

Visual Reflective Journaling for Graduate Art Therapy Students

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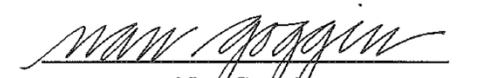
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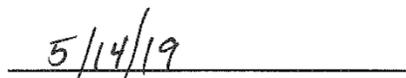
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ABSTRACT

This qualitative, art-based, single subject study explored the lived experience of graduate art therapy student's experiences with a visual reflective journaling process. The study was conducted over the course of six weeks through a three-part process: journaling, art making, and reflection writing. At the end of the single subject study, the individual and two additional reviewers completed a thematic analysis of each individual part of the journaling process generating codes and themes. The findings indicated that visual reflective journaling can be helpful in reducing stress, improving coping skills, and creating distance, allowing the individual to see the bigger picture and shifting perspectives.

Keywords: reflective journaling, visual journaling, self-care, internship, thematic analysis, graduate student, qualitative study

DEDICATION

This work is dedicated to all of my family and friends who have supported me through graduate school. To my Aunt Shirley, Uncle Allen, and my grandparents, for your endless support and words of encouragement throughout my life and encouraging me to always go after my dreams.

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I want to thank my friends and family for being supportive and understanding through graduate school and the continuous words of encouragement. To Eileen, for your guidance, support, and all that you have done for this program. Thank you for never giving up on me or allowing me to give up on myself, and pushing me to keep moving forward. To Heather Leigh and Amy Granger for all the guidance through this process and being a fresh set of eyes. To Eric and Bonnie Carlson, for your endless encouragement leading up to and throughout graduate school. To Sarah, Haley, and Jessie, for always being the support I needed and keeping focused.

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CHAPTER I

INTRODUCTION

Art has always been an outlet of expression in my life. Utilizing art as a way to reflect on the day has helped me to dwell less on the negatives and clear my mind. I have faced many challenging obstacles and setbacks, and art making and journaling have become outlets to relieve stress and anxiety. I now realize that these practices also became a way of taking back my power during difficult times in order to help those around me. Caring for oneself is an undoubtedly important and valuable practice for anyone in the helping profession and becomes an essential process for self-care. A real life example can be conceptualized as such: think about being on an airplane and the oxygen masks drop from the ceiling. You are instructed to put your mask on first before helping others. If you run out of oxygen, you cannot help anyone else. You cannot help others if you do not first help yourself and take control of your individual power.

As an art therapy graduate student, I found that both art-making and journal writing helped me to manage my stress as an outlet of expression throughout my graduate school experience. I became interested in combining these practices into a process of visual reflective journaling, integrating both art-making and journal writing, as a way to cope with the stress of becoming an emerging mental health professional. I hypothesized that if this combined process was helpful for me, it would also be helpful for other art therapy graduate students. This art-based qualitative study was created to explore how a combined process of journaling and art-making can be a helpful tool for self-care and stress management during a graduate art therapy program.

Operational Definitions

Anxiety- A feeling of uncertainty. The Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5; American Psychiatric Association, 2013) describes anxiety as the anticipation of upcoming events. Fear is a response to imminent threat where anxiety is feeling of anticipated threats in the future (p. 189).

Art therapy- “An integrative mental health and human services profession that enriches the lives of individuals, families, and communities through active art making, creative process, applied psychological theory, and human experience within a psychotherapeutic relationship” (American Art Therapy Association, 2018).

Creative therapies/ creative expression- A variety of therapeutic interventions and the use of creative arts as therapy ranging from art, music, dance/movement, drama, poetry, sand tray, and play. It focuses on the process of art making and expression rather than the resulting product (Dunphy et al., 2013; Fernandez et al., 2014).

Codes- Different words/phrases/concepts that appear to be a topic or topics of the writing seen in the journal. Creating codes helps to organize data into manageable chunks of similar items. (Deaver, 2009).

Health status domains- General health, health limitations, and mental health functioning (Riegel, 2009).

Reflective journaling- Personal record of one’s experiences. Reflective journaling is a method of noting and reflecting upon one’s own observations to different situations to gain insight, and analyze one’s self development from a personal perspective. (Boden, Cook, Lasker-Scott, Moore, & Shelton, 2006).

Self-care- The act of improving and maintaining one's own well-being. Self-care is considered a key component to living a balanced, happy life through a variety of activities that help reduce stress, and can be described as actions and/or events that maintain or strengthen an individual's well-being (Bradley, et. al., 2013; Thomas & Morris, 2017).

Stress- The body's defense to threats and dangers. It is a feeling most people experience when overwhelmed. Stress varies from healthy to problematic based on the impact on daily functioning. Individual coping strategies for stress vary widely. (Hughes & Mann, 2010; Riegel, 2009; Thomas & Morris, 2017).

Qualitative study- "research paradigm that is characterized by exploratory or interpretive analysis observed themes and reflections, and inductive reasoning to arrive at in-depth understanding" (Kapitan, 2018).

Themes- patterns that give understanding of the overall journaling, rather than the discrete elements defined as codes (Maguire & Delahunt, 2017)

Triangulation- A term in qualitative research used to describe a process of data collection or analysis that uses "multiple methods, sources, perspectives, or theories to improve the validity of the findings" to find themes and codes from data (Kapitan, 2018, p. 356).

Visual journal- "a notebook with unlined pages in which individuals record their experiences using both imagery and written text" (Deaver & McAuliffe, 2009, p. 615).

Visual journaling- a combined practice of "focused artmaking and reflective journaling" (Deaver & McAuliffe, 2009, p. 616).

CHAPTER II

LITERATURE REVIEW

Literature reviewed below will provide an overview of concepts important to my study, including: self-care, creative expression, and reflective journaling. The literature reviewed provides support and a framework for building and conducting the research study. The studies including have a focus on self-care, creativity, creative expression, mental health status related to the well-being of oneself, and journaling.

Self-Care

For the purposes of this study, self-care is defined as the act of improving or maintaining one's own health and being proactive about protecting one's own well-being and happiness, particularly during periods of stress (Bayliss, 2003; Collins et.al, 2009) It is the act of maintaining mental, emotional, and physical health and usually focused on reducing stress and anxiety. Self-care is important in maintaining a healthy lifestyle, managing one's own stress and anxiety, and helping to prevent burnout (Bayliss, 2003; Collins et.al, 2009; Thomas & Morris, 2017).

