

Lewis & Clark



**Lewis & Clark College
Graduate School of Education and Counseling**

Department of Counseling Psychology - Art Therapy Program

**Practicum Manual
2018-2019**

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General Art Therapy Program Information

Art therapists integrate the creative process with understanding of psychological theory in order to facilitate growth and development in clients.

The focus of art therapy is often placed upon communication through art processes and products. Art processes, forms, content, and associations are recognized as reflections of personality, development and concerns.

The Lewis & Clark Art Therapy program helps students arrive at a balanced understanding of the therapeutic application of the creative process, and the informed use of counseling theories. The program is designed to prepare art therapists to work in facilities which provide therapeutic services; for example: community health centers, psychiatric and general hospitals, therapeutic schools, day treatment and residential centers.

Art Therapy Program Mission Statement

Lewis & Clark offers rigorous art therapy training to students to become qualified mental health practitioners and ethical leaders who advocate for social justice, provide service and clinically focused care to individuals, groups and families. Our mission is to educate students using art-making to deepen self-awareness and to develop reflective practitioners who competently apply theory to practice.

Art Therapy Program Goals

Three overarching goals of the Art Therapy program:

1. 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.
2. Distinguish 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.
3. 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.

Overview of Art Therapy Program Objectives

Lewis & Clark offers comprehensive graduate level clinical training for art therapy students. This is accomplished through a balance of practical and academic experiences. Admitted students have completed a B.A. degree and have taken the prerequisites in psychology and art. They have some human services experience. Students participate in a practicum placement during their second year of the three-year program. A clinical internship is completed during the final, third year of study. Synthesis of practical experience and theoretical knowledge regarding art therapy technique, creative process, assessment, psychosocial growth, treatment models and professional development is facilitated through structured learning experiences.

Pre-Practicum Observational Work

Pre-practicum observation occurs during the fall and spring semesters of the first year of the program. This volunteer work consists of two hours per week of observation at a helping agency. Students are responsible for finding and establishing their own volunteer sites. The City of Portland has a Volunteer Bureau that lists sites seeking volunteers. The student's faculty advisor will provide guidance in the first fall advisory meeting and upon request as needed.

Introduction to Practicum

The purpose of the Practicum experience is to help the student become acquainted with the role of the helping professional in a supportive and structured environment. Practicum sites are selected for their capacity to provide a positive experience for the student.

Every effort is made to match the student with a compatible practicum site. Students' preferences are elicited and requests are seriously considered. The decision regarding placement rests with the Art Therapy Clinical Coordinator. Site supervisors reserve the right to offer a practicum placement to a student only when that student seems appropriate for the setting.

Students in the Practicum setting assume the role of art group facilitator after an initial observational period. *They are neither expected nor encouraged to attempt therapeutic intervention.* They are not to attempt to function as group therapists or to elicit and address therapeutic concerns; these approaches would go beyond their scope of practice at this point in their education. Students receive direct support and supervision from a master's level helping professional on the site. Lewis & Clark's Art Therapy Clinical Coordinator also provides support and guidance during the practicum experience. The student is encouraged to assertively seek clarification and assistance as needed from both faculty and the site supervisor.

During the Art Therapy Candidacy/Portfolio course (AT 570), students are required to provide a 30-minute video of themselves leading a group art activity designed by the student at their practicum site. This video and the student's written critique of the art activity with regard to design, media selection, presentation, and demonstrated group leadership skills become part of the student's "Advancement to Candidacy" portfolio which is reviewed by faculty prior to the student receiving a grade for AT 570.

Time Commitment

Practicum is completed over a two-semester period beginning in September and ending when classes are over in the spring (late April). The student spends four hours weekly at the site for each 15-week term (60 hours per term and 120 hours per academic year). During fall term, students can choose to spend 10 fewer hours conducting groups in order to allow for an orientation period. Students must arrange to reschedule any hours missed due to their own absence or unavailability of clients. Students are not permitted to accrue hours in advance, or to end their Practicum placement prior to the end of the academic semester. Some students choose to attend Practicum sites for a portion of winter break, however this is not required.

Objectives of Practicum

The primary objective of practicum is to provide opportunities for students to gain comfort in designing and facilitating art activities which are of therapeutic value within a professional setting. The student

learns, through applying knowledge of art process and art therapy and counseling theory, how to select, design and implement non-invasive structured group art activities that allow participants to experience artistic expression and mastery. This experience enables students to make the transition to internship which is completed during the final year.

Internship differs from practicum in that internships requires that the student spend 24 hours at the site per week. Internship involves an intensive psychotherapeutic approach to group and individual assessment and treatment. The internship seminar class is taken concurrently. This class format includes supervision and case consultation, theoretical course work, exploration of professional/ethical issues, and a public presentation.

Practicum Requirements for Students

Following an initial orientation period, the student plans and leads regularly scheduled groups for a minimum of two hours weekly. Two additional hours are spent at the Practicum site in planning, preparing, receiving supervision and training, attending meetings, etc. Students are not expected to exceed the four-hour per week requirement. Practicum includes the following requirements:

1. Students plan and carry out group art activities for the agency's clientele. Art activities are supportive and non-intrusive. Since the Practicum students are in the early phase of the art therapy program, they recognize the limits of their current level of training and offer art activities that do not go beyond appropriate scope of practice. (See Guidelines for Leading Art Activities.)
2. Students provide on-site services, (60 hours per semester) for two semesters (Fall and Spring). Students are not required to be on the site during school holidays (Winter & Spring break), but are expected to make up hours missed during the semester for any reason. Students are to be at the site weekly for the duration of the two semesters. If students exceed the number of hours required, they are still expected to complete the full semester on site.
3. Students observe a master's level clinician facilitating group interaction prior to beginning their own group facilitation. Observed groups are not required to be art-based, but are intended to give students the opportunity to learn from experienced clinicians in the community.
4. Students notify supervisor in a timely fashion of any absence, course assignment requirement, need for supplies, etc.
5. Students attend individual supervision for a minimum of 60 minutes for every eight hours spent at the site. Students are expected to explore areas that are challenging, e.g.: behavior management, ethical dilemmas, cultural diversity as related to group participants.
6. Students actively participate in an evaluation process with their supervisor each term.
7. Students contribute to the culture and reputation of the Lewis & Clark Art Therapy Program in the way they present themselves. A professional appearance is essential to a favorable impression with clients and the community at large. Good grooming and appropriate dress reflect the mission of our program. Some basic essentials of appropriate dress include the need for clothing to be neat and clean, free of holes and not revealing of undergarments by way of the length, fit, or transparency of clothing. A reasonable standard of dress rules out any extreme in dress, accessory, fragrances or hair. It is

impossible and undesirable to define an absolute code for dress and fragrances. Faculty supervisors will exercise good discretion in guiding students to determine appropriateness in appearance.

8. Students obtain written consent from clients/guardians for video or audio recording and for periodic inclusion of case material/art work required for class assignments. See consent form. (App. A).

