

# LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND COUNSELING

AT582: ART THERAPY INTERNSHIP (3 credits)

Spring 2020

**When:** Mondays: 1/6/20 to 4/20/20; Section 1, 9 am – 12:00 pm; Section 2, 1 pm – 4:00 pm

**Where:** Rogers, Room 106

**Instructor:** Kristine Bella, LCAT, ATR-BC, ATCS

**Office hours:** Thursdays, 1 pm to 3 pm

**Office location:** Rogers Hall, Room 207

**Phone:** 503-768-6069

**E-Mail:** kbella@lclark.edu

## CATALOG DESCRIPTION

Supervised practice bridging theoretical and clinical skills. Students engage in art therapy and related professional activities in community settings. Students prepare art therapy assessments, submit clinical samples for supervisory review, and present case findings.

## COURSE DESCRIPTION

As part of students' art therapy professional development experience, students provide art therapy services for individuals, groups and/or families in a clinical community setting. Weekly supervision seminar includes case studies and discussion of case materials; development of clinical, ethical and practical skills relevant to internship experience; and professional identity as an art therapist and art therapy advocate. Students complete internship hours in accordance with the Art Therapy Credential Board requirements based on the Registered Art Therapist (ATR).

## CAAHEP STUDENT LEARNING OUTCOMES (SLO)

<p>SLO C - Recognize Art Therapy, from a multicultural perspective, takes into consideration specific values, beliefs, and actions influenced by clients' race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences in the dominant culture.</p>
<p>SLO D - Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.</p>
<p>SLO G - Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional, legal consultation when necessary.</p>
<p>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.</p>
<p>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.</p>

## CAAHEP CONTENT AREAS

<b>Content Area</b>	<b>Description</b>	<b>Master Level</b>	<b>Course Assessment</b>
g.K.1, g.S.1, g.S.2, g.A.1, k.S.1, m.S.1	Synthesize theoretical knowledge previously gained in the classroom and apply that knowledge in the clinical and community internship settings. Synthesis and level of application increases incrementally during academic year.	Reinforce	Case Conceptualization  Clinical Documentation  Internship Recording

i.S.3, i.A.4	Increase clinical insight through analysis of professional skill development. Recognize art therapy counseling strengths and limitations, transference and countertransference, through concentrated work experience, supervision, and study	Mastery	Art Therapy Assessment Clinical Documentation Visual Journal Class Discussions Site Visit Summary Internship Recording
c.K.4, c.K.5, i.S.3	Identify resources and programs for using technology as it relates to creating artwork and providing safe storage. Enhance understanding of assessment and treatment planning through the demonstration of increased competency in case conceptualization skills	Mastery	Art Therapy Assessment Case Conceptualization Class Discussion
i.A.4, k.S.1	Prepare for the transition from intern to entry level professional therapist through self-reflection art and narratives, classroom discussions, and assigned readings	Reinforce	Visual Journal Site Visit Summary Internship Recording Class Discussion

## COURSE OBJECTIVES

Upon completing this course, students will demonstrate their ability:

1. to engage in therapeutic art engagement skills
2. to communicate clinically based ideas that are theoretically sound
3. to develop professional and effective case presentations
4. to gain comprehensive understanding of their clients
5. to engage in therapeutically appropriate approaches to treatment and termination
6. to make ethical decisions when considering cases
7. to write clinically sound documentation

## **NONDISCRIMINATION STATEMENT**

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 utilized during Art Therapy Internship 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 themselves 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**

Student must complete all assigned readings and watch any assigned video prior to attending class. This will allow for concentrated focus on application of readings in class. Watching videos will help bring models to life, allowing for a better understanding of the material.

## **REQUIRED TEXTS & READINGS**

Weekly readings are to be completed for the day indicated. Student is expected to be prepared to discuss the ideas and concepts discussed in the readings. Student is responsible for all of the assigned readings, whether or not they are discussed in class.

### Required Text

\*Students are required to read one book based on your site and population served. Approval by instructor for book selection is required. It may be scholarly or narrative format.

