



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

AT 523 Child and Adolescent Art Therapy - Summer, 2020

When: Mondays, 9am-12pm, May 4 to July 13 (10 consecutive class sessions, 3 hours/per week)

Where: Online Zoom and Moodle

Instructor: Adam Graves LCAT, 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

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	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,	Reinforce	Written assignments and in class presentations
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	collaboration, advocacy, and social justice.		
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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 and common diagnoses, 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

*Regarding the Lowenfeld and Brittain Chapters: You will be randomly assigned to read certain chapters pertaining to a stage or stages of graphic development. Each of you will be responsible for teaching this material to your classmates during an in-class exercise.

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.

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

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

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.

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)

Etherington, N. & Baker, L. (2016). From “buzzword” to best practice: Applying intersectionality to children exposed to intimate partner violence. *Trauma, Violence, & Abuse*, 19(1) 58-75. Doi: 10.1177/1524838016631128

Sattler, K.M.P, Font, S. A., Gershoff, E.T. (2018). Age-specific risk factors associated with placement instability among foster children. *Child Abuse and Neglect*, 84, 157-169.

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)

Matta Oshima, K. M., Johnson-Reid, M., & Seay, K. D. (2014). The influence of childhood sexual abuse on adolescent outcomes: The roles of gender, poverty, and revictimization. *Journal of Child Sexual Abuse*, 23, 367-386.

Holt, S., Buckley, H. & Whelan, S. (2008). The impact of exposure to domestic violence on children and young people: A review of the literature. *Child Abuse and Neglect*, 32, pp. 797-810.

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 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

Given that this course will be offered on-line, please approach the use of technology with thoughtfulness and integrity. Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class (or mute your audio and video) 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 write a blog post and in some specific cases make response art about the assigned readings. 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 (includes 10 points for the average of Readings Forum ratings)	20 pts
Graphic Development Paper/Presentation	30 pts
Case Conceptualization	10 pts
Treatment Plan Project	40 pts
Total	100 pts

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.	5
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.	1
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. Completing weekly reading forum entries (see rubric). Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those	10

feelings in context of your thoughts and analysis of the material.	
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. Graphic Development Study (35pts)

This project consists of a paper and group presentation.

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 is responsible for arranging artworks into the correct stage and for describing the elements of the artworks that were used to make this determination. Comment on how the use of materials, formal elements of the artwork, and arrangement of objects reflects aspects of what we understand about childhood and adolescent development.

Reflect on your own artistic development - how did your social location impact your artistic development?

Discuss the strengths and limitations of the available Graphic Development Theories.

The Child and Adolescent Graphic Development Study consists 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.

Graphic Development Study (35pts)		
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
SLO-N	Discussion of how the student's social location impacted their graphic/artistic development	10
SLO-J	Discussion of the Strengths and	10

	Limitations of available Graphic Development Theories	
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8-9 page paper in APA format. Due Week 5

- 1) Summary of the stage of graphic development - 1 page
- 2) Description of the elements of the artwork that were used to determine the stage of graphic development 1 to 2 pages
- 3) Describe in detail how your own social location impacted your graphic development (can include examples of your own childhood/adolescent artwork) 3-4 pages
- 4) Discuss the strengths and limitations of available Graphic Development Theories (2 pages)

Content	Developing	Emerging	Proficient
Summarize the stage of Graphic Development	Stage is not summarized; summary is missing several important elements	Stage is summarized; one or two important elements were omitted	Stage is summarized; no important elements were omitted
Stage(s) of Graphic Development observed in the artwork and describe what formal elements of the artwork were used to make this determination	Artwork was placed into the wrong stage; Observations of artwork are limited or underdeveloped; elements of art used to identify the stage were not discussed in detail	Artwork was placed into the correct stage or in the case of overlapping stages one stage is identified; one or two omissions in describing the formal elements;	Artwork was placed into the correct stage and in the case of overlapping stages both were identified; minor omissions in describing formal elements are permitted; discussion of formal elements is detailed
Description of the artwork and connection to important developmental themes	Artwork is minimally described; themes and visual language are not well connected or connected in an indirect way	Artwork is described with some detail; Developmental themes and visual language are well connected, with a few omissions; observations are mostly accurate - one or two errors are acceptable	Artwork is described in detail; developmental themes and visual language are well integrated; observations are accurate
Discussion of how the student's social	Discussion of social location is minimal,	Discussion of social location is	Discussion of social location is well

