



LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND COUNSELING

AT 580 ART THERAPY PRACTICUM (1 credit) SPRING 2021

When: Mondays 1/11 - 4/26, 5:30-6:30

Where: Online

Instructor: Amy Ponteri, LPC, LCAT, ATR-BC

Office Hours: By Appointment

Phone: 971-235-4950

E-Mail: amyponteri@lclark.edu – please use this email only to reach me (vs Moodle). I check it daily M-F.

CATALOG DESCRIPTION

Students participate in art therapy faculty facilitated supervision to complement their practicum work in the community. This course is a continuation of AT 580. The focus of the class is on providing ethical and competent client care. Skills that receive particular attention include the use of response art to aid in developing a therapeutic relationship, counselor empathy, compassion, and art therapist identity.

COURSE DESCRIPTION

This class is designed to provide instruction and supervision to first and second semester practicum students working with clients at their Art Therapy Practicum Sites. Students will receive live supervision and feedback as designated by CAAHEP requirements. **The focus of the class will be to provide ethical and competent client care. Skills that will receive particular attention will include**

- counselor empathy and compassion
- awareness of counter-transference and vicarious trauma
- beginning development of professional boundaries
- the recognition of the impact of race, culture, gender, sexual orientation and poverty as well as other societal and political influences that define the context of the therapeutic relationship
- the use of response art to aid in developing a therapeutic relationship
- application of the Expressive Therapies Continuum in treatment planning

- awareness of the need to establish a self-care practice

ASSIGNMENTS AND COURSE REQUIREMENTS

CLASS PREPARATION

You must complete all assigned readings prior to attending class. This will allow us to focus on application of readings in class.

1. Attendance and participation in all classes

1. Attending all classes and being on time.
2. Giving attention to the instructor and/or other students when they are making a presentation.
3. Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class.
4. Demonstrating ability to be open about discussing the impact of your comments on your peers.
5. Coming to class prepared (having read the assignment for the day and watched any assigned videos)
6. 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.
7. Engaging in group discussions with attention and energy.
8. Asking questions of the instructor and/or other students regarding the material examined in that class.
9. Providing examples to support or challenge the issues talked about in class.
10. Dealing with other students and/or the instructor in a respectful fashion.
11. 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.
12. Adhering to all Professional Qualities. The form for evaluating Professional Qualities requirements will be distributed in class.
13. 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.

ZOOM ETTIQUETTE

- Cameras ON so we can see and attune to each other. Try to arrange your screen to best convey active listening.
- Raise your hand if you would like to speak. Mute yourself if you have background noise.
- Glitching? Sign out and sign back in.
- Use CHAT function to alert me of issues or to send links, resources to the entire class. You may also use CHAT for pro-community/creativity comments as a way to add to the verbal discussion, but please do not use CHAT for private side conversations.
- Use REACTIONS to give encouragement to others
- Listen and respond to each other (use names when appropriate)
- Be mindful of on camera/muted talking
- Engaged and Active--we make the class for each other!

2. **Weekly Response Art + SOAP Note**

Students are expected to bring to class response art that they've created outside of class time. Response art should be created in relation to experiences at students' practicum site; this could include client interactions, site supervisor relationship, personal feelings related to practicum placement. Due each week of the semester with exceptions noted at least a week in advance.

To accompany your response art, you will complete a written SOAP note to be entered into Moodle each week. The SOAP note can be brief but should be written in a professional manner, ie punctuation, spelling, clinical language, etc.

Weekly response art	
b.A.5	Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapy professional role, and continuing education.
	Work reflects on client interactions, site supervisor relationship, personal feelings related to practicum placement.
	Prepared with response art weekly
	SOAP note weekly

3. **Practicum goals**

Students will think critically about their goals and expectation for their practicum experience using the PQE as a guide. Using the practicum goals form in the Handbook, students will create realistic and appropriate goals to work towards during the semester. Goals will be turned in on Moodle and a paper copy will be brought to class each week as a way to share and reflect within the supervision course. Goals will be reviewed and referenced throughout the semester and revised as necessary. Practicum goals due week 4.

