



From the Mind's Eye to the Canvas: An Exploration of the Human Psyche through the lens of Art

BA[LH] – Fall 2026

Course Information

Course Duration: Fall semester 2026

Credit Hours: 4

Class Time:

Location:

Prerequisites: No courses. An interest in the intersection of psychology and art is very strongly recommended

Equivalent Courses: None

Exclusive Courses: None

Instructor Information

Instructor:

Angela Ann Joseph

Biography:

Angela Ann Joseph is an Associate Professor of Psychology at the Jindal School of Liberal Arts and Humanities. She has taught the following courses at JSLH; Abnormal psychology, Counseling Psychology, Representations of Mental Illness in Art History, Biological Foundations of Behavior and Understanding Psychology-The story of you. She adopts an interdisciplinary approach to teaching and draws on connections between disciplines to relate psychological phenomena to real world applications.

Email:

aa joseph@jgu.edu.in

Office Hours: To be announced

Location for Meetings:

Savitri Jindal Faculty Office building, Ground Floor

Faculty Webpage: <https://jgu.edu.in/jslh/faculty/dr-angela-ann-joseph>

1. Course Description

This is an undergraduate course and is offered as a cross elective in the Fall 2025. As an introductory course exploring the intersection between art and psychology, it aims to enhance knowledge, awareness and understanding of the therapeutic application of art. Art therapy which draws upon the therapeutic value of art can be applied across various contexts. It is

used to improve cognitive and sensorimotor functions, foster self-esteem and self-awareness, cultivate emotional resilience, promote insight, enhance social skills, reduce and resolve conflicts and distress, and advance societal and ecological change. As part of this course students will learn about the following aspects as they relate to art therapy: historical underpinnings and theoretical frameworks, developmental spectrum and therapeutic considerations, applications in diverse populations and interdisciplinary settings and lastly contemporary issues in art therapy. This course is intended for those students who are curious to learn about art therapy and /or wish to pursue post graduate education in art therapy. This course has been designed in alignment with graduate attributes of JSLH which place emphasis on knowledge, critical thinking, social responsibility, respect for diversity and ethics

2. Course Intended Learning Objectives (Aim)

Course Intended Learning Outcomes	Teaching and Learning Activities	Assessments/ Activities
CO1.Exhibit knowledge of historical origins of art used therapeutically from prehistoric times to the present.	Lectures, Readings, class discussions	Quiz
CO2. Recognize possible applications of art therapy with diverse populations and within interdisciplinary settings	Lectures, Readings, Case studies	Group Presentations
CO3. Deepen skills in self-reflection, creativity, and personal wellness	Group and individual art therapy practice activities, In class reflective journal	Individual Project

3. Scheme of Evaluation and Grading

Assessment 1: Life in Frames-Visual Interview

(Group Project; Max 5 members; 30 marks; Due Date-Week 8) The course instructor will assign you to groups. A separate channel in MS teams will be made with each of your group members added on it, so that you can communicate via the same.

Objective: To foster empathy, active listening, observational skills, and creative visual storytelling by documenting the life of an individual on campus through artful visual representations.

Assignment Brief: You are required to interview one individual on campus – this could be a faculty member, administrative staff, security guard, student, cafeteria worker, librarian, or anyone who is part of the campus community.

Your goals are to:

- Understand the rhythm of their day and week
- Learn about their role and responsibilities
- Explore their joys, struggles, motivations, and lived experiences

Based on the interview, you will create a series of 5 original images that creatively and thoughtfully capture and reflect key aspects of the person's life. You may use photography,

drawing, digital illustration, mixed media, collage, or a combination of these. Each image must be accompanied by a brief caption (30–50 words) that explains what aspect of their life it represents.