Bayliss (2003) used personal interviews to understand and gain insight into how adults define self-care. She found that a person's physical well-being and socioeconomic status are key barriers in the use and success of self-care activities. Bayliss (2003) also found that self-care is age-dependent, meaning that elder adults are more likely to struggle with self-care acts as they may become more difficult to continue with decline in health because of age; additionally, the availability of resources determined the effectiveness of self-care.

Collins, Bradley, O'Sullivan, and Perry (2009) examined self-care of people with diabetes. The researchers utilized questionnaires and interviews to gather information on the type of diabetes and individual's age and gender as a means to analyze the data in relation to self-care. In the study, the individuals were all within a small age range and the study did not account for ethnic diversity and cultural differences within self-care. They identified three types of individuals and related those findings to how they engage in self-care: proactive managers, passive managers, and nonconformists. Proactive managers are actively involved in maintaining and improving their health and value self-care. They are more likely to not let their limitations hinder self-care because they recognize its importance. Passive managers do not always designate time to self-care or place the importance of it in their lives. Nonconformist do not acknowledge the need or importance of self-care. In relation to using creative methods for self-care, the researchers found that nonconformists are less likely to participate in studies involving art expression and creative coping skills (Collins et al., 2009).

Riegel (2009) used a self-care heart failure index to complete a study on the relationship between self-care and health status domains. Health status domains encompass general health, health limitations, and mental health functioning. The author discussed the direct correlation of self-care with health status. The study showed that participation in self-care reduces the strain and stress on a person's heart. Adversely, when self-care is not used, a person is two times more likely to have heart failure. The study demonstrated the importance of self-care and positive coping mechanisms to reduce strain and stress on the heart while also increasing self-confidence (Riegel, 2009). Additionally, Saibani, Leeder, and Davidson (2013) conducted a study on heart failure and barriers to self-care. The results of this study support the research conducted by

Riegel (2009) and Collins et al. (2009) because they also reinforce the importance of self-care related to positive health outcomes.

Self-care is a method of maintaining and improving the well-being on one's self. Bayliss (2003) looked at interviews to comprehend and gain awareness of self-care and personal well-being finding that self-care practices are beneficial to the overall health of an individual. Collins, Bradley, O'Sullivan and Perry looked at self-care with a specific population, diabetics, and found that proactive managers were most likely to be proactive in care for themselves mentally, physically, and emotionally and nonconformists were less likely to participate in self-care acts (2009). Incorporating self-care practices into daily life will improve an individual's life by giving them an outlet to decompress and relieve stress. Self-care rituals, such as those suggested in this research, can result in an individual having a space to organizing events and experiences in one place. Research shows that self-care acts are beneficial for all individuals (Bayliss, 2003, Collins et.al, 2009).

Reflective journaling is method of recording and documenting life's experiences providing an awareness and personal perspective. Carl Rogers described reflective journaling as a method of learning about self and connecting together the lived experience with personal insight (Rogers, 1982). This method allows for an individual to step back and see the event and gain better understanding of the experience. Reflective visual journaling incorporates the method of writing and journaling with art making to document an individual's life events. Personal journaling through writing and art making can be a valuable method for reflecting and gaining perspective. During this study, my process of visual reflective journaling created a space for me to decompress and document my internship experiences; using Deaver and McAuliffe's (2009) research as a foundation for my study, I worked to promote my own critical reflection of my own

experiences. Deaver and McAuliffe's qualitative study looked for in-depth knowledge of an individual's experiences and analyzed them using a thematic analysis, I similarly completed an in-depth analysis of my collected data from my journaled experiences (Deaver, 2009).

Benefits of Creative Expression

Creativity and creative expression can serve as a coping mechanism and means of self-awareness (Thomas & Morris 2017); creative processes also provide an outlet to express internalized feelings that have not been previously been explored. Thomas and Morris (2017) found that there is a correlation between mental health, creative expression, and self-care. They studied the need for self-care and creative expression through a qualitative study that focused on counselors and helping professionals. The methodology used in this study included a seven-part model: create a consistent plan to engage in mentally, emotionally, physically and spiritually nourishing activities; schedule restorative rejuvenation when anticipating stress; prepare a list of emergency strategies for unanticipated stress; meet regularly with peers or colleagues for support; evaluate counselor-specific professional, perceptual, and personal challenges to self-care; document and review successes; and include self-compassion as an essential element of healthy self-care (Thomas & Morris, 2017). The result of their study gleaned four main benefits for expressive arts therapies. These include the value of the process, increased self-awareness, externalizing problems, and containing problems (Thomas & Morris 2017). Additionally, the results suggested that engaging in self-care that encompasses mentally, physically, emotionally, and spiritually nourishing activities is the most effective means of self-care.

Creative therapies and creative expression allow people to work through personal issues and conflicts that cannot always be expressed through words (Fernandez et. al., 2014).

Fernandez, Serano, and Tongson (2014) looked at the benefits of emotional expressions and the

type of materials used in art making. The findings indicated significant improvement in combating behavior problems and improved relationships with the therapist and others in the community (Deaver & McAuliffe 2009; Slayton, D'Archer, & Kaplan, 2017).

Dunphy, Mullane, and Jacobsson (2013) conducted a systematic literature review in which they provided an overview of the effectiveness of creative arts therapies including, music, art, dance/movement, drama, and writing. They differentiated and analyzed each approach for their effectiveness and benefits. The results show that therapeutic art making is beneficial at increasing coping skills (Dunphy, Mullane, & Jacobsson, 2013).

Hughes and Mann da Silva (2010) assessed art therapy as a mental health intervention for women with stress, anxiety and depression as a result of infertility. Art therapy sessions were conducted in a hospital setting over the course of eight weeks. Post-test results indicated decreased stress and depression. The authors reported that art therapy as a form of self-care was an effective intervention for reducing stress and depression (Hughes & Mann da Silva, 2010).

Tripathi (2015) researched the use of art therapy in a university counseling center to treat patients and help with self-expression, patient well-being, and develop interpersonal skills. Using a single-case study design, Tripathi explored the effectiveness of art therapy and self-care with a focus on the effects of stress, anxiety, depression, psychological, emotional, physical, and academic influences on mental health. Tripathi (2015) utilized a pre- and post-assessment along with a series of assessments over the eight-week study and found art therapy helped the study participant with personal mental health illnesses that brought the individual to seek counseling. Due to the single-case study approach, future research implications recommended that this study be replicated with a larger population to make the results generalizable (Tripathi 2015).

