

Case Presentation Narrative

Student #1

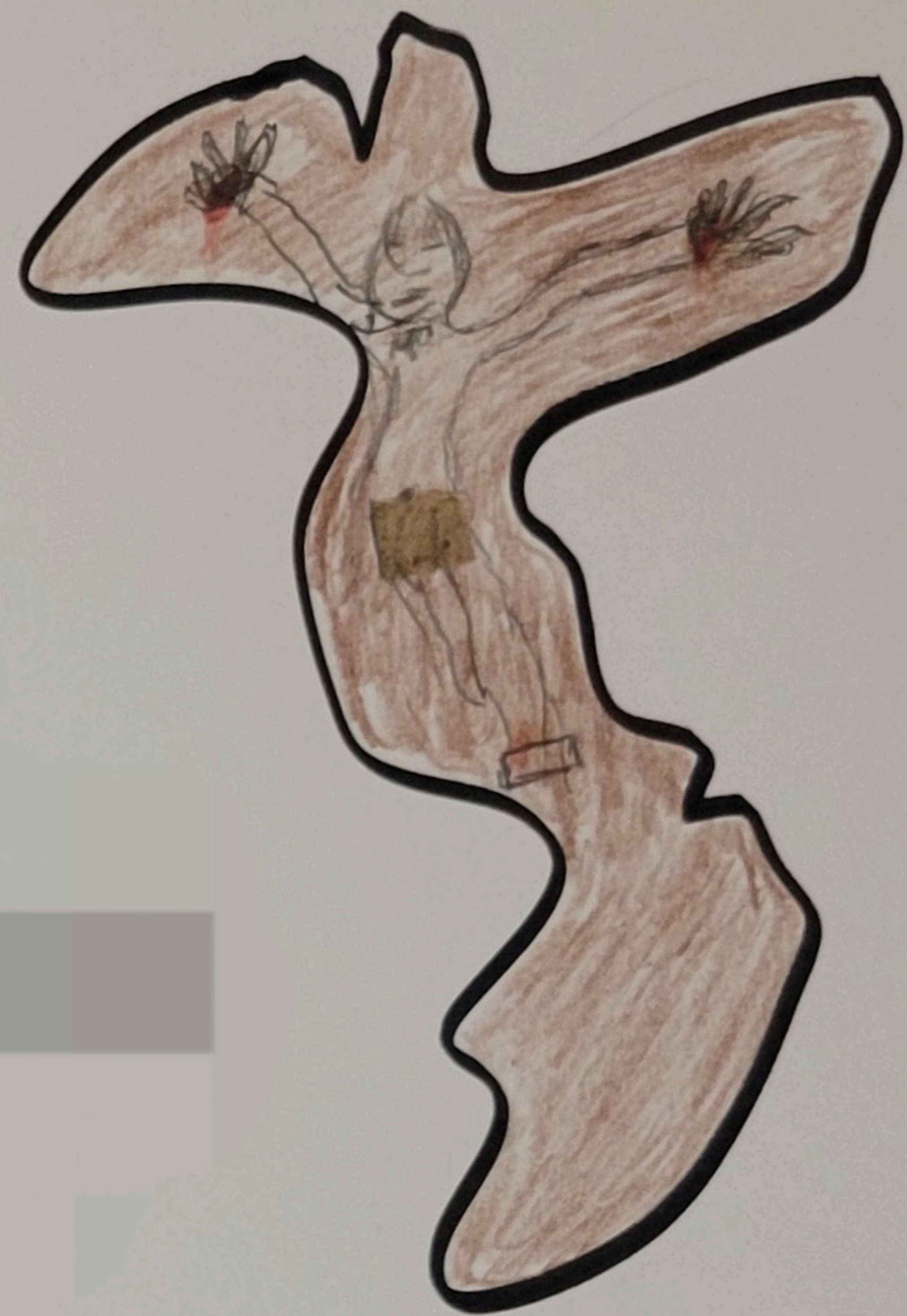
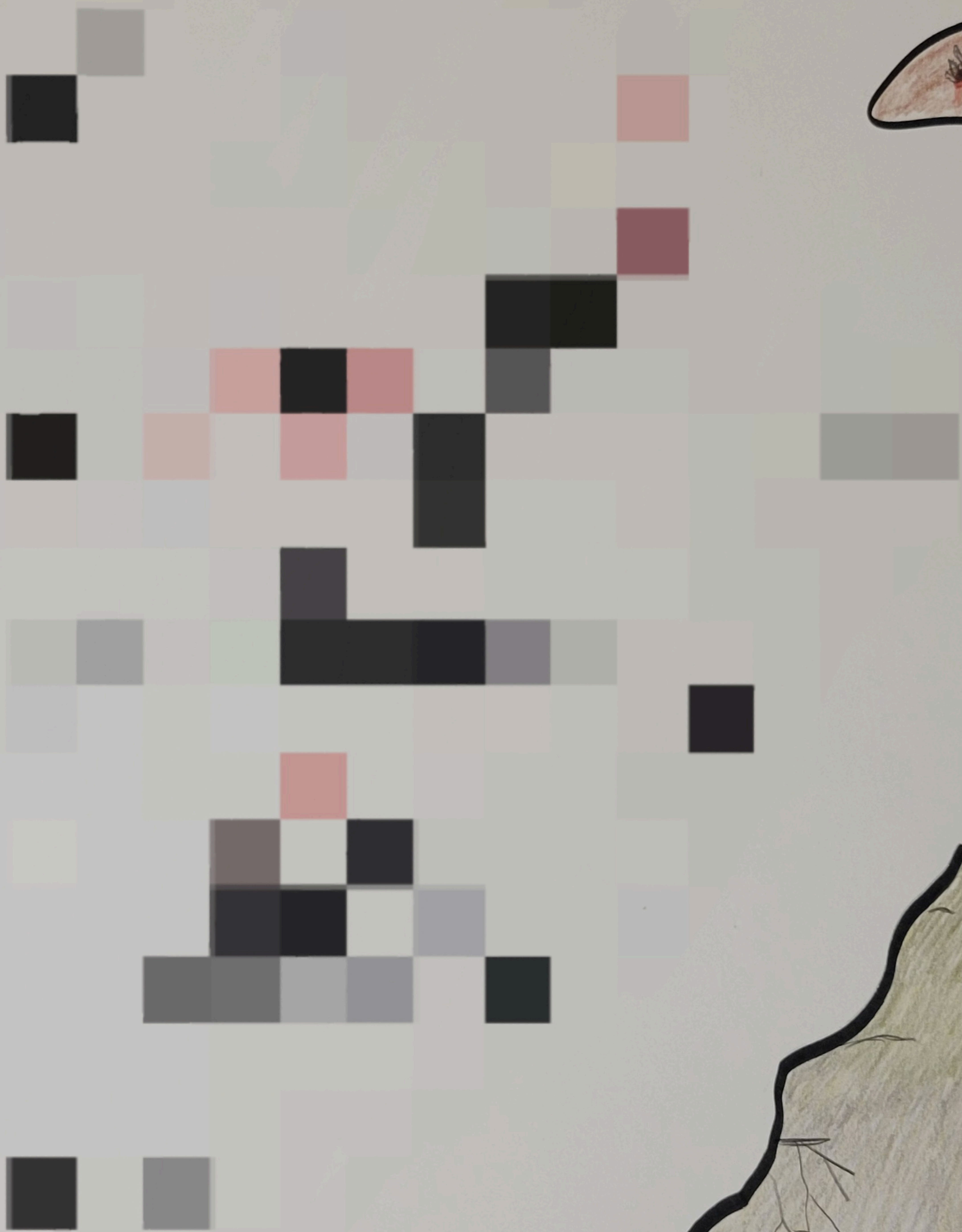
ART 454: Art Therapy Internship