9. Students submit a video of group facilitation for review in the AT 570 Advancement to Candidacy/Portfolio course during the spring semester.

10. Students are not expected to provide art supplies, but are expected to request purchase of items that fall within the agency's budget.

11. Students may not physically restrain clients under any circumstances or transport/escort participants off the premises. Students are not permitted to visit clients in their homes. Students are not to work in isolated areas with clients unless staff is very nearby, i.e. within calling distance.

12. Students are required to report any evidence/allegations of abuse to state authorities as specified by codes of ethics and by state laws with assistance (if required) from site supervisor and/or the Art Therapy Clinical Coordinator.

13. Students demonstrate positive relational skills by:

- Establishing rapport with clients/patients.
- Appearing friendly and approachable.
- Showing credible empathy.
- Engaging clients/patients in art activities that are appropriate for the clients' level of functioning.

14. Students demonstrate awareness of therapist/client relationship by:

- Recognizing transference and/or countertransference reactions when they occur.
- Discussing with supervisor issues of transference and/or countertransference.
- Handling transference and/or countertransference appropriately in interactions with the client/patient.

15. Students demonstrate ability to work as a productive member of a team by:

- Working well in the agency's system.
- Networking/consulting others when needed.
- Tapping agency's resources to meet clients' needs.
- Exhibiting good problem-solving skills.
- Working cooperatively with staff at all levels.
- Following through on commitments in a timely manner.
- Being punctual and prepared for meetings that are scheduled with clients and with staff members.
- Responding to feedback openly and demonstrating that feedback has been applied to relevant situations.

Preparing for Practicum

Prior to starting practicum, students must:

- ✓ Comply with completing an updated background check if required by practicum site.
- ✓ Purchase student's professional liability insurance before beginning Practicum placement and provide proof of current insurance coverage. Obtain insurance through the AATA website (arttherapy.org). If your insurance expires during practicum you must update it and turn in confirmation that your insurance is current.
- ✓ Complete CPR training (if required by site) prior to beginning Practicum placement.
- ✓ Students are expected to comply with any additional requirements as determined by individual sites.

Each of these steps must be completed and documented evidence of completion turned into the CPSY office prior to the beginning of Practicum placement.

Placement Process

Students are required to attend the placement fair in the fall semester at Lewis & Clark. Students should have a prepared resume to share with potential supervisors.

Students should complete the practicum preference form (App. B) and submit to the Clinical Coordinator in which they identify their interests and needs as it relates to their site/population of choice. Students will work in AT 511 Helping Relationship: Art Therapy Technique to turn in this form in the spring term.

If this is a new site, the student is to have the supervisor work with the CPSY Placement Coordinator to complete the site survey.

The Clinical Coordinator contacts potential practicum supervisors in the process of arranging for student placement. An initial meeting to discuss the practicum program with the supervisor takes place at Lewis & Clark or at the potential Practicum site. The clinical coordinator will work with the placement office to complete the MOU.

It is the student's responsibility to contact the site supervisor for an interview and once selected by the site the student and supervisor are to complete the Practicum Agreement Form (App. C).

Guidelines for Leading Art Activities

Structuring groups

- Establish guidelines for behavioral functioning within the group.
- Begin and end on time. Be in the room, prepared and waiting for participants.
- Introduce the art activities clearly, with demonstrations if methods are complex.
- Elicit artistic creativity from participants.
- Limit self-disclosure of therapy-related topics from clients.
- Promote group discussion of art products to focus on formal elements/creativity rather than emotional or historical content.

- Support success of participants.

Media & Methods Recommendations

- Supply structure and safety through media.
- Be aware of psychological properties of media.
- The student may decide to make examples or show illustrations of an artist's work if this would encourage greater creativity in clients.

Directives

- Be thoughtful and planful around directives, set clients up for success in process and product.
- Avoid themes that will elicit painful emotions.
- Consider developmental level of clients in selecting media/processes and themes. Attempt to facilitate developmental growth in the art work.

Leadership

- The student is the leader of the art activity group. If a staff member from the site is present, they need to be clear that their role is as a participant observer, not a co-leader. The supervisor at the site can be helpful in clarifying roles if the student is having a problem.

Agency/Supervisor Requirements

1. The site supervisor meets with the Art Therapy Clinical Coordinator prior to commencement of practicum. Supervisors must be masters or doctoral level mental health professionals.
2. The site supervisor provides the student with initial orientation to site, guidance, support, and critical feedback, as well as information regarding policies and procedures.
3. The agency provides suitable art supplies, clients, and space necessary for art activity groups. The supervisor ensures that the size of the group is manageable (3-8 participants).
4. The site supervisor observes student interactions at least monthly in order to provide accurate evaluation. Greater frequency may be desirable, especially initially.
5. The site supervisor provides individual clinical supervision for a total of 60 minutes within every two-week period. The supervisor and student may choose to meet for 30 minutes weekly, however formal supervision meetings should not be shorter than 30 minutes in order to be counted towards the required total of 15 hours of supervision. Supervisors offer feedback about group participants, and the appropriateness of the student's leadership approach and interactive style. The supervision assists the student in problem solving and development of skills. This requires direct observations of the student leading groups.
6. The site supervisor submits the Art Therapy Final Supervisee Evaluation form (App. H) once each term. The site supervisor formally observes two groups per term and completes the Clinical Supervisor's Observation of Group Activity form (App. E), and reviews with student. The site supervisor reviews and comments on student's self-evaluation once per term.
7. The site supervisor is expected to contact the Art Therapy Clinical Coordinator immediately with any

concerns about policies or the student's performance. Through early intervention, students can be assisted and guided towards successful Practicum experiences.

8. The site supervisor is responsible for ensuring that the student facilitates art activities that promote mastery, creativity and socialization and do not go beyond the beginning student's scope of practice (see Guidelines for Leading Art Activities in this manual).

9. The site supervisor monitors the student's time spent at the site to insure the student spends four hours at the site weekly, two of which consist of group leadership. During the orientation period, it may not be realistic to expect the student to accrue two hours of group leadership weekly.

10. The site supervisor ensures the student has the ability to record a group session, so that the student can complete academic assignments after securing written consent from group participants or parents/guardians. If video recording is not feasible, the site supervisor will work with the student and clinical coordinator to meet the needs of the student's academic requirements.

11. The site supervisor informs the Art Therapy Clinical Coordinator of any changes at the agency which affect the student (e.g. site supervisor's resignation).

12. Several times per year, students complete assignments that require access to client background information. Site supervisors are expected to assist students in accessing clients' records in these instances.

Responsibilities of the Art Therapy Clinical Coordinator

The Clinical Coordinator provides students with an orientation to practicum expectations and responsibilities.

