NEW SPACES
Grand Opening: A New Building
By Lauren Marshall, 2nd year student

On October 10, 2008, the art therapy program held an open house to announce and share the new art therapy space in Alexandria, Virginia. The packed house included alumni, art therapy supervisors, faculty, students, and friends and family.

Walking into the new space, visitors were greeted with wall after wall of faculty, alumni, and student artwork that gives the brand new space a feeling of joyful creativity and of being at home. Laughter and conversation filled the classrooms and hallways as people explored the new studio space—a space that is fully equipped with a two-way mirror, designated clinic area, and classrooms packed with acrylic, oil and watercolor paints, clay, wire, assorted glues, beads, feathers and almost any material an artist might desire! It was wonderful to show the new space to new eyes and to see excitement on the faces of visitors, and to know all the while that those of us who get to use the space all year round will feel that same sense of amazement and opportunity each week we are in class.

NEW FACES
1st Year Ode to Newness
By Kelly Hartland, 1st year student

I am kneeling over the floor organizing printed paper. I never dreamed my whole punch would get so much use! Staple this, print that, organize. My feet are telling me I’ve had on this internship outfit far too long. It’s time to find my pajamas. There is art on the floor, business cards from my internship site, artwork; Leslie Milosky’s kind encouragement of the word “good” on an assignment I need to rewrite; a frequented spoon that has travelled with this week’s meals; an application form to join the AATA. School has begun.

To even hear the question, “How is school going?” proclaims the victorious. I made it! I am running the race I set out to run. I am in the middle of reading, experiencing, responding, and “making special.” I have new friends and a new building. I’m surrounded by new businesses that all remind me we are wobbling through this beginning together. The cement facade does not fool me.

Across the street from our “home” they are finishing the brick façade on yet another new building. Each week I watch this performance art as the backdrop of our classroom, and I realize I am saddened that the beautiful purple insulation is about to be layered with gray mortar and brown brick. As off-color as it seemed in this setting, the purple was more pleasing to the eyes. The more I enter inside these walls, the more I listen to the elevator going up, the more I meet a longstanding nursery, a maturing practice of growth.

Briskly walking to class, I look at framed photographs of our pioneers leaning on new drywall and metal file cabinets, pictures that dazzled my eyes in a quaint brick stairwell not too many months ago. Their new setting may take some getting used to, but they continue to smile. I think they know how it feels to be grappling with foundations and stretching ahead at the same time. They know what it’s like to trudge along at light speed and believe in change. As a first year student, in my first month of class, I see that part of being an art therapist means to stand between foundation and innovation and get comfortable. I am being trained to stare in the face of change and smile back.

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Positive Psychology:
A New Syllabus
By Rachel Schreibman, 2nd year student

Let’s face it: at times in our field we can become downtrodden with lists of pathologies, client crises and disheartening situations. Positive Psychology, a brand new class offered in an intense 6-week format taught by Gioia Chilton and Rebecca Wilkinson, offered students at GW a fresh perspective in art therapy focused on strengths and positive features of clients. In our class, we were inspired by the literature in this emerging field and Positive Psychology founder Martin Seligman’s ideas.

As we go forth, my classmates and I have new insight that affects how we perceive and treat individuals. Instead of seeing pathologies, we will see strengths—like capacity for love and vocation, courage, interpersonal skill, aesthetic sensibility, perseverance, forgiveness, originality, future mindedness, spirituality, high talent, and wisdom. It was a fantastic introduction to an inspiring field!

A Look at the Trauma I Course
By Kim Ottinger, 2nd year student

The GW Art Therapy Program has just introduced a Trauma Track of coursework focused on various aspects of trauma work. The first class started this semester, Trauma I, taught by Tally Tripp. Next semester Traumatic Loss and Resilience will be added by Heidi Bardot.

I have the pleasure of being part of this first trauma class. We have covered a lot of ground in the first half of the semester! The information presented in the class is all new to me, and very different from any of the previous courses I have taken, such as the neuroscience perspective of psychotherapy. The concept of the triune brain is most intriguing; we are learning about the three parts of the brain responsible for the body, emotions and cognition. We are also studying the mechanisms by which we respond to traumatic stress and how this is stored through images in implicit memory and in the body.

By examining the brain and its method of processing trauma through neural networks, we are beginning to understand appropriate ways to help clients who have experienced traumatic stress. One specific area of interest is how mindful awareness of the body can help in the treatment of clients with trauma-related disorders.

The required texts are fascinating reads—two that I recommend are The Mindful Brain: Reflection and At-
tunement in the Cultivation of Well Being by Siegel and A General Theory of Love by Amini and Lannon. Enjoy!
Whenever I am given an assignment that involves an abundance of art making, I am a happy student. I was especially pleased to learn about our final project in Counseling II with Lisa Garlock, called “Seven Days in October.” This project was modeled after artist Matt Seso w’s “31 Days in July,” in which Sesow created a response painting after reading the front page of *The Washington Post* each day in July.

