

**PSY 275W – Psychology and the Expressive Arts**

Spring 2019

Monday 12:30-3:15 pm, Room 125

Associate Professor Lucy L Jones, PhD

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Office – Kaliko 151 Pāalamanui

Office hours – Monday 9-12 and by appointment

**This is a Writing Intensive Course!**



**Guidelines for Writing-Intensive Courses:**

1. You are required to do a significant amount of writing. In addition to the writing required for each module, you will also write a First Analytical Paper and a Final Project following the **rubric** that I will give out later.
2. This course emphasizes writing as an essential tool for learning course material. Clear, well-organized writing is a way of acquiring, analyzing, and communicating knowledge, and the act of writing does not merely record or reformulate thought but generates thought as well.
3. From the beginning of the semester, you and I will interact often in order to assist in your learning through the writing process.
4. Writing is a major element in determining your grade for this course.
5. Each student will meet with the instructor at least once during the semester to discuss your writing, your understanding of the material, and your final presentation.

You will be given readings, handouts, videos, and Internet assignments.

There will be lecture, discussion, structured activities, papers, and individual projects.

**Prerequisites:**

- Psy 100 or Psy 170
- Completion of English 100 with a C or better

**General Education Learning Outcomes:**

- **Critical Thinking:** Make informed decision through analyzing and evaluating information
- **Area of Knowledge:** Utilize methods, perspectives, and content of selected disciplines in the natural sciences, social sciences and humanities.

**Course Learning Outcomes:**

- Apply major concepts and theories of Jungian psychology to understanding the structure of the personality and intra-psychic processes. (GELO #7: Areas of Knowledge: Social Science)
- Apply major concepts and principles of expressive arts psychology to understanding the structure of the personality and intrapsychic processes. (GELO #7: Areas of Knowledge: Social Science and Humanities)

- Participate in group interactions and discussions, which lead to understanding personality dynamics, values, and points-of-view in one's self and others and honors the diversity within a group (GELO #3G: Critical Thinking)
- Demonstrate the application of one or more art genre, e.g., visual arts, writing arts, drama and movement, music to understand one's own intrapsychic processes personality dynamics. (GELO #3H: Critical Thinking)

### **Course Objectives:**

- Students will learn the terminology for the basic structures of the personality according to Carl Jung.
- Students will analyze how the basic concepts of Jungian theory are applied to understanding their own personality giving specific examples from their own lives.
- Students will use the methodology of self-reflection and historical narrative timeline to describe personal applications of psychological theory.
- Students will learn how to use artistic expressions as psychotherapeutic tools for both personal and professional purposes.
- Students will use one or more of the expressive mediums to explore a specific problem or theme in their present life situation, **create an original expression**, and analyze it to gain insights into adjusting or acknowledging intrapsychic processes and personality dynamics

### **Class Requirements:**

- A personal journal, entries to be recorded at the end of every class session;
- Well-written and thoughtful reflection papers, essays and research projects as assigned throughout the semester;
- A willingness to experiment with different modes of creative expression;
- Active participation in group discussions;
- A respectful attitude toward others whose values and feelings may differ from one's own;
- Participate in using writing, drawing, drama and movement as therapeutic tools;
- Demonstrate an understanding of how art expression can lead to self-assessment and insight, which can be used for both personal and professional goals;
- Engage in group process as a means to gain insight about self and others and participate in honoring the diversity within a group;
- Demonstrate the application of one or more art genre to understand one's own psychological concepts and dynamics.

### **WRITING INTENSIVE ASSIGNMENTS:**

- **Analytical Paper #1:** This will be a 3-4 page paper about Jungian personality concepts. We will go over this the first day of class.
- **Weekly Reflection Papers:**  
Regardless of the reason you are taking this class, as a student in psychology, you will gain some meaningful insights about your behavior and mental processes. Think carefully about the class session during the preceding week. Write a brief paragraph describing your personal observations as you monitor your own progress. I prefer to see these as "copy and paste" in the appropriate folder rather than as attachments. **Do NOT use MS Works.**
- **Various Assignments:** These will be given to you in the Laulima Modules. They are to be handed in or put into Laulima, and each week I will tell you which one to do. Each one will range from 1-3 pages as I assign them.
- **Final Project:** Present to the class an in-depth personal exploration based on Jungian symbols or archetypes using one or more of the artistic media projects covered in the course. By the middle of the semester, I want to know your topic in case I have anything that can help you. Complete instructions on the way.

