

Lewis & Clark College
Graduate School of Education and Counseling

Department of Counseling, Therapy, and School Psychology - Art Therapy Program

Student Handbook
2021-2022

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CTSP Department Mission

The faculty and staff of the Department of Counseling, Therapy, and School Psychology strive to graduate highly competent community and mental health counselors; marriage, couple and family therapists; art therapists; and school psychologists who are dedicated to making a difference in the world. We value practice that is informed by theory and evidence, rigorous scholarship, multiple perspectives, social responsibility, self-awareness, and practical skills.

We believe personal development is closely related to professional effectiveness. Therefore, we expect faculty and students to reflect deeply on our own emotional, psychological, relational, and cultural patterns, assumptions, and biases - continually raising our social awareness.

We believe there are many ways to look at the world, and we value a convergence of theoretical perspectives including systemic, critical, social constructionist, developmental, ecological, and contextual approaches to working with individuals, families, and communities.

We believe it is essential to challenge systems of power and privilege as they relate to the quality of life and the well-being of all persons. This entails confronting systems of oppression that create and maintain emotional, psychological, physical, and relational suffering.

Finally, we are dedicated to supporting social and relational equity, cultural and economic democracy, and good citizenship within our programs, the broader community, and the world.

Art Therapy Mission Statement

The mission of Lewis & Clark's Art Therapy program is to prepare competent, creative, and reflective art therapists who are committed to equity-based clinical and community praxis. Students learn to apply relationally and socially attuned art therapy using art making to deepen awareness of self and others within societal and cultural contexts.

Three Overarching Goals of the Art Therapy Program

1. 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.

2. 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.

3. 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.

Learning Outcomes for the Art Therapy Program

The following learning outcomes are adapted from the Accreditation Council for Art Therapy Education from the American Art Therapy Association Master's Education Guidelines developed by the Association's Education Standards Revision Task Force with input from art therapy educators, professionals, and students and approved by the AATA Board of Directors in 2015. This program prepares competent entry-level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

A - Understand the historical development of Art Therapy as a profession, and how Art Therapy theories and techniques are a foundation for contemporary Art Therapy professional practice.

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.

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.

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.

E - Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.

F - Know federal and state laws and professional ethics as they apply to the practice of Art Therapy.

G - Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.

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.

I - Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.

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.

K - Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.

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.

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

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.

O - Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.

Professional Identity/Role

Students are not qualified to represent themselves as art therapists until after graduation.

Students who are employed within agencies have the responsibility of informing supervisors of current student status within the M.A. program and the art therapy profession.

The art therapy program does not support students privately or contractually offering counseling/art therapy/personal growth services while enrolled in the program. An exception would be the student already qualified as a counselor or therapist within another discipline, who continues to practice their profession.

During Internship, students provide art therapy services under supervision of the graduate school and the agency. Students must identify themselves as an art therapy internship student during this part of their studies.

Because of the importance of role differentiation (teacher/therapist, student/client) students do not seek therapy from individuals who teach or supervise within the MA program. This includes all aspects of therapy, counseling and personal growth work. This applies to the student who is enrolled (actively or inactively) within the MA program and certificate students.

American Art Therapy Association's Ethical Principles for Art Therapists http://www.arttherapy.org/aata-ethics.html

Art Therapy Credentials Board's Code of Professional Practice http://www.atcb.org/code_of_professional_practice/

American Counseling Association's Code of Ethics http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx

Art Therapy Multicultural / Diversity Competencies http://www.arttherapy.org/aata-multicultural.html

Art Therapy Faculty

https://spark.adobe.com/page/UN0Ej8jMQNAo3/

Core faculty

Dr. Mary Andrus DAT, ATR-BC, LPC, ATCS

Dr. Mary Andrus has a Doctorate in Art Therapy from Mount Mary Graduate School, is a Board Certified Registered Art Therapist, a Licensed Professional Counselor in Oregon, and is an art therapy certified supervisor. She is founder of Art Therapy Studio Chicago Ltd. Her clinical orientation is from a person-centered perspective and she has completed her Eye Movement Desensitization Reprocessing (EMDR) training to specialize in trauma resolution with her clients. Her research examines the reintegration stage of trauma treatment, intersubjectivity and art therapy. She successfully worked with the Oregon

Legislature and the Oregon Art Therapy Task Force toward passing HB 2432 in May 2017 which provides protection of the ethical practice of art therapy offering title and practice protection in Oregon.

Kris Bella, MA, LCAT, ATR-BC, ATCS

Kristine Bella received her Master in Art Therapy from Marylhurst College in 1997 and has extensive experience working with children, adolescents and families with mental health and substance abuse disorders in outpatient, residential and community settings. She is the co-founder of Free Arts NW, the Portland Creative Arts Therapies Association, the Oregon Art Therapy Licensure Task Force and co-owner of Arte Soleil, LLC. She received the Everyday Hero Award from the Pacific Northwest District of Kiwanis International in 2006 and the We Are Portland Award from the City of Portland Office of Equity and Human Rights in 2013.

Student Resources at Lewis & Clark College

In addition to this handbook, there are other resources students will need to consult in order to complete the program. Every student is expected to know and comply with academic rules established in the following publications. A student who is uncertain about the application of the rules to their circumstances has the responsibility to seek clarification from the Dean to ensure proper compliance.

Current Students Website

The graduate school has created a website for all current students that contains links to important resources (like how to order transcripts, find your financial aid award amount, or reset gmail passwords), as well as news and announcements (including job postings, updates from campus offices, etc.) and event listings. It's updated weekly. Students may want to even set it as their homepage. It can be found at graduate.lclark.edu/current_students.

Graduate Catalog

The Graduate School of Education and Counseling Catalog assists students in understanding program requirements, gives course descriptions, and also contains in-depth information on policies and procedures. It is available online at docs.lclark.edu/graduate.

The catalog includes academic policies, such as:

- Academic Performance (including academic standards expectations, grading policy, and policies governing grade appeals)
- Professional Conduct and Academic Review policies (including Academic Review Committees and Conduct Review Committees)

A full list of these policies and procedures can be found at docs.lclark.edu/graduate/policyprocedures/academic.

