



LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND COUNSELING

AT 580 ART THERAPY PRACTICUM (1 credit) FALL 2021

When: Mondays 9/12—12/12, In person every other week 5:30-7:30

Where: Rogers Hall, 105

Instructor: Quinn Rivenburgh MAAT ATR-BC LAT LPC

Office Hours: By Appointment

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CATALOG DESCRIPTION

Students participate in art therapy faculty facilitated supervision to complement their practicum work in the community. The focus of the class is on providing ethical and competent client care. Skills that receive particular attention include the use of response art to aid in developing a therapeutic relationship, counselor empathy, compassion, and art therapist identity.

COURSE DESCRIPTION

This class is designed to provide instruction and supervision to first and second semester practicum students working with clients at their Art Therapy Practicum Sites. Students will receive live supervision and feedback as designated by CAAHEP requirements. The focus of the class will be to provide ethical and competent client care. Skills that will receive particular attention will include the use of response art to aid in developing a therapeutic relationship, counselor empathy and compassion. The recognition of the impact of race, culture, gender, sexual orientation and poverty as well as other societal and political influences that define the context of the therapeutic relationship will be highlighted as well. The establishment of a self-care practice and development of professional boundaries will be central as students become aware of counter-transference and vicarious trauma while growing professionally as an art therapist.

CAAHEP STUDENT LEARNING OUTCOMES

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

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-M - Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical 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
b.K.3	Describe the purpose and goals of supervision, including models, practices and process.	Introduce	Practicum Goals, Discussion/Participation
b.A.1	Acknowledge the value of developing a strong professional Art Therapist identity founded in ethical practice.	Introduce	Response Art, Class Discussion/Participation
b.A.5	Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapy professional role, and continuing education.	Introduce	Weekly Response Art, Class Discussion/Participation
c.A.1	Incorporate ethical and cultural considerations in materials selection and therapeutic applications.	Introduce	Weekly Response Art, Readings, Class Discussion/Participation

COURSE OBJECTIVES

Upon completing this course, students will be able to:

1. Describe the purpose and goals of supervision, including models, practices and processes. Students should be able to integrate course material and experiences into their site supervision.
2. Utilize personal and response art to conceptualize client casework, practice self-care, and strengthen their professional art therapist identity.
3. Develop an understanding of basic models of ethical decision making and clinical practices.

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.

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.

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.

ETHICAL AND PROFESSIONAL PRACTICE

The Art Therapy profession requires a high level of personal integrity, self-awareness, and personal maturity. These attributes may also be considered by faculty in assessing the student's overall grades, and qualifications for a career as a professional art therapist. All students in the class will demonstrate behavior that is consistent with the Codes of Ethics of the American Counseling Association and the Art Therapy Credentials Board, in class and at their practicum sites.

Supervisor evaluations and observations will be assessed, and performance at site will be incorporated into class evaluations. Students are expected to meet or exceed expectations within their evaluations at a rate of 80% by the end of the semester. Faculty supervisors will work closely with students and site to ensure any issues or inadequacies are resolved or remediated in a timely manner.

The Practicum Manual will be reviewed extensively within the course, however please refer to the manual for any questions regarding expectations or requirements with-in practicum.

ABOUT QUINN/SOCIAL LOCATION

Quinn's Expertise and Credentials I am a Board-Certified Art Therapist, a Licensed Art Therapist (LAT), and Licensed Professional Counselor. My areas of expertise include LGBTQ+ community competences with a special focus on the needs of transgender/gender diverse people including gender issues for children and youth. I have training in art therapy, Relational-Cultural & Feminist Therapy, and Somatic Experiencing Therapy. I work from a systemic, trauma-informed perspective, using a client-centered approach. I have worked in a broad range of settings including inpatient psychiatric, assisted living, day treatment, and outpatient settings. As a teacher, I use a self-as-therapist, a collaborative model, and critical theoretical lens to support the clinical development of students.

Location of Self Statement I identify as a white, queer, transmasculine/nonbinary person. I was assigned female at birth and born into a family of racial, educational, and economic privilege. The subjugated and privileged aspects of my identity and social locations are constantly and simultaneously interacting within me, my relationships, and in my roles as clinician and teacher. I endeavor to provide learning experiences that affirms the totality of students. I acknowledge that my privilege and implicit biases may at times impact my work. I am committed to continually working to identify and counteract these elements whenever I discover them. Please do not hesitate to contact me with any feedback.

