

<b>Art Therapy Counseling Internship Self-Evaluation Skill/Affective/Behavioral Concept Areas</b>	<b>Lewis &amp; Clark College</b>		<b>Student Name:</b>	
Instructions: Student to complete and review with supervisor- check appropriate box and code AEB. Due week 8 to Internship coordinator.			<b>Date Completed:</b>	
<b>AEB Codes:</b> (One to One) <b>1:1</b> , (Group) <b>GR</b> , (Case Notes) <b>CN</b> , (Supervision Discussion) <b>SD</b> , (Manuscript) <b>M</b> , (Response Art) <b>RA</b>	<b>Does not meet</b> 1	<b>Meets</b> 2	<b>Exceeds</b> 3	<b>As evidenced by: (AEB)</b>
Demonstrate how theory informs art therapy assessment and treatment planning				
Value the historical antecedents to current professional Art Therapy practice				
Demonstrate how to apply decision-making models and legal principles to ethical dilemmas				
Demonstrate how to complete professional documentation required in clinical mental health settings such as treatment plans and progress notes				
Practice conducting a job search, resume writing and professional interviewing skills to prepare for the transition from student role to professional practice				
Acknowledge the value of developing a strong professional Art Therapist identity founded in ethical practice				
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				

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Apply understanding of artistic language, symbolism, metaphoric properties of media and meaning across cultures and within a diverse society				
Formulate the potential value of and contraindications for public display of client artwork				
Evaluate the potential appropriateness of various venues for display of artwork				
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				
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 rationale 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 and engaging in group process, group stages, and group dynamics				
Differentiate between assessment and testing, and appropriate applications of each				
Demonstrate the ability to administer and apply appropriate Art Therapy assessments				
Present purposes of summative and formative assessment in art therapy practice and research				
Assess purposes of Art Therapy assessments to establish treatment goals				

Cite methods to determine validity and reliability of Art Therapy assessments				
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Execute methods to interpret data from Art Therapy assessments	<b>1</b>	<b>2</b>	<b>3</b>	
Display ethical, cultural, and legal considerations when selecting, conducting, and interpreting art therapy and related mental health fields' assessments				
Incorporate critical thinking skills when determining the role of assessment in diagnosis and diagnosing in the field of Art Therapy				
Create an in-depth study of one aspect of Art Therapy or an integration of knowledge and clinical skill in Art Therapy				
Complete a thesis or culminating project based on established research methods (e.g., quantitative, qualitative, mixed methods, arts-based), innovative methods of inquiry, clinical practice, or a synthesis of clinically-based personal and professional growth (e.g., service learning, designing a program, designing a "tool kit" for art therapists)				
Participate in opportunities and support for sharing thesis or culminating project outcomes in a public forum (e.g., thesis presentations, written article for publication, submission of grant application)				
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				

Reviewed by Supervisor on \_\_\_\_\_ date

Supervisor Signature \_\_\_\_\_