



**LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND  
COUNSELING  
AT582: ART THERAPY INTERNSHIP (3 credits)  
FALL 2021**

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When: Section 1: Monday, 9 am to 12:00 pm, September 13 - December 13  
Section 2: Monday, 9 am to 12:00 pm, September 13 – December 13

Where: Section 1: Rogers Room 106  
Section 2: Rogers Room 106

Instructor: Kristine Bella, MA, ATR-BC

Office: Rogers Hall 209      Office Hours: email instructor for meeting  
Email: [kbella@lclark.edu](mailto:kbella@lclark.edu)      Phone: 503-768-6069

**CATALOG DESCRIPTION**

Supervised practice bridging theoretical and clinical skills. Students engage in art therapy and related professional activities in community settings. Students prepare art therapy assessments, submit clinical samples for supervisory review, and present case findings.

**COURSE DESCRIPTION**

As part of students' art therapy professional development experience, students provide art therapy services for individuals, groups and/or families in a clinical community setting. Weekly supervision seminar includes case studies and discussion of case materials; development of clinical, ethical and practical skills relevant to internship experience; and professional identity as an art therapist and art therapy advocate. Students complete internship hours in accordance with the Art Therapy Credential Board requirements based on the Registered Art Therapist (ATR).

**CAAHEP STUDENT LEARNING OUTCOMES (SLO)**

SLO C - Recognize Art Therapy, from a multicultural perspective, takes into consideration specific values, beliefs, and actions influenced by clients' race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences in the dominant culture.
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SLO 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.
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SLO G - Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional, legal consultation when necessary.
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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.
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## CAAHEP CONTENT AREAS

Content Area	Description	Master Level	Course Assessment
g.K.1, g.S.1, g.S.2, g.A.1, k.S.1, m.S.1	Synthesize theoretical knowledge previously gained in the classroom and apply that knowledge in the clinical and community internship settings. Synthesis and level of application increases incrementally during academic year.	Reinforce	Case Conceptualization Clinical Documentation Annotated Bibliography Capstone Proposal
i.S.3, i.A.4	Increase clinical insight through analysis of professional skill development. Recognize art therapy counseling strengths and limitations, transference and counter-transference, through concentrated work experience, supervision, and study	Mastery	Art Therapy Assessment Clinical Documentation Visual Journal Class Discussions Art Therapy In-Service
c.K.4, c.K.5, i.S.3	Identify resources and programs for using technology as it relates to creating artwork and providing safe storage. Enhance understanding of assessment and treatment planning through the demonstration of increased competency in case conceptualization skills	Mastery	Art Therapy Assessment Case Conceptualization Class Discussion
i.A.4, k.S.1	Prepare for the transition from intern to entry level professional therapist through self-reflection art and narratives, class room discussions, and assigned readings	Reinforce	Visual Journal Annotated Bibliography Class Discussion

## COURSE OBJECTIVES

Upon completing this course, students will demonstrate their ability:

1. to engage in therapeutic art engagement skills
2. to communicate clinically based ideas that are theoretically sound
3. to develop professional and effective case presentations
4. to gain comprehensive understanding of their clients
5. to engage in therapeutically appropriate approaches to treatment and termination
6. to make ethical decisions when considering cases
7. to write clinically sound documentation

## 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 are met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

## **LEWIS & CLARK GRADUATE SCHOOL ESSENTIAL POLICIES**

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

- **Nondiscrimination:** [go.lclark.edu/gsec-nondiscrimination](http://go.lclark.edu/gsec-nondiscrimination)
- **Standards for professional student conduct and academic integrity:** [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct)
- **Sexual misconduct:** [go.lclark.edu/titleIX](http://go.lclark.edu/titleIX)

## **TEACHING METHODS**

A variety of teaching methods will be utilized during Art Therapy Internship 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.

## **DISABILITY SERVICES STATEMENT**

If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 or [access@lclark.edu](mailto:access@lclark.edu)). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

## **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.

## **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. Watching videos will help bring models to life, allowing you to better understand the material and ask questions.

## **REQUIRED TEXTS & READINGS**

Weekly readings are to be completed for the day indicated. Student is expected to be prepared to discuss the ideas and concepts discussed in the readings. Student is responsible for all of the assigned readings, whether or not they are discussed in class.

### **Required Text**

*Site/Population Specific Book, Articles and Chapters*

*\*\*Students are required to read one book based on site and population served. Approval by instructor for book selection is required, scholarly or narrative format. Student must research and*

*read peer reviewed articles or chapters from books which relate directly to your site and population served. Student must read a minimum of 20 articles/ chapters for the semester.*

### **Reference Text**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th Ed.). Arlington, VA: American Psychiatric Publishing.