1. The Clinical Coordinator receives and reviews all evaluations and other communication and consults with students and site supervisors regarding any concerns.
2. Lewis & Clark faculty require practicum students to use case/art material for a few selected courses (with written consent from client or guardian).
3. Art Therapy program faculty review a video of the student conducting a group at the practicum site and the student's written critique of this video. This takes place in the AT 570 Advancement to Candidacy/Portfolio course.
4. If problems arise it is hoped that there will be good communication between the Art Therapy Clinical Coordinator and the site supervisor. Identifying problems at an early stage in the placement and collaboratively developing a remedial plan will maximize the student's potential to be successful. In the event of an unsuccessful placement, the Clinical Coordinator works with the student and agency site supervisor to remove the student from the site.

Evaluating Practicum Students

The Art Therapy program views the process of evaluating students as a vital aspect of the training program. The program faculty place high value on the data provided by practicum site supervisors via

student evaluations. As such, it is important to carefully examine the evaluation form and provide ratings that give a realistic picture of where the student is on each listed skill. Accurate evaluations provide guidance in identifying areas that require more focused attention. Please make every effort to ensure that your rating of the student is fair and realistic.

Additionally, the evaluation process is intended to stimulate a conversation between the student and the site supervisor about strengths and areas of growth. The supervisor and the student collaborate on setting and measuring progress on goals. Our students appreciate direct feedback and find it very useful in their coursework and practicum placements. We appreciate the hard work that site supervisors put into guiding and supporting our graduate students. It is our hope that the evaluation and goal setting forms are useful tools to this end.

Practicum Paperwork Requirements

Practicum Goals sheets (App. F) are to be completed and turned in to the Clinical Coordinator by **Week 5** of the first semester. These should be updated as necessary. Digital versions are to be submitted to the Clinical Coordinator. Signed forms are to be turned in to the Clinical Coordinator via the CPSY office at the end of each term.

Practicum Supervision Logs (App. G) are to be turned in to the Practicum Supervisor **every two weeks** during each semester in the practicum supervision class AT 580. Students are expected to keep a log of their site and group hours separate from the supervision logs. Use this form to help structure supervision time, to review areas of growth and strengths. The final log sheet with total hours is to be turned into the Clinical Coordinator at the end of the term.

The **Informed Consent Form** (App. A) is to be completed whenever consent is required to use practicum client artwork and case material in class. It is the student's ethical responsibility to obtain informed consent from their clients and legal guardians (when applicable). In addition, when class assignments require access to the client's medical record or background information, students are expected to enlist their site supervisor's assistance.

Graduate Program in Art Therapy Practicum Contract (App. C) should be completed by the practicum site supervisor, renewed annually and submitted to the Clinical Coordinator.

The **Clinical Supervisor's Observation of Group Activity** form (App. E) should be completed **twice each term**, mid-way and prior to filling out the Practicum Student Evaluation (which is due two weeks prior to the end of each semester).

The **Art Therapy Supervisee Evaluation** (App. D & H) must be completed mid-term and at the end of each semester. It is important that these are turned in on time, so the student needs to plan on informing their Practicum supervisor of the due dates ahead of time. Students are responsible for reminding supervisors of evaluation due dates.

The **Art Therapy Practicum Self Evaluation** (App. I) is due two weeks prior to the end of the fall and spring term. These are reviewed with the site supervisor at the time supervisee evaluations are completed. They are then turned in digitally to the Clinical Coordinator via the CPSY office.

The **Student's Evaluation of Practicum Experience** form (App. J) is due the 15th of May and should be

turned in digitally to the Clinical Coordinator via the CPSY office.

Appendix A: Informed Consent Release

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY
ART THERAPY PROGRAM
0615 SW PALATINE HILL ROAD
PORTLAND, OR 97219-7899
PH: 503-768-6060 EMAIL: cpsy@lclark.edu

Lewis & Clark Art Therapy Program Consent for Art Work

This release refers specifically to artwork produced during art activities conducted by the art therapy counseling student _____ during the academic year _____.

I understand that the student is enrolled in the Masters in Art Therapy program and is functioning under supervision of _____

Supervisor Name

at _____ and the faculty at Lewis & Clark Graduate School.

Facility/Agency/School Name

I Do Hereby Consent to the Following (please initial each area of consent):

_____ **Artwork:** I understand that the use of my artwork (and/or photographic reproductions), history/information, and my comments about my artwork will be utilized in the student's education, supervision, and training. I agree to allow background information and the art products to be disclosed only after all identifying information is removed. Confidentiality of all artwork will be protected during use for educational purposes and artwork will be returned following use.

_____ I understand that I can revoke my permission to use any of the above materials at any time by writing to the Art Therapy program, Attn: Director, at the address shown above.

_____ **Video Consent:** I understand that any art activities or group video material will focus on the student's group design and management and his/her basic leadership skills. The video will be used exclusively for the student's supervision, training, and candidacy review. It will be used/viewed only within the Graduate Program in Art Therapy at Lewis & Clark and will be destroyed at the end of class activity.

_____ **Participation Only Consent:** I agree to participation in the group experience but request that I not be included in the video.

_____ **Release And Discharge:** I agree hereby to release and discharge Lewis & Clark and its Masters in Art Therapy program from any and all claims, demands or causes of action that I may now have or may hereafter have for invasion of privacy or right of publicity, infringement of copyright or violation of any other right arising out of or relating to any utilization of art work or video of the client identified below, or based upon any failure or omission to make use thereof. I further acknowledge that I am to receive no compensation with respect to any matter referred to herein, and any and all of the rights granted herein are freely given.

_____ **Consent to share in public forum:** I understand that the use of my artwork (and/or photographic reproductions), history/information, and my comments about my artwork will be utilized in the student's final presentation to a public audience. I agree to allow background information and the art products to be disclosed only after all identifying information is removed. Confidentiality of all artwork will be protected during use for educational purposes and artwork will be returned following use.

In All Cases the Following Apply:

This permission is granted for the period of time in which this student is engaged in internship or until terminated upon my request, whichever comes first. I may request termination of this agreement at any time by writing to the Art Therapy program, Attn: Director, at the address shown above. I understand that termination of the agreement would apply to future disclosure of material and does not revoke the release and discharge granted above.

I understand that I am under no obligation to consent or to sign this document. I also understand that my confidentiality will be respected and my identity will not be disclosed.

Client signature

Date

Signature of Parent/guardian

Date

Printed Name

Date

Printed Name

Date

Appendix B: Practicum Preference Form

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY
ART THERAPY PROGRAM

Practicum Preference Form

Student Name: _____

Email: _____ Phone: _____

All second-year students participate in a practicum placement at an educational or clinical setting for the full academic year. This is a 4 hour per week commitment in which the art therapy student focuses on conducting creative art groups and on learning about working within a human service setting. Students will not provide therapy but will learn to choose and facilitate therapeutic art experiences for the population at the site.

The process of selecting a suitable fieldwork site can begin at any time. Practicum placements should be contracted by the time classes begin in the fall. An important part of the process is to evaluate your needs and preferences. Your input is essential.

