

ART THERAPY AND PSYCHOLOGY: INTER(FACE)S AND FIELD(S) OF POSSIBILITIES

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Shirley Bruna Paiva Ximenes¹ and Yasmim Marry Alves Moura²

Abstract

Art therapy has been used as a supportive tool for health promotion within the field of mental health. In this sense, psychologists, situated within this context, have recognized art as a possible and effective resource for the development of their practice. Art, as one of the primordial forms of human communication since prehistoric times, presents itself as a means of expressing feelings, thoughts, desires, and dreams. Within this framework, art therapy emerges as a therapeutic approach that enables individuals to externalize such contents through non-verbal expression, using artistic language as a mediating channel. This study analyzes the effectiveness of art therapy in mental health care and in coping with psychological distress, as well as investigates which practices may be considered relevant to the field of Psychology. To this end, a narrative literature review was conducted using online databases. Based on the information analyzed, the positive effects of art therapy on mental health and its interfaces with psychological practice were observed. In addition, the importance of this approach is discussed in supporting autonomy, self-esteem, subjectivity, and the way subjects deal with their own feelings.

Keywords: Art therapy, Mental health, Psychology.

¹ Degree in Psychology
Centro Universitário INTA
E-mail: shirleyximenes@gmail.com

² Degree in Psychology
Centro Universitário INTA
E-mail: psiyasmimmarry@gmail.com

INTRODUCTION

Art therapy has been used as a supportive tool for health promotion within the field of Mental Health (Rufato, 2025). In this sense, psychologists, immersed in this field, have considered art to be a possible and effective instrument in the development of their work (Reis, 2014).

According to the Brazilian Union of Art Therapy Associations — UBAAT, there are, on average, 2,000 registered art therapists. It is worth noting that, in order to become an art therapist in Brazil, one must have specific academic training in the field. This generally includes an undergraduate degree in arts, psychology, or related areas, followed by a specialization in art therapy (Municipal University of São Caetano do Sul, 2024).

Currently, there are no official data on the number of psychologists who use art therapy in their practice in Brazil. However, findings from recent research on art therapy, the growth in the availability of specialization courses in the field, scientific events, and regional associations indicate the adoption of this approach among Psychology professionals (UBAAT, 2024).

On the other hand, it is perceived that some practices specific to Art Therapy that are being used by psychologists have been criticized, confused with other activities that do not belong to the art therapy field, and sometimes used as techniques or resources without theoretical-methodological clarity, which ultimately weakens the scenario described (Ribeiro, 2002; Reis, 2014)³. These concerns guided the central question of this study: Which practices, based on the use of Art Therapy, can in fact be considered by Psychology, and what is their impact on the mental health of subjects experiencing psychological distress⁴?

Art, as one of the primordial forms of human communication, emerges from an attempt to express feelings, thoughts, desires, and dreams. In this context, Art Therapy appears as a therapeutic approach that enables individuals to externalize these contents through non-verbal expression, using

³https://pesquisa.bvsalud.org/portal/resource/pt/lil-721477?utm_source=chatgpt.com and https://tede2.pucgoias.edu.br/handle/tede/1937?utm_source=chatgpt.com.

⁴ Subject experiencing psychological distress is a concept used by Paulo Amarante (2000) in his work *Ensaio: subjetividade, saúde mental, sociedade* [Essays: Subjectivity, Mental Health, Society].

artistic language as a channel. It is important to delimit which practices compose the field of Art Therapy: painting, collage, modeling, and sewing are resources used in this process, without requiring technical or aesthetic skills from the people expressing themselves. The focus is not on artistic production itself, but on the possibility of self-knowledge and emotional elaboration that occurs through artistic making (Reis, 2014).

Art Therapy proves to be a significant resource for providing creative and transformative experiences, contributing to the promotion of social interaction, bodily expression, welcoming, and the valuing of subjectivity. The analysis of the different artistic resources used in this therapeutic approach makes it possible to understand Art Therapy and recognize its main impacts on people's health. Through the various forms of artistic expression, it becomes possible to manifest feelings that are often not easily communicated verbally. In addition, this practice fosters the development of creativity and imagination, broadening communication skills, reducing stress and anxiety, and promoting improvements in concentration and attention (Rufato, 2025).

