to-day activities can leave people in a regular state of unease. This can start to affect everything from sleep schedule to appetite. Putting pencil to paper allows people to give themselves some space from unwanted, often uncontrollable, thoughts and engage in an activity they can control. They decide what to draw and what colors to add to their design. While focused on the creative process, they aren't giving energy to their anxiety. (Healthline, How to Use Drawing as a Coping Tool for Anxiety, 06.04.2022, <https://www.healthline.com/health/mental-health/>)

3.1.1 Drawing and Painting Therapy: Drawing therapy, while not an official name, is essentially drawing as a form of coping and self-care. Many believe that art (and other forms of creativity) can be healing. Drawing — and other forms of art — can help people release stress and anxiety. They can draw at home to boost their imagination and creativity, be more mindful and grounded, and relieve anxious thoughts. (Psychcentral, Drawing Therapy: 7 Art Therapy Techniques to Relieve Stress, 06.04.2022, <https://psychcentral.com/stress/art-therapy-ways-to-draw-your-stress-out>)

3.1.2. Visual Art Therapy The goal of the therapy is to utilize the creative process to help people explore self-expression and, in doing so, find new ways to gain personal insight and develop new coping skills. The creation or appreciation of art is used to help people explore emotions, develop self-awareness, cope with stress, boost self-esteem, and work on social skills. Techniques used in visual art therapy can include:

- Collage

- Doodling and scribbling
- Finger painting
- Photography
- Sculpting
- Working with clay

As participants create art, they may analyze what they have made and how it makes them feel. Through exploring their art, people can look for themes and conflicts that may be affecting their thoughts, emotions, and behaviors. (Verywell Mind, What Is Art Therapy? , 06.04.2022, <https://www.verywellmind.com/what-is-art-therapy-2795755>)

3.1.2 Dance/movement therapy (DMT): DMT is the psychotherapeutic use of movement to promote emotional, social, cognitive, and physical integration. (American Dance Therapy Association. What is dance/movement therapy?. 2020) DMT can help people with physical health by increasing strength, improving flexibility, decreasing muscle tension, and boosting coordination. It can also offer important mental health benefits including stress reduction and even symptom relief from conditions such as anxiety and depression.

DMT looks different for everyone depending on a sense of safety, access to the body, and personal familiarity with an authentic expression of the body, explains Caroline Kinsley, LPC intern, R-DMT, a dance/movement therapist. "The process may range from mostly verbal or speaking to mostly nonverbal or movement," she says. (Sara Lindberg, M.Ed)

3.1.3 Music Therapy: Music therapy is a therapeutic approach that uses the naturally mood-lifting properties of music to help people improve their mental health and overall well-being. It's a goal-oriented intervention that may involve:

- Making music
- Writing songs
- Singing
- Dancing
- Listening to music
- Discussing music

This form of treatment may be helpful for people with depression and anxiety, and it may help improve the quality of life for people with physical health problems. Anyone can engage in music therapy; you don't need a background in music to experience its beneficial effects.

During a music therapy session, you may listen to different genres of music, play a musical instrument, or even compose your own songs. You may be asked to sing or dance. Your therapist may encourage you to improvise, or they may have a set structure for you to follow.

(Verywell Mind, What Is Music Therapy? , 06.04.2022, <https://www.verywellmind.com/benefits-of-music-therapy-89829>)

3.1.4 Drama Therapy: Expressive or creative therapies, such as drama therapy, are a unique way to deal with problems, express yourself, set goals, and gain confidence. Amongst the expressive therapies, drama therapy offers a forum to try on new roles, learn new ways of relating, and express how you feel.

Drama therapy takes a unique approach by using drama and/or theater techniques, including improvisation, role-playing, using puppets, and acting out stories. It is an active, experiential form of creative therapy that may help you or someone you love gain self-confidence and explore new problem-solving skills. (Verywell Mind, What Is Drama Therapy?, 06.04.2022, <https://www.verywellmind.com/what-is-drama-therapy-2610360>)

4. Measurement Tools

Tools for measuring knowledge, skills and Competences within the scope of learning objectives			
	Knowledge, Skills and Competences	Measurement Tools	
		CLASSROOM	ONLINE
K n o w l e d g e	Learners will know: Art Therapy methods and processes in minimum two specific art branches defined below (Drawing, visual arts, writing, poem, music, dance, drama) Learners will also observe and learn lessons from good practices and Model Art Therapy Sessions,	- Case study analysis - Concept maps - Open-ended questions - Short answer tests -	- Multiple choice tests - True-false tests
S k i l l s	Learners will be able to: apply Art Therapy methods and processes in minimum two specific art branches defined below (Drawing, visual arts, writing, poem, music, dance, drama)	- Performance tests (skill checklists) - Case study analysis - Observation	- Multiple choice tests - True-false tests - Self-Evaluation forms
C o m p e t e n c e	- Learner will be able to conduct Art Therapy sessions in accordance with the needs and requirements of senior participants	- Observation - Performance tests (skill checklists) - Self-Evaluation forms	- Multiple choice tests - True-false tests - Self-Evaluation forms

MODULE - 4

SPECIFIC ART THERAPY APPLICATIONS

1- Learning Objectives of the Module

Learning Objectives: Knowledge, Skills and Competences		
Knowledge	Skills	Competence
Learners will know: -define the concepts of self-knowledge, trauma, anxiety, grief and loss - learn about the specificity of emotions;	Learners will be able to: -initiate self-reflection and deepen self-knowledge; - recognize traumas, anxiety and other overwhelming emotions;	Learner will be able to conduct - Specific Art Therapy Practice to deal with Trauma, - Specific Art Therapy Practice to deal with Anxiety, - Specific Art Therapy Practice to deal with Grief And Loss

