



LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND COUNSELING

**AT 580 ART THERAPY PRACTICUM (1 credit)
FALL 2018**

When: Mondays 9/10-12/10, 9:00a-10:00a

Where: York 114

Instructor: Adam Graves ATR-BC, LPC

Office Hours: By Appointment

Phone: 503-784-5049

E-Mail: adamgraves@lclark.edu

CATALOG DESCRIPTION

Students participate in art therapy faculty facilitated supervision to complement their practicum work in the community. The focus of the class is on providing ethical and competent client care. Skills that receive particular attention include the use of response art to aid in developing a therapeutic relationship, counselor empathy, compassion, and art therapist identity.

COURSE DESCRIPTION

This class is designed to provide instruction and supervision to first and second semester practicum students working with clients at their Art Therapy Practicum Sites. Students will receive live supervision and feedback as designated by CAAHEP requirements. The focus of the class will be to provide ethical and competent client care. Skills that will receive particular attention will include the use of response art to aid in developing a therapeutic relationship, counselor empathy and compassion. The recognition of the impact of race, culture, gender, sexual orientation and poverty as well as other societal and political influences that define the context of the therapeutic relationship will be highlighted as well. The establishment of a self-care practice and development of professional boundaries will be central as students become aware of counter-transference and vicarious trauma while growing professionally as an art therapist.

CAAHEP STUDENT LEARNING OUTCOMES

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-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-M - Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical 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 AREAS

Content Area	Description	Mastery Level	Assessment
b.K.3	Describe the purpose and goals of supervision, including models, practices and process.	Introduce	Practicum Goals, Reflection Paper
b.A.1	Acknowledge the value of developing a strong professional Art Therapist identity founded in ethical practice.	Introduce	Reflection Paper, Class Discussion/Participation
b.A.5	Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapy professional role, and continuing education.	Introduce	Weekly Response Art, Reflection Paper, Class Discussion/Participation
c.A.1	Incorporate ethical and cultural considerations in materials selection and therapeutic applications.	Introduce	Weekly Response Art, Reflection Paper, Class Discussion/Participation

COURSE OBJECTIVES

Upon completing this course, students will be able to:

1. Describe the purpose and goals of supervision, including models, practices and processes. Students should be able to integrate course material and experiences into their site supervision.
2. Utilize personal and response art to conceptualize client casework, practice self-care, and strengthen their professional art therapist identity.
3. Develop an understanding of basic models of ethical decision-making and clinical practices.

NONDISCRIMINATION STATEMENT

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

DISABILITY SERVICES STATEMENT

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

CPSY 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 him/herself 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.

ETHICAL AND PROFESSIONAL PRACTICE

The Art Therapy profession requires a high level of personal integrity, self-awareness, and personal maturity. These attributes may also be considered by faculty in assessing the student's overall grades, and qualifications for a career as a professional art therapist. All students in the class will demonstrate behavior that is consistent with the Codes of Ethics of the American Counseling Association and the Art Therapy Credentials Board, in class and at their practicum sites.

Supervisor evaluations and observations will be assessed, and performance at site will be incorporated into class evaluations. Students are expected to meet or exceed expectations within their evaluations at a rate of 80% by the end of the semester. Faculty supervisors will work closely with students and site to ensure any issues or inadequacies are resolved or remediated in a timely manner.

The Practicum Manual will be reviewed extensively within the course, however please refer to the manual for any questions regarding expectations or requirements with-in practicum.

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 prior to attending class. This will allow us to focus on application of readings in class.

ASSIGNMENTS AND COURSE REQUIREMENTS

1. Attendance and participation in all classes (10 points)

- a. Attending all classes and being on time.
- b. Giving attention to the instructor and/or other students when they are making a presentation.
- c. Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class.
- d. Demonstrating ability to be open about discussing the impact of your comments on your peers.
- e. Coming to class prepared (having read the assignment for the day and watched any assigned videos)
- f. 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.

- g. Engaging in group discussions with attention and energy.
- h. Asking questions of the instructor and/or other students regarding the material examined in that class.
- i. Providing examples to support or challenge the issues talked about in class.
- j. Dealing with other students and/or the instructor in a respectful fashion.
- k. 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.
- l. Adhering to all Professional Qualities. The form for evaluating Professional Qualities requirements will be distributed in class.
- m. 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. Weekly Response Art (20 points)

Students are expected to bring to class response art that they've created outside of class time. Response art should be created in relation to experiences at students' practicum site; this could include client interactions, site supervisor relationship, personal feelings related to practicum placement. Due each week of the semester.

Weekly response art		Possible points
b.A.5	Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapy professional role, and continuing education.	2.5
	Work reflects on client interactions, site supervisor relationship, personal feelings related to practicum placement.	2.5
	Prepared with response art weekly	15
	Total	20

3. Article Research and Brief Case Presentation (10 points)

Students will research and present a brief synopsis of an article that relates to their practicum client population. They will provide citation of the article for peers, and one-page synopsis. Students will present on a client or group from their practicum placement, case presentations should be about 10 minutes and should include information related to:

- 1. Behavioral and process observations (related to art media)
- 2. developmental stage of art in relation to client
- 3. themes, metaphors in the client's art

4. overall challenges and successes so far in practicum
 5. goals and plans for practicum (self, group, client).
- Due on week that student signs up.

