



**LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
ART THERAPY PROGRAM**

AT 563 Treatment Issues in Art Therapy Special

Topics: Cultural Humility in Art Therapy

When: Friday and Saturday August 14-15, 2021

Where: Hi flex- online via zoom and on campus location TBD

Instructor: Mary Andrus DAT, LCAT, LPC, ATCS

Office hours: by appointment

Office location: Rogers 209

Phone: 503-768-6068

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Content: Applications of family systems approach to treatment of families in crisis and transition. Topics include issues such as substance abuse, domestic violence, sexual abuse, trauma and loss, poverty, and chronic illness.

Prerequisites: None.

Course description: This two-day course will include the tenants and applications of cultural humility, which addresses the power differential and encourages the individual and institution to examine privilege within social constructs. The course will also examine ways in which art therapy can implement culturally humble approaches to multiple areas of practice and explore the definition of social justice in art therapy and the integration of cultural humility in therapeutic practice.

Within the course, cultural humility and its relevance to social advocacy will be explored by examining how an art therapist holds therapeutic space with both their roles as a clinician and an advocate for social justice. Integrated throughout the course will be an arts-based exploration informed by cultural humility. The art-based exploration will include a self-exploration into biases, assumptions and beliefs that impact our cultural lens, tools to investigate critical approaches into interpersonal communication, and equitable dialogue. Teaching methods include but is not limited to readings, lecture, video, discussions, and experiential art making directives.

Student Learning Outcomes (SLO)

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.
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SLO E. Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
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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.
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SLO J. Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.

SLO 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.

Assessment and Evaluation

Participation	10
Art reflections 4 (10pts each)	40 (in class exercises)
Discussion Posts	20
Final Paper	30
Total	100

Class participation	Possible points
Attend and participate actively in discussion and in class activities, completing the entire 15 hours of in class time. Giving attention to the instructor and/or other students when they are making a presentation.	3
Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class. 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.	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.	3
Providing examples to support or challenge the issues talked about in class. Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.	1
Dealing with other students and/or the instructor in a respectful fashion. Listening actively. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.	1
Total	10

Discussion Posts (20)

Participation in learning community (on-line and in person): students are required to read all of the assigned material and discuss it, and otherwise engaging with colleagues as fellow professionals.

Discussion Posts:

Students will be required to read the assigned readings 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:		
		Possible points
Discussion posts (Points will be assigned in each category across postings for the semester.)		
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.	2
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).	2
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
2 Postings	Completed postings of self (1) and peer (1)	10
Quality of Writing and Proofreading	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	2
	Total	20

Moodle reading assignments: Summarize your understanding of 3 key points from the assigned reading and make one post highlighting important point made by a peer.

Reading	Posting due date
Chapters 1-4 in Cultural Humility Book	Due August 13
Chapters 5-8 in Cultural Humility Book	Due August 16

Final paper (30 points) Compose a paper summarizing your learning from the class and as it applies to your clinical practice, integrating at least 3-5 sources to support your comprehension of the course.

Paper should include a reflection of one's artwork created in class, a self-exploration into biases, assumptions and beliefs that impact our cultural lens, tools to investigate critical approaches into interpersonal communication, and equitable dialogue. Paper should also include the definition of social justice in art therapy, identify how the power differential emerges in your work, how to examine privilege within social constructs, how art therapy can implement culturally humble approaches to multiple areas of practice, and the integration of cultural humility in therapeutic practice.

This paper should be posted to moodle as a PDF and is to be written APA style with correct grammar and punctuation. Paper should be 5-8 pages and is due no later than August 19th, 2021.

Course Schedule (with special guest speaker: *Dr. Louvenia Jackson, Ph.D., LMFT, ATR-BC)

Day 1:

8:30-9:00 Course overview/Expectations
 9-10:00 Reading reflection
 *10:00 - 1:00 : Introduction: Tenants of Cultural Humility
 Tenant 1 (break)
 Art Exploration

 1:00 - 2:00 : Lunch break

 *2:00 - 5:00 : Tenant 2
 Art Exploration – Identifying (break)
 Sharing Exercise

Day 2:

8:30-9:00 Check in
 9-10:00 Reading reflection/Sharing & Processing
 *10:00 - 1:00: Introduction/Recap
 Tenant 3 (Break)
 Art Exploration

 1:00- 2:00 : Lunch break

 *2:00 - 5:00 : Tenant 4
 Art Exploration
 Wrap up

Nondiscrimination policy

Lewis & Clark adheres to a nondiscriminatory policy with respect to educational programs, activities, employment, and admission. We do 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, gender expression, or any other basis prohibited by applicable federal, state, and local laws. For more information, and for current contact information for questions or concerns, go to go.lclark.edu/nondiscrimination.

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.

Required Book:

Jackson, L (2020). *Cultural Humility in Art Therapy: The Balance of Creativity, Introspection and Advocacy*. Philadelphia, PA: Jessica Kingsley Publications

Recommended Readings

Danso, R. (2018). Cultural competence and cultural humility: A critical reflection on key cultural diversity concepts. *Journal of Social Work, 18(4)*, 410.

Gallardo, M. E. (2014). *Developing cultural humility: embracing race, privilege and power*. Los Angeles: SAGE, [2014].

Moon, S. and Sandage, S. (2019). Cultural Humility for People of Color: Critique of Current Theory and Practice. *Journal of Psychology and Theology*, Vol. 47(2) 76–86: DOI: 10.1177/0091647119842407

Tervalon, M., & Murray-Garcia, J. (1998). Cultural Humility Versus Cultural Competence: A Critical Distinction in Defining Physician Training Outcomes in Multicultural Education. *Journal of Health Care for the Poor and Underserved*, 9 (2), 117-125