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 prior to attending class. This will allow us to focus on application of readings in class.

ASSIGNMENTS AND COURSE REQUIREMENTS

1. Attendance and participation in all classes

- a. Attending all classes and being on time.
- b. Giving attention to the instructor and/or other students when they are making a presentation.
- c. Demonstrating ability to recognize and use subtle non-verbal communication cues to assess your impact on your peers and participate in class.
- a. Demonstrating ability to be open about discussing the impact of your comments on your peers.
- b. Coming to class prepared (having read the assignment for the day and watched any assigned videos)
- c. 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.
- d. Engaging in group discussions with attention and energy.
- e. Asking questions of the instructor and/or other students regarding the material examined in that class.
- f. Providing examples to support or challenge the issues talked about in class.
- g. Dealing with other students and/or the instructor in a respectful fashion.
- h. 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.
- i. Adhering to all Professional Qualities. The form for evaluating Professional Qualities requirements will be distributed in class.
- j. 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.

2. Weekly Response Art

Students are expected to bring to class response art that they've created outside of class time. Response art should be created in relation to experiences at students' practicum site; this could include client interactions, site supervisor relationship, personal feelings related to practicum placement, anti-racism/decolonization of art therapy practice, social justice, etc. Due each week of the semester. (bring the past 2 weeks to the in-person class).

Weekly response art

b.A.5	Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapy professional role, and continuing education.
	Work reflects on client interactions, site supervisor relationship, personal feelings related to practicum placement.
	Prepared with response art weekly
	SOAP / Process notes, as assigned

3. Practicum goals (not graded)

Students will think critically about their goals and expectations for their practicum experience. Students will create at least two realistic and appropriate goals to work towards during the semester. Goals will be shared within the supervision course and posted on Moodle discussion board. Goals will be reviewed and referenced throughout the semester and revised as necessary. Practicum goals due week 4.

GOALS	
Content	Goals are thoughtful and reflect numerous areas of growth relevant to student's practicum site, personal development, professional identity and social justice practices as an art therapist, and ethics. Goals are specific, measurable, and achievable.
Clarity of writing	Writing is clear and concise. Non-biased, professional language is used.
Application of Goals	Student identifies methods of achieving goals, goals are discussed and revised as needed throughout the semester. Student seeks support in achieving goals when needed.

4. Brief Case Presentation and Image Theater

Students will present on a dilemma they are experiencing within their placement related to a client, group, ethical, and/or systemic issue. The student will create a piece of response art which represents the dilemma from their perspective. Case presentations should be about 10-15 minutes and should include:

- Behavioral and process observations (related to art media and client's artistic process), if applicable
- Developmental stage of art in relation to client and images or replicas of client artwork, if applicable
- Themes, metaphors in the client's art, if applicable

- Student's ethical and/or theoretical framework in relation to their dilemma
- Type of feedback student needs from peers and instructor/demonstrate ability to utilize supervision for feedback and guidance

Due on week that student signs up. Peers and instructor will be responsible for creating response art to provide feedback on the case presentation.

Content	Case presentation covers all material described in the syllabus
Organization/Clarity	Presentation is clear and concise. Non-biased, professional language is used.
Participation in Image Theater	Students will provide weekly response art as feedback to the case presentation. They will be assigned an aspect of the situation by the presenter, and will be expected to engage in empathy and imagination to create a response related to that element of the situation.
c.A.1	Incorporate ethical and cultural considerations in materials selection and therapeutic applications.

5. Supervisor evaluation (No grade, P/F)

On-site supervisor will complete supervisor evaluation, and review with student in supervision at the end of the semester. Evaluation will be submitted through Taskstream.

6. Supervisor observations (No grade, P/F)

Supervisor observations are completed twice per semester. Supervisors must observe student facilitating art group and complete the observation form. The second per term observation form should be completed prior to the supervisor evaluation. Due weeks 7 and week 13. Each observation must be submitted to Taskstream

*****All Practicum Forms are available here:**