Resident A and I sat down at an empty square table in a quiet neighborhood (what the facility calls a section of grouped individual rooms with a common area). I sat to her left and set out a piece of paper and a brush marker in front of her and for myself. I thanked her for meeting with me and helping me with this project. We spoke for a few minutes about how much she liked helping people and about her time as a nurse and family caregiver. Once the conversation slowed, I then went on to explain the project by first saying that we will first draw a scribble. I asked her to copy me while practicing the movement of scribbling. I reminded her to keep the lid on the marker and demonstrated hovering it over the paper and allowing our arms to move around all across the paper. We both started our scribble after taking the lids off.

She first wrote her name in a loose form of cursive large on the paper. After she finished her name I instructed her to make other scribbles. She drew two more solid shapes that had no overlap of the line. I then took the markers out of sight and replaced them with a box of colored pencils. I asked her to imagine herself in a field looking up at the clouds and trying to find things in them, I then pointed to her paper and asked what the shapes were? She said in a confident tone that the top shape was a bent cross and the bottom was an old bell. After asking what color the bell should be she said that bells are usually gold or silver. She chose a gold-colored pencil from the silver and grey options I presented and started coloring in the “bell” shape right away. As she shaded she expressed frustration with the color by saying it doesn't look right and stopping frequently. I brought out other colored pencils to see if she wanted to overlap the color to make it

more of what she envisioned, she gladly chose two other colors and was satisfied with the result. I worked on my images alongside her.

We spoke frequently throughout the session about her past and the memories she had of being a nurse. She asked me multiple times, about 10 times or so, what my major is, if I am in high school, and what I want to do once I graduate. Once she had solidly shaded in the shape I asked if there were any other details she would like to include. She decided, with my help, to create some dents and cracks on the bell. The other image of the cross was created in a similar fashion. Intermittently she would move over to her name and fill in all the loops of the cursive letters with a solid color. After she had filled on the last loop she declared she was done.



Case Presentation Notes

Student #1

ART 454: Art Therapy Internship

Agency or Site: Eden Terrace Spartanburg

Date: 2/22/22

Pseudonym, or the client: Resident A

Identified Gender: Female

Age: 76

Cultural Identity Factors:

- Medical Background
- Caucasian
- Catholic
- Born in South Carolina
- Lived most of her life in North and South Carolina
- Middle Class
- Heterosexual

Strengths/What is healthy about this individual?

