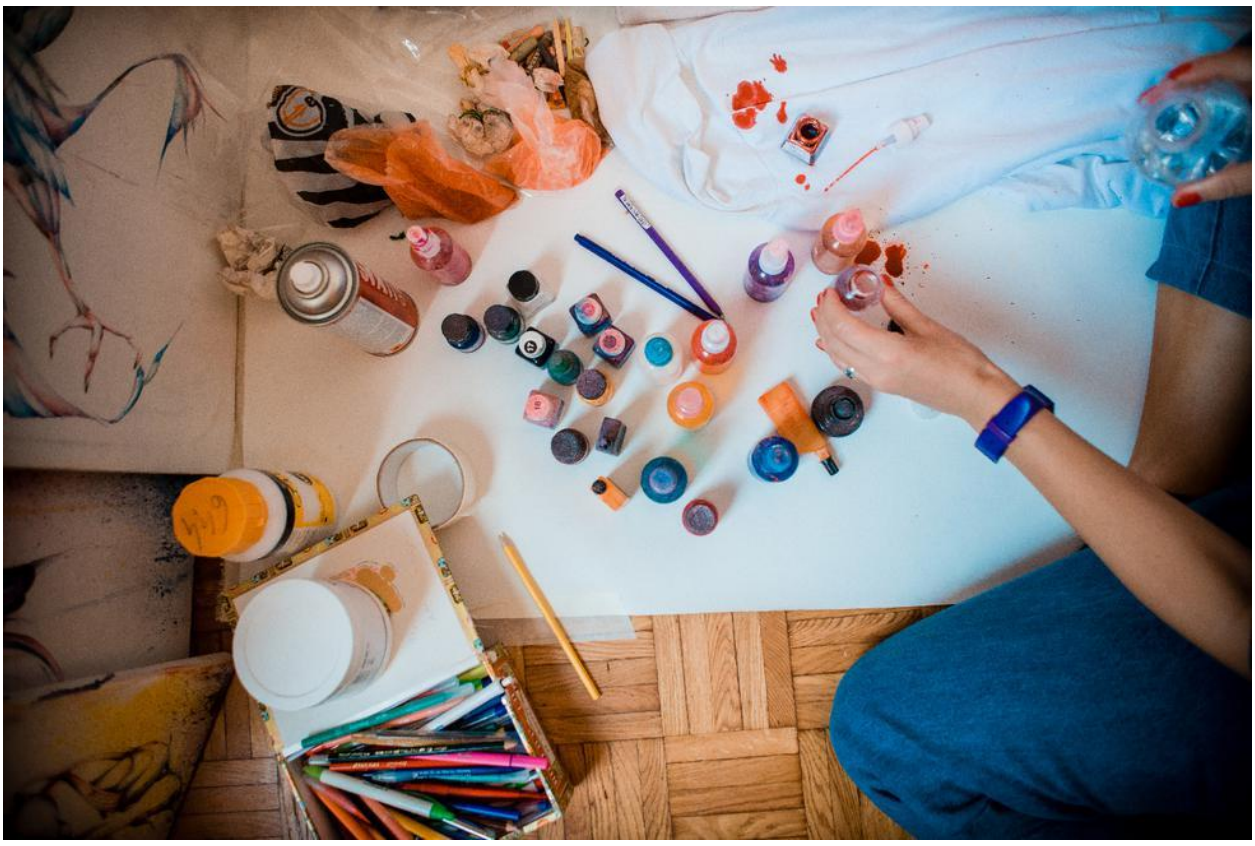
Lewis & Clark

Graduate School of Education and Counseling
Department of Counseling Psychology - Art Therapy Program



Clinical Experience Manual
2019-2020

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INTRODUCTION

Art therapists integrate the creative process with understanding of psychological theory in order to facilitate growth and development in clients. 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 such as community health centers, psychiatric and general hospitals, therapeutic schools, and mental health treatment settings.

