



**LEWIS & CLARK COLLEGE GRADUATE SCHOOL OF
EDUCATION AND COUNSELING
AT 542: ADULT DEVELOPMENT AND FAMILY THERAPY
Fall 2023
Credits: 3**

When: **AT 542 – 01:** Instructor: Dr. Mary Andrus DAT, LCAT, LPC, ATCS, ATR-BC
Mondays, 9:00AM – 12:15PM 9/11-12/11
Where: Rogers Hall, Room 219

Office hours: By Appointment
Office location: Rogers Hall, Room 209
E-Mail: mandrus@lclark.edu
Phone: 503-768-6068

AT 542 – 02: [Alphonso Nunez](#)
Mondays, 9:00AM – 12:15PM 9/11-12/11
Where: Rogers Hall, Room 220

Office hours: By Appointment
Office location: Rogers Hall, Room 209
E-Mail: mandrus@lclark.edu
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CATALOG DESCRIPTION

COURSE DESCRIPTION Adult Development & Family Therapy covers case conceptualization of cognitive, behavioral, affective & social/cultural/familial areas; how trauma and oppression affect adult development, psychopathology and treatment approaches; countertransference and personal bias that might impede professional practice with adults; the application of art therapy counseling approaches with adults and families; this includes developing approaches and interventions that are appropriate in various settings.

CAAHEP STUDENT LEARNING OUTCOMES

SLO-B	Distinguishing among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.
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SLO-C	Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.
SLO- E	Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
SLO-G	Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
SLO-H	Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
SLO-J	Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.
SLO-K	Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.
SLO-L	Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice.
SLO-N	Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.

CAAHEP Content area	Description	Level of Mastery	Course assessment
h.K.2	Examine theoretical and biopsychosocial roots of developmental crises, trauma, disabilities, addictions, and exceptionality on development across the lifespan	R	Reflection Papers, Final paper, Artwork
h.A.1	Justify methods of advancing wellness and actualization of potential, coping capacity, creativity, and optimal development throughout life	R	Reflection Papers, Final paper, Artwork
j.A.3	Display sensitivity to the prevalence of mental illness and impact on individuals and society	R	Reflection Papers, Final Paper, Artwork
j.A.4	Display sensitivity when considering the impact of crisis on individuals with mental health diagnoses	R	Discussion, Role play
i.S.1	Utilize art materials and processes within the context of building the therapeutic relationship	R	Discussion, lecture, Artwork
i.S.5	Identify the steps of suicide risk assessment	R	Discussion, Role play
i.K.2	Describe approaches to crisis intervention	R	Discussion, Role play, handouts
n.S.1	Plan strategies for identifying the impact of oppression and privilege on individuals and groups and eliminating barriers, prejudices, intentional and unintentional oppression, and discrimination	I	Final Paper, Presentation

n.S.2	Make use of experiential learning activities (e.g., cultural genogram) designed to explore and develop student cultural and social self awareness including self-assessment of attitudes, beliefs, and acculturative experiences	I	Art Paper, Genogram
n.S.3	Apply cultural and social diversity theories and competency models to an understanding of identity development, empowerment, collaboration, advocacy, and social justice	I	Final Paper, presentation, Artwork
i.K.7	Understand a systems approach (family, community, political)	I	Genogram, Final Paper, Presentation

NONDISCRIMINATION

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct
- Sexual misconduct: go.lclark.edu/titleIX

If you have any questions regarding these policies, please speak to your instructor for clarification.

DISABILITY SERVICES STATEMENT :If you have a disability that may impact your academic performance, you may request accommodations by meeting with the Office of Student Accessibility staff and submitting documentation on the Office of Student Accessibility website. Email access@lclark.edu with any additional questions or concerns.

TEACHING METHODS

A variety of teaching methods will be used during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures. Students will watch video clips, engage in group learning tasks, and participate in role-play demonstrations. The use of AI software is not permitted for any assignment or activity in this course without the prior approval of the instructor. Violation of this policy will be considered a violation of the Graduate School's Academic Performance standards.