The catalog also includes registration policies, such as:

- Transfer of Credit
- Waiver of Courses
- Changing or Adding Programs
- Repeated Courses and Grades
- Degree Candidacy

All of these registration policies can be found at docs.lclark.edu/graduate/policyprocedures/registration.

Graduate Registrar

The Graduate Registrar's website, graduate.lclark.edu/offices/registrar, contains vital information regarding course schedules, downloading forms (e.g., leave of absence, transcript request, degree application), and Academic Calendars.

Navigator Student Handbook

The Lewis & Clark Graduate School of Education and Counseling publishes a student handbook, the Navigator (graduate.lclark.edu/student_life/handbook), on the graduate school website. The handbook contains helpful information and critical policies that all students should be acquainted with.

The Navigator includes College policies, such as:

- Academic Freedom in Courses and Scholarship
- Alcohol and Drug Policy
- Confidentiality of Records
- Disability Policy
- Discrimination and Harassment
- Hate and Bias Motivated Incidents
- Public Laws policy
- Sexual Conduct Policy and Sexual Harassment
- Transportation and Parking Regulations
- Withdrawal of Students

A complete list of these policies can be found at graduate.lclark.edu/student_life/handbook/college_policies.

ART THERAPY LOCKERS

The bottom floor of Rogers hall outside of the Art Therapy studio has a bank of lockers for art therapy students to store their art supplies or artwork on campus. Each student is issued a locker and a lock to use during their 3-year attendance in the program. Lockers are issued through the CTSP office. Please email Bernette Jenkins-Pleas at bernette@lclark.edu to get your assigned locker.

MATERIALS & SUPPLIES

All classes provide basic supplies to students. Room 220 in Rogers has stocked materials available for your use in the classroom. If your classes are held in the Art Therapy Studio (room 105) or the adjacent classroom (106) program faculty will provide you with access to the materials supply closet. Other classes have an art therapy art supplies cart in the classroom.

Getting Help from the CTSP Office

The Department of Counseling, Therapy, and School Psychology is located in Rogers Hall on the graduate campus. Office hours are from 9:00 to 5:30 Monday through Friday. However, hours may vary in the summer or around the holidays, so it is generally a good idea to call ahead if access to the office staff is needed.

The office is managed and supported by staff members who are available to answer questions and help students move through the program. Staff can assist students with questions about class schedules and locations, checking out test materials, internships, the degree application process, etc. Students may also make appointments to see professors through staff members.

A variety of resources are available to students in the office. These include information on professional organizations and potential internship sites, forms for changing advisors, and forms for changing tracks. In most cases, forms are also available on the Department website.

Professors frequently leave papers with staff for students to pick up. Please check with staff to see if they have papers from your class. Students may not have access to any papers other than their own.

Professor mailboxes are also located in the department office. If students wish to drop something off for a professor, it is best to leave it with one of the staff members and they will be sure that the professor receives it.

Counseling, Therapy, and School Psychology Departmental Policies and Procedures

In addition to graduate school policies and procedures, there are several policies/practices that have bearing on life as a student in the Department of Counseling, Therapy, and School Psychology. Many policies are in place to deal with exceptional situations and to serve as guidelines for behavior that fits academic and professional life. Please feel free to discuss any of these policies, practices, and suggestions with an advisor or any other faculty member. There are additional graduate school-wide policies and procedures in The Navigator Student Handbook and in the Graduate Catalog. It is your responsibility to be aware of both graduate school and departmental policies and procedures.

Program Standards

Students enrolled in all programs in the Department of Counseling, Therapy, and School Psychology must maintain high scholastic standards and develop skills necessary to work effectively with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and approaches that are generally accepted in their professional fields, and comply with the codes of ethics of relevant professional associations and the laws of the state of Oregon. A student's admission to any program does not assure that student's fitness to remain in that program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue in any program. Please see the Professional Qualities Evaluation form (for PMHC, PMHC-A, Art Therapy, and MCFT programs) or Professional Standards (School Psychology program) form in the Appendix. Students in the Professional Mental Health Counseling program and Professional Mental Health Counseling- Specialization in Addictions programs must adhere to the ethics code of the American Counseling Association. Students in the Marriage, Couple and Family Therapy program must adhere to the American Association of Marriage and Family Therapists' Code of Ethics. Students in the School Psychology program must adhere to the National Association of School Psychologists' Code of Ethics. Students in the Art Therapy program must adhere to the Art Therapy Credential Board and the American Counseling Association's Code of Ethics.

Evaluating Student Fitness and Performance

Members of the faculty, applying professional standards, evaluate student fitness and performance on a continuous basis. Students usually receive information and advising related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments, include but are not limited to, instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, overall professional attitudes, dispositions, and behaviors, and the disciplines' codes of ethics.

In this context the term “unsatisfactory progress in the program” refers to an academic judgment made regarding professional qualities and performance. It is a judgment that the student has failed to meet program standards.

Faculty members meet on a regular basis to review the progress of all students using records review, discussion, and consultation with adjunct faculty, staff and graduate school administrators. If it is determined that the student needs additional support, or is not meeting program standards, an informal or formal plan may be developed, or dismissal from the program may be considered. Informal plans may take the form of an advisor or program director meeting with the student, revising a plan of study, referral for personal counseling, or other needed supports. While we hope to resolve all student difficulties at an informal level, faculty may deem it necessary to initiate a formal process for Conduct or Academic Performance at any time dependent on the issue that needs to be addressed and the student’s openness to supervision.

Student Review Processes

If a faculty member’s concern regarding the student’s conduct, professionalism, academic performance, fit for the profession, or readiness is sufficiently serious to merit more formal review and potential academic or disciplinary action, an Academic and/or Conduct Review process is initiated. Please note that the student will be evaluated based on the academic standards indicated on the Professional Qualities Evaluation / Professional Standards form as well as concern about professional conduct.

All CTSP student review processes are aligned with policies found in the Graduate Catalog. Following is a description of academic performance standards and review processes. Please see the Student Navigator for college and GSEC policies and processes related specifically to conduct.

