



LEWIS

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

**AT 526 Clinical Practice: Counseling Skills in Art Therapy practice
SPRING, 2020**

When: 2/3/, 2/17, 3/2, 3/16, and 4/13, 9:00AM-12:00PM (5 three hour sessions, 15 class hours)

Where: Rogers 220

Instructor: Adam Graves LCAT, LPC

Office hours: Contact me if you need an appointment before or after class

Office location: None

E-Mail: adamgraves@lclark.edu

Phone: 503-784-5049

Credits: 1

CATALOG DESCRIPTION: Overview of basic counseling concepts and skills, including skill development through role-playing and simulated counseling experiences in art therapy practice.

COURSE DESCRIPTION: Students engage in simulated counseling practice to understand and develop practical clinical skills. The course focuses on verbal counseling skills, therapeutic intervention strategies, treatment planning and ethics.

CAAHEP STUDENT LEARNING OUTCOMES
SLO-E: Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
SLO- G: Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
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.

COMPETENCY AREAS	COMPETENCY OBJECTIVES	How assessed
b.A.4	Recognize the need for collaboration and consultation within and among organizations, including interagency and inter-organizational collaboration	Class presentation
d.A.3	Value the benefits of student/therapist reflective art-making to inform clinical practice	Response art assignment
i.K.5	Review therapeutic process (relationship building; mid-phase; termination)	Group presentations, role plays and videos or mock therapy session
i.S.2	Perform interviewing skills	Role plays; recordings
i.S.8	Provide examples of referral processes and accessing community resources	Role plays; recordings;
l.A.4	Acknowledge transference and countertransference	Art response and video
i.A.5	Value consultation, collaboration and inter-professional teamwork	Role plays; videos;
j.S.4	Demonstrate use of behavioral observations as indicators of mental disorders	In class role plays & videos;

Additional objectives of this course center on student competency in the following therapeutic communication skills and related areas:

1. Attending Behaviors
2. Effective Questioning
3. Reflecting Content and Feelings
4. Confronting
5. Communicating Feeling and Immediacy
6. Self Disclosing
7. Interpreting
8. Information Giving
9. Structuring for Exploration, Clarification, and Action
10. Enlisting cooperation
11. Integration of art therapy with counseling skills.

Required Books:

Evans, D. R., Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2011). *Essential interviewing: A programmed approach to effective communication* (8th ed). Belmont, CA: Brooks/Cole.

Rubin, J. A. (2011). *The art of art therapy (2nd ed.)*. New York: Routledge.

Suggested Readings:

Norcross, J. (Ed.) (2011). *Psychotherapy relationships that work: Evidence-based responsiveness (2nd ed.)* New York, NY: Oxford University Press.

NONDISCRIMINATION

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

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 videos 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.

Laptops and Cell Phones: Due to the experiential nature of the class laptops may be used only when designated by the instructor. 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. Laptops and cellphones may of course be used on breaks. Please come prepared to take handwritten notes. If a disability requires the use of a laptop please let the instructor know at the beginning of the semester.

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.

Each student must satisfactorily complete all of the following:

- **Class presentations:** Each study group will be required to present assigned skill(s) (when to use the skill, how the skill is useful, what to avoid, when not to use the skill, etc.) as detailed in Evans, and will also provide a role-play demonstration of the skill(s). Each group member is expected to fully participate during the presentations and role-plays (see course outline for dates and assigned skills).
- **Homework assignments/Exams:** Failure to do assignments or exams on time will lead to a drop in points and will affect your letter-grade for the class. At the instructor's discretion, an extension without penalty may be given in special cases such as serious illness or family crises that prevent completing an assignment or exam on the due date.
- **SOAP notes:** Each student will submit soap notes as assigned throughout the quarter. The number and frequency will correspond with student role-plays.
- **Participation in study groups:** Study groups will meet both inside and outside of class time and (ideally) will consist of three students per group. It is expected that groups may meet for up to 1.5 hours each week to practice the skills. Skill proficiency will be demonstrated during in class role-plays or through video recording described below
- **Role-playing:** Students will participate in in class and out of class role-plays to practice the skills learned during the semester. Each student will take turns playing the part of the "therapist", "client" and "observer" using role-play examples from the Evans text.
- **Video recordings:** Each student will complete 3 recordings playing the role of therapist using assigned skill(s) in their study group: One 8-10 minute video recording, a 10 minute midterm video, and a final 20 minute video.