The Clinical Program is one of the strengths of the Art Therapy Program. It is an integral aspect of the student's education and is structured to complement information acquired in the classroom. It is a three-year process in which the internship is the culminating experience leading to the Master of Arts in Art Therapy. The principal objective is to provide the student with opportunities for integration of art therapy knowledge, skills and practice.

Testing theory and practice under competent supervision enables the student to make the necessary transition from classroom to the professional work setting. The experience at the various sites is a necessary step in developing competency required for the field.

The Clinical Program is expected to benefit the student and agency mutually. The student brings enthusiasm and willingness to learn, as well as Art Therapy knowledge and skills. The agency provides the student with opportunities to inform the community while advancing the professional practice of art therapy.

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, and provide 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 Student Learning Outcomes

The three overarching goals of the Art Therapy program are as follows:

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.

CLINICAL EXPERIENCE OVERVIEW

Students are required to complete a three-tiered clinical placement process to prepare to enter the field. During their first year, students complete a pre-practicum that offers the opportunity to observe clinical practice and enhance their experience in providing human services. Students complete a practicum their

second year in order to prepare to engage in direct service as art therapists-in-training during internship in their final year.

Students contribute to the culture and reputation of the Lewis & Clark Art Therapy Program in the way they present themselves. Throughout their clinical experiences, students are expected to represent themselves in a professional manner, maintaining high ethical standards. Professional appearance and behavior are essential to making a favorable impression with clients and the community at large. Students must identify themselves as student art therapists-in-training when providing services at their placement sites.

Pre-practicum, practicum and internship all occur over the two-semester period beginning in September and ending when classes are over in the spring (late April). Students are not permitted to begin these clinical placements until they are approved to do so and the practicum or internship contract is in place. No hours can be accrued in advance of fall semester start each year. Students may not end their placement prior to the end of their contract even if they have completed the required clinical hours. Students must arrange to reschedule any hours missed due to their own absence or unavailability of clients. Some students choose to remain at their site for a portion of winter break, however this is not required.

Pre-Practicum: Observation based experience, two hours a week, 60 total site hours. Pre-practicum occurs during the fall and spring semesters of the first year of the program. Students' Pre-practicum work consists of two hours per week of observation at a helping agency. This experience offers students opportunities to become acquainted with the role of the helping professional and of systems in supporting individuals on their journey to health and wellness.

Practicum: Group facilitation-based experience, six hours a week, 60 total direct hours, 180 total site hours. Practicum occurs in conjunction with AT 580 during the fall and spring semesters of the second year of the program. Students are at a single site six hours per week with a minimum of two hours dedicated to direct client contact.

The purpose of the Practicum experience is to provide a supportive and structured environment for students to gain hands-on experience leading groups, thereby enhancing their understanding of classroom material and gaining practical experience. The primary objective of Practicum is to provide opportunities for students to gain comfort in facilitating groups and to design art directives and art activities which are of therapeutic value within a professional setting. The student gains enhanced understanding by applying knowledge of art media, art process, and art therapy and counseling theory. The students learn how to select, design and implement non-invasive structured group art activities that allow participants to experience creative expression and mastery. This experience enables students to make the transition to internship which is completed during the final year.

Throughout the year, students gradually integrate learned therapeutic skills as they become increasingly proficient. Students receive support and supervision from an art therapy program approved on-site supervisor. When the site supervisor determines the student's readiness to engage in direct services, the student assumes the role of art group facilitator. By spring semester, the student will begin to integrate learned art therapy clinical strategies into their group practice. Faculty and the Art Therapy Clinical Coordinator provide additional support and guidance during the Practicum experience.

Internship: Clinical individual, group and family-based experience, 24 hours per week, 360 total direct hours, 720 total site hours. The internship is the culmination of the student's learning experience.

Internship is completed during the fall and spring semester of the final year of study in conjunction with AT 582. Students are at a single site 24 hours per week with a minimum of 12 of those hours dedicated to direct client contact. A student may be required to complete additional semesters of internship to demonstrate readiness to graduate.

