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Examining Psychology in the Context of Interdisciplinary Integration in Art Education

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Abstract

Purpose: In the changing and developing process, the individual has encountered and integrated many innovations throughout his life. These changes have brought about many innovations in the focus of education. Individual learning and indirectly enriching learning environments have led to the emergence of new models. In particular, the arguments on which contemporary educational philosophies are based have supported the use of new models and technologies. In this sense, the research aims to touch upon psychology in art education in the context of interdisciplinary integration.

Design & Methodology: The research was carried out with the literature review method, and the sources reached were discussed within the framework of theoretical information.

Findings: Considering the problems of today's art education, the use of interdisciplinary models, which is a contemporary approach, is remarkable. Considering the framework of art education in terms of theory and scope, there is the use of interdisciplinary modeling methods. This modeling method, which has a widespread use in the world, has made information renewable by providing new expansions. In this way, its use by many countries in the world has increased the importance of the model and enriched its usage area. In addition to these, the fact that art education is related to psychology, especially the psychological effects of the learning that takes place is at a level that can be observed.

Implications & Suggestions: When the psychological effects of art will be discussed, its reflections on the concrete existence of the individual are expected. Especially in the developing technology and information age, this effect is also remarkable. The preference of contemporary interdisciplinary integrations in artistic activities assists philosophical and psychology approaches.



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Sanat Eğitiminde Psikolojinin Disiplinlerarası Entegrasyon Bağlamında İncelenmesi

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Öz

Amaç: Değişen ve gelişen süreçte, birey hayatı boyunca birçok yeniliklerle karşılaşmış ve bütünleşmiştir. Gerçekleşen bu değişimler, eğitimin odak noktasında bir çok yenilikleri beraberinde getirmiştir. Bireyin öğrenmeleri ve dolaylı olarak öğrenme ortamlarının zenginleştirilmesi, yeni modellerin ortaya çıkmasını sağlamıştır. Özellikle çağdaş eğitim felsefelerinin dayandığı savlar yeni model ve teknolojilerin kullanımını desteklemiştir. Bu anlamda araştırmada disiplinlerarası entegrasyon bağlamında sanat eğitiminde psikoloji üzerine değinilmek amaçlanmıştır.

Yöntem: Araştırma literatür tarama yöntemi ile gerçekleştirilmiş, ulaşılan kaynaklar kuramsal bilgiler çerçevesinde ele alınmıştır.

Bulgular: Günümüz sanat eğitiminin sorunları dikkate alındığında çağdaş bir yaklaşım olan disiplinlerarası modellerin kullanımı dikkat çekicidir. Sanat eğitiminin kuram ve kapsam olarak çerçevesi gözetildiğinde disiplinler arası modelleme yöntemlerinin kullanımı mevcuttur. Dünyada yaygın bir kullanım alanına sahip olan bu modelleme yöntemi, yeni açılımlar sağlayarak bilgiyi kullanılabilir hale getirmiştir. Bu şekilde dünyada bir çok ülke tarafından kullanılması modelin önemini arttırmış ve kullanım alanını zenginleştirmiştir. Bunlarla birlikte sanat eğitiminin psikoloji ile bağlantılı olması, özellikle gerçekleşen öğrenmelerin psikolojik etkileri de gözetilebilir düzeydedir.

Sonuçlar ve Öneriler: Sanatın psikolojik bağlamda etkileri ele alınacak olduğunda bireyin somut varlığına yansımaları beklenen durumdur. Özellikle gelişen teknoloji ve bilgi çağı bu etkilenme de dikkat çekicidir. sanatsal etkinliklerde özellikle günümüz çağdaş disiplinler arası entegrasyonların tercih edilmesi felsefi ve psikoloji yaklaşımlarını asiste etmektedir.

INTRODUCTION

Creating concepts, theories and facts on the definition of art is seen as a difficult act. According to Gombrich (2020), "There is actually nothing called art, there are only artists. In other words, while art is defined as an object, the artist is defined as the subject who performs it. The first data on what art is and the existence of art has an old history dating back to the primitive period in archaeological excavations. This history has survived to the present day with the existence of humanity and art fields have diversified over time by integrating different disciplines. Art has existed wherever there is humanity. In this sense, art has always been related to humanity." This relationship has attracted attention since the early ages. Especially the fact that art is a human activity is proof of this relationship. These traces have been proven in the first dates when traces of humanity and art were first seen. The formation of such handicaps on art has necessitated the explanation of different disciplines and this need has brought different disciplines together. The phenomenon of art, which first found a place in social life, has also found a place in different fields with changing and developing processes. Changes in science, technology and psychology have also provided relational diversity.

