



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

**AT 523 Child and Adolescent Art Therapy
Summer, 2019**

When: Mondays, 9am-12pm, May 6 to July 29 (10 class sessions, 3 hours/per week)

Class will not be held on the following Mondays: May 27, June 10, and July 15.

Where: TBD

Instructor: Adam Graves ATR-BC, LPC

Office hours: By Appointment

Office location: none

E-Mail: adamgraves@lclark.edu

Phone: 503.784.5049

Credits: 2

CATALOG DESCRIPTION

Art therapy with children and adolescents within family and sociocultural contexts. This course focuses on using a strength-based approach to building resilience within a developmental framework.

COURSE DESCRIPTION

In this course, students will learn important principles from which art therapy with children and adolescents can be designed and implemented. The struggles and strengths of individuals and families will be considered in the context of the impacts of adverse childhood experiences, socio-cultural oppression, peer influences, technology and media.

CAAHEP STUDENT LEARNING OUTCOMES

SLO- B: 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.

SLO- C: Recognize that Art Therapy from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability and historical or current experiences within the dominant culture.

SLO-E: Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.

SLO-H: Recognize clients' use of imagery, creativity, symbolism and metaphor as a valuable means

for communicating challenges and strengths and support clients' use of art-making for promoting growth and well being.

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-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 Competency Content Area	Description	Mastery Level	Assessment
c.S.1,c.S.2,d.K.2, d.S.1, h.K.1, h.K.2, h.S.1, i.K.3, i.S.5, i.S.6, i.A.4, j.S.2, i.S.3, i.A.1	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; Describe theories and models for understanding symbolism, metaphor, and artistic language; Apply understanding of artistic language, symbolism, metaphoric properties of media and meaning across cultures and within a diverse society; Examine theoretical and biopsychosocial roots of developmental crises, trauma, disabilities, addictions, and exceptionality on development across the lifespan; Assess developmental stages in artwork, including typical, atypical, and exceptional characteristics for all age groups; Describe trauma-focused art therapy interventions; Identify the steps of suicide risk assessment; Develop relevant sensory-based art therapy interventions; Acknowledge transference and counter-transference; Recognize cultural, social, and co-occurring issues that affect assessment outcomes	Introduce	Written assignments, class discussions, and in class presentations

<p>a.K.2, c.K.1, c.K.2, c.S.3, c.S.4, d.K.1, d.S.2, d.A.2, h.S.2, h.A.1, i.K.5, i.S.1, i.A.5, j.A.1, j.A.3, j.A.4, k.K.1, k.A.1, n.K.2, n.S.3, n.A.4</p>	<p>Describe theory of specific properties and effects of art processes and materials informed by current research such as Expressive Therapies Continuum; 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; Practice skills for developing awareness and insight into art processes and images; 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; Integrate contextual/ ecological factors bearing on human development such as cultural identities, spiritual, systemic within and outside family nucleus, physical, neurological, biological, and physiological; Review therapeutic process (relationship building; mid-phase; termination); Utilize art materials and processes within the context of building the therapeutic relationship; Display sensitivity to the prevalence of mental illness and impact on individuals and society; Display sensitivity when considering the impact of crisis on individuals with mental health diagnoses; Recognize the implications of applying theoretical foundations to therapeutic practice; Demonstrate an understanding of current issues and trends in a multicultural society; Apply cultural and social diversity theories and competency models to an understanding of identity development, empowerment, collaboration, advocacy, and social justice.</p>	<p>Reinforce</p>	<p>Written assignments and in class presentations</p>
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Learning Goals

In this class, students will learn do the following with children and teens:

1. Build alliance and rapport,
2. Recognize signs of trauma, e.g., behaviors and relational patterns,
3. Build on strengths and resilience through art,
4. Promote developmental growth through art therapy interventions, and
5. Attune to sociocultural context.

Required Books/Chapters on Reserve at the Library

Required: Edgette, J. (2006). *Adolescent therapy that really works*. New York: W.W. Norton.

Required: Shore, A. (2013). *The practitioners guide to child art therapy: Fostering creativity and relational growth*. New York: Routledge.

On reserve: Lowenfeld, V. & Brittain, W. (1987). *Creative and mental growth*. Upper Saddle River NJ: Prentice Hall. - Select chapters

On Reserve: Perry, B. & Szalavicz, M. (2006). *The Boy Who Was Raised as a Dog*. New York: Basic Books. - Select chapters

On Reserve: Settersten, R. & Ray, B. (2010). *Not quite adults*. New York: Random House. - Select chapters

On Reserve: Rubin, J. (2005). *Child art therapy, 25th anniversary edition*. Hoboken, NJ: John Wiley & Sons. **(Chapter 3)**.

