



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING AT 511 THE HELPING RELATIONSHIP: ART THERAPY TECHNIQUE (3 Credit) SPRING, 2022

When: Wednesdays 9 am-12:15 pm, 1/12-4/20
Where: Roger's Hall, Room 220 (1/12 & 1/19 Zoom)
Instructor: Kristine Bella, LCAT, ATR-BC, ATCS
Office hours: Immediately after class or by appointment
Office location: Roger's Hall, Room 207
Phone: 503-768-6069, temporary phone: 503-740-5075
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CATALOG DESCRIPTION

Basic theoretical assumptions of art therapy therapeutic relationships, review and practice of helping skills with an overview of social and cultural contexts, types of practice, supervision, ethical principles, and professional orientation.

COURSE DESCRIPTION

Basic Art Therapy Counseling theories and methods are explored, including basic and advanced helping skills and processes. The dynamics and complexities of the therapeutic relationship are emphasized, and the impact of the work on the therapist. The complex relationship between the properties of varied media/art making processes, responsible clinical assessment/treatment, and the therapeutic relationship are studied in this class.

CAAHEP STUDENT LEARNING OUTCOMES

SLO-B - Distinguish among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.
SLO-C - Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.
SLO-H - Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
SLO-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.
SLO-N - Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.

CAAHEP CONTENT AREAS

Content Area	Description	Mastery Level	Assessment
d.K.1	1) Describe theories and models of creativity	Introduce	Professional Identity Paper, Final Project
d.k.2	2) Describe theories and models for understanding symbolism, metaphor, and artistic language	Introduce	Final Project
I.K.1	1) Identify evidence-based strategies and clinically-grounded approaches for assessment and treatment	Introduce	Professional Identity Paper, Observation Paper
i.K.2	2) Describe approaches to crisis intervention	Introduce	Class Participation
i.K.3	3) Describe trauma-focused art therapy interventions	Introduce	Class Participation
i.K.4	4) Describe theories, assessment, and treatment of addictive behaviors and disorders	Introduce	Class Participation
i.K.5	5) Review therapeutic process (relationship building; mid-phase; termination)	Introduce	Professional Identity Paper, Observation Paper
i.K.6	6) Identify theories of effective programs in various settings including strategies for program development and evaluation	Introduce	Professional Qualities Paper, Class Participation
i.K.7	7) Understand a systems approach (family, community, political)	Introduce	Class Participation

COURSE OBJECTIVES

Specific objectives for this course address these Student Learning outcomes by helping students:

1. Identify the relationship between art therapy approaches and theories from psychology, counseling (a.K.2)
1. Demonstrate understanding of therapeutic utility and psychological properties of a wide range of art processes and materials (i.e., traditional materials, recyclable materials, crafts) in the selection of processes and materials for delivery of art therapy services (c.S.3)
1. Utilize art materials and processes within the context of building the therapeutic relationship (i.S.1)
1. Describe theory of specific properties and effects of art processes and materials informed by current research such as Expressive Therapies Continuum (c.K.1)
1. Value the benefits of student/therapist reflective art-making to inform clinical practice (d.A.3)
- 2.

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;
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct;
- Sexual misconduct: go.lclark.edu/titleIX.

If you have any questions regarding these policies, please speak to your instructor for clarification.

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.

CTSP 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 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. 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, there are additional articles assigned throughout the course.

Required Texts

Case, C., & Dalley, T. (2014). *The handbook of art therapy* (3rd ed). Philadelphia: Brunner Routledge.

Corey, M. S., & Corey, G. (2016). *Becoming a helper* (8th ed). Belmont, CA: Brooks/Cole.

Hinz, L. D. (2020). *Expressive therapies continuum: A framework for using art in therapy* (2nd ed). New York, NY: Routledge, Taylor & Francis Group.

Kahn, M. (1997). *Between therapist and client: The new relationship*. New York: Owl Books, Henry Holt & Company. (Chapters 1,6,7,8)

Readings from Text on Reserve

Fish, B. J. (2016). *Art-based supervision: Cultivating therapeutic insight through imagery*. Routledge. (Chapter 6, Harm's Touch)

Lipsky, L. V. D., & Burk, C. (2009). Trauma stewardship: an everyday guide to caring for self while caring for others. (Chapter 2, 3 & 4)

Readings from Articles

Boston, C. G. (2005). Life story of an art therapist of color. *Art Therapy*, 22(4), 189-192.