Reflective Journaling

Reflective journaling has been shown to provide an outlet to meditate on past, present, and potential future experiences (Boden, et al., 2006; Hubbs & Brand, 2005). It uses a loose structure to help identify thought patterns and belief systems. Reflective journaling allows for an awareness of the importance of counseling and personal growth. It is a beneficial method of gaining personal insight into one's self (Boden et al., 2006; Cheng, 2010; Deaver, 2009; Hubbs & Brand, 2005; Williams, et. al., 2009).

Vygotsky (1986) used reflective journaling to help individuals find connections between themselves and the outside world. The process of reflective journaling connects thoughts and emotions with actions and experiences through writing. Reflective journaling mirrors a person's past and can provide connections with the outer world (Hubbs & Brand, 2005).

Kolb (1996) created a four-stage experiential model relatable to reflective journaling. This model includes concrete experience, reflective observation, abstract conceptualization, and active experimentation/application. Concrete experience and reflective observation occur when a person writes with description and reflects on specific experiences. Abstract conceptualization explores and begins to question experiences and work towards an explanation. Active experimentation/application happens when the writer finds new meaning and understanding and helps the individual to better understand, see the bigger picture of the described experience.

Hubbs and Brand (2005) discussed reflective journaling in terms of a "Paper Mirror" and explored Androgogy and Transformative learning theories, which were developed by Knowles (1984) and Mezirow (1998). Androgogy theory focuses on a person's lived experiences and the development of learned patterns of thought (Knowles, 1986). Mezirow's (1998) Transformative learning theory explores how a person's moral values and perspectives create a foundation for

interpretation of the outside world. These theories are the basis for understanding that the paper becomes a mirror reflecting the writer's thoughts and feelings. "Paper Mirroring" derived from the reflective writing process, acts as a mirror to the "inner worlds and making of meaning" (Hubbs & Brand, 2005, p. 63). It allows the expression of internal thoughts onto the paper and reflection on experiences, struggles, questions, annoyances, and victories.

Hubbs and Brand (2005) identified different types of reflective journaling including: dialogue journal, class interactive journaling, and personal journaling. Dialogue journaling is the process where the writer and instructor/counselor communicate by writing back and forth within a journal. The instructor/counselor reads the journal writing and responds by challenging the writer to think critically and in turn the writer responds back. The journal remains solely between the writer and instructor/counselor (Hubbs & Brand, 2005). Dialogue journaling is a private conversation documented through written back and forth conversation recorded in a journal. This form of journaling usually occurs between students and teachers or an individual and their counselor. Dialogue journaling allows for further "examining and analyzing beliefs in a manner that encourages openness to alternative interpretations" (Hubbs & Brand, 2005). The class interactive journal is similar to dialogue journaling except that it involves multiple individuals. This journaling style is accessible to all individuals and more commonly viewed as a discussion board. Personal journaling is similar to a diary. It can be seen as a useful tool for reflection as it does not involve others, and it is kept private by the writer.

Boden, Cook, Lasker-Scott, Moore, and Shelton (2006) are master's level students who studied reflective journaling from different viewpoints as a way to gain personal insight. Their phenomenological study asked a group of master's level students to complete weekly ungraded learning journals focusing on their learning patterns. The journals were used as a way for the

students to develop writing, critical thinking, and reflection skills. The writings helped the authors understand the student's own views at the time of the writing. The study supports the understanding that reflective journaling is an effective tool to exploration, gaining insight, and creating personal awareness and clarity (Boden et al., 2006). The researchers collectively found that initiating the journaling process was difficult. Subsequently, each researcher gained personal insight from the process. Cook noted that her journaling efforts showed multiple learning styles. She documented her experiences during life-changing moments through journaling for self-discovery. Lasker-Scott noted that journaling helped her to gather her thoughts and feelings through the writing process. Moore defined journaling as a daily written record of a person's life moments and utilized it in that manner. Shelton reflected on how meaningful and powerful journaling is and how she had not started journaling until later in life. While Boden found strong connections between her writings and deeper thinking.

Deaver and McAuliffe (2009) completed a study on visual journaling for graduate students in art therapy and counseling programs in order to develop student recollection of their internship experiences utilizing imagery and written text reflections. Visual journaling was defined as the act of art making within the reflective journaling process. It utilized both art making and written reflection with the belief that words help to make sense of the images. According to Deaver and McAuliffe, visual journaling promoted students' critical reflection on previous learning experiences of their inner feelings; written reflection made cognitive sense of the visual journaling and allowed for response to the experiences through words (Deaver & McAuliffe, 2009).

Deaver and McAuliffe's study was conducted over 15 weeks, during an internship seminar course. The participants included four graduate counseling students and four graduate

art therapy students. The researchers viewed the journals as an educational tool encouraging reflection. This type of reflective journaling had not previously been studied through a systematic inquiry (Deaver & McAuliffe, 2009). The researchers based their study on the framework from Andersen, Boud, and Cohen's (2001) on the use of writing to explore reflective journaling (Deaver & McAuliffe, 2009). Results indicated that the aspect that contributed most to counselors' and therapists' growth was the reflection because it improved their well-being. The visual reflective journaling process was stated to be potentially the most beneficial to internship students by allowing the journal writer a format for thinking and understanding the experiences while also integrating their knowledge. Three overarching components were identified: (1) overall internship experience, (2) visual journal experience, and (3) the journaling process. The first pattern included emotions and the way each individual responded to experiences within their internship. The second pattern included the function and focus of journal entries. Within this pattern, they found that visual journaling helped with stress reduction. In the third pattern, the journaling process, a theme of how each individual approached the journaling process was found. These overall patterns indicated that the participants were able to process their experiences through the artmaking and written journaling.

CHAPTER III

METHODOLOGY

This study is a qualitative self-study. This type of study places the focus on an individual's personal "lived" experience (Deaver & McAuliffe, 2009; Mertens, 2015), including thoughts and emotions from the viewpoint of the individual. Conducting and analyzing qualitative research requires the researcher to immerse themselves in the experience in order to make meaning (Kapitan, 2018). This six-week study was conducted using a combination of journaling and art making to document experiences through the final semester of graduate art therapy program. The method involved three parts: (1) journal writing about the week to release stress, (2) art making, and (3) reflection writing after the art making to gain perspective. The data collected—journal writing and art—were categorized using thematic analysis to identify patterns and establish common themes in the three-part written and visual journal entries. In addition to my own analysis, I recruited two reviewers to analyze the data using the same process of reviewing and analyzing the journal data. This approach of gaining multiple perspectives, called "triangulation," was used in order to increase the validity of the findings (Kapitan, 2018, p. 356).

