

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

**AT 583 Art Therapy Internship Studio SPRING, 2021**

When: 1/11, 2/1, 2/15, 3/15 & 4/19 1-4pm

Where: Virtual

Instructor: Beth Ann Short LCAT, ATR-BC, FRSA Office hours: will schedule

Office location: Zoom

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Phone: 503-341-7280

Credits: 1

**CATALOG DESCRIPTION AT 583: Art Therapy Internship Studio (1 Credits)**

Students explore and develop their clinical work at Internship sites through supervision, peer consultation and art experiences. Art Therapy case examples and participatory demonstrations of media and methods are included. Students explore their development as therapists through completion of three complex art projects and papers; this work addresses the personal and professional challenges the student may choose to focus upon in the transition to becoming a therapist. Prerequisites: Taken concurrently with AT 582-1 and AT 582-2

**COURSE DESCRIPTION** Art Therapy Internship Studio encourages intensive involvement in personal artistic expression, creative exploration, and reflection on these processes through self-inquiry in the role of an emerging practitioner. Particular attention is paid to developing understandings of artistic process as a form of inquiry and the integral roles of ongoing artistic activity in the professional identity as an art therapist.

Due to COVID-19 this course will be offered virtually. Students must arrange with the instructor ahead of time any materials needs they have to accommodate the assignments in this class. Please allow for at least 1-2 weeks ahead to be sure we can get you the materials you need or materials distributed to your peers.

**CAAHEP STUDENT LEARNING OUTCOMES AND COMPETENCY AREAS**

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-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-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 education activities to inform clinical practice.

#### CORE CURRICULUM CONTENT AREAS

Content Area	Description	Mastery Level	Course Assessment
d.A.1	Demonstrate belief in the value of using art-making as a method for exploring personal symbolic language	Mastery	Final project
d.A.2	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	Mastery	Class presentations/ discussions
d.A.3	Value the benefits of student/therapist reflective art- making to inform clinical practice	Mastery	In class artmaking
d.S.2	Practice skills for developing awareness and insight into art processes and images	Mastery	In class artmaking and final project
d.K.2	Describe theories and models for understanding symbolism, metaphor, and artistic language	Mastery	Class presentations/ discussions
o.A.1	Display connections to a personal creative process and artist identity	Mastery	Final art project
o.S.3	Recognize personal symbolic language (student recognition of their own imagery as opposed to client imagery)	Mastery	Final art presentations
o.S.2	Demonstrate personal, hands-on contact with the discipline of art making	Mastery	In class artmaking & demonstrations
o.S.1	Incorporate knowledge and skills about	Mastery	Final presentations &

	art materials and processes		Paper
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1. Student demonstrates understanding of counseling theories/art psychotherapy from a personal and clinical perspective through writing and discussion of art processes and products.
2. Student develops awareness of self-care practices and skills and uses the class experience to address challenges including difficulties with clients, stress and possible countertransference concerns that can affect growth as a therapist.
3. Student demonstrates the understanding of how the careful use of art media/themes and processes and the resulting visual language can be used to develop clinically sound assessments, treatment plans and therapeutic relationships.
4. Students provide peer support by demonstrating creative methods that have been successful with specific client populations.
5. Student brings art therapy case examples to class for discussion and supervision and leads informal case consultations.
6. Student's artwork and writing demonstrates creativity, investment in the process and thoughtful content.
7. In April students install a show online (and possibly in York Commons Area ). This show highlights work by the graduating Art Therapy students in the program.

### **Required Books:**

Moon, C. (2010) *Materials and media in art therapy: Critical understandings of diverse artistic vocabularies*. London: Taylor Francis Ltd.

Heginworth, I.S & Nash, G. (2020). *Environmental arts therapy: The wild frontiers of the heart*. London: Routledge

### **Suggested reading:**

Leone, L. (2020). *Craft in art therapy: Diverse approaches to the transformative power of craft materials and methods*. New York: Routledge.