CTSP DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the

discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for themselves what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

CLASS PREPARATION

You must complete all assigned readings and watch any assigned video prior to attending class. This will allow us to focus on application of readings in class. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

PROPOSED COURSE STRUCTURE

Discussion of assigned reading (30 min, Lecture)/Small group discussion (10-20 min);
Triptych, Left Page/Activity: Create an art piece in response to lecture (30 min); Break (10 min) 2nd assigned reading (30 min, Lecture)/ Small group discussion (10-20 min);
Triptych, Right Page/Activity: Create an art piece in response to lecture (30 min);
Large group presentation of your insights and understanding of the continuum.

ASSIGNMENTS AND COURSE REQUIREMENTS

Because of the skill development nature of this course, it is required that students complete **ALL** assignments to pass this class. All assignments must be turned in at the beginning of class (before class starts) on the day they are due. **Five points** will be deducted for each day an assignment is late.

EVALUATION AND GRADING

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	

ASSIGNMENTS AND EVALUATION

Attendance and Participation	20
Discussion Posts	25

Art Reflection Book	25
Genogram	15
Final Paper	15

1. Attendance and participation in all classes (20 points)

Class participation	Possible points
Attending all classes and being on time. Giving attention to the instructor and/or other students when they are making a presentation.	8
Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class. Demonstrating ability to be open about discussing the impact of your comments on your peers.	2
Coming to class prepared (having read the assignment for the day) Engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.	4
Contributing to in-class discussion based on the topics of discussions and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.	2
Providing examples to support or challenge the issues talked about in class. Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.	2
Dealing with other students and/or the instructor in a respectful fashion. Listening actively. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.	2
Total	20

2. Reading reflection & summary (25 points)

Each week the student is expected to write a summary of the assigned readings and post to Moodle **prior to each class.**

The first part of the summary should be written in APA format and include:

- Article/Text: Citation of the journal article
- Paragraph 1-2
- Introduce the topic of the article by summarizing the key points discussed in the article/chapter.
- Conclusions/Applications

The second part of the summary is a reflection and should include (not APA):

- 1 paragraph
- A personal response to the article (overall thoughts)
- Consider how the reading applies to the course?
- Develop 2 questions that you want to explore further that can contribute to in class discussions.

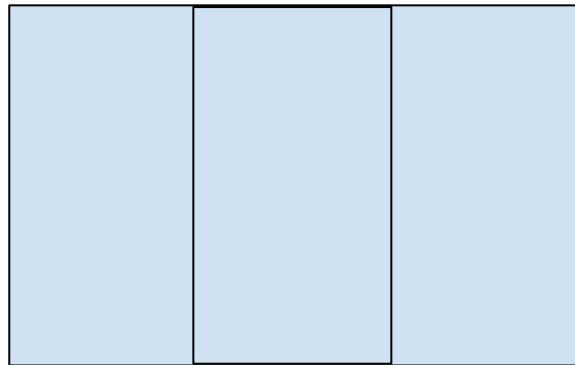
Reflective posts	Possible points
Examine theoretical and biopsychosocial roots of developmental crises, trauma, disabilities, addictions, and exceptionality on development across the lifespan	5
Justify methods of advancing wellness and actualization of potential, coping capacity, creativity, and optimal development throughout life	4
Display sensitivity to the prevalence of mental illness and impact on individuals and society	4
Post is submitted on time, following instructions	10 (1 pt. per week)
Written responses are free of grammatical, spelling or punctuation errors.	2
Total	25

3. Art response collection/book (25 points)

Throughout this course you will be working on assembling and creating a triptych book (digital, sculptural, 2D, etc.) in response to the content of the readings, discussions and topics explored in this semester.

In week 1 you will create the cover, each week you will be provided in class with time to create response art as it applies to the topic.

The structure of the course will allow you to reflect on one idea on the left side, a different idea on the right side and your chosen theoretical approach or key learning to be represented in the center of the page.



Your artwork should be integrated into your final paper to illustrate your understanding of the concepts in this course.

In week 11 you will make the back cover and in week 12 you will finalize the book. In week 13 you will present the book and your key learning(s) to the class.