In considering your preferences and needs, it may be helpful to remember that practicum and internship are not carried out at the same site. Frequently students choose a population in which they are less interested for practicum so that they can experience a variety of settings while reserving their major interest for the internship placement (which is a more intensive experience). This depends on your past experiences, interests, goals, and preferences.

After receiving your feedback, you will be provided with the name of a contact person(s). You can then make contact and visit the site to learn about that program. It is important for you to learn about training expectations and/or other necessary requirements for being at the site. You will decide if you are comfortable with the setting. Remember, this is a professional contract. You should dress and act like an applicant.

1. Preferences (check as many as you wish)

- _____ Children
- _____ Teens
- _____ Adults
- _____ Geriatrics

2. Please describe any location, setting, and scheduling preferences or limitations (other than class) that need to be considered.

3. When will you be able meet with your contact person and visit the site?

Appendix C: Practicum Agreement Form

ART THERAPY PRACTICUM AGREEMENT

Please check if this is your **Secondary** site: ☐

EVERY FIELD MUST BE FILLED OUT ON THIS AGREEMENT

Student Name: _____ Student ID #: _____

Student Program: _____ LC Email: _____

Practicum Site: _____

Agency/Site Director: _____ Director Email: _____

Site Address: _____

City: _____ State: _____ Zip Code: _____ Phone: _____

Primary Site Supervisor: _____

◆ Phone: _____ Email: _____

◆ Degree & Discipline: _____ License/Cert.: (include # and exp.) _____

Secondary Site Supervisor: _____

◆ Phone: _____ Email: _____

◆ Degree & Discipline: _____ License/Cert.: (include # and exp.) _____

In conjunction with the Lewis & Clark College Counseling Psychology Department, _____

Site Name

_____ agrees to provide supervised counseling experience to _____

Student Name

according to the guidelines of this Practicum Agreement and the conditions stated below.

Summary of Activities/Responsibilities of the Practicum student (i.e., what the student will do):

Practicum Start Date: _____ Practicum End Date: _____ # hours per week: _____

This agreement is not considered final until all parties have signed and dated below.

Student Printed Name

Student Signature Date

Site Supervisor Printed Name

Site Supervisor Signature Date

Lewis & Clark Clinical Coordinator Printed Name

Lewis & Clark Clinical Coordinator Signature Date

Lewis & Clark Placement Coordinator Printed Name

Lewis & Clark Placement Coordinator Signature Date

The above signatures indicate that all parties have read and understand in its entirety the information contained in this agreement and in the Art Therapy Program Practicum/Internship Manual.

The original copy of this signed agreement must be on file with the Counseling Psychology office before the student may begin clinical work at the site. The student will receive a copy for their records, and it is the student's responsibility to give a signed copy to their site supervisor. This agreement is for the entire internship period unless the student's responsibilities change significantly, in which case a new agreement would be required.

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY

PRACTICUM AGREEMENT
Art Therapy Program

A practicum placement and its fulfillment involve not only the interests of the intern, but also the interests of the host agency/school, the site supervisor, clients of the agency/school, and the relationship of mutual support and accountability between the host agency/school and the Counseling Psychology Department. Important aspects of these relationships are outlined below. Agencies, interns, and Lewis & Clark College agree to the provisions detailed below. This document serves as a contract between all parties.

SITE RESPONSIBILITIES

Sites accepting graduate student counseling interns from Lewis & Clark offer sufficient structure and stability to allow interns to complete their internship requirements at the site within a 9-month period. This includes providing appropriate training and supervision to ensure client welfare and enhance student learning.

Sites will provide:

- Access to a client caseload to meet program requirements for breadth and depth of services, including a minimum of 120 direct client contact hours with 4 hours on site weekly, with an average of about 2 group client contact hours per week throughout the contract time (unless the site is designated as a secondary site only).
- A qualified supervisor on site during all times when an intern is meeting with clients. If the primary supervisor is not available, a back-up supervisor must be available at the location where the intern is meeting with clients. Exceptions must be approved by Lewis & Clark prior to the Practicum.
- Support from the site administration to foster a learning environment. This includes support for site supervisors to provide adequate time for appropriate supervision as outlined in the section on supervision expectations. Although this requires a minimum of one hour per week of individual supervision, it is expected that supervisors may need additional time to track client caseload and welfare.
- Orientation to the site with written documentation and pre-service training to ensure student understanding of agency policies and procedures including:
 - Agency administrative and supervisory organization
 - Client assignment and scheduling
 - Clerical support available
 - Paperwork and documentation expectations
 - Protocols for reporting abuse
 - Crisis response process for client danger to self or others (including suicide assessment supervisory support)
 - Confidentiality procedures, release of information, and consent for treatment
 - Acquainting interns with culture and norms of setting
- Opportunities for the intern to develop professional relationships with peers, experienced counselors, supervisors, and related agency personnel through in-service training, case staffings, and other agency activities.
- Ability to videotape client sessions for review during on-campus faculty supervision or an opportunity to be observed by the site supervisor while engaged in the work of counseling or therapy.

- An adequate workspace in which interns can schedule time to see clients on a regular basis.
- In cases where changes to the agreement need to be made, a request to the Lewis and Clark faculty supervisor to make any changes in the agreement including work location, supervisor, intern hours, or intern expectations. Any changes must be approved by Lewis & Clark prior to the change and will be appropriately documented.

SITE SUPERVISION EXPECTATIONS & RESPONSIBILITIES

Consistent with supervision expectations outlined by licensing agencies, site supervisors are expected to be responsible for direct supervision to ensure client care. Lewis & Clark College faculty supervisors will typically not have access to client data to manage client care directly.

Responsibilities of Site Agency Supervisor

- 1) Site supervisor meets with university's Practicum advisor/coordinator prior to commencement of Practicum. Supervisor is a master's level mental health professional.
- 2) Site supervisor provides student with initial orientation to site, guidance, support, critical feedback as well as information regarding policies and procedures.
- 3) Agency provides suitable art supplies, clients, and space necessary for art activity groups. The supervisor ensures that the size of the group is manageable (3-8 participants).
- 4) Supervisor observes student interactions at least monthly in order to provide accurate evaluation. Greater frequency may be desirable, especially initially.
- 5) Supervisor provides individual supervision for a total of sixty minutes within every two week period. Supervisor and student may choose to meet for thirty minutes weekly, however formal supervision meetings should not be shorter than thirty minutes in order to be counted towards the required total of fifteen hours of supervision. Supervisors offer feedback about group participants, and the appropriateness of the student's leadership approach and interactive style. The supervision assists the student in problem solving, and development of skills. This requires direct observations of the student leading groups.
- 6) Supervisor submits End of term Student Evaluation form once per term.
 - 6a) Supervisor formally observes two groups per term and completes the Clinical Supervisor's Observation of Group Activity form, and reviews with student.
 - 6b) Supervisor reviews and comments on student's self-evaluation once per term.
- 7) Supervisor is expected to contact Lewis & Clark Practicum advisor immediately with any concerns about policies or student's performance. Through early intervention, students can be assisted and guided towards successful Practicum experiences.
- 8) Supervisor is responsible for ensuring that student facilitates art activities that promote mastery, creativity and socialization and do not go beyond the beginning student's scope of practice.
- 9) Supervisor monitors student's time spent at site to ensure that student spends four hours at the site weekly, two of which consist of group leadership. During the orientation period, it may not be realistic to expect the student to accrue two hours of group leadership weekly.