Art Therapy proposes practices that acquire a relevant role in individuals' lives, functioning as strategies for intervention and prevention in mental health. This approach has the potential to mitigate the negative impacts of various disorders or illnesses, in addition to offering support to anyone facing internal conflicts, fears, or insecurities. Art therapy interventions enable the subject to reconnect with themselves and with the world around them, establishing a bridge between conscious and unconscious contents (Rufato, 2025).

Through a narrative review, this study seeks to analyze the limits and possibilities attributed to Art Therapy within the field of Psychology. In this sense, as an unfolding of this broader objective, it also aims to understand the impact of art therapy on the mental health of subjects experiencing psychological distress. Thus, it will explore how the relationship/articulation between Psychology and other fields—in this case, Art Therapy—becomes necessary in view of the need for more sensitive, integrative, and humanized therapeutic practices.

ART THERAPY: DEFINITION, HISTORY, DELIMITATION OF ITS FIELD, AND ARTICULATION WITH GESTALT THERAPY

From the 1920s and 1930s onward, Freud and Jung and their theories were the pillars of art therapy, according to Carvalho and Andrade (1856–1939). They recall that Freud (1856–1939), after analyzing certain artistic works such as Michelangelo's Moses, perceived that these works manifested the artist's unconscious and were therefore considered a form of symbolic communication in a cathartic manner. Freudian theory, which holds that the unconscious can manifest itself through images, such as dreams, understood that images produced in art were a privileged way of connecting with the unconscious. However, even though Freud believed in the power of art over the unconscious, he himself never used art as a therapeutic process (Carvalho; Andrade, 1995).

According to Silveira (1992), Freud's disciple, Jung (1875–1961), who, after breaking with Freud, created his own theory, known as Analytical Psychology, used artistic language in psychotherapies, unlike Freud, who believed that art was a form of sublimation of drives. Jung understood that creativity in art was a natural and structuring psychic function, in which the aptitude for healing took shape through the transformation of unconscious contents into symbolic images. Thus, Jung encouraged his patients to draw and paint freely about their feelings, dreams, and situations that affected them, believing that these works were produced as a symbolization of the individual and collective unconscious. Jung understood free drawing as a facilitating means of verbal contact with the patient, because he believed that the individual had greater possibilities for internal organization through artistic practice.

From these two theoretical strands, the use of art in psychotherapy gradually gained space. Margaret Naumburg (1890–1983), an American educator, was the first to systematize art therapy in 1941; after this achievement, she came to be considered the founder of art therapy (Andrade, 1995, 2000). Margaret Naumburg's work is called Dynamically Oriented Art Therapy and was developed from psychoanalytic theories (Naumburg, 1966).

Although the basis of this interface between Psychology and Art Therapy is strongly influenced by psychoanalysis, one psychological approach that has stood out is Gestalt Therapy. In this regard, Reis (2014) considers that one of the articulators of Gestalt art therapy was Janie Rhyne, who wove this path throughout her practice and organized it in the work *The Gestalt Art Experience*, published in Brazil as *Arte e Gestalt: Padrões que Convergem* in 1973.

In this book, the author interweaves the principles of Gestalt Psychology with the use of artistic materials, opening space for expressive experiences in both clinical and educational contexts, with individuals or groups. In Gestalt art therapy, creating is also perceiving oneself; that is, it is giving form to what one feels so that one may then see oneself with greater clarity and wholeness.

Gestalt Therapy, as an existential-phenomenological therapy, was founded by Fritz Perls and Laura Perls in the 1940s. It is grounded in the phenomenological method of awareness, in which perceiving, feeling, and acting are distinct from interpretation and changes in attitudes. Explaining and interpreting give way to what is “directly perceived and felt” (p. 15), and the focus is more on processes than on content. Instead of emphasizing what was, what could be, what might or should be, it focuses on what is being thought and felt (Yountef, 1998).