Internship provides the opportunity for student to:

- Observe, practice and apply theories and techniques learned in the classroom, under supervision.
- Develop deep understanding of the art therapist's role on a clinical treatment team and to develop the skills needed to function as a member of a treatment team.
- Recognize their art therapy strengths and limitations, and to alleviate weaknesses through concentrated work experience, supervision, and study.
- Prepare for the transition from intern/student to entry-level professional art therapist.

PROGRESSION OF ACTIVITIES FOR PRACTICUM AND INTERNSHIP

If the following proposed progression of activities is followed, the student has an opportunity to demonstrate their competencies in an orderly manner of gradually increasing complexity by the end of the on-site experience. However, it is realized that individual differences exist in students, supervisors, and institutions, which may preclude strict adherence to the suggested sequence of activities. These activities are presented as a frame of reference and general guideline.

Phase I: Placement Site Orientation

Practicum and Internship: The intent of this phase is to acquaint the student with the agency's organization, philosophy and personnel. Students need to become familiar with administrative, intake, and assessment procedures; recordkeeping and referral processes; staff meetings; security guidelines; office space arrangements; materials and supplies; etc. It is important that the student has access to written policies and procedures, clinical records and personnel. This phase can begin prior to the beginning of the fall semester. Students may choose to go through an orientation period in the summer before fall classes begin. If students initiate orientation prior to the start of the fall semester, they are not allowed to engage in client contact, formal or informally. Any face-to-face time begins at the official start date documented in the Placement Contract.

Phase II: Involvement in Art Therapy

Practicum: During this phase, the student begins to participate as an observer or co-leader of existing groups. As they gain skill and confidence, students are able to begin facilitating an art group in the agency. Close supervision is important and the student is expected to participate in activities appropriate to their abilities.

Internship*:* During this phase, the student begins to participate as a student art therapist-in-training in the agency. Close supervision is important and the student is expected to participate in activities appropriate for their abilities. The student should begin this phase during the first week of internship by meeting prospective clients, beginning assessments, and joining existing groups when available. It is important for students to make contact with clients as soon as possible. Art Therapy students must have access to client records in order to arrange initial art therapy assessments that are safe, ethical, and useful.

Possible Internship Art Therapy Involvement:

- Meeting prospective clients – reviewing charts
- Conducting formal/informal art therapy assessments and initial intakes
- Screening clients for group membership or individual art therapy
- Observing existing therapy groups
- Co-leading existing therapy groups
- Planning new art therapy groups
- Attending treatment team meetings
- Developing accurate recordkeeping method according to agency and university's standards
- Begin Professional Disclosure Statement distribution

Phase III: Art Therapy

Practicum*:* As the student gains experience and enhanced understanding of art therapy, they are able to begin to practice therapeutic skills. This usually occurs in the spring semester. It is important they are receiving close supervision during this time of clinical growth. Supervisors need to talk with students regarding appropriate therapeutic involvement based on the site, the group dynamics, and the student's skill level.

Internship*:* During this phase, the student begins to be more independent and develop clinical skills with the supervisor's assistance. If there are concerns or questions about the student proceeding to this phase, the concerns should be discussed with the student and the Art Therapy Clinical Coordinator at Lewis & Clark.

Possible art therapy activities include:

- Individual art therapy
- Group art therapy
- Presentation of in-service training in art therapy
- Art therapy assessments and treatment plans for individual clients
- Treatment team meetings
- Documentation
- Consultation

Safety Considerations

- Art therapy students are not permitted to assist with restraining clients, or making other physical interventions.
- Students must work with clients in easily accessible areas and have quick access to a phone and/or alarm button. It is preferable if the agency staff is nearby when students work with clients. Art therapy students do not work in clients' homes.
- Art therapy students are never permitted to transport clients either in their personal vehicle or in an agency vehicle. They are never permitted to escort clients off the grounds of the site. If a student is placed at a site that offers in-home counseling, a contract must be clear between the Site Supervisor and Art Therapy Clinical Coordinator specifying expectations.