Recordings

- **Practice Recording:** A 5-10 minute recording demonstrating the skills from Attending behaviors through Reflecting Content and Feeling. A transcript and self-critique will be required.
- **Midterm recording:** This will be a 10-minute video demonstrating all counseling skills studied through Communicating Feelings and Immediacy. A self-critique is to accompany this recording.
- **Final recording:** This will be a 20-minute video demonstrating all skills covered in the course. A self-critique will accompany this recording.

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 in all classes (10 points)	Possible points
Class participation	
Attending all classes and being on time. <i>Giving attention to the instructor and/or other students when they are making a presentation.</i>	4
Demonstrating ability to recognize and use subtle nonverbal communication cues to <i>assess your impact on your peers</i> and participate in class. Demonstrating ability to be <i>open about discussing the impact of your comments on your peers.</i>	1
<i>Coming to class prepared</i> (having read the assignment for the day) Engaging in the 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 discussion and the readings assigned. Contributions may include how you feel about the material but <i>merely articulating your feelings is not sufficient.</i> You are expected to <i>put those feelings in context of your thoughts and analysis of the material.</i>	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 the instructor in a <i>respectful fashion.</i> Listening actively. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your <i>participation in small group discussions</i> is also required.	1
Total	10

Assignments and Exams	Possible points
<p>Soap Notes Student demonstrated ability to document clinical sessions accurately and completely according to standard practice (Subjective/Objective/Assessment/Plan).</p>	10
<p>Role play demonstrations Student fully participated in the group presentation of assigned therapeutic communication skill(s). Content covered when to use the skill, how the skill is useful, what to avoid, and when not to use the skill.</p>	10
<p>Practice role-plays (recorded and in-class) Student demonstrated proficiency in each of the course identified therapeutic communication skills through enactment of therapist role along with accurate self-critique.</p>	10
<p>Midterm Video (10 minutes) Student demonstrated proficiency in integrating therapeutic communication skills practiced through midterm. Written critique identified areas of strength along with areas requiring additional practice.</p>	30
<p>Final Video (20 minutes) Student demonstrated proficiency in integrating therapeutic communication skills. Written critique identified areas of strength and skills requiring additional practice.</p>	30
<p>Attendance & Participation</p>	10
<p style="text-align: right;">Total</p>	100

COURSE SCHEDULE

Class Date	Topic	Exercises, Readings & Assignments Due
Week 1 February 3rd	<p>Review syllabus and class requirements (In addition to this <i>brief</i> review in class, you are expected to review requirements independently and contact the instructor with any questions)</p> <p>Organize role play groups (30 min)</p> <p>Counseling Skills: - Attending Behaviors</p>	<p>Essential Interviewing Ch. 1 and 2 Rubin, part 1 & 2</p> <p>Role-play practice and critique, discussion of readings. <i>*Note that Art Therapy practice will be integrated with all skills throughout the course to the extent possible</i></p>
Week 2 February 17th	<p>Counseling Skills: Effective Questioning, Reflecting Content & Feeling</p>	<p>Essential Interviewing Ch. 3-5 Rubin, part 3</p> <p>Group A demonstrates the skills for this week Role-play practice and critique, discussion of readings.</p>
Week 3 March 2nd	<p>Counseling Skills: Confronting, Communicating Feeling & Immediacy, Self Disclosing</p>	<p>Essential Interviewing 7-9 -Recording 1 is due (Attending behaviors, effective questioning, Reflecting content and feeling) -Group B demonstrates the skills for this week -Role-play practice and critique, discussion of readings.</p>
Week 4 March 16th	<p>Counseling Skills: Interpreting, Information Giving</p>	<p>Essential Interviewing 10, 11 Rubin, part 4 -Midterm recording is due (All skills through Self-Disclosing) -Group C demonstrates the skills for this week -Role-play practice and critique, discussion of readings</p>
Week 5 April 13th	<p>Counseling Skills: Structuring for Exploration, Clarification, and Action, Enlisting Cooperation</p>	<p>Essential Interviewing 12-14 Group D demonstrates the skills for this week Role-play practice, discussion of readings, preparation for final video Final Exam</p>

April 20 th No Class		Final Recording is due
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