Case presentation		Possible points
Content	Case presentation covers all material described in the syllabus: Behavioral and process observations, developmental stage of art in relation to client, themes, metaphors in the client's art, overall challenges and successes so far in practicum and goals and plans for practicum	6
Organization/ Clarity	Presentation is clear and concise. Non-biased, professional language is used.	1
Use of References	At least one reference is included in case presentation. Reference is relevant to population and provides insight into decision-making and/or goal formulation. Presenter provides one page synopsis of the article for peers.	1
c.A.1	Incorporate ethical and cultural considerations in materials selection and therapeutic applications.	1
Article research	Article is succinctly summarized and presented as it relates to the case presentation	1
Total		10

4. Self-evaluation & Reflection paper (30 points)

Student should complete their self-evaluation (form included in Practicum Handbook) prior to meeting with their site supervisor. Student will bring self-evaluation to on-site supervision and review with supervisor. Self-reflection paper should discuss materials from class, student's professional development throughout the semester, goals attained and continued, as well as cultural, ethical, and clinical considerations learned and experienced. Reflection paper will be 5-8 pages, APA format, sources encouraged for full points. Self-evaluation due week 14.

	Reflection Paper	Possible points
b.K.3	Describe the purpose and goals of supervision, including models, practices and process.	2
b.A.1	Acknowledge the value of developing a strong professional Art Therapist identity founded in ethical practice.	2
b.A.5	Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapy professional role, and continuing education.	2
c.A.1	Incorporate ethical and cultural considerations in materials selection and therapeutic applications.	2
	Relevant sources and professionally written, APA. .	4
	Self evaluation completed on time	2
SLO-G	Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.	4
SLO-M	Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.	4
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.	4
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.	4
	Total	30

5. Supervisor evaluation (10 points)

On-site supervisor will complete supervisor evaluation (form included in Practicum Handbook), and review with student in supervision. Supervisor evaluation should be reviewed in conjunction with the self-evaluation. Supervisor evaluation due Week 14. You must turn in on time to receive full points.

6. Practicum goals (10 points)

Students will think critically about their goals and expectation for their practicum experience. Students will create realistic and appropriate goals to work towards during the semester. Goals will be turned in and shared within the supervision course. Goals will be reviewed and referenced throughout the semester and revised as necessary. Practicum goals due week 4.

GOALS		Possible points
Content	Goals are thoughtful and reflect numerous areas of growth relevant to student's practicum site, personal development, professional identity as an art therapist, and ethics. Goals are specific, measurable, and achievable.	4
Clarity of writing	Writing is clear and concise. Non-biased, professional language is used.	2
Application of Goals	Student identifies methods of achieving goals, goals are discussed and revised as needed throughout the semester. Student seeks support in achieving goals when needed.	4
	Total	10

7. Supervisor observations (10 points; 5 each)

Supervisor observations (form included in Practicum Handbook) are completed twice per semester. Supervisors must observe student facilitating art group and complete the observation form. The second per term observation form should be completed prior to the supervisor evaluation. Due weeks 7 (10/22) and week 13 (12/3). You must turn this in on time to receive full points.

EVALUATION AND GRADING

Because of the skill development nature of this course, it is required that students complete **ALL** assignments to pass this class.

Assignment	Point Value
Class Participation	10
Article Research and Brief Case Presentation	10
Weekly Response Art	20
Self-Evaluation & Reflection Paper	30
Supervisor Evaluation	10
Practicum Goals	10
Supervisor Observations (2, 5 each)	10
Total Points in the Course:	
	100

FINAL 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%	

NOTE: 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.

COURSE OUTLINE

Class Date	Topic	Readings & Assignments Due
9/10	Welcome, Housekeeping, and Syllabus and Practicum Manual Review	Practicum Manual
9/17	Response Art	*Weekly Response Art Due Fish, B. J. (2012). Response art: The art of the art therapist. <i>Art Therapy</i> , 29(3), 138-143.
9/24	Art-Based Supervision	*Weekly Response Art Due Deaver, S. P., & Shiflett, C. (2011). Art-based supervision techniques. <i>The Clinical Supervisor</i> , 30(2), 257-276.
10/1	Practicum and Supervision Goals	*Weekly Response Art Due *Practicum Goals Due
10/8	Self-care and Wellness	*Weekly Response Art Due Venart, E., Vassos, S., & Pitcher-Heft, H. (2007). What individual counselors can do to sustain wellness. <i>The Journal of Humanistic Counseling, Education and Development</i> , 46(1), 50-65.
10/15	Responsive Art-making	*Weekly Response Art Due Moon, B. L. (1999). The tears make me paint: The role of responsive artmaking in adolescent art therapy. <i>Art Therapy</i> , 16(2), 78-82.
10/22	Practicum Populations (possible additional time due to late start)	*Weekly Response Art Due *Supervisor Observation Due *Article/Case Presentation Due Readings TBD

10/29	Practicum Populations(possible additional time due to late start)	*Weekly Response Art Due *Article/Case Presentation Due Readings TBD
11/5	Practicum Populations(possible additional time due to late start)	*Weekly Response Art Due **Article/Case Presentation Due Readings TBD
11/12	Cultural Considerations and Art Therapist Identity	*Weekly Response Art Due Readings TBD
11/19	TBD – Options: Case presentations, Practicum populations, continuing exploration of art therapist identity	*Weekly Response Art Due Readings TBD
11/26	Ethics	*Weekly Response Art Due *Supervisor Observation Due Readings TBD
12/3	Termination	*Weekly Response Art Due *Self & Supervisor Evaluations Due Readings TBD
12/10	Review	*Weekly Response Art Due *Reflection Paper Due Readings TBD