ART THERAPY SEMINARS

Practicum and Internship Seminar

Weekly seminars are held during each term in which the student is enrolled in Practicum (AT 580) and Internship (AT 582). The seminars provide time and opportunity for students to discuss clinical and practical issues, as well as any concerns and problems they may be encountering.

The seminar instructors review and discuss clinical expectations, relevant laws and codes of ethics, and video procedures. The seminar instructor provides ongoing evaluation of student learning, collects all evaluation data including supervisee evaluations, self-evaluations, and supervisor comments at the end of each term and determines students' final grades. The internship instructor also reviews and evaluates selected assessments, treatment plans, progress notes, videos, and case presentations.

Issues and topics that are frequently discussed in seminar include:

- Ethics, including confidentiality, values, and personal philosophy
- Legal requirements
- Process and procedures of art therapy
- Case studies and goal setting
- Organizational structure and consultation
- Recordkeeping
- Therapeutic relationships, transference, and countertransference
- Using supervision effectively
- Situation variables, flexibility, and coping with stressors
- Functioning within scope of practice and level of experience

Internship Specific

- Art therapy assessment
- Art therapy treatment planning
- Referrals and reporting in treatment teams
- Community resources

Video

Seminar time may be spent reviewing audio or videos of art therapy with individuals or groups from the site. Arrangements for video need to be discussed with the on-site supervisor. All protocol for video documentary work through video at the placement must be followed.

CLINICAL PLACEMENT PROCESS

Preparing for Placement

Prior to starting the placement process, students must:

- ✓ Review the Ethical Standards of the *Art Therapy Credentials Board (ATCB),* and the *Oregon Board of Licensed Professional Counselors and Therapists/American Counseling Association (OBLPCT/ACA).*
- ✓ Prepare a formal resume.
- ✓ Maintain good academic standing. Prior to entering Internship, students much complete advancement to candidacy (See Art Therapy Program Handbook).

- ✓ Purchase student's professional liability insurance. Obtain insurance through the AATA website (arttherapy.org). If insurance expires mid school year, the student must update it and turn in confirmation of current status.
- ✓ Comply with any additional requirements as determined by individual sites (e.g., CPR training, inoculations, updated background check).

Each of these steps must be completed and there must be documented evidence of completion turned into the CPSY Office prior to the beginning of any clinical experience placement.

The CPSY Placement Coordinator's Role

The Placement Coordinator oversees the partnership between Lewis & Clark and the numerous field sites to ensure:

- students have the most current information regarding active and approved sites
- students locate potential and appropriate placements
- the coordination and attendance of the annual CPSY Internship Fair
- the seamless process with electronic contract documentation and placement records
- that all sites have appropriate supervision and can uphold the responsibilities and expectations for adequate student placement experience.

The Art Therapy Clinical Coordinator's Role in Placement

The Art Therapy Clinical Coordinator works with Lewis & Clark's Placement Office to ensure an active placement list is available that includes approved art therapy sites. In addition, the Art Therapy Clinical Coordinator works collaboratively with the Placement Office to invite students to an internship fair in the spring of their first and second year.

Pre-Practicum Placement

Students are responsible for finding and establishing their own pre-practicum site and for securing proof of current student professional liability insurance. The CPSY Placement Coordinator has a list of potential volunteer sites that are suitable for pre-practicums. The student's faculty advisor will provide guidance in finding a site during the first fall advisory meeting and upon request as needed. The Art Therapy Clinical Coordinator is also available for guidance as needed.

Practicum and Internship Placement

The CPSY Placement Coordinator will provide students with an electronic Approved Site Map/List prior to the Internship Fair in January. Students use this map/list to identify potential placement sites. This list includes contact information for each site. Prior to setting up interviews, students must meet with the Art Therapy Clinical Coordinator to discuss their top three choices and determine which sites best meet the student's potential for academic and professional growth. The CPSY Placement Coordinator may assist students in identifying and connecting with potential sites.