Existential dialogue is the foundation of the methodology of Gestalt Therapy. In Gestalt, there is an avoidance of “talking about” in place of “talking with.” This stance refers to a shift from the intellectual order to relational contact, to the emotional order (Serge and Ginger, 1995).

In short, as the aforementioned authors also consider, GT is phenomenological because describing is more significant than explaining. What is essential comes from “immediate experience,” from how it is being felt and perceived, and this produces meaning for each person. “GT considers the organism as a totality embedded in the field” (Alvim, 2014, p. 18), and “relationship” is one of the core concepts of this approach.

The term Gestalt is of German origin and does not have a precise translation into Portuguese. Words such as form, figure, pattern, structure, or configuration may approximate its meaning, but none

corresponds exactly. For this reason, the use of the original word is maintained, applying it in various contexts (Rhyne, 2000).

According to Jane Rhyne (2000), the articulation between the concepts of Gestalt Psychology and the use of artistic materials can be applied in both psychotherapeutic and educational contexts, aiming to work with individuals or groups. Since Gestalt Psychology originates in a theory of perception, this concept becomes central in Gestalt art therapy, in which artistic experience aims to broaden the subject's self-perception.

Rhyne (2000) also emphasizes that the Gestalt art experience is a profound process of self-knowledge. It involves the inner self, with all its emotional and psychological complexity, creating art (drawings, paintings, visual forms, etc.). During this process, the person actively engages with what they are producing, as though each created form were a unique phenomenon, full of meaning.

According to Rhyne (2000), when observing what is being created, the person not only recognizes who they are at that moment, but also perceives possibilities for change; that is, they begin to perceive other ways of being, paths that may help them become who they wish to be. As Rhyne (2001) states, the artistic experience, by expanding the subject's perception of themselves, facilitates the integration of emotional, cognitive, and sensory aspects, promoting personal growth and self-awareness.

RESOURCES APPLIED IN ART THERAPY

Art therapy makes use of different forms of artistic expression that can contribute to identifying emotions and feelings, fostering social interaction, stimulating creativity, and promoting self-knowledge (Rufato, 2025). Below, some of these means and the potential benefits they offer will be presented.

Drawing

According to Valladares (2008), drawing is a practice through which the individual externalizes unconscious contents, revealing, in the image produced, their feelings, desires, and perceptions. In this

way, the individual attributes personal meanings to objects, people, and reality, interpreting the world around them and deepening their understanding of themselves.

Drawing is among the forms of artistic expression most widely used in Art Therapy, especially in work with children, due to the ease with which they relate to this activity and the positive results obtained in analyzing the unconscious contents present in graphic productions (Rufato, 2025).

Painting

Painting is one of the techniques employed in Art Therapy with the purpose of facilitating emotional expression. According to Valladares (2008), this practice stimulates the externalization of the internal contents of the psyche, contributing to individuals' emotional balance.

More reserved people, who have difficulties communicating with family members, friends, or health professionals, when they begin therapeutic painting activities freely and without pressure, are able to demonstrate feelings and emotions while also releasing their creativity. For Valladares (2008), this approach fosters the development of consciousness, the reorganization of personality, and assists in overcoming fears, blockages, and insecurities.

Dramatization and Storytelling

Dramatization is a technique used in Art Therapy that enables individuals to explore different roles, assume varied identities, and experience new ways of being and acting. As Valladares (2008) points out, this practice resembles make-believe, in which the person can express themselves in various imagined situations, thereby favoring understanding of social behaviors and stimulating reflection on their own attitudes and conduct.

Art Therapy frequently resorts to make-believe play and dramatizations in work with children, as these activities make it possible to understand how they perceive different social roles. In addition, these

practices stimulate children's imagination, since the child can assume any character and act according to that role, which contributes to understanding the role represented (Rufato, 2025).

Storytelling is a technique frequently used in Art Therapy with both children and adults. This practice promotes moments of relaxation and lightness, leading participants into an imaginary universe where they can identify with characters and explore unknown scenarios, blending reality and symbolism. According to Valladares (2008), listening to and narrating stories plays a fundamental role in human development, since stories reflect many of our desires, conflicts, and concerns.