Academic Performance Standards

Successful completion of coursework in CTSP department programs includes attention to all requirements of course syllabi, compliance with the department attendance policy, and adherence to program Professional Qualities / Standards as indicated by the Professional Qualities Evaluation / Professional Standards form (see Appendix). Evaluation of performance includes assessment measures outlined in syllabi, skills evaluations, performance in field placements, as well as interactions with instructors, supervisors and mentors, other students, and other professionals at the college and in field placements. These standards are used to determine whether a student is permitted to advance to the next stage in the program and may be used to make decisions regarding a student’s ability to complete the program. Students should seek out the support of an advisor or other faculty to ensure they understand program Professional Qualities / Standards.

Students who do not meet program standards for academic performance will be notified by their program director that an Academic Review Panel is to be convened. Program directors, in consultation with the student’s advisor and any other relevant faculty, will convene an Academic Review Panel to determine an appropriate course of action. Students may be given a written plan for improvement or may be withdrawn from the program, depending on the circumstances. Once withdrawn from a program, a student may not be readmitted to that program, except through timely use of the appeal process described below.

Academic Review Panel and Appeal Process

Program directors will convene an Academic Review Panel (ARP) in cases where there is a concern that a student is not meeting academic performance standards in the program. Questions about academic performance may include whether a student is ready/able to perform successfully in a practicum, internship, or other field experience; whether a student has met the requirements or prerequisites for moving forward in the program, whether the student has demonstrated the knowledge, skills, and dispositions for success in the profession, and/or concerns about any of the Professional Qualities / Standards indicated on the Professional Qualities Evaluation or Professional Standards form.

When an instructor or faculty member is concerned about a student's performance and an Academic Review Panel (ARP) is formed, the ARP asks that a Professional Qualities Evaluation (PQE) / Professional Standards form be filled out and given to the student's program director if one has not already been completed. Students cannot initiate a PQE / Professional Standards form. The ARP faculty members may also ask other instructors or supervisors who have had contact with the student to complete a PQE / Professional Standards form to gather needed information. Faculty may offer input to the panel at any time, but anyone providing documentation should address their own experiences with the student without making determinations as to the outcome of the ARP. No individual has all the data seen by the panel; for that reason, it is the role of the ARP to determine the information necessary to make academic decisions about the student concerns.

Academic Reviews include the following steps:

1. The faculty member who has identified the concern will request an Academic Review Panel in writing, outlining the nature and significance of the concern. The faculty member will describe prior feedback given to the student, where appropriate, and include any relevant documentation. This request will be submitted to the Program Director, and copies will be sent to the student, the student's advisor, and the department chair. The student will be informed of the policies outlined in the Graduate Catalog and relevant program handbook. Students will be made aware, through these or other materials, of the possible outcomes of the Academic Review Panel.

2. The Program Director will schedule an Academic Review Panel meeting to discuss the concerns raised by the faculty member. Academic Review Panels will include the student and a minimum of three Counseling, Therapy, and School Psychology department faculty members appointed by the department chair in consultation with the student's program director. Faculty panel members must include the student's advisor, the program director, and a faculty member outside the student's program. A faculty member who can present the details of the situation or concern may also be asked to serve on the panel. In some cases, a single faculty member may serve in more than one of these roles (i.e., advisor, program director, faculty presenting concern), however the panel will still include a minimum of three CTSP faculty, one of whom is not faculty in the student's program. The student may elect to bring one other person to support them; this person can be another student, a faculty member, or a professional from the student's field placement. The panel gathers and reviews pertinent information concerning the issue. The panel members meet with the student to apprise them of the concern about conduct or performance. During the meeting, the panel offers the student an opportunity to respond.

More than one meeting may be required to reach a final decision regarding the outcome of the review. This result will be communicated in writing to the student within three weeks of the meeting. If more than one meeting is required, the result will be communicated in writing within three weeks of the final

meeting. If a student refuses to attend the Academic Review Panel meetings, the panel will meet in their absence and will retain the authority to make decisions regarding the student's future in the program.

3. The possible outcomes of the Academic Review Panel include: a written response from the student indicating their understanding of the concern and plan for resolving it; a written Plan of Assistance that outlines the actions to be taken by the student and the consequences for being unsuccessful in meeting its terms; approval of a leave from the program, pending specific actions taken to address the concerns raised in the Academic Review; and dismissal from the program. If the student is allowed to continue in the program the panel members may make other recommendations, such as placing restrictions or conditions on the student's continuing in the program through the development of a plan of remediation to address and resolve the identified problems. All written documentation submitted for the review and concerning its outcome will be retained in the student's file.

4. Students may submit a written appeal of the decision made by the Academic Review Panel to the CTSP department chair within two weeks of the panel's decision. If no appeal is received during the two weeks following the Academic Review meeting, the recommendation of the panel will be considered accepted by the student. If an appeal is submitted, the department chair will provide written notification of a decision within two weeks of receiving it. Students may submit a written appeal of the department chair's decision to the dean of the Graduate School within two weeks of receiving the department chair's notification. The dean of the Graduate School will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

Satisfactory Academic Progress (Policy from Graduate Catalog)

Students enrolled in programs (degree, licensure, endorsement, certificate) must maintain a B average (3.0). Any student receiving a course grade lower than C- , a course grade of NC, or two course grades lower than B- will not be considered to be making satisfactory progress. Students who do not meet the standards for satisfactory academic progress will be immediately withdrawn from their programs and notified of this action.

Minimum Passing Grade (Policy from Graduate Catalog)

The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade. A student receiving a grade below B- in an elective course must repeat that course, or choose another elective, and earn a passing grade. Failing to earn a grade of B- or above in a required or elective course may impede a student's ability to move forward in other courses or experiences required for program completion.

Grades of Credit/No Credit (Policy from Graduate Catalog)

Grades of credit/no credit (CR/NC) are chiefly awarded in field placements or internship courses. In courses graded on a CR/NC basis, a grade of CR will only be awarded for work that would otherwise receive a B- or better. Grade of CR or NC are not included in the G.P.A.

Class 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 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.

Grading Policy

Policies on grading and registration can be found in the Graduate Catalog.

Resolution of Student Grievances

The faculty believes that each student should be educated in a supportive, congenial, and professional academic environment. Any student who believes they have been unfairly evaluated or is the victim of harassment has the right to a fair and timely procedure for review and resolution of their grievance(s).

Discrimination and Harassment

If any member of the Lewis & Clark community believes they are a victim of discrimination and harassment, they should refer to the "Discrimination and Harassment" policy in the *Navigator*.