	ART RESPONSE COLLECTION	Possible points
h.K.2	Examine theoretical and biopsychosocial roots of developmental crises, trauma, disabilities, addictions, and exceptionality on development across the lifespan	5
h.A.1	Justify methods of advancing wellness and actualization of potential, coping capacity, creativity, and optimal development throughout life	5
j.A.3	Display sensitivity to the prevalence of mental illness and impact on individuals and society	5
d.A.1	Demonstrate belief in the value of using artmaking as a method for exploring personal symbolic language	5
	Work conveys investment of time, critical thought, and reflexivity	5
	Total	25

5. Critical Genogram (15 points)

Complete a three-generation critical genogram on the student's family of origin. The genogram should include names, birth dates, illnesses and so forth for respective family members. Additionally, the genogram should chart family characteristics including, but not limited to, substance abuse, mental illness, physical illness, religious/spiritual beliefs, culture and types of employment (e.g., business, teaching). This exercise offers you the opportunity to practice completing a genogram while gaining awareness of your own family dynamics within socio cultural context. Please follow the guidelines in Kosutic, Garcia, et al.'s article. Symbols and a description of how to complete a genogram will be offered in class. This project is only seen by the instructor.

Genogram	Description	Possible points
n.S.2	Make use of experiential learning activities (e.g., cultural genogram) designed to explore and develop student cultural and social self awareness including self-assessment of attitudes, beliefs, and acculturative experiences	4
i.K.7	Understand a systems approach (family, community, political)	4
SLO-J	Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.	3
	Work conveys investment of time, critical thought, and reflexivity	4
Total		15

6. Final paper & Presentation (15 points)

Using your reading summaries and your personal responses, please write a paper (2000-2500 words) that summarizes:

- What have you learned?
- How has the learning community of your cohort impacted your experience of the class?
- What are the approaches you lean toward and why?
- What remains unknown related to topics explored in the course?

Integrate the artwork (as figures) you created in the course into the paper and pull summaries from work written throughout the course to illustrate your comprehensive understanding of the course material.

Presentation:

- Present aspects of your paper along with images of your art book to the class (roughly 10 min at most).

Final Paper	Possible points
Examine theoretical and biopsychosocial roots of developmental crises, trauma, disabilities, addictions, and exceptionality on development across the lifespan	2
Justify methods of advancing wellness and actualization of potential, coping capacity, creativity, and optimal development throughout life	2
Display sensitivity to the prevalence of mental illness and impact on individuals and society	2
Plan strategies for identifying the impact of oppression and privilege on individuals and groups and eliminating barriers, prejudices, intentional and unintentional oppression, and discrimination	2
Apply cultural and social diversity theories and competency models to an understanding of identity development, empowerment, collaboration, advocacy, and social justice	2
Paper is articulate, well organized, written to APA guidelines. Writing is free of grammatical, spelling or punctuation errors.	2.5
Presentation explores the basis of your paper with visuals from your art book	2.5
Total	15

Required Books:

Gussak, D. & Rosal, M. (2016). *The wiley handbook of art therapy*. Malden, MA: John Wiley & Sons, Inc.

Wadeson, H. (2010). *Art psychotherapy (2nd edition)*. Hoboken, New Jersey: John Wiley & Sons, Inc.

Watkins, M. & Shulman, H. (2008). *Towards psychologies of liberation*. New York, NY: Palgrave MacMillan.(ebruary access)