Construction with Recycled Materials

The activity of construction with recycled materials involves several actions, such as cutting, assembling, organizing, structuring, painting, and gluing. According to Valladares (2008), this type of creation stimulates abilities such as spatial perception, discrimination capacity, interaction, and organization. By transforming recyclable materials into toys, sculptures, or various objects, the individual goes through a creative process that requires planning and the separation of elements. This symbolic path contributes to the person's dealing with aspects of their own life, since, by reusing materials, they also work with what Valladares (2008) calls "internal waste," promoting personal transformation and resignifying experiences considered negative.

Other Resources and Possibilities

It is worth emphasizing that there are other resources used in Art Therapy, as described by the Ministry of Health (2022). In addition to painting, collage, and modeling, there are poetry, dance, photography, weaving, bodily expression, theater, sounds, music, and character creation. It further adds that what matters is using art as a means of communication between the professional and the patient, whether in an individual or group approach.

As Reis (2014) aptly observes, the psychologist's work, like art therapy, must be contextualized within the subjects' reality, flexible in relation to the purposes of each demand, and may be anchored in different theoretical strands. It is up to the professional, with sensitivity and listening, to construct the path using resources and techniques grounded in the subject and in the collectives that shape their experience.

ART THERAPY AND PSYCHOTHERAPY: UNDERSTANDING LIMITS AND POSSIBILITIES

In this part of the text, it is necessary to provide a brief explanation of these fields: Psychology and Art Therapy, since it is perceived that there is a certain difficulty, sometimes even among professionals, in delimiting the fields and understanding that there are differences, that the interface is a construction, but that it requires knowledge, study, appropriation, ethics, care, and caution.

As Kotaka (2016) warns, there is a tendency to consider that any use of expressive materials constitutes an art therapy practice. In this sense, not everything done by a psychologist using Art Therapy resources is Art Therapy, and not everything that is Art Therapy will be psychotherapeutic. This is a fine line that opens a space of possibilities, but that also imposes limits and even theoretical tensions. However, the author emphasizes that Art Therapy is a field with its own assumptions and should not be confused with psychological interventions that use art merely as an auxiliary resource, which requires training as well as ethical and technical delimitation by the professionals involved.

According to Ribeiro (2017)⁵, psychotherapy is a treatment process built within the client-psychotherapist relationship; although it is carried out through different methods, techniques, or ideologies, it seeks to offer support, help, and re-education through presence, care, inclusion, and a genuine encounter between the parties. Art therapy, on the other hand, is a field in which the professional makes use of artistic means for a therapeutic purpose (Carvalho, 1995).

⁵ This author, Jorge Ponciano (2017), adopts a definition of psychotherapy grounded in humanistic theories, specifically the Gestalt Therapy approach. Thus, the concepts related to psychotherapy or to the view of the human being in this text derive from this theoretical, epistemological, methodological, and existential standpoint.

The Brazilian Art Therapy Association defines art therapy as a form of communication through art, between client and professional. The association states that art therapy makes use of artistic expression as an artifact to promote quality of life, in its various modalities, which may be presented through visual, sound, bodily, dramatic, musical, modeling, painting, drawing, and dance arts.

By understanding the distinctions between Psychology and Art Therapy, it also becomes possible to perceive the points of encounter between these areas, especially when thinking of art as a path toward expressiveness and the resignification of emotional issues among subjects experiencing psychological distress. From this perspective, authors such as Kopytko (2007) and Rhyne (2000) point out that Art Therapy, although it has its own identity and foundations, dialogues with different psychological approaches by using the symbolic language of art as an instrument of emotional expression.

Psychology, in turn, by incorporating artistic resources into certain approaches, broadens its possibilities for clinical intervention and the humanization of care. Among these psychological approaches, Gestalt Therapy stands out, whose emphasis on perception, the here-and-now, and the integration of feeling, thinking, and acting finds affinity with the principles of Art Therapy.