Academic Grievance

If a student alleges that a final grade in a course is an inaccurate reflection of their performance, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student should consult the grading policy in the Graduate Catalog.

Evaluations

If a student alleges that an evaluation in a course or internship is an inaccurate reflection of their performance, the student should first attempt to resolve the matter with the individual faculty member or site supervisor. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of evaluations is final.

Site Supervisors

In the case of a grievance against an internship/practicum site supervisor, a student who is unable to reach a satisfactory resolution with the supervisor will first request assistance from the faculty practicum or internship supervisor. If unable to reach a satisfactory resolution, the faculty supervisor and/or student may seek assistance from the program's internship/practicum coordinator or program director(s). Again, if unable to reach a satisfactory resolution, the student or internship/practicum coordinator may then contact the department chair. If this attempt is unsuccessful, the student or internship/practicum coordinator may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of site supervisors is final.

Course Concerns

If a student alleges that a course is not being presented in a professional manner, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of problematic classes is final.

Checking Out Test Materials and Instruments

Although the Counseling, Therapy, and School Psychology Department possesses a number of psychological tests for use in classes and for the training of our students, there are very strict ethical guidelines surrounding their use and availability to students. Two of these guidelines impact students directly. First, the public disclosure of specific content of certain tests damages the test's validity. Secondly, the use of test materials should be directly supervised by a professor or supervisor. Thus, as a general rule, students will only be able to check out tests during the semester(s) they are enrolled in an assessment course. If students wish to use a test for a specific project/assignment, they may do so, but first need to obtain authorization from their advisor or the department chair.

The purchase and updating of test materials involves a substantial financial commitment on the part of the department. During recent years, all too many tests have been returned to the office missing components. As a result, the following guidelines have been established:

- All tests must be properly checked out and checked in by a staff member in the Counseling, Therapy, and School Psychology Department.
- Tests may only be checked out by students in assessment classes. If a student needs a test and is not in an assessment class, the student must obtain permission from their advisor or program director.
- All tests must be signed out, and the student is responsible for all contents during the checkout period. If anything is missing or damaged when the test is checked in, the student will need to either find all missing components, or pay for their replacement. **Students will not receive a grade in their assessment class until all materials are either turned in or paid for.**

If a student loses or damages a test, the student may be held responsible for the cost of replacing the test materials. All test materials must be checked out to the person using the test. If a student loans or transfers test materials to another student, without going through proper check-out/check-in procedures, that student is still responsible for the test and all contents.

The usual checkout period for tests is one week. However, in certain instances, this period may vary. Please remember the needs of fellow students when checking out and using tests.

Practicum and Internship Extenders

This policy applies to all students in practicum and internship. Students in practica and internships in schools will follow the regular school year for their districts as indicated by their contracts, however they will still need to follow the policy of being continuously enrolled in a supervision course. Any variation from the process described in the School Psychology handbooks regarding practicum and internship should be worked through with the School Psychology Clinical Coordinator and Practicum or Internship Instructor.

Students who need to extend their final practicum or internship past the end of the semester, have the following options:

For extensions up to four weeks past the end of a final semester (but no more than four weeks), students must request and be granted a grade of "Incomplete." The requirements for completion of the course must include an expected end date within four weeks, a plan for site supervision during this time period, verification that the student's site contract has been extended and paperwork has been

submitted to the CTSP Placement Office, and the expectation of weekly attendance in a specific campus-based practicum or internship section until they complete their practicum of internship hours (in up to four weeks).

For extensions of more than four weeks, students must register for, attend, and participate in a full semester of practicum or internship.

All students must obtain permission from their program's clinical coordinator before any extension is granted. The required paperwork (e.g., extension of site placement contract, completed and approved incomplete grade form) must be completed prior to the end of the semester for which the extension will be required.

The clinical coordinator will assign campus practicum or internship sections to all extending students. Students must not assume that they will continue in the same practicum or internship section.

Changing Programs

If a student is enrolled in any of the CTSP department's programs and wishes to pursue another program within the department instead, the student must submit a letter, along with the Degree Program Change Request form, to the CTSP office explaining the reason for the program change. This is given to the director of the program the student hopes to enter. Separate meetings between the student and directors of both programs are recommended. The relevant program team will consider the request, gather information about the student's standing in their current program, and inform the student of their decision. No new application fees are required.

Students do not typically have the option of requesting a change in programs (e.g., Marriage, Couple, & Family Therapy to Professional Mental Health Counseling) once they have begun practicum.

Release of Educational Records

Students who request that faculty and/or supervisors act as references for job applications or otherwise request that information about their academic and/or clinical work be shared with others, must sign a release of educational records form for each request. See the Lewis & Clark Graduate School of Education and Counseling Navigator Student Handbook for additional information on student confidentiality (i.e., FERPA).

Advising

A graduate student is expected to exhibit initiative and responsibility in planning and following through with their graduate program. Every student will be assigned an advisor from the Art Therapy Faculty. It is the student's responsibility to make personal contact once during each term, with their faculty advisor. The faculty advisor is available to meet with the student additional times during office hours, when this is requested by the student. Meetings may, on occasion, be requested by the faculty advisor. Students should carefully follow the program plan for the degree as specified in the College Catalog. For students who receive financial aid, please work closely with the financial aid department and advisors. Federal aid guidelines dictate that federal aid is awarded in accordance with degree requirements.

Grade Guidelines and Descriptions

A This is exceptional work. It shows extraordinary expenditure of effort in preparation, superior command of information and flawless organization. It demonstrates insightful knowledge of systems

and constructs with clear application to specific ideas or questions. This work may exhibit research beyond the obvious and it is perfectly written, following APA format if that has been requested. An **A** paper is one that would move the instructor and members of the class to admiration. It makes its points clearly, logically and gracefully and is free of errors. An **A** final grade is the product of work of consistently high quality, depth of understanding and occasional brilliance.

A- This is excellent work. It shows superior effort in preparation, a very good command of theoretical information and is well organized. It demonstrates excellent ability to apply knowledge and research to specific ideas or questions and is perfectly or nearly perfectly written following APA format if that has been requested.

B+ This is good work. It demonstrates very good effort in preparation and organization. It shows good command and application of theoretical information to ideas or questions. There are few or no writing errors. APA format is followed if requested.