If the prospective site is not currently on the list of approved placements, the student should refer the potential site supervisor to the CPSY Placement Coordinator to complete a site survey in order to be considered for approval.

Once a student has a verbal agreement with a supervisor at one of the pre-approved sites, they complete an electronic Placement Plan using the link provided within the Approved Site Map/List email from the

CPSY Placement Coordinator. Electronic provisional Placement Contracts are generated after plans are approved by Art Therapy Clinical Coordinator and CPSY Placement Coordinator. These contracts are emailed to site supervisors and students for electronic signatures. Once the student has completed all requirements for beginning practicum or internship, the Art Therapy Clinical Coordinator verifies "clinical readiness" and the CPSY Placement Coordinator releases copies of the contract to both the site and student. Students MUST receive the final contract before seeing clients.

If there are changes at any time during the placement (change of dates, supervisor, etc.), the student MUST inform the Art Therapy Clinical Coordinator and the CPSY Placement Coordinator.

CPSY Placement Criteria for Selection of Placement Site Agencies

Since clinical experience is critical for the professional preparation of students, agencies must meet the following requirements to be approved as a placement site:

1. The agency must be committed to working with an educational program for the purpose of preparing professional art therapists.
2. There must be a sound professional philosophy in place in the agency's programs and services.
3. The agency must have established administrative procedures including adequate financial support, personnel policies and a staff development program.
4. The agency must have adequate facilities and equipment to conduct a broad and varied program.
5. The agency must have a primary and secondary supervisor with the minimum of a Master's degree in a mental health field, professional license or certification, and supervisory experience.
6. The agency must provide the student with a workspace, necessary art media, and secure storage space for clients' art and files as required by ethical and legal standards.
7. The agency must provide personal injury insurance coverage for the duration of the placement.
8. The agency is not required to pay a monetary stipend to the student. However, if the agency is capable of providing financial compensation to help defray the cost of tuition and living expenses, it is appreciated.
9. The agency and site supervisor must be able to assist the student in meeting placement requirements related to:
    a. Client contact,
    b. Clinical supervision, and
    c. Continuity of services in order to complete the Practicum or Internship.

CLINICAL EXPERIENCE GUIDELINES AND RESPONSIBILITIES

Practicum Student Responsibilities

Following an initial orientation period, the student plans and leads regularly scheduled groups for a minimum of two hours weekly. Four 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 six hour per week requirement. Practicum includes the following requirements:

- 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.
- 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.

- Students notify their supervisor in a timely fashion of any absence, course assignment requirement, need for supplies, etc.
- Students attend individual supervision for a minimum of 60 minutes for every twelve 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.
- Students actively participate in an evaluation process with their supervisor each term.
- 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).
- Students submit a video of group facilitation for review in the *AT 570: Candidacy Portfolio* course during the spring semester.
- Students are not expected to provide art supplies, but are expected to request purchase of items that fall within the agency's budget.
- Students may not physically restrain clients under any circumstances or transport/escort participants off the premises.
- 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 the site supervisor and/or the Art Therapy Clinical Coordinator.
- 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.

Practicum Guidelines for Leading Therapeutic Art Activities

Structuring Groups

- Establish guidelines for behavior 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.
- 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 organized regarding 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.

Internship Responsibilities

The student is essentially a guest team member in the agency. This mutually beneficial situation requires that the student follow guidelines that are similar to those followed by the contracted staff. While expectations vary from setting to setting, there are some general guidelines that the student should be aware of in order to gain the most benefit from the experience.