**Pages and Word Count:**

Because this is a Writing Intensive course, you will need to fulfill the minimum number of pages or word count for the semester. Each page is approximately 250 words, so plan accordingly. (This does **not** mean a huge font with lots of spaces and wide margins!) **Please use only 12 point Arial or Times New Roman font (but not bold)**. These pages are to be attachments so it will be easier for me to assess your number of pages.

**Turnitin:**

You are to use Turnitin with certain papers. The class ID is **(18814377)** and the password is **“psy275”** (without the quotation marks).

**How to Contact me:** You may either use “Messages” (see link on left in Lualima), or email (lucyj@hawaii.edu). My Office number is 808-969-8849 where you can leave a message. You may leave a text on my cell phone (808-937-4131) but it doesn't work at my home for talking. Be sure to tell me who you are and which class you are taking.

**Attendance:**

Because we only meet one time each week as a double session, attendance is extremely important. Like a regular job, if you miss too much work you would be dismissed, so it is with this class. You will be required to choose between withdrawal, extensive make-up work, or a failing grade if you have three absences or more. I will deduct points from your total for excessive absences without a valid excuse. If you cannot be in class, please email me or call before class so I know you haven't dropped the class. I realize this is very subjective, but there needs to be some incentive to be here and to take part in class discussions.

**Participation:**

Attitude and class participation go a long way toward your learning and your grade. The most effective way to learn and grow is to bring information, ideas, and inspiration to the rest of the class. You will also be expected to do quite a bit of your own research on the Internet, which is an excellent tool for growth.

Also, the 20 points for your participation in each class meeting are not automatic. If you are in the class, you are expected to participate to the best of your ability. If you are not in the class, it is an automatic 0 point value unless you have a valid reason for not attending that class, or if I have had to cancel for some reason.

**MySuccess Program:** At Hawai'i Community College we want every student to be successful. The MySuccess program is a UHCC system-wide effort that seeks to support students early in the semester when they first begin experiencing difficulty in a class. If I feel you are having difficulty in my class (ex. missing class, missing assignments, and low test scores) I may refer you to Support Services. Once referred, your counselor will follow up with you by phone or email to find out what kinds of help you might need, connect you with the necessary resources, and to help you develop a strategy for success. You may find your Support Network in the MySuccess tab on your MyUH page, or the MySuccess tab linked to this course in Lualima.

*There are 3 criteria for a Referral:*

1. Student must be demonstrating a **pattern** of behavior.
2. The instructor has made attempts to address the behavior and/or academic concerns, but attempts have been unsuccessful or the student is not getting enough support.
3. The student should need additional support, outside of what is provided in the classroom.

**Computers and Cell Phones:**

There are times when having a way to look up something on the Internet is valuable. I do not

object to having them in the room as long as they are used only for classwork. Other than that, this classroom is a “no text/no computer” zone.

**Laulima:**

I want you to use Laulima, our online program, to turn in your written work. Please check there regularly for any announcements between classes and sometimes to pick up your assignment if you miss class. Go to your UH Portal, and on the bottom at the far right is the logo for Laulima. You can sign in using your school ID and password. In class, I will explain how to use this most effectively. If you have no computer at home, please use either the school library or the computer lab for your work. Our aim is to save paper and to make it easier for you to complete the assignments. Hand written assignments will not be accepted (unless I request otherwise). This class will require dependable Internet access, and minimal technical skills. You must have a broadband connection (**no** dial-up), and MS Word (**not** MS Works) or PDF reader. Safari (for Mac) is not adequate for this work, so please download Mozilla Firefox as your Internet browser. Please allow extra time for cyber glitches, and don't wait until the last minute to turn in your work.

**Quality of Work:**

The points you receive are not automatic. For example, if an assignment is worth 20 points, it means you can earn UP TO 20 points (see Rubric). I will take the quality of your work into consideration.

**Students With Verified Disabilities:** If you have a disability with verification on file with our Office of Students with Disabilities, please let me know if you think you will need accommodation. I will be glad to provide accommodations as needed. I will discuss it with you and with your Disabled Students' Office.

**Student Conduct Code:**

Our college has a Student Conduct Code that defines expected conduct and specifies those acts subject to University sanctions. You will find it in the latest school catalog. You are to be familiar with this code. You also will find information regarding our "Policy on Sexual Harassment" and "Academic Grievances."

**Quizzes and exams:**

By reading your weekly papers, observing your class presentations, participation and discussions, I will know what you are learning in this course. I reserve the right to have a quiz periodically in order to augment my evaluation of your knowledge and understanding of the basics of psychology.

**Semester Reflection:**

At the end of the semester, please write a brief paragraph of at least one thing you learned over the course of the semester that will benefit you in your personal and/or professional life. A class has no meaning unless it can be of some value other than merely a grade or three credits.