2- Structure of the module

No.	SUBJECTS/ SUBTOPICS	CONTENT	METHODS/ ACTIVITIES		TOOLS, MATERIALS		DURATION	
			CLASSROOM	ONLINE	CLASSROOM	ONLINE	CLS	ONL
1	Self-Knowledge Study	-Understanding Self-Knowledge, - Cultivating self-knowledge	Expression, - Question answer, - Case analysis or study - Demonstration - Role Play - Simulation - Diagrams, - Presentation - Illustration	- Presentation, - Discussion, - Video Learning, - Further Reading	- Curriculum in PDF format - PowerPoint Presentation - Worksheets, - Photographs for exercises. - Laptop, video-projector and projection screen, - Writing board/ flipchart	- PowerPoint presentations with or without voice-over - Forums and discussion boards - Google Drive and similar collaborative tools, - Educational videos, - Further Reading Links	4	4
2	Trauma Focused Art Therapy	What is trauma? -Benefits of Art Therapy for Trauma, - Art Therapy Exercises for Trauma					4	4

3	Anxiety Focused Art Therapy	-What is anxiety? -Benefits of Art Therapy for Anxiety, - Art Therapy Exercises for Anxiety					4	4
4	Art therapy for Grief and Loss	- How Art Therapy Helps Process of Grief and Loss, - Art Therapy Exercises For Grief And Loss					4	4
TOTAL							16	16

3. Summary of Learning Content and Activities

The subject contents and learning activities to be carried out under the Module can be summarized under the following topics.

3.1 Self-Knowledge Study: In terms of psychology, self-awareness is often defined as the ability to engage in some kind of reflective awareness. As you develop an awareness of the self, you begin to connect with your own unique identity. As you focus on yourself and start evaluating your current behavior, in comparison to your internal standards and values, you become self-conscious, and you become an objective evaluator of yourself. (Positive Psychology, 17 Self-Awareness Activities and Exercises, 06.04.2022, <https://positivepsychology.com/self-awareness-exercises-activities-test/>)

3.2 Trauma Focused Art Therapy: Trauma is a mental disturbance that develops after an individual experiences a traumatic event or a series of traumatic events. Examples include sexual abuse, violence, childhood neglect, natural disasters, car accidents, the death of a loved one, and war or combat. Trauma is often all-consuming, and it impacts every facet of a person's life, including their career, relationships, self-esteem, sleep patterns, physical health, and ability to function in society.

Trauma can cause PTSD (post-traumatic stress disorder) or acute distress disorder. In many cases, it leads to other mental health issues, such as anxiety, panic attacks, depression, OCD (obsessive-compulsive disorder), codependency, eating disorders, or survivor's guilt. Frequently, trauma also coincides with drug and alcohol addiction. (North Bound, A guide to Art therapy For Trauma, Durling B., 06.04.2022, <https://www.northboundtreatment.com/blog/a-guide-to-art-therapy-for-trauma/>)

3.3 Anxiety Focused Art Therapy: Art therapy can be valuable in navigating anxiety. It can become another healthy tool in our collection whether your anxiety is occasional or chronic. One big benefit of art therapy is its ability to calm the nervous system: When we're focused on creating, our attention shifts away from worrisome ruminations.

"When our attention has shifted, our nervous system can begin to regulate. And we can have more access to the rest of our brains, thoughts, emotions, empathy and compassion," said Doreen Meister, MA, MFT, a mindfulness-based, expressive art and depth psychotherapist in Oakland, Calif. This lets us process more difficult experiences, she said.

Art therapy also lets us express ourselves nonverbally, which helps us move away from our thoughts to see a visual expression of a situation, Meister said. This "can provide more distance from the situation; it can be containing and allow for a different perspective."

Plus, "the simple act of creative expression connects us with an inner sense of vitality," which can be invigorating, she said. (Jennifer E. Manfre & Associates, 3 Art Therapy Techniques to Deal with Anxiety, 09.04.2022, <https://manfre-associates.com/3-art-therapy-techniques-to-deal-with-anxiety/>)

3.4 Art therapy For Grief And Loss: Even though people process loss differently, some grief symptoms are common in the majority of cases. These include missing the deceased, crying, feelings of fear and loneliness, intrusive thoughts and memories

of the deceased, and feelings of hopelessness.

Most people tend to isolate themselves when grieving, and they may also experience numbness of emotions. Art therapy can assist you in processing these feelings not only by giving you something to do to take your mind off your grief, but also by helping you explore the underlying feelings associated with loss. (Eirene Blog , How Art Therapy Helps Process Grief, Loss and Manage Symptoms, 09.04.2022, <https://eirene.ca/blog/art-therapy-for-processing-grief-loss>)

4. Measurement Tools

	Tools for measuring knowledge, skills and Competences within the scope of learning objectives		
	Knowledge, Skills and Competences	Measurement Tools	
		CLASSROOM	ONLINE
K n o w l e d g e	Learners will know: -define the concepts of self-knowledge, trauma, anxiety, - learn about the specificity of emotions;	- Case study analysis - Concept maps - Open-ended questions - Short answer tests -	- Multiple choice tests - True-false tests
S k i l s	Learners will be able to: -initiate self-reflection and deepen self-knowledge; - recognize traumas, anxiety and other overwhelming emotions;	- Performance tests (skill checklists) - Case study analysis - Observation	- Multiple choice tests - True-false tests - Self-Evaluation forms
C o m p e t e n c e	Learner will be able to conduct - Specific Art Therapy Practice to deal with Trauma, - Specific Art Therapy Practice to deal with Anxiety, - Specific Art Therapy Practice to deal with other negative emotions.	- Observation - Performance tests (skill checklists) - Self-Evaluation forms	- Multiple choice tests - True-false tests - Self-Evaluation forms