

**LEWIS & CLARK  
GRADUATE SCHOOL OF EDUCATION AND COUNSELING  
ART THERAPY PROGRAM**

**AT 563- TREATMENT ISSUES IN ART THERAPY SPECIAL TOPICS:  
TRAUMA TREATMENT  
Summer, 2019**

Meeting times and dates: Saturday and Sunday, May 11-12, 2019; 9am-5pm

Final Assignment Due: June 1, 2019

Place: TBA

Instructor: Mary Andrus DAT, ATR-BC, ATCS, LPC

Office hours: Call CPSY office 503-768-6060 to schedule an appointment

Contact Information: mandrus@lclark.edu

1 Credit

**Treatment Issues in Art Therapy Special Topics Catalog Description**

Applications of art therapy to treatment of individuals and families in crisis and transition. Topics include issues such as substance abuse, domestic violence, sexual abuse, trauma and loss, poverty, and chronic illness. A portion of this course emphasizes clinical case conceptualization and treatment planning.

Prerequisites: None.

**Special Topic: Trauma Treatment Course Description**

Through the lens of art therapy this course will examine; brain development and the impact of trauma on the developing brain, the stages of treatment when working with clients who have experienced trauma, methods to protect and manage self-care to address vicarious traumatization in clinical practice, various methods to treat trauma with different client populations and showing sensitivity to cultural, environmental and developmental needs. Teaching methods include but is not limited to readings, lecture, video, discussions, and experiential art making directives.

**Commission on Accreditation of Allied Health Education Programs  
Art Therapy Student Learning Outcomes (SLO)**

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.
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SLO E. Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
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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 L. Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice.

**Disability 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 Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

**CPSY Attendance Policy**

Class attendance is expected and required. 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.) For this weekend course, missing one day constitutes failing the class. 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.

**Assessment and Evaluation**

Attend and participate actively in discussion and in class activities, signing in on time and complete the entire 15 hours. A sign in/out sheet is to be completed each day.

<b>Class participation</b>	<b>Possible points</b>
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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 comments on your peers.	4
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.	4
Contributing to in-class discussion based on the topics of discusses 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.	4
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.	4
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.	5
<b>Total</b>	<b>25</b>

Participation in learning community (on-line and in person): students are required to read all of the assigned material and discuss it, and otherwise engaging with colleagues as fellow professionals.

<b>Discussion Posts:</b> Students will be required to read the assigned readings and submit an original post and a response to 1-2 a peers' post on Moodle prior to the class meeting. Summarize three points that you gained from the reading in a short 200-word paragraph. Please use these guidelines:	
Discussion posts (Points will be assigned in each category across postings for the semester.)	Possible points

Critical Analysis (Understanding of Readings and Outside References)	Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.	3
Participation in the Learning Community	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or — asking a new related question or — making an oppositional statement supported by personal experience or related research.	3
Regularity of Discussion Postings	Discussion postings are distributed throughout the module (not posted all on one day or only at the beginning or only on the last day of the module).	3
Etiquette in Dialogue with Peers	Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.	3
Weekly Postings	Completed postings of self (1) and peer (1)	10
Quality of Writing and Proofreading	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	3
	Total	25

**Moodle reading assignments:** Summarize your understanding of 3 key points from the assigned readings and make one post highlighting important point made by a peer.

Reading	Postings due date
Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., & Marks, J. S. (1998). Relationship of childhood abuse and household	Due May 11th

<p>dysfunction to many of the leading causes of death in adults: The adverse childhood experiences (ACE) study. <i>American Journal of Preventive Medicine</i>, 14(4), 245–258. doi: <a href="https://doi.org/10.1016/S0749-3797(98)00017-8">10.1016/S0749-3797(98)00017-8</a></p>	
<p>McNamee, C. M. (2004). Using both sides of the brain: Experiences that integrate art and talk therapy through scribble drawings. <i>Art Therapy: Journal of the American Art Therapy Association</i>, 21(3), 136–142. doi: <a href="https://doi.org/10.1080/07421656.2004.10129495">10.1080/07421656.2004.10129495</a></p> <p>Tripp, T. (2007). A short term therapy approach to processing trauma: Art therapy and bilateral stimulation. <i>Art Therapy: Journal of the American Art Therapy Association</i>, 24(4), 176–183. doi: <a href="https://doi.org/10.1080/07421656.2007.10129476">10.1080/07421656.2007.10129476</a></p>	<p>Due May 12th</p>
<p>Scope of practice posting</p>	<p>May 24<sup>th</sup></p>

**Scope of practice posting:** Students will define what applications from this course that is within their scope of practice. Be sure to identify any limitations, considerations or definitions of what is outside of their professional rules of practice. Students will articulate what steps or resources are available to refer a client if needed to appropriate care. Cite any related professional ethical codes or information within art therapy and your specific field of practice. Posting should be a minimum of 250 words and is due no later than May 24<sup>th</sup> 2019.

**Final paper:** Compose a paper summarizing your learning from the class and as it applies to your clinical practice, integrating at least 3-5 sources to support your comprehension of the course.

Paper should touch on course content and include but not limited to brain development and the impact of trauma on the developing brain, the stages of treatment when working with clients who have experienced trauma, methods to protect and manage self-care to

address vicarious traumatization in clinical practice, various methods to treat trauma with different client populations and showing sensitivity to cultural, environmental and developmental needs.

This paper should be posted to moodle as a PDF and is to be written APA style with correct grammar and punctuation. Paper should be 5-8 pages and is due no later than June 1<sup>st</sup>.

### **Grading summary:**

In class participation/attendance	25
Participation on-line learning	25
Scope of practice posting	20
Final paper	30
<b>Total</b>	<b>100</b>

**Grading:** This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook ([http://www.lclark.edu/graduate/student\\_life/handbook/registration\\_policies/index.php#system](http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system)) and is the point equivalent of that grading scale (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C = 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0).

Thus, grades for the course are determined by the following percentages:

A = 94-100    A- = 90-93    B+ = 87-89  
B = 84-86    B- = 80-83    C+ = 77-79  
C = 74-76    C- = 70-73  
F = Below

### **Course Schedule**

#### **May 11<sup>th</sup> Saturday: 9-12pm**

- Introductions
- Overview of Course Content
- Vicarious Traumatization & Self Care

#### **Saturday 1pm- 6pm**

- Trauma & the brain
- Attachment & attunement
- Phases of treatment

## May 12<sup>th</sup> Sunday 9-12

- Types of trauma
- Art Therapy Treatment

## Sunday 1pm-5pm

- Intersubjectivity
- Populations/Application
- Self Care
- Questions

## Required Readings:

Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The adverse childhood experiences (ACE) study. *American Journal of Preventive Medicine*, 14(4), 245–258. doi: [10.1016/S0749-3797\(98\)00017-8](https://doi.org/10.1016/S0749-3797(98)00017-8)

McNamee, C. M. (2004). Using both sides of the brain: Experiences that integrate art and talk therapy through scribble drawings. *Art Therapy: Journal of the American Art Therapy Association*, 21(3), 136–142. doi: [10.1080/07421656.2004.10129495](https://doi.org/10.1080/07421656.2004.10129495)

Tripp, T. (2007). A short term therapy approach to processing trauma: Art therapy and bilateral stimulation. *Art Therapy: Journal of the American Art Therapy Association*, 24(4), 176–183. doi: [10.1080/07421656.2007.10129476](https://doi.org/10.1080/07421656.2007.10129476)

van der Kolk, B. (2014). *The body keeps the score: Brain, mind and body in the healing of trauma*. New York, NY: Viking Penguin. (pp. 203-346)