### **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.

## **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

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.

## EVALUATION AND GRADING

**\*\*INCLUDE POINTS ASSIGNED TO EACH ASSIGNMENT**

*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

### 1. Attendance and participation in all classes (10 points)

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	
<b>Class participation</b>		<b>Possible points</b>
Attending all classes and being on time. Giving attention to the instructor and/or other students when they are making a presentation.		4
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 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.		1
Providing examples to support or challenge the issues talked about in class.		1

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.	
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

**\*\*ALL ASSIGNMENTS NEED GRADING RUBRIC THAT INCLUDES TARGETS SLO'S AND CAAHEP CONTENT AREAS WHEN APPROPRIATE**

Assignment	Point Value
Class participation	10
Online discussion posts	25
Art experiential demonstrations	20
Artwork project/Exhibition	24
Final Paper	26
Total Points in the Course:	100

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.	2
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 and ready to engage in your creative process. Engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.	1
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.	2
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.	2
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.	2

Total		10
<p>Discussion Posts:  Students will be required to read the assigned chapters each week and submit an original post and a response to 1-2 a peers' post on Moodle prior to the class meeting. Summarize three points that you gained from the reading in a short 200-word paragraph.  Please use these guidelines:</p>		
Discussion posts (Points will be assigned in each category across postings for the semester.)		Possible points
Critical Analysis  (Understanding of Readings and Outside References)	Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.	3
Participation in the Learning Community	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or  — asking a new related question or — making an oppositional statement supported by personal experience or related research.	2
Regularity of Discussion Postings	Discussion postings are distributed throughout the module (not posted all on one day or only at the beginning or only on the last day of the module).	3
Etiquette in Dialogue with Peers	Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.	2
Weekly Postings*	Completed postings of self (2) and peer (2) each week (3 weeks)	12
Quality of Writing and Proofreading	Written responses are free of grammatical, spelling or punctuation	3

	errors. The style of writing facilitates communication.	
	Total	25

\*If posts are made after the due date they will receive 1/2 the points. If you are assigned to submit a summary of a reading that week then you not expected to also make comments on your peers posts.

## Art Experiential Demonstrations

Each student will lead the class in exploring or introducing a media /directive in art therapy. Plan for enough materials so everyone in class can participate. Since this will be facilitated online, please arrange ahead of time any distribution of materials needed so everyone has what they need to participate. Discuss which populations this particular material/method is most applicable for, and when it would be contraindicated. Prepare a one page handout explaining the media/directive to share with the class on the day you present.

Art experiential Demonstrations	Possible points	
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.	4
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.	4
SLO-G	Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.	4
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.	4
d.K.2	Describe theories and models for understanding symbolism, metaphor, and artistic language	1
d.A.2	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	1
	Student is prepared, with a professional presentation, deepening identity as student counselor.	3
	TOTAL	20

## ARTWORK

Two or three long term projects are required for this class that spans over both

terms, 2 credits in Fall and 1 credit in Spring. They may comprise the entire body of art work for the class, or they may be part of a larger body of work. They may be related, connected to each other or stand alone. It is expected that they will demonstrate intensive involvement with the creative process, thoughtful reflection on concepts relating the art to the experience of being a student therapist, and awareness of the psychological properties of art media/art processes and the visual language. You may use journaling as part of these projects or may simply use your journal as a resource in writing your papers.

**Artwork Rubric AT 583**  
**(Upload to TASKSTREAM and submit with artist statement to have posted on LC website)**

Total possible points 24

Student will create a body of artwork that is to be displayed in conjunction with the capstone presentations in Spring term. This can be work that emerged out of the Fall term, or a new body of work that was produced in the spring. Work should be professionally displayed, coordinated and facilitated by the cohort. Artwork must meet the following competencies.

