**CAT 209 Media Directive Profile Worksheet**

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| **Directive Title:** Wire Sculpture for Clients with Substance Use Disorder in Recovery - Week 2 of 3 | |
| **Approximate Finished Size:** 12” x 12” x 24” wire sculpture with rice paper exterior | |
| **Materials:** |  |
| Paper Materials:2 rolls Shoji Paper Roll – BASIC (white), 37 inches by 23 feet, traditional Japanese paper: fiber mix, weighs 45 grams per square meterVarious colored mix of rice paper, flat sheetsClean up:Paper TowelsVinegar or Scent-Free cleaning spray (sometimes aluminum wire leaves a dark gray residue on surfaces)Table cover: newsprint OR plastic (if there is a roll available) and masking tape to secureSmall whisk broom (hand) | Tools:Wire: (2) spools 8-gauge Safety Wire, Aluminum; (2) spools 10-gauge Safety Wire, AluminumSculpting: Precision Plier Set (8) various noses and heads, Dipped Handle TypeCutter: 2 Wire Cutters, Precision, Dipped Handle TypeUnscented glue-sticks(8) 20ft Copper Wire String Lights, 100 LEDs Flexible Fairy Lights, Warm White, Décor Christmas Rope Lights(2) Scissors |
| **Mix of music**- Ambient Down-Tempo Chill-out Electronica (Relaxing, search on Music to Study to on Youtube) | Work Gloves 4 sets of work gloves, thick for dealing/working with wire such as: Uline Utility Gloves Lightweight spandex with synthetic leather palm All-purpose work gloves |
| Purpose: The purpose of this exercise is to allow each participant time to focus on creating something that symbolizes something abstract that most people don’t fully understand, which is the flow of electrical current. The participant builds a piece that cannot be powered by them, it must be powered by something greater than them. They are creating sculpture that can be lit up from the inside, using something that is not them. (This was taken from the AA idea that you are on your way to believing in a higher power as soon as you know that there is a higher power and you aren’t it). **Goal:** The goal of this exercise is for each participant to spend time working on a sculpture that is can be plugged in and serve as a reminder of their powerlessness. In Step 2, “A power greater than you can restore you to sanity.” The power greater than them is the electricity, they cannot light up the sculpture, but something else can. The goal of handing out the article is to add to their growing set of tools, empowering them with information. When an addict feels overwhelmed, they are taught to look to specific tools for support (meetings, fellowship, sponsor, new healthy activities for enjoyment, etc.). | |
| **Procedure:**  • This is a 90-minute group for 8 adults in recovery from substance abuse. The program is offered in an outpatient setting rather than inpatient since cutting tools and wire would not be admitted in the latter. 90-minutes include setup and cleanup.  **Prep BEFORE they arrive:** cover tables with plastic or newsprint and tape down on tables.  **Welcome** everyone and do a verbal check-in. Remind them about confidentiality. Say, “This is the second session of a three-part series. Each week we work on a recovery step, last week we worked on Step one, next week it will be step three, and this week we are focusing on Step 2. So, as you know, Step 2 of Alcoholics Anonymous (which is what most recovery programs are based on) reads: ‘Came to believe that a power greater than ourselves could restore us to sanity.’ So think about electricity for a moment. Even though most of us cannot fully explain how electricity works, without consulting Google, we trust it to get us what we need, light. Electricity in a way, can be a power greater than us. We will be creating wire sculpture lamps that you can put on a table or hang, they also can be plugged in. [Show a finished version].”  “Before we begin, I also wanted to share with you some cool research about the benefits of doing art. This is important because you can add this to your tools of self care. This study looks at cortisol levels and the effects that art has on lowering them. High cortisol levels are caused by chronic stress and inflammation, and contribute to anxiety and depression. ” [Share highlights from Dr. Kaimal’s study on cortisol: <http://www.psypost.org/2016/06/skill-level-making-art-reduces-stress-hormone-cortisol-43362>]. “Dr. Kaimal is a researcher at Drexel University. She just concluded that doing just 45 minutes of art can dramatically reduce your cortisol levels. Just think of how beneficial this two hour session is going to be! So the good news is, this project, that will help reinforce your own understanding about your spirituality, and will also enhance your physical and emotional well-being by lowering cortisol levels. Isn’t that cool?” Ask group members if there are any questions and answer them accordingly.  **• Time Marker 15:00 minutes:** Hand out spools of wire and cutting tools. Sharing is implied with the material placement. Ask that everyone wait until all the materials have been handed out before starting.  **• Time Marker 17:00 minutes:** Put on music. Clients will then choose from the different gauge wires and wire shaping tools. Tell clients that they have about 50 minutes to work. This project will most likely require your assistance since it requires 3-D visualization. Help clients break down the steps by focusing on one side at a time.  • Walk around the room and observe to see if anyone is getting stuck. If everyone is working well, place yourself in a far corner (so you are not standing directly behind someone and making them uncomfortable). If they are getting stuck, gently ask her or him some of the questions about what they have created so far. Offer gloves to anyone you notice is having issues with the wire.  **• Time Marker 55:00 minutes:** Say, “Start thinking about the final touches that you want to add to your work. We have ten minutes to go before we are going to put down the tools and talk about our work. If you haven’t secured your light cord with socket, now is a good time to do so. When you are done with that, take a light bulb from the pack and secure it in!”  **• Time Marker 65:00 minutes:** “It looks as if everyone is about done, if you aren’t, we’re going to stop for now so we can talk about the work.” Ask the group who feels comfortable talking about their work. Ask about the sculptures they created, the shapes and colors they used, and if they experienced any feelings as they created. Was anyone surprised by what they created? If a participant is not happy with her work, “what is going on in your sculpture?” focusing on the feeling, not the actual work. Rather than just jumping to “it’s beautiful work” say, what would you do differently (if she is still feeling frustrated). Again, clients with substance abuse are up against the task of changing very hardwired brain circuitry that requires a lot of patience to adjust, it helps to hear this in the group setting. Remind her to “go easy” and “be gentle.”. Ask the clients to find an outlet to plug their piece into. Then turn off the lights and spend a few minutes observing their work. Remind them that she has added some new tools to their tool boxes, such as, creating art (which helps lower cortisol which can impact her immediate physiology), and to use the metaphor of the vessel receiving energy (even though we don’t fully understand HOW it works at any given moment, we can look at the flow of energy as an analogy for something that is greater than us, AKA the Higher Power). If there is time, talk about other rice paper sculptures anyone is inspired to make.  **• Time Marker 80:00 minutes:** It is time to clean up. Ask the participants to use the broom to clean up any small metal parts and dump in the garbage. The same for the rice paper. This project has the capacity to make a mess due to a ton of small pieces. Close the group by reminding the members about confidentiality, reminding them about the next meeting (date and time), the importance of their attendance, and thank them for their participation. | |
| **Therapeutic Properties of the Media:**  Sculpture helps clients flesh ideas out in 3 dimensions. Through internal discovery and/or outer discussion, participants can look at problems from many different angles, just as they are trying to solve the problems of sculpture activities from different angles and perspectives. It helps contribute to a feeling of control over one’s environment. The activity that we are doing in this directive includes working with an internal and external space. The client is creating her/his own container and gets to decide how to fill it and how to cover/leave open the exterior.  It’s important to try to fill the toolbox for addicts and alcoholics so that they have a go-to for stress relief. Dr. Kaimal at Drexel University did a study on the effects of art making on cortisol levels, “researchers found that 75 percent of the participants’ cortisol levels lowered during their 45 minutes of making art. And while there was some variation in how much cortisol levels lowered, there was no correlation between past art experiences and lower levels” (Kaimal & Muniz, 2016).  Clay and sculpture share qualities of dimension and tactile accessibility. According to an article by Sholt & Gavron (2006), the following are therapeutic qualities of clay:   * Facilitating expression of emotions * Facilitating catharsis * Revealing unconscious materials * Facilitating rich and deep expressions * Facilitating verbal communication * Concretization and symbolization: The embodiment of inner representations in visual images   Supervised sculpting activities with patients with dementia are connected to an increase in attributes such as, “mental state, attention, corporeal memory, self-reliance, self-esteem and physicality,” and last for approximately 6 hours after the activity. (Seifert, Spottke, & Fliessbach, 2017).  Kaimal, G., Ray, K., & Muniz, J. (2016). Reduction of cortisol levels and participants' responses following art making. *Art Therapy*, *33*(2), 74-80.  Seifert, K., Spottke, A., & Fliessbach, K. (2017). Effects of sculpture based art therapy in dementia patients—A pilot study. *Heliyon*, *3*(11), e00460  Sholt, M., & Gavron, T. (2006). Therapeutic qualities of clay-work in art therapy and psychotherapy: A review. *Art Therapy*, *23*(2), 66-72. | |