Location and Time

My study was conducted in my personal living space. The location was selected because of its calming and quiet atmosphere; a safe space that allowed me to focus on the visual journaling process and the emotions that arose in relation to the previous week. This space was free of distractions and interruptions. The study took place over six weeks.

Participants

I am a 26-year-old graduate art therapy student in my final semester at Herron School of Art and Design, in Indianapolis, Indiana. No informed consent needed as the study is a self-study.

Materials

The art materials used for this study were restricted to materials for writing and art-making that anyone could purchase and access easily: an unlined journal, lead pencils, colored pencils, markers, acrylic paints in assorted colors, watercolors, tissue paper, glue (stick and liquid), scissors, and assorted paper. Art materials were restricted as a way to simplify the choices while selecting materials that are most familiar. This helps with reducing stress of learning a new media.

An additional rationale for choosing these materials was that they were familiar and comfortable for me to use, and therefore would not create anxiety in the art-making process. These criteria were important because this study focused on stress relief and self-care. I used pens or pencils for the writing portions, because that is what I write with on a daily basis; this written text was easily read for later analysis. Both the journaling and artwork were kept together in one book. The book was additionally conceptualized as a container to keep the writing and art secure.

Data Analysis

I invited a peer in my graduate program and another therapist who had graduated from the program to be the additional reviewers. Before analyzing my reflective journals from the study, the reviewers were given an overview of the purpose and their roles as reviewers. They

were then given detailed directions for analyzing each of the three sets of data: (1) initial journal entries (pre-art making); (2) art entries, and (3) reflective journal entries (post art-making). When analyzing the data collected during a qualitative study the parts are: become familiar with the data, generate initial codes, search for common themes, review themes, define themes, and write-up. I developed my directions to use when analyzing the data based on these parts, as well as Maguire and Delahunt's (2017) step-by-step guide for doing a qualitative thematic analysis. Worksheets were provided for data collection (see Appendix B), an idea adapted from Maguire and Delahunt's (2017) guide. The directions provided to the reviewers for all three parts of data are included are including in Appendix A.

Data collected was compiled and compared to find similarities and differences in the analysis of the visual reflective journaling process. They were organized to combine and analyze common codes and themes. The purpose of the analysis was to identify weekly and overall patterns of stress management, self-care, and shift in perspective.

Limitations and Delimitations

Limitations of this study include having only one individual in a single case study. Timeframe and material choice of this study was also a limitation. Analyzing the art from Part Two of the process created additional limitations. A formal structure for analyzing artwork was not given to reviewers, therefore individual biases and interpretations were inherent to the process of analyzing the data.

Delimitations of this study include the decision to have the researcher as the single subject, making the results of this study not generalizable. Another decision was to not include the journals in the thesis document so the researcher would feel free to write anything and therefore increase the authenticity of the data.

CHAPTER IV

RESULTS

The data analysis revealed that there was a change in my perceptions, energy level, and emotions related to my internship experience over the six weeks of the study. Below, I highlighted the results of my week-by-week analysis of all three data sets in Appendix C. Artwork and complete journal writings are not included because the decision to do so would have prevented authentic journaling and art-making. Names were generalized or removed from the tables for purposes of confidentiality. Then I summarized the results by comparing the results of Weeks One through Three with the results from Weeks Four through Six. I examined the observed shift, which occurred in the data themes between the first three weeks and the last three weeks of the study.

After receiving the data analysis worksheets from all three reviewers (including myself), I began the process of compiling the data into one working document for each set of data (journaling, art, reflection), which was organized week-by-week. I had three documents, each with sections for weeks one through six. Within these documents, I assigned each reviewer's analysis a color of ink, which helped me to see the similarities and differences and stay organized. This process enabled me to see the results of each set of data within the context of the whole six-week study. It is important to note that the themes and codes that the reviewers and myself found through our analysis of the artwork were not done using an existing model for rating elements of artwork, and therefore limited to the meaning put on them by the reviewers and myself during all parts of the data analysis.

As a next step, I began to look for common themes, codes, and repeated concepts for each week, within each set of data (journaling, art, and reflection). For each week, I identified

one overarching theme and its related codes that seemed to be representative of the analysis data for that week. By the end of this initial analysis, I had three documents with six overarching themes in each, one for each week of the study. I could then begin to see the data from the perspective of changes that had occurred week-by-week over the course of the study.

I tracked the time I spent journaling as a whole to determine the length of time spent each week. Each session ranged from 45 to 90 minutes. The first week 60 minutes were spent completing all three parts. The second week 90 minutes were spent on the visual reflecting journaling process. The third week 50 minutes were spent completing all three parts. The fourth week 50 minutes were spent on the visual reflecting journaling process. 60 minutes were spent completing the visual reflective journaling process during the fifth week. During the sixth week 45 minutes were spent journaling. Upon reviewing and the amount of time spent working each week, I found a connection between the amount of time I spent on the three-part process each week and the level of stress and frustration shown in the written themes and energy exhibited in the art making. The weeks spent journaling for a longer period of time were the weeks with more stress and frustrations documented in the in the data analysis. The purpose of recording the time spent visual reflective journaling was to determine the amount of time spent on the three-part journal process each week in relation to the events and stress of the week.

The next analysis I did was to compile the overarching themes and codes from all three sets of data (journaling, art, reflection) for each week. I created six new documents, one for each week of the study, that contained the themes and codes from all three sets of data. This analysis enabled me to see patterns in the data for each week from the entire three-part process.

Procedure

Each art-making and journaling session was started by settling into the designated study space and getting the supplies situated the way I wanted them that day. I laid them out in easy reach. I then removed any distractions. It was important to remove distractions to allow me to fully focus more on the task of journaling, art-making, and reflecting. I turned off all technology devices (computer, tablet, television, radio/music), removed my watch from my arm, and turned my phone on “do not disturb” and placed it out of sight. I took a few minutes to think about the week through a silent meditation process consisting of slow, deep breathing with my eyes closed, sitting comfortably in the chair with my feet on the floor. By taking the time to reflect on the week I was able to ground myself and more easily begin to write.

The initial journaling process was a fluid writing of things that came to mind with no time limit. Once I felt I was finished journaling, I transitioned to making art, using the same unlined book. I worked on the art piece until I felt it was finished. The final step each session was reflection writing, also for no set time, and in the same book. This writing included reflection on the initial journaling, the art-making, and/or the week. Usually the reflection piece was whatever stood out from the first two parts of the process. When the reflection writing was complete, I closed the journal, clipped together the entire session’s pages with a paper clip, and put the book away for the following week. Clipping the pages together helped me to stay organized and prevented me from looking back through the previous entries until the analysis stage at the end of the study.