With the development of the information and learning age, remarkable methods and phenomena have diversified in the education system. Along with these renewed paradigms, innovations and new expectations require changes in the structure of schools and educational environments. As an educational institution, the school should be a part of a multifunctional structure that is constantly open to innovation, where knowledge is created, used and developed, where individuals gain self-confidence through teamwork, and where it can be used at any time of the day. It should be positioned on a system that meets the new needs and information needs of society and aims to develop original and creative thinking in students (Parlar, 2012). Interdisciplinary integrations, one of the most important of these innovations, have enabled the introduction of New teaching programs continue with a discipline focus. Interdisciplinary studies are carried out intensively suitable for the education system. The emergence of various disciplinary fields and disciplines such as philosophy and psychology have always been intertwined with art and art education from past to present. The reason for this is that there are psychological effects in the learning that occurs during the realization of art education. An individual who paints can express his own creativity in his applications under the influence of his psychological state of mind. The fact that artistic expression consists of a way of psychological effect and the environment in which art education takes place. If the internal impulses of the individual are taken into consideration, it is usual for these psychological effects to be reflected in learning and experiences. Although psychology is not the first factor that draws attention in a product made or learning realized, its influence in the process cannot be denied. To give an example, there are visual materials in the applications of a teaching system realized through art. These element constitute the logic framework of the paintings. Compositions are created to provide an order in the work, light-shadow balance is provided and perspective is determined. In addition, the psychological state of the individual while applying these factor preferences reflects a remarkable mental state. While this affects the individual, it can also affect the instructor (Ayaydin, 2020).

Art and indirectly art education is of great importance. Because art activates the mental activities of the individual in different ways and creates an effect on psychological feelings. This is a remarkable point in the discipline of psychology as it points to the starting point of the individual's consciousness. In this sense, when psychological phenomena are examined, the connection between evolution and art emerges. When examined in this sense, art, which has been a part of human life throughout history, has been used for healing purposes in many periods. While the Egyptians benefited from artistic activities in

spiritual treatments, the Greeks used drama and music, and in the 20th century, the therapeutic power of art was discovered. British painter Adrian Hill observed that the patients expressed their trauma and emotions during his paintings with tuberculosis patients and introduced the concept of Art Therapy. With the contributions of Margaret Naumburg, Edith Kramer, Hanna Kwiatkowska and Elinor Ulman, the concept was further matured and the American Art Therapy Association was established (Okcu, 2022). Art is a perception that human beings consciously realize and define as aesthetic. This perception has enabled art to have many relationships in this way and has been interpreted representationally or symbolically. What we encounter here is that art can be found in the natural order of nature, but also exists with the psychological state of the individual (Solso, 2003). In these processes, art education is also important in revealing the inner impulses of the individual by providing artistic activity in conscious learning. In this respect, art education affects the development of creativity power and a positive approach to artistic expressions by ensuring the integrity of the individual's spiritual and physical education. The fact that the conceptual structure of art education affects the individual's learning in this way can also be said to improve his/her psychological perceptions, knowledge, thinking, designing, interpreting, self-expression, and behaviors such as artistic and aesthetic criticism.

Purpose and Importance of the Research

In a process of change and development, individuals have encountered and integrated many innovations throughout their lives. These changes brought many innovations to the education center. Individual learning and the enrichment of the learning environment have indirectly led to the emergence of new models. The arguments of modern educational philosophies especially advocate the use of new models and technologies. In this sense, the aim of the research is to touch upon psychology in art education in the context of interdisciplinary integration.

METHOD

Data Collection Tools

While creating the article, the necessary literature was scanned, studies were carried out within the scope of the subject, and the literature research method was used in this context.