CAAHEP Content Areas	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<b>SLO-L</b>	Student demonstrates lack of 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.	Student demonstrates limited 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.	Student demonstrates some 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.	Student demonstrates a deep 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.
<b>o.A.1</b>	Lack of connections to a personal creative process and artist identity	Displays limited connections to a personal creative process and artist identity	Displays some connections to a personal creative process and artist identity	Displays deep connections to a personal creative process and artist identity
<b>o.S.3</b>	Lacks understanding personal symbolic language (student recognition of their own imagery as opposed to client images)	Able to recognize minimal personal symbolic language (student recognition of their own imagery as opposed to client images)	Able to recognize some personal symbolic language (student recognition of their own imagery as opposed to client images)	Clearly identifies personal symbolic language (student recognition of their own imagery as opposed to client images)
<b>d.A.3</b>	Unable to identify the benefits of student/therapist reflective art-making to inform clinical practice	Can identify 1 benefit of student/therapist reflective art-making to inform clinical practice	Can identify 2 benefits of student/therapist reflective art-making to inform clinical practice	Can identify 3 benefits of student/therapist reflective art-making to inform clinical practice

d.S.2	Unable to demonstrate practice skills for developing awareness and insight into art processes and images	Developed minimal practice skills for awareness and insight into art processes and images	Developed emerging practice skills for developing awareness and insight into art processes and images	Developed sound practice skills for developing awareness and insight into art processes and images
d.A.1	Unable to demonstrate belief in the value of using art-making as a method for exploring personal symbolic language	Minimal level of value of using art-making as a method for exploring personal symbolic language	Emerging level of identifying the value of using art-making as a method for exploring personal symbolic language	Clearly articulates the value of using art-making as a method for exploring personal symbolic language
	Work conveys lack of investment of time, critical thought and reflexivity	Work conveys minimal investment of time, critical thought and reflexivity	Work conveys some investment of time, critical thought and reflexivity	Work is professionally presented in the art exhibit. Work conveys investment of time, critical thought and reflexivity
	Work demonstrates a lack of commitment to social justice	Work demonstrates a minimal commitment to social justice	Work demonstrates an emerging commitment to social justice	Work demonstrates a strong a commitment to social justice

## FINAL PAPER

**It is expected that you will approach your art work seriously, creatively and in ways that will help you arrive at a deeper understanding of the art therapy process, your treatment relationships with clients and your own experiences as an art therapy counseling intern. Since development of awareness of self-care skills is part of the purpose of the class, students are expected to address this in their papers. Your insights are to be included in the papers accompanying each project (5-8 pp. each). Integrate at least 3-5 sources from related readings into the paper.**

	FINAL PAPER	Possible points
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.	4
o.A.1	Display connections to a personal creative process and artist identity	4
o.S.3	Recognize personal symbolic language (student recognition of their own imagery as opposed to client images)	4
d.A.3	Value the benefits of student/therapist reflective art-making to inform clinical practice	2
d.S.2	Practice skills for developing awareness and insight into art processes and images	2
d.A.1	Demonstrate belief in the value of using art-making as a method for exploring personal symbolic language	2
	Paper and artwork conveys investment of time, critical thought	3

	and reflexivity	
	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	3
	Paper is limited to 5-8 pgs and includes 3-5 sources	2
	Total	26

**COURSE SCHEDULE (\*\* ADD TOPICS, DUE DATES AND READINGS)**

Class Date	Topic	Readings & Assignments Due
Week 1 1/11/2021	Review syllabus, Sign up for student Presentations Instructor presentation- Art & Inner Critic	
Week 2 2/1/2021	Student presentations Possible Guest speaker- Emily Trum	Post to Moodle Summary of assigned reading
Week 3 2/15/2021	Professional identity- Possible guest speaker Student presentations	Post to Moodle Summary of assigned reading
Week 4 3/15/2021	Student presentations	Post to Moodle Summary of assigned reading
Week 5 4/19/2021	Final presentations of exhibited artwork Post with artist statement on LC Website	