IMPACTS OF ART THERAPY ON MENTAL HEALTH

Art therapy is a technique that can be used at all ages. In this technique, methods are employed that help prevent psychological symptoms and support people's physical and mental rehabilitation; however, it is more present in the field of mental health and is a technique used in various institutions (Jansen; et al., 2021).

Based on this, a study was conducted in a psychiatric hospital with patients between 20 and 45 years of age who had bipolar disorder, obsessive-compulsive disorder, depression, schizophrenia, and anxiety. The art therapy session lasted one and a half hours, and through drawings and collages, the patients were asked to show something or someone that made them happy. In this experience, several patients verbalized that they felt happy during the activity, making it possible to observe the identification

of expressions, attitudes, and speech in a more comprehensible way, in addition to improving the individual's socialization within the environment in which they were included (Jansen et al., 2021).

This experience showed that the patient's participation in artistic practices has the potential to favor their integration into the health service to which they belong. Thus, we understand art therapy as an efficient therapeutic resource both for improving the health of individuals with mental disorders and for promoting their well-being. In addition, it represents a preventive care strategy, since it is associated with a reduction in the incidence of worsening conditions (Jansen et al., 2021).

In this context, the inclusion of art therapy in the care of hospitalized patients proves to be extremely important, since this practice enables the development of personality, the inner exploration of one's own consciousness, and the mitigation of possible conflicts between each individual's internal world and external environment (Jansen et al., 2021).

METHODOLOGY

The present study is configured as research with a qualitative approach guided by the design of a narrative literature review. According to Rother (2007), review articles, like other forms of scientific production, represent a type of research based on the analysis of bibliographic materials or electronic sources. Their main objective is to gather and discuss the findings of different authors, offering theoretical grounding for a given topic.

Rother (2007) emphasizes that narrative reviews, in particular, are broader and more descriptive publications, suitable for presenting and debating the progress or current overview ("state of the art") of a specific topic from a theoretical or contextual perspective. Unlike systematic reviews, this type of article does not detail the sources consulted, the search methods used, or the criteria applied in selecting and evaluating materials. In essence, it consists of a critical and interpretive analysis of the existing literature, gathered from books and printed or digital journals, based on the author's experience and interpretation.

This article format is of great importance in the context of continuing education, as it allows the reader to update themselves quickly on a given subject. However, because it does not follow a rigorous methodological protocol, it does not allow data replication nor does it provide quantitative answers. Thus, it is a qualitative and interpretive approach that belongs to the category of narrative reviews.

For Rother (2007), the structure of a narrative review article is generally composed of: introduction, development organized into sections and subtopics according to the author's line of reasoning, final considerations or comments, and bibliographic references.

DISCUSSIONS AND RESULTS

For the development of this narrative review, articles selected from the Scientific Electronic Library Online (SCIELO) database and the Virtual Health Library (BVS) were used.

In both the BVS and Scielo databases, the following descriptors were used: Art Therapy and Psychology. The following criteria were established for the selection of scientific articles: a. articles whose main theme was art therapy; b. articles that addressed the theme of art therapy and artistic expression in the context of mental health; c. articles published between 2020 and 2025 in Portuguese. Thus, n = 04 articles were found in BVS and n = 03 in Scielo.

Table 1

Published articles that have Art Therapy as their main theme.