Analysis of Data

Data analysis refers to any statistical technical explanation, whether descriptive or inferential. In this sense, research literature should specify how data should be analyzed. Some scientists define data in different ways. According to Galtung, the data are; It refers to things that are observed and recorded. This is the information needed to draw conclusions from the data. Analysis of the data collected for this purpose is the process of determining and extracting the basic elements and features of the data according to the purposes of the research (Karasar, 2020). In this sense, while analyzing the data of this study, the necessary national and international literature was first examined and other studies conducted within the scope of the study were investigated. Secondly, in the necessary literature research; Theses, articles, books, studies, meetings and conferences, as well as publications of scientific activities, were examined. This process continued until the study was completed and the necessary results were obtained.

Findings

1. Interdisciplinary Integration

In today's contemporary teaching and management systems, remarkable theories and practices have emerged with the variations in the universe of information and technology. These changes and innovations in the scientific framework and their reflections on the education system have necessitated different theoretical applications and unions. Interdisciplinary integrations, one of the most important of these innovations, have enabled the integration of new programs suitable for the education system. These integrations have found application as a view of knowledge or curriculum approach, a methodology or language from many sources (Jacobs, 1989).

Interdisciplinary integrations are, first and foremost, an area of research that combines knowledge, skills, theories, perspectives and disciplinary factual constructs to provide innovative solutions to unexplored and unstructured problem areas. When interdisciplinary integration is defined in this way, the following features stand out: Integrated linking between various disciplinary fields and establishing a system based on the relationship with common learning and teaching areas, an implicit collaboration based on research in the form of integration, research-based integrated education within the arts, and the realization of knowledge and practices for the identification and solution of unstructured, subjective problems (Klaassen, 2018).

In order for educators to use interdisciplinary integrations in teaching and learning processes, they need to have a qualified knowledge base. In order to meet the information needs and requirements of the individual, classroom management has an impact in addition to the scope of theories. The methods used in traditional education programs from the past had a framework that was inadequate for use in the field in pedagogical, philosophical and psychological contexts. This has led to a theoretically shallow mold in learning systems. The fact that traditional systems were speculative in the effectiveness of realist and idealist views provided a positive impetus to this negative situation. It is for this reason that interdisciplinary integrations attracted more attention at this stage and were tried to be developed. This is because these integrations create multiple learning spaces and enable multidimensional thinking. For example, Chapman argues that artistic activities should be integrated with cultural studies, while Gardner argues that learning skills should go beyond memorization and that multiple disciplines should be handled and structured together. At this stage, the main issue to be dealt with is psychological and perceptual compatibility. Because psychological emotional states play a dominant role in learning (Suraco, 2006).

Interdisciplinary integrations, which describe the integrative perspective of various disciplinary fields, primarily increase the effectiveness of learning programs, but also create a new form to support this learning environment with various practices. Even if interdisciplinary integration approaches can be taught with traditional learning theories, progressive and constructivist approaches are more meaningful in terms of process and outcome. Especially the consideration of the psychological effects of the determined approach is noteworthy in this regard. In this sense, interdisciplinary integrations will also affect psychological learning areas (Newell, Doty, &. 1990). However, the change in the organization of knowledge research areas has led to the use of interdisciplinary integration approaches and has influenced the choice of analysis of cognition and psychological methods with different perspectives. Abstract concepts of future problems and actions related to the psychological internal state of the individual can result in this method. It is possible to develop this with relational integrations together with its psychological infrastructure. The diversification in the fields of knowledge reveals this

importance. This is directly related to the differentiation and integration of knowledge. Not only the contexts formed between different disciplines should be considered sufficient, but also the philosophical and psychological substructure should be examined (Saurykova, Ybyraimzhanov & Mailybaeva, 2018).

2. Art Education and Psychology

Art education is known as an area of ongoing engagement with psychology in today's contemporary education system. It has characterized the common denominators of learning and growth in artistic learning. Piaget, the famous educational scientist of the time, was interested in education in a limited framework. He conducted a lot of theoretical research in terms of the psychological and educational views he advocated (Feldman, 1987). These researches also show tendencies on the artistic activities of the individual.