The assignment was to pick a daily topic and create artwork—the topic could relate to something that provoked a strong reaction within us based on current events, a clinical placement, something that happened during the day, interactions with others, etc. Also, we were asked to choose an art medium that we were not familiar or skilled with, and to use the same materials throughout this assignment.

We then transformed the classroom into a gallery by having each person set up his/her seven pieces, and we spent time viewing and writing reactions to the artwork. It was exciting to see the various media—from wax drippings to black charcoal—and we were all filled with awe at the quality and content of our peers’ series.

Artwork (top to bottom) by Marisa Taylor, Roz Vanderpool, and Chelsea Kennedy, 2nd year students
It was last November at the AATA conference in Albuquerque, NM that I made the first call to the Dean of the GW Alexandria Graduate Center about the possibility of moving the Art Therapy Program to their new site. This simple phone call began a long journey of business proposals and meetings with the Dean of GW’s Columbian College and the Assoc. Dean of Finance to explore the viability of the move. I met and discussed with each faculty member the pros and cons of moving off campus and then did follow-up meetings with faculty and the Director of the Center to negotiate specific space requirements for us to move. Once all requirements had been met (the space was being built to our specifications), we met with each class of art therapy students to introduce the idea of moving to a new location—utilizing photographs of the building, architectural drawings of the space, and descriptions of what this move would give us in return.

Having graduated myself from our little, old, charming brick building tucked back into the quiet space in the middle of the Foggy Bottom campus, this was an extremely difficult decision to make. I could hear the voices of Bernie Levy, Elinor Ulman, Edith Kramer, and Hanna Kwiatkowska in the space all speaking to me, questioning whether this was the path for GW Art Therapy to take. On the one hand, we had the vibrancy of being in the center of GW and the history of the Art Therapy Program being created in our tiny space. On the other hand, it was becoming more and more difficult to sell our program as a state of the art, top-notch Art Therapy Program when the walls were crumbling around us, the restrooms were accessed through a classroom, and when the air conditioners were louder than the professors speaking (but isn’t that quirkiness what we all loved about the space?!) With the pros and cons weighing heavily in our minds, we made the decision to move.

Recognizing the emotional toll it was taking on us, we wanted to have a transition period for the faculty who had dedicated their time and energy to GW for so long and for the students who were moving mid-program. We planned a Farewell to Bldg. L party in August and had a wonderful turnout of alumni who wanted to take a moment to say “goodbye” to a space that was so important. We also organized a transition art piece to be created by both faculty and students and permanently placed in the new space—each person received an 8” x 8” canvas to address their response to the transition.

GW began construction on May 1, 2008 and we moved in August 30, 2008, the weekend before classes began on Sept. 2nd. The very first classes began as the construction crew was still finishing the last touches. Since then we have welcomed 30 incoming students into the Program, opened an exhibit of...
alumni and faculty artwork in our new gallery space (including the mandalas which some of you created), started our first class in the Trauma Track, filled the beautiful bookcases in our new Art Therapy Library with books you donated and practicum papers you wrote, hosted our first Open Studio Day in our new studio space, and began the marketing process for the new Art Therapy Clinic/Center.

Because of the Program’s growth we have added new faculty: Carol Cox (yes, she is back!), Charlotte Boston, Carrie Knebel, and Ezekiel Rothman. Some classes have been divided and run twice a week in order to accommodate all the students. We also currently hold seven Supervision courses; four of which are held at the same time as we can expand from our two dedicated classrooms into any of the 11 other available classroom spaces.

Having spoken to students and faculty, it seems no one has regretted the decision we all made. Many have commented on how they feel like the professionals we have always known ourselves to be. We still fondly remember Bldg. L and have tried to bring some of the elements of that space with us—our founders wall of artwork and photographs (we are expanding this to include Katherine Williams and Carol Cox), a sense of home-away-from-home, the camaraderie between faculty and students, a professionalism mixed with quirkiness, and above all an excellent learning environment. One of my most satisfying moments has been walking around the building and seeing students doing artwork between classes in the Studio, sitting in the kitchen sharing a meal, checking emails at the homework computer stations, reading on the veranda, and faculty meeting in the Adjunct Faculty office to collaborate—these are the moments when the founders of GW Art Therapy seem to smile and nod their heads as if to say, “yes, this will do.”