B This is acceptable work. It shows adequate preparation and organization. Consideration is given to application of theoretical knowledge. There are some writing errors. APA format is followed if requested.

B- This indicates the student has completed the assignment but the work may demonstrate problems of clarity, logic, documentation and/or in depth understanding of the material. Organization of material and/or application of theoretical knowledge are below average. There are writing errors. Improvement is suggested.

C+, C & C- Problems are evident in preparation, lack of content, organization, superficial consideration of the topic. Minimal effort appears to have been expended in preparation. There may be insufficient analysis of the material and too much regurgitation of reading assignments without evidence of understanding. Writing skills may need improvement. A significant number of errors (spelling, sentence structure, punctuation, references, and usage) may be present. The **C, C+** or **C-** paper only partially fulfills the requirements of the assignment. It may demonstrate lack of research in any depth and poor understanding of theoretical material. The paper may fail to overcome problems pointed out in previous papers. The student who receives a **C, C+** or **C-** grade is being given a warning that he or she must improve the quality of her/his work. A maximum of six credits of coursework with C or C+ grades may be applied towards the degree. Grades of C- or lower may not be applied to the major.

D & F These grades reflect unacceptable work, and the credits may not be applied towards the MA degree. These grades indicate gross failure at carrying out the assignment.

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.

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.

Candidacy Portfolio

The candidacy portfolio is completed in AT 570. The portfolio demonstrates the student's aptitude for the profession of art therapy.

Advancement to candidacy involves multiple criteria through which to assess the student. In AT 570, students submit a comprehensive written assessment of a client, formally present the case to a panel of faculty, a video of themselves conducting a group, and a written evaluation of that group. They must also have passed their ethics exam, and provide a comprehensive self-assessment that includes an inventory of their skills and reflective narrative that includes areas of strength and growth. This serves as a benchmark for assessing the student's ability to integrate their understanding of the material they learned during the first half of their professional program.

It is not possible to be advanced to candidacy if prerequisites or other required classes have not been successfully completed. This includes any outstanding Incompletes (I), all of which must be resolved before applying for advancement to candidacy.

The advancement to candidacy process includes a comprehensive assessment and formal presentation as well as a review of academic and supervised field work. Each student's work is evaluated by faculty who gather input from supervisors and adjunct faculty members. As a result of this review students may be:

- Advanced to internship
- Placed on probationary status, Note: Students who are placed on probationary status will be required to demonstrate improvement during the next term as required by the candidacy committee.
- Required to discontinue graduate study in the MA program.

Personal Therapy

It is strongly recommended that students obtain personal individual psychotherapy during their course of study. Low cost counseling is available through some local agencies and clinics. The CTSP Placement Coordinator (cpsyplacement@lclark.edu or 503-768-6056) maintains a list of counselors and therapists offering sliding scale services to graduate students. Contact the Placement Office for information. If you are in crisis and need immediate mental health help please call the crisis line (Multnomah County: 503-988-4888; Clackamas County: 503-655-8585; Washington County: 503-291-9111; Clark County: 360-696-9560). The Lewis & Clark Counseling Services at 503-768-7160 may also be able to help in urgent situations. For those interested in working with an art therapist, please visit nwarttherapy.com to find an art therapist in your area.

The rationale for this recommendation is:

1. The emotional and academic pressures of art therapy graduate study are likely to evoke strong feelings.

2. A student's effectiveness as a provider of therapeutic services is likely to be enhanced through familiarity with being in the client role.

Open Studio Sessions

Throughout the school year we host weekly open studio sessions on campus and virtually to support Art Therapy students and the community. These sessions are supervised by an Art Therapy Faculty member and facilitated by a second-year practicum student. All art therapy students are welcome and encouraged to attend. They are offered every Thursday from 3-6pm.

Art Therapy Open Studio Sessions

In the Open Studio session, a soft prompt is provided and students are welcome to drop in or engage as their schedule permits.

Art for Social Change Open Studio Sessions

https://www.lclark.edu/committees/art-for-social-change/

In the Art for Social Change session, participants engage in exploring social, racial or political current events. The mission is to create and display art that amplifies and centers BIPoC minds and bodies acknowledging racism with the objective of social change. We intend to do this through harm reduction and prevention, relationship repair, continuous learning and listening and reflecting upon BIPoC lived experiences through stories and art.

Special Needs, including Accommodations

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 faculty of the accommodations for which you are eligible.

Background Check

During orientation, prior to the fall term students are required to undergo a criminal background screening. Students are responsible for cost in order to fulfill this program requirement. Though the fee is subject to change, for the last two years the cost to students was $76.25, with an additional fee of $65 per legal name for students who have resided in the State of New York.

AATA Student Professional Liability Insurance

Students in the Lewis & Clark Art Therapy program are required to purchase student professional liability coverage. This insurance is included with Student PLUS membership in the American Art Therapy Association (AATA) www.arttherapy.org. Whether students are volunteering or participating in other activities in pursuit of their degree, coverage offers student liability protection. Coverage will be in force for one year and it is the student's responsibility to renew it annually in order to have continuous coverage until graduation. After purchasing coverage, student must provide a copy of the coverage certificate showing policy information and coverage amounts to the CTSP office before engaging in any direct contact hours.

Art Therapy Degree Path with LPC

Those students who are interested in applying for the LPC will need to complete the following steps:

Complete the 56 credit degree path (which includes 3 elective credits)

- You will need a total of 60 credits. This must include AT 560 Lifestyle and Career (2 cr) which is offered every other year, starting in the summer of 2022.
- You will need to take two additional elective credits. These can be taken at any point while enrolled in the program.
- After graduation you will need to fill out an application and show proof of your courses by sharing an official transcript to the Oregon Board of Licensed Counselors and Therapists https://www.oregon.gov/OBLPCT/Pages/index.aspx
- You will attain 720 hours in your internship year, and can apply 400 of the direct contact hours to the total 2400 hours required to apply for this license.

Ecopsychology Certificate

https://docs.lclark.edu/graduate/counselingpsychology/ecopsychology/#certificatetext

You may apply to this once enrolled in the art therapy program. CPSY 501 is a prerequisite for all other Ecopsychology courses, so we suggest you take the intro class first to orient yourself to the curriculum, then decide if you want to continue to pursue it in your education. A separate application and fee is required to be considered for this certificate. The courses can be applied to the required 3 elective credits and the 2 additional elective credits needed if you are also looking to apply for the LPC.