Guidelines:

1. Interview one person. Keep it respectful and obtain consent (a simple written or recorded statement is sufficient).
2. Record your interview (audio, notes, or video) – this won't be submitted but will help inform your creative process.
3. Identify themes from the conversation: routine, aspirations, emotional highs/lows, pressures, invisible labor, etc.
4. Create 5 images that:
 - Are aesthetically thoughtful and original
 - Represent different aspects of the subject's life
 - Show effort in concept, technique, and execution
5. Write captions that add interpretive value to the images.
6. Submit the 5-image series with captions and a short artist's statement (250–300 words) on your creative choices and process.

Submission Format: A single PDF with:

- Title of the series
- 5 images with captions
- Artist's statement

Rubric (Total: 30 marks)

Criteria	Excellent (6)	Good (4-5)	Adequate (3)	Needs Improvement (1-2)
Depth of Interview & Insight	Rich, nuanced understanding of subject's life and voice	Good depth, some unique insights	Some surface-level engagement	Minimal effort; lacks insight
Creativity & Artistic Expression	Original, evocative visuals that provoke thought	Interesting visuals with clear effort	Some creative intent but lacks polish	Little to no creative effort
Relevance to Subject's Story	Each image meaningfully ties to a distinct aspect of the person's life	Most images relate well	Some unclear or generic connections	Weak or missing narrative links
Technical Execution	Highly polished, well-composed and skillfully made	Competent use of chosen medium	Basic technique, lacks finesse	Poor execution or unfinished work
Captions & Artist's Statement	Clear, reflective, and adds depth to visuals	Generally clear and relevant	Somewhat explanatory but limited insight	Lacks coherence or missing sections

Optional Variations: Instead of images, students can also create a short zine or digital comic or a series of sketches.

Assessment 2: Reflective Art Journal Assignment

(Individual assessment; 40 Marks; Due Date- Week10)

Students are expected to complete the Art Lab Exercises (both in class exercises and to do at homes exercises) in their Reflective Art Journal. They must bring this to all classes. The professor will periodically examine them. This journal has the maximum weightage (40 marks) towards the final grade as it is an essential learning component of this course

This rubric is for assessing the Reflective Art Journal, which students will complete over the duration of the course. The journal must include participation in class activities, creative responses, and reflective journaling. It should demonstrate consistent engagement, artistic exploration, and personal growth.

Criteria	Excellent (8)	Good (6–7)	Adequate (4–5)	Needs Improvement (1–3)
1.Consistency & Completion	All entries complete; shows regular, thoughtful participation throughout.	Most entries complete; generally consistent participation.	Some entries missing or rushed; inconsistent effort.	Few entries complete; minimal engagement.
2. Creative Engagement	Highly imaginative; explores varied techniques and ideas.	Shows creative effort and experimentation.	Limited creativity; relies on safe or repetitive choices.	Little to no creative input; minimal effort.
3. Reflective Depth	Deep, personal insights and thoughtful reflection on class experiences.	Good reflection with personal relevance and some insight.	Basic reflection; limited depth or personal connection.	Superficial or missing reflections.
4.Presentation	Visually strong journal; well-crafted and carefully presented.	Good effort in presenting work aesthetically and neatness.	Satisfactory visual work; somewhat messy or inconsistent.	Poorly executed or sloppy visual work.
5.Engagement with Class Activities	Fully engaged and participative in all class activities, clearly documented in the journal.	Good participation in most activities; mostly documented.	Participated in some activities; documentation lacks clarity.	Minimal participation; poor or no documentation.

Assessment Breakdown	Weightage
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Life in Frames-Visual Interview (Group Project)	30%
Reflective Art Journal (Individual Assessment)	40 %
Final Exam	30%

4. Grade Definition

O (80% & Above) [8.0]	Outstanding	Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability
A+ (75%-79%) [7.5]	Excellent	Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability
A (70%-74%) [7.0]	Very Good	Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyze existing materials and originality in thinking and presentation
A- (65%-69%) [6.0]	Good	Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills
B+ (60%-64%) [5.0]	Fair	Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B (55%-59%) [4.0]	Acceptable	Adequate knowledge of the subject matter to go to the next level of study and reasonable critical and analytical skills
B- (50%-54%) [3.0]	Marginal	Limited knowledge of the subject matter and irrelevant use of materials and, poor critical and analytical skills
F (Below 50%)	Fail	Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course

5. Academic Integrity

In line with JGU policy, JSLH operates a zero-tolerance approach to Plagiarism. The unacknowledged use of material by others within your work is a violation of academic integrity and all reported cases will be investigated before potential disciplinary action. Instructors will address methods of citation and presentation within your oral presentations

6. Disability Support and Accommodation Requirements

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee.