I encourage each of you to stop by and visit us on Carlyle Circle (as the new name of this newsletter indicates). I hope all of you will observe that we have not let go of our roots, but have merely expanded them.
Task Force Musings from Officers

By Roz Vanderpool, Kim Ottinger and Rachel Schreibman, 2nd year Task Force officers

Painting by Rachel Schreibman

The student-run George Washington University Art Therapy Student Association—a.k.a “The Task Force”—is hard at work this year! We are revamping the Task Force to better serve the students, staff, alumni, and community. We began the school year by restructuring the Task Force’s constitution and positions. Our newly defined positions now come under three categories: Community Chairperson, who plans events to advocate for art therapy within the community; Communications Chairperson, who keeps the alumni and public informed about activities and mission; and Special Events and Accounting Chairperson, who plans student outings and is responsible for budgeting functions. Finally, our Potomac Art Therapy Association (PATA) student representative will continue to encourage involvement in PATA and vice versa.

With our new structure, we have been working to put together exciting events. In August, the Task Force raised money at a benefit for the DC-based organization WEAVE (Women Empowered Against Violence). The money was raised by GW student art sales, and benefitted both WEAVE and the Task Force. The event was a perfect occasion to give back to our community while also supporting our own organization.

In September, we held “Casino Night” in our new space to welcome 1st year students to the program and to give everyone an opportunity to mingle and get to know each other. 2nd year students were assigned 1st year students as their “little sibs,” and we had “Get-to-Know-You” interviews that we shared as a group. Then we played games like Twister, Cranium, and Blackjack. There were new faces and names, new connections created, and lots of loud laughing!

In October, the Task Force put on “Art Break Day and Night,” which entailed a 10am – 10pm day of art making in our Open Studio. Students and staff were encouraged to come to the studio at any point and contribute to group projects or work on individual work. When the studio opened, there were 2D and 3D community projects set up, and they were composed of just a few strokes and objects. By the time Art Break Day and Night ended, two beautiful pieces full of community energy stood to serve as symbols of our friendship and shared love of art.

For the remainder of the year, we are looking forward to organizing more exciting adventures that bring our program’s students and professionals together. Some examples of activities we are planning include a horseback riding excursion, Washington, DC museum hop, and a group volunteer activity for charity. We are thrilled to be in Alexandria in such a beautiful new space and interesting location!

Potomac Art Therapy Association (PATA)

Creating Community

By Kim Ottinger,
PATA Student Representative

Watch for PATA in our community again this year—we are out and about! PATA President Amy Tatsumi is doing an excellent job working out past kinks in PATA and creating new memories. The last meeting was dedicated to reviewing and revamping PATA bylaws to be current and relevant to the organization. We are also updating the PATA website to be more user-friendly and modern, and Gioia Chilton, is doing a fabulous job of being the mastermind behind PATA’s dynamic blog. The PATA website and blog can be accessed at:

http://www.potomacarttherapy.org/ and
http://potomacarttherapyassociation.blogspot.com/.

PATA’s workshop this year focused on understanding the African American client in therapy. Two interesting short films were shown that highlighted inner conflicts of African American clients, including the topic of skin color and society’s implied preference for white skin.
Study Abroad: Loire Valley, France
By Elizabeth DeFilippis, 2nd year student

Journeying to France to study International Social and Cultural Diversity with my classmates turned out to be the experience of a lifetime. Aside from the knowledge I acquired about a broad spectrum of client populations, I also experienced tremendous growth in self-awareness.

As a group, we were assigned to create an art journal about various aspects of our individual cultural backgrounds, and I enjoyed exploring my background and learning about my family history. Another activity we did was to explore personal biases within the safety of our group, which proved to be a powerful exercise from which I gained insight. We had a tradition in France called the “bias boar”—we were asked to write down biases anonymously and place them in a sterling silver boar dish, which we would then discuss as a group at night. The bias boar taught us a lot about our beliefs and values.

Coming back from France, I have incredible memories: our lessons that were held out in the French countryside on a blanket, unforgettable encounters with strangers in a strange land, morning rituals of art making and writing, vivid manifestations of the collective unconscious, the feeling of empowerment that came from repeatedly (and successfully!) stepping outside my comfort zone, and a renewed sense of patriotism. By exploring my cultural identities and those of my future clients in an environment that was very different from my own, I achieved significant growth—both as an art therapist, and as an individual.
A Daughter’s Perspective of Julie Kotler, 1st year Student
By Jordan Cotler, age 11

My mom is not the typical woman. She is an intern at Sheppard Pratt three days per week, a student in Alexandria two days per week, and a mom every day. She is SUPER WOMAN. Not only does she juggle my problems along with whatever my brother and sister need, but she gets up every morning knowing that she is going to try her best at whatever task is set in front of her. She has project after project, paper after paper, and essay after essay, but she does them all with an amazing amount of patience and thought. My mom is the busiest person I know—Monday: work, Tuesday: work and school, Wednesday: work, Thursday: work and school, Friday: papers, schoolwork and anything else that needs to get done.