### Reference Text

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

## **ASSIGNMENTS AND COURSE REQUIREMENTS**

### **Review and Update Goals and Objectives for Internship**

Student will review and re-identify specific goals that are related to your internship learning experience continuing to follow these 3 areas:

1. Cognitive/Academic
2. Skill Development
3. Personal Development/Self Awareness

### **Weekly Clinical Documentation (13 weeks): (2 points each; 26 points total)**

Student will submit a weekly progress note (individual or group), clinical summary, supervision form, and visual clinical journal.

1. Progress Note: clear narrative of a session utilizing SOAP format or site-specific format which provides a concise description of artwork, behaviors, verbalization, and mood linking artwork, behavior, and verbalization to make clinical inferences about client's level of functioning and

progress towards treatment goal. As the student demonstrates their consistent ability to write clear, concise and clinically appropriate notes, they will be able to reduce the frequency of submissions. Faculty will inform each student independently.

2. Supervision Form: Student will document their weekly hours on site (direct and nondirect), hours-to-date for direct, non-direct, and supervision, a summary of topics covered with supervisor and signature from supervisor. Student will also include a Clinical Summary of the Week, 1-2 paragraphs summarizing activities while on site, include any significant events, interactions, or situations. Student will utilize this clinical summary to assist in formulating thoughts for supervisory meeting.

3. Visual Clinical Journal: Student will maintain a clinical journal representing their clinical response to their internship experience. Each week, students will share at least one image in class.

**Mid Semester Group Observation and End Semester Group Observation, Supervisor Evaluation, Self-Evaluation, and Hour Log (4 points total)**

Student will submit group observations (mid and end of semester) supervisor evaluation, a self-evaluation, and a cumulative hourly log of all onsite hours at your internship (end of semester).

**Intake Art Therapy Assessment and Termination Art Therapy Assessment (10 points each; 20 points total)**

Student will submit a two short assessments, one being an intake and one a termination.

- 1. Pseudonym Name
- 2. Age
- 3. Date of Report
- 4. Diagnosis
- 5. Presenting Problems
- 6. History/Background
- 7. Domains of Functioning utilizing observations, art, and site reports (Physical, Behavioral, Cognitive, Affective, Relational)
- 8. Treatment Summary
- 9. Risk and Protective Factors

Intake Assessment will include: 10. Goals/Objectives/Media

Termination Assessment will include: 10. Recommendation/Referral

11. Student Signature

12. Supervisor Signature

	<b>Not Met: 0 pts</b>	<b>Acceptable: 3 pts</b>	<b>Proficient: 5 pts</b>
Professional Format	Lacks required sections and clinical language is inconsistent or missing	Overall, information is presented in an organized and concise manner although there are missing sections.	All required sections are present within a well-organized format; wording is clinically based and concise.

Clinically Sound	Clinical judgment does not clearly link to observations, art, available information, and client reports. Information is missing.	Clinical judgment is partially based on observations, art, available information, and client reports. Information is not clearly linked to presenting problems and treatment needs.	Clinical judgment is based on observations, art, available information, and client reports. Information is relevant to presenting problems and treatment needs.
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**Oral Case Conceptualization and Oral Termination Case Conceptualization (10 points each; 20 points total)**

Student will present two case conceptualizations including art and planned interventions for the client and the recommendations/referral for the termination overview. A Case Conceptualization is a process which includes: 1. An evaluation of the client's concern through observations, assessments, art, and interactions 2. Information is organized into patterns and themes that reflect the client's concerns 3. Identifies a theoretical orientation to interpret, explain, or make clinical judgments about the client's experience.

	<b>Not Met: 0 pts</b>	<b>Acceptable: 3 pts</b>	<b>Proficient: 5 pts</b>
Professional Presentation	Presentation is not clear. Some or all artwork is missing, lacks clinical language.	Overall presentation is clear and well-thought out manner. Provides client artwork; minimal utilization of clinical language.	Presents case in a clear, well-thought out manner. Provides client artwork and utilizes clinical language.
Quality of Conceptualization	Significant problems integrating areas from the assessment. No clear treatment focus.	Minor problems with integrating available information to develop a clear, clinically relevant representation of case. Provides at least one clear focus for treatment.	Systematically integrates available information to develop a clear, clinically sound representation of case. Clear treatment focus.