Week One

Journaling. The common codes identified for the first week were: *tired, lack of appreciation, frustration, frustrated feelings, distrust/trust, and don't* supporting the overarching theme of *frustration*. The following quote was selected from the journal to support this theme: "The MOST FRUSTRATING thing is not knowing what the heck is going on..."

Artwork. The codes that came out of the artwork for this week were: points of connection/disconnection, compartmentalization, boundaries, and controlled chaos. Based on material choice, use of lines, codes, and use of the space on the page, reviewers determined a theme of connection. The artwork for this week was abstract and created using markers. It mainly showed the use of lines: interwoven, straight, and curvy.

Reflection. The codes identified were: *why, annoyance, direction, and annoyed*. The reflection writing from this week showed an overarching theme of *frustration*. However, it also indicated seeing frustration as part of a learning process. The following quote was selected from the reflection as summary and indication of a shift in perspective from the journaling: "Everything is a learning experience! They can be positive or negative."

Week Two

Journaling. Common codes that were identified for the second week were: *not feeling heard, lack of interaction/communication, waiting, disarray, and anger*. The common theme identified for the second week was the same as in week one: *frustrated feelings*. The following quote was selected from the journal to support this theme: "It's like talking to a brick wall sometimes."

Artwork. The artwork for this week was abstract and created using crayon, colored pencils, and collage paper. This theme was determined from the following elements cited as codes: use of layers, overlapping, compartmentalization, spilling over, line patterns, and boundaries. Based on material choice and material usage on the page, reviewers gathered a common theme of chaos.

Reflection. The reflection writing from this week identified codes of: *expectations, advocating for self, understanding, out of control, perspectives, speaking out, encouragement, moving forward, and learning*. The codes support the overarching theme of *advocating*. The following quote was selected from the reflection as summary and indication of a shift in perspective from the journaling: “Look at it from a different view—I am learning what not to do, I am not the one that is having this issue.” and “Just keep moving forward. Don’t let others...have a factor in my education and experiences.”

Week Three

Journaling. Common codes identified for the third week of journal writing were: *frustrated feelings, tired, and issues/problems*. These codes support the theme of *frustration*, recurring from Week One and Week Two. The following quote was selected from the journal to support this theme: “Makes me really question my role.”

Artwork. The artwork for this week was a representational scene created using crayon and colored pencils. This artwork was the first representational image in the study. It depicted a scene of a person swimming in water toward land with a rope tied around the drawn figure; the rope is attached to a boulder. This image prompted the reviewers to assume codes of: determination, help, striving, strength, representational image, drowning/struggle-determination, and dialog to support a theme of determination.

Reflection. The codes identified in the reflection writing for this week were: *different, confidence, standing up for self-growth, positive influences, more accountable, change, and given a chance to practice/control*. The overarching theme of *positive feelings*. Unlike previous weeks, the reflection writing for this week showed a more noticeable shift toward a positive theme in contrast to the initial journaling. The following quote was selected from the reflection to as summary and indication of a shift in perspective from the journaling: “I am not going to let someone slow me down or stop me from getting to where I want to go—doing actual therapy!” and “Changes are happening.”

Week Four

Journaling. Codes that were identified during the journaling process for week four were: *new chapter/experience, excitement, new way, productive, positive exhaustion, ready, and positive control*. The common theme that arose out of week four was *new*. The following quotes was selected from the journal to support this theme: “I don’t remember ever feeling this much excitement about going to internship. I left tired and exhausted in a new way!” and “So exhausted, yet I feel so productive, and ready for more.”

Artwork. The artwork for this week was abstract and was created using crayon and watercolor. The following elements cited appeared as codes for the artwork of this week: fireworks, brightness, explosions, and abstract use of warm colors to fill the space. Based on material choice, codes and the use materials on the page, reviewers found common theme of fireworks.

Reflection. The codes identified in the reflection writing were: growth, happiness, internal reaction, purpose, support, joy, fireworks, “found my spot,” pops of joys, filled with purpose, and energetic. These codes support the overarching theme of *excitement*. The following quotes were selected from the reflection to support this theme: “I finally feel like I have found my spot.” and “Little fireworks went off inside me after each session this week.”

Week Five

Journaling. The fifth week of journal writing prompted common codes of: *looking forward, productivity, supportive, present with clients/kids, worth it/valued, walls coming down, and sense of worth*. They support the theme for the fifth week: *looking forward*. The following quotes were selected from the journal to support this theme: “I am actually looking forward to internship and working with clients.” and “I finally feel productive and worth it.”

Artwork. The artwork for this week was abstract and created using watercolor and marker, the use of blending was also prominent. The following elements were cited as codes: fluid and controlled, blocks, encapsulation, compartmentalization, surrounded, and abstract. Based on material choice, codes and use of materials on the page, reviewers determined a common theme of growth/building.

Reflection. The codes from the reflection writing this week identified were: *productive, explored, built, began, structure, growing/grow, and exploration*. The reflection writing from this week showed an overarching theme of *growth*. The following quote was selected from the journal to support this theme: “Not only are the clients growing but they are also helping me grow and feel more confident!”

Week Six

Journaling. The sixth week of the study generated a common the codes of: *storm, threatened, advise, and no end in sight/avoidance*. These codes support an overarching theme of *chaos*. The following quote was selected from the journal to support this theme: “Holy Moly! Not sure what happened but it felt like I walked into a storm that wasn’t over yet.”

Artwork. The artwork for this week was abstract and created using crayon, marker, and a single collage paper. The artwork prompted codes of: arrows, side to side, separation, crossing through/over, and arrows left and right. Based on material choice, and use of materials on the page, reviewers determined a common theme of direction.

Reflection. The codes identified from the sixth week reflection writing were: *support, relationship, comparison, safety, advocating, and desired*. The reflection writing for this week theme of *validation*. Similar to Week Three, the reflection writing for this week showed a more notable shift toward a more positive theme in contrast to the initial journaling. The following quote was selected from the journal to support this theme: “Work where I am needed the most.”

Summary

For the first three weeks the overarching themes and codes were centered around frustrated feelings. In the last three weeks the overarching themes and codes were centered on perspectives. Week One through Three indicate a level of frustration that wasn't fully present in Week Four through Six. The reflection writing of Week Three seemed to lead toward the turning point of the following weeks related to feelings, perspectives, and experiences. The reflection from the Week Six seemed to sum up the six-week process. It summarized how stepping back and seeing the bigger picture can provide better perspective and understanding.

