



**LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING**

**AT 594: ART THERAPY CAPSTONE
(1 Credit)
SPRING 2019**

When: Tuesdays, 6:30 pm to 8:30 pm, 1/8/19, 1/29/19, 2/12/19, 3/12/19, 4/16/19
Saturday, 9:00 am to 4:00 pm, 4/6/19 (Chapel)

Where: Roger's Hall 217

Instructor: Kristine Bella, ATR-BC

Office hours: Wednesdays, 1 pm to 3 pm

Office location: Rogers Hall, Room 207

Phone: 503-768-6069

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CATALOG DESCRIPTION

The Capstone is a culminating course that provides a platform for clinical reflection and practical matters for new art therapists entering the professional field.

COURSE DESCRIPTION

Art Therapy Capstone provides internship students with a framework to prepare and present their knowledge, understanding and experience pertaining to their sites and populations served. An overview of their experience culminates in a public presentation thereby promoting their identity as a professional art therapist.

CAAHEP STUDENT LEARNING OUTCOMES (SLO)

SLO A - Understand the historical development of Art Therapy as a profession, and how Art Therapy theories and techniques are a foundation for contemporary Art Therapy professional practice.
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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 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 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 Art Therapy, from a multicultural perspective, takes into consideration specific values, beliefs, and actions influenced by clients' race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation,

geographic region, physical capacity or disability, and historical or current experiences in the dominant culture.

CAAHEP CONTENT AREAS

Content Area	Competency Objectives	Mastery Level	Assessment
a.K.3	Compare and contrast approaches to Art Therapy unique to the field	Mastery	Capstone Paper & Presentation
b.A.1	Acknowledge the value of developing a strong professional Art Therapist identity founded in ethical practice	Mastery	Professional Portfolio
g.K.1	Organize research on the literature in the field as the basis for an extensive thesis or culminating project	Mastery	Capstone Paper & Presentation
g.A.1	Participate in opportunities and support for sharing culminating project outcomes in a public forum	Mastery	Capstone Presentation & Summary
g.S.1	Create an in-depth study of one aspect of Art Therapy or an integration of knowledge and clinical skill in Art Therapy	Mastery	Capstone Paper & Presentation
g.S.2	Complete culminating project based on established research methods, innovative methods of inquiry, clinical practice, or a synthesis of clinically based personal and professional growth	Mastery	Capstone Paper & Presentation

COURSE OBJECTIVES

Upon completing this course, students will be able to:

1. Demonstrate how theory informs clinical practice
2. Organize literature and understanding into a culminating project
3. Represent self as a professional art therapist
4. Provide a professional art therapy presentation

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

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.

TEACHING METHODS

As a culmination of the students' learning and a means of showcasing their learning and work accomplished, class discussions and experiential activities will be utilized however independent initiative is a core aspect of the course.

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 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

Students are expected to research current literature relating to their capstone project which will require the students to take initiative in out-of-class learning and understanding. Students need to be prepared to share their understanding and progress with their peers.

REQUIRED TEXTS & READINGS:

Students are expected to complete independent readings which are relevant to their internship site and capstone project. Please note that additional readings may be assigned to enhance professional exploration.

Malchiodi, C.A., (2004). Art therapy and career counseling: Strategies for art therapy job seekers. *Journal of the American Art Therapy Association*, 21(1) pp.30-37.

McColloch, L. A., (2000). *Creating Your Professional Counselor Portfolio*. Retrieved from <http://www.counseling.org/>

ASSIGNMENTS AND COURSE REQUIREMENTS

Professional Portfolio (10 points)

The student's Professional Art Therapist Portfolio is a living document that will serve as a collection of experience-based materials and reflective information that demonstrates the various dimensions of the emerging art therapist's work, philosophy, abilities, and dispositions. The goal of the portfolio is to have the student art therapist analyze their various learning experiences and to synthesize their learning in a way that demonstrates how diverse activities and insights from the program have contributed to their competence and professional identity. The portfolio may be a physical document or a website.