Fish, B. J. (2012). Response art: The art of the art therapist. *Art Therapy*, 29(3), 138-143.

Hamrick, C. & Byma, C. (2017). Know history, know self: Art therapists' responsibility to dismantle white supremacy. *Art Therapy*, 34(3), 106-111, DOI: [10.1080/07421656.2017.1353332](https://doi.org/10.1080/07421656.2017.1353332).

Hinojosa, Y., Vela, J. C. , Guerra, F. , & Whittenberg, J. (2019). Using liberation psychology and dialectical humanism to understand Latinx adolescents' life satisfaction and depressive symptoms. *Journal of Multicultural Counseling and Development*, 47 (2), 90–107. <https://doi.org/10.1002/jmcd.12124>.

Karcher, O. (2017) Sociopolitical oppression, trauma, and healing: Moving toward a social justice art therapy framework. *Art Therapy*, 34:3, 123-128, DOI: [10.1080/07421656.2017.1358024](https://doi.org/10.1080/07421656.2017.1358024).

Leclerc & Drapeau. (2018) Response-art as reflective inquiry: Fostering awareness of racism. *The Arts in Psychotherapy*, 60, pages 9-18.

Lumpkin, C. L. (2006). Relating cultural identity and identity as art therapist. *Art Therapy*, 23(1), 34-38.

Karcher, O.P. (2017) Sociopolitical oppression, trauma, and healing: Moving toward a social justice art therapy framework. *Art Therapy*, 34:3, 123-128,

Pénzes, I., van Hooren, S., Dokter, D., Smeijsters, H., & Hutschemaekers, G. (2014). Material interaction in art therapy assessment. *The Arts in Psychotherapy*, 41(5), 484-492.

Zubala, A., & Hackett, H. (2020). Online art therapy practice and client safety: a UK-wide survey in times of COVID-19. *International Journal of Art Therapy*, 25:4, 161-171, DOI: [10.1080/17454832.2020.1845221](https://doi.org/10.1080/17454832.2020.1845221).

ASSIGNMENTS AND COURSE REQUIREMENTS

Attendance and participation in all classes (10 points)

Class participation	Possible points
Attending all classes and being on time. Giving attention to the instructor and/or other students when they are making a presentation.	4
Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class. Demonstrating ability to be open about discussing the impact of your comments on your peers.	1
Coming to class prepared (having read the assignment for the day) Engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.	2

Contributing to in-class discussion based on the topics of discussion and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material.	1
Providing examples to support or challenge the issues talked about in class. 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

Professional Identity Paper (15 points)

Students will write a 3-4 page paper addressing their perception of self as an art therapist utilizing APA format. Students will explore systemic/environmental components, ethical issues, cultural considerations, and personal bias while clearly explaining their professional persona and theoretical orientation.

	Not Met: 0 pts	Proficient: 3 pts	Accomplished: 5 pts
Professional Qualities and Personal Perceptions	Minimal reflection regarding personal beliefs and professional presentation.	Showed a basic understanding of the complexities between personal beliefs and professional presentation.	Demonstration of thoughtful self-reflection and analysis of the complexities regarding therapeutic engagement.
Theoretical Integration	Lacks connection to theoretical understanding	Connections between personal insights and theoretical orientation are underdeveloped.	Integration of theoretical material clearly supports student's findings and personal insights
Professional Format	Lacks required sections, professional language is missing, and not formatted to APA standards.	Information is presented in a well-organized and concise manner although there are missing sections and/or significant grammatical and APA formatting errors.	All required sections are present within a well-organized format; wording is professionally based and concise. Free of writing, grammatical, and APA formatting errors

Observation Paper and Art (35 pts)

Students will write a 4-5 page paper demonstrating the integration of observational and analytical skills; knowledge of theoretical material; individual needs and appropriate methods of intervention; creativity and media used by individual; clear depiction of individual's behavioral processes. Students will utilize APA formatting for their paper. This project is in 3 parts:

1. Student will select media and themes to offer one person who volunteers to help the student with this school project. Student must maintain the person's confidentiality. They must obtain a release and not identify the person by name. The goal is to stimulate creativity and artistic expression while providing a safe holding environment. Student should sit with the person while the art is being created (virtual engagement approved), engaging in careful observation of the person's creative process as they begin, develop, and complete the art. If possible, the student should take detailed written notes of the person's process when observing their behavior, verbalization, affect, use of media, development of the image, specific times when significant changes take place in the art. Otherwise, they should take notes immediately afterwards.
2. In a quiet place, the student should situate themselves with the art in front of them utilizing the same media selection that was offered to the person. The student will reproduce the art by referring to their process notes, working at the same pace and developing the art in the same manner as

observed. This may take several attempts. The student should stay attentive to their own feelings throughout this process.

- Based on the process notes, recollections, the person's art and the student's own experience in reproducing the art, the student will write up to a 5-page paper discussing how the person's art processes, behavior, comments and art product seem to reflect the person's sense of self, including observations of strengths. The student needs to explain why the medium or media was offered, along with the theme chosen and appropriateness of those choices. If, after reproducing the art and reflecting on the process, the student would change their selection, they need to explain why. Student will describe the next directive and medium (media) that would be offered to this person, explaining their rationale for these choices.

Note: The student is not functioning as a therapist; however, they are expected to make careful choices regarding art media, processes, and themes and are to explain their reasoning in a mindful way, based on class content.

Conciseness and depth of content are valued. Integration of practical experience and theory from this course's readings and class work is expected. Reference pages are not included in the 5-page limit.

	Not Met 0 pts	Proficient 5 pts	Accomplished 10 pts
Observation and Analytical Skills	Minimal reflection regarding process and product in relationship to art therapy.	Showed a basic understanding of the interplay between process and product.	Demonstration of thoughtful reflection and analysis of process and product and how it relates to art therapy engagement.
Creative Process	Minimal to no exploration of creative process and use of media.	Creative process is explored. Some insights regarding process, media are evident however not fully developed.	Thorough exploration of creative processes, methods, media, and how it interventions impact engagement.
Empathetic Understanding	Lacks insight into client's process and behavior.	Exploration of art material although minimal insight into client's process and/or behavior.	Demonstrates in- depth insight into client's process and behavior through personal exploration of creative process.
	Not Met 0 pt	Proficient 3 pts	Accomplished 5 pts
Professional Format	Lacks required sections, professional language is missing, and not formatted to APA standards.	Information is presented in a well-organized and concise manner although there are missing sections and/or significant grammatical and APA formatting errors.	All required sections are present within a well-organized format; wording is professionally based and concise. Free of writing, grammatical, and APA formatting errors

Art Project, Reflection Paper, In Class Presentation: (40 points)

Creative in-depth involvement and thoughtful analysis of process and product. Integration of theoretical material presented in this course with personal insights related to creative processes, and the therapist/client relationships. Beginning exploration of counter-transference.

An individual art project in three parts using a wide range of mixed media and material, to explore the theme of the therapist/client relationship. The following prompts are to explore three separate aspects of the helping relationship:

1. a piece of art depicting “someone who needs help”
2. a piece of art depicting “personal feelings about people who need help”
3. a piece of art depicting “self-perception as a helper”

After completing these pieces, the student will reflect on both the product and the process for each art piece, considering the art in relation their studies of the helping relationship thus far in class. The student will reflect on the pieces from the perspective of their growth as a student therapist, including challenges and strengths. Consider and discuss the following: 1. Media/ Materials: selection process; physical reactions and responses to the media; uses or limitations of media in the development of the piece; changes, adjustments and transformations the art went through as it developed. 2. Physical art piece: what is actually seen in the visual language of the art - form, color, spatial relationships, relative sizes, positioning, color, texture, etc; as well as the visual relationship between the pieces created. 3. Creative process/emotional response: discussing the struggles, chaos/control, resistance and sublimation - all in relation to self as a student therapist and understanding of the helping relationship; exploring any inconsistencies between intentions from the onset to the final art forms.