CHAPTER V

DISCUSSION

In this discussion I will be covering the following topics: self-care and stress management, visual reflective journaling, and impact on client and community interactions.

Self-care and Stress Management

Thomas and Morris (2017) explored the connection between creative expression and self-care, which validated the three-part visual journaling process and the addition of the art-making component in particular. They determined that self-care activities nourish all aspects of one's life (Thomas & Morris, 2017). Self-care activities have been shown to help people improve and maintain a healthy lifestyle, manage stress and anxiety, and can prevent early burnout and improve coping skills (Bayliss, 2003; Dunphy, Mullane, & Jacobsson, 2013). Collins, Bradley, O'Sullivan, and Perry (2009) created the term "proactive managers" for those who are proactively maintaining and improving their lives through self-care activities, in contrast to "passive managers" who do not always designate time to self-care or place the importance of it in their lives, or "nonconformists" who do not acknowledge the need or importance of self-care (Collins et. al, 2009, pp. 4-6).

Similar to Hughes and Mann's (2010) study, I found that the art making process for me created an outlet to express whatever I needed to unburden, and it also became an effective form of self-care to reduce stress. Through the art making process, stress was reduced by providing a space to clear my mind and create distance from my experiences. This process enabled me to see more clearly the bigger picture, shifting my perspective, and allowing me to gain deeper understanding of my experiences. It provided a safe place for me to release all my

stress and anxiety related to my internship experience, see the bigger picture, and improve coping skills. The journaling process was also a way of coping with the stress of my internship experiences and bringing more self-awareness to each experience.

For example, in Week Two the journaling showed a theme of frustration, however the reflection writing showed a change in perspective to indicate a theme of advocating as shown by the following quote: “Just keep moving forward. Don’t let others...have a factor in my education and experiences.” During the analysis of Week Three the journaling showed the same theme of frustration from the previous week, however the reflection writing resulted in a change in perspective to indicate a theme of positive feelings as shown by the following quote: “Changes are happening”

The perspective gained from the reflection writing of Week Three led to an overall shift in perspective that occurred during the fourth week of the study, which is evident by the theme of *new chapter/experience* that came out of the thematic analysis from the journal writing. The reflection writing had a similar theme of *excitement* that came out of the thematic analysis. This was the first week no negative themes and codes arose in the data collection and set the tone for the following weeks. The following quote from Week Four supports the shift in themes: “I don’t remember ever feeling this much excitement about going to internship. I left tired and exhausted in a new way!”

The commitment inherent in my study enabled me to be a proactive manager of my self-care during my graduate art therapy internship. The three-part process of my study created a structure and a consistent plan that included: time, location, materials, and the process itself. Each visual journaling session was conducted on Thursday nights. I chose this time because Thursday was the most stressful day of my week, following a full day at my internship site, and

therefore seemed the best time to engage in journaling for self-care. The process was conducted in the same location each week. I used the same art materials and organized the environment in the same way.

As stated in my introduction, I have previously used journaling and art making separately to relieve stress and unburden inner thoughts, frustrations, and questions for the purpose of self-care. However, in the past I have operated as a “passive manager” (Collins et. al, 2009) when it came to journaling and/or art making by not being consistent. I began the study assuming that art making would be the key to added stress release and giving me distance. I believe that the element of art making did function as a stress release, but the structure and weekly commitment of this study provided a consistency that was equally important.

Visual Reflective Journaling

Research has shown that visual reflective journaling can be a useful method of re-living experiences, enabling self-expression, and organizing and compartmentalizing one’s own thoughts onto paper in a format that allows you to visually express, whether through the use of words or a symbolic art making process (Hubbs & Brand, 2005; Boden et al., 2006; Deaver, 2009; Williams, et. al., 2009; Cheng, 2010). Hubbs and Brand (2005) used the term “paper mirror” to describe the reflective writing process because, like looking in a mirror, the writer can see their inner world of thoughts and feeling reflected on the page and then have the opportunity make new meanings. Journaling helps to externalize challenges, identify questions, celebrate victories, whether large or small, and develop interpersonal skills (Hughes & Mann, 2010; Tripathi, 2015).

Visual reflective journaling within graduate level learning can help to provide a clearer viewpoint and perspective on students’ educational experiences, such as internship (Boden et al.,

2006; Deaver & McAuliffe, 2009). Deaver and McAuliffe (2009) explored the impact of art making and journaling during counseling and art therapy graduate students' internship placements. The authors determined that visual reflective journaling was effective because it provided a modality for the study participants to integrate their knowledge and document their experiences. Following this study, participants indicated that they were more readily able to integrate reflective journaling into their life (Deaver & McAuliffe, 2009). Boden and colleagues' (2006) research with master's level students demonstrated how reflective journaling can aid in the process of finding deeper meaning and broadening perspective.

My own experience with visual reflective journaling in this study supports this literature. The three-part process became a method of processing the day by recording and sorting thoughts and functioning as a "paper mirror" (Hubbs & Brand, 2005) that provided reflective distance that enabled me to gain perspective and unburdening frustrations. I found that each part of my process (journaling, art making, and reflection writing) provided different purposes. I used the initial journaling as a method of getting everything off my chest. I felt that it was necessary for the stress reduction aspect of the process. The art appeared to be the method I used to clear my mind and allow me to step back from the week's experiences. It also allowed me to meditate and reflect upon the week by creating a visual of what I was experiencing at that moment and therefore felt like a more fluid, expressive process of releasing feelings, thoughts, and emotions. I discovered that the art making provided a place to explore unconscious process that led me into cognitive and written reflection. This part was important to create distance from the week, allowing me to see the bigger picture and better reflect upon the week's experiences. It was the beginning stage of putting things into perspective. The reflection writing seemed to be a written result of clearing my mind in the artwork. It helped me to find solutions to issues discussed in the

journaling. As a whole, this visual reflection process enabled me to put the week into perspective, allowing me to see the bigger picture of my internship experience rather than be stuck on smaller frustrations. It helped me to gain a better understanding of the situation as a whole and better prepare me for my work as a clinician each week.

Elbow and Clark (1987) and Kerka (1996) discussed the possible challenges of knowing that the journaling would be viewed by reviewers, stating that initial fears or judgments could inhibit the writer. While I knew that the journal would be analyzed by others, it was not on my mind during the process. I realized during the data analysis phase that the entries were highly personal, however my journaling and art making had not been impacted during the study by knowing it would be reviewed. This resulted in genuine entries because the realization that two other reviewers would be reading and viewing the process did not occur to me until I was physically giving the journal to them. However, this knowledge could be a limitation for others who may replicate this study.