Considerations: Three concepts are key to the style and organization of your professional portfolio: 1) your unique expression, 2) reflection of your interests, experiences, education, and professional training, and 3) the portfolio as a living document that will evolve and change over time

Portfolio Categories (all may not be relevant for each student - please check with instructor)
The portfolio might include: 1) curriculum vitae 2) philosophy of art therapy 3) credentials and/or certifications 4) professional affiliations, 5) professional development/specialized training, 6) commendations, evaluations, professional service, 7) publications, presentations or projects, 8) successful art directives/populations served, 9) program design, and 10) evaluations.

Capstone Project Draft Paper with Peer Review Summary (10 points)

The Capstone Project Draft Paper follows the guidelines for the final paper (see Capstone Project Paper). At this stage of the project, you will be graded on the level of idea formulation and ability to articulate each section. Each section may not be fully flushed out, however you must identify in each section information that you are planning to explore. A one page peer review summary will also be included summarizing feedback from your peer review and how you have chosen to integrate the information.

Capstone Project Paper (40 points)

The Capstone Project provides you with an opportunity to actively integrate and apply all they have learned during their internship experience. The purpose of the paper is to provide a narrative about the project with sufficient detail to allow a reader to be able to accurately describe the goals of the project, situate the project within the existing body of published literature, and explain how the goals for the project relate to the methodology chosen and to the project conclusions. The paper should not exceed 25 pages. The narrative must be clear, logical, and demonstrate alignment among the goals and outcomes. In addition, it should also reflect the integration and mastery of program content. You are encouraged to develop work that impacts social change, advocates for social justice, contributes to providing art

therapy in the community to marginalized/underserved populations or addresses a gap in the art therapy literature.

Capstone Project Paper Format

- Title Page
- Abstract: concise summary (150-250 words) of the main sections of the paper.
- Introduction: Set the stage for the project by providing a brief overview of the topic and rationale for the project. It should include a statement near the beginning regarding the purpose of the project. Clearly identify topic, population and concepts. It's important to the field of art therapy. The goals must align with the literature review and the methodology.
- Literature Review: Summarize and synthesize the relevant literature. The majority of the literature reviewed should have been published within the last 10 years. Articles must be peer reviewed.
- Description of the Project: This section should detail the student's project, population served, materials and methods, tables and figures.
- Conclusions and Lessons Learned: This section serves as the discussion and conclusion section of the paper. It should briefly recap the purpose of the project, as well as summarize and contextualize the major outcomes. What is the impact of the project, what have you learned, and what are the next steps?
- References: A minimum of 15 cited references is required. All cited sources, not just those from the Literature Review, should be included in the references section and formatted according to APA Guidelines. Only those sources that were cited in the paper should be included, i.e., if you read a paper, but did not cite it, you should not reference it.

Capstone Project Paper Rubric

Elements	Not Met: 0	Acceptable: 3	Proficient: 5
Definition of Project/Introduction	Introduction does not clearly explain the nature of project nor its rationale and relevance to art therapy.	Introduction clearly presents the project, its nature, relevance to art therapy and structure.	Introduction makes strong case for the value the capstone provides to the discipline, as well as presenting its nature and structure.
Knowledge of the literature related to capstone project	Does not indicate familiarity with literature; has large gaps and minimal grounding in the literature.	Displays familiarity with reasonably full range of literature; demonstrates an appropriate grounding and engagement with the literature.	Displays impressive familiarity with full range of and grounding in literature; engages with it substantively and productively.
Application of Knowledge	Does not make a logical connection between knowledge	Makes a logical connection between the knowledge of topic	Logically articulates how knowledge of topic can provide

	of topic and therapeutic application.	and therapeutic application.	solutions or enhance therapeutic application..
Summary/ Conclusion	Capstone summary is minimally supported by results; exhibits a lack of original ideas or personal interpretation.	Summary sufficiently supported by results while adequately and accurately summarizing the capstone.	Clearly supported summary presents carefully analyzed information with inventive and original conclusions.
Professional Reflection	Inadequate evidence of analytical or interpretive reflections.	Reflections demonstrate the ability to provide description, analysis, and interpretation.	Evidence of critical reflection which are highly analytical and interpretive than descriptive.
Reference	Lack of proper format and limited details with many sources missing or incomplete	References are mostly complete and correctly formatted. Capstone contains a variety of sources.	References are complete (all sources shown) and correctly formatted; inserted to validate evidence.
Writing Competence	Writing is unclear, distracts from meaning, or contains excessive errors.	Writing is clear and appropriately sophisticated, with virtually no errors, and supports meaning.	Writing is at or near professional level, has no errors, and enhances meaning.
APA Style & Format	Minimal or does not conform to APA format	Some minor consistent APA errors format.	Exemplary APA format / style throughout format.