- 10) Supervisor ensures students have ability to film a group session, so that student can complete school assignments after securing written consent from group participants or parents/guardians. If video recording is not feasible, supervisor will work with student and faculty coordinator to meet the needs of the student's academic requirements.
- 11) Supervisor informs Lewis & Clark Practicum supervisor of any changes at the agency which affect the student (e.g. site supervisor's resignation).
- 12) Several times per year students complete assignments that require access to client background information. Supervisors are expected to assist students in accessing clients' records in these instances.

Site Supervisor Qualifications

Supervisor must;

- 1) possess knowledge of the program's expectations, requirements, and evaluation procedures for students, and have received training in supervision; and
 - 2) possess registration or national certification in the field of Art Therapy by an organization accredited by the National Commission for Certifying Agencies (NCCA) or possess a master's level professional license or certification in a related mental health field.
- A master's degree in counseling, social work, or a related field
 - Licensure in chosen discipline (preferred)
 - A minimum of two years of post-degree counseling experience
 - Training and experience in supervising students is strongly preferred. However, in lieu of previous training and experience, consideration will be given for the following:
 - Enrolling in the Lewis & Clark continuing education course in supervision during the first semester the student is on site
 - Supervision of supervision: the site supervisor will receive regular supervision of their supervision of the intern
 - A familiarity with, and adherence to one or more of the following: the ethical codes of the American Counseling Association, the Art Therapy Credentials Board, the American Psychological Association and/or the American Association of Marriage and Family Therapists and the multicultural competencies of the American Art Therapy Association.
 - Familiarity and compliance with the Lewis & Clark Practicum policies as outlined in this Agreement
 - Familiarity and compliance with the internship practices and policies described in the Lewis & Clark Practicum Manual

Site Supervisors will provide:

Individual supervision for a minimum of one half hour per week or one hour every other week. Group supervision time cannot replace individual supervision but may be used for additional supervisory time.

Timely assessments of students' progress in meeting program requirements and outcomes in cooperation and regular consultation with a program faculty member;

- Supervision appropriate for the developmental level of the intern including:
 - Consultation with the intern to develop individual learning goals
 - Client screening and assignment according to intern competency level and individual learning goals
 - Monitoring client caseload for risk and reassigning clients if necessary
 - Helping the student learn to manage caseloads
 - Supervision and training in ethics and law as issues arise with clients
 - Regular review of work samples (videotape, case notes, and treatment plans)
 - Supervisory experiences to assist the student in applying basic counseling skills and developing new skills
 - Assistance in developing ability to apply theory to practice including case conceptualization and treatment planning
 - Ongoing evaluation and feedback to facilitate the intern's professional growth
 - Formal written evaluation, using Lewis & Clark forms and criteria, at least once per semester
 - Communication with faculty supervisor as needed

RESPONSIBILITIES OF FACULTY PRACTICUM COORDINATOR

- 1) Practicum faculty coordinator provides students with an orientation to Practicum expectations and responsibilities.
- 2) The Practicum coordinator contacts potential Practicum supervisors in the process of arranging for student placement. An initial meeting to discuss the Practicum program with the supervisor takes place at Lewis & Clark or at the potential Practicum site.
- 3) The Practicum coordinator receives and reviews all evaluations and other communication and consults with students and site supervisors regarding any concerns.
- 4) Lewis & Clark faculty requires Practicum students to use case/art material for a few selected courses (with written consent from client or guardian).
- 5) A committee of Lewis & Clark faculty reviews videotape of student conducting a group at the Practicum site and the student's written critique of this tape. This takes place in spring as part of the "Advancement to Candidacy" review process.
- 6) If problems arise it is hoped that there will be good communication between Lewis & Clark College and the site supervisor. Identifying problems at an early stage in the placement and collaboratively developing a remedial plan will maximize the student's potential to be successful. In the event of an unsuccessful placement, Practicum advisor/coordinator works with the student and agency supervisor to remove the student from the site.
- 7) It is the role of the faculty supervisor to provide general academic supervision to students around issues of ethics, standards of care, student counselor growth and development, development of case conceptualization, treatment planning, development of theoretical orientation and other relevant topics.

Faculty Supervisors will provide:

- Coordination of the internship experience between the site, Lewis & Clark, and the student intern including:
 - Conflict resolution consistent with ethical standards of the profession
 - A minimum of one site visit per year
 - Contract changes (e.g., intern hours, location, supervisor, etc.)
 - Monitoring of intern progress toward completion of the internship requirements

- Periodic review of intern work samples including videotape, audiotape, and written case summaries
- Final evaluation of intern performance for purposes of meeting standards and requirements for the Lewis & Clark Counseling Psychology program and the awarding of academic credit

LEWIS & CLARK COUNSELING PSYCHOLOGY DEPARTMENT RESPONSIBILITIES

The department's primary responsibility is to ensure appropriate training of students through monitoring quality of training experiences.

The Counseling Psychology department will provide:

- Evaluation and approval of internship sites and supervisors
- Approval of appropriate placements of students
- Appropriate academic supervision
- Tracking of paperwork for the internship placement
- Cooperation and consultation with site regarding student progress, possible conflicts, or impairment (including decisions regarding modification of duties or the termination of internship placement)
- Intervention consistent with ethical guidelines of the profession in cases where the faculty supervisor believes that there is an ethical dilemma around client care or agency/student relationships that has not been successfully resolved in a less formal manner

STUDENT RESPONSIBILITIES

Following an initial orientation period the student plans and leads regularly scheduled groups for a minimum of two hours weekly. Two additional hours are spent at the Practicum site in planning, preparation, supervision, training, meetings, etc. Students are not expected to exceed the four hour per week requirement.

- 1) The student plans and carries out group art activities for the agency's clientele. Art activities are supportive and non-intrusive. Since the Practicum student is in the early phase of the art therapy program, he/she recognizes the limits of his/her current level of training and offers art activities that do not go beyond appropriate scope of practice.
- 2) The student provides on-site services, (sixty hours per semester) for two terms (Fall and Spring). Students are not required to be on the site during school holidays, but are expected to make up hours missed during the semester for any reason. Students are to be at the site weekly for the duration of the semesters. If the student exceeds the number of hours required, he or she is still expected to complete the time on site.
- 3) **Student observes a masters level clinician facilitating group interaction prior to beginning their own group facilitation.** Observed groups are not required to be art-based, but are intended to give the student the opportunity to learn from experienced clinicians in the community.
- 4) Student notifies supervisor in a timely fashion of any absence, course assignment requirement, need for supplies, etc.