The role of the internship student is to obtain practice and experience in providing art therapy counseling services. The privileges that are extended to the student may be revoked at the discretion of the school or agency. The internship student's behavior, attitude, competence, ethical practice, and outward appearance contribute towards the quality of experience the student has. The Internship student must follow the procedures listed:

- Follow all Oregon State laws, ACA and Art Therapy Credentials Board Codes of Ethics.
- Learn and follow all agency policies.
- Notify the site supervisor when it is necessary to be absent from work.
- 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.
- Consult with the site supervisor when confronted with problems that cannot be solved independently. Contact the Art Therapy Clinical Coordinator if additional assistance is needed.
- Engage in supervision with the site supervisor at least once a week. During supervision, the student discusses how responsibilities are being met and presents questions about active cases. Progress notes, assessments, and treatment plans are presented for discussion and evaluation by the supervisor before the supervisor co-signs.
- Complete a weekly supervision summary that includes topics discussed with the supervisor, length of supervision, problems and goals. This is turned in to the internship instructor each week.
- Obtain written consent from all clients prior to the onset of treatment. Report client refusal to sign consent to site and faculty supervisor.
- Complete intake assessments on all new individual clients during first session and treatment plans for all clients/patients seen by the internship student for 3 sessions or more. These must be completed within 30 days of the first session.
- Provide at least one art therapy in-service for site staff. This must be educational in nature and must avoid group art therapy activities likely to promote personal self-disclosure and cross-educational boundaries.
- Ensure each client (and/or clients' guardians) reads student's Professional Disclosure Statement.

Agency Supervisor Responsibilities for Practicum and Internship

The agency Supervisor is an experienced master's level professional in human services who has a license or certification in their field, has supervisory experience, and has been selected by the site in collaboration

with the Lewis & Clark CPSY Placement Coordinator to oversee and evaluate the student's placement. Essentially the supervisor assists the student in a) establishing goals, b) attaining professional development, c) becoming an integral part of the therapeutic milieu staff, and d) assessing the student's development and competence as a developing student art therapist. Each site must have a secondary supervisor in case the primary supervisor is unable to perform their duties. The following objectives for supervision are listed below:

Practicum and Internship

- The site supervisor provides the student with initial orientation to site, guidance, support, and critical feedback, as well as information regarding policies and procedures.
- The agency provides suitable art supplies, clients, and space necessary.
- The site supervisor ensures students do not engage in practices or procedures that are beyond their scope of practice, experience, training, and education.
- The site supervisor directly observes student interactions at least monthly in order to provide accurate evaluation. Greater frequency may be required.
- The site supervisor formally observes two groups/sessions per semester then completes and reviews with the student the **Clinical Supervisor's Observation of Student** form at the middle and end of each semester. The site supervisor completes and reviews the **Art Therapy Supervisee Evaluation** forms at the end of each semester. The site supervisor reviews and comments on the **Art Therapy Self Evaluation** at the end of each semester.
- 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 clinical experiences.
- The site supervisor monitors the student's time spent at the site to insure the student spends the designated time at the site weekly. During the orientation period, it may not be realistic to expect the student to accrue the direct service hours however make every effort to provide opportunities to shadow in order for the student to receive direct contact hours.
- 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.
- The site supervisor informs the Art Therapy Clinical Coordinator and CPSY Placement Coordinator of any changes at the agency which may affect the student (e.g. site supervisor's resignation).
- Inform the student of all personnel policies and procedures. Approve students' Professional Disclosure Statement (PDS) and assist with establishing a system to provide PDS to clients seen by student.
- Court appearances are not the responsibility of practicum or internship students. Students are not permitted to transport clients in motor vehicles.

Practicum Specific

- 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.

- 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).
- Several times per year, Practicum students complete assignments that require access to client background information. Site supervisors are expected to assist students in accessing clients' records in these instances.
- The supervisor ensures that the size of the group is manageable (3-8 participants).