What I really want to say is that my mom gives love and hope to everyone. She tries to help someone in every place she is. The main reason she is going back to school is not to get a “fancy schmancy” degree—it is to help.

International Student from Taiwan
By Li-Chun Wang, 1st year student

The first month in the art therapy graduate program is seasoned with different flavors: nervousness, excitement, anxiety, happiness, frustration, and sorrow all mixed together. During this chaotic period of time, I am glad to have many nice teachers and classmates that support me and share their thoughts. It is amazing to feel a sense of belonging in this program. In my classes, I gain academic knowledge, and also have the opportunity to exchange opinions drawn from different cultures. My internship provides me precious opportunities to put what I have learned into practice.

“I will broaden my horizons in the art therapy graduate program.” – Li-Chun

Statement of Purpose:
Our goal is to provide a channel for communication among students, faculty, and alumni as well as to introduce prospective students and the art therapy community to George Washington University’s Graduate Art Therapy Program.

DRAWN from the Circle will provide articles, commentary, notices, poetry, humor, and anything pertinent to art therapy. If you wish to respond to anything presented in this issue, please send materials to:
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Standing at the line of scrutiny
I proclaim to the judges in my reflection
“I am not my color!”

Drafted into the military at conception
Traveling the world, adopting cultures, and patriotic at birth
Yielding grueling experiences that should not be trivialized by the classification,
“Military Brat”
I am not my color

A product of Camden, New Jersey natives
I am eclectic, I am creative, I am determined, I am strong, and I am resourceful;
I am woman
Determined to capitalize on the democracy my predecessors fought for
I am a childless, prison record free, college graduate
And I am an African American… I am not my color

Visually raped by the media’s portrayal of my biological ancestry
I declare with a shout of victory, I have surpassed that which has bound my people
Black, brown, light skinned, or high yellow I am destined to succeed
And I assure you, there are more like me
I am passionate; I am motivated; I am… LaToya Kinard
And I am not my color

I am not my color
I am East Indian, Polish and Bohemian
I was conceived in the Caribbean
Born and raised in the south of Wisconsin

I have traveled many states
Residing for a while in the land of over 10,000 lakes
I have sought out knowledge so that I may educate
Making my parents proud, for high school they did not graduate

Independent and Loyal by nature
Caring and Inquisitive by nurture
Often misjudged and misunderstood
But the God I serve said always be encouraged

I stand strong in the face of adversity
Dedicated to teaching others of my diversity
My life is the precursor to my story
My artwork proclaims my testimony

As India said, I am not your expectations
I encourage you to seek the soul within
Because I am not my color,
I am Lindsey Denise Vance

“Cape Coast Perspective” by Martina Martin
This is a depiction of the Cape Coast Slave Castle in Ghana, West Africa where slaves were held until they could be shipped to the “New World.”

i am not my color
i am the descendent of a White House gardener
a tailor
a housekeeper
a musician
dughter of a Black woman who desegregated a southern university
given a name that means divine and bright, an aquarius with a Red birthstone
a connoisseur of Pink cotton candy
a true georgia Peach, born and raised
a proud graduate of a historically Black college
striving to become an artist
an art therapist
an entrepreneur
i am not my color
i am Deanna Renée Kimes Barton

continued on page 10
I am not my color
Descendant of the Mende, Temne, Ewondo and Cherokee Nations
I’ve traced my lineage back at least eight generations
My ancestors were free-born, bought, sold and bold people
Faith-filled and God-led, they feared no evil

These farm tilling, railroad porting, domestic divas and enterprising messieurs
Tried their hands at many trades, succeeding as self-made entrepreneurs
Some held stock in the Freedman’s bank
At a time when investing was uncommon among their rank

And here I stand, on the shoulders of their greatest feats,
1st generation college educated, holding, at last count, two degrees
Working on my third….
The last born of five to Martha D. and the late Percy J.
I just want to make them proud….
I am not my color
I am Martina Estella Martin

I am not my color, but I am the depiction of my line,
An internalized image of self…beautiful and fine.
For my people are the originators of this land,
The makers of much tradition.
Marking the walk of tribulation, and the trail of captivity.

I am not my color, but I am a woman of my word,
Built on decades of captivity and stolen worth.
The women of my line have endured much pain,
Raising families alone, crying out in vein.
The takers of this land don’t respect our ownership
For they robbed us of our homes and sold us into loanership.

I am not my color, but I am a warrior at heart,
My lineage is everlasting and gave this country its start.
Who am I, not defined by hue, but the reflection of greatness.
Who I am is vast, and characteristics are endless.

I am not my color, but I am a depiction of my line,
The originators of this land, an identity that’s mine.

I am ME… Markia Ware