GOALS

Content	Goals are thoughtful and reflect numerous areas of growth relevant to student's practicum site, personal development, professional identity as an art therapist, and ethics. Goals are specific, measurable, and achievable.
Clarity of writing	Writing is clear and concise. Non-biased, professional language is used.
Application of Goals	Student identifies methods of achieving goals, goals are discussed and revised as needed throughout the semester. Student seeks support in achieving goals when needed.

4. **Practicum site-supervisor evaluations**

On-site supervisor will complete two evaluations and review with student in supervision. Midterm evaluation due Week 7, final evaluation due Week 14. You must turn in on time to receive full points. These forms will be turned in to the Practicum Supervision Instructor through Moodle and digitally submitted through TaskStream to the Clinical Coordinator (Kris Bella).

5. **L&C Clinical Coordinator observations**

Typically, the L&C Clinical Coordinator would observe the student facilitating an art group and complete the observation form. However, due to CoVid, Kris will be setting up a specific meeting with your site supervisor to review their observations of you.

6. **Reflection Paper**

Reflection paper will be 4-6 pages, APA format, ATCB and/or ACA Code of Ethics reference necessary. Self-evaluation due week 16 and will be submitted to the Practicum Supervision Instructor and digitally to TaskStream to the Clinical Coordinator.

Using pieces of response art you made during the term, select a piece (or create a new piece) for each theme below, and provide a paragraph of context. The format should be:

1. Describe the purpose and goals of supervision, including models, practices and process.
2. Acknowledge the value of developing a strong professional art therapist identity founded in ethical practice.
3. One piece of artwork followed by one paragraph for each theme below. Use my questions as a direct guide to structure your responses. No sources, other than the ACA Ethics for #3, needed. Writing should be professional and clear.
 - a. Counter-Transference and Skills - What did you notice were ongoing internal challenges in your clinical work, eg confidence, time-management, perfectionism, asking for help, etc. How do you see this challenge as having impacted your therapeutic presence and/or your learning? Choose either the biggest hurdle or 1-2 of equal prominence.

b. Growth/progress--How did you actively work with the challenges above, and where are you now with them? Give an example of a success you had because of your progress.

c. Overwhelm/burnout - What are the specific signs for yourself when you are feeling this? What practices do you have/need to have to manage it? How did you see overwhelm /burnout at your site, and tell me, specifically, 1-2 ethical principles this potentially rubs up against (you will need to access the ATCB Ethics code and use its language).

d. Equity - What is an area of advocacy / social justice that you came up against at your site, and how did you see/not see the system addressing it? What feelings (internal process) do you have about it, and had you been longer-term at your site, what specific actions could you take to help the system work toward equity?

	Reflection Paper
b.K.3	Describe the purpose and goals of supervision, including models, practices and process.
b.A.1	Acknowledge the value of developing a strong professional Art Therapist identity founded in ethical practice.
b.A.5	Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapy professional role, and continuing education.
c.A.1	Incorporate ethical and cultural considerations in materials selection and therapeutic applications.
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-M	Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.
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.

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.
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8. Practicum Hours Logs

Students are responsible for tracking their own hours. Students should have their site supervisor sign off on their hours every two weeks.

9. Supervision Logs

This is an optional tool to use with your supervisor to track progress and organize your supervision time.

EVALUATION AND GRADING

This class is Pass / Fail. Students must maintain a satisfactory evaluation to maintain passing final grade.

Because of the skill development nature of this course, it is required that students complete ALL assignments to pass this class. NOTE: All assignments must be turned in at by noon (before class starts) on the day they are due. Five points will be deducted for each day an assignment is late. Enter the assignment via Moodle under the corresponding week.