| **Appropriate Populations/DMS 5:** Substance Use Disorder  The following was taken from: https://www.promises.com/resources/addiction-articles/substance-use-disorder-defined/  **Substance Use Disorder:** This diagnosis was specifically designed to allow doctors to simultaneously address both addictive and non-addictive dysfunctional substance use in clients. This replaces the DSM-4, the diagnostic manual previously used by the APA, which treated addiction and clinically significant abuse as separate distinct issues. Under the DSM-5, there are eight types of substance use disorders that doctors can diagnose. Caffeine is also listed as a substance-related disorder under DSM-5, however, it is not designated as a substance use disorder.2   * Alcohol * Cannabis (e.g. marijuana) * Hallucinogens (e.g. LSD, peyote) * Inhalants * Opioid (e.g., heroin) * Sedatives, hypnotics, or anxiolytics (e.g. Valium, Xanax) * Stimulants (cocaine, methamphetamine) * Tobacco   Regardless of the substance used, diagnosis is based on a pathological set of 11 behaviors that fall into four basic categories, with specific patterns in each category, as follows.2  **Impaired control:** Using for longer periods of time than intended, or using larger amounts than intended; wanting to reduce use, yet being unsuccessful in doing so; spending excessive time getting/using/recovering; cravings that are so intense it is difficult to think about anything else.  **Social impairment:** People may continue to use despite problems with work, school or family/social obligations. This may include repeated work absences, poor school performance, child neglect or failure to meet household responsibilities.  Addiction may also be indicated when someone continues using substances despite having interpersonal problems caused by its use. This may include arguments with family members about the substance use, as well as losing important friendships because of continued use. Meaningful social and recreational activities may be abandoned or curtailed due to substance use.  **Risky use:** Addiction may be indicated when someone repeatedly uses substances in physically dangerous situations. This may include using alcohol or other drugs while operating machinery or driving a car. Some people continue to use addictive substances even though they are aware it is causing or worsening physical and psychological problems. An example is a person who continues to drink alcohol despite having liver failure.  Pharmacological indicators (tolerance and withdrawal): Tolerance occurs when a person needs to increase the amount of a substance to achieve the same desired effect. The “desired effect” could be trying to avoid withdrawal symptoms or getting high. Withdrawal is the body’s response to the abrupt cessation of a drug after it has developed a tolerance to it. Withdrawal symptoms depend on the type of drug and duration of use. | |
| **Adaptations:**  This can be a challenging project for someone who is shaking due to meds. In that case, it may make sense to have some pre-built sides done so that they can be assembled easily. This way, someone who is struggling can focus on the rice paper portion, using the glue stick and the colored rice paper to create colorful side panels for the piece. | |
| Creative Options: Offer black pens (Sharpie Permanent Ultra-Fine Point Markers, Black, Pack Of 12) for drawing on the rice paper before or after the sides and the full piece is built. If the full piece is built, this works for drawing on separate pieces of rice paper then adding it the piece. If the piece isn’t built, the pens can be used to mark the sides easily without bleeding if the paper is placed against a hard work surface. The designs that can be created with black pen on the white paper (once lit up with the bulb) and plugged in can look striking. | |
| Theory: Jungian and Mindfulness | |

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| **Wire exterior of outside container** | **Moon with lights inside** |
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| **Top view of moon next to wire cage** |  |
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