



**LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND  
COUNSELING  
AT582: ART THERAPY INTERNSHIP (3 credits)  
Spring 2022**

**When:** Mondays: 1/10 - 4/25

Section 1: 9 am – 12:00 pm

Section 2: 1 pm – 4:00 pm

**Where:** Rogers Hall 220 (1/10 & 1/24 via Zoom)

**Instructor:** Kristine Bella, LCAT, ATR-BC, ATCS

**Office hours:** Immediately preceding class or by appointment

**Office location:** Rogers Hall 207

**Phone:** 503-768-6069

**E-Mail:** kbella@lclark.edu

**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.
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.
SLO G - Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional, legal consultation when necessary.
SLO H - Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
SLO 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.

## 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
i.S.3, i.A.4	Increase clinical insight through analysis of professional skill development. Recognize art therapy counseling strengths and limitations, transference and countertransference, through concentrated work experience, supervision, and study	Mastery	Art Therapy Assessment Clinical Documentation Visual Journal Art Therapy Intervention Supervisor Evaluations
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
b.A.1, i.A.4, k.S.1	Acknowledge the value of developing a strong professional Art Therapist identity founded in ethical practice. Prepare for the transition from intern to entry level professional therapist through self-reflection art and narratives, classroom discussions, and assigned readings.	Reinforce	Visual Journal Supervisor Evaluations 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

## 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).

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 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.

## **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**

Student must complete all assigned readings and watch any assigned video prior to attending class. This will allow for concentrated focus on application of readings in class. Watching videos will help bring models to life, allowing for a better understanding of the material.

## **REQUIRED TEXTS & READINGS**

### Required Readings

\*Students are required to read one book based on their site and population served. Approval by instructor for book selection is required. It may be scholarly or narrative format.

Malchiodi, C.A., (2004). Art therapy and career counseling: Strategies for art therapy job seekers. *Journal of the American Art Therapy Association*, 21(1) pp.30-37.

McColloch, L. A., (2000). *Creating Your Professional Counselor Portfolio*. Retrieved from <http://www.counseling.org/>

### Reference Text

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

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

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

**ASSIGNMENTS AND COURSE REQUIREMENTS**

**Review and Update Goals and Objectives for Internship**

Student will review and re-identify specific goals that are related to your internship learning experience continuing to follow these 3 areas:

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

**Weekly Clinical Documentation**

Student will submit a weekly supervision form and visual clinical journal.

1. Supervision Form: Student will document their weekly hours, goals for meeting, clinical overview, a summary of topics covered with supervisor, and signature from supervisor.
2. Online Site Hour Submissions: upload weekly hours into SalesForce for site supervisor's approval.

**Art Therapy Intervention: Mock or On-Site Video:**

Students will provide either a video of them practicing art therapy at their Internship site or will engage in a mock art therapy session with their peers. The student will demonstrate their art therapy therapeutic intervention facilitation skills. Student will choose a 30 minute section of their video to present in class or will engage peers in an individual or group art therapy intervention lasting a minimum of 30 minutes. If student selects the mock session, they will select an art therapy intervention they have utilized at their Internship Site.

The goal is for the student to demonstrate facilitation skills and to receive peer feedback regarding engagement skills. Student will write a self-reflection of the experience to include summary of peer response. The paper is due one week after the student has facilitated or presented video.

**Mid Semester Group Observation and End Semester Group Observation, Supervisor Evaluation, Y3 Self-Evaluation, and Site Evaluation**

Student will complete Y3 Self Evaluation on Taskstream by mid semester, Group Observations one at mid and one at end of semester via Taskstream. Supervisor Evaluation, and Site Evaluation are due end of semester via Taskstream. Students must submit their hours weekly via Salesforce with ALL HOURS documented by the end of the semester.

**Intake Art Therapy Assessment (Taskstream if not already submitted in Fall semester) and Termination Art Therapy Assessment**

Student will submit two short assessments: one intake and one termination. Assessments are allowed to follow site expectations and format. Integration of art therapy findings must be included.

Termination Assessment does not include Treatment plan however it must include the client's treatment progress and recommendations/referral

	<b>Not Met</b>	<b>Acceptable</b>	<b>Proficient</b>
Professional Format	Lacks required sections and clinical language is inconsistent or missing	Overall, information is presented in an organized and concise manner although there are missing sections.	All required sections are present within a well-organized format; wording is clinically based and concise.

