

# **Personal Development and Self-Care Through Arts**

*Course Instructor: Iryna Soroka*

Jindal Institute of Behavioural Sciences (JIBS)

3 Credit Course

## SPRING SEMESTER 2026

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Office Hours:

Classroom:

The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course.

### PART I

Course Title: Personal Development and Self-Care Through Arts	
Course Code	BE-E-0092
Course Duration	1 Semester
No. of Credit Units	3
Level	UG
Pre-Requisites	Nil
Pre-Cursors	Nil
Equivalent Courses	Nil
Exclusive Courses	Nil
Class Timing	

### PART II

#### Course Description:

Art Therapy is a very effective means of combining Art and Psychology. Every individual has the power to express themselves and discover new ways of interacting with the world. It is a practical course with 30% theory, 70% practice. By doing this course students will learn about the origin of Art Therapy and its pioneers; the use of art as therapy by famous artists; learn the psychological effects and symbolism of colours; will be able to practice self-care and work on personal development; will explore their feelings and thoughts, improve self-esteem & social communication skills; will learn how to release stress, tension and anxiety; will set SMART goals and visualize goals through collage making; will enhance greater awareness of self. Research studies underpin the course – this is both academic and practical.

Students will practice different techniques through Painting, Mandala Drawing, Collage, Story Writing, Photography, Music, Movie, Metaphorical cards.

*You do not have to be an artist to enjoy making Arts.*

**Course Aims:**

1. To gain awareness of using arts for diagnosis and self-therapy.
2. To learn how to manage stress, burnout and anxiety by means of arts.
3. To investigate internal strengths and weaknesses, external opportunities and threats to optimize self-growth (SWOT Analysis).
4. To learn to express ourselves through mandala.
5. To learn how to relax through various art therapy techniques.
6. To learn to manage conflict situations and anger.
7. To gain awareness of meaning of colours in psychology.
8. To develop and practice public speaking skills, creativity, critical thinking and collaboration.

**Course Intended Learning Outcomes:**

By the end of the course, students will be able to:

- Set SMART goals;
- Create their art portfolios;
- Balance work and life;
- Manage stress, burnout and anxiety;
- Apply active listening skills;
- Manage conflict situations through story-telling technique;
- Create a vision board (wish map) and a group collage;
- Produce and present SWOT analysis;
- Draw mandalas to express themselves;
- Experiment with colours;
- Apply Arts therapy techniques in real life situations.

**Course Format**

The course will be majorly taught using class discussions, presentations, readings, games, arts therapy techniques. The evaluations will include in-class activities, individual and group presentations, written assignments, and projects.

**Percentage breakdown of Grade:**

26% Classroom / Home assignments\*

20% Colour challenge project

24% for Portfolio

30% End Semester Exam (Closed books and timed: 1 hour 30 minutes).

(\*Please note that absenteeism on day of assessment will not be entertained and no assessments shall be rescheduled).

## Grading of Student Assessment

Letter Grade	Percentage of Marks	Grade Points	Interpretation
O	80 and above	8	<b>Outstanding:</b> 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	<b>Excellent:</b> 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	<b>Very Good:</b> Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	<b>Good:</b> 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	<b>Fair:</b> 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	<b>Acceptable:</b> Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	<b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	<b>Pass 1:</b> Pass with Basic understanding of the subject matter.
P2	40 - 44	1	<b>Pass 2:</b> Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	<b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

## **Course Outline**

### **Unit 1: The historical background to Arts Therapy (Week 1)**

- **A brief history of Art therapy**
- **Theoretical frameworks**

#### **Readings:**

1. Handbook of art therapy / edited by Cathy A. Malchiodi (2003). New York: Guilford Publications, Inc.. [Ch.1]
2. The Wiley Handbook of Art Therapy / David E. Gussak and Marcia L. Rosal (2016). Chichester: John Wiley & Sons, Ltd. [Ch.1, p.7-17].
3. Edwards, D. (2004). Art therapy. London: SAGE publications Ltd. Pp.1-34.

