

Lewis & Clark
Graduate School of Education and Counseling



ART THERAPY PROGRAM
Fall 2020

AT 563-01: Special Topics: Queer Identities and Art Therapy (1 unit)
Section 01: Saturday, November 7 and Sunday, November 8
9:00 am- 5:30 pm

Instructor's name: Melissa Satterberg, PhD, LMFT, ATRBC
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Office hours: By appointment

This course will investigate information related to the knowledge and awareness of the Lesbian, Gay, Bisexual, Transgender, Queer, plus (LGBTQ+) community in clinical treatment. Foundational elements of this course will include communication, analysis, and perspectives. Communication will be explored by way of lectures and research as a way to retain and understand the concepts of the course. The analysis will be achieved from information learned through implementing the course content and connecting different ideas (relating, organizing). Perspective refers to developing support or opinion, placing a value, or critique of the course content. This will lead to the creation of a new point of view, making a pause to investigate and further examine ideas that encourage ongoing learning. The goal is for the art therapy learner to continually move toward a broader multicultural lens when serving the LGBTQ+ community in clinical practice.

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.

Textbooks, materials, and equipment:

This course is online and will require a smartphone or computer. This course does not require textbooks outside of required and recommended articles. It is encouraged to have various art mediums available (pencils, markers, oil or chalk pastels, various paper sizes, and colors, glue, scissors, etc.).

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 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.

Links to Lewis & Clark Graduate School essential policies:

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

If you have any questions regarding these policies, please speak to your instructor for clarification.

All students are expected to review and comply with all institutional (**Health and Safety Expectations for All Community Members**) and graduate school (<https://graduate.lclark.edu/academics/graduate-school-reopening-2020/>) COVID-19 policies.

Online learning etiquette

The entirety of the course will be taught through a virtual format. A link will be sent to your associated email within the department. The course can be viewed through a smartphone or computer. Online learning can be most effective in a quiet room or location where others are not able to see your screen. It is encouraged to have your cell phones on silent as not to disturb the online classroom environment. In efforts to be present and engaged, having your video screen active allows the students to connect through the virtual classroom format. Due to the nature of online learning, breaks from the screen will be encouraged throughout the two-day course.

Course Goals and Objectives

This course is a general introduction to the Lesbian, Gay, Bisexual, Transgender, Queer, Plus (LGBTQ+) community in a clinical context. The goals of this course are 1) To introduce and reengage students with concepts and methods used in clinical care with the LGBTQ+ community, 2) Deepen the students' understanding in their role of the art therapists, 3) Encourage students to critically reflect on their own biases and assumptions of the LGBTQ+ community.

Objectives

1. Gain awareness of the history and resilience factors that have impacted the LGBTQ+ community through lectures and group discussions.
2. Identify ways to promote helpful practices in clinical care through lectures, discussions, and required reading.
3. Explore individual biases and judgment in providing clinical care to the individuals of the LGBTQ+ community through both written reflection and art-making.

Required readings

Alessi, E. J., Dillon, F. R., & Van Der Horn, R. (2019). The therapeutic relationship mediates the association between affirmative practice and psychological well-being among lesbian, gay, bisexual, and queer clients. *Psychotherapy, 56*(2), 229–240.
<https://doi.org/10.1037/pst0000210.supp> (Supplemental)

American Art Therapy Association. (2011). Ethical principles for art therapists; **Art Therapy Multicultural/Diversity Competencies**, Alexandria, VA: American Art Therapy Association.

Longhofer, J. L. (2013). Shame in the clinical process with LGBTQ clients. *Clinical Social Work Journal, 41*: 297-301.

Pelton-Sweet, L. M., Sherry, A. (2008) Coming out through art: A review of art therapy with LGBT clients, *Art Therapy: Journal of the American Art Therapy Association, 25*:4, 170-176.

Shelton, K., Delgado-Romero, E. A. (2011). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy, *Journal of Counseling Psychology, Vo. 58, No. 2*, 210-221.

Recommended Textbooks

Chang., S. C., Singh, A. A., dickey, l. m. (2018). A clinician's guide to gender-affirming care: Working with transgender & gender nonconforming clients. New Harbinger Publications, Inc. Oakland, CA.

Specific of course content

- **Knowledge** is delivered through a lecture-style format introducing or reacquainting students of the challenges and resilience factors that historically and currently impact the LGBTQ+ community. This is taught through writing, exploration of theories, research, and mental health practices.
- **Reflection** refers to the readings assigned, in-class activities, and classroom discussion from the knowledge content. Writing prompts engage the art therapy learner to challenge their own biases and assumptions of their clinical practice with LGBTQ+ identified clients. Identify what is missing from the course content and in the students' clinical practice.
- **Doing** is the creation of individual and/or collaborative artwork created in response to the knowledge and reflection sections of the course. The artwork is created in and outside of the course tying themes of the course content while serving as a reference for the art therapy students' practice.

Course calendar

Saturday, November 7

- History of the LGBTQ+ community (include resilience factors, civil rights, political movements)
- Policy and Laws related to LGBTQ+ (state, country)
- Western beliefs on sexuality and gender
- Shame and resilience
- Microaggressions
- Psychological implications (historical and current trends)
- Function of AATA Multicultural competencies
- Art therapy research on LGBTQ+ topics
- Art of the queer community (how art influences identity)
- Research paper topics identified

Sunday, November 8

- Identity of the art therapist: Critical consciousness (Interpersonal and Intrapersonal strength building)
- Cultural humility in practice
- Art therapy interventions
- Helpful and Unhelpful clinical treatment approaches
- Self-Study and reflection
- Needs and assessment
- Evaluation of course

In class activities

- Lecture, small and large group discussions, videos, art making

Class assignments (Due December 11 by 5PM)

- Research paper: 5- page APA paper
- Reflection Paper: 3-page paper exploring the topics discussed from the weekend.
- Portfolio of in-class art prompts

Research paper (5 pages; APA format; 5 references minimum)

This research paper will explore a topic chosen by you that relates to the content of the course. The paper must include at a minimum, five references and written in APA format. In addition to your topic, include implications for art therapy practice and theory. Research paper topics will be discussed at the end of the first day **(40 points)**

Reflection paper (3 pages):

The reflection paper will allow you to explore your own biases and judgments about the LGBTQ+ community and how that can impact art therapy treatment. You can use personal examples from your life to expand upon topics discussed in class as well. **(20 points)**

Portfolio of in-class art prompts (page number TBD- discussed in-class):

This will be a catalog of images made in class with an associated statement. The statement can be as simple as a title, a poem, a reflective narrative response. Please include a question your art asks you and answer it through art-making or narrative response. **(20 points)**

Attendance

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 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.^[P]_[SEP]

(10 points)

Participation

This course will encourage students to engage in the dialogues, class discussions, and art prompts **(10 points)**

Total points for all engagement and assignments: **100 points**

Extra Credit:

Create an art piece that explores your process and response of the entire course **(5 points)**