- She walks well without a walker or wheelchair
- She can see and hear well
- Was able to grip materials very well
- She can communicate physical or emotional needs well
- Works well with others with similar cognition (Likes to take the lead)

Presenting Symptoms/History:

- Dementia
- Significant cognitive impairment
- Easily overstimulated

Describe the art in detail (use elements of design):

- The linework and shapes created are bold and solid in structure.
- The color filling the shapes is light in shade but solid/opaque in that there is no paper showing through.
- A flowy and zig-zag texture that flows with the outline of the shapes is shown by directional shading.
- The shading stays within the boundaries of the shapes all except for one small area.
- A human form is recognizable in the “cross” in which it holds basic human shapes
- Color is what would be typically associated with the forms created

- Work is monochromatic in nature.

Art directive/materials:

- Scribble Drawing with a marker and colored pencils

Complete an ETC form and describe the client’s behavior in the session:

DATE: 2/22/2022

Mind-Body Integration

CREATIVITY

Cognitive	<i>(Cognitive Axis)</i>	Symbolic
<p>She can tell stories from very long ago. Gave very specific details from her past such as names and what they looked like Gave advice on what to do with my career Knew that Jesus had a beard, a loin cloth and was nailed to the cross and created that image. Had no short term memory: could not remember my name, school year, or major after asking 20X</p>		<p>She was able to see objects in her and my scribbles such as an old bell, crooked cross, and a giraffe Was able to interpret my scribble of lips as symbolically relating to love</p>
Perceptual	<i>(Emotional Axis)</i>	Affective
<p>Looked over at my artwork and was able to tell what my images were. Presented interest in my work by asking about their meaning and why I made them</p>		<p>Presented in a positive mood due to stories being about happy events from her past She told many many stories from her past Laughed at her and my jokes Could be a nervous laugh to fill in silence Presented frustration from the color of the pencil not matching with her idea of a bell color by saying wasn't good and taking many pauses to reassess the image.</p>
Kinesthetic	<i>(Physical Axis)</i>	Sensory
<p>Had the ability to hold a colored pencil firmly and had the dexterity to stay in the lines of her drawing She understood that other materials would work better for certain materials based on their texture</p>		<p>Was able to make direct eye contact Presented that she was listening due to head nods, eye contact, and leaning in</p>

- The client's behavior in the session included lots of talking and long stories from her past.
- She was able to speak in detail about past experiences but asked many times over if I am in high school, what my major is, what I want to do after school, and so on.
- She gave advice on what I could do after school that was relevant and detailed.
- She presented in a positive mood due to the stories she told being about happy events.
- She laughed at her and my jokes, though this could be a nervous laugh to fill in the silence.
- She had the ability to see objects in her and my scribbles.
- She interpreted my drawing of lips as meaning love.
- She presented frustration with the colored pencils not matching her idea of what a bell should look like by saying it wasn't good and pausing many times to reassess it.
- She expressed understanding that other materials would work better to make the colors she wanted.
- She presented interest in my images by asking questions and helping me find other images.
- She had the ability to firmly grip the colored pencils and had the dexterity to stay within the lines.
- She colored in the images solidly with few gaps.

- She made direct eye contact with me and presented that she was listening due to head nods and relevantly responding to what I had said.

Client's comments/responses to their image:

- Resident A was very clear and sure about what she believed the composition, color, and details of each shape should be.
- The color of the bell did not match what she wanted it to be and what she thought a bell color was.
- She could tell what the images were but changed her understanding of the cross to an angel or a bird.
- She thought the bloody hands on the image of Jesus were a little grotesque.

Your response to the image and overall session:

- There was a misunderstanding or possibly a misinterpretation of scribbles in the beginning as needing to write her name in cursive large on the paper. She still decided to color in the solid shapes the letters created.
- It was challenging to work with Resident A in that she would ask me about my major, my school, and my future which we would have a full conversation about, but once we moved on to another subject she would ask me the exact same questions all over again. This occurred numerous times during the session, always the exact same questions about my education and future.

- I learned a lot about how to engage someone with her level of dementia in conversation and creative art-making.

Describe any issues of accessibility arrangements in the studio, if none were implemented, explain why?

- Bringing largely handled markers for easier gripping ‘
 - Not implemented due to her ability to grip materials being all good
- Have a simple example that is clearly visible and ask if they can see it or would like to hold it
 - Not implemented due to the last-minute setup of the session.
- Make sure the tables are easily accessible for those in wheelchairs
 - Not implemented due to her ability to walk and sit easily
- Speak slow, loud, and in a low voice so she could hear and understand what is being said
- If the participant(s) become confused or frustrated
 - Acknowledge their frustration
 - Direct them in a calm and productive manner
 - If this fails find a staff member or advisor
- Recommendation(s) for future session:
 - My recommendations for a future session would be a different art experiential that is more direct and has a clear goal, nothing too abstract.
 - Be clearer in explaining the directive and talk slower
 - Be more in the moment