### **Unit 2: Art and Psychology: Psychoanalysis, Art and Arts Therapy (Week 2)**

- **Psychoanalytic Study of Artists and Their Art: Its Relevance for Art Therapists**
- **Psychoanalysis (Freudian) & Jungian Art Therapy**

#### **Readings:**

1. The Wiley Handbook of Art Therapy / David E. Gussak and Marcia L. Rosal (2016). Chichester: John Wiley & Sons, Ltd.[Ch.1, p.26-37].
2. Approaches to art therapy / edited by Judith Aron Rubin (2016). New York: Routledge. [pp.81-91; 183-207].
3. Edwards, D. (2004). Art therapy. London: SAGE publications Ltd. Pp.43-70.

**Videos:** (Vincent van Gogh and Frida Kahlo).

### **Unit 3: Mindfulness and the Creative Arts Therapies (Weeks 3-4)**

- **Mindfulness**
- **Self-Awareness & Self-Esteem**

#### **Readings:**

1. Haeyen, S. (2018). Art Therapy and Emotion Regulation Problems. Switzerland: Palgrave Macmillan. p.137-173.
2. Buchalter, S. (2015). Raising Self-Esteem in Adults: An Eclectic Approach with Art Therapy, CBT and DBT Based Techniques. London: Jessica Kingsley Publishers. Pp.122-187.
3. Buchalter, S. (2017). 250 Brief, Creative & Practical Art Therapy Techniques: A Guide for Clinicians & Clients. Eau Claire: PESI Publishing & Media. Pp. 1-57.
4. Clark, S. M. (2017). DBT-informed art therapy: mindfulness, cognitive behavior therapy, and the creative process. London: Jessica Kingsley Publishers. Pp.78-106.

**Tool:** Rosenberg Self-Esteem Scale

#### **Unit 4: Healing yourself (Weeks 5-6)**

- **Stress & burnout**
- **Conflicts & anger management**

##### **Readings:**

1. Moschini, L. (2019). Art, Play, and Narrative Therapy. New York: Routledge. p. 189-226.
2. McConnon, Sh. & M. (2008). Conflict management in the workplace. Oxford: How to books Ltd. [Chapter 7].
3. Buchalter, S. (2017). 250 Brief, Creative & Practical Art Therapy Techniques: A Guide for Clinicians & Clients. Eau Claire: PESI Publishing & Media. Pp.131-157.

##### **Tools:** Judging Emotions by Photographs

PANAS (David Watson, Lee Anna Clark, and Auke Tellegen) – measuring positive and negative emotions.

#### **Unit 5: Expressing yourself & Interpersonal Effectiveness (Week 7)**

- **Expressing yourself through mandala**
- **Making Contact from Your Personal Space**

##### **Readings:**

1. Haeyen, S. (2018). Art Therapy and Emotion Regulation Problems. Switzerland: Palgrave Macmillan. pp.215-250.
2. Buchalter, S. (2017). 250 Brief, Creative & Practical Art Therapy Techniques: A Guide for Clinicians & Clients. Eau Claire: PESI Publishing & Media. P.30.

#### **Unit 6: SWOT analysis: business model used on personal level (Week 8)**

- **Investigating internal strengths and weaknesses, external opportunities and threats to optimize self-growth**

##### **Readings:**

1. Mullins, L. J. & Christy, G. (2016). Management and organisational behaviour. 10<sup>th</sup> ed. New Delhi: Pearson India Education Services Pvt. Ltd.

#### **Unit 7: Setting SMART goals (Week 9)**

- **Setting goals**
- **Visualize goals through collage making (vision board)**

##### **Readings:**

1. Mullins, L. J. & Christy, G. (2016). Management and organisational behaviour. 10<sup>th</sup> ed. New Delhi: Pearson India Education Services Pvt. Ltd.