Students must relate all of this to the assigned themes of the three art pieces, to themselves as a student therapist and to their learning about the nature of the helping relationship. What does the art and personal reflections about it suggest to the student about their present and future work with clients and their role as a therapist. Student will integrate their learning about counter-transference.

Reference page(s) and appendix are not included in the 5-page limit. APA formatting. Be concise. Student should be prepared to briefly share about their process, product, and insights.

	Not Met 0 pts	Proficient 5 pts	Accomplished 10 pts
Process and Product Understanding	Minimal to no reflection regarding process and product in relationship to art therapy.	Showed a basic understanding of the interplay between process and product.	Demonstration of thoughtful reflection and analysis of process and product and how it relates to art therapy engagement.
Theoretical Integration	Lacks connection to theoretical material presented in class.	Connections between personal insights and theoretical support are underdeveloped.	Integration of theoretical material learned in course clearly supports student’s findings and personal insights
Creative Process	Minimal exploration of creative process and its connection to the therapeutic relationship.	Personal creative process is explored. Some insights regarding process and therapeutic relationships are evident however not fully developed.	Thorough exploration of creative processes and how it impacts therapist/client relationships.
	Not Met 0 pt	Proficient 3 pts	Accomplished 5 pts
Professional Format	Lacks required sections, professional language is missing, and not formatted to APA standards.	Information is presented in a well-organized and concise manner although there are missing sections and/or significant grammatical and APA formatting errors.	All required sections are present within a well-organized format; wording is professionally based and concise. Free of writing, grammatical, and APA formatting errors
Class Presentation	Minimal explanation of art and process.	Explains connections between process and product.	Clearly communicates insight and connection between process and product

EVALUATION AND GRADING

Because of the skill development nature of this course, it is required that students complete ALL assignments to pass this class.

Assignment	Point Value
Class Attendance & Participation	10
Professional Identity Paper	15
Observation Paper and Art	35
Art Project and Reflection Paper	40
Total Points in the Course:	
	100

FINAL GRADING

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	

NOTE: All assignments must be turned in at the beginning of class (before class starts) on the day they are due. **Five percent will be deducted for each day an assignment is late.**

COURSE OUTLINE

Class Date	Topic	Readings & Assignments Due
Week 1: 1/12	Class/Syllabus Overview/Maintaining Critical Lens Reading Art Reflection, Experiential: Art Therapist Identity within a Helping Relationship Brave Space vs Safe Space Practicum Placement Q&A	Weekly Reading Text: Case & Dalley, Chapters 1 and 2 Text: Corey & Corey, Chapters 1, 2, 3 and 5
Week 2: 1/19	Systemic/Environmental Influences	Weekly Reading Be prepared to share visual response to readings Hamrick, C. & Byma, C. (2017) Know History, Know Self: Art Therapists' Responsibility to Dismantle White Supremacy, <i>Art Therapy</i> , 34:3, 106-111, DOI: 10.1080/07421656.2017.1353332 Hinojosa, Y. , Vela, J. C. , Guerra, F., & Whittenberg, J. (2019). Using liberation psychology and dialectical humanism to understand Latinx adolescents' life satisfaction and depressive symptoms. <i>Journal of Multicultural Counseling and Development</i> , 47 (2), 90–107. https://doi.org/10.1002/jmcd.12124 Karcher, O.P. (2017) Sociopolitical oppression, trauma, and healing: Moving toward a social justice art therapy framework. <i>Art Therapy</i> , 34:3, 123-128, DOI: 10.1080/07421656.2017.1358024
Week 3: 1/26	Equity/Inclusion, Bias, Ethical Responsibility	Weekly Reading: Be prepared to share a visual art response in class to the assigned reading.