Certificate Requirements

A minimum of 8 semester hours, distributed as follows:

CPSY 501	Introduction to Ecopsychology	1
CPSY 554	Theoretical & Empirical Basis of Ecopsychology	1
CPSY 596	Wilderness and Adventure Therapy Immersion	2
CPSY 597	Ecotherapy and Applied Ecopsychology	1
CPSY 598	Topics in Applied Ecopsychology (three semesters, 1 credit each)	3

Eating Disorders Certificate

https://graduate.lclark.edu/programs/continuing_education/certificates/eating_disorders/

You may apply to this once enrolled in the art therapy program. We suggest you take the intro class first to orient yourself to the curriculum, then decide if you want to continue to pursue it in your education. A separate application and fee is required to be considered for this certificate. The courses can be applied to the required 3 elective credits and the 2 additional elective credits needed if you are also looking to apply for the LPC.

Certificate Requirements

A minimum of 8 semester hours, distributed as follows:

CECP 833/CPED 572	Introduction to Eating Disorders (fall)	1
CECP 878/CPED 578	Family Therapy in the Treatment of Eating Disorders (spring)	1
CECP 837/CPED 574	Body Politics (summer)	1

CECP 836/CPED 577	Nutrition (summer)	1
CECP 834/CPED 575	Treatment of Eating Disorders (fall)	1
CECP 835/CPED 573	Fat Studies & Health at Every Size (spring)	1
CECP 838/CPED 576	Treatment of Negative Body Image (summer)	1
CECP 840/CPED 580	Mind Body Connections (summer)	1

Art Therapy Electives

Students may choose from a variety of options when fulfilling their elective requirements. The program has Art Therapy-specific electives, which will always be listed as AT 563 Art Therapy Special Topics on WebAdvisor. The CTSP department uses CTSP 590 as the general elective course number, but there are a number of other catalog courses that students may also take as electives, including CPSY 551 Play Becomes Real. These include any of the certificate courses listed above. Students should consult with their advisors about any specific courses not listed here that they wish to take as electives.

CLINICAL PLACEMENT DURING COVID-19

Art therapy placement sites are highly varied from community based to clinical hospital settings. As a result, many sites are no longer able to provide in-person services. Some are telehealth only, some are in-person only, and some are hybrids. In order for students to return safely to any placement settings during COVID-19, we must operate within the frameworks set forth by the Oregon Health Authority (OHA), which operates under the Oregon Governor's Office. The OHA also provides guidance to our clinical partners about how to establish and maintain safety protocols in response to COVID-19. **While this guidance, both to us as a college and to our clinical partners, shifts as conditions change, at this time we have been able to build our process based on three operating principles:**

1. A clinical site must be approved by the placement office to welcome students back on site before you are allowed to return. The Placement Office will ask sites to verify that they are following all required safety protocols before we allow you to return.
2. If your site is approved, the Placement Office will send you an electronic disclosure form asking you to follow safety protocols at your site. The Placement Office will let supervisors know that we are not requiring students to return to placements at this time.
3. You must receive explicit permission from the Placement Office to return to your clinical site before you do so.

Placement Site Hour Expectations for 2021/2022:

- Pre-Practicum
    - 60 Total Hours
- Practicum
    - 120 Total Hours
    - 60 Direct Contact Hours
- Internship
    - 720 Total Hours
    - 360 Direct Contact Hours

❖ It is encouraged that site hours are accrued in-person however field placement sites will provide guidance to ensure counselor/client safety.

If you have pressing and immediate questions about this process, please contact Placement Coordinator Nori Valdez Gruber: ctspplacement@lclark.edu

If you have other questions about your clinical placement, please contact your program Clinical Coordinator Kristine Bella: kbella@lclark.edu

If at any point during the 2021/2022 school year, you CANNOT or ARE NOT ready to return or maintain an on-site placement, contact the Art Therapy Clinical Coordinator and Placement Coordinator.

Pre-Practicum Hours

In the first year of the program, students are required to do volunteer work. This volunteer work consists of 2 hours per week at a helping agency. Students are responsible for finding and establishing their own volunteer site. The student's faculty advisor will provide guidance and support in the advisory meetings and upon request as needed.

Practicum

Practicum is typically completed over two semesters of AT 580. There are times when students are required to complete additional semesters of practicum to ensure competencies are met. The purpose of the practicum experience is to help the student become acquainted with the role of the helping professional in a supportive and structured environment. Practicum sites are selected for their ability to provide a positive experience for the student. A Clinical Experience Manual is provided to each agency and practicum student. Structured practicum consists of being at a single site for 6 hours per week during the fall and spring semesters.

Students in the practicum setting assume the role of art group facilitator after the site supervisor determines the student's readiness to engage in direct services. Students receive support and supervision from an art therapy program approved on-site supervisor. Faculty also provide support and guidance during the practicum experience.

The student is encouraged to seek clarification and support from faculty and site supervisor. The practicum manual describes appropriate scope of practice for practicum students. During the practicum each student is required to provide a 30-minute video recording of themselves facilitating a group art activity along with a critique of the demonstrated facilitation skills. This becomes part of the Advancement to Candidacy portfolio.

Internship

The internship is a major part of the student's learning experience. Throughout internship, the student is expected to represent themselves, Lewis & Clark Graduate School of Education and Counseling (GSEC), and the Art Therapy program in a professional manner, maintaining high ethical standards. The internship is completed during the final year of study. A student may be required to complete additional semesters of internship to demonstrate readiness to graduate.

The student conducts art therapy with individuals, families, and groups and is present at the site for 24 hours each week. Students participate in the AT 582 Internship Seminar (3 credits each term), which meets weekly. In this class students discuss and study practical and theoretical material relating to their internship sites. Students earn 6 credits for 2 terms of internship and this includes participation in the seminar. Students participate concurrently in AT 583 Art Therapy Studio (2 credits in the first semester and 1 credit in the second semester).