**Video:** One minute fly <https://www.youtube.com/watch?v=6Wf8yEb1cwY&t=111s>

## **Unit 8: Psychology of colours (Week 10)**

- **Colours meanings in psychology**
- **Add colour to your workplace**

### **Readings:**

1. O'Connor, Z. (2011). Colour psychology and colour therapy. Color Forum. Volume 36, Issue3. Pp. 229-234. <https://doi.org/10.1002/col.20597>
2. Haller, K. (2019). The Little Book of Colour: How to Use the Psychology of Colour to Transform Your Life. Penguin UK. 272 p.

**Videos** (meaning of colours)

## **Unit 9: Work-life balance (Week 11)**

- **Work / life balance wheel**

### **Readings:**

1. Mullins, L. J. & Christy, G. (2016). Management and organisational behaviour. 10<sup>th</sup> ed. New Delhi: Pearson India Education Services Pvt. Ltd.

## **Unit 10: Practicing Art Therapy in Interdisciplinary Settings (Week 12)**

- **Art Therapy in Rehabilitation Centers**
- **Addiction and Art Therapy: Interdisciplinary Considerations**

### **Readings:**

1. The Wiley Handbook of Art Therapy / David E. Gussak and Marcia L. Rosal (2016). Chichester: John Wiley & Sons, Ltd. [Ch.41, p.433-487].

## **Unit 11: Art Therapy Techniques and Applications (Weeks 13)**

- **Warm-Ups, Drawing, Collages**
- **Holiday Projects**
- **Multimedia**

### **Readings:**

1. Buchalter, S. (2017). 250 Brief, Creative & Practical Art Therapy Techniques: A Guide for Clinicians & Clients. Eau Claire: PESI Publishing & Media.
2. Buchalter, S. (2009). Art Therapy Techniques and Applications. London: Jessica Kingsley Publishers.

## **Unit 12: Therapeutic benefits of music (Weeks 14)**

- Music therapy techniques**
- Song to a synopsis**

### **Readings:**

1. Buchalter, S. (2017). 250 Brief, Creative & Practical Art Therapy Techniques: A Guide for Clinicians & Clients. Eau Claire: PESI Publishing & Media.
2. Buchalter, S. (2009). Art Therapy Techniques and Applications. London: Jessica Kingsley Publishers.
3. Menen, R. (2012). The miracle of music therapy. New Delhi: Pustak Mahal.

### ***Assignment 1: Portfolio – 24% - Linked to Learning Outcome 2***

During the semester you will be creating various pieces of art which will be collected for your portfolio. Some products will require your analyses and comments. The list of arts for the portfolio:

- 1 Self presentation (name + symbol)
- 2 Spiral of words
- 3 Draw one thing you see; One thing you hear; One thing you feel; One thing you smell
- 4 Photo
- 5 Draw a mask
- 6 Non-existent animals (projective test)
- 7 Sociogram
- 8 Self-Portrait Mandala (projective test)
- 9 Video review “A social life”
- 10 A song to a synopsis (picture & a summary - synopsis).
- 11 Work-life balance
- 12 Reward for yourself

### ***Assignment 2: 3% – Story writing - Linked to Learning Outcome 6***

During week 6 you will be working in groups of 4-5 students to create a story with the suggested outline. The tools to help you will be either dice or puppets. There should be a resolution of a conflict in your story followed by a moral. The story will be presented in front of the class.

### ***Assignment 3: 3% – SWOT analysis - Linked to Learning Outcome 8***



During the class in week 8 you will produce and present SWOT analysis for personal development. This tool will help you to identify your strengths, weaknesses, opportunities and threats.

***Assignment 4: 3% – Setting SMART goals - Linked to Learning Outcome 1***

During the class in week 9 you will set and present your personal or professional goals with the help of SMART tool (the template will be provided).

***Assignment 5: 3% – Vision board - Linked to Learning Outcome 7***

During the class in week 9 you will learn how to create a digital vision board (a wish map) to visualize your goals. The template will be provided. We will also watch some videos to get the examples. A vision board will be done at home and presented in class.