		<p>Text: Corey & Corey, Chapters 4 and 8</p> <p>Boston, C. G. (2005). Life story of an art therapist of color. <i>Art Therapy</i>, 22(4), 189-192.</p>
Week 4: 2/2	<p>Theory to Practice</p> <p>Revisiting Brave Space</p> <p>Review and Discuss Professional Qualities, Complete PQE in class</p>	<p>Weekly Reading: Be prepared to share a visual art response in class to the assigned reading.</p> <p>Text: Case & Dalley, Chapter 8</p> <p>Text: Kahn, Chapters 2, 3, 4 and 5</p> <p>Text: Corey & Corey, Chapters 6 and 7</p> <p>Due Upload completed PQE after class</p>
Week 5: 2/9	Art Therapist Identity	<p>Weekly Reading</p> <p>Revisit Reading from Week 1</p> <p>Case & Dalley, Chapters 4 and 5</p> <p>Lumpkin, C. L. (2006). Relating cultural identity and identity as art therapist. <i>Art Therapy</i>, 23(1), 34-38.</p>
Week 6: 2/16	Therapeutic Art Space	<p>Weekly Reading Art response to reading, specifically to the student's concept of the art therapy space</p> <p>Case & Dalley, Chapters 3</p> <p>Zubala, A., & Hackett, H. (2020). Online art therapy practice and client safety: a UK-wide survey in times of COVID-19. <i>International Journal of Art Therapy</i>, 25:4, 161-171, DOI: 10.1080/17454832.2020.1845221</p> <p>Due</p> <p>NEXT WEEK: Students will engage in a explorative art making process. It will be important to have a variety of papers, pens, pencils, paints, markers, 3-D objects available.</p>
Week 7: 2/23	<p>Materials and Elements</p> <p>Experiential Activity: Media Exploration</p>	<p>Weekly Reading: Be prepared to share a visual art response in class to the assigned reading.</p> <p>Hinz, Chapters 1, 2 & 3</p> <p>Pénzes, I., van Hooren, S., Dokter, D., Smeijsters, H., & Hutschemaekers, G. (2014). Material interaction in art therapy assessment. <i>The Arts in Psychotherapy</i>, 41(5), 484-492</p>

Week 8: 3/2	Expressive Therapies Continuum	<p>Weekly Reading: Be prepared to share a visual art response in class to the assigned reading.</p> <p>Text: Hinz, Chapters 4, 5, 6, & 7</p> <p>Due Professional Identity Paper</p>
Week 9: 3/9	Expressive Therapies Continuum	<p>Weekly Reading: Be prepared to share a visual art response in class to the assigned reading.</p> <p>Text: Hinz, Chapters 8, 9, & 10</p>
Week 10: 3/16	Self-Care Response Art Supervision	<p>Text: Corey & Corey, Chapters 13</p> <p>Text: Fish, Chapter 6, Harm's Touch</p> <p>Fish, B. J. (2012). Response art: The art of the art therapist. <i>Art Therapy, 29</i>(3), 138-143.</p> <p>Leclerc & Drapeau. (2018) Response-art as reflective inquiry: Fostering awareness of racism. <i>The Arts in Psychotherapy, 60</i>, pages 9-18.</p>
Week 11: 3/23	NO CLASS: SPRING BREAK	
Week 12: 3/30	Boundaries, Counter-transference, Vicarious Trauma	<p>Weekly Reading: Be prepared to share a visual art response in class to the assigned reading.</p> <p>Text: Corey & Corey, Chapter 9</p> <p>Text: Kahn, Chapters 1, 6, 7 and 8</p> <p>Text: Lipsky and Burk, Chapter 2, 3, and 4</p> <p>Due Observation Paper and Art</p>
Week 13: 4/6	Working with Individuals, Groups, Families, and Community	<p>Weekly Reading: Be prepared to share a visual art response in class to the assigned reading.</p> <p>Text: Case & Dalley, Chapter 6 and 7</p> <p>Text: Corey & Corey, Chapter 10, 11 and 12</p> <p>Text: Hinz, Chapter 12 and 13</p>
Week 14: 4/13	Student Art Presentations	First Half of Class: Student Presentations
Week 15: 4/20	Student Art Presentations	<p>Second Half of Student Presentations</p> <p>Due Art Project and Reflection Paper</p>

		Pre-Practicum Hours must be logged into Salesforce by April 26th.
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