Title	Author	Publication date	Content
A ARTETERAPIA E SUAS CONTRIBUIÇÕES PARA A QUALIDADE DE VIDA DAS PESSOAS. [ART THERAPY AND ITS CONTRIBUTIONS TO PEOPLE'S QUALITY OF LIFE.]	Glaucia Rufato	2025	This work investigates the resources, benefits, and historical foundations of art therapy, reflecting on how artistic expressions contribute to mental health.
<i>Introdução da arte na psicoterapia: enfoque clínico e hospitalar</i> [Introduction of art into psychotherapy: clinical and hospital approach]	Erika Antunes Vasconcellos; Joel Sales Gligio	2007	This article discusses the use of artistic expression in therapy, focusing on Art Therapy applied to oncology patients. Based on a bibliographic review, it addresses theoretical aspects of art as subjective expression, the Jungian view of imagistic language, and the use of Art Therapy in hospital contexts. It highlights the need for greater theoretical grounding and adaptation to the Brazilian reality.
<i>Arteterapia: a Arte como Instrumento no Trabalho do Psicólogo</i> [Art Therapy: Art as an Instrument in the Psychologist's Work]	Alice Casanova dos Reis	2014	This article reflects on Art Therapy as a tool in Psychology, exploring its emergence, development in Brazil, and foundations in psychoanalytic, Jungian, and Gestalt approaches. It highlights art as a means of creative expression and personal transformation, reinforcing its ethical value in the psychologist's practice.
<i>ELABORAÇÕES DO TRAUMÁTICO ATRAVÉS DA ARTE: REFÚGIO, CULTURA E MEMÓRIA</i> [ELABORATIONS OF THE TRAUMATIC THROUGH ART:]	Lucas de Oliveira Alves; Lucienne Martins Borges; Ana Lúcia Mandelli de Marsillac.	2022	The article discusses the traumas of refuge and the potential of art, especially through art therapy, in the psychic elaboration of these experiences. Based on psychoanalysis and critical social theories, it highlights

REFUGE, CULTURE, AND MEMORY]			how artistic creation favors cultural inclusion, the reconstruction of memories, and the strengthening of social bonds.
<i>Arteterapia e educação entre pares conectando o grupo: relato de experiências</i> [Art therapy and peer education connecting the group: experience report]	Mariana da Rocha Marins; Donizete Vago Daher; Andressa Ambrosino Pinto; Rachel da Silva Serejo Cardoso; Selma Petra Chaves Sá.	2019	The article reports the experience of the “Talent Workshop,” held in a clinic in Rio de Janeiro with 28 participants, including people with diabetes and health professionals. Across three meetings, it promoted integration, exchange of knowledge, and exhibition of talents. The activity favored health promotion and reinforced autonomy in self-care.
<i>Marcas na/da pele “Entre Mulheres”: a experiência de um processo arteterapêutico no diálogo com feminismos e Psicologias</i> [Marks on/of the Skin “Among Women”: the experience of an art therapy process in dialogue with feminisms and Psychologies]	Karla Galvão Adrião	2021	The work discusses the intersection between Psychology, Art Therapy, and post-structural and decolonial feminisms, based on the experience of the group “Among Women,” with 14 diverse participants. It reflects on inequalities and differences expressed in experiences and artistic productions, questioning traditional knowledge in Psychology and proposing Art Therapy as method and epistemology.
<i>Grupo com crianças e o uso de recursos artístico-expressivos: um estudo qualitativo</i> [Group with children and the use of artistic-expressive resources: a qualitative study]	Gabriela Scolari Pelisson; Máira Bonafé Sei.	2023	The study investigated the use of artistic-expressive resources in a therapeutic group with children at a Psychology school-service. Through activities mediated by stories and artistic expressions, improvements were observed in emotional expression, communication, and family relationships, highlighting its potential in promoting children’s mental health.

Source: Authors 2026).

The procedures were organized as follows: in the investigation stage, we conducted a survey of articles found using the proposed descriptors in the aforementioned databases; in a second stage, a careful reading and selection of the articles took place; and the third stage consisted of the systematization and analysis of the articles from the formed databases.

The information applied in the research was obtained from accessible and public references, ensuring that the information used complied with the ethical principles of research, including the confidentiality of the information obtained.

The analysis of the selected articles—Vasconcellos and Gliglio (2007), Casanova dos Reis (2014), and Rufato (2025)—made it possible to identify significant convergences regarding the conception and benefits of art therapy as a practice aimed at mental health. The extracted data recurrently point to an understanding of art as a legitimate channel for emotional expression and a powerful instrument in the therapeutic process.

One of the central points observed in the three texts is the valuing of art as a means of accessing subjects' subjectivity. Artistic expression is described as a symbolic channel that allows the externalization of subjectivity, especially unconscious contents or contents that are difficult to verbalize. According to the authors, art favors the direct expression of the emotional universe, which broadens the possibility of contact with deep emotions and the resignification of experiences.