Since art education is not examined only according to certain situations, many art scientists and educators have put forward ideas on art education and the psychological importance seen in the individual through art education. They see art as a field that filters meaning and carries out activities through art, satisfying the individual's wishes and desires in every sense from an aesthetic point of view and also providing psychological satisfaction. In this sense, the connection between psychology and art is remarkable. Especially the fact that art both depicts the behavior of the individual and affects him psychologically brings this relationship to the fore. Because Psychology is a branch of science that tries to understand behavior in general. Psychology, which tries to understand all types of human behavior, also helps predict these behaviors (Yılmaz, 2017). Through art and art education, the real universe is given meaning with the existing memory and interpreted with insight. In this sense, it is noteworthy that art is directly linked to psychology and affects both the individual and the society. Because through art, the individual gets the opportunity to relax by experiencing spiritual and sensory satisfaction.

As the methods and techniques used in art education diversify, the individual structures himself and goes beyond being a robotic mechanism. Establishing relationships with different disciplines, especially in art education, will also affect the learning areas and psychological relief will be experienced. In this sense, it is necessary to solve the difficulties encountered in a rational and creative way. In a happy, peaceful, tolerant, environmentally friendly and harmonious manner by resolving will live (Akkurt, Boratav, 2018). Otherwise, the individual who processes his learning like a cog in the machine will fall into monotony and cause negativities in the psycho-social life area. However, the different disciplines used in the process will provide psychological balance by creating various learning areas.

The individual's sensations and perception deal with the reaction structure that arises in the contraction of substances. Traditional art education methods cannot assume an effective responsibility in the development of these two forms and have difficulty in fulfilling their requirements. Because, in traditional education systems, there are dominant factors and goals and truths that need to be imparted. This ensures that the individual grows up as egocentric, utilitarian, and most importantly reckless. As a result of this, individuals experience parapsychological dissatisfaction. In this sense, psychological satisfaction can be achieved through art education. In this sense, the creative and relaxing effect of art can be benefited from while providing psychological satisfaction. Meanwhile, the individual takes art seriously by creating a dream world for himself, and separates it from reality by equipping it with a rich treasure of emotions. However, the unreality of the artistic world turns many emotions that are actually unpleasant into a source of pleasure for the individual in the work of art. Unsatisfied emotions find expression through fantasy. Every dream stems from an attempt to satisfy a certain desire and an attempt to change the reality that denies such a satisfaction (Okvuran, 2023). In the process of artistic

activity, consciousness, unconscious and subconscious interact with each other. Although consciousness is a process in which the evaluation of space and time can be conscious or unconscious; These are unconscious mental processes. According to Freud; Unconscious pleasures are at the center of all emotions and emotional experiences. The subconscious is a mental process that can occur immediately with little effort. Therefore, they do not have a direct effect on the understanding of the objects seen, learned and focused on. The resulting sensory image of an object becomes an integral part of consciousness when it conveys a sensation, a preliminary concept, or a literal meaning (Kapar, 2009). In this regard, psychology becomes consciously active in this process. This situation reveals the understanding of audible objects in artistic practice and the ability to achieve satisfaction in this way. Appealing to the individual's inner urges through art education and at the same time ensuring that the individual is interested in art activities puts the individual at ease. An individual who engages in art activities gains psychological comfort by creating new living spaces for himself by getting away from the negativities of the day.

Art is one of the disciplines in which the individual finds a space of relaxation away from social and individual problems. Therefore, art activities should not be abstracted too much from the subjective structure of the individual. Because the individual finds the opportunity to escape from his/her problems in this way. This opportunity is parallel to the psychological emotional state of the individual. Individuals do not act as autonomous human beings. Their behavior is not completely determined by causal reactions. On the contrary, the individual is a totality of personal, performative and contextual strings. This totality tends to act as part of the material form. In addition, these holistic ties are a product of social structure (Bandura, 2006). At this stage, the environment where the individual is liberated is art. Art education is important in providing the appropriate environment and fields at this stage.