- 5) Student attends individual supervision for a minimum of sixty minutes for every eight hours spent at the site. Students are expected to explore areas that are challenging, e.g.: behavior management, ethical dilemmas, cultural diversity as related to group participants.
- 6) Student actively participates in evaluation process with supervisor each term.
- 7) Student demonstrates professionalism by
 - ◆ Exercising appropriate professional and personal boundaries
 - ◆ Acknowledging the limits of current skill level by offering art activities without invading clients' personal issues or introducing topics for which the student has not been trained.
 - ◆ Presenting a professional appearance, that is appropriate for their setting. Very casual clothing is to be avoided. Revealing clothing and clothing that communicates political positions are unsuitable; all of this is due to the role and nature of the work (the focus should not be on the student because of appearance, but on work with the clients).
- 8) Student obtains written consent from clients/guardians for video or audio recording and for periodic inclusion of case material/art work required for class assignments.
- 9) Student submits a video of group facilitation for review by Lewis & Clark faculty at the end of winter quarter.
- 10) Students are not expected to provide art supplies, but are expected to request purchase of items that fall within the agency's budget.
- 11) Students may not physically restrain clients under any circumstances or transport/escort participants off the premises. Students are not permitted to visit clients in their homes. Students are not to work in isolated areas with clients unless staff is very nearby, i.e. within calling distance.
- 12) Students are required to report any evidence/allegations of abuse to state authorities as specified by codes of ethics and by state laws with assistance (if required) from site supervisor and/or Lewis & Clark Practicum coordinator or academic advisor.
- 13) Students demonstrate positive interrelation skills by:
 - ◆ Establishing rapport with clients/patients
 - ◆ Appearing friendly and approachable
 - ◆ Showing credible empathy
 - ◆ Engaging clients/patients in art activities that are appropriate for the clients level of functioning
- 14) Students demonstrate awareness of therapist/client relationship by:
 - ◆ Recognizing transference and/or countertransference reactions when they occur
 - ◆ Discussing with supervisor issues of transference and/or countertransference.
 - ◆ Handling transference and/or countertransference appropriately in interactions with the client/patient.
- 15) Students demonstrate ability to work as a productive member of a team by:
 - ◆ Working well in the agency's system
 - ◆ Networking/consulting others when needed
 - ◆ Tapping agency's resources to meet client's needs
 - ◆ Exhibiting good problem-solving skills
 - ◆ Working cooperatively with staff at all levels
 - ◆ Following through on commitments in a timely manner
 - ◆ Being punctual and prepared for meetings that are scheduled with clients and with staff members.

- ◆ Responding to feedback openly and demonstrating that feedback has been applied to relevant situations.

- 16) Complete a current background check within 60 days prior to the start of Practicum; provide proof of such to the Practicum coordinator in the CPSY Department. The National Organization for Human Services Education has mandated that all student interns undergo criminal background checks within 60 days prior to the beginning of an internship placement. This process must be complete and documentation turned into the CPSY office prior to the beginning of Practicum placement. Students are expected to comply with any additional requirements as determined by individual sites.
- 17) Purchase student's professional liability insurance before beginning Practicum placement and provide university proof of this. Obtain insurance through the AATA website (arttherapy.org). (\$1 million per occurrence, \$3 million aggregate)
- 18) Complete CPR training (if required by site) prior to beginning Practicum placement.

**LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY**

**GRADUATE PROGRAM IN ART THERAPY
PRACTICUM AGREEMENT**

As the Practicum supervisor, I agree to the supervisor requirements, including the following responsibilities:

- 1) Provision of a minimum of a ½ hour of individual supervision on a weekly basis (1 hour per 8 hours on site).
- 2) Ensuring that the art therapy student has 2 hours of small group contact (3 to 8 participants) per week.
- 3) Providing opportunities for students to observe group facilitation prior to them starting individual facilitation. Consistent observation of student's group facilitation, at least 1 time monthly and to complete two Clinical Supervisor's Observation of Group Activity forms per quarter.
- 4) Ensuring that the agency provides art supplies needed for group activities.
- 5) Ensuring ability for student's required video-recording of a group activity during winter quarter or facilitating a Faculty observer in lieu of video-recording.
- 6) Completing evaluation forms each term.
- 7) Ensuring adequate provision of space for the student to conduct groups.
- 8) Providing access to client records/background information when available and when class assignments require this.
- 9) Ensure that student completes HIPPA training prior to start date with certificate.
- 10) Provide feedback to student regarding self-evaluation by week 14 of each term.

Agency

Supervisor's Signature

Date

Site Supervisor Printed Name

Date

Address

Phone

City

State

Zip Code

Appendix D: Practicum Midterm Supervisee Evaluation Form

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY
ART THERAPY PROGRAM

Art Therapy Practicum Midterm Supervisee Evaluation

Student Name: _____

Site: _____ Supervisor Name: _____

Overall Professionalism

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory

2 = Needs Improvement

3 = Appropriate

4 = Exceptional

Adherence to practicum site policies	1	2	3	4	NA
Reliability	1	2	3	4	NA
Attendance	1	2	3	4	NA
Punctuality	1	2	3	4	NA
Initiative	1	2	3	4	NA
Contacts supervisor in a timely manner if schedule changes arise	1	2	3	4	NA
Complies to dress code expectations	1	2	3	4	NA
Understands site policy on confidentiality	1	2	3	4	NA
Understands site policy on the boundaries of the professional relationship	1	2	3	4	NA
Understands site policy and protocol on reporting client safety concerns	1	2	3	4	NA
Understands role of art therapy in practicum setting	1	2	3	4	NA
Understands role as student within setting	1	2	3	4	NA
Understands rights and responsibilities as a supervisee	1	2	3	4	NA
Engages with practicum site staff in a professional manner	1	2	3	4	NA
General investment in & reflection on learning experience	1	2	3	4	NA

Based on the above criteria what recommendations for growth and development do you have for the student?

How would you describe the student's initial response and relationship to this program population?

Please include your general perception of the student's response to clients both individually and in groups, and any specifics as to how the student supports the existing routines of the art therapy program and placement at large.

Clinical Skills

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory	2 = Needs Improvement	3 = Appropriate	4 = Exceptional	
				Demonstrates accurate observation skills
				Communicates understanding of demonstrated art interventions
				Demonstrates facility with a variety of art materials
				Able to teach art techniques and skills as needed
				Demonstrates sensitive and appropriate interactions with participants
				Demonstrates understanding of the characteristics and needs of population served
				Able to conceptualize art therapy treatment goals and interventions with population

What 3 recommendations and/or goals will address the student’s clinical growth and development for the final evaluation period?

1.

2.

3.

Supervision Skills

Please rate the student 1-4 in each of the following categories and comment as needed.