Internship Specific

- The site supervisor guides the internship student towards the acquisition of specific clinical skills and knowledge related to direct delivery of service to a specific client population. This includes assessment, documentation, and direct treatment- a balance of individual and group work (which can include family therapy). Groups that are led by the student should not include more than 8 participants.
- The site supervisors provide the internship student with art therapy/counseling situations in which they can gain experience in practical application of methods and techniques. They observe internship students facilitating group art therapy and provide helpful input and evaluation.
- Site supervisors assign clients based upon supervisor's assessment of acuity and risk factors in relation to student's experience and scope of practice. Acting as a client's primary therapist may be appropriate in some sites – acting as primary therapist and case manager for a full caseload is not appropriate during internship. Having one or two such clients assigned in fall term while learning case management as the year progresses is the preferred approach. Actively suicidal clients and cases involving parental custodial conflicts are inappropriate for internship students. Court testimony is not within the scope of practice. Internship students are trainees and are NOT expected to take the place of master's level clinicians on site.
- The site supervisor provides the student intern with settings in which to conduct group and individual therapy, which are private and safe (offering access to other staff at all times). Students must have permission from the Art Therapy Clinical Coordinator in writing before providing therapy in client's homes. Students cannot escort clients away from the site. Students do not restrain clients.
- Site supervisors assist student interns in planning for efficient use of time and resources including participation in treatment team meetings, in-service training opportunities, and direct contact with clients. The student is required to complete a minimum of 12 hours per week of direct art therapy per week. A total of 360 hours of direct client contact (clock hours) and 720 total site hours by the end of spring term (end of April).
- The site supervisor ensures that the student intern completes intake assessments on all new individual clients and treatment plans for all clients seen by the internship student for 3 sessions or more. These must be completed within 30 days of the first session. Supervisors are required to monitor student's written clinical documentation as directed by agency protocol.
- The site supervisor assists student interns in obtaining client history/background information before the assessment session in order to conduct a safe, ethical, and thorough initial assessment.
- The site supervisor assists the student intern in working effectively with clients. In order to do this, the site supervisor reads and co-signs student's progress notes, assessments and treatment plans and gives written and verbal feedback each week. The site supervisor also observes the

student in practice with clients including a specific group observation and evaluation. The site supervisor ensures that written work is theoretically sound and accurate, and contains no ethical violations.

- Weekly individual clinical supervision meetings must be scheduled for at least one hour's duration to discuss cases and help supervisees become increasingly competent as clinicians. Any necessary administrative supervision (e.g., agency expectations for progress notes, assessments and treatment plans) should be done in addition to weekly clinical supervision. Site supervisors should be available throughout the work week for additional consultation as needed. If supervision is missed, it must be rescheduled to ensure the student receives a minimum of 30 hours of supervision over the course of the year.
- The site supervisor ensures that students obtain signed consent forms from each client. Any difficulties in this process must be reported to the Art Therapy Clinical Coordinator immediately.
- The site supervisor ensures student interns facilitate group therapy as well as individual sessions. Ideally half of the contact hours are group work therapy. Family sessions are considered group work. This ratio may vary, depending on the site.
- If a client in an outpatient setting is assigned to a student intern and it is subsequently revealed that the client presents a high suicide risk, the student is expected to involve the site supervisor as a co-therapist or to transfer the case to another experienced therapist who can be available, on call, as needed.

Evaluating Procedures

The process of evaluating students is a vital aspect of the Art Therapy training program. The program faculty place high value on the data provided by practicum and internship site supervisors via student evaluations. 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. 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. It is important to provide students with direct feedback as it is very useful in their coursework and placements. It is the student's responsibility to inform their practicum supervisor prior to the evaluations' due dates to ensure timely completion.

Through weekly (Internship) or biweekly (Practicum) supervision, the site supervisor assesses the student's progress and makes appropriate suggestions to enhance the student's competencies. Evaluations are completed by the site supervisor with the student at mid-semester and end of semester during fall and spring. A plan is developed to correct deficiencies if any exist. Passing practicum and internship courses is determined by the student's performance at the placement site, written assignments, and presentation of oral reports and tapes. If a student has not completed the work during a term, they may not progress to the next term until the missing work is satisfactorily completed. Students must be in a good academic standing to begin and continue in practicum or internship. A student may be required to complete additional semesters of internship to demonstrate readiness to graduate.

It is strongly encouraged for site supervisors to contact the Art Therapy Clinical Coordinator at any time regarding the progress of a practicum or internship student. The Art Therapy Clinical Coordinator may also contact site supervisors to maintain clear lines of communication. In addition, a site visit, student observation and meeting with site supervisor will be scheduled over the course of the placement.

Paperwork Requirements

All of the following forms (except where indicated) are available on the Art Therapy Program's Handbooks and Forms page: https://graduate.lclark.edu/departments/counseling_psychology/art-therapy/handbooks-and-forms/

The Informed Consent for Artwork Form (App. A and online) is to be completed whenever consent is required to use 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).

Clinical Placement Goals (online) is to be completed and turned in to the AT 580 or AT 582 Instructor by Week 5 of the first semester. Review and update as necessary.

Supervision Summaries (online) are to be turned in to the AT 580 or AT 582 Instructor; every two weeks for AT 580 or weekly for AT 582 during each semester. The use of this form is to help structure supervision time, while reviewing areas of growth and strengths. Students are expected to complete a separate log of their site and group hours. At the end of each semester, a signed copy of the final log sheet with total hours is to be turned into the Art Therapy Clinical Coordinator.

Placement Agreement (email provided by CPSY Placement Coordinator) CPSY Placement Coordinator maintains oversight of all contracts. A signed digital copy by student and site supervisor must be on file prior to commencement of student's placement experience.

Clinical Supervisor's Observation of Student Form (online) is to be completed twice each semester, mid-way and prior to filling out the Practicum Student Evaluation (which is due two weeks prior to the end of each semester), and turned into AT 580 or AT 582 Instructor.

Art Therapy Supervisee Evaluation Form (online) must be completed at the end of each semester to AT 580 or AT 582 Instructor.

Art Therapy Self Evaluations (online) are due two weeks prior to the end of each semester and are reviewed with the site supervisor at the time the supervisee evaluations are completed. The evaluation is to be turned into AT 580 (Practicum Self Evaluation) or AT 582 (Internship Self Evaluation) Instructor.

The Student's Evaluation of Experience form (online) is due before the end of the spring semester and is to be turned into AT 580 or AT 852 Instructor.

Lewis & Clark Art Therapy Program Responsibilities

The Art Therapy Clinical Coordinator:

- Conducts orientations to inform students of responsibilities, requirements and reporting procedures during clinical placement work.
- Assists the student in locating a placement.
- Establishes contact with the agency supervisor and discusses agency/institutional requirements and standards for internship work.
- Reads and approves the Placement Agreement.
- Communicates regularly with site supervisor regarding student's progress and serves as a resource person to the agency regarding student's progress.

- Provides, along with Art Therapy faculty, clinical oversight of art therapy skills, based upon observations, review of video interactions, has individual meetings with student, oversight of weekly seminar participation, and review of a portion of student's written work.
- Reviews evaluations submitted by the supervisor.
- Removes the student from the agency when a different assignment would be in the best interest of the student or when the student does not meet minimum standards within the art therapy program.
- Considers the entire clinical experience and works towards continued improvement of learning opportunities for the student.
- Provides a minimum of one site visit per year.

Lewis & Clark CPSY Placement Coordinator Responsibilities

The CPSY Placement Coordinator:

- Evaluates and approves placement sites and supervisors.
- Tracks all placement contracts.
- Works with Art Therapy Clinical Coordinator on cooperation and consultation with site regarding appropriate qualifications of supervisors, possible conflicts, or impairment (including decisions regarding modification of duties or the termination of placement.

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:

- Appropriate academic supervision.
- Tracking of clinical experience paperwork.
- Intervention consistent with ethical guidelines of the profession in cases where the Clinical Coordinator or seminar faculty believe that there is an ethical dilemma around client care or agency/student relationships that has not been successfully resolved in a less formal manner.

Appendix A: Informed Consent for Artwork

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 in their first year (full time) or second year (part time) of the Masters in Art Therapy Counseling 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