Assignment
Class Participation
Integration of Supervisor Feedback & Article
Weekly Response Art
Self-Evaluation & Reflection Paper
Supervisor Evaluations (2, 5 each)
Practicum Goals
Supervisor Observations (2, 5 each)

COURSE OUTLINE

Class Date	Topic	Readings & Assignments Due
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1/11	Welcome, Housekeeping, and Syllabus and Practicum Manual Review	Clinical Experience Manual Ethics Code
1/18	NO CLASS – MLK Jr. Day	Rest!
1/25	PQE; Mr. Rogers’ Neighborhood	* Response Art + SOAP Note * Article on therapeutic presence + art
2/1	Practicum Goals due / class discussion of goals	* Response Art + SOAP Note *Practicum Goals Due
2/8	Case consults / questions	* Response Art + SOAP Note * Podcast:
2/15	Case consults / questions	* Response Art + SOAP Note
2/22	Midterm Observation from Site Supervisor	* Response Art + SOAP Note *Site supervisor Observation Due
3/1	Case consults / questions	* Response Art + SOAP Note
3/8	Case consults / questions	* Response Art + SOAP Note
3/15	Case consults / questions	* Response Art + SOAP Note
3/22	Case consults / questions	* Response Art + SOAP Note
3/29	NO CLASS – SPRING BREAK	Ah, rest!

4/5	Case consults / questions	* Response Art + SOAP Note
4/12	Case consults / questions	* Response Art + SOAP Note
4/19	Beginnings and endings	*Site Supervisor Final Evaluations Due
4/26	Reflections / projections	*Reflection Paper Due

CAAHEP STUDENT LEARNING OUTCOMES

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-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.
SLO-M - Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.
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 CONTENT AREAS

Content Area	Description	Mastery Level	Assessment
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b.K.3	Describe the purpose and goals of supervision, including models, practices and process.	Reinforce	Practicum Goals, Reflection Paper
b.A.1	Acknowledge the value of developing a strong professional Art Therapist identity founded in ethical practice.	Reinforce	Reflection Paper, Class Discussion/Participation
b.A.5	Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapy professional role, and continuing education.	Reinforce	Weekly Response Art, Reflection Paper, Class Discussion/Participation
c.A.1	Incorporate ethical and cultural considerations in materials selection and therapeutic applications.	Reinforce	Weekly Response Art, Reflection Paper, Class Discussion/Participation, Case Presentation

COURSE OBJECTIVES

Upon completing this course, students will be able to:

1. Describe the purpose and goals of supervision, including models, practices and processes. Students should be able to integrate course material and experiences into their site supervision.
2. Utilize personal and response art to conceptualize client casework, practice self-care, and strengthen their professional art therapist identity.
3. Develop an understanding of basic models of ethical decision making and clinical practices.

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 require academic accommodations, please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter.

Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

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.

1. As appropriate, additional narrative about the conceptual/theoretical elements of the course
2. Course goals and objectives—describe what the student is expected to demonstrate as a result of taking this course
3. Required and recommended reading
4. Course calendar—include due dates, course topics, special guest speakers, special equipment needs, holidays, etc.
5. All evaluated assignments and activities—include clear examples of what work will be graded (papers, portfolios, presentations, exams, participation, etc.) and how grades will be determined. This description of the assignments and activities requirements can include the expected format for work, due dates, criteria for evaluation, exams, etc.
6. Specify in detail the methods of evaluation for all graded assignments and activities, how those methods factor into the final grade, and the scale used to determine final grades. State how late assignments and extra credit opportunities, if any, will be handled.

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.

ETHICAL AND PROFESSIONAL PRACTICE

The Art Therapy profession requires a high level of personal integrity, self-awareness, and personal maturity. These attributes may also be considered by faculty in assessing the student's overall grades, and qualifications for a career as a professional art therapist. All students in the class will demonstrate behavior that is consistent with the Codes of Ethics of the American Counseling Association and the Art Therapy Credentials Board, in class and at their practicum sites.

Supervisor evaluations and observations will be assessed, and performance at site will be incorporated into class evaluations. Students are expected to meet or exceed expectations within their evaluations at a rate of 80% by the end of the semester. Faculty supervisors will work closely with students and site to ensure any issues or inadequacies are resolved or remediated in a timely manner.

The Clinical Experience Manual will be reviewed extensively within the course, however, please refer to the manual for any questions regarding expectations or requirements with-in practicum.