Suggested reading:

Milia, D. (2000). *Self-mutilation and art therapy: Violent creation*. New Jersey: Jessica Kingsley Publisher.

Required Articles

Dong, M., Anda, R., Felitti, V., Dube, S., Williamson, D., Thompson, T., Loo, C. & Giles, W. (2004). The interrelatedness of multiple forms of childhood abuse, neglect, and household dysfunction. *Child Abuse & Neglect*, 28, 771-784.

Goodley, D., & Runswick-Cole, K. (2010). Emancipating play: di/abled children, development and deconstruction. *Disability & Society*, 25(4), 499-512.

Katz, K., Gonzalez, C. & Clark, K. (2018). *Pediatrics*, 140(s2), 132-136.

Perry, B. D. (2006). Applying principles of neurodevelopment to clinical work with maltreated and traumatized children: The neurosequential model of therapeutics. In N. B. Webb (Ed.), *Working with traumatized youth in child welfare* (pp. 27–52). New York, NY: Guilford Press.

Perry, B. D. (2009). Examining child maltreatment through a neurodevelopmental lens: Clinical applications of the neurosequential model of therapeutics. *Journal of Loss and Trauma*, 14(4), 240–255. doi: [10.1080/15325020903004350](https://doi.org/10.1080/15325020903004350)

Pifalo, T. (2002). Pulling out the thorns: Art therapy with sexually abused children and adolescents. *Art Therapy: Journal of the American Art Therapy Association*, 19(1), 12–22. doi: [10.1080/07421656.2002.10129724](https://doi.org/10.1080/07421656.2002.10129724)

NONDISCRIMINATION

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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

A variety of teaching methods will be used during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures. Students will watch video clips, engage in group learning tasks, and participate in role-play demonstrations.

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.

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 and watch any assigned video prior to attending class. This will allow us to focus on application of readings in class. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

ASSIGNMENTS AND COURSE REQUIREMENTS

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

EVALUATION AND GRADING

****INCLUDE POINTS ASSIGNED TO EACH ASSIGNMENT**

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.

ASSIGNMENTS AND EVALUATION

Attendance and Participation	10 pts
Graphic Development Presentation	20 pts
Case Conceptualization	20 pts
Treatment Plan Project	50 pts
Total	100 pts

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

Class participation	Possible points
Attending all classes and being on time. Giving attention to the instructor and/or other students when they are making a presentation.	4
Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class. Demonstrating ability to be open about discussing the impact of your	1

comments on your peers.	
Coming to class prepared (having read the assignment for the day) Engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.	2
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.	1
Providing examples to support or challenge the issues talked about in class. 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.	1
Dealing with other students and/or the instructor in a respectful fashion. 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.	1

1. Child Development Study (20pts)

This project consists of a group presentation and a paper.

This project is a study of normal childhood and adolescent graphic development. It is a collaborative learning process in that each student will contribute to the learning of other students via group project and presentation. Each student will collect 4 artworks from children or adolescents of a specific age in the community in order to complete this project. Make sure you collect artwork of at least two different youth within the age group for which you have signed up. Note each youth's exact age in years and months, biological sex, and gender. Do not collect any information about mental health or developmental history. Take note of any details that suggest that race, socioeconomic status, or systematic oppression that have had an impact on the youth's graphic development.

The Child and Adolescent Graphic Development Study is comprised of a paper and a small group presentation. The paper is written individually, and the findings from that paper are used to contribute to the small group presentation.

Child Development Study (20pts)		
Graphic Development Paper (15pts)		Points
SLO-H	Stage(s) of Graphic Development observed in the artwork and describe what formal elements of the artwork were used to make this determination	5
SLO-J	Description of the artwork and connection to important developmental themes	5

	Significant learning from individual and group experience	5
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Paper: Child/Adolescent Development Study (15pts)

Each student will independently write a 2 to 3 page paper reflecting their findings based on the artworks collected. The paper provides the opportunity to demonstrate learning and to prepare for the group presentation. Include the following points:

1. Stage(s) of Graphic Development observed in the artwork and describe what formal elements of the artwork were used to make this determination (5pts)
2. Description of the artwork and connection to important developmental themes (5pts)
3. Significant learning from individual and group experience (3pts)
4. Writing (2pts)

***Include all artworks - write your name on the back of each piece and package them carefully

Group Presentation (5pts based on participation in the group presentation and discussion - see expectations below): You will sign up for a small group during the first class session. The small group will discuss findings regarding development and its relationship to artistic/graphic expression. Your group will develop a 20- 30 minute presentation that is based on the findings from the individual papers. Minimal meeting time will be available in class, so additional time must be scheduled by groups to develop presentations. The presentation should include the following:

- 1) Describe the emotional and mental content reflected in the artworks by relating stylistic and thematic content to theories about artistic/graphic and psychological development.
- 2) Select two themes that are relevant to the stage of development that you are studying. (An example of themes might be, “sensory use of materials”, or “a sense of industry”. You must first view all the artworks and study theories before identifying themes.) Make sure that the theorist(s) you choose fit well with the age of your subjects. Use original works by the authors whenever possible.
- 3) Summarize your findings – What patterns emerged in the artwork in regards to developmental themes, graphic expression, and use of art materials?