Hinz, L. D. (2009). *Expressive therapies continuum: A framework for using art in therapy*. New York, NY: Routledge, Taylor & Francis Group.

Zuckerman, E. (2019). *Clinician's Thesaurus* (8th Ed). New York: Guilford Press.

## **ASSIGNMENTS AND COURSE REQUIREMENTS**

### **Goals and Objectives for Internship:**

Student will identify specific goals that are related to their internship learning experience (this is different than the Clinical Goals which is to be completed on site with student's Supervisor).

Student will write a paper addressing 2 goals for each of the following 3 areas:

1. Cognitive/Academic
2. Skill Development
3. Personal Development/Self Awareness

Student will briefly describe why they chose these goals and include objectives and action steps towards obtaining them.

### **Professional Disclosure Statement:**

Student will update their Professional Disclosure Statement for their internship site and Professional Portfolio. This must be reviewed and approval by internship instructor and site supervisor before it is to be given to clients. The below criteria are in alignment with the ATCB guidelines for practicing art therapists: • Student name • Supervisor's name • Business or employer's name, address, telephone number and e-mail address • Description of formal training and education, including highest relevant degree and educational institution • Description of relevant art therapy credentials • Description of all professional affiliations, memberships, licensing and certifications, including credential number and issuing state or organization • Affirmation of past and present adherence to the ATCB Code of Ethics, Conduct, and Disciplinary Procedures • Areas of competence and services provided • Philosophical / theoretical approach • Fees (if any) • Instructions regarding how a client should address any dissatisfaction with the process including how to file a complaint with ATCB, Inc., including the ATCB's address, telephone number and e-mail address.

### **Presentation on Internship Site and Population Served:**

Student will provide a 10-minute presentation about their specific site and type of clients being served. Student will create a professional presentation for their peers to help increase awareness about their internship. Student will submit a brief self-evaluation of presentation including peer feedback. Presentation will include:

1. Site demographics including population served and considerations for realistic treatment planning and goals
2. Demonstrate comprehensive awareness of role, limits and potential for art therapy integration
3. Explore art therapy's relationship to other services

4. System awareness including cultural, political, financial factors influencing program policy and procedures
5. Any ethical and clinical awareness or concerns

### **Art Therapy In-Service:**

Student will offer an Art Therapy In-Service at their site during the semester. Ideally by mid-semester. The use of visuals and an art experiential are highly recommended. If engaging in Telehealth, the student may elect to record a video. The In-Service should include:

1. Introduction and definition of Art Therapy/AATA/Reference to Ethics both AATA/ACA
2. Educational requirements for Art Therapy
3. Student's specific education and training (brief)
4. Overview of how Art Therapy will be offered in that setting
5. Examples of goals and objectives for art therapy sessions (generally speaking)
6. Basic description of media used (types and reasoning)
7. Referral process and how art therapy case information will be shared
8. Guidelines for staff participation in art therapy groups
9. References/Bibliography (APA).

Student will submit an outline, summary, and self-reflection of their in-service addressing successful aspects and areas for improvement (1-2 pages).

### **Weekly Clinical Documentation (starting week 5):**

Student will submit a weekly progress note (individual or group) and supervision form starting week 5.

1. Supervision Form: Student will document their supervision goals, clinical summary of site experience, and topics covered with supervisor.
2. Progress Note: clear narrative of a session utilizing SOAP format or site-specific format which provides a concise description of behaviors, verbalization, and significant artwork findings to make clinical inferences about client's level of functioning and progress towards treatment goal.

### **Mid and End of Semester Supervisor Observation Form, Supervisor Evaluation, and Self-Evaluation. Maintain Hourly Log on Salesforce:**

Student will submit mid and final supervisor observation form, supervisor evaluation, and self-evaluation. Hourly log of all onsite hours are to be maintained through Salesforce link. Forms found on Handbook and Forms section of L&C Art Therapy website.

### **Intake Art Therapy Assessment:**

Student will submit an intake art therapy assessment for an individual client.

- Title and Date of Report
- Pseudonym Name
- Age
- Gender/Pronouns
- Ethnicity
- Diagnosis/Medication
- Presenting Problems, include reason for referral
- Source of Information
- History/Societal/Social/Environmental Factors

- Domains of Functioning utilizing observations, art, and site reports (Physical,/Behavioral, Cognitive, Affective/Psychological, Relational (Social/Familial/Occupational/School),
- Clinical Summary
- Treatment Plan Overview with Strengths/Struggles, Risk/Protective Factors
- Goals: LTG, STG, Intervention
- Student Signature, Date
- Supervisor Signature, Date