Release/Consent Forms

Students are required to obtain signed consent on Graduate Art Therapy Program authorization forms prior to utilizing client, patient or volunteer artwork for class assignments (see Appendix C). Students should retain "master" forms and make their own photocopies as needed: Once signed by clients, the original form should be kept at the site and the student may transport a copy as needed. *Students are expected to rigorously conceal identifying information of Practicum and Internship patients/clients.*

Please retain and review this handbook. The Graduate School's catalog and this handbook answer many of the questions that new and current students may have. For further clarification, your academic advisor will be glad to speak with you.

Appendix A: Program Planning Sheet and Course Sequence

PROGRAM PLANNING WORKSHEET
M.A. Art Therapy
56 semester hours total
Catalog Year 2021-2022

Course	CR	Title	Corequisite	Prerequisite	Notes
AT 501	3	Theories of Counseling & Psychotherapy			
AT 510	3	Introduction to Art Therapy			
AT 550	2	Diversity and Social Equity			
AT 524	1	Cross Cultural Counseling			
AT 523	3	Child & Adolescent Development		AT 511	
AT 513	3	Psychopathology		AT 501 AT 510	
AT 511	3	Helping Relationship: Art Therapy Technique			
AT 539	3	Art Therapy Professional Orientation and Ethics		AT 501 AT 510	
AT 535	3	Research Methods and Evaluation			
AT 515	3	Group Dynamics, Processes, and Art Therapy		AT 511 AT 513 AT 523	
AT 530	3	Clinical Assessment by Graphic Means			
AT 542	3	Adult Development & Family Therapy		AT 510 AT 523	
AT 580	2	Art Therapy Practicum (1 CR for 2 terms)			
AT 522	3	Diagnostic Appraisal and Testing		AT 513 AT 530	
AT 526	1	Clinical Practice Counseling Skills in Art Therapy		AT 511	
AT 570	1	Art Therapy Candidacy / Portfolio		AT 530	
AT 545	2	Equity-Based Community Interventions in Art Therapy		AT 570	
AT 537	1	Art Therapy Research		AT 535	
AT 582	6	Art Therapy Internship (3 CR for 2 terms)			
AT 583	3	Art Therapy Internship Studio (2 CR in Fall, 1 CR in Spring)			
AT 594	1	Art Therapy Capstone	AT 582	AT 570	
Elective	3	Various Topics			
CORE 500	0	Core Convocation			

Student Signature_____ Date _____

Adviser Signature_____ Date _____

M.A. Art Therapy
Course Sequence for 8 Semester Program
56 Semester Hours Total
Catalog Year 2021-2022

YEAR 1

	TERM 1 Fall		**TERM 2 Spring**		**TERM 3 Summer**
AT 501 (3)	Theories of Counseling & Psychotherapy	AT 523 (3)	Child & Adolescent Development	AT 539 (3)	Art Therapy Professional Orientation and Ethics
AT 510 (3)	Introduction to Art Therapy	AT 513 (3)	Psychopathology	AT 535 (3)	Research Methods and Evaluation
AT 550 (2)	Diversity and Social Equity	AT 511 (3)	Helping Relationship: Art Therapy Technique		
AT 524 (1)	Cross Cultural Counseling				
CORE 500 (0)	Core Convocation				
9 CR total		9 CR total		6 CR total	

YEAR 2

	TERM 4 Fall		**TERM 5 Spring**		**TERM 6 Summer**
AT 580 (1)	Art Therapy Practicum	AT 580 (1)	Art Therapy Practicum	AT 545 (2)	Equity-Based Community Interventions in Art Therapy
AT 515 (3)	Group Dynamics, Processes and Art Therapy	AT 522 (3)	Diagnostic Appraisal and Testing	AT 537 (1)	Art Therapy Research
AT 530 (3)	Clinical Assessment by Graphic Means	AT 570 (1)	Art Therapy Candidacy/ Portfolio	Elective (1)	Various Topics
AT 542 (3)	Adult Development & Family Therapy	AT 526 (1)	Clinical Practice Counseling Skills in Art Therapy		
		Elective (2)	Various Topics		
9 CR total		8 CR total		4 CR total	

YEAR 3

	TERM 7 Fall		**TERM 8 Spring**		**TERM 9 Summer**
AT 582 (3)	Art Therapy Internship	AT 582 (3)	Art Therapy Internship		
AT 583 (2)	Art Therapy Internship Studio	AT 583 (1)	Art Therapy Internship Studio		
		AT 594 (1)	Art Therapy Capstone		
5 CR total		5 CR total			

M.A. Art Therapy
Course Sequence for 11 Semester Program
56 Semester Hours Total
Catalog Year 2021-2022

YEAR 1

	TERM 1 Fall		**TERM 2 Spring**		**TERM 3 Summer**
AT 524 (1)	Cross Cultural Counseling	AT 523 (3)	Child & Adolescent Development	AT 539 (3)	Art Therapy Professional Orientation and Ethics
AT 510 (3)	Introduction to Art Therapy	AT 513 (3)	Psychopathology	AT 535 (3)	Research Methods and Evaluation
AT 550 (2)	Diversity and Social Equity				
CORE 500 (0)	Core Convocation				
6 CR total		6 CR total		6 CR total	

YEAR 2

	TERM 4 Fall		**TERM 5 Spring**		**TERM 6 Summer**
AT 501 (3)	Theories of Counseling Psychotherapy	AT 522 (3)	Diagnostic Appraisal and Testing	AT 545 (2)	Equity Based Community Practices in Art Therapy
AT 542 (3)	Adult Development & Family Therapy	AT 511 (3)	Helping Relationship: Art Therapy Technique	Elective (1)	Various Topics
6 CR total		6 CR total		3* CR total	

YEAR 3

	TERM 7 Fall		**TERM 8 Spring**		**TERM 9 Summer**
AT 580 (1)	Art Therapy Practicum	AT 580 (1)	Art Therapy Practicum	AT 537 (1)	Art Therapy Research
AT 515 (3)	Group Dynamics, Processes and Art Therapy	AT 526 (1)	Clinical Practice Counseling Skills in Art Therapy	Elective (2)	Various Topics
AT 530 (3)	Clinical Assessment by Graphic Means	AT 570 (1)	Art Therapy Candidacy/ Portfolio		
7 CR total		3* CR total		3* CR total	

YEAR 4

	TERM 10 Fall		**TERM 11 Spring**		**TERM 12 Summer**
AT 582 (3)	Art Therapy Internship	AT 582 (3)	Art Therapy Internship		
AT 583 (2)	Art Therapy Internship Studio	AT 583 (1)	Art Therapy Internship Studio		

		AT 594 (1)	Art Therapy Capstone		
5 CR total		5 CR total			

Classes <u>must</u> be taken in the semester they are offered as outlined above.