### **Internship Art Therapy Recording: (20 points)**

Students will record a full internship session (or mock session in Clinic) to utilize as a means of self evaluation and academic feedback from peers and faculty. The student will demonstrate their facilitation skills, clinical engagement, and use of directives and media. Student will select 20 minutes of the session to share in class. Students may check out equipment from the school. At no time should a student use cell phones or any device that is able to connect to the internet for recording. Students will keep the recording in a secure location such as a locked filing cabinet on their site and will only review the recording in private location either at their site or at school. The focus of the session is on the student's facilitation skills. Directing the camera on the student rather than the client/clients is preferable. Recordings should be erased/destroyed upon completion of this assignment. The recordings are highly confidential and should not have any identifying information on the label.

### **Site Visit Summary and Art Reflection (10 points)**

Internship faculty will visit student at their internship site to observe one art therapy session, either individual or group. In addition, the student is to arrange a meeting with their on-site supervisor during this visit. Upon the completion of the visit, the student will write a 2 page summary of the visit reflecting on the session, the supervisor meeting, any feedback from their supervisor and faculty, and strengths and struggles as an emerging art therapist. The student will also create an art reflection with a written explanation of the experience.

### **EVALUATION AND GRADING**

<b>Assignment</b>	<b>Point Value</b>
Review and Update Goals and Objectives for Internship	-
Weekly Clinical Documentation (13 weeks)	26
Mid and End Semester Evaluations	4
Intake Art Therapy Assessment: 2 per semester	20
Oral Case Conceptualization Presentation, 2 at 10 points each	20
Site Visit Summary and Art Reflection, DUE 1 week after visit	10



Internship Art Therapy Recording	20
Total Points in the Course:	100

#### FINAL GRADING

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	

#### COURSE OUTLINE

<b>Class Date</b>	<b>Topic</b>	<b>Readings &amp; Assignments Due</b>
Week 1 1-6	Review and Update Goals  Art Reflection  Peer Supervision	Clinical Documentation (Supervision/Clinical Summary) for Hours over Break (no points)
Week 2 1-13	Case Conceptualization 1  Peer Supervision  Art Reflection	Clinical Documentation for Week 1  Case Conceptualization Due for Student Presenting
Week 3 1-20	No Class: MLK	

Week 4 1-27	Case Conceptualization 2 Peer Supervision Art Reflection	Clinical Documentation for Week 2 and 3  Case Conceptualization Due for Student Presenting
Week 5 2-3	Case Conceptualization 3 Peer Supervision Art Reflection	-Clinical Documentation Week 4  -Case Conceptualization Due for Student Presenting  AT Assessment Client 1 Due
Week 6 2-10	Case Conceptualization 4 Peer Supervision Art Reflection	-Clinical Documentation for Week 5  -Case Conceptualization Due for Student Presenting
Week 7 2-17	Case Conceptualization 5 Understanding Termination Peer Supervision Art Reflection	-Clinical Documentation for Week 6  -Case Conceptualization Due for Student Presenting  -Mid-Term Group Observation
Week 8 2-24	Internship Art Therapy Recording	-Clinical Documentation for Week 7
Week 9 3-2	Internship Art Therapy Recording	-Clinical Documentation for Week 8

Week 10 3-9	Termination Case Conceptualization 1  Peer Supervision  Art Reflection	-Clinical Documentation for Week 9  -Case Conceptualization Due for Student Presenting  -Art Therapy Recording Paper
Week 11 3-16	Termination Case Conceptualization 2 & 3  Art Reflection	-Clinical Documentation for Week 10  -Case Conceptualization Due for Student Presenting
Week 12 3-23	No Class: Spring Break	
Week 13 3-30	Termination Case Conceptualizations 4 & 5  Art Reflection	-Clinical Documentation for Week 11 and 12  -Case Conceptualization Due for Student Presenting  -AT Termination Assessment
Week 14 4-6	Peer Supervision  Art Reflection  Capstone Presentation Discussion	-Clinical Documentation for Week 13
Week 15 4-13	Review Goals and Objectives  Capstone Presentation Prep	-Clinical Documentation for Week 14
Week 16 4-20	Termination Group Art Piece	-Clinical Documentation for Week 15  -Final Evaluations/Hours Due