location impacted their graphic/artistic development	leaving out several important elements; story is disjointed or unclear	developed, using several important elements to develop a cohesive story	developed with multiple intersecting elements combined to create a clear and cohesive story
Discussion of the Strengths and Limitations of available Graphic Development Theories	Strengths and Limitations are discussed using some basic ideas about social justice but the discussion is underdeveloped, using a limited range of concepts.	Strengths and Limitations are described using the basic tenets of social justice thinking and these ideas are developed in detail	Strengths and Limitations are grounded in available literature and ideas related to social justice thinking; The discussion is well developed; elements of the discussion about social location were integrated into this section

Group Presentation (5pts based on participation in the group presentation and discussion - see expectations below): You will be assigned to a small group during the first class session (via random assignment to Zoom breakout rooms). Your group will develop a 20-30 minute presentation that is based on the findings from the individual papers. Some meeting time will be available in class, but additional time must be scheduled by groups to develop presentations. This is a peer-to-peer learning opportunity. 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?

2. Case Conceptualization Assignment (10 pts)

You will be assigned one of two cases - a child or an adolescent. (1-2 pages)

This project will be completed in two phases. First, you will write a draft version that is due Week 8. Second, you will edit the draft based on my feedback and include it as the Introduction to the Treatment project below.

Apply developmental and art therapy theory to the case provided by the instructor.

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 individual, family, and community based ACE's present in the individual's life. (5pts)
2. Select one developmental theory and one art therapy author and describe your rationale for choosing them. Describe how the author's work is relevant to the case and your ideas about art therapy with this client. (2 pts)
 3. Using your chosen authors, describe your ideas about possible art therapy interventions. Include your thoughts about materials, processes, and themes. (2pts)
 4. Writing (1pts)

Competency	Developing	Emerging	Proficient
Able to describe connections between Adverse Childhood Experiences and current functioning. Integrates understanding of childhood/adolescent development, attachment, trauma, and social-cultural factors. 5 points	One element described in the content is omitted; elements are not well connected to the case; ACE's not identified or are incorrect. 1 point	All elements of the content are described; minor omissions in no more than two areas; some difficulty connecting identified areas (i.e. linking violence in the family with emotional development). 3-4 points	All elements of the content are described clearly and are based on case information; there are clear connections between the child/adolescent's development and ACE's. One or two minor omissions are acceptable at this level. 5 points
Able to use case information to select appropriate theorist/author. Able to describe the rationale for these choices in a way that is integrated with the case information	Not completed; one author chosen; rationale is not described or is unclear; not related to the case. 1 point	Two authors are chosen; rationale is described but there is some lack of clarity; selections are connected to the case. 1.5-1.75 points	Rationale for theories are clearly connected to the case information; rationale is clearly described. 2 points
Able to design	Not completed; idea	Minor lack of clarity	Art therapy

art therapy interventions that are relevant to the case. Thoughts about materials, processes, and themes are clearly articulated and relevant to the case. 2 points	is underdeveloped and is not clearly connected to the case conceptualization. 1 points	about the interventions. Media and processes are discussed. Any themes assigned are related to the case. 1.5-1.75 points	interventions are grounded in art therapy literature. Media and processes are discussed. Any themes assigned are clearly related to the case. 2 points
Able to write clearly, in an organized manner using APA style and formatting. Able to edit the text adequately.	Numerous errors in spelling, editing, and APA formatting and style. Writing is not well organized/difficult to follow .25 points	No more than three errors in spelling, editing, or APA formatting and style. Writing is well organized. .5-.75 points	A few minor errors. APA formatting and style is followed. Writing is well structured contributing to a clearly composed discussion of the topic 1 point