Impact on client work and community interactions

The journaling positively impacted my overall internship experience by increasing self-confidence and improving my ability to connect with client and the community. Riegel's (2009) study found that self-care and positive coping mechanisms not only reduce stress but they also increased self-confidence. Increased self-confidence has an impact on the way in which an individual works with clients and on community interactions by finding connections between themselves and the outside world (Riegel, 2009; Vygotsky, 1986). Studies by Slayton, D'Archer, and Kaplan (2017) and Deaver and McAuliffe (2009) showed that there was significant improvement in relationships with therapist and others within the community as a result of the internship experiences. Deaver and McAuliffe's (2009) study looked at internship experiences of

graduate counseling students finding that the aspect that contributed most the growth of the study participants was the reflection, because it increased personal well-being, provided an outlet for expression, and increased perspective (Deaver & McAuliffe 2009).

Through the visual reflective process and feedback from others, my confidence increased. I found that through the visual reflective journaling process my self-confidence increased, which directly impacted the clients and community members I interacted with. While my study was not intended to focus my internship experience, it resulted in such. I found that the reflection part of the process was the most beneficial by helping to change my perspective. During Week Five the reflection writing theme of *growth* and supporting change within client interactions can be seen through the following quote: “Not only are the clients growing but they are also helping me grow and feel more confident!”

I can also link the results of the three-part visual reflective journaling process to changes in how I approached and conducted therapy sessions, documentation, and co-worker interactions at my internship site. Over the course of the study, I noticed that by doing the weekly process of journaling, art making, and reflecting, it seemed to make therapy sessions with clients easier and my clinical documentation process smoother. The time in sessions began to fly by, often running longer than I would have expected, and writing the session notes became more of a quick check-in and update and less of a chore. One possible reason could be that I was putting myself in my clients’ shoes and doing what I ask them to do each week. This change was an unanticipated result of my study.

The co-worker I worked with during sessions also identified a change in my approach to client work. They commented that I had become more flexible and adaptable, allowing the clients to take the session where they needed to go; they noted an observation about my previous

tendency to sometimes become frustrated when sessions weren't going where I had planned.

There are other factors that could have played a role in the behavior shift as well. These factors include: personal confidence, environmental changes, shift in clients, and work load of classes.

The unsolicited feedback made me curious if other co-workers at my internship and community members had seen similar changes. I decided to ask my other co-workers and community members the following question: What changes, if any, have you noticed in me over the course of this semester (January-now)? The responses were as follows:

- More confident, showing more of my own personality.
- Really able to relate with clients on "some weird level."
- Go in and take control right away where the first few weeks seemed more reserved, like you were somewhat checked out.
- Talk to the team more and help explore other ways to help different clients that aren't necessarily yours.
- More compassionate and understanding of different perspectives.
- Seem more excited and driven.
- Don't look and sound so physically exhausted.
- So much energy brought into sessions lately.

These responses indicate that through the journal process I have been able to clear my mind, release my thoughts, feelings, and stress, and become more confident within my internship experience. These changes support some of the themes that arose from the thematic analysis.

The perspective gained from Week Three of the reflection writing appears to be the turning point within my experiences that contributed most to this new found confidence and level of energy. This is evident by the following quotes: "I am not going to let someone slow me down

or stop me from getting to where I want to go—doing actual therapy!”, “So exhausted, yet I feel so productive, and ready for more.”, and “I am actually looking forward to internship and working with clients.” These quotes support my overall findings of increased confidence in my client work as well as a stronger connection to my professional identity as an art therapist.

CHAPTER VI

CONCLUSION AND RECOMMENDATIONS

Jean Shinoda Bolen said, “When you recover or discover something that nourishes your soul and brings joy, care enough about yourself to make room for it in your life” (Carlson & Shield, 1995, p. 7).

This six-week study explored the use of visual reflective journaling as a means of self-care during an art therapy graduate school program. The literature reviewed for this study provided a framework and overview of self-care, stress management, and visual reflective journaling. It was hypothesized that combined art-making and journal writing would be helpful tools for self-care and stress management during a graduate art therapy program. Through the use of thematic analysis, I found that a three-part process of visual reflective journaling enabled me to create distance from my experiences and gain new perspectives.

Though the process of visual reflective journaling for self-care, my observations were that most of my stress was centered around my internship experiences. Starting this study, I was not aware of this insight. The process of writing, making art, and reflecting each week helped me to record and document my stressful experiences, see the bigger picture, and shift my perspective. The residual effect of this process helped me understand, connect, and relate to clients better. I was able to clear my thoughts and be present in the moment.

Recommendations

Because I have always been drawn to art making as a coping mechanism to clear my mind, I feel as though this part of the study is necessary, but does not have to be art making. For some people, the process of making art can cause more stress; therefore, I feel that this

component of the study can be adapted to fit the needs of the individual. Any method of self-expression that helps to connect internal thoughts and emotions with the external world, creates distance and help to clear one's mind, and provides a place to explore and find explanation for experiences could be substituted for my art making component. I recommend graduate art therapy students set aside time each week to journal and reflect upon their experiences each week by documenting their time in graduate school, which may allow for decompression and increased focus on self-care. This will allow for better insights on stressful situations. For future studies, I recommend using more participants and making it more generalizable.

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APPENDIX A

Thematic Analysis Directions

Analysis of the initial journaling (pre-art making):

1. Read the journal entries as many times as you need to become familiar with the data.
2. Take notes and make highlights of your impressions, repetition of words, phrases, and concepts.
3. Look through your notes and highlights and arrange like items into a single “code” to represent them. Codes are different words/phrases/concepts that appear to be a topic or topics of the writing seen in the journal. Creating codes helps to organize the data into manageable chunks of similar items. Make a list of all of the codes you found.
4. Go back to your notes and highlights and search for larger themes that seem to be present. Themes are patterns that give the understanding of the overall journal, rather than the discreet elements you defined as codes. Make a list of all the themes you have identified.
5. Now look at both the themes and codes together. Place individual codes under the theme where they seem to fit. If there are codes that don’t fit under an identified theme, note that, or see if there is an additional theme that needs to be added. Use the attached worksheets to organize the codes under the themes.

Analysis of the art entries:

1. Look at the artwork and take notes of your impressions, repetition of color, texture, lines, shapes, abstract or representational elements, use of space, etc. (i.e. formal elements of artmaking).