The Committee provides a range of accommodations to the conditions identified by the *Rights of Persons with Disabilities Act, 2016* and the *Mental Health Care Act 2017* and beyond. We provide support to students with a wide-range of health and learning-related conditions. These conditions include physical and mobility-related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties, e.g. dyslexia; dyscalculia, mental health conditions such as anxiety and panic attacks. The Disability Support Committee maintains strict confidentiality in its discussions. We respect the privacy of the students.

Please do reach out to us if you have any queries at Disability Support Committee: dsc@jgu.edu.in.

7. Academic Integrity

In line with JGU policy, JSLH operates a zero-tolerance approach to Plagiarism. The unacknowledged use of material by others within your work is a violation of academic integrity and all reported cases will be investigated before potential disciplinary action. Instructors will address methods of citation and presentation within your oral presentations. Attending all classes is very important as most of what will be on the final exam will be based on class discussions, activities and lecture presentations. Using phones, laptops or any other technology related devices for non-academic purposes is strictly prohibited in the classroom.

8. Keyword Syllabus

Art Therapy, Art and psychology

9. Course Material

Textbooks

Malchiodi, C. (2007). *Art Therapy Sourcebook*. McGraw Hill Professional.

Gussak, D.E., & Rosal, M.L. (2016). *The Wiley handbook of art therapy*. Wiley

Guzman, L. (2020). *Essential Art Therapy Exercises*. Calisto Publishing

Art supplies needed: Student must arrange art supplies for themselves these include sketch book, sketch pens, crayons, pencils, poster paints, watercolors, air dry clay, brushes, palette, newspapers, magazines, cuts-out, stencils, glue, chart paper, clipboard, water, tissues, water container

10. Session Plan

Session/ Week (with Date)	General Topic	Readings	Approach/Pe dagoogy
Week 1	Introduction to the course: What is Art Therapy?	Chapter 1 Malchiodi, C. (2007). <i>Art Therapy</i>	Lecture, Class Discussion,

	<i>Art Lab Exercise 1: Name and Symbol, Music and Mood (Please bring earphones)</i>	<i>Sourcebook. McGraw Hill Professional</i>	Formative Assessment
Week 2	<p>History of the therapeutic use of art: Drawing on the past and present</p> <p><i>Art Lab Exercise 2: Garden of self</i></p>	<p>Chapter 2 Malchiodi, C. (2007). <i>Art Therapy Sourcebook. McGraw Hill Professional</i></p> <p>Chapter 2: Guzman, L. (2020).<i>Essential Art Therapy Exercises. Calisto Publishing</i></p>	Lecture, Class Discussion, Class based Art activity
Week 3	<p>Drawing from Within - Selected artists who used their own art as therapy : Van Gogh, Matisse</p> <p><i>Art Lab Exercise 3: Personal Art History Questionnaire, Image awareness Activity</i></p>	<p>Chapter 3 Malchiodi, C. (2007). <i>Art Therapy Sourcebook. McGraw Hill Professional</i></p>	Lecture, Class Discussion, Class based Art activity
Week 4	<p>What is Creativity? Environment and Materials.</p> <p><i>Art Lab Exercise 4: Creativity Questionnaire, Collage Making</i></p>	<p>Chapter 4 Malchiodi, C. (2007). <i>Art Therapy Sourcebook. McGraw Hill Professional</i></p>	Lecture, Class Discussion, Class based Art activity
Week 5	<p>Setting up: Drawing on Environment and Materials</p> <p><i>Art Lab Exercise 5: Working with drawing materials</i></p>	<p>Chapter 5 Malchiodi, C. (2007). <i>Art Therapy Sourcebook. McGraw Hill Professional</i></p>	Lecture, Class Discussion, Class based Art activity
Week 6	<p>Spontaneous Art: Drawing out imagery</p> <p><i>Art Lab Exercise 6: Scribbling with your eyes closed, Ink and String Scribbles</i></p>	<p>Chapter 6 Malchiodi, C. (2007). <i>Art Therapy Sourcebook. McGraw Hill Professional</i></p>	Lecture, Class Discussion, Class based Art activity
Week 7	<p>Using art to express feelings: Drawings and Loss</p> <p><i>Art Lab Exercise 7: Colors and emotions, Self soothing image. Reflections from Priya Sebastian and Neha Singh -Is it the same for you?</i></p>	<p>Chapter 7 Malchiodi, C. (2007). <i>Art Therapy Sourcebook. McGraw Hill Professional</i></p>	Lecture, Class Discussion, Class based Art activity