3. The Treatment Plan Project (40pts)

1. Begin the paper by giving a summary of the case conceptualization (no more than one page).
2. You are an art therapist working in an outpatient clinic with the client presented in the case conceptualization. Describe the treatment focus and one general (long term) goal for your future work with the client. 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 goal. (Approximately 2 pages).
3. Describe how you would set up the first session. Include information about how the materials would be arranged, how you would present yourself, and what you would do in response to the client's behavior. For example, if the client appears to shut down, how might you intervene to help them engage? (Approximately 1 page)
4. Explain the reasoning for the choices of materials, processes, themes, and interventions in relation to the client's presentation of self to the extent that you understand it from the case material, and what you know of his/her/their history, development, relationships, strengths and problem areas. Integrate information from lectures, discussions, other projects, and literature sources.

5. **Experiential Component:** Based on the client as portrayed in the case, your theoretical understanding of the child and/or adolescent stage of life and of counseling/art therapy theories, complete one of the projects that you proposed in the Case Conceptualization.
6. Conduct an analysis of your art process/product using the following points: 1) Pros and Cons of the materials used. 2) Were the instructions and expectations realistic based on the client's skill level? 3) Discuss the usefulness/appropriateness of the themes you chose. If you focused more on process and materials, did the client have what they needed in order to complete satisfactory artwork? 4) What changes would you make to any of the elements of the treatment plan?
7. Present your art and a brief summary of your paper in class during Week 10 - Either in break-out rooms or as a whole group. It would be helpful to prepare a slide or two of the artwork and an outline of your plan so you can screen share.

Rubric for the Treatment Project			
Competency	Developing	Emerging	Proficient
Case Conceptualization clearly describes the central concerns and provides an interconnected way of viewing the client's struggles. Treatment ideas are relevant and developmentally appropriate	Information was not included; information was minimal	Information was included; moderate level of detail; some connections between various demographic, individual, and community elements were described	Information was included and was comprehensive; skillfully used various demographic, individual, and community factors to develop the conceptualization.
Selection of materials demonstrates an understanding of the materials themselves and how art therapy literature/theory can be applied to the case.	Media choices were mentioned but not explained in the context of the case; few if any literature sources were applied	Media choices are explained in the context of the case; Understanding of the materials is demonstrated; literature sources were used but limited to those presented in class or used for other projects	Media choices are explained in detail in the context of the case; In-depth understanding of the materials is demonstrated; literature sources are relevant and their use demonstrates efforts to seek out a variety of ideas
Analysis: Able to break down the art process and products in order to	Process was not analyzed; artwork was described superficially with	Artwork was analyzed; artwork was described in detail using	Artwork was analyzed; artwork was described with depth and thoughts

evaluate the appropriateness of said processes to the case.	few details; observations were minimal	elements from the case and the student's experience;	and feelings were explored with some detail; elements from the case and the student's experience were integrated
Media Choices are explained in relationship to the case. Able to observe process and product in a way that develops knowledge about the case and possible treatment options.	Explanation of media choices was unclear/confusing/not related to the case. Observations were superficial and did not contribute to developing treatment ideas	Explanation of media choices was clear and reasonably well grounded in the case material. Observations were relevant and demonstrated effort in exploring them; some treatment ideas emerged from this phase of the project	Explanation of media choices was well grounded in the case material; other sources were included to support ideas; observations were astute and demonstrated significant effort; several treatment ideas emerged in this phase of the project.
Able to describe a proposed treatment focus using material from readings, class discussions, and independent research on the subject. Decisions are justified using available resources.	Treatment focus was not explained; was loosely related to the case material; use of materials was inappropriate; literature was not integrated into the plan.	Treatment focus was explained; focus was related to the case material; use of materials was appropriate; literature was used to support the treatment ideas	Treatment focus was explained; focus was strongly connected to the case material; materials were selected thoughtfully; literature was used to support the treatment ideas
Able to describe one Include one general (long term) goal, can explain how the materials and directives relate to the goal.	Goal was not included; goal was not related to the case or was stated as a treatment method; justification was not included or was not related to the case	Goal was included; goal was related to the case but was too specific/unrealistic; justification stated but may be somewhat unclear, was connected to the goal and used some case information	Goal was included; goal was related to the case and was appropriately general; goal was relatively realistic; justification was clearly described and strongly connected to the goal using pertinent case information
Writing	Problems with	Clear, organized,	Clear, organized,