***Required Articles:**

- Andrus, M. (2023). Collective storytelling: art and film to process an unexpected loss, *International Journal of Art Therapy*, DOI: 10.1080/17454832.2023.2188411
- Barrett, H., Holttum, S. & Wright, T. (2022) Therapist and client experiences of art therapy in relation to psychosis: a thematic analysis, *International Journal of Art Therapy*, 27:3, 102-111, DOI: 10.1080/17454832.2022.2046620
- Bermúdez, J. M., & Bermúdez, S. (2002). Altar-Making with Latino families: A Narrative therapy perspective. *Journal of Family Psychotherapy* 13(3/4), 329-347. doi:10.1300/J085v13n03_06
- Butters, A. M. (2015). A brief history of spiral dynamics. *Approaching Religion*. DOI: 10.30664/ar.67574
- Czmanski-Cohen, J. & Abato, K. (2021). The bodymind model of Art Therapy in coping with problems of substance use. *International Journal of Art Therapy* 26,4. 176-184. Doi:10.1080.17454832.2021.1886135
- Hernandez, P., Almeida, R, & Dolan-De Vecchio, K. (2005). Critical consciousness, accountability and empowerment: Key processes for helping families heal. *Family Process*. 44, 105-119.
- Kapitan, L. (2023) Transforming Power Through Cultural Humility in the Intercultural Contact Zone of Art Therapy, *Art Therapy*, 40:2, 61-67, DOI: [10.1080/07421656.2022.2131355](https://doi.org/10.1080/07421656.2022.2131355)
- Kosutic, I., Garcia, M. et al (2009). The critical genogram: A tool for raising critical consciousness. *Journal of Feminist Family Therapy* (21), 151–176.
- McDowell, T., Knudson-Martin, C & Bermudez, M. (2018). Third order thinking in family therapy: Addressing social justice across family therapy practice. *Family Process*.
- Miller, S. (2020). Disability art: Potential intersections in studio practice with artists labeled with intellectual and developmental disabilities, *Art Therapy*, 37:2, 93-96, DOI: 10.1080/07421656.2020.1756136
- Smith, T., Norton, A.M., & Marroquin, L. (2021). Virtual family play therapy: A clinician's guide to using directed family play therapy in telemental health. *Contemporary Family Therapy*. 45:106–116. <https://doi.org/10.1007/s10591-021-09612-7>
- Van Den Berg, Z. & Anderson, M.(2023): Queer Worldmaking in Sex-Positive Art Therapy: Radical Strategies for Individual Healing and Social Transformation, *Art Therapy*, DOI:10.1080/07421656.2023.2193660

*Articles may be added during the semester

Resources

- Leahy, Tirch, D. D., & Napolitano, L. A. (2011). *Emotion regulation in psychotherapy : A practitioner's guide*. Guilford Press.

Mate, Gabor, ed. 2008. Chapter 28: Reducing Harm. In the Realm of Hungry Ghosts, 330–45. North Atlantic Books.

***Course Schedule**

Date	Topic	Resources	Read before class	Due by class start
9/11	Course overview Sign up for presentations Map landscape of Adulthood Create front book cover			No assignments
9/18	Ecotones Young adulthood	Recap Theories lecture	Kapitan; VanDenBerg & Anderson Wiley: Ch 26; Watkins & Shulman: Ch 1	1st post due
9/25	Suicide & Addiction Embodied response to poem Role play	Self reporting tools Suicide assessment Mate video	Czamanski-Cohen & Abato; Wiley: Ch 44; Wadeson: Ch 12; Watkins & Shulman Ch 2	2nd post due
10/2	Trauma Presentation Dr. Andrus		Wiley: Ch 36; Andrus; Watkins & Shulman: Ch 7	3rd post due
10/9	Mood Disorders Case examples		Wadeson Ch 10 & 11 Wiley Ch 33-34 Watkins & Shulman Ch 4	4th post due
10/16	Medical concerns and Neurodivergence		Miller; Wiley: 30, 31 & 39; Watkins & Shulman Ch 5 & 6	5th post due
10/23	Socio cultural constructs		Wiley: Ch 38, 82 & 83; Bermúdez & Bermúdez; Watkins & Shulman Ch 11	6th post due

10/30	Middle adulthood DOF and psychopathologies	Case study in class	Barrett, Holtum & Wright; Wadeson 13, 14 & 16; Watkins & Shulman Ch 10	7th post due
11/6	Treatment planning Guest speaker Spiral Dynamics- Justin Rock (Sections combined)		Spiral Dynamics article; Watkins & Shulman Ch 3 & 14	8th post due
11/13	Family therapy Collab- lecture together?		Wadeson Ch 22; Circular Questioning; Third Order Thinking; Watkins & Shulman Ch 11	9th post due
11/20	Family therapy (Dr. Andrus section will meet via zoom this week)		Koustic & Garcia article	Genogram Due
11/27	Older Adulthood Guest speaker- Erin Partridge		Wiley Ch 27-28 Watkins & Shulman Ch 8 & 12	10th post due
12/4	Telehealth	Zoom, Padlet, Jamboard, Simple practice	Smith, Norton & Marroquin	Book due
12/11	Final Presentations *Course evaluation Bring Computers or tablets to complete the evals	None	Final Presentations	Final Paper Due and Presentations

*Professor may modify weekly schedule according to classroom discussions.