**Course Evaluation System (CES) – formerly eCAFE:**

At the end of the semester, you will be given the opportunity to evaluate the course and instructor. I am giving a 10-point incentive if you let me know you have completed the survey. This can be a screen shot, or copy of the completion. I don't need to know **how** you answered the evaluation, just that you did it.

**Modules:**

This course is based on 16 modules (one for each week). Each module will consist of at least three categories:

- Assignment

- Weekly Reflection
- Attendance/Participation

**GRADES:** At the end of each week, you will be able to check the Gradebook on Laulima to see where you stand. If you are more than two weeks behind, you need to talk with me ASAP. **I will accept no late work past the end of each four weeks.** I will explain more in class. At times, there will be more or less points than indicated. The final grade is based on the percentage of total points given through the semester.

**PSY 275W RUBRIC: Assignments, Weekly Reflections, Semester Reflection, Attendance/Participation**

	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Approaches Expectations</b>	<b>Below Expectations</b>
<b>Assignments</b>	Insightful & complete responses; correct grammar, spelling, & punctuation. Overall excellence	Complete responses; correct grammar, spelling, & punctuation	Adequate length, correct grammar, spelling, & punctuation	Inadequate length; incorrect grammar, spelling, and punctuation
<b>Weekly Reflections</b>	Thoughtful & provocative responses; correct grammar, spelling, and punctuation. Overall excellence	Thoughtful responses; correct grammar, spelling, and punctuation	Simple response; correct grammar, spelling, and punctuation	Inadequate response; incorrect grammar, spelling, and punctuation
<b>Semester Reflection</b>	Thoughtful & provocative responses; correct grammar, spelling, and punctuation. Overall excellence	Thoughtful responses; correct grammar, spelling, and punctuation	Simple response; correct grammar, spelling, and punctuation	Inadequate response; incorrect grammar, spelling, and punctuation
<b>Attendance/ participation</b>	Appropriate and provocative class discussion; involvement; Insightful comments; regular participation & attendance	Appropriate class discussion; thoughtful comments; Involvement; regular participation & attendance	Appropriate class discussion & comments; Some involvement; regular attendance	Few comments or involvement; regular or excused attendance

<b>Journal</b>	Creative & thoughtful regular entries; weekly thoughts; class projects and overall excellence	Creative and regular entries; weekly comments; class projects	Regular and creative entries	Few entries; no comments
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**Grades will be based on the following:**

- Written Work
  - First Analytical Paper – **up to 80 points**
  - Weekly written assignments – **up to 20 points per week (16 weeks) = 320**
  - Weekly Reflection – **up to 20 points per week (16 weeks) = 320**
  - Final Project = **up to 80 points**
  - Semester Reflection = **up to 20 points**
  - Journal = **up to 30 points (15 each time they are turned in)**
  - Participation – **up to 20 points per week (16 weeks) = 320**
    - Includes written work in each class
- Other Work
  - Attendance – **20 points per week (16 weeks) = 320**
  - CES = **10 points**
  - On time work - **10 points per week (16 weeks) = 160**

**TOTAL POINTS = 1660**

<b>Semester Grades:</b>	90-100% = A
	80-89% = B
	70-79% = C
	60-69% = D
	0 – 59% = F

**TENTATIVE CLASS SCHEDULE:**

Module 1	Setting Out - Jungian Concepts
Module 2	Developing Your Creative Habit
Module 3	<b>Martin Luther King Day - no class</b>
Module 4	History, Theory, and Practice
Module 5	Art Therapy
Module 6	Powers of Observation First draft due for Analytical Paper #1 (Peer Review)
Module 7	<b>President's Day - no class</b>
Module 8	Inventory of Skills Final draft due for Analytical Paper #1

Module 9 Poetry Therapy

Module 10 Music Therapy

**BE PREPARED TO TURN IN YOUR JOURNALS TODAY. I WILL LOOK AT THEM OVER SPRING BREAK AND HAND THEM BACK ON MARCH 25.**

**March 17-23 SPRING BREAK ~ ~ ~ Have a safe week!**

Module 11 Drama Therapy and Psychodrama

Module 12 Movement/Dance Therapy

Module 13 Play Therapy

Module 14 Sandtray or Clay Therapy  
Earlier in the semester, I will suggest a \$1 donation toward purchase of clay. It is not automatically supplied, so I buy it myself for the class.

Module 15 Integrative Arts Approach

**TURN IN JOURNALS FOR MY FINAL GRADING. I WILL RETURN THEM ON THE LAST DAY OF CLASS.**

Module 16 Class Presentations