2. Look through your notes and arrange like items into a single “code” to represent them, similar to what you did for the journal entries. Make a list of all the codes you found.
3. Now go back to the artwork and identify anything that you could define as a larger theme that seems to be present. Make a list of all the themes you identify.
4. Now look at both the themes and codes together. Place individual codes under the theme where they seem to fit. If there are codes that don’t fit under an identified theme, note that, or see if there is an additional theme that needs to be added. Use the attached worksheets to organize the codes under the themes.

Analysis of the reflection writing (post-art-making):

1. Read the journal entries as many times as you need to become familiar with the data.
2. Take notes and make highlights of your impressions, repetition of words, phrases, and concepts.
3. Codes are different words/phrases/concepts that appear to be a topic or topics of the writing seen in the journal. Creating codes helps to organize the data into manageable chunks of similar items. Look through your notes and highlights and arrange like items into a single “code” to represent them. Make a list of all of the codes you found.
4. Go back to your notes and highlights and search for larger themes that seem to be present. Themes are patterns that give the understanding of the overall journal, rather than the discreet elements you defined as codes. Make a list of all the themes you have identified.
5. Now look at both the themes and codes together. Place individual codes under the theme(s) where they seem to fit. If there are codes that don’t fit under an identified theme, note that, or see if there is an additional theme that needs to be added. Use the attached worksheets to organize the codes under the themes.

APPENDIX B**Thematic Analysis Data Tables**

Journal 1	Journal 2
Theme-	Theme-
Code-	Code-

Journal 3	Journal 4
Theme-	Theme-
Code-	Code-

Journal 5	Journal 6
Theme-	Theme-
Code-	Code-

Art 1	Art 2
Theme-	Theme-
Code-	Code-

Art 3	Art 4
Theme-	Theme-
Code-	Code-

Art 5	Art 6
Theme-	Theme-
Code-	Code-

Reflection 1	Reflection 2
Theme-	Theme-
Code-	Code-

Reflection 3	Reflection 4
Theme-	Theme-
Code-	Code-

Reflection 5	Reflection 6
Theme-	Theme-
Code-	Code-

APPENDIX C

Thematic Analysis Data Collected

Journal 1	Journal 2
Theme- "I Feel" Don't feel vs. feel Frustration Distrust/trust Frustrated feelings	Theme- Communication Anger Notes Frustrated feelings
Code- Questions Tired Feels good to be in control Talking helps Lack of appreciation Frustration Comparison between people why? feel take don't appreciated role at sight frustrated time	Code- Notes Learning You/I Not feeling heard Comparison between people Time (Daily/Weekly) notes* be present sitting session purpose excuses lack of interaction (waiting-time)/communication

Journal 3	Journal 4
Theme- time Frustration Notes Frustrated feelings	Theme- new Relief New chapter/experience
Code- Questioning Notes Time Control Sharing notes* see sitting working tired blame notes questioning issues/problem control time- sitting/waiting options	Code- Excitement Younger “New way” Productive sessions notes feeling exhausted* ready excitement new way control-positive exhaustion-positive

Journal 5	Journal 6
Theme- time Excitement Looking forward	Theme- people Chaos Storm Chaos mess
Code- Looking forward Laid back Supportive I feel Productivity Present with kids worth it/valued Walls coming down feel valued session supportive productive sense of worth different clients	Code- Communication Storm New people Threatened Support Positive advise clients boy storm no end in sight-avoidance avoidance extra support advise *name removed for confidentiality*

Art 1	Art 2
Theme- different points of connection Control Connected/disconnected	Theme- overlapping Chaos Expectations Chaos controlled by boundaries
Code- Interwoven lines Abstract Boundaries Compartmentalization 5 colors Where to go? cool colors straight lines curvy lines abstract $\frac{3}{4}$ page marker cool colors various (geometric/organic) sizes/shapes/lines (straight/curved) filled page controlled chaos	Code- Layers Words Abstract Lines Colored pencil or crayon? Approximately 10 colors Compartmentalization Tasks abstract angular lines warm color cool color full page pattern-lines days of the week spilling over/layers/overlap crayon/colored paper boundaries

<p>Art 3</p>	<p>Art 4</p>
<p>Theme- determination Help Scene-striving</p>	<p>Theme- brightness Explosion fireworks</p>
<p>Code- Representational image Metaphor colored pencil Dialog Connection swimming Water Strength representational cool colors quick lines full page thought bubbles-IMPLIED interaction drowning/struggle-determination crayon/colored pencil ¾ filled water-quick lines</p>	<p>Code- Abstract Warm colors with pop of cool purple Bright Things touching/blending Fluidity Water color warm colors abstract texture full page watercolor/crayon fluid warm colors ¾ page abstract 4 fireworks-central focus approximately 4 colors</p>

Art 5	Art 6
Theme- blending Building Growing/growth	Theme- direction Disarray barriers
Code- 5+ colors fluid and controlled watercolor and marker Blocks Encapsulation Compartmentalization Abstract warm color cool color abstract $\frac{3}{4}$ page watercolor-rainbow-blended bricks-red outline-clear boundaries- surrounded abstract	Code- Arrows abstract side to side Separation Crossing through/over cool abstract shapes $\frac{1}{2}$ page arrows 7left 5right crayon/marker/black strip various colors center blocked by lines left and right $\frac{1}{3}$ filled abstract right-mess of lines

Reflection 1	Reflection 2
Theme- opinions in action frustration Why feelings	Theme- advocating for self Disarray Expectations understanding
Code- Why? Annoyance Care One or the other Direction why don't sessions me best interest why taking advantage/direction annoyed *name removed for confidentiality*	Code- Expectations Out of control Perspectives Speaking out Encouragement I Learning out of control advocating moving forward-speak up work ethic learning

Reflection 3	Reflection 4
Theme- feeling positive Confidence difference	Theme- fireworks Excitement Positive energy
Code- Different Others influences Finally Change change session chance confidence standing up for elf growth positive influences more accountable change given a chance to practice/control	Code- Growth Happiness Internal reaction Purpose Support Joy growth happiness joy pops fireworks “found my spot” fireworks pops of joy filled with purpose happiness/joy/energetic short

Reflection 5	Reflection 6
Theme- growth Productivity Productive	Theme- direction Validation validation
Code- Time Productive Explored Built Began Structure Growing Grow Grow Explore Felt short-time Growth Exploration-emotions, identity, rapport, family structure	Code- Questioning self support relationship comparison safety and advocating Desired -- "Asked for" support clients house right needed support rapport work where needed most advocate/safety