1 = Unsatisfactory

2 = Needs Improvement

3 = Appropriate

4 = Exceptional

Assertively seeks supervision	1	2	3	4	NA
Utilizes supervision time to ask challenging therapy questions and concerns	1	2	3	4	NA
Keeps an art journal and shares journal as a tool within supervision	1	2	3	4	NA
Identifies their own personal supervision needs	1	2	3	4	NA
Integrates feedback into clinical behavior from weekly supervision meetings	1	2	3	4	NA

List the major successes and challenges the student has identified in clinical supervision:

Documentation Skills

What documentation skills have been taught at this site?

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will need to provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory

2 = Needs Improvement

3 = Appropriate

4 = Exceptional

Familiar with site documentation system	1	2	3	4	NA
Documentation accurately reflects patient status	1	2	3	4	NA
Documentation concise and clear	1	2	3	4	NA

What recommendations and/or goals will address the student's documentation skill for the final evaluation period?

Any additional comments:

Evaluation Acknowledgement

This evaluation has been reviewed by:

Supervisor Signature / Date

Student Signature / Date

Appendix E: Clinical Supervisor's Observation of Group Activity Form

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY
ART THERAPY PROGRAM

Supervisor's Observation of Group Activity

(To be completed by on-site supervisor at least twice per term, week 7 and 14. Should be completed prior to end of term evaluation).

Student name: _____ Date: _____

Structuring the Group	Not at all	Partially	Fully
Established guidelines for behavioral functioning within the group			
Began and ended on time			
Time parameters were clearly stated verbally and/or visually			
Introduced the art activities clearly, with demonstrations if methods are complex			
Used instructions, visuals, and hands on assistance to elicit artistic creativity from participants			
Structured group discussion of art products to focus on formal elements/creativity rather than emotional or historical content			
Limits self-disclosure from clients			
Media and Methods	Not at all	Partially	Fully
The art media and project added structure to the group			
Offered media choices that took into account the following:			
• Motor strengths and problems			
• Psychosocial development			
• Self-control (executive functioning)			
• Requirements of the project			
• Creative development			
Project Variables	Not at all	Partially	Fully
Offered directive(s) which lead to successful processes, provided more external structure in proportion to the deficits of clients.			
Provided directive(s) which offer creative opportunities. Avoided themes that are likely to elicit painful emotions.			
Considered developmental level of clients in selecting processes and themes.			
Attempted to facilitate developmental growth in the art work.			

Supervisor's Signature: _____

Appendix F: Practicum Goals Sheet

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY
ART THERAPY PROGRAM

Practicum Goals

Student Name: _____

Date: _____

Each Practicum Student is required to set two goals for their Practicum experience by the 5th week of the fall semester. These goals should be focused initially on basic group facilitation skills. When developing and evaluating goals, please refer to the following items in the Art Therapy Practicum Manual: Practicum Midterm Supervisee Evaluation (App. E), the Clinical Supervisor's Observation of the Group Activity form (App. F), and the Guidelines for Leading Art Activities (page 7). Students will indicate what would be observed that would lead them to believe that progress is being made. As the student progresses, new goals should be written to promote growth in specific areas. Feedback from Site practicum supervisors is essential to this process. The Practicum Midterm and Final Supervisee Evaluations should be used as a tool to track progress on goals.

- To be evaluated at mid-term and end-of-semester evaluation meetings, or when the student and site supervisor agree that a goal has been met or needs to be modified.
- Submit this form to the Clinical Coordinator when initial goals are written and whenever progress is evaluated or goals are changed.

Goal 1:

Progress:

Areas to continue working on:

Goal 2:

Progress:

Areas to continue working on:

Appendix G: Practicum Supervision Weekly Summary

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY
ART THERAPY PROGRAM

Practicum Supervision Weekly Summary

Student name: _____ Supervisor: _____

Date: _____ Site: _____

The purpose of keeping this Practicum log is to develop professional skills preparing the student for clinical work. Each week that the student attends supervision, the log is to be filled out. Forms are to be submitted in AT 580 Art Therapy Practicum class every two weeks. One hour of supervision is required for every 8 hours on site so the *supervision period* can be one week or two weeks depending on the student's schedule. The final log is to be turned into the Clinical Coordinator at the end of each term.

Hours	For the supervision period Beginning Date: End Date:	Running total/YTD
Site Hours (includes supervision)		
Group Hours		

Agenda (questions, needs, topics, etc.):

Goal related to this supervision meeting (from Practicum Goals form):

Supervision Meeting Notes (should include areas of success and areas where guidance or focused work is needed):

How did this discussion help you work on the goals you set for Practicum?

Plan:

Student Signature

Date

Site Supervisor Signature

Date

Appendix H: Art Therapy Final Supervisee Evaluation

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY
ART THERAPY PROGRAM

Art Therapy Practicum Final Supervisee Evaluation

Student Name: _____

Site: _____ Supervisor Name: _____

Overall Professionalism

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory

2 = Needs Improvement

3 = Appropriate

4 = Exceptional

Adhered to practicum site policies	1	2	3	4	NA
Reliability	1	2	3	4	NA
Attendance	1	2	3	4	NA
Punctuality	1	2	3	4	NA
Overall initiative as a professional	1	2	3	4	NA
Contacted supervisor in a timely manner if schedule changes arose	1	2	3	4	NA
Complied to dress code expectations	1	2	3	4	NA
Understood site policy on confidentiality	1	2	3	4	NA
Understood site policy on the boundaries of the professional relationship	1	2	3	4	NA
Understood site policy and protocol on reporting client safety concerns	1	2	3	4	NA
Understood role of art therapy in practicum setting	1	2	3	4	NA
Understood role as student within setting	1	2	3	4	NA
Understood rights and responsibilities as a supervisee	1	2	3	4	NA
Engaged with practicum site staff in a professional manner	1	2	3	4	NA
Overall investment in & reflection on learning experience	1	2	3	4	NA

What recommendations for growth and development do you have for the student's overall professionalism?

How would you describe the student's overall effectiveness in working with this population?

Clinical Skills

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

	1 = Unsatisfactory	2 = Needs Improvement	3 = Appropriate	4 = Exceptional	
Demonstrated accurate observation skills	1	2	3	4	NA
Communicated understanding of demonstrated art interventions	1	2	3	4	NA
Demonstrated facility with a variety of art materials	1	2	3	4	NA
Able to teach art techniques and skills as needed	1	2	3	4	NA
Ability to set up the art therapy room/space and utilize it effectively	1	2	3	4	NA
Demonstrated understanding of the characteristics and needs of population served	1	2	3	4	NA
Demonstrated sensitive and appropriate interactions with participants	1	2	3	4	NA
Ability to pace the appropriate length and level of art activities	1	2	3	4	NA
Able to conceptualize art therapy treatment goals and interventions with population	1	2	3	4	NA

What is your overall impression of the student's clinical growth and development?

What recommendations do you have for the student's future clinical growth & development?

1.

2.

3.