	Emerging	Acceptable	Proficient
1. Clinical Overview to include current clinical status, societal/ social/environmental facts of the case to include systemic, cultural, and developmental status and functioning.	Some relevant clinical overview information. Some relevant data related to societal, social, historical and environmental factors but inadequately explored. Minimal exploration of client's social location, privilege and power within the system of care.	Most relevant clinical overview information is included. Most relevant data related to societal, social, historical and environmental factors. Mention of clients social location, privilege and power within the system of care.	All factual and relevant aspects of client's societal, social, historical and environmental factors are explained; inferences about functioning are accurate. Thorough examination of client's social location, privilege and power within the system of care.
2. Domains of Functioning to include findings from assessment artwork, observational data, and information from file review are integrated to assess the client's strengths and problems in four specific domains: physical /behavioral, cognitive, affective/ psychological, and relational. These are described in a way that clarifies the client's strengths and problems, and indicates important cultural aspects.	Some aspects of the assessment art or process are integrated but not in a relevant manner; verbalizations noted are not relevant or partially relevant; behaviors are described and are partially relevant; statement about functioning in each domain is vague or inaccurate.	Relevant observable aspects of the assessment art products and process are referenced; relevant verbalizations are noted; relevant behaviors are described; none of these are well integrated; statement about functioning in each domain is vague.	Relevant artworks, processes, verbalizations and behaviors are described and integrated together. A clear statement of the client's functioning is made.
3. Summary of Assessment Findings provides a summarization of the assessment findings in a manner that clearly communicates the primary findings based on the analysis of the visual language, content/themes, art making process, and behavior of the client. Utilize social context, intersectionality, and	Some observable aspects of art process and development are described; other elements are not referenced or are irrelevant. Over reliance on historical info. Content indicators are mentioned but unclear and not linked.	Most relevant observable aspects of the art making process, development, content, and behaviors are described and summarized in an overall accurate manner. Some integration of cultural/social context, intersectionality, privilege/power dynamics. Historical info referenced in a relevant manner.	All relevant observable aspects of the art making process, development, content, and behaviors are described and summarized in an accurate manner with no errors. Integration of cultural/social context, intersectionality, privilege/power dynamics. Historical info referenced in a relevant manner.

privilege/power dynamics as deemed appropriate.			
4. Treatment Overview and Goals are informed by art therapy and counseling approaches which are described and clearly supported. Media choices are appropriate and support overall functioning and cultural and systemic relevance.	Partial overview and goals provided relate to summary. Some of the media choices are appropriate for functioning. Goals are partially measurable.	Overview and goals provide overall support for treatment methods; theoretical basis for rationale and used very specifically. Media choices are linked to treatment, approach and articulated with clear rationale that relates to overall functioning. Goals are appropriate and measurable.	Overview and goals are accurately related to clinical summary and need; clear theoretical basis for treatment rationale and goals. Media choices are linked to treatment, approach and articulated with clear rationale that relates to overall functioning. Goals are appropriate and measurable.

### Oral Case Conceptualization for Treatment Team Preparation:

Student will present an Oral Case Conceptualization which is less than 15 minutes and will include: 1. Evaluation of the client through observations, assessments, art, interactions, and client input 2. Information organized into patterns and themes that reflect the client's concerns 3. Theoretical orientation to interpret, explain, or make clinical judgments about the client's experience. Goal is to provide a clear and concise presentation. Students are practicing their ability to verbally convey information without visual aids such as Power Point.

	Emerging	Acceptable	Proficient
Professional Presentation	Presentation is not clear. Some or all artwork is missing, lacks clinical language.	Overall presentation is clear and well-thought out manner. Provides client artwork; minimal use of clinical language.	Presents case in a clear, well-thought out manner. Provides client artwork and utilizes clinical language.
Quality of Conceptualization	Significant problems integrating areas from the assessment. No clear treatment focus.	Minor problems with integrating available information to develop a clear, clinically relevant representation of case. Minimal treatment focus.	Systematically integrates available information to develop a clear, clinically sound representation of case. Clear treatment focus.

### Annotated Bibliography:

Student will locate and read 20 scholarly articles or chapters throughout the semester relating to their site and population served. They will write a concise summary of the central theme and scope of the reading in an analytical/critical annotated bibliography format (APA). Readings are to be current and relevant along with having authority, accuracy, and purpose. This summary, in addition to student's experience at your internship site, will serve as the basis of understanding for your capstone proposal.

	Emerging	Acceptable	Proficient
Format/ APA	Information is cited properly and in APA format with over 5 errors	Information is cited properly and in APA format with minimal errors	Information is cited properly and in APA format.
Relevance	Sources include a minimal range of course readings from some	Sources include an average range of course readings from mostly	Sources include a broad range of course readings from current scholarly literature

	current scholarly literature relating to site and population served.	current scholarly literature relating to site and population served.	relating to site and population served.
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### Capstone Proposal:

Student will write a 3-page proposal for their Spring Capstone project. The proposal is designed to enhance, complement, and reflect upon student's internship experience. Proposals can explore the student's own journey as an emerging art therapist, an innovative art therapy method, or an in-depth view of social constructs or barriers relating to the field. The final capstone project may encompass an art show, performance art, projects with clients, or social action events. APA format.