Week 8	<p>Art Making and Illness: Drawing a picture of health</p> <p><i>Art Lab Exercise 8:</i> Symbol of Health</p> <p>Life in Frames-Visual Interview (Group Project) due today</p>	<p>Chapter 8 Malchiodi, C. (2007). <i>Art Therapy Sourcebook</i>. McGraw Hill Professional</p>	<p>Lecture, Class Discussion, Class based Art activity</p>
Week 9	<p>Art Therapy Groups: Drawing together</p> <p><i>Art Lab Exercise 9:</i> Engage in group activity (this will be announced) and write down/ draw or paint your reflections</p>	<p>Chapter 9 Malchiodi, C. (2007). <i>Art Therapy Sourcebook</i>. McGraw Hill Professional</p>	<p>Lecture, Class Discussion, Class based Art activity</p>
Week 10	<p>Working with the Art Product: Drawing on Meaning-Projective Drawing and Art based Assessments</p> <p><i>Art Lab Exercise 10:</i> - Bird Nest Drawing Test</p> <p>Reflective Art Journal Due Today</p>	<p>Chapter 10 Malchiodi, C. (2007). <i>Art Therapy Sourcebook</i>. McGraw Hill Professional</p> <p>Chapter 49 (pg 515) :Gussak, D.E., & Rosal, M.L. (2016). The Wiley handbook of art therapy. Wiley</p>	<p>Lecture, Class Discussion, Class based Art activity</p>
Week 11	<p>Practising Art Therapy in Interdisciplinary settings: Bringing Art Therapy into Museums</p>	<p>Chapter 47 (Pg 487) : Gussak, D.E., & Rosal, M.L. (2016). The Wiley handbook of art therapy. Wiley</p>	<p>Museum Visit</p>
Week 12	<p>Practising Art Therapy in Interdisciplinary settings: The Prison Milieu and Forensic Settings</p> <p><i>Art Lab Exercise 11:</i> Case discussion on reading Art on Trial: Art Therapy for Capital Murder Cases</p>	<p>Chapter 47 (Pg 487) : Gussak, D.E., & Rosal, M.L. (2016). The Wiley handbook of art therapy. Wiley</p> <p>https://www.youtube.com/watch?v=p-6GDmGWSJY</p>	<p>Lecture, Class Discussion, Class based Art activity</p>
Week 13	<p>Contemporary Issues in Art Therapy – Social Action Art Therapy</p>	<p>Chapter 47 (Pg 487) : Gussak, D.E., & Rosal, M.L. (2016). The Wiley handbook of art therapy. Wiley</p>	<p>Lecture, Class Discussion, Class based Art activity</p>

	<i>Art Lab Activity 12: Reflections on Somnath Hore -Tea Garden journal.</i>		
Week 14 and 15	Revision (Guru Nanak's Birthday) Classes end on 7/11		