Clinically Sound	Clinical judgment does not clearly link to observations, art, available information, and client reports. Information is missing.	Clinical judgment is partially based on observations, art, available information, and client reports. Information is not clearly linked to presenting problems and treatment needs.	Clinical judgment is based on observations, art, available information, and client reports. Information is relevant to presenting problems and treatment needs.
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### Oral Termination Case Conceptualization

Student will present an oral case conceptualizations focusing on a client at termination of treatment. A The termination case conceptualization is a process which includes: 1. An evaluation of the client's progress in treatment through observations, assessments, art, and interactions 2. Information is organized into patterns and themes that reflect the client's concerns and any ongoing treatment needs 3. Identifies a theoretical orientation to interpret, explain, or make clinical judgments about the client's experience. 4. Treatment recommendations/referral based on progress during treatment and current clinical need.

	Not Met	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 utilization 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. Provides at least one clear focus for treatment.	Systematically integrates available information to develop a clear, clinically sound representation of case. Clear treatment focus.

### EVALUATION AND GRADING

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

Assignment	
Updated Goals and Objectives for Internship	Complete/Incomplete
Weekly Clinical Documentation	Complete/Incomplete
Mid and End Semester Evaluations including Y3 and Site Evaluation	Complete/Incomplete
Art Therapy Intervention	Satisfactory/Unsatisfactory
Art Therapy Assessments: Intake & Termination	Satisfactory/Unsatisfactory
Oral Case Termination Conceptualization Presentation	Satisfactory/Unsatisfactory
Total Points in the Course:	Credit/No Credit

### 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%	

### COURSE OUTLINE

Class Date	Topic	Readings & Assignments Due
Week 1 1-10	Syllabus Overview Review and Update Goals	Upload after updated Goals after reviewing Next Class: Provide Progress Note for Peer Review

	Peer Consult	
Week 2 1-17	No Class: MLK	
Week 3 1-24	Art Therapy Intervention Sign Up Progress Note Peer Review Peer Consult	Clinical Documentation for Week 1 & 2 Required Student Selected Book Approval Intake Art Therapy Assessment
Week 4 1-31	Art Therapy Intervention 1 Peer Consult	Clinical Documentation for Week 3 Case Conceptualization Due for Student Presenting
Week 5 2-7	Art Therapy Intervention 2 Peer Consult	-Clinical Documentation Week 4 -Student 1 Intervention Reflection
Week 6 2-14	Art Therapy Intervention 3 Peer Consult	-Clinical Documentation for Week 5 -Student 2 Intervention Reflection
Week 7 2-21	Art Therapy Intervention 4 Understanding Termination Peer Consult	-Clinical Documentation for Week 6 -Student 3 Intervention Reflection -Mid-Term Group Observation
Week 8 2-28	Art Therapy Intervention 5 Peer Consult	-Clinical Documentation for Week 7 -Student 4 Intervention Reflection
Week 9 3-7	Art Therapy Intervention 6 (&7) Peer Consult	-Clinical Documentation for Week 8 -Student 5 Intervention Reflection
Week 10 3-14	Post-Graduation Q&A Peer Consult	-Clinical Documentation for Week 9 -Student 6 Intervention Reflection Malchiodi, C.A., (2004). Art therapy and career counseling: Strategies for art therapy job seekers. <i>Journal of the American Art Therapy Association</i> , 21(1) pp.30-37. McColloch, L. A., (2000). <i>Creating Your Professional Counselor Portfolio</i> . Retrieved from <a href="http://www.counseling.org/">http://www.counseling.org/</a>
Week 11 3-21	No Class: Spring Break	
Week 12 3-28	Capstone Presentation Peer Workshop	-Clinical Documentation for Week 10 & 11
Week 13 4-4	Termination Case Conceptualization 1 & 2 Peer Consult	-Clinical Documentation for Week 12 -Case Conceptualization Due for Students Presenting -AT Termination Assessment
Week 14 4-11	Termination Case Conceptualizations 3 & 4 Peer Consult	-Clinical Documentation for Week 13 -Case Conceptualization Due for Students Presenting
Week 15 4-18	Termination Case Conceptualizations 5 & 6 (& 7) In Class: Art Therapist Identity Experiential	-Clinical Documentation for Week 14 -Case Conceptualization Due for Students Presenting
Week 16 4-25	Goals and Objectives Growth Next Steps: Post Graduation Course Evaluation	-Clinical Documentation for Week 15 -All Final Evaluations on Taskstream -Final Hours Due in Salesforce by Friday