	Emerging	Acceptable	Proficient
Context	The context for the proposal is questionable and does not appear to align with the student's site or population served.	The proposal is set in a context that is accessible and attempts to align with the student's site or population served.	APA narrative. The proposal is set in a context that is accessible and aligns with the student's site and population served
Proposal Description	Proposal description is poorly planned out and is difficult for the reader to envision the vision for the proposal.	The narrative articulates the proposal however the reader is unclear of the vision or goal for the proposal	The APA narrative articulates the proposal such that the reader is able to clearly envision the student's vision and goals.

### EVALUATION AND FINAL GRADING

Student must maintain an acceptable or proficient evaluation to maintain passing final grade.

Assignment	Scale	
Goals and Objectives for Internship	Satisfactory	
In-Class Short Presentation of Internship Site and Population Served	Satisfactory	
Professional Disclosure Statement	Satisfactory	
On-Site Art Therapy In Service	Satisfactory	
Weekly Clinical Documentation	Complete/Incomplete	
Mid and End Semester Supervisor Evaluation, Self-Evaluation, and Hour Log	Complete/Incomplete	
Intake Art Therapy Assessment/Termination Art Therapy Assessment	Satisfactory	
Oral Case Conceptualization Presentation	Satisfactory	
Annotated Bibliography	Satisfactory	
Capstone Proposal	Satisfactory	
Course Evaluation:		Pass/No Pass

### COURSE OUTLINE

Class Date	Topic	Readings & Assignments Due
Week 1	Section 1 Class Review & Reading/Site Specific Book Expectations All Day group experiential/facilitation	<i>*No readings due</i>
Week 2	Section 2 Class Review/Site Specific Book Expectations All Day group experiential/facilitation	<i>*No readings due</i>



Week 3	Developing Professional Identity -Theoretical Orientation -Self-Care as a Graduate Student Understanding Site Expectations -Clinical Documentation Requirements -Mandatory Reporting Protocol -Suicidal Clients and Safety Planning -Treatment Team Meetings Overview: Clinical Response Art	<b>Professional Disclosure Due Goals &amp; Objectives Due</b>  <i>*Site Specific Book-Approval</i>
Week 4	In-Class Site Presentations -Getting to Know Your Peers' Site and Population	<b>In-Class Site Presentation Due</b> <i>*Two-Three Site Articles/Chapters</i>
Week 5	Case Consults Overview Clinical Response Art Expectations Takeaways from Readings	<b>Clinical Documentation Due</b> <i>*Two-Three Site Articles/Chapters</i>
Week 6	Check-in/Clinical Response Art Share Case Conceptualization: Student 1 Takeaways from Readings	<b>Clinical Documentation Due</b> <i>*Two-Three Site Articles/Chapters</i>
Week 7	Check-in/Clinical Response Art Share Case Conceptualization: Student 2 Takeaways from Readings	<b>Clinical Documentation Due Evaluations Due</b> <i>*Two-Three Site Articles/Chapters</i>
Week 8	Check-in/Clinical Response Art Share Case Conceptualization: Student 3 Takeaways from Readings	<b>Clinical Documentation Due</b> <i>*Two-Three Site Articles/Chapters</i>
Week 9	Check-in/Clinical Response Art Share Case Conceptualization: Student 4 Takeaways from Readings	<b>Clinical Documentation Due</b> <i>*Two-Three Site Articles/Chapters</i>
Week 10	Check-in/Clinical Response Art Share Conceptualization: Student 5 Takeaways from Readings	<b>AT Assessment Client 2 Due Clinical Documentation Due</b> <i>*Two-Three Site Articles/Chapters</i>
Week 11	Check-in/Clinical Response Art Share Conceptualization: Student 6 & 7 Takeaways from Readings	<b>Clinical Documentation Due</b> <i>*Two-Three Site Articles/Chapters</i>
Week 12	Check-in/Clinical Response Art Share Case Consults Deep-Dive Capstone Idea Exploration I	<b>Annotated Bibliography Due Clinical Documentation Due</b>
Week 13	Check-in/Clinical Response Art Share Case Consults Deep-Dive Capstone Idea Exploration II	<b>Art Therapy In-Service Completed Clinical Documentation Due</b>
Week 14	Check-in/Clinical Response Art Share Case Consults Impact of Breaks on Clients	<b>Capstone Proposal Due Evaluations/Hours Completed</b>