Capstone Presentation (30 points)

The Capstone Presentation is an opportunity for you to demonstrate your knowledge of art therapy and how it relates to your topic of interest in a public format. The culminating presentation will demonstrate your ability to synthesize and apply the knowledge and skills acquired during your internship year. You will use your Capstone Project Paper as a basis to provide a professional presentation that 1) narrows the focus of your paper to ensure you are addressing the key points of your project, 2) incorporates visuals, and 3) integrates experiential aspects of engagement. Students will work in teams to provide presentations in the morning and afternoon. Teams will develop a flow for the presentations and explore creative ways to engage their audience.

Capstone Presentation Rubric

Elements	Not Met: 0	Acceptable: 3	Proficient: 5
Overall Organization	No logical flow, none or poor introduction,	Some parts of the presentation are out	Exceptionally well organized, no

	no discernable organization.	of order, overall, logical sequence.	missing part, easy to follow.
Preparedness	Out of date or misinformation, does not explain the critical information.	Grasp of important concepts, overall understanding of theories, some topics not well understood or presented.	All fundamentals and details are fully integrated and understood.
Visual Aids Quality and Effect	Minimal inclusion of visual aids.	Overall high quality of visual aids.	Creative and dynamic use of visual aids. High quality photos.
Clinical Content	Main topics and supporting literature not covered or poorly explained.	Most of the topics and supporting literature are covered and explained.	Thorough integration of main topics and supporting literature.
Professional Delivery	Minimal engagement with audience, poor eye contact, monotone voice, long pauses, does not speak clearly.	Overall, maintains posture, eye contact, voice clarity and interest. Professional attire.	Strong presence, clearly communicates, engages audience, professional attire,
Effective Use of Time	Ran over time allotment, became distracted, and did not provide time for audience engagement.	Sufficient time for each topic and provided enough time for audience engagement.	Clearly covered all topic areas, no distractions with time for audience engagement.

Capstone Presentation Critical Review and Visual Response (10 points)

Students will be responsible for establishing the structure and roles leading up to and during the presentation. You will write a brief summary of each of their peers' capstone presentations, emphasizing highlights and struggles, including your own. You must also include a visual response that reflects on the whole experience.

EVALUATION AND GRADING

Assignment	Point Value
Professional Portfolio	10
Capstone Draft Paper with Peer Review Response	10
Capstone Project Paper	40
Capstone Presentation	30
Presentation Summary and Visual Response	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%	

COURSE OUTLINE

Class Date	Topic	Readings & Assignments Due
Week 1 1/8/19	Class Overview, Defining Capstone Project & Paper	Malchiodi, C.A. (2004). Art therapy and career counseling: Strategies for art therapy job seekers. Journal of the American Art Therapy Association, 21(1) 30-37. McColloch,L. A., (2000). Creating Your Professional Counselor Portfolio, Retrieved from http://Vistas http://www.counseling.org/
Week 2 1/29/19	Peer Review Capstone Project	Capstone Draft available for Peer Review and Outside Reader
Week 3 2/12/19	Professional Considerations/Supervision/Credentials/Licensure	Capstone Draft include a summary of Peer and Outside Reviewer Feedback
Week 4 3/12/19	Presentations Overview, Professionalism	Presentation Draft for Class Feedback Capstone Project Paper Due
Week 5 4/6/19 9 am-4 pm @Chapel	Public Presentation	Capstone Presentation
Week 6 4/16/19 6:30 pm-7:30 pm	Reflection	Presentation Summary with Visual Response, Portfolio