Individual Expectations for Participation (5pts):

- 1) Demonstrated careful study of the artwork - able to describe the formal elements and connects them to Stages of Graphic Development (3pts)
- 2) Demonstrated application of developmental themes to the artwork - able to articulate themes of psychological development and connect them to art process and/or product (2pts)

2. Case Conceptualization Assignment (15 pts)

You will be assigned one of two cases - a child or an adolescent. (3-5 pages)

Apply developmental and art therapy theory to the case provided by the instructor. Design the first three sessions based on the information provided

1. Describe your impressions of the case. Comment on how attachment, coping,

- relationships, and capacity to meet the demands of developmental tasks may have been impacted by the ACE's present in the individual's life. (10pts)
2. Select one developmental theory and one art therapy author and describe your rationale for choosing them. (2 pts)
 3. Using your chosen authors, describe your ideas about possible art therapy interventions (2pts)
 4. Writing (1pts)

3. The Treatment Plan Project (50pts)

- A) You are an art therapist working with a client from a video shown in class. Based on the character as portrayed in the video, your theoretical understanding of the adolescent/young adult period of life and of counseling/art therapy theories, select media and as the art therapist, ask the client to make two consecutive pieces of art based on the theme "me and my relationships." (Do not change this directive). Now, as if you were the client, create the two pieces. Be aware that most sessions with clients last 45 minutes – 1 hour. Your client may require more than one session to complete the two pieces. You may narrow the theme down for the second art piece if it seems appropriate.
- B) In your paper, include the name of your client, the reason for the referral, and some basic background information on your client. Explain your therapeutic reasons for the media choices. Analyze the art processes and the products in relation to formal content (the visual language). Include what you observed as the client was making his/her art piece (process), and what you see in the art (product). Discuss the art in relation to the client's presentation of self in the video, and what you know of his/her history, development, relationships, strengths and problem areas. Consider all of this **in depth**, relating what you know of the client to your readings and class discussions (this section will be approximately 3 pages).
- C) Describe the treatment focus and one long term goal for your future work with the client. State two measurable, short term goals for the following 3 consecutive sessions. Discuss the art therapy interventions (media and themes) you would suggest to the client and justify your choices. Describe how you see the interventions applying to the goals. (4 pages).
- D) Present your art and a brief summary of your paper in class during week 7.

COURSE SCHEDULE

Class Date	Topic	Readings & Assignments Due
Week 1	Syllabus Assignments Handouts Structure of the course Sign up for projects	Syllabus Pre-reading? First few chapters of Lowenfeld
Week 2	Graphic Development	Lowenfeld

	<p>ACE's Systems of Care Socio-cultural Oppression as related to the age group Group discussion: Share experiences of when systems have not adequately addressed the needs of clients. How can we address this through art therapy?</p>	<p>Rubin Chapter 3 Shore Chapters 2-4 ACE's articles Dong, et al (2004) ACE's handout</p>
Week 3	<p>Graphic Development Expressive Therapies Continuum Working with Common Childhood/Adolescent diagnoses Assessment and Session Design</p>	<p>Lowenfeld Expressive Therapies Continuum Handout Goodley & Runswick-Cole Edgette chapters</p>
Week 4	<p>Graphic Development Neurodevelopment - ADHD, Autism Spectrum Disorders... Case Discussion Special topic: Trauma related to Abuse (physical, emotional, sexual) and Neglect (physical, emotional). Case Discussion</p>	<p>Lowenfeld Shore chapters 7-10 Pifalo (2002) Edgette chapters</p>
Week 5	<p>Treatment Special Topic: Adoption/Foster Care/Systems of care as relevant to therapeutic intervention Case Discussion Graphic Development Presentations</p>	<p>Need readings here: Shore 10-11 Cooper (2013) Final Lowenfeld chapters?</p>
Week 6	<p>Special Topic: Domestic Violence Case Discussion Graphic Development Presentations</p>	<p>Reading about the Cycle of Violence Review Handout be prepared to discuss Edgette Chapters</p>
Week 7	<p>Designing therapeutic interventions Goal writing practice Building Rapport (May need to be moved up the schedule)</p>	<p>Possibly chapter from "what works for whom" Goal writing hand-out</p>
Week 8	Treatment Presentations	No readings due
Week 9	Treatment Presentations	No readings due
Week 10	<p>Final presentations Wrap up Evals</p>	No readings due