	organization and editing that make it difficult to understand the discussion; numerous editing errors; four or more errors with APA style and formatting	understandable; one or two editing errors acceptable, two or three APA errors acceptable	understandable, one or two APA errors acceptable
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COURSE SCHEDULE

Class Date	Topic	Readings & Assignments Due
Week 1	<p>Syllabus, Assignments, Zoom and Moodle materials</p> <p>Structure of the course</p> <p>Assign Lowenfeld Chapters</p> <p>Overviews:</p> <p>Child and Adolescent Development</p> <p>ACE's</p> <p>Graphic Development</p> <p>Systems of Care</p> <p>Socio-cultural Oppression as related to the age group</p>	Syllabus
Week 2	<p>ACE's as applied to age group</p> <p>Graphic Development - Activity</p> <p>ACE's handout Activity</p> <p>Overview of Expressive Therapies Continuum</p> <p>Overview of Common Diagnoses for the age group</p>	<p>Read assigned Lowenfeld Chapters</p> <p>Rubin Chapter 3</p> <p>Shore Chapters 2-4</p> <p>Article: Dong, et al (2004)</p> <p>Expressive Therapies Continuum Handout</p>
Week 3	<p>Working with Common Childhood/Adolescent diagnoses</p> <p>Neurodevelopment - ADHD, Autism Spectrum Disorders</p> <p>Building Rapport</p> <p>Assessment and Session Design</p> <p>Designing therapeutic interventions</p> <p>Materials and Process</p> <p>Working with Art Therapy Directives</p>	<p>Narrative Therapy handout</p> <p>Shore 5,6</p> <p>Edgette chapters 1-3</p>

	Working with Narratives	
Week 4	<p>Depression and Anxiety</p> <p>Building Rapport Assessment and Session Design Designing therapeutic interventions Materials and Process Working with Art Therapy Directives Working with Narratives</p>	<p>Shore chapters 7-10</p> <p>Edgette chapters 4-6 Goal Writing Handout</p>
Week 5	<p>Trauma related to Abuse (physical, emotional, sexual) and Neglect (physical, emotional).</p> <p>Building Rapport Assessment and Session Design Designing therapeutic interventions Materials and Process Working with Art Therapy Directives Working with narratives</p>	<p>Shore 10-11 Article: Matta Oshima, Johnson-Reid, Seay (2014) Article: Pifalo (2002)</p> <p>Assignment Due: Development Study Paper</p>
Week 6	<p>Treatment Adoption/Foster Care/Systems of care as relevant to therapeutic intervention Case Discussion Graphic Development Presentations</p>	<p>Edgette Chapters 7, 8 Article: Sattler, Font, & Gershoff (2018)</p>
Week 7	<p>Domestic Violence Case Discussion More goal writing practice Case Conceptualization walk-through</p>	<p>Reading about the Cycle of Violence Shore Chapter 12 Article: Etherington, N. & Baker, L. (2016)</p>
Week 8	<p>Focus on treatment design and methods DRAFT case conceptualization due</p>	No readings due
Week 9	<p>Focus on treatment design and methods</p> <ul style="list-style-type: none"> - In-class work on treatment project 	No readings due
Week 10	<p>Treatment Project Due Treatment Project discussion</p> <ul style="list-style-type: none"> - Each student to present intervention ideas for discussion <p>Focus on treatment design and methods Review Wrap up Evals</p>	No readings due