Supervision Skills

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory

2 = Needs Improvement

3 = Appropriate

4 = Exceptional

Assertively seeks supervision	1	2	3	4	NA
Utilizes supervision time to ask challenging therapy questions and concerns	1	2	3	4	NA
Keeps an art journal and shares journal as a tool within supervision	1	2	3	4	NA
Integrates feedback from weekly supervision meetings	1	2	3	4	NA

What readings, experiences, conferences and/or lectures do you recommend for the student to enhance their clinical knowledge of this population?

Documentation Skills

Please list the types of documentation the student has learned this semester:

What additional documentation skills does this student need to learn?

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will need to provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory

2 = Needs Improvement

3 = Appropriate

4 = Exceptional

Familiar with site documentation system	1	2	3	4	NA
Documentation accurately reflects patient status	1	2	3	4	NA
Documentation concise and clear	1	2	3	4	NA

Please describe your overall impression of the student's ability to effectively document clinical experiences:

Any final comments:

Evaluation Acknowledgement

This evaluation has been reviewed by:

Supervisor Signature / Date

Student Signature / Date

Appendix I: Art Therapy Practicum Self-Evaluation

Art Therapy Counseling Practicum Self-Evaluation Skill/Affective/Behavioral Concept Areas	Lewis & Clark College		Student Name:	
Instructions: Student to complete and review with supervisor- check box and code AEB. Due in the Fall and Spring term on week 8 to Practicum coordinator.			Date Completed:	
AEB Codes: (One to One) 1:1 , (Group) GR , (Case Notes) CN , (Supervision Discussion) SD , (Response Art) RA	Does not meet 1	Meets 2	Exceeds 3	As evidenced by: (AEB)
Demonstrate how theory informs art therapy assessment and treatment planning				
Value advocacy processes necessary to address barriers that block access and equity to mental health and related services for patients/clients				
Recognize the need for collaboration and consultation within and among organizations, including interagency and inter-organizational collaboration				
Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapist professional role, and continuing education				
Develop therapeutic goals and art-based intervention strategies based on the therapeutic effect of art making, including benefits, limitations and contraindications of art materials				
Develop strategies to effectively manage resistance to creative expression				
Demonstrate understanding of therapeutic utility and psychological properties of a wide range of art processes and materials (i.e., traditional materials, recyclable materials, crafts) in the selection of processes and materials for delivery of art therapy services				
Adapt tools and materials for clients with disabilities				
Incorporate ethical and cultural considerations in materials selection and therapeutic applications				
Formulate the potential value of and contraindications for public display of client artwork				
Evaluate the potential appropriateness of various venues for display of artwork				
Apply understanding of artistic language, symbolism, metaphoric properties of media and meaning across cultures and within a diverse society				
Practice skills for developing awareness and insight into art processes and images				

Demonstrate belief in the value of using art-making as a method for exploring personal symbolic language				
AEB Codes: (One to One) 1:1 , (Group) GR , (Case Notes) CN , (Supervision Discussion) SD , (Response Art) RA	Does not meet	Meets	Exceeds	As evidenced by:
	1	2	3	
Recognize the need for awareness of and sensitivity to cultural elements which may impact a client's participation, choice of materials and creation of imagery				
Value the benefits of student/therapist reflective artmaking to inform clinical practice				
Develop approaches to forming groups, including recruiting, screening, and selecting members				
Demonstrate characteristics, skills, and functions of an effective group leader				
Consider purpose, goals, population characteristics, when designing art therapy groups in a variety of settings				
Facilitate ethical and culturally responsive group practices, including informed approaches for designing and facilitating diverse groups				
Incorporate critical thinking skills and defend rational of art processes and media selection for the group therapy context				
Evaluate the experience of artmaking on group development and effectiveness				
Recognize the value of participating in a group an engaging in group process, group stages, and group dynamics				
Assess developmental stages in artwork, including typical, atypical, and exceptional characteristics for all age groups				
Integrate contextual/ ecological factors bearing on human development such as cultural identities, spiritual, systemic within and outside family nucleus, physical, neurological, biological, and physiological				
Justify methods of advancing wellness and actualization of potential, coping capacity, creativity, and optimal development throughout life				
Utilize art materials and processes within the context of building the therapeutic relationship				
Perform interviewing skills				
Demonstrate case conceptualization skills				
Develop relevant sensory based art therapy interventions				
Recognize and display a professional commitment to Art Therapist characteristics that promote the therapeutic process				

AEB Codes: (One to One) 1:1 , (Group) GR , (Case Notes) CN , (Supervision Discussion) SD , (Response Art) RA	Does not meet	Meets	Exceeds	As evidenced by:
	1	2	3	
Respond to clinical and ethical implications for incorporating one's own art-making process in a session to develop therapeutic rapport, facilitate creative expression, and promote the therapeutic process				
Value the development of a personal approach to the practice of Art Therapy				
Acknowledge transference and counter-transference				
Value consultation, collaboration and inter-professional teamwork				
Value strategies for collaborating with and advocating for wellness within diverse communities				
Justify the role of arts in social justice, advocacy, and conflict resolution				
Contrast connections of student cultural and social self-awareness to their view of others, including their cultural assumptions and biases				

Reviewed by Supervisor on _____
date

Supervisor Signature _____

Appendix J: Student's Evaluation of Practicum Experience

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING PSYCHOLOGY
ART THERAPY PROGRAM

Student Evaluation of Site

Evaluation is for: _____ Practicum Site _____ Internship Site

To be completed upon termination of Practicum and Internship year. ***Your evaluation of the site will remain confidential.***

Please type or print neatly

Site Name: _____ Date: _____

Student Name: _____

Instructions: Please rate the strengths and weaknesses of the site in terms of meeting your needs as a practicum or internship student. Use the following scale:

5 = Excellent 4 = More than adequate 3 = Adequate 2 = Fair 1 = Poor

Acceptance of you as a functional member of the staff, willingness to integrate you into all appropriate levels in activities, programs and projects.	5	4	3	2	1
Cooperation of agency staff to provide professional growth experiences throughout training programs, seminars and similar activities.	5	4	3	2	1
Assignment of qualified, professional staff with demonstrated capability to provide competent supervision.	5	4	3	2	1
Adequate scheduling of conferences with you and ongoing evaluation of your performance.	5	4	3	2	1
Availability of Supervisor	5	4	3	2	1
Quality of supervision Comments:	5	4	3	2	1
Provision of assistance in helping you meet your personal and professional goals and objectives.	5	4	3	2	1
Possession of resources essential to the preparation of professionals (library, equipment, supplies, etc.).	5	4	3	2	1

Allowance and respect for relating classroom theory to practical situations.	5	4	3	2	1
Willingness to listen to whatever suggestions or recommendations you might offer, and willingness to discuss them with you, explaining the rationale for their acceptance or rejection.	5	4	3	2	1
Overall rating of site:	5	4	3	2	1

Additional Comments:

Strengths of Site:

Challenges of Site:

Recommendations: