

EUROPEAN FEDERATION OF ART THERAPY

Research Committee

Dissertations in Art Therapy across Europe

An Overview

Update August 2022

BULGARIA

Денева, Д. (2019). *Арттерапевтът като художник: съвременни концепции и практики*. [Deneva, D. (2019). *The Art Therapist as an Artist: Contemporary Concepts and Practices*.] Doctoral dissertation. National Art Academy of Sofia, Bulgaria.

Границка, В. (2013). *Арттерапията като творчески процес: визуални модели на експресия и комуникация при лица с двигателни увреждания, интелектуални затруднения и аутизъм*. [Granicka, W. (2013). *Art Therapy as a Creative Process: Visual Models of Expression and Communication in People with Movement Disorders, Mental Disorders and Autism*.] Doctoral dissertation. National Art Academy of Sofia, Bulgaria.

Иванова, Ц. (2017). *Невроестетика на емоцията и съвременната художествена форма*. [Ivanova, C. (2017). *Neuroaesthetics of Emotion and Contemporary Art Forms*.] Doctoral dissertation. National Art Academy of Sofia, Bulgaria.

Николова, В. (2019). *Изкуство и внушение. Психология на сугестивните и автосугестивни модели на художествената творба*. [Nikolova, V. (2019). *Art and Suggestion. Psychology of the Suggestive and Autosuggestive Models of the Artwork*.] Doctoral dissertation. National Art Academy of Sofia, Bulgaria.

Петрова, И. (2012). *Арттерапия при деца аутисти: визуални и когнитивни проблеми, свързани с особеностите на творчеството*. [Petrova, I. (2012). *Art Therapy with Children with Autism Spectrum Disorders: Visual and Cognitive Problems Related to the Characteristics of Creativity*.] Doctoral dissertation. National Art Academy of Sofia, Bulgaria.

CZECH REPUBLIC

Lhotova, M. G. (2010). *Proměny výtvarné tvorby v arteterapii*. Volume 4. [Changes in artwork as a symptom of personality development during art therapy.] Doctoral dissertation. Palacky University in Olomouc. Scientia publisher of University of South Bohemia in České Budějovice. ISBN 978-80-7394-209-0.

Mazehóová, Y. (2007). *Uplatnění arteterapie v praxi pedagogicko-psychologického poradenství*. [Application of art therapy practice in educational and psychological

counseling.] Doctoral dissertation. Charles University, Prague, Czech Republic.
<https://is.cuni.cz/webapps/zzp/detail/137075/>

Abstract

The dissertation thesis deals with art therapy applied in educational and psychological counseling. Theoretical part of the thesis defines the term „art therapy”, theoretical and historical fundamentals of the art therapy and touches upon possible applications in treatment. The art therapy process is described from the projective art therapy point of view; specificities of this particular approach in work with children are explained. The developmental view on the art therapy is esp. accented (and described in special chapter). This part of thesis describes the art therapy process together with its goals, possible techniques and themes used in art guidance, the alternatives of methodical supervision and interventions into the child's art production, and evaluation of the therapy progress. Verbal communication with children during the art therapy and interpretation of the product are discussed as well as symbolics and metaphor in art production. The possibilities of art therapeutic work with parents and their inclusion into the therapeutic process are mentioned. The practical part of the thesis begins with survey of current use of art therapy in educational and psychological counseling, which addressed all counseling centers in Czech Republic. The options to use the art therapy in counseling are demonstrated in four case studies. The first case study describes the therapy of a girl with enuresis nocturna; it is presented as a broad reflexion of the whole art therapeutic process, including therapist's thoughts related to the client's art production. The second case study depicts therapy of a boy with balbuties and ADHD; the third one also delineates ADHD therapy. The fourth case study shows in more details possibilities to intervene into the art expression of a child, it describes an anxious child with communication difficulties and retardation of cognitive development.

Key words: Art Therapy, educational and psychological counseling, psychotherapy

DENMARK

Skov, V. (2013). *Art Therapy. Prevention Against the Development of Depression*. Doctoral dissertation. Aalborg University.

<\\ID.AAU.DK\Users\dorthe\Documents\dorthe-ekstra\VBN\phd\Skov-2013-PhDthesis>

Abstract

The aim in this research study was to focus on art therapy as a method to explore the inner life as prevention against the development of depression and to address the possibility for art therapy to be used as an early intervention tool related to depression.

A Jungian epistemology was used as a frame for the overall understanding of well-being together with a holistic approach, including the biological, psychological, social and spiritual domains in life. Art therapy processes in the clinical part of the study aimed to include all these levels as the activation of these are considered to support therapeutic change.

A systematic literature review was carried out, and an integrative theoretical approach was used, which included evolutionary psychology, neuropsychology, analytical psychology, transformative learning and anthropology.

I chose to use a bricolage methodology, consisting of (a) a phenomenological approach with a focus on the inner development of the participant, (b) a hermeneutic approach with a focus on the relationship between participant and researcher/ therapist and (c) a heuristic approach with a focus on the inner development of the researcher/ therapist.

The study was carried out as a mixed-methods design, with the quantitative part imbedded in the qualitative part.

Seven participants were chosen to participate in an art therapy group during a 6-month intervention with a total of 13 meetings. The inclusion criteria were identification of mild to moderate depression based on the test results from the WHOQoL-Bref and Depression MDI using the rating scale.

The data collection consists of test results from questionnaires for pre, post, follow-up 1 and follow-up 2 tests, video recordings of all workshops, video transcription of therapeutic dialogues, dreams, artwork and participants self-evaluative reports.

The analytical procedure was based on Jung's typology and related to sensation, feeling, thinking and intuition. The four psychological functions were used as different ways to relate to the data, which gradually narrowed the data down into core findings related to (a) the therapeutic processes, (b) theory and (c) art therapy method.

From the findings it appeared, that confronting the unconscious through the use of symbols and active imagination increased the ego-self connection within the participants.

Compensative processes were found to stimulate well-being as well, but the general feedback from the participants were, that the creative activity and the therapeutic dialogues were equally important for the therapeutic outcome.

Stubbe Teglbjaerg, H. (2009). *Kunstterapi i psykiatrisk behandling, med saerlig fokus på skizofreni. [Art Therapy in Psychiatry, with Special Focus in Schizophrenia.]* Doctoral dissertation. Faculty of Health Sciences of the University of Aarhus.

http://ugeskriftet.dk/files/scientific_article_files/2018-09/dmb4092.pdf

Abstract

The research was carried out at Centre of Psychiatric Research and Dept. Syd at Psychiatric Hospital of Aarhus University. The aim of the study was to determine whether art therapy has beneficial effects in the treatment of psychiatric illness with a main focus on schizophrenia, and how eventual effects can be understood.

The method of the project was an empirically founded qualitative research based on hermeneutics and phenomenology. Art therapy was offered during one year to two groups of patients in a psychiatric centre. One group consisted of five patients with severe schizophrenia and the other group had five patients with depression and/or personality disorders. This was to determine eventual differences in patients with schizophrenia and patients with non-psychotic psychiatric disorders in their use of the art therapy. The course of therapy was registered systematically, and the experience of each patient was examined using interviews and written evaluations before and after therapy and at one-year follow-up.

All patients were able to follow the treatment and to produce pictures, and all patients reported a good or a very good outcome. No differences were found in artistic productivity or subjective outcome between patients with schizophrenia and non-psychotic patients. However, the patients used the art therapy in different ways according to their psychopathology. The most important benefit of art therapy for all patients seems to be a strengthening of their sense-of-self. This was accomplished mainly by the patient's engagement in the artistic processes and

the aesthetic reflections in the process of painting. The stronger sense-of-self appears to have helped especially patients with schizophrenia in relating with other people, and thereby improving their social competences. The art therapy seems also to have reduced psychopathology broadly in sense of increased emotional capacity, reduction of experienced anxiety and increased sense of joy and capacity of problem solving.

A main conclusion of the study is, therefore, that art therapy can profitably be implemented in psychiatric treatment, but we need to know more of how the therapy should be carried out and for which patients, and we still do not know the effect size of the art therapy.

Conclusively, the dissertation opens new avenues in the treatment of schizophrenia, and point to a need of further research in art therapy as treatment in psychiatry.

FINLAND

Hautala, P-M. (2008). *Lupa tulla näkyväksi. Kuvataideterapeutin toiminta kouluissa.*

[*Permission to Be Seen. Art Therapeutic Activity in Schools.*] Doctoral dissertation.

Jyväskylä: Jyväskylä Studies in Education, Psychology and Social Research.

<https://jyx.jyu.fi/handle/123456789/21619> <http://urn.fi/URN:ISBN:978-951-39-3649-5>

Abstract

The purpose of this study that places itself at the borderlines of the fields of art therapy, art education and special education is to explore the possibilities that art therapy can offer as a new learning environment in Finnish schools. As a response to a lack of creative practices in everyday education, the aim of my study is to introduce these possibilities of promoting pupils' well-being through art therapy. In existential phenomenology, the basis of educational beliefs is the potential for affecting the actions of an individual. The research methodology followed the hermeneutic and fenomenographic principles. In addition to interviewing art therapists for the study, the study will also draw data from therapeutic teachers specialized in art therapeutic work. The focus is on the experiences of the informants, art therapists working in schools, and on the analysis of their implications as defined by the informants. In the interviews (N=15), I collected qualitative data regarding the practice of art therapists in schools and the ways in which their work was received by the teaching staff. This study will also create new knowledge about, and perspectives on, the potential of art therapy as a means of treatment in scaffolding pupils and enhancing their development in various areas of learning. The findings suggest that: (i) in Finnish schools it is difficult to have access to 'physical' settings that would be appropriate for art therapy sessions, (ii) for this reason, the art therapeutic method in the school setting is linked with and integrated more to the students' needs. Students typically receiving art therapy suffer from learning difficulties, or attention and concentration difficulties and they have experienced several losses in their early childhood. (iii) The students/pupils who need art therapy often have experienced very serious loss in their early attachment relationships (Bowlby's (1969) attachment theory becomes therefore relevant) and (iv) art therapy is integrated more in the field of special education than the mainstream school system. These findings will be presented and discussed in relation to the literature. The results of the interviews directed to the art therapists working in schools indicate that the school as an environment and setting differs significantly from the traditional environment of the conservative school culture.

Key words: Special Education, Art education, Art therapy, Art Therapeutic Education, Learning, Teachership, Pedagogical Rehabilitation

Rankanen, M. (2016). *The Visible Spectrum. Participant's Experiences of the Process and Impacts of Art Therapy*. Aalto University Doctoral Dissertations. Helsinki: Aalto ARTS Books. <http://urn.fi/URN:ISBN:978-952-60-6921-0>

Abstract

Art therapy seems to be a highly preferred and satisfactory form of preventive and rehabilitative work for participants in different contexts from education to psychiatry. It consists of multiple theoretical and practical approaches that vary depending of clients' needs and therapists training, but they are all based on the influences of artmaking within a therapeutic relationship and joint interaction between therapist and client. This doctoral dissertation focuses on analysing clients' descriptions of art therapy processes and on defining which ingredients are influencing on the qualities of these experiences. In addition, it aims to clarify, which impacts clients experience as personally significant after participating in art therapy.

Previous research has not focused on the systematic observation of those experiences that clients describe as challenging during the art therapy process or on developing theoretical models for contextualising those ingredients that are crucial in aiding or hindering therapeutic change. In current research, these aspects are approached from multiple directions including the observation of both individual and group art therapy practices in the context of either adult education or psychotherapy. This research comprises four articles, enabling different methods and data sets to be triangulated. Thus, both the participants' rich descriptions of art therapy process and its impacts can be analysed from multiple theoretical perspectives. These include different experiential aspects such as embodied sensations and perceptions, emotional and mental experiences as well as intersubjective and dialogical aspects. Of the four articles, the two case studies allow deeper analysis of the unique qualities in individual narratives, while the two systematic content analyses enable shared themes to be found from numerous participants' descriptions.

In this research, the facing-up to, working through and conscious reflection on unpleasant experiences, such as difficulties in art-making, challenging emotions and interaction, turned into important helping processes which aided change. Additionally, based on the findings of a single case study, qualitative change in art making from cognitive control into spontaneous playful processing can be significant in aiding the transformation of previously painful experience into ones that are emotionally manageable and in increasing resources for self-regulation. However, hidden or un-expressed experiences of vulnerability or incapability in relation to verbal expression, art-making or therapeutic tasks and goals turned into hindering ingredients that stagnated the therapeutic process and change. Unpleasant emotions that remain unsolved could arise during sensory interaction in art-making or in social interaction, and a fear for others' interpretations could prevent or restrict expressing personally important issues.

The results of the research create a clearer and better structured understanding of how crucial it is for the experienced outcome of art therapy to encounter and reflect those intrapersonal, intermediate and interpersonal experiences, which awake unpleasant emotions during the process. In addition, as a result of the current study, six themes were recognised in clients' experiences of significant outcomes: (a) Art therapy increased insights and skills of self-

reflection, (b) enabled experiences of self-expression and flow that gave resources for everyday life, (c) increased awareness and handling of emotions, (d) gave experiences of social support and acceptance, (e) increased understanding of self and others, and (f) enabled handling of the past and reflecting on the future.

The findings of the current study reveal, how the distinct ingredients that influence the art therapy process are described by different clients and which impacts multiple participants experience as significant after their participation in art therapy. As a result of the study, these findings are contextualised by applying the notion of a triangular working alliance to the individual cases and by developing a new kind of triangular pyramid model to picture the working alliance and aiding or hindering processes in group art therapy. Furthermore, a transtheoretical model for art therapy practice which integrates both essential art based premises and psychotherapeutic core processes is constructed and described in the theoretical part of the research summary.

Thus, this research creates both new kinds of theoretical models for exploring the influencing processes in art therapy as well as offers tools for therapeutic practices. It constructs increased understanding of clients' perspectives on art therapeutic change and its failings both within the context of experiential groups in adult education and in individual art psychotherapy.

Key words: Art Therapy, Processes, Experience

FRANCE

Canet, G. (2017). *L'émotion esthétique aux frontières du lien. Accordages, perceptions et représentations des limites dans le groupe art-thérapeutique à médiation plastique, en psychiatrie*. Université de Paris, Faculté de Psychologie. [*Aesthetic emotion at relational borders. Attunement, perception, and representation of limits in working with art materials in a psychiatric art therapy group.*] Doctoral dissertation. University of Paris, France.

Fardet, S. (2017). *L'appareil esthétique: la spécificité de la qualité de présence dans la relation art-thérapeutique, dont l'émotion esthétique est le centre*. Université de Paris, Faculté de Psychologie, Paris. [*The aesthetic apparatus of perception: the specificity of the quality of presence in the art-therapeutic relationship, of which aesthetic emotion is the center.*] Doctoral dissertation. University of Paris, France.

Stoessel, C. (2017). *L'émotion esthétique dans la relation art-thérapeutique au sein d'un atelier d'arts plastiques dans un centre pénitentiaire de très haute sécurité*. Université de Paris, Faculté de Psychologie, Paris. [*Aesthetic emotion in the art-therapeutic relationship in a visual arts workshop in a very high security prison center.*] Doctoral dissertation. University of Paris, France.

GERMANY

Alles, C. (2004). *Kunsttherapie bei ADS. Studie zur Wirksamkeit einer Trimodalen nichtmedikamentösen Therapie bei Schülerinnen zweier Sonderschulen für Erziehungshilfe.* Universität Köln. [Art therapy for ADS. Study of the effectiveness of trimodal non-drug therapy in pupils from two schools for children with special needs.] Doctoral dissertation. University of Cologne, Germany.
<https://core.ac.uk/download/pdf/12009366.pdf>

Ameln-Haffke, H. (2007). *Kunsttherapie bei Migräne im Kindes- und Jugendalter. Entwicklung, Durchführung und Evaluation eines syndromspezifischen Behandlungsmodells. Eine theoretische und empirische Explorationsstudie.* Dissertation. Köln: Eigendruck. [Art therapy for migraines in childhood and adolescence. Development, implementation, and evaluation of a syndrome-specific treatment model. A theoretical and empirical pilot study.] Doctoral dissertation. Cologne: self-published.

Born, R. (2006). *Der kompetente Patient. Die subjektive Wahrnehmung und Verarbeitung künstlerischer Therapien durch Patienten an einer Klinik. Eine Patientenbefragung zur Kunsttherapie.* [The competent patient. The subjective perception and processing of artistic therapies by hospital patients. A patient survey on art therapy.] Doctoral dissertation. ISBN:978-3-631-54848-6
<http://m.vub.de/portal/r/u/isbn:9783631548486/der-kompetente-patient?type=search>

Bröcher, J. (1999). *Bilder einer zerrissenen Welt: kunsttherapeutisches Verstehen und Intervenieren bei auffälligem Verhalten an Grund- und Sonderschulen.* Universität Köln. [Images of a shattered world: Understanding and intervention through art therapy for disturbed behavior at primary and special schools.] Doctoral dissertation. University of Cologne, Germany. ISBN: 3825382427

Choi, K.-J. (2011). *Bildrezeption auf der Basis der Peirceschen Semiotik in ihrer Bedeutung für die Kunsttherapie.* [Image perception on the basis of Peirce's semiotics in its significance for art therapy.] Regensburg, Germany: Roderer. ISBN: 978-3-89783-721-8

Dannecker, K. (1994). *Kunst, Symbol und Seele: Thesen zur Kunsttherapie.* [Art, Symbol and Soul: Theses on Art Therapy.] Doctoral dissertation. Frankfurt am Main, Germany: Lang. ISBN: 978-3631661352

de Thier-Patscher, A. (2014). *Kunsttherapeutische Diagnostik in der Psychiatrie und Psychotherapie mit Kindern und Jugendlichen: Entwicklung und Evaluation eines psychodynamischen Konzepts.* [Diagnostics with art therapy in psychiatry and psychotherapy with children and adolescents: Development and evaluation of a psychodynamic concept.] Doctoral dissertation. Regensburg, Germany: Roderer. ISBN: 978-3-89783-779-9

Domma, W. (1990). *Kunsttherapie und Beschäftigungstherapie: Grundlegung und Praxisbeispiele klinischer Therapie bei schizophrenen Psychosen.* [Art therapy and occupational therapy: Fundamentals and practical examples of clinical therapy for schizophrenic psychoses.] Doctoral dissertation. Cologne, Germany: Maternus. ISBN: 3887351053/ 9783887351052

Fischer, F. (2002). *Malen ist meine Heilung: eine phänomenologisch orientierte Untersuchung über Bewusstseinsvorgänge in der Maltherapie am Beispiel einer an Morbus Hodgkin erkrankten Frau*. Medizinische Hochschule Hannover. [Painting is my cure: A phenomenologically oriented study of processes of consciousness in painting therapy, with the example of a woman with Hodgkin's disease.] Doctoral dissertation. Hannover Medical School, Germany.

Fritsche, J. (2016). *Der schöpferische Prozess in Kunst, Kunsttherapie und Kunstpädagogik: das Künstlerische als Katalysator in der Persönlichkeitsbildung*. [The creative process in art, art therapy and art pedagogy: Art as a catalyst in personal development.] Doctoral dissertation. Munich, Germany: Herbert Utz Verlag. ISBN: 9783831644742

Gaiss, S. (2015). *Kunstpädagogik und Kunsttherapie: Entwicklungsförderung zwischen Kindheit und Jugend anhand sinnlicher Wahrnehmung und ästhetisch-bildnerischer Erfahrung*. [Art pedagogy and art therapy: Promoting development from childhood to adolescence through sense perception and aesthetic-artistic experience.] Doctoral dissertation. Munich, Germany: Herbert Utz Verlag. ISBN: 9783831643769

Ganter-Argast, C. (2015). *Das Erleben der Kunsttherapiegruppe aus PatientInnen- und TherapeutInnen-sicht unter besonderer Berücksichtigung von Essstörungen*. [The experience of the art therapy group from patient's and therapist's view with special attention to eating disorders.] Doctoral dissertation. https://publikationen.uni-tuebingen.de/xmlui/bitstream/handle/10900/67126/GanterArgast_DissEndfassungDruckDez2015.pdf?sequence=2&isAllowed=y

Abstract

Art therapy is a clinically accepted method of therapy, but there are still very few studies that deal with the efficacy, change factors or mode of action of art therapy. In particular, there is a dearth of research instruments and psychometrically verified research tools specially fitted for art therapy which measures the experience dimensions of the art therapy group from the patient's point of view. Hence, it provides evidence of its effectiveness, better understands the art therapy group processes and serves quality assurance. The aim of the present study was to develop and validate the questionnaire on the experience of the art therapy group from patient and therapists view (FEKTP/FEKTTH). Both questionnaires are based on Grawe's and Yalom's conceptions of change factors in group therapy. In addition two qualitative, guide-based interviews with patients suffering from anorexia nervosa were conducted at the end of the therapy. These were evaluated with the Qualitative Content Analysis (Mayring, 2012) 133 patients participated in the study and completed the FEKTP directly after the 6th art therapy session. Patients additionally received established questionnaires concerning clinical symptoms and experience processes at the beginning and end of treatment. Factor analysis demonstrated a clear factor structure of the FEKTP, which corresponded to the theoretically predicted subscales to the greatest extent. The test psychometric main quality criteria of the FEKTP (reliability, validity and objectivity) can be classified as acceptable to good range. The interviews show above all the value of the artistic-aesthetic experiences and illustrate possibilities for coping and acting. The interviews also supported the results of the questionnaire survey.

Thus, a valid instrument for the systemic detection of general change factors for art therapy is now available. The questionnaire can be recommended for research as well as clinical contexts.

Key words: quantitative and qualitative research, eating disorder, art therapy

Ginzburg, M. (1986). *Ausdruck durch Zeichnen: als Hilfe zur Freisetzung von Emotionen in psychopathologischer und moderner Kunst.* [Expression through drawing as an aid to releasing emotions in psychopathology and modern art.] Doctoral dissertation. University of Hamburg, Germany.

Günter, M. (1988). *Malateliers in psychiatrischen Kliniken: die Herausbildung einer besonderen Form der Gestaltungstherapie.* [Painting studios in psychiatric hospitals: The emergence of a special form of art therapy.] Doctoral dissertation. University of Tübingen, Germany.

Hampe, R. (1983). *Kunsttherapie - eine Form ästhetischer Praxis: eine psychologische und kulturhistorische Untersuchung ikonischer Symbolisierungsformen.* [Art therapy - a form of aesthetic practice: A psychological and cultural-historical study of iconic forms of symbolization.] Doctoral dissertation. University of Bremen, Germany.

Hari, L. (2016). *A pilot RCT of psychodynamic group art therapy for patients in acute psychotic episodes. Feasibility, impact on symptoms and mentalising capacity.* Doctoral dissertation.

<https://www.ncbi.nlm.nih.gov/pubmed/25393414>

Hartwig, D. (2009). *Kreative Gruppentreffen (KGT). Zur gemeinsamen bildnerischen Verarbeitung individueller beruflicher Probleme am Beispiel von Lehrkräften.* ["Creative groupmeetings": a new method of work-supervision on the example of teachers including elements of art-therapy.] Doctoral dissertation. Julius-Maximilians-University of Würzburg, Germany.

https://opus.bibliothek.uni-wuerzburg.de/opus4-wuerzburg/frontdoor/deliver/index/docId/3156/file/Dissertation_Endfassung_zur_Publikation_August_2009_inklFoto.pdf

Hopf, A. M. (2014). *Wer gestaltet mein Leben? Entwicklung und Evaluation einer auf Collage basierenden kunsttherapeutischen Intervention in der Psycho-Onkologie.* [Who shapes my life? Development and Evaluation of Collage-based Art Therapeutic Intervention in PsychoOncology.] Doctoral dissertation. University of Witten/Herdecke, Germany.

https://www.researchgate.net/publication/328276376_Wer_gestaltet_mein_Leben_Entwicklung_und_Evaluation_einer_auf_Collage_basierenden_kunsttherapeutischen_Intervention_in_der_Psycho-Onkologie_Who_shapes_my_life_Development_and_Evaluation_of_Collagebas

Abstract

This scientific work deals with the application of an art therapy intervention in psychooncology. The intervention is based on the artistic technique of collage. The research is composed of

four sub-studies. One part of the study deals with the practice-based development and manualization of a structured intervention in art therapy for cancer patients (KSKT®). The first sub-study refers to existing art therapy methods in psycho-oncology and compares them with each other. It identifies and justifies criteria that art therapy interventions in psychooncology should have. The third part examines the therapeutic effects of collage. For this purpose, publications on the collage were viewed across art disciplines and categories were identified that represent the impact factors of the collage in art therapy. The fourth part of study is a qualitative study (n = 5) in which patients are asked about the effect of the collage-based intervention (KSKT®).

Hukill, A. K. (2006). *Kunst und Medizin. Kunsttherapie mit Alzheimerpatienten.* [Art and Medicine. Art Therapy with Alzheimer's patients.] Doctoral dissertation.

<http://ediss.sub.uni-hamburg.de/volltexte/2007/3348/pdf/DissertationAKHukill.pdf>

Jakobos, C. (2000). *Kunsttherapie in der Onkologie: eine Literaturstudie.* [Art therapy in oncology: A review of the literature.] Doctoral dissertation. Hannover Medical School, Germany.

Jannott, C. (2002). *Zur Begründung einer verstehenden Kunsttherapie im Sinne der hermeneutischen Wissenschaft von W. Dilthey und seiner Schule.* [Toward an interpretive art therapy according to the hermeneutic science of W. Dilthey and his school.] Doctoral dissertation. Göttingen, Germany: Cuvillier. ISBN: 9783736904804

Jauch, C. (1986). *Kunsttherapie: Möglichkeiten und Grenzen ihres therapeutischen Zugangs in den einzelnen Phasen der Jugendzeit bei jugendpsychiatrisch Auffälligen.* [Art therapy: Possibilities and limits of its therapeutic approach for adolescent psychiatric problems in the various phases of adolescence.] Doctoral dissertation. University of Tübingen, Germany.

Kim, J. (2010). *Traditionelle ostasiatische Tuschmalerei und Kunsttherapie - eine kunst- und erkenntnistheoretische Studie.* [Traditional East Asian ink painting and art therapy - an artistic and epistemological study.] Doctoral dissertation. Regensburg, Germany: Roderer. ISBN: 9783897836815

Kortum, R. (2013). *Kunsttherapie in der ambulanten Kinderkardiologie: Entwicklung, Erprobung und Evaluation eines Behandlungskonzeptes zur Ressourcenförderung und Krankheitsbewältigung bei chronisch herzkranken Kindern.* [Art therapy in outpatient pediatric cardiology. Development, testing and evaluation of a treatment concept for the promotion of resources and disease management with chronic heart-sick children.] Doctoral dissertation. Berlin: Logos. ISBN 978-3-8325-3615-2

Abstract

This Book presents a multi-dimensional survey of art therapy with children with chronic heart disease (5–15 years of age) in an out-patient setting. The aim is to develop and evaluate an art therapy treatment model which helps this target group to strengthen inner resources and cope better with the illness. The survey combines several methods: Video recordings and pictures produced by the children were used to document individual processes which were

then discussed in interviews with the children and their parents. The computer-aided quality evaluation of the results (atlas.ti) was the last step. Emphasis was placed on the evaluation of the children's expression and process behavior in order to more accurately record phenomena and changes in their stress factors and resources. In addition, a questionnaire on the health-related quality of life (KINDL-R) and a people drawing test analyzing development and personality factors (ZEM) were used. Several process analyses prove that art therapy particularly helps with emotion regulation, helps relieve tension, strengthens social skills as well as artistic and creative talents. It also helps reduce negative feelings and low self-esteem.

Key words: child cardiology, resource-oriented intervention, art therapy with children, multidimensional evaluation

Krsák, C. (2007). *Anthroposophie und "Outsider Art": eine Untersuchung zum bildnerischen Gestalten im Kontext anthroposophischer Kunsttherapie. [Anthroposophy and "outsider art": A study of artistic design in the context of anthroposophical art therapy.]* Doctoral dissertation. Heinrich-Heine-University of Dusseldorf, Germany.
<https://d-nb.info/98500309X/34>

Mathar, M. (2010). *Kunsttherapie in der Kinderkardiologie: Entwicklung und Evaluation eines Applikationsmodells für die klinische Praxis. [Art Therapy in Paediatric Cardiology: Development and evaluation of an application model for clinical practice.]* Doctoral dissertation. Regensburg, Germany: Roderer. ISBN: 9783897836983

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Oepen, R., Gruber, H., & Heusser, P. (2014). *Kunsttherapie zur Wohlbefindenssteigerung bei Waldorflehrern—Eine explorative Studie im Rahmen von Prävention und Gesundheitsförderung. [Using art therapy to increase well-being of Waldorf teachers—An exploratory study in the context of prevention and health promotion.]* Doctoral dissertation. University of Witten/Herdecke, Germany. ISBN: 978-3868931976

Abstract

Although job satisfaction a third of Waldorf teachers are not satisfied with their state of health, 50% show risks of health. Thus, Waldorf teachers belong to a vulnerable occupational group. The pilot study tested whether a specialized concept of art therapy interventions in a single day project could currently and habitually increase well-being. The evaluation used quantitative and qualitative methods. The quantitative analysis indicated an improvement of habitual well-being in seven of eight scales of SF-36 Health Survey. The measurement of change of current well-being using the list of discomforts (B-L) and the current mood scale (ASTS) showed a significant reduction of general discomforts and a significant increase of positive mood. Three general art therapy work factors and seven specific art therapy work factors could be generated in the qualitative analysis by the structured content analysis of Mayring. The positive outcome was especially caused by the general art therapy work factor "advancement of cognitive processes/support of development of coping strategies," and the specific art therapy work factors "stimulation of symbolization and imagination" and "development of a sense of community and self-efficacy by realizing artistic figures." It is recommended that the results of this exploratory study are verified in further prospective, controlled studies.

Key words: art therapy, prevention and health promotion, well-being, stress, general and specific art therapy work factors

Plecity, D. M. (2006). *Die Auswirkung der Kunsttherapie auf das körperliche und emotionale Befinden der Patienten: eine quantitative und qualitative Analyse.* [The impact of art therapy on patients' physical and emotional health: A quantitative and qualitative analysis.] Doctoral dissertation. University of Ulm, Germany.

https://oparu.uni-ulm.de/xmlui/bitstream/handle/123456789/771/vts_5772_7681.pdf?sequence=1&isAllowed=y

Saltuari, P. (2009). *Kunsttherapie in der Schwangerschaft: qualitativ-empirische Untersuchung von kunsttherapeutischen Interventionen bei Risikoschwangeren in den Städtischen Kliniken Höchst am Main.* [Art therapy during pregnancy: A qualitative-empirical study of art therapy interventions for high-risk pregnant women at the Höchst am Main municipal hospital.] Doctoral dissertation. University of Duisburg-Essen, Germany.

<https://nbn-resolving.org/urn:nbn:de:hbz:465-20100226-181042-9>

Schneider, B. (2009). *Narrative Kunsttherapie: Identitätsarbeit durch Bild-Geschichten; ein neuer Weg in der Psychotherapie.* [Narrative art therapy: Identity work through picturestories: A new approach in psychotherapy.] Doctoral dissertation. Bielefeld: transcript.

https://media.ebook.de/shop/coverscans/247PDF/24790123_lprob_1.pdf

Schoch, K. (2022). *The art of measuring art: Methodical development and validation of RizbA, a transdisciplinary rating instrument for two-dimensional pictorial works.* Inaugural Dissertation zur Erlangung des akademischen Grades Dr. phil. in Psychologie. Universität Witten/Herdecke. Zenodo. <https://doi.org/10.5281/zenodo.6772790>

Abstract

Although psychological research on art has some tradition, measuring artworks and their formal content has received surprisingly little attention in quantitative research. One reason for this neglect may be the humanistic or qualitative orientation of art sciences; another may be the lack of reliable, valid, and objective instruments for measuring pictorial expression. By bridging art theory and psychometrics, the Rating instrument for two-dimensional pictorial works (RizbA) addresses this gap.

The scale was developed and validated in four validation studies on a total of 899 pictorial works by contemporary artists and nonprofessionals, being rated by a total of 1,577 art experts. A 26-item version was developed in the first study. The second study validated the scale on pictorial works by nonprofessionals, the third on pictures by contemporary artists. Statistical quality criteria such as item difficulty, capacity of differentiation between images, test-retest reliability, inter-rater reliability, Principal Component Analysis and Tucker's coefficients of congruence were computed. The fourth study specified three path models and conducted a Confirmatory Factor Analysis (CFA). Three further methodical studies developed a machine learning approach, validated a version usable for non-art experts, and provided an item pool for three-dimensional works. Three application studies used the scale on image samples by persons with chronic pain, depression, delirium, and by children.

The results suggest high capacity of differentiation (η^2 [.28, .90]), high test-retest reliability (r [.86, .92]), and modest to excellent inter-rater reliability (ICC [.53, .92]). Regarding the CFA, only one model partially suggests an acceptable fit.

The findings imply reliability and generalizability while the question of the factor structure persists and speaks to a methodological gap between empirical evidence and theory. Since art is ambiguous, with various approaches to its analysis, postdisciplinary approaches are needed to do justice to it.

Schoeneberg, A. (2002). *Rehabilitative Kunsttherapie älterer und alter Menschen: ein Ansatz auf der Basis semiotisch-ästhetischer Erkenntnistheorie*. [Rehabilitative art therapy for aging and elderly people: An approach based on semiotic-aesthetic epistemology.] Doctoral dissertation. Brühl: Books on Demand. ISBN: 3-8311-3821-4

Schottenloher, G. (1989). *Das therapeutische Potential spontanen bildnerischen Gestaltens unter besonderer Berücksichtigung körpertherapeutischer Methoden: ein integrativer Therapieansatz*. [The therapeutic potential of spontaneous artistic design, with special consideration of bodywork therapeutic methods: An integrative therapeutic approach.] Doctoral dissertation. Konstanz: Hartung-Gorre. ISBN: 3891913028

Schulze, C. (2004). *Konstruktion - Kommunikation - Therapie: Studien zur systemtheoretischen Grundlegung der Kunsttherapie*. [Construction - Communication - Therapy: Studies on the system-theoretical foundation of art therapy.] Doctoral dissertation. University of Cologne, Germany.

<https://kups.ub.uni-koeln.de/1568/1/DissSchulzeCon05.pdf>

Schuhmacher, D. (1988). *Sprechen und Sehen: kindliche Kreativität*. [Speaking and Seeing: Childlike creativity.] Doctoral dissertation. Cologne, Germany: Richter Verlag. ISBN: 978-3924533175

Seifert, K. (2013). *Kunsttherapie bei Patienten mit unipolaren Depressionen im klinischen Bereich: Entwicklung, Durchführung und Evaluation eines fototherapeutischen Behandlungsmodells*. [Art therapy in patients with unipolar depression in the clinical area. Development, implementation and evaluation of a phototherapeutic treatment model.] Cologne, Germany: Richter Verlag. ISBN: 978-3924533540

Abstract

The author developed a phototherapeutic treatment model on an artistic basis for depressed patients in the clinical area. This project was applied within a multimodal treatment program - mainly drug therapy and a form of behavioral therapy - and evaluated in a randomized controlled trial. In the book, theoretical aspects of the history of photography - also in contrast to painting -, perceptual theory, biological and psychosocial factors of the disease and the empiricism of the investigation are presented.

Sprotte, Y. (2022). *Therapeutengeführte Gespräche mit schizophrenen Patienten über ihre eigenen Bilder in der Kunsttherapie - eine quantitative Einzelfallstudie mittels Text- und Stimmanalyse*. [Therapist-guided interviews with schizophrenic patients about their own images in art therapy - a quantitative single case study using text and language analysis.] Doctoral dissertation. Wiesbaden: Springer.

<https://link.springer.com/book/10.1007/978-3-658-38109-7>

Abstract

This explorative study of chronic schizophrenic patients aims to clarify whether group art therapy followed by a therapist-guided picture review could influence the patients' communication behavior. Characteristics of voice and speech were obtained via objective technological instruments and selected as indicators of communication behavior. Seven patients were recruited to participate in weekly group art therapy over a period of six months. Three days after each group meeting, they talked about their last picture during a standardized interview that was digitally recorded. The audio documents were evaluated using validated computer-assisted procedures, the transcribed texts using the German version of LIWC2015, and the voices using the audio analysis software VocEmoApl. The dual methodological approach was intended to form an internal control of the study results. An exploratory factor analysis of the complete sets of output parameters was carried out in the expectation of obtaining disease typical characteristics in speech and voice that map barriers to communication. The parameters of both methods were thus processed into five factors each, i.e., into a quantitative digitized classification of the texts and voices. The scores of the factors were subjected to a linear regression analysis to capture possible process-related changes. Most patients continued to participate in the study. This resulted in high quality data sets for statistical analysis. In answer to the study question, two results were summarized: A text analysis factor called presence proved a potential surrogate parameter for positive language development. Quantitative changes in vocal emotional factors were detected, demonstrating differentiated activation patterns of emotions. These results can presumably be interpreted as an expression of a cathartic healing process. The methods presented in this study make a potentially significant contribution to quantitative research into the effectiveness and mode of action of art therapy. Trial Registration: ISRCTN12365070 Acronym: Linguistic and Voice inquiry of patients talking about their own Pictures (LiVoPict).

Watermann, K. (2018). *Kunsttherapie bei Persönlichkeitsstörungen: Theorie und Praxis. Eine qualitative Studie in der forensischen Psychiatrie.* [Art Therapy for personality disorders: Theory and practice. A qualitative study in forensic psychiatry.] Doctoral dissertation. Munich, Germany: Kopaed. ISBN 978-3-86736-414-0

Wohler, D. (2013). *Kunsttherapie bei Störungen des Sozialverhaltens unter besonderer Berücksichtigung der Aufmerksamkeitsdefizit-, Hyperaktivitätsstörung (ADHS) : eine klinische Studie im Rahmen der Kinder- und Jugendpsychiatrie.* [Art therapy for conduct disorders, with special attention to attention deficit hyperactivity disorder (ADHD): A clinical study in pediatric and adolescent psychiatry.] Doctoral dissertation. Berlin: EB-Verlag ISBN: 978-3-86893-115-0

Wolski, M. (2009). *Bedeutung der Regression bei onkologischen Erkrankungen im Kindes- und Jugendalter aus kreativitätstheoretischer und kunsttherapeutischer Sicht.* [Importance of regression in oncological diseases in childhood and adolescence from a creative theoretical and art therapy perspective.] Doctoral dissertation. Berlin: Pro Business. ISBN: 9783868054101

GREECE

Αβερκίου, Μαριάννα (2011). *Ανάπτυξη δημιουργικών εικαστικών δεξιοτήτων σε παιδιά με αυτισμό: ένα συμπεριφορικό - αναλυτικό μοντέλο διδασκαλίας.* Διδακτορική διατριβή. Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών (ΕΚΠΑ). Σχολή Φιλοσοφική. Τμήμα Φιλοσοφίας, Παιδαγωγικής και Ψυχολογίας. Τομέας Παιδαγωγικής, Αθήνα, Ελλάδα. [Averkiou, M. (2011). *Developing Creative Visual Skills in Children with Autism: A Behavioral - Analytical Model of Teaching.*] Doctoral dissertation. Department of Philosophy, Pedagogy and Psychology, Athens, Greece.

<https://www.didaktorika.gr/eadd/handle/10442/29382>

Abstract

The purpose of this research was to improve the visual creative skills of three children with autism, by imitating a model, giving partial help, and providing support in relation to the desired behavior. In order to evaluate the effects of the intervention, individual experimental design with multiple baseline was used in three reaction categories. Reaction categories that included three to four novice, intermediate and advanced goals, as well as the four criteria for the evaluation of creativity, were defined functionally. Data was gathered for all survey conditions, baseline, intervention, pre-screening, post-audit, targeting and generalization goals, as well as generalizing sessions to a new person and the retention of responses one month after completion of the survey. The research showed that with the introduction of the intervention there was a systematic and great increase in the performance of all three participants in all reaction categories.

Key words: Autism, Visual Performance, Creativity, Applied behavioral analysis

Μπούρη, Μαρία (2017). *Εκπαίδευση επαγγελματιών υγείας στην ανακουφιστική παιδιατρική φροντίδα.* Διδακτορική διατριβή. Εθνικό και Καποδιστριακό Πανεπιστήμιο Αθηνών (ΕΚΠΑ). Σχολή Επιστημών Υγείας. Τμήμα Ιατρικής. Τομέας Υγείας Μητέρας και Παιδιού. Αθήνα, Ελλάδα. [Bouri, M. (2017). *Health professionals' education in pediatric palliative care.*] Doctoral Dissertation. National and Kapodistrian University of Athens (NTUA). Faculty of Health Sciences. Medical Department. Maternal and Child Health Sector. Athens, Greece.
<https://www.didaktorika.gr/eadd/handle/10442/42190>

Abstract

Background: Pediatric palliative care is a new and expanding field of pediatric expertise. Educating health professionals of various disciplines constitutes an essential requirement in order to comprehensively respond to the multifaceted needs of children facing life-limiting conditions and their families. Aim: This study aimed to explore the impact of a pediatric palliative care training program on the knowledge and skills of a multidisciplinary team of health professionals, regarding core domains of pediatric palliative care, as well as on their death attitudes. Methodology: A sample of 83 health professionals (pediatricians, nurses, psychologists and others) participated in this controlled pre/post quasi-experimental prospective study. Participants in the intervention group (N=34) attended a 150-hour training program on pediatric palliative care, which lasted for 8 months, whereas the control group (N=49) received no training. The educational program was developed for the purposes of the current study, after comprehensive literature review. All participants completed questionnaires on demographics, knowledge, self-perceived competence and the Greek version of the Death Attitude Profile–Revised (DAP-R), before and after the training program. Intervention group participants' drawings regarding the way they understand death, and their written descriptions on the impact of the programme, were also analysed. Statistical analysis: SPSS 17.0 was used for the statistical analysis. Spearman correlation, repeated measure analysis of variance (ANOVA) and repeated measure analysis of covariance (ANCOVA) were used to identify any main or two-way interaction effects on the questionnaires' subscale scores. Questionnaires' reliability was measured using the Cronbach's coefficient α . The cut-off level for statistical significance was set at $p < 0.05$. Qualitative data were processed through content analysis. Results: Statistical significant improvements were detected in the intervention group regarding knowledge and selfperceived competence in core domains of pediatric palliative care, in comparison to the intervention group. Statistical significant difference was evident in the Escape Acceptance subscale of the DAP-R, while no statistical significant effects were detected for the other DAP-R subscales. The impact of various demographic and educational characteristics on the results (personal loss history, sex, specialty, years of clinical experience and marital status) needs further investigation. Qualitative analysis showed that the educational program motivated participants to review their attitudes on death and dying, and also confirmed aspects of their professional competence that were enhanced through the program. Through the reflective and experiential teaching methods that were employed in this program, participants were able to recognise their previous losses as well as to enrich their views on their role and contribution in accompanying children and families facing serious illness and death. Participants' drawings also confirmed findings of this analysis. Conclusions: This interdisciplinary educational training program on pediatric palliative care improved trainees' knowledge and skills, while it contributed to the elaboration and review of their personal attitudes to death, dying and caring for children and families facing a life-threatening illness. The results and conclusions of this study could promote the dialogue on seeking

optimal methods of training health professionals in pediatric palliative care, with the purpose of further advancing the care provided to children with life-threatening conditions and their families.

Key words: Pediatric Palliative Care, training health professionals

Μιχάλη, Διονυσία (2016). *Ο φόβος απώλειας του Σημαντικού Άλλου ως κίνητρο δημιουργίας.* Διδακτορική διατριβή. Ανωτάτη Σχολή Καλών Τεχνών (ΑΣΚΤ). Τμήμα Θεωρίας και Ιστορίας της Τέχνης, Αθήνα, Ελλάδα. [Mihali, D. (2016). *The fear of loss of Significant Other as a creativity motive.*] Doctoral dissertation. Fine Arts School, Department of Theory and History of Art, Athens, Greece.

<https://www.didaktorika.gr/eadd/handle/10442/40486>

Abstract

The present study attempted to examine and experimentally investigate the matter: The Fear of Loss of the Significant Other as a Creativity motive - a study on Fear of Loss through Visual Arts and Art Psychotherapy. The specific subject was triggered by and had as a starting point the researcher's observations during her professional activity in institutional and clinical psychotherapeutic contexts. It was based on visual material which resulted from the application of Art Psychotherapy in the above environments. Bibliographic data in relation to the notions of Fear of Loss, Loss, Creativity, Art Psychotherapy and the results obtained from this research approach are listed in this thesis. During the research process an extremely interesting configuration progress of experimental tools was followed. At the first phase, an Art Psychotherapy seminar was organized, which was concentrated on the issue of this thesis. The creation of three questionnaires followed, which were tested for their validity and reliability value. At the final step of their granting, they were accompanied with four cards of Thematic Apperception Test [T.A.T.]. The methodological tools were enriched by images, which concerned the research participants' visual representations of the concepts under study. The general conclusion drawn from all these data confirms the initial research assumptions about what loss means, who can be this significant other, which absence is equivalent to a loss in one's person whole reality and existence, and, finally, what is the role of human creative abilities / skills throughout this process. The worst and more difficult to handle Fear of Loss of Significant Other our sample was found to have is the loss of a parent's child, where the concept of loss has the meaning of death and / or separation. The in-depth analysis of the aforementioned relationship is given at the theoretical part of our thesis [see Section: Creativity and Psychoanalysis]. The creative part of personality seems to be greatly mobilized by this type of loss.

Key words: Loss, Mourning, Creativity, Group, (Individual and group) Art psychotherapy, Important Other

Σαλλα-Δοκουμετζιδη, Αικατερινη (1994). *Φαντασία και δημιουργικότητα στην παιδική τέχνη.* Διδακτορική διατριβή. Ανωτάτη Σχολή Καλών Τεχνών (ΑΣΚΤ), Αθήνα, Ελλάδα. [Salla – Dokoumetzidi, A. (1994). *Imagination and creativity in children's art.*] Doctoral dissertation. Fine Arts School, Athens, Greece.

<https://www.didaktorika.gr/eadd/handle/10442/3754>

Abstract

The subject of the present treatise is the research of the relation between the creative imagination and experience regarding the pictorial representation in childhood. In the treatise the conception of imagination is regarded as the most important aspect of intelligence. It is examined briefly from the point of view of the philosophers who correlate imagination with the senses and experience from the ancient to the present time. It is also presented from the point of view of the psycho researchers of creative imagination (creativity). The features that characterise and determine creativity are exhibited. In the second chapter the procedure of children's intelligence growth is examined. The first thing presented are the periods and stages during which children become conscious of their environment and place themselves into the adults world. Next, the stages of pictorial representation of their own world and environment are presented. In the fourth chapter the verification of the initial hypothesis of the experiment has led to an educational suggestion. Its objective is the support of creative imagination with experience as the central stimulus that springs from observation. Also the need to offer opportunity for stimulus that will support the enrichment of experience is pointed out, in order to encourage creative imagination.

Key words: imaging representation, creativity, art therapy, experiences, mental development, children's art, form-stereotype, imagination

Σιγούρος, Ιωάννης (2015). *Εικαστική αγωγή με τη χρήση των τεχνολογιών πληροφορίας και επικοινωνίας (ΤΠΕ): εφαρμογές με τους μύθους του Ορφέα.* Διδακτορική διατριβή. Δημοκρίτειο Πανεπιστήμιο Θράκης (ΔΠΘ). Σχολή Κλασικών και Ανθρωπιστικών Επιστημών. Τμήμα Γλώσσας, Φιλολογίας και Πολιτισμού Παρευξείνιων Χωρών. Ελλάδα. [Sigouros, I. (2015). *Visual arts education with the use of information and communication technology (ICT): teaching applications with Orpheus' myths.*] Doctoral dissertation. Democritus University of Thrace (DST). School of Classical and Human Sciences. Department of Language, Literature and Culture of Black Sea Countries, Greece.

<https://www.didaktorika.gr/eadd/handle/10442/35742>

Abstract

The prevalence of visual images in the contemporary society places a high demand on individuals to decode and interpret visual products of the cultural environment that they live in. School can play a crucial role in facilitating this process by adapting the curriculum to the demands of modern society. Cultivation of visual literacy offers learners the necessary knowledge and skills to communicate via visual images. The latest teaching methodologies advocate the use of Information and Communication Technology, as well as electronic educational tools, which can help create more motivating learning environments by activating learners' senses, by instigating their interest and by familiarizing them with artistic creativity, which, in turn, will help them learn the language of visual communication. The present thesis proposes an interdisciplinary approach to visual literacy by utilizing Visual Arts Education and Mythology. What is attempted by the designed teacher interventions is the investigation of the relationship between creative thought development of learners and their achievements in

creating works of art by using Information and Communication Technology. The above was the main research question of the present thesis, which is conducted with two age groups: primary school students and tertiary education students, followed by the comparison of the findings for the two groups of participants.

Key words: Optical literacy, Creative thought, Mythology, Information and communication technologies

HUNGARY

Kiss, V. (2015). *A vizuális művészetpedagógia és a művészetterápia összehasonlítása a tanári és terapeuta kompetenciák tükrében. [Comparing Visual Art Education and Art Therapy in view of Teacher and Therapist Competencies.]* Doctoral dissertation. Eötvös Lóránt University Budapest.

ICELAND

Óttarsdóttir, U. (2006). *Art therapy in education for children with specific learning difficulties who have experienced stress and/or emotional trauma.* Doctoral dissertation. University of Hertfordshire.

IRELAND

Brown, A. (2016). *SPACE FOR EMOTIONS. An Investigation into an Arts Therapy Service Working with At-risk Children within the School System in Limerick City.* Doctoral dissertation. University of Limerick, Ireland.

<http://hdl.handle.net/10344/5208>

Abstract

This research was undertaken to explore reasons why seventeen primary and secondary schools in Limerick city were accessing in-school therapeutic interventions from a non-statutory, arts therapy organisation. The Blue Box arts therapy organisation had grown with the needs of the schools to address the perceived emotional toll of community and environmental trauma that impinged on the development of a significant number of their students. A hermeneutic phenomenological methodology guided the research, which was framed within literature on the interrelated contexts from the macro to micro levels that contributed to the need for such an intervention to be accessed by the schools. Perceptions of principals, teachers, parents and therapists who engaged with this intervention were collected using semi-structured interviews and focus groups. These were analysed using a combination of thematic analysis and Interpretive Phenomenological Analysis to give a nuanced picture of the issues involved. The voices of participating children and young people were elicited through their self-drawings and words.

The results showed that the research participants regarded the arts therapy interventions provided by the Blue Box as an appropriate and effective way of addressing the emotional difficulties of at-risk children in their schools. These results also indicate that the emotional impact on children living in marginalised sections of the community has not been fully recognised or addressed by current statutory interventions aiming at equalising education opportunities. This research contributes to the discussion about addressing inequalities in education by focusing on the traumatic and emotional aspects that affect inclusion. Recommendations are that more flexible schooling scenarios would allow the recognition of arts therapists and other professionals as partners in educational settings where emotional difficulties interfere with participation and learning.

Whitaker, P. (2007). *The Art of Movement: The Deleuze and Guattari Art Therapy Assemblage*. Doctoral dissertation. School of Health and Related Research. University of Sheffield.

<http://etheses.whiterose.ac.uk/14908/1/444957.pdf>

Abstract

The purpose of this thesis is to showcase the philosophical and psychoanalytic collaboration of Gilles Deleuze and Félix Guattari in regard to art therapy. The Deleuze and Guattari Art Therapy Assemblage is a composition that includes the environmental, relational and material elements of art therapy as contexts in which to process subjectivity. Key Deleuze and Guattari concepts will be applied to the practice of art therapy, implicating somatic and psychological processing within the production of art therapy artworks. The generative capacity of art therapy constitutes many creative sites in which to transport subjectivity. Rather than a fixed form, subjectivity moves across a territory of different creative features. The cartography of subjectivity is a network of passages through relationships and contexts that implicate it with affects. This kinaesthetic capacity will be underscored in relation to three methods of psychological and somatic awareness (somatic psychology, performance art and authentic movement) that challenge inhibition through improvisation. These three methods stimulate the circulation of desire as a creative and collective enunciation of subjectivity. Deleuze and Guattari represent desire as a liberating potential acting on both body and mind - an opening commencing from constraining circumstances that define and enclose expression. This has specific implications for the treatment of trauma, which can impose a set of limits that condition reactive versus spontaneous responses. The Deleuze and Guattari Art Therapy Assemblage is a practice in which to stimulate improvisational and experimental affects within the making and viewing of artworks. The significance of this practice is its composite of influences. It is an approach that emphasises not only artworks, but also the performance of subjectivity, a happening within an art therapy space offering choices for engagement and the enactment of different somatic and psychological potentials.

LITHUANIA

Brazauskaitė, A. (2001). *Žymaus ir vidutinio protinio atsilikimo vaikų savivokos ugdymas daile.* [Developing A Sense of Self Through Art in Children with Severe and Moderate Mental Retardation.] Doctoral dissertation. Social Sciences, Educology (07 S). Thesis is based on theory of developmental art therapy.

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Šapoka, K. (2008). *Dailės terapija kaip integrali sistema: kontekstuali analizė.* [Art Therapy as integral system: contextual analysis.] Doctoral dissertation. Humanitarian Studies, Studies of Art (H03), Vilnius Academy of Art.

<http://www.mokslas.mii.lt/mokslas/SRITYS/duom00.php?pav=%D0&sritys=H>

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NETHERLANDS

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https://www.hsleiden.nl/binaries/content/assets/hsl/lectoraten/antroposofischegezondheidszorg/publicaties/boeken_rapporten/abbing-annemarie_complete.pdf

Haeyen, S. (2018). *Effects of Art Therapy. The case of personality disorders, cluster BC.* Doctoral dissertation.

http://www.digitaalproefschrift.nl/ebooks/suzanne_haeyen/mobile/index.html#p=1

Pénzes, I. (2020). *Art form and mental health. Studies on art therapy observation and assessment in adult mental health.* Doctoral dissertation. Radboud University Nijmegen. ISBN: 978-94-6332-606-3

Schweizer, C. (2020). *Art Therapy for Children Diagnosed with Autism Spectrum Disorders: Development and First Evaluation of a Treatment Programme.* University of Groningen. <https://doi.org/10.33612/diss.131700276>

Abstract

This PhD concerns the development and evaluation of the art therapy programme 'Images of Self' for children diagnosed with Autism Spectrum Disorders (ASD).

In general, these children are referred to art therapy (AT) when they are insecure or depressed, have negative thoughts in their minds about themselves, suddenly become very angry and / or anxious, have difficulties with sudden changes, have problems with making friends or understand social manners, or have combinations of these kinds of problems. Creating

something with art materials is an important part of AT. The therapist offers support to help the child to have (success) experiences and develop skills and insights. Each art material offers opportunities for expression; carpentry, for example, offers other experiences than painting. The art therapist supports the child in becoming more aware of (un) pleasant experiences and in developing awareness of his or her preferences and difficulties. Based on literature study and interviews with art therapists, two measuring instruments were developed and tested, with which the development of children and the actions of the therapist were evaluated. As a result of the treatment evaluation a majority of the children have become more flexible and social and have learned to express what is in their minds. Most children feel better and are happier after the therapy, even at home and in the classroom. Parents and teachers are very satisfied with the treatment.

POLAND

Stanko-Kaczmarek, M. (2014). *Effect of tactile sensations on scope of attention - working mechanism in the context of art therapy*. Doctoral dissertation. Adam Mickiewicz University in Poznan, Poland. DOI: 10.1080/10400419.2016.1189769
<https://www.tandfonline.com/doi/abs/10.1080/10400419.2016.1189769>

RUSSIA

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SLOVAKIA

Kováčová, M. (2017). *Výtvarný prejav detí, ktoré prežili traumy (možnosti jeho diagnostického a terapeutického využitia)*. [Visual expression of children, who suffered a trauma (Possibilities of its diagnostic and therapeutic use).] Doctoral dissertation. J. A. Comenius University, Bratislava, Slovakia.

Annotation

Children's visual expression, the part of which is children's drawing, is the most natural means of communication with child. Child re-plays his/her joys and worries by the drawing, and it let the child to tell their experience in another, artistic and what is more important, safer form. Drawing acts not just relaxing, but also therapeutic to a child. The aim of the dissertation thesis was to point out the key role of early identification of children with syndrome CAN, in connection with not just manifestations of child and its surroundings, but also with specific signs, which occur in child's drawing. This can warn professionals – teachers, doctors, social workers and also laics, that this child is traumatised and could possibly suffered from violence. The dissertation thesis used mixed research strategy – combination of quantitative and qualitative research. Together with the research of specific signs in drawings of children with CAN, the study is focused on the art therapeutic intervention for children who were emotionally abused in the context of experienced trauma.

Krčmáriková, Z. (2010). *Holisticky orientovaná arteterapia s mentálne postihnutými klientmi v Domove sociálnych služieb*. [Holistic oriented art therapy with mentally affected clients in

Home of Social Services. Phenomenological art therapeutic research.] Doctoral dissertation. Comenius University, Bratislava, Slovakia.

Annotation

Thesis deals with problems of people with mental affection, their individualness and needs, education specifics in family environment and institutional environment. Thesis describes functioning of particular Home of Social Services, states transfer from art to art therapy, deals with theoretical basis of holistic art therapy, impact of art therapy, art therapy as alternative source of communication and using art therapy in work with mentally affected people. The empiric part of thesis deals with theoretical basis of phenomenological research. Describes phenomenological art therapy with mentally affected people, in particular institution. Describes techniques and especially realized meetings led by this method. Empirical part also deals with two client's description, their casuistic, description and evaluation of their art and sculpture representation. Collected data obtained by phenomenological visual perception (observation) of created paintings were recorded by observer and processed with phenomenological analysis. Result is essence conclusion from phenomenon of mental affection. Another result is categories separation from phenomenological visual perception, that were exist in described paintings. Conclusion describes, explains and evaluates holistic approach proposition in art therapy as well as in pedagogy.

Krnáčová, Z. (2016). *Možnosti arteterapie v inklúzii detí s problémovým správaním na bežnej škole.* [Possibilities of Art Therapy in the Inclusion of Children with Risk Behaviour at Mainstream School.] Doctoral dissertation. J. A. Comenius University, Bratislava, Slovakia.

Annotation

This work deals with children with risk behaviour in elementary school and education options in risky behaviour. The theme of inclusion is given in relation to the needs of these children, their school, family and social environment. Support resources are set out in children with risk behaviour. Art therapy is linked to the imagination, the symbols and the symbolic play, as supporting elements in presented art therapy program. Art therapy is specified for group work with children and young people. This paper deals with foreign research studies in the field of art therapy with children in primary schools. Also it is exploring the possibility of including art therapy in the support system in primary schools and it examines the role of art therapist in this field. Paper presents a primary school in Bratislava and the introduction of art therapeutic intervention at this school. Methodological part of the thesis deals with the theoretical basis of humanistic approach. It describes Person centred expressive art therapy and its possibilities of application in the research area.

The empirical part consists of three research studies; each of them sees the problem from different angle. The paper offers results of direct observations, interviews and sociometrist method. Is dedicated to the analysis of processes, a case study of selected child, an interview with the classroom teacher and analyse the atmosphere and relationships in the classroom.

The paper presents conclusions on the impact of art therapy group program on the attitudes and feelings of children with risk behaviour and considers it an effective tool in support inclusion of children with risk behaviour in elementary school. The work also brings recommendations for practice.

Kuková, K. (2015). *Možnosti arteterapie pri integrácii problémových detí na ZŠ. [Art Therapy Possibilities Within the Integration Process of the Problematic Pupils at Primary School.]* Doctoral dissertation. Comenius University, Bratislava, Slovakia.

Abstract

This thesis is aiming to study the possibilities of using the art therapy within the art education at the primary school. In the terms of the integration process, it has been focused on the pupils with the special education needs whose behavior is considered as problematic. This thesis is based on theoretical background of the art therapy, special education, theory of education and art education. The main philosophy is the Humanistic education, learnercentered and holistic conception. Within the empirical research, we have focused on the problem of self-perception of the individual pupils and their interaction within the group. Following the stated aims, we have subsequently applied chosen art therapy activities. For the purpose of the empirical research, the qualitative research methods were used. The development of the social relations was tested by sociometric method. The intervention was then described in details in the case studies of three selected students. Our empiric research shows that art therapy techniques are possible to be applied in the process of integration of the pupils with special education needs at primary schools. This kind of intervention has an impact on the self-perception of the individual pupils and also helps to improve the social relations within the group of pupils. The thesis is divided into six chapters, the art therapy activities are presented with the samples of the art work of the pupils. Based on the description of the activities and the research results, it is possible to apply these approaches within the further education practice, help to prevent the problem behavior of the pupils and find solutions in such cases. Subsequently, this approach supports the development of the integration and inclusion process within the primary education.

Mosná, D. (2015). *Využitie arteterapeutických prístupov na základných školách so žiakmi s Aspergerovým syndrómom. [The use of art therapy approaches in primary schools with pupils with the Asperger syndrome.]* Doctoral dissertation. Comenius University, Bratislava, Slovakia.

Annotation

The dissertation deals with decreasing of the symptoms of the inadequate behaviour as well as analysis of work of art of children with the Asperger syndrome. In the theoretical part the author writes about the problems of educating children with the Asperger syndrome in primary schools. She also characterizes the child in connection with his specific maladaptive behaviour. In addition, she searches the possibilities of elimination of the inadequate behaviour via using the art therapy approaches as a part of the education of children with special needs. In the empiric part the author first analyses a creative expression of a child with the Asperger syndrome, then she compares it with the piece of art of child who has no special needs. Through the analysis of the art of children the author tries to define the way how the diagnosis of Asperger syndrome shows its signs in the drawing of these children. The author first analyses the differences between the children with the Asperger syndrome and the children with no special needs. Later she specifies the influence of the art therapy intervention on children with autism and the changes in their art expression in connection with their higher level of development. In the next part of the dissertation the author concentrates on a verifying the influence of special art therapeutic approaches on the elimination the inadequate ways of

behaviour of children with the Asperger syndrome who are educated in ordinary primary schools. For this reason, the author interprets specially created art therapeutic programmes, which she suggested according to the basic diagnosis of two children with the Asperger syndrome. The author describes the process of a therapy in the casuistic studies and verifies its benefits via the comparison of the entrance and final psychological tests. To reach the relevant data, the author also uses the method of questionnaire. The dissertation fills the gap in the area of monitoring the characteristic features of children's drawing of individuals with the Asperger syndrome and verifies the benefits of the art therapy on children with autism. The dissertation with its final recommendations can become a good contribution for teachers, special teachers and therapeutics working with these children in the educational process.

Orosová, A. (2009). *Aplikácia arteterapie u pacientov s psychickou poruchou. [Application of Art therapy to patients with mental disorder.]* Doctoral dissertation. Comenius University, Bratislava, Slovakia.

Annotation

This work describes the art-therapy practice with the patients with individual psychiatric disorders. It contains practical observations and suggestions how to approach to activity, therapy and education. Practice itself brings many questions including how to direct the activity with patients with borderline personality disorder. In the practical part of the work the author find effective solutions and approaches for these problems with the help of art therapy methods.

Šicková- Fabrici, J. (2005). *Art therapy in the context of special education Awarding institution.* Doctoral dissertation. Charles University, Prague, Czech Republic.

Annotation

The purpose of the doctor work is to find the overlapping areas of special education principles and art therapy approaches involved the new paradigm of education- in the inclusion. In the text there are introduced the main theoretical approaches of art therapy with special focus on spiritually-ecological concept which means the holistic and integrating approach. The theory is illustrated by the case studies and the evaluating methods of spiritual-ecologic art therapy concept developed by the author of this work (e.g.: The way, the light, the man, the voice- the evaluation of sense for coherence and imagination, Body image color reflection (emotions and psychomotor dispositions). Finding ones' own shape - the ability to reflect 3D expression of abstract phenomena).

Vodičková, B. (2008). *Arteterapia pre deti s problémami učenia a správania. [Art therapy for children with learning and behavioural disabilities. Case studies of two children.]* Doctoral dissertation. Comenius University in Bratislava, Slovakia.

Annotation

Research goal was to know and characterize the cases of two children of early school age who have learning and behavioural disabilities in the context of long-term art therapy intervention. Record manifestations of their behaviour and capture their fine art artefacts, as well as changes over time and characterize wider scope of disabilities. I have implemented 45 art therapy sessions with one of the two children, and 39 sessions with the other child. It was long-term qualitative research. For data collection I used participative observation at the

sessions and projective method (fine art artefacts) and narrative interviews with the children's mothers.

Findings and results were generated from data that I had collected in the field and transcribed into texts. I then analysed the texts. From extracted categories I have compiled a profile of key problem manifestations of the children's behaviour as well as changes and new desirable forms of their behaviour, characteristic features in their artistic expression. From mothers' narrations I extracted basic topics of the children's mothers.

The result of the research was giving a holistic image of the difficulties of children with learning and behavioural disabilities as well as the finding that their difficulties are very closely influenced by the systems in which they live, and that they are mainly family, school, peer groups, and also that art expression is a very good indicator of their difficulties.

SLOVENIA

Meden Klavora, V. (2006). *Likovna ustvarjalnost in psihotična motnja*. [Artistic creativity and psychotic disorder.] Doctoral dissertation. **AMEU** - FAKULTETA ZA HUMANISTIČNI ŠTUDIJ, INSTITUTUM STUDIORUM HUMANITATIS, LJUBLJANA, SLOVENIA.

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SPAIN

Alonso Borso di Carminati, M.L. (2016). *El grupo de arteterapia como elemento de mejora en la competencia social de los niños y niñas en educación infantil y primaria* [The art therapy group as an improvement in social competence for boys and girls in infant and primary education]. Doctoral dissertation. Universidad Politécnica de València. <https://dialnet.unirioja.es/servlet/tesis?codigo=115849>

Alonso Garrido, M. (2012). *Mujeres y arteterapia* [Women and Art Therapy]. Doctoral dissertation. Universidad Complutense de Madrid. <https://dialnet.unirioja.es/servlet/tesis?codigo=95228>

Aguilar Felix, D. (2015). *Arteterapia en la prevención de la violencia con mujeres latinoamericanas inmigrantes en los Estados Unidos* [Art Therapy in the prevention of violence against Latin American women immigrants in the United States]. Doctoral dissertation. Universidad Complutense de Madrid. <http://redined.mecd.gob.es/xmlui/handle/11162/122988>

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Collette, N. (2013). *Arteterapia en el final de la vida [Art therapy and end of life]*. Doctoral dissertation. Universitat de València.
<http://roderic.uv.es/handle/10550/29054>

Da Silva González, A. (2015). *Intervención no farmacológica en enfermos con apatía en la demencia [Non-pharmacological intervention for dementia sufferers with apathy]*. Doctoral dissertation. Universitat de València. <https://dialnet.unirioja.es/servlet/tesis?codigo=158577>

Fernandez Herrero, J. (2018). *Intervención con realidad virtual inmersiva y arteterapia en personas con trastorno del espectro autista (TEA) para el desarrollo de habilidades comunicativas y resolución de problemas [Immersive intervention with virtual reality and art therapy for people on the autistic spectrum for the development of communication and problem solving skills]*. Doctoral dissertation. Universidad de Alicante.
<https://dialnet.unirioja.es/servlet/tesis?codigo=220130>

Gómez Higuera, J. (2015). *Utilización de integración del arte en los cuidados de enfermería [Integrating art into nursing care]* Doctoral dissertation. Universidad Complutense de Madrid.
<https://eprints.ucm.es/34368/>

Galera De Ulierte, V. (2017). *Fotografía e identidad. Apropiaciones, desmontajes y reinenciones [Photography and identity. Appropriations, dismantling and reinventions]* Doctoral dissertation. Universidad de Granada.
<https://dialnet.unirioja.es/servlet/tesis?codigo=122259>

González González, L.G. (2012). *Anatomía humana desde la plástica en el trazado de la línea. Movimiento y construcción [Human Anatomy from the plastic arts in the trace of the line sketches. Movement and construction]*. Doctoral dissertation. Universidad de Cadiz.
<https://dialnet.unirioja.es/servlet/tesis?codigo=51582>

Gradin Montero, C. (2006). *Mapas, redes y sincronizaciones como metáfora del pensamiento artístico. [Maps, Networks and Synchronizations as a Metaphor of the Artistic Thought]*. Doctoral dissertation. <http://www.kilkor.net>

Abstract

The research pointed the development of an interface based in open source code who makes maps of relations between different subjects such as the new scientific paradigm, the rhythm on multicultural process, the Oriental and Occidental ways of observing things, and interconnected society in terms of sacred thinking and expression. This is mainly a multiuser multimedia database that makes visual relations between the different parts: These relations become represented on maps that can be surfed by anyone, making the stress on the relations and not in the nodes. There is a theoretical part about the new scientific theories (new scientific paradigm) and the interconnections between other multidisciplinary fields like oriental art, occidental net-art, art-therapy, mantras, dancing, meditation, yoga, software, sharing knowledge, biology and so on. This is the reason of having developed an interface that makes maps of relations between different data (in this case, multimedia documents) and that looks at the chaos, synchronicity, and metaphors as tools to develop knowledge.

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- Hauser, J. (2012). *Arteterapia con enfoque de género. Encuentros creativos con mujeres vulneradas y excluidas en la Comunidad de Madrid* [Art Therapy with a gender focus. Creative Encounters with vulnerable and women and marginalized women in the community of Madrid]. Doctoral dissertation. Universidad Autónoma de Madrid. <https://repositorio.uam.es/handle/10486/9605>
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Pérez Fariñas, R. (2015). *Friedl Dicker-Brandeis: arte, dolor y terapia [Friedl Dicker-Brandeis: art, pain and therapy]*. Doctoral dissertation. Universidad Complutense de Madrid. <https://www.tdx.cat/handle/10803/285602#page=1>

Regis Sansaloni, P.J. (2016). *Un proyecto de intervención socio-educativo en niños y adolescentes con Síndrome de Asperger por medio del arteterapia [A socio-educational intervention project with children and adolescents with Asperger Syndrome through art therapy]*. Doctoral dissertation. Universidad de Jaen.

Rico Caballo, L. (2007). *Implantación del servicio de terapia a través del arte en un gran hospital. Plantas de oncología y trasplantes pediátricos [Implementation of an art therapy service in a large hospital. Oncology and pediatric transplants]*. Doctoral dissertation. Universidad Complutense de Madrid. <https://dialnet.unirioja.es/servlet/tesis?codigo=191969>

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Serrano Navarro, A. M. (2016). *La integración del arteterapia en los equipos interdisciplinarios en el ámbito clínico: experiencias desde la intervención con niños adolescentes en salud mental infanto juvenil [The integration of art therapy in interdisciplinary teams in the clinical sphere: experiences in the intervention with adolescent children in youth mental health]*. Doctoral dissertation. Universidad Complutense de Madrid. <https://eprints.ucm.es/40444/1/T38113.pdf>

Takkal Fernández, A. (2016). *Hermenéutica de la facticidad, [psico]terapia y arte. Un estudio teórico-práctico para la intervención en grupos de salud mental [Hermeneutics in factuality, (psycho)therapy and art. A theoretical-practical study for interventions in mental health groups]*. Doctoral dissertation. Universidad Politécnica de València. <https://dialnet.unirioja.es/servlet/tesis?codigo=115155>

Tedejo Rodríguez, E (2016). *Arte y Terapia. Historia, Interrelaciones, Praxis y Situación Actual [Art and therapy, History, Correlations, Praxis and the current situation]*. Doctoral Dissertation. Universidad de Salamanca. <https://dialnet.unirioja.es/servlet/tesis?codigo=78269>

Torres de Serrano, Y. (2016). *La intervención arteterapéutica en el ámbito educativo: una herramienta para la solución de conflictos [The art therapeutic intervention in the area of education: a tool for the solution of conflicts]*. Doctoral dissertation. Universidad Complutense de Madrid. <https://eprints.ucm.es/40554/>

Ugena Candel, T. (2014) *La danza y sus aplicaciones en el espacio terapéutico, educativo y social [Dance and its applications in the therapeutic, educational and social space]*. Doctoral dissertation. Universidad Complutense de Madrid. <https://dialnet.unirioja.es/servlet/tesis?codigo=98072>

SWEDEN

Blomdahl, C. (2017). *Painting from Within - Developing and Evaluating a Manual-based Art therapy for Patients with Depression*. Doctoral dissertation. University of Gothenburg. Sahlgrenska Academy. Institute of Health and Care Sciences.
<http://hdl.handle.net/2077/52419>

Abstract

Aim: The overall aim was to develop and evaluate a manual-based art-therapy programme for patients with depression, and hence, to clarify treatment effects and to describe participants' experiences of the treatment. The specific aims were: (I) To explore and describe how art therapy works in relation to therapeutic factors, clinical application, and circumstances in the experimental situation, for patients with depression; (II) To explore what experts in the field of art therapy consider to be the main aspects of treatment for patients with depression in clinical practice; (III) To investigate the effects of manual-based Phenomenological Art Therapy in addition to treatment as usual (PATd/TAU) compared with only treatment as usual (TAU) for patients diagnosed with moderate to severe depression; and (IV) To describe and explore the significance of manual-based Phenomenological Art Therapy as experienced by patients diagnosed with moderate to severe depression. Methods: (I) Systematic literature review according to Realist review; (II) Expert survey according to the Delphi technique (Studies I and II were used as a foundation for developing the manual-based Phenomenological Art Therapy for patients with depression (PATd)); to evaluate the effect and experience of PATd, (III) a randomized controlled trial (RCT) with intention-to-treat design was performed; and, thereafter, an interview study with (IV) a Phenomenological approach, according to Reflective Lifeworld Research. Results: (I) eight therapeutic factors were identified: self-exploration, self-expression, communication, understanding and explanation, integration, symbolic thinking, creativity, and sensory stimulation; (II) resulting in four main aspects of art therapy for patients with depression; expression through art-making and verbal communication concerning, depressive thoughts, feelings, life experiences, and physical symptoms. (III) PATd in addition to Treatment As Usual (TAU) showed a significant reduction of depression and an improved return to work compared to participants receiving only TAU. Self-esteem significantly improved, and suicide ideation did not change for either groups. (IV) PATd facilitates meeting oneself in an inner dialogue between the evident and the unaware. The art-making and describing that experience makes oneself and the situation visible, opening up and altering understanding through the inner dialogue. Conclusions: manual-based PATd seems to work as intended, being an effective treatment, and contributes to recovery for patients with moderate to severe depression.

Egberg-Thyme, K. (2008). *What do you see?: studies on time-limited psychodynamic art psychotherapy*. Doctoral dissertation. Umeå University, Faculty of Medicine, Department of Clinical Sciences, Psychiatry.
URN:urn:nbn:se:umu:diva-1684

Holmqvist, G. (2018). *Art Therapy – a path to internal change and enhanced health*. Doctoral dissertation. Halmstad University Dissertations. Halmstad: Halmstad University Press.

URN:[urn:nbn:se:hh:diva-35679](https://nbn-resolving.org/urn:nbn:se:hh:diva-35679)

Öster I. (2007). *Art Therapy and Breast Cancer: Visual and Verbal Stories of Women*. Doctoral dissertation. Umeå University medical dissertations.

URN:[urn:nbn:se:umu:diva-1429](https://nbn-resolving.org/urn:nbn:se:umu:diva-1429)

UNITED KINGDOM

Bell, S. N. (2008). *Drawing on the end of life: art therapy, spirituality, and palliative care: a retrospective ethnographic study of meaning-making in art therapy*. Doctoral dissertation. University of Sheffield.

<https://pdfs.semanticscholar.org/ffce/3b36a090fcb0cf42ccc8504882bb955eccc8.pdf>

Abstract

Art therapy practice in palliative care offers a creative way of responding to the emotional, psychological and spiritual needs of the dying individual within the principles of integrated whole person care. In this research spirituality is identified and defined through a retrospective 'critical and imaginative ethnography of the everyday'. The methodology described in chapter two focuses on the ethnographic imagination and incorporates a reflexive approach to define the meaning-making that takes place in art therapy with people who are living with a life-threatening illness. The case studies focus on the artefacts created by the terminally ill and dying person within a typical art therapy intervention. The analysis reveals a variety of meanings attributed to the artefact with a particular emphasis on the spiritual significance of the art-making process and the drawings and paintings created. In order to achieve this reference is made to developments in practical theology as a way of throwing light on how art therapy can facilitate the expression and exploration of spiritual and religious areas of need. This is important for art therapy practice as spirituality in hospice and palliative care is considered to be an important concern and an essential dimension of support. The modern hospice movement has always valued this aspect of the experience of the terminally ill patient and continues to pay attention to the meaning of dying and death and its spiritual significance. The analysis of the art-making process and the artefacts in art therapy demonstrates the profound importance of meaning-making at the end of life. This also provides evidence of the contribution that art therapy can make to palliative care. This adds to the support of the continued relevance and preservation of a psychosocial model of care that integrates the emotional, spiritual, psychological, physical and social aspects of patient care. It also raises the profile of the pastoral dimension to care of the dying by placing art therapy as an allied profession to the role of chaplaincy within health care contexts. The argument in this study is that the integrated approach cannot be assumed to be a secular stronghold that ultimately marginalises the religious and spiritual significance of cultural and social relations. Spiritual and religious meaning continually refuses to disappear and occupies a significant place within the economy of health care practice. Throughout the modern hospice movement, it has been argued that the bio-medical model has to be continually challenged and critiqued in order to prevent the erosion of psychosocial aspects of care.

Equally, the organisations that provide the environment of care for the terminally ill and dying person need to foster a culture of open, reflective debate and dialogue to avoid institutionalised attitudes and behaviours becoming established that can ultimately crush the human spirit. Art therapy contributes to the community of hospice and palliative care as an integral part of the complex cultural and religious dimensions of human experience at the end of life.

Brown, L. (2006). *Is art therapy?: art for mental health at the millennium*. Doctoral dissertation. Manchester Metropolitan University.

<https://www.artsforhealth.org/people/langley-brown-phd-thesis.pdf>

Abstract

The turn of the millennium saw a growing number of artists working in mental health care. Some of these are Art Therapists, others are non-therapy oriented artists. This study draws upon and extends the author's experience in the field to investigate an issue that has not adequately been explored: the relationship between Art Therapy and non-therapy art.

The thesis delineates two approaches to visual creativity in mental health care: Art Therapy, where the emphasis is placed on healing, with the client as patient-to-be-cured; and non-clinical arts activity, where the emphasis is placed on art, with the participant as artist-in-the-making. The study describes the history and modes of practice of each approach, identifies areas of contention, and lays foundations for collaborative development in pursuit of a continuum of creative opportunities for people experiencing mental health problems.

A background section begins by seeking definitions of art and of mental health before discussing the relationship between the artist and the mental health of the individual and community, and closes with a review of the history, practice and status of the visual arts in mental healthcare at the millennium. Discussions on research methods appropriate to the field of study are then resolved in favour of a practice-based qualitative approach. Case studies begin with a personal ethnography to contextualise the author's experience, continue with evaluative snapshots of activity within two localities representing ad-hoc and planned arts provision, and end with cases illustrating conflict and convergence between Art Therapy and non-therapy arts. Conclusions are then drawn on the relative benefits of various modes of participation in the arts for people with mental health difficulties, and a case is made for a collaborative practice that embraces the inner, personal focus of Art Therapy and the outward focus that is often (not always) the approach of non-therapy artists. A final chapter suggests avenues for further research, and appendices include a directory of arts in mental health compiled in 1999.

The study makes an important contribution, firstly, in its heuristic documentation and analysis of the experience of the author as an influential player in the field; secondly, by laying foundations for a synthesis based upon mutual understanding and collaborative practice between the approaches found; and, thirdly, by furnishing future investigators with a wealth of data and starting points.

Campbell, E. R. (2009). *The effectiveness of art therapy in reducing symptoms of trauma, anxiety, and stress: a meta-analysis*. Doctoral dissertation. Wheaton College Graduate School, Illinois, USA.

Dokter, D. (2007). *Cultural variables affecting client/therapist consonance: the perception of efficacy in arts therapies groups*. Doctoral dissertation. University of Hertfordshire.

Abstract

This thesis addresses the hypothesis “Intragroup cultural differences between client and therapist will adversely affect client – therapist consonance in their perception of arts therapies group treatment”. The literature review of intercultural psychotherapy, arts therapies and congruence research is contextualised in a discussion of the arts therapies in the UK, in particular group therapy in psychiatry. The discussion of the evolution of a multi modal research design incorporates an ethnographic perspective. The researcher shows how the setting and two pilot studies as well as the Evidence Based Practice initiative influenced the design. The main concepts in the research question are defined and the sample analysed within its local context. Helping and hindering factors in arts therapies group sessions are identified through cluster analysis of questionnaires and focus groups. The next stage of the analysis examines which client, therapist and treatment variables are shown to affect dissonance. Five case studies show the interaction of these variables for individual clients. The concluding chapter discusses the findings and critiques the methodology, as well as providing recommendations for further research. The hypothesis of the research is found invalid; cultural background variables alone do not create client-therapist dissonance. The findings show that client, therapist and treatment variables interact to create dissonance. Client diagnosis, stage of treatment and cultural background interact with their experience of the arts therapies medium. In an arts therapy group context the structuring of the group and the interpretation of the arts expression as symbol or index, will interact with client and therapist cultural background variables. The intragroup variations are migration history, nationality, religious orientation and first language spoken. Cultural difference with the therapist affecting dissonance was evident for those clients who were third generation English / British and who had grown up and were still resident in a non-urban area (small town or village in a predominantly agricultural region) with little cultural diversity. Intergroup difference affected attrition for one client, influenced more by peer than therapist dissonance. Treatment interruptions, the theoretical orientation of the therapists and peer dissonance interact with the client-therapist dissonance. Recommendations for practice are formulated from these findings. These concern adjusting practice to allow for a greater emphasis on expression and play, differing client perceptions about symbolism and the establishing of an early therapeutic alliance.

Evans, K. R. (1997). *Art therapy and the development of communicative abilities in children with autism*. Doctoral dissertation. University of Hertfordshire.

Hanney, L. (2009). *Family assessment and interactive art exercise: an integrated model*. Doctoral dissertation. University of Western Sydney, Australia; College of Arts.

<https://pdfs.semanticscholar.org/f226/a07c7b62242b804312546d22fdc504b1357f.pdf>

Abstract

This thesis presents research into the development of a family assessment and interactive art exercise that is designed for children between the ages of two to eleven with complex psychiatric difficulties and those who have been exposed to significant abuse, trauma, and neglect and with family relationship problems. An overview of the field of child development, trauma and attachment is presented. Various clinical approaches and tools that have been

used to engage and assess children is then explored and analysed including psychodynamic and systemic, such as art therapists, family therapists and family art therapists. These explorations created the framework for the development of the family assessment and interactive art exercise using an integrative model that is a synthesis of theoretical approaches and clinical assessment tools. The family assessment and interactive art exercise was then applied to four families and the findings evaluated and presented through vignettes, observations and discussions. The results demonstrated that when applying an integrative model of assessment to children with complex needs increases child inclusion, multiple levels of information can be effectively and efficiently observed and assessed, and first-rate multidisciplinary treatment plans can be created.

Havsteen-Franklin, D. (2016). *When is a Metaphor? Art Psychotherapy and the Formation of the Creative Relationship Metaphor*. Doctoral dissertation. University of Essex, Centre for Psychoanalytic Studies.

<http://repository.essex.ac.uk/17710/1/WHEN%20IS%20A%20METAPHOR%20DOMINIK%20HAVSTEEN-FRANKLIN%20PhD.pdf>

Abstract

It is a widely debated subject whether a patient with a diagnosis of major depression and a history of psychosis is able to use and comprehend metaphors. There are a number of studies that indicate that metaphor comprehension with this population is very reduced. However, within the context of psychotherapy metaphor is poorly defined and the concept is often applied inconsistently in academic literature. This thesis examines a commonly reported occurrence of metaphor formation in art psychotherapy and in particular, examines a type of metaphor that offers a novel perspective about interpersonal relationships called the *creative relationship metaphor*. This thesis aims to develop a definition of a form of metaphor that is helpful in clinical practice and understand the clinical formation of this metaphor in art psychotherapy.

The first part of the thesis develops a new metaphor type, called the 'creative relationship metaphor' (CRM), beginning with a psycholinguistic perspective.

In summary, the key characteristics of the CRM being developed is that it is:

- An interpersonal event
- An image based representation which is cognitively mapped
- Context dependent
- A novel way of perceiving the person, thing or event

The hypothesis that patients diagnosed with severe mental health issues can produce CRMs is tested through two analyses. The first analysis focuses on the defining features of the creative relationship metaphor and the second analysis focuses on the therapist's influence on metaphor formation. In the clinical examples, the increased capacity to reflect on significant relationships is linked to the formation of the CRM. These results offer preliminary evidence suggesting that there are specific in-session interventions that support the development of the CRM in the assessment context.

Herrmann, U. K. (2012). *Art psychotherapy and congenital blindness: investigating the gaze*. Doctoral dissertation. Goldsmiths College, University of London.
<http://research.gold.ac.uk/7056/>

Abstract

Art therapy with the blind has received little attention in terms of practice and research. This study investigates for the first time the psychodynamics of the gaze in the triangular relationship between congenitally blind clients, their artwork, and their sighted art psychotherapist. Analysing case material from a cohort of four blind clients in long-term art psychotherapy, this research explores how blindness and sight engender gazes that are specific to the sensory differences between the clients and the therapist. The nature of the interpersonal gazes between blind client and sighted art therapist are investigated in terms of transference, power and surveillance. The research shows that the client's 'blind gaze' and the therapist's 'sighted gaze' are subject to unconscious dynamics that mirror the continued historic, cultural and psychological misunderstandings between the blind and the sighted and powerfully determine the individual therapeutic situation. Through a multimodal qualitative research design, including the in-depth visual analysis of the clients' artwork, three types of images are discerned by their characteristic form and content; these are described as protomorphous, allomorphous and automorphous sculptures. It is argued that the reciprocal relationship between these three forms of imagery and the clients engenders distinct gazes which gradually enhance the clients' ability for the conscious reflection of 'other' in relation to 'self', arriving at a dynamic, changed and loveable self-image towards the end of therapy. The investigation further explores how the clients' and the therapist's joint beholder's gaze likewise evolves in relation to the three forms of artwork and to the gaze of the artwork back to its maker and the therapist. The main findings of the study are described as a congruent and progressive anamorphosis of artwork and gazes; it is suggested that these specific forms of artwork and gazes do not only challenge the sighted therapist's visual paradigm, but also eventually engender a changed sensory culture that reconciles the perceptual divide between blind client and sighted art therapist. This shared culture is discussed in terms of a tactile joint attention and a 'tactile gaze'. The case material and the findings are examined and reflected against diverse theories on the gaze with particular reference to psychoanalysis and art psychotherapy. The entire process of the study, its methodologies and its impact on current practice are discussed and evaluated, and potential areas of further research are outlined.

Hills, M. (2006). *An inquiry into the relationship between the visual arts and psychotherapy in post-revolutionary Cuba*. Doctoral dissertation. Institute for International Health and Development, Queen Margaret University, Edinburgh.

Abstract

This thesis focuses on the relationship between the visual arts and psychotherapy in post Revolutionary Cuba. The material on which it is based was collected over a fourteen-month period and three visits to Cuba between April 1999 and August 2001. The study opens with the presentation of two brief histories, that of Cuban Art and Art Education and that of Cuban Mental Health Care. In this context the Revolution is taken as a useful reference point in terms of thinking about change and historical developments in both fields. Naturalistic Inquiry and Grounded Theory respectively were used to collect and analyse the data presented. These approaches allowed the researcher the degree of flexibility necessary to undertake research in

a potentially delicate situation full of unknowns and to be able to modify and develop the course of inquiry as new evidence emerged. The main descriptive themes emerging from an analysis of the data pertain to the relationship between artists and mental health care professionals. These are (1) therapeutic work undertaken by artists, (2) artists working collaboratively with mental health professionals and (3) psychologists working with art as a therapy. The story which emerges pertains to a series of largely unrecorded histories spanning a forty-year period. It begins with the work of Antonia Eiriz, who emerges as a key figure in the early development of art as a therapy and concludes with the work of the psychologist, Aurora García Morey, who takes centre stage in its continued development. This snapshot of Cuban art therapy is specific and unique and demonstrates the development of a very particular Cuban practice. However, an analysis of the analytic themes which emerge from the data suggests that certain concepts such as responsiveness and pragmatism resound within a wider picture. These themes are discussed in chapters 7 and 8 with reference to the wider international context and specifically to the development of the profession in the United Kingdom. In my conclusions I suggest that these themes may be applicable to other areas of research and practice outwith and beyond Cuba and that while the concept of art therapy cannot be narrowly defined when it is applied to understanding practices in other, social, economic and cultural contexts, there are common factors which can be identified.

Honig, O. (2014). Post-graduate art therapy training in Israel: personal and professional transformation through dynamic artwork-based experiential transformative courses. Doctoral dissertation. University of Sussex.

<https://pdfs.semanticscholar.org/799c/b85b96a15e38006c47ddc7b7832db548e90a.pdf>

Abstract

Art therapy training programmes around the world feature a unique type of course based on dynamic art-work experience and conducted in the context of a core student group. The course is usually called an 'experiential group course'. There is world-wide practical recognition in the professional art therapy literature of the need for dynamic experiential artwork-based courses in art therapy training. What is new is that Israeli lecturers have extended this 'experiential group course' into what I term 'a topic-led dynamic experiential artwork-based course'. The nature of this course in Israel and how it is deployed, planned and conducted is the subject of this thesis.

The data for this dissertation were collected from in-depth and wide-ranging interviews with three groups of persons: (a) 11 of Israel's 40 lecturers lecturing on Master's degree and Masters-level plastic art therapy training programmes. All have taught in the teaching mode under investigation here for many years and I looked on them as partners with me on a journey of discovery into the essential nature of this teaching mode in Israel; (b) 15 working art therapists who graduated from Israeli training programmes 3-15 years before participating in this research and who had been working as art therapists since then. They provided a reflexive analysis of what it was like to take a topic-led dynamic experiential artwork-based course. (c) three directors of art therapy training programmes (one current, two former). provided me the background to the theoretical development of art therapy training in Israel. In addition, as an insider researcher, a senior art therapist who has herself designed and taught topic-led dynamic art-based experiential mode courses for many years, I have used my own experience and example from my practice to illustrate and corroborate the points made by my interviewees.

The interviews indicated that over the forty years the dynamic experiential teaching mode has been deployed in Israeli art therapy training its use has been extended to the design and teaching of a wide range of theoretical topics and that this extension occurred at approximately the same time on all Israel's recognised art therapy training programmes.

From the point of view of the theory of art therapy training this thesis argues that the professional literature displays a significant gap. Many scholars have stressed the vital contribution made by dynamic experiential artwork-based courses to future practitioners' training but no researcher has yet clarified when and for what purpose certain theoretical courses are taught in this mode, how such courses are designed and conducted, and how they produce on students the effects the students say they do— what so many students term their 'magic'. And yet the lecturers who make use of this teaching mode declare it to be indispensable to the transmission of art therapy's concepts, language and methods to the next generation of art therapists.

The object of this doctoral research, then, is to explore and expose the nature of topic-led dynamic experiential artwork-based courses in Israel and their particular contribution to Israeli art therapy training. (The research does not aim to investigate what theory of art therapy these lecturers represent nor what body of psychological and other theory they transmit to their students).

Given a constructivist epistemology, a phenomenological research paradigm is deployed to investigate how dynamic experiential artwork-based courses achieve their aims. Interview data are analysed by the inductive Socratic analysis method and by theoretical reading, taking a heuristic approach.

The key contribution of this thesis to knowledge about art therapy training methods in Israel, is that it unlocks and conceptualizes the transformation of these topic-led dynamic experiential artwork-based courses which the thesis also demonstrates to be transformative for their students. A central argument is that, to achieve these transformative insights lecturers integrate three content elements — theoretical material, artwork-based experiential workshops, and the emotional materials evoked from the students by and during the workshops. They adapt and adjust their workshops and the art materials offered the students to the needs of the theoretical topic they wish to teach. And they make dynamic use of the responses of individual students and the student group to the art materials and the artworks produced from them for the purpose of conveying/ instilling this theoretical topic.

The five elements of lecturer, individual students, core group, art materials/ artworks and the learning space created by the lecturer interact uniquely within a dynamic relationship in response to the course topic in what I term in this thesis a 'pentagonal potential space'. It is the integration of the five constituent elements of this relationship and the interrelationships between them that make the courses 'transformative'. In a nutshell, these courses (a) take students on an inner emotional journey which allows the self to adjust to a dynamic therapeutic perception of the course topic; (b) enable students to investigate the given topic to great depths of experiential and intellectual insight and be changed by this insight; and (c) generate in both individual students and the student group emotional processes relating to the topic, which shape their therapeutic development with respect to that topic. These three effects together generate in the student a meaningful and critical development of their therapeutic self as art therapist, a development which so many of them call 'magical'.

Hueneke, A. (2008). *The psychodynamic body: a mythos of psychotherapy*. Doctoral dissertation. University of Western Sydney, Australia; College of Arts; School of Psychology.

<https://pdfs.semanticscholar.org/7999/d6710dae6f94987587b49876b05333030776.pdf>

Abstract

This thesis is an exploration of the psychodynamic body and its mythos. I take a phenomenological approach to research that remains connected to lived experience. I begin with image making, painting from the subjective body in response to the ancient Mesopotamian myth of the flood and archaic cultural material on the flood theme. I discover a relationship between this imagery, this mythos, and earlier work on the Dionysian mythology and mysteries. I gather these images together and with work on my own family history I create a painting performance titled *Wings from the Deep*. The mythos, the poetic structure, of this performance and this thesis, is an exploration of how a people, a person, a body, can journey through traumatic states. The core phenomenon of this thesis is the psychodynamic movement from deadness to aliveness, a movement at the heart of the psychotherapeutic process. I apply knowledge of the psychotherapeutic conversation to the research process by writing to an important other, Etty Hillesum, a young Dutch Jewish woman who wrote a series of diaries during the Holocaust. I then link this conversation with my earlier imagery and the images of the Holocaust to the biblical myth of the flood. This linking of somatic states to mythic material through imagery and text is how I develop the poetic language integral to this thesis. I create a constant dialogue from body to image to word, a process, a language, that mirrors psychotherapy. The psychodynamic body structures the mythos of this thesis. The psychodynamic body structures a mythos of psychotherapy.

Kamar, O. (2001). *An investigation into the processes of supervision of art therapy students in Israel*. Doctoral dissertation. University of Sussex.

Linnell, S. (2006). *Towards ethical 'arts of existence': through art therapy and narrative therapy*. Doctoral dissertation. University of Western Sydney, Australia; College of Arts.
<https://pdfs.semanticscholar.org/b0d9/d6c8037dd8b3906ab99fbafbcfe75c9a238b.pdf>

Abstract

This thesis enacts a response, rather than provides an answer, to questions of 'what we are' and 'what we might become', in the context of a poststructural enquiry into (my) practices of art psychotherapy and narrative therapy. My project is inspired by therapeutic meetings with many people over many years, and by the intellectual work of Michel Foucault, Judith Butler and other poststructural theorists, particularly those working at the intersections of poststructuralism with feminist and postcolonial theory.

Following Foucault, I take up the suggestion that therapy is constituted, through forms of modern power, as a crucial contemporary site of both governance and resistance. I propose that in different ways art psychotherapy and narrative therapy bring the rational, autonomous subject into question and disrupt the dominance of humanist and positivist regimes. Through thinking/writing art psychotherapy and narrative therapy together, I seek to destabilise their apparent opposition and to challenge the normative tendencies of each.

Rather than synthesising new possibilities for the domains of theory and practice through a dialectic of academic theory and clinical practice, I engage in this work with the (im)possibility of deconstructing the theory/practice divide. My subjectivities as therapy practitioner and beginning researcher come under erasure in this thesis through writing methodologies that disrupt narrative and subjective coherence. My work is that of creating and unravelling, of

shaping a productive critique while unsettling the possibility of a decisive critical agency. I offer passionate and fragmented narratives of my relationships with poststructuralisms, with therapeutic practice and identity, with those who come to meet with me in therapy, and with Other possibilities that interrupt the trajectory of my attempts to 'give an account' of myself (Butler, 2001) and my work. In these ways, I shape an aesthetics of self together with an ethics of uncertainty and obligation to the Other, working towards a politics and poetics of transformation.

Mahony, J. E. (2010). *'Reunion of broken parts' (Arabic al-jabr): a therapist's personal art practice and its relationship to an NHS outpatient art psychotherapy group: an exploration through visual arts and crafts practice*. Doctoral dissertation. Goldsmiths College, University of London.

Abstract

'Reunion of broken parts' explores the relationship between the therapist's personal art practice and the creative art experience of an art psychotherapy group for people with severe and complex mental health difficulties. These practices are usually kept apart. A process of artmaking is examined, including my own as therapist in and outside the studio-based group. The political implications of styles of research writing are discussed. The significance of the investigation is in using art practice as a visual heuristic methodology to explore the junction between visual arts, art psychotherapy and studio practice. Exhibition practices of curating displays of archival material and exhibition visits to examine relevant artists' work were combined with illustrated, autobiographical narratives constructed for analysis. A visually-based case study examines photographs of the group's art. Exploring my own living archive, collected over 20 years, links my art history to the present. The research shows how deep, complex and reciprocal exchanges were facilitated by the therapist's artmaking, even when unseen by the group, implying that the therapist's personal art practice is integral to clinical practice both in and outside clinical groups, and requires far greater consideration. Communication through unspoken metaphor is emphasised, especially in the containment and role modelling of the creative process by the therapist. It is suggested that the therapist's carefully considered artmaking in art psychotherapy groups can significantly enhance the clients' experiences. A non-verbal discourse appeared to take place giving visual form to the group matrix as described in group analysis, and refashioning personal histories in sustained, labour-intensive processes without necessarily being understood. An examination of craft practices is distinctive, showing they can materialise the culture and autobiography of individuals and a group, embodying complex ideas and offering visual interpretations. Genres of art are shown to offer a route for accessing issues of power and cultural meaning.

Males, J.M. (1986). *Art therapy as an approach to change in mental handicap*. Doctoral dissertation. Department of Psychology, University of Surrey.

<http://eprints.surrey.ac.uk/804393/1/Males1986.pdf>

Abstract

A study was carried out which aimed to examine the outcome of two methods of treatment using art therapy with institutionalised adults with severe mental handicap. These methods were considered to be of interest as one was non-directive whilst the other was directive: thus the former contrasted with the prevailing method of effecting change amongst this client group

using skill-oriented approaches. A control group of subjects who received non-art based occupational therapy activities were used as a comparison.

In consideration of the limited indications in the art therapy literature about potential outcome, and the difficulties both in applying research methods to art therapy and the chosen client group, observational methods focused on changes in behaviour were used. A rating scale was developed in order for therapists to monitor progress, and a method of examining artwork was devised.

It was possible to specify areas of potential change and to measure such changes: this is often considered problematic in art therapy. The changes that occurred were not specific to art therapy and were similar to those identified within the occupational therapy groups. Change was however carried over into the living situation. Areas of change were mainly in behaviour which could facilitate learning, and in behaviour already present in the subject's repertoire. This type of intervention would therefore be relevant both as a preparation for other approaches to effecting change (such as skill-based approaches) or as a means of ameliorating the potentially damaging effects of institutionalisation.

Further analysis validated the use of the chosen measures and revealed individual variation in response. The importance of self-expression and the development of artwork in establishing therapeutic benefit identified new areas of focus within art therapy.

Markland, F. (2011). *Effectiveness of school based art therapy for children who have experienced psychological trauma*. Doctoral dissertation. University of Manchester.

https://www.research.manchester.ac.uk/portal/files/54513305/FULL_TEXT.PDF

Abstract

Experiencing trauma in childhood can have a pervasive impact on child development. There is evidence to suggest that non verbal creative therapies aid the processing of traumatic memories and therefore present as a child centred treatment option for children who have experienced trauma. Art therapy is known to be an effective intervention for children who have experienced trauma however the outcomes of delivering art therapy interventions in specific contexts are not yet well researched. The present study sought to investigate the efficacy of school based art therapy as an intervention for children who have experienced psychological trauma. The study explores what areas of adjustment are achievable and how school based art therapy contributes to this adjustment.

A multiple case study analysis was conducted to explore the experiences of three pupils who had attended art therapy interventions at their schools. Each case study used semi structured interviews, post intervention, to gather the views of the pupil, art therapist, a member of school staff and the pupil's parent / guardian. The data was analysed using thematic analysis and the results are presented as thematic network maps.

The cross case synthesis revealed that after attending school based art therapy the pupils demonstrated positive adjustment in a range of areas. The thematic analysis suggested that the pupils had a greater understanding of themselves, increased resilience skills and a belief in a positive future. School based art therapy was found to be a wholly child centred therapeutic experience for the pupils, with the data suggesting that this child centred experience was facilitated by the process of the therapy, the non verbal creative art making and the context of delivery.

This study provides the initial evidence to suggest that school based art therapy is an effective intervention for children who have experienced developmental trauma and presents avenues for future research.

Óttarsdóttir, U. (2006). *Art therapy in education for children with specific learning difficulties who have experienced stress and/or emotional trauma*. Doctoral dissertation. University of Hertfordshire.

Rehavia-Hanauer, D. (2011). *Disciplinary understandings of anorexia nervosa: art therapy and psychiatric research from a feminist perspective*. Doctoral dissertation. University of Derby.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.853.4637&rep=rep1&type=pdf>

Abstract

This dissertation explores the constructed nature of the concept of anorexia nervosa in the disciplines of art therapy and psychiatry and considers the ramifications of this on the way women are constructed. This dissertation consisted of three new studies of the construction of anorexia nervosa within disciplinary discourse: 1) a corpus of research articles in psychiatry in 2009; 2) an analysis of the DSM IV and proposed revisions to this document for the future DSM V; and 3) a comprehensive, analysis of the construction of anorexia in all the published research with the field of art therapy. This study offers the first poststructuralist genealogy of the construction of anorexia nervosa in the field of art therapy and the way disciplinary discourse works in that field. Furthermore, this research extended existing poststructuralist studies of anorexia nervosa into the 21st century by carefully considering psychiatric literature in 2009 and the proposals for the revision of the DSM V.

The main findings of this dissertation reaffirm the concept that anorexia nervosa is a constructed term resulting from discursive, disciplinary forces. As found here, the discourse of psychiatry was found to be in a power struggle with other disciplines and have asserted its power through adherence to Neo-Kraepelinian guidelines and the reinvention of the DSM. There was a preference for the medicalization of anorexia nervosa and to see it as natural disease and genetic predisposition as well as an increase in the usage of the categories of cognitive dysfunction and body image distortion. The art therapy literature moved from psychodynamic disturbance and familial pathology to cognitive dysfunction and body image distortion explanations. In addition, for art therapy at the end of the 20th century and into the 21st century there was some exploration of socio-cultural context and spiritual explanations of anorexia nervosa. Overall the construction of women in the art therapy literature on anorexia nervosa moved from explicitly negative characterizations of women built upon accusatory narratives and personal flaws to more subtly hidden negative descriptions. In the psychiatric literature of the 21st century and the proposed revisions of the influential DSM V there is a preference for biological and behavioural understandings of anorexia that neutralize gender and distance socio-cultural explanations. The gendered and socio-cultural understandings of anorexia nervosa are being actively distanced from the explanation of anorexia nervosa. This is highly problematic as there is quite obvious and empirically validated evidence positioning anorexia nervosa as a gendered, socio-cultural phenomenon and this way of understanding allows new options for treatment.

Schaverien, J. (1990). *Transference and countertransference in art therapy: mediation, interpretation and the aesthetic object*. Doctoral dissertation. City of Birmingham Polytechnic,

School of Art and Design Education. <https://www.worldcat.org/title/transference-and-countertransference-in-art-therapymediation-interpretation-and-the-aesthetic-object/oclc/74350665>

Sibbett, C. H. (2006). *Liminality, cancer and art therapy: an autoethnographic exploration - living with the tiger*. Doctoral dissertation. Queen's University of Belfast. <https://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.431479?>

Abstract

This research aims to systematically investigate the concept of liminality and its relevance to my personal, professional and theoretical experiences of cancer and art therapy. The Literature Review and Bricolage chapter reviews background literature on cancer and art therapy. It then presents a bricolage of literature, findings and discussion as it investigates the relevance of liminality at the theoretical level by interweaving its literature with that of cancer and art therapy. It examines key liminal characteristics of limbo, powerlessness/power, playing, communitas and embodiment. This presents an integrative, improvisational and exploratory synthesis that develops various existing components. The Methodology evaluates the use of a qualitative bricolage approach located within the constructivist paradigm. This features a predominantly autoethnographic methodology that draws on autobiographical, ethnographic, narrative and art-based research methods. Multimodal data collection procedures are used and the data analysis is guided by framework analysis, grounded theory and visual methodologies. Relevant complex and sensitive ethics issues are debated. The Lived Experience chapter presents a bricolage of data. Firstly, the research lens focuses inward "exposing a vulnerable self" to explore autobiographical expression of my experiences of liminality during cancer and art-making. Secondly, it focuses on the impact of cancer care work on me as an art therapist. Thirdly, the lens focuses outward to explore six clinical vignettes. Throughout this chapter the data is presented in themes consistent with the framework analysis of the key characteristics of liminality (Turner, 1995) and the research lens moves "back and forth" to include individual and socio-cultural aspects. The discussion extends earlier integrated discussion and critically evaluates the findings, strengths and weaknesses of the research. The research highlights the shifting meanings and the conscious and non-conscious intersubjective and socio-cultural dynamics inherent in cancer and art-making experiences. It discusses the revelatory and inclusive value of art and the relevance of liminality to art therapy, healthcare practice, research and training.

Skaife, S. E. (2010). *An investigation of the relationship art and talk in art therapy groups*. Doctoral dissertation. City University of London. <https://ethos.bl.uk/OrderDetails.do?uin=uk.bl.ethos.527181>

Abstract

This research explores a duality in art therapy: is art therapy about using art to help clients make therapeutic relationships or is it about therapeutic relationships facilitating a transformative process in art-making? In my experience art easily becomes subsumed by verbal interaction in art therapy groups in which there is reflection on interpersonal relationships. I contextualise my clinical experience by referring to the art therapy literature in which I identify four historical phases in the art/talk relationship: acknowledgment of a tension between art and talk; splits in types of practice resulting in tension becoming hidden in each;

the sliding scale and recognition of creativity in polarity; and finally a celebration of diversity and plurality. Using a heuristic approach, reflexive writing and hermeneutic reflection, I have related texts from Continental Philosophy to my own clinical experience, to interviews and questionnaires previously given to members and the therapist of a colleague's art therapy group, and to the art therapy literature. The interrelated philosophical texts have sought to revise the way that art has been thought about in Western philosophy since Plato. I have analysed them with a view to re-visioning the ontological foundations of art therapy theory. Hierarchical divisions in the way that art is thought about are endemic to the development of the role of art in Western society, and thus reflected in art therapy theory. The philosophical works that I study challenge these divisions through the recognition of paradox. Understanding the hierarchical dilemmas that result from combining art and talk as mutative paradoxes presents a way of working with other hierarchies and for representation of voices that are suppressed. The outcome of this research has been to consider ways of working with tensions in the art/talk relationship in clinical practice and to develop a theoretical framework for art therapy which can be applied across all the client groups that art therapists work with. The aim has been to develop a unified identity for art therapy which resists splits which disadvantage clients, and fragment the profession.

Springham, N. (2014) *How do art therapists interact with people and their artworks in a mentalization-based art therapy group?* Doctoral dissertation. Canterbury Christ Church University.

<http://create.canterbury.ac.uk/13627/>

Abstract

Art therapy research studies neglect the description of practice. A literature review revealed that art therapists narrowly rely on self-reported case studies to build theory, but that approach tends to result in a description of the therapist's intention rather than the actions they undertook. Comparable forms of psychological therapy have constructed descriptions of practice from observational research but this method has been relatively underused by art therapists.

The present study used observation to build a description of practice of how art therapists interacted with service users and their artworks in a mentalization-based art therapy group for people diagnosed with borderline personality disorder. Three fifteen minute video edited sequences of in vivo art therapy sessions were viewed by focus groups who described what they observed. Because the study assumed a social constructionist epistemology, focus groups were chosen to represent a range of service users, psychological therapists, art therapists and the treating art therapists' perspectives. A modified grounded theory approach was used to analyse transcripts from those focus groups which resulted in two core conceptual categories. The first proposed that when art therapists demonstrated their engaged attention, it supported a more reliable therapeutic interaction. The second, conversely, proposed that when the art therapists gave the appearance of passivity, it exacerbated dismissive interactions between group members and with artworks. This added new theoretical concepts to art therapy group literature. However, that theory was not tested in the present study.

Tipple, R. A. (2011). *Looking for a subject: art therapy and assessment in autism*. Doctoral dissertation. Goldsmiths, University of London. <http://research.gold.ac.uk/6596/>

Abstract

This research makes use of a case study methodology employing discourse analysis. It represents a reflection on the practice of art therapy assessment in a service which provides a diagnosis of children who present with Autistic Spectrum Disorders, that is, with social impairments, communication disorders, developmental delays and behavioural problems. An investigation of art production in assessment and an interest in the institution's discourses, are pursued through the construction of case reports. Four subjects (children aged 4 years, 5 years 8 months, 7 years 7 months, and 11 years 5 months) are presented in three forms. Firstly as "documentary subjects" through an analysis of the clinic's documents. Secondly as "ekphrastic subjects" – here the subjects are presented through a description and reproduction of the art work produced in the assessment, and thirdly as "discursive subjects", presented through an analysis of speech and actions recorded on video. Emphasis has been given to the discursive construction of subjectivity and the relation between subjects and art production. The documentary subjects illustrate a story showing that difference disrupts and families seek a restoration of union through engagement with professionals. This story provides a frame which conditions the art therapy assessment and influences art production. A social and cultural understanding of the art production in the clinic, an interpretation that does not discover signs of pathology in the art work, shows that the art work and its intentionality is jointly produced through negotiations between the child and the therapist. The child is able to use art making to assess the situation and present a propositional self in an iconic form and art production also supports the generation of imaginary situations which enables the child to contest and explore power relations.

Waller, D. E. (1972). *Art therapy: a personal appraisal*. Doctoral dissertation. Royal College of Art.

Westwood, J. (2010). *Hybrid creatures: Mapping the emerging shape of art therapy education in Australia*. Doctoral dissertation. Goldsmiths College, University of London; University of Western Sydney, Australia.
<http://research.gold.ac.uk/6318/>

Abstract

This PhD provides the first organized view of art therapy education in Australia. It focuses on the theories that are used in this specialized teaching and learning process. It evolved from the authors' immersion in the field as a migrant art therapy educator to Australia from the UK and a desire to be reflexive on this experience. The research questions aimed to discover the field of art therapy education in Australia: to find out what theories and practices were taught; and where the theoretical influences were coming from, in order to develop understanding of this emerging field. Positioned as a piece of qualitative research a bricolage of methods were used to gather and analyse information from several sources (literature, institutional sources, and key participants, including the author) on the theories and practices of art therapy training programs in Australia. This also included investigating other places in the world shown to be influential (USA and UK). The bricolage approach (McLeod, 2006) included: phenomenology; hermeneutics; semi-structured interviews; practical evaluation (Patton, 1982, 1990/2002); autoethnography (Ellis & Bochner, 2000); heuristic (Moustakas, 1990); and visual methodologies (Kapitan, 2010). These were used to develop a body of knowledge in the form of institution/program profiles, educator profiles, country profiles and an autoethnographic

contribution using visual processes. Epistemologically, the project is located in a paradigm of personal knowledge and subjectivity which emphasizes the importance of personal experience and interpretation. The findings contribute knowledge to support the development of art therapy education and the profession in Australia, towards the benefit, health and wellbeing of people in society. The findings show a diverse and multi-layered field of hybrid views and innovative approaches held within seven programs in the public university and private sectors. It was found that theories and practices are closely linked and that theoretical views have evolved from the people who teach the programs, location, professional contexts (health, arts, education, social, community) and the prevailing views within these contexts, which are driven by greater economic, socio-political forces and neo-liberal agendas. The university programs generally teach a range of the major theories of psychotherapy underpinned with a psychodynamic or humanistic perspective. Movement towards a more integrative and eclectic approach was found. This was linked to being part of more general masters programs and economic forces. The private sector programs are more distinctly grounded in a particular theoretical perspective or philosophical view. Key words distilled from the profiles included: conflict, transpersonal, survival through art, pedagogy, epistemology, theory driven by context and mental health. Important issues for art therapy education were identified as: the position and emphasis on art; working with the therapy/education tension; the gender imbalance in the profession; Indigenous perspectives; intercultural issues and difference. The horizons of the field revealed the importance of developing the profile of the profession, reconciling differences towards a more inclusive view and the growth of research. A trend towards opportunities in the social, education and community areas was found, driven by the increasing presence of discourses on arts and wellness.

Key words: Art therapy education, theories, Australia, qualitative study, bricolage, hybrid creatures

Wood, C. (2000). *Art, psychotherapy and psychosis: the nature and the politics of art therapy*. Doctoral dissertation. University of Sheffield.

Yakubu Peligah, S. (1994). *Archetypal psychology and traditional Ghanian beliefs: towards the construction of a cross-cultural model of art therapy*. Doctoral dissertation. Birmingham City University.

Zubala, A. (2013). *A descriptive and evaluative study of arts therapists' practice with adults faced with depression in the UK*. Doctoral dissertation. Queen Margaret University, Edinburgh.

Abstract

This thesis contributes new knowledge to the field of arts therapies and their relevance in the treatment of depression in adults. The global burden of depression means that available treatments do not address all areas within the complexity of the condition and arts therapies may potentially present a relevant alternative by offering opportunities for non-verbal expression and exploration of creativity. Literature up to date does not offer comprehensive enough description of arts therapies practice and therefore establishing of credible evidence has not been possible. This thesis addresses the gap by exploring the nature of arts therapies

practice and its value in the treatment of depression. The research consists of two phases: phase 1 provides a description of arts therapies practice with depression in the UK based on data collected from 395 survey respondents, while phase 2 evaluates group brief art therapy for adults experiencing mild to moderate depression. The project employs mixed methodologies within a creative research design incorporating surveys, interviews, arts-based inquiry and a pilot clinical study to examine multiple perspectives and offer findings meaningful to diverse audience. This project establishes that depression is a common condition among arts therapists' clients while some of the practitioners consider work with depression their main area of professional interest. It further finds that the therapists address depression through the use of humanistic, psychodynamic and integrative approaches and discovers that certain areas of the therapy process have particular relevance in the treatment of depression (e.g. time, group work, motivation, reconnecting). The pilot clinical study concludes with decrease of depression levels and increase of subjectively perceived wellbeing in all participants immediately after nine sessions of art therapy and in the follow-up. Participants' experiences, researcher's observations and arts-based reflections on the therapy process highlight the potential value of arts therapies in areas relating to, among others: connection and sharing, awareness of others and self, sense of achievement, self-expression and regain of meaning. The findings are integrated in the final discussion, which proposes a set of concepts particularly relevant to the treatment of adult depression through arts therapies. This research provides the first comprehensive description of arts therapists' work with depression in the UK and confirms the potential of this practice to be effective, which is relevant to health professionals and may lead to increased involvement of arts therapies in mainstream healthcare. The particular value of this project lies in shaping the basis for further explorations in the form of larger RCTs as well as demonstrating relevance and superiority of creative research designs in evaluating arts therapies.