***Assignment 7: 20% – Colour week challenge project - Linked to Learning Outcome 10***

During week 10 we will be discussing the meaning of colours in psychology, which colours you prefer in clothes and interior. To do the project you will wear clothes of different colours during a week (including those which you never or seldom wear). You will take notes in the table:

<i>Monday</i>			
<i>Colours</i>	<i>How did you feel?</i>	<i>How did others interact with you?</i>	<i>What are the insights/ verdict?</i>

At the end of the challenge week you will write a report:

Introduction: what are your favourite colours in clothes (2-3 colours) & their meaning in psychology.

Describe what you were wearing during the week, your feelings & people's reaction.

Insights/Verdict/ Conclusion.

You will also attach your photos as the proof.

***Assignment 6: 3% – Group collage - Linked to Learning Outcome 7***

In week 14 you will be creating a collage for course feedback. You will work in groups of 4-5 students. You will be provided with A3 sheets of paper, scissors, glue, journals, newspapers, and other aids to produce a collage. Your works of art then will be presented to the whole class.

**Missed or Late Assessment Submission**

All assessments are expected to be submitted on the scheduled day. In case of exceptional circumstances, the student can contact the course instructor and at their discretion (with or without penalty), the instructor may take a call on the concession that is granted. It is the student's responsibility to double check that the correct file has been submitted. In case the incorrect or corrupted document is submitted for evaluation, it may result in a lower grade for the student.

### **Additional Readings:**

1. Buchalter, S. (2017). 250 Brief, Creative & Practical Art Therapy Techniques: A Guide for Clinicians & Clients. Eau Claire: PESI Publishing & Media.
2. Buchalter, S. (2015). Raising Self-Esteem in Adults: An Eclectic Approach with Art Therapy, CBT and DBT Based Techniques. London: Jessica Kingsley Publishers.
3. Haeyen, S. (2018). Art Therapy and Emotion Regulation Problems. Switzerland: Palgrave Macmillan.
4. Handbook of art therapy / edited by Cathy A. Malchiodi (2003). New York: Guilford Publications, Inc..
5. Simon, R.M. (2005). Self-healing through visual and verbal art therapy. London: Jessica Kingsley Publishers
6. The Wiley Handbook of Art Therapy / David E. Gussak and Marcia L. Rosal (2016). Chichester: John Wiley & Sons, Ltd.
7. Keneni Walga, T. (2018). Job Satisfaction and Satisfaction with Work-Life Balance across Cultures. Journal of Intercultural Management, (2), 159. <https://doi.org/10.2478/joim-2018-0013>
8. Menen, R. (2012). The miracle of music therapy. New Delhi: Pustak Mahal.

### **Professional Conduct in Classroom**

You are expected to arrive on time in the classroom and follow the classroom decorum. It is expected that you are punctual in class and be seated immediately within the first two minutes so that the class can start on time. Students arriving after a ten minute window from the designated start time will be refused entry/attendance. You are expected to participate in the classroom discussions, activities and presentation. Participation is essential in this class. You are also expected to be respectful when the instructor is teaching. Furthermore, you are welcomed to share your thoughts in the class but you are expected to do that respectfully and be welcoming of other perspectives in the class even if you disagree with the same.

### **Notes on Plagiarism**

*Plagiarism is not acceptable!* Please refrain from copying and pasting paragraphs and sentences from your reading materials. This include copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable!

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism.

## **Attendance Policy**

Students are expected to attend all classes (100% attendance). A student who fails to attend a class is expected to inform the Course Instructor, orally or in writing, the reason for his or her absence. A minimum of 75% attendance is mandatory, failing which, student is not permitted to take the final exam or end term exam.

## **Safe Space Pledge**

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

## **Disability Support**

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual impairment, hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the previous semester, must re-register within the first month of a semester. Last minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to [disabilitysupportcommittee@jgu.edu.in](mailto:disabilitysupportcommittee@jgu.edu.in)

## **Centre for Wellness and Counseling Services:**

Contact: Email ID: [cwcs@jgu.edu.in](mailto:cwcs@jgu.edu.in)

Mobile: +91 8396907312