***If enrolled credits go below what is required for financial aid eligibility, students may not be eligible for student loans. Please check with Student and Departmental Account Services for details.**

Appendix B: Professional Qualities Evaluation

Lewis and Clark Counseling Psychology Department
Professional Qualities Evaluation

Student _____ Semester/Year _____
Faculty _____ Course Number _____

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
Professional Responsibility				
1. The student conducts self in an ethical and professional manner so as to promote confidence in the counseling profession.	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with program mission and standards.	N	0	1	2
3. Students will demonstrate a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own, especially in relationship to advisors, course instructors, and others in supervisory or instructional positions.	N	0	1	2
4. Students will be understand and demonstrate the ability to balance their own judgments and worldviews with accountability for adhering to professional knowledge, guidelines and standards of conduct provided by provided by advisors, course instructors, and other supervisors on campus and off campus.	N	0	1	2
5. Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner.	N	0	1	2
6. The student demonstrates application of legal requirements relevant to counselor training and practice in all classes.	N	0	1	2
Competence				
1. The student recognizes the boundaries of her/his particular competencies and the limitations of his/her expertise.	N	0	1	2
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2
3. The student takes responsibility for assuring client welfare when encountering the boundaries of her/his expertise.	N	0	1	2
4. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond professionally, to peers, professors, and therapeutically to clients	N	0	1	2
Maturity and Attitude				
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2
3. The student demonstrates an awareness of his/her own belief systems, values, needs and limitations and the effect of these on his/her work.	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2
7. The student maintains a positive attitude and flexible, solution-oriented stance in all educational and professional endeavors.				
Integrity				
1. The student refrains from making statements that are false, misleading or deceptive.	N	0	1	2

2. The student considers the impact of her/his actions on the well being of the group (e.g., cohort, program, agency) as a whole, including but not limited to avoiding improper and potentially harmful dual relationships.	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people.	N	0	1	2
4. The student respects and values cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2
5. The student demonstrates respect, awareness and knowledge of social equity and inclusion, including contextual and systemic dynamics related to race and racial inequalities, class, nation of origin and language, spirituality and religion, sexual orientation, and physical abilities.	N	0	1	2
6. The student considers the impact of her/his actions on the well being of others and the group (e.g., cohort, program, agency) as a whole.	N	0	1	2
Social and Self-awareness				
1. The student demonstrates awareness and knowledge of her/his intersecting identities (e.g., gender, race, class, sexual orientation) and the effects of these complex social locations within all contexts, including counseling & therapy.	N	0	1	2
2. The student demonstrates awareness and knowledge of her/his own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values, and worldviews.	N	0	1	2
3. The student demonstrates the ability to monitor attitudes, personal well-being, personal issues, and personal problems and to accept mentoring, supervision and remediation when they interfere with program standards.	N	0	1	2
4. The student demonstrates an awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.	N	0	1	2
5. The student maintains humility and uses privilege to promote social equity.	N	0	1	2

Comments:

Appendix C: Informed Consent for Artwork

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING, THERAPY, AND SCHOOL PSYCHOLOGY
ART THERAPY PROGRAM
615 S PALATINE HILL ROAD
PORTLAND, OR 97219-7899
PH: 503-768-6060 EMAIL: ctsp@lclark.edu

Lewis & Clark Art Therapy Program Consent for Art Work

This release refers specifically to artwork produced during art activities conducted by the art therapy counseling student _____ during the academic year _____.

I understand that the student is enrolled in the Masters in Art Therapy program and is functioning under supervision of _____

_____
Supervisor Name

at _____and the faculty at Lewis & Clark Graduate School.
Facility/Agency/School Name

I Do Hereby Consent to the Following (please initial each area of consent):

_____**Artwork:** I understand that the use of my artwork (and/or photographic reproductions), history/information, and my comments about my artwork will be utilized in the student's education, supervision, and training. I agree to allow background information and the art products to be disclosed only after all identifying information is removed. Confidentiality of all artwork will be protected during use for educational purposes and artwork will be returned following use.

_____I understand that I can revoke my permission to use any of the above materials at any time by writing to the Art Therapy program, Attn: Director, at the address shown above.

_____**Video Consent:** I understand that any art activities or group video material will focus on the student's group design and management and his/her basic leadership skills. The video will be used exclusively for the student's supervision, training, and candidacy review. It will be used/viewed only within the Graduate Program in Art Therapy at Lewis & Clark and will be destroyed at the end of class activity.

_____**Participation Only Consent:** I agree to participation in the group experience but request that I not be included in the video.

_____**Release And Discharge**: I agree hereby to release and discharge Lewis & Clark and its Masters in Art Therapy program from any and all claims, demands or causes of action that I may now have or may hereafter have for invasion of privacy or right of publicity, infringement of copyright or violation of any other right arising out of or relating to any utilization of art work or video of the client identified below, or based upon any failure or omission to make use thereof. I further acknowledge that I am to receive no compensation with respect to any matter referred to herein, and any and all of the rights granted herein are freely given.

_____**Consent to share in public forum:** I understand that the use of my artwork (and/or photographic reproductions), history/information, and my comments about my artwork will be utilized in the student's final presentation to a public audience. I agree to allow background information and the art products to be disclosed only after all identifying information is removed. Confidentiality of all artwork will be protected during use for educational purposes and artwork will be returned following use.

In All Cases the Following Apply:
This permission is granted for the period of time in which this student is engaged in internship or until terminated upon my request, whichever comes first. I may request termination of this agreement at any time by writing to the Art Therapy program, Attn: Director, at the address shown above. I understand that termination of the agreement would apply to future disclosure of material and does not revoke the release and discharge granted above.

I understand that I am under no obligation to consent or to sign this document. I also understand that my confidentiality will be respected and my identity will not be disclosed.

_____		_____	
Client signature	Date	Signature of Parent/guardian	Date
_____		_____	
Printed Name	Date	Printed Name	Date