It refreshes the individual's soul through artistic activities. Art; While transforming concepts such as emotion, perception, creativity and motivation into indirect indicators through art objects; Psychology can be discussed in connection with these concepts. In this respect, the two fields are closely linked. When the art student's attitudes towards art objects and their search for meaning come together, the mutual relationship between art and psychology becomes more visible (Laçınbay, 2021). In this sense, when we look at the relationship between psychology and art education, we can see that art and psychology are closely related to each other. Because the focus in art education is the individual, and the fact that the individual has many psychological variables confirms this connection. According to many philosophical jurisprudence and paradigms, art must find meaning in the psychological soul of the individual, even if it is desired to find a response in intuition. Although art seems to be carried out in memory and imagination, the spiritual structure serves as the dominant element in artistic activities. It should be emphasized that the way is open for the phenomenological discussion of creation based solely on memory and imagination, and it should not be forgotten that the nature of psychology is similar to the nature of art. These approaches reduce the nature of art to neuroses but question the meaning of the psychological approach to art. At this stage, art should not be appreciated only as a search for intellectual harmony, nor should it be considered as the rationalization of a functional purpose. On the contrary, it should be viewed as a reflection of psychological stimulation (Wojtkowski, 2009).

Through art education, individuals can approach the metaphysical world in their artistic activities. Metaphysics means beyond or after in Greek. According to Aristotle, metaphysics, defined as the meaning of the later or beyond, is a philosophical term that examines the first property and purpose of matter (Dafermos, 2021). This term has also been the field of study of the individual in the artistic context, as it also dimensions artistic and psychological substances. Therefore, art becomes a kit that carries human beings to the metaphysical universe. Metaphysics, as Aristotle states, carries to the

beyond. The individual who thinks and plans beyond or after develops both the realm of imagination and original forms of expression. This relationship between art and metaphysics gains meaning through psychological intuitions and instincts. In this way, the individual gains broad perspectives in the psychological context.

Art approaches the individual through artistic activities in many aspects and the individual shows a mystical characteristic through this approach. The fact that art has mystical features in its origins affects the psychology of the individual. Therefore, the individual is close to mysticism in every aspect. The plural relationship formed in the mystical universe approaches art and the individual, creating a correlation between the two substances. The fact that the universe also consists of intentional or involuntary experiences characterizes this mystical judgment (Wainwright, 2021). In this sense, art has been influenced by mysticism in many fields and has affected the individual directly or indirectly. It is usual to feel mystical influences in art and in the psychological artistic development of the individual when the structures that have become cynical in society attract attention.

In activities realized through art education, the individual relaxes his/her mind and psychological consciousness. As in psychology, the individual is affected by his/her subconscious experiences and traces of this influence can be found in his/her life. In analyzing psychological issues, the effort to reach the subconscious is of great importance. Reaching the subconscious and conscious level of the individual in the elimination of any psychological inner turmoil is due to this. Pollock, while explaining the psychological effects of the subconscious in artistic activities, emphasized that the source of his creations originated from his subconscious and that he handled them just like his drawings, and stated the effect of the subconscious. What is understood here is that through art, the individual makes the psychological states of the subconscious visible through artistic expression (Ayaydin, 2020).

RESULTS AND DISCUSSION

Psychology is one of the disciplines with which art education is related and interdisciplinary integrations are established. The phenomenon of art; It has been in contact with psychology as well as integrating with the disciplines of philosophy, sociology, pathology, aesthetics and education. As interdisciplinary integrations gain more importance in today's education system, psychology has been taken into greater consideration in artistic expressions, and the individual has been able to establish connections in other fields. While the reflections of these areas are transferred to the individual through art education, the individual's psychological learning and sensory areas can also be affected. So much so that, although art is not a field of complete understanding and explanation like psychology, it seems undeniable that it has achieved this goal in one aspect. A work of art can make the artist feel something, create an experience through hearing, sensing and understanding. By creating works of art, the artist gives a spiritual dimension to objects that are predominantly considered material. The most important source of this spiritual dimension in art; It is the "inner self" of a person, that is, his psychological world (Gürsu, 2015). The same applies to the individual. Because in art education, while performing an artistic activity, a person understands, feels and makes sense of the subject. In this way, he creates creative activities and also involves his psychology. Because the nature of art and the influence of psychology are the source of spiritual experiences for the individual. This effect is remarkable because artistic activities cover many areas. When the psychological effects of art are to be addressed, reflections on the concrete existence of the individual are expected. Especially in the developing technology and information age, this influence is remarkable. The preference for contemporary interdisciplinary integrations in artistic activities assists philosophical and psychological approaches. In this sense, it is possible to say that psychology is related to interdisciplinary integrations and art education and is also a part of education.

Especially the relational researches created by interdisciplinary integrations have enabled the combination of many fields. For this purpose, psychology has been touched upon through art education.

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