Another recurring aspect is the conception of art therapy as a process that stimulates self-knowledge and psychic transformation. Through artistic creations, individuals have the opportunity to recognize themselves, re-elaborate their experiences, and develop new meanings for their feelings, thoughts, and behaviors. The practice is seen as promoting self-esteem, subjective reorganization, and the recovery of healthy aspects of the personality. In this sense, art therapy is not restricted to corrective action in the face of pathologies but also presents itself as a strategy for prevention and mental health promotion.

The strengthening of creative potentialities as part of the therapeutic process also stands out. Creativity, in the three articles, is approached as an intrinsic human ability that, when stimulated, contributes significantly to personal development, conflict resolution, and improved quality of life. Artistic resources broaden forms of expression and allow different modes of emotional elaboration, acting as facilitators in the process of subjective change.

The diversity of resources used in art therapy is also widely discussed. Painting, drawing, collage, sculpture, dance, theater, music, poetry, creative writing, and other forms of artistic language are mentioned as tools adaptable to the needs of individuals and the contexts in which the practice occurs. This variety contributes to the accessibility of the intervention, allowing different audiences to benefit from the practice according to their preferences, abilities, and therapeutic objectives.

Another point shared by the authors is the defense of the application of art therapy in multiple contexts. The articles emphasize that, although its origin is strongly linked to the clinical field of psychology and mental health, art therapy today extends to areas such as education, hospital health care, community contexts, organizational institutions, and social assistance spaces. This expansion reveals the potential of art as an instrument of care and human development in different dimensions of social life.

In theoretical terms, the analyzed texts recognize the main approaches of psychology as a basis for art therapy, with emphasis on psychoanalysis, Jungian analytical psychology, Gestalt Therapy, and the humanistic person-centered approach. Each of these currents offers specific foundations for understanding artistic making and its impact on the subject, but all share the belief in art as a tool that promotes self-knowledge and emotional healing.

Based on the analyzed articles, it can be seen that art therapy is a consolidated field that promotes mental health through artistic making. Its effectiveness is related to its capacity to stimulate creativity, symbolic expression, self-knowledge, and subjective reorganization, with broad applicability in diverse social contexts. As a result, it is configured as an effective, sensitive, and integrative practice in promoting

emotional well-being and can indeed be used by psychologists, provided that they also appropriate and recognize the points of encounter and limits grounded in their psychological practice.

FINAL CONSIDERATIONS

The analyses carried out throughout this work reinforce the relevance of the impacts of art therapy on individuals' mental health, evidencing the importance of subjectivity and the benefits of this approach for emotional expression. It was found that, through artistic productions, the person finds an opportunity to resignify many emotional issues.

Indeed, based on the studies analyzed, art therapy is perceived as an effective practice in subjects' expressiveness and in its psychotherapeutic reach when used as a resource by psychologists, while emphasizing the appropriation of techniques and alignment with the ethical precepts of the psychological field.

The diversity of resources used in this field is extensive: painting, drawing, collage, sculpture, dance, theater, music, poetry, creative writing, among other forms of artistic language. However, they must be well supported theoretically, and professionals must be trained for such use; otherwise, if disconnected from theory, they will be merely inconsistent techniques. Likewise, it is necessary for these tools to be adaptable to the needs of subjects and to the contexts in which the practice is inserted. This variety broadens the accessibility of the intervention, enabling different audiences to benefit according to their preferences, limitations, and therapeutic objectives.

Therefore, this rapprochement between Psychology and the field of Art Therapy contributes to the expansion of mental health care strategies, strengthening the possibilities of psychologists' practice through expressive and creative resources. In the academic sphere, it contributes to deepening knowledge about integrative practices, in addition to fostering relevant reflections on more sensitive and innovative forms of health promotion.

Finally, this study points to the need for further studies and deeper investigation into the effects of art therapy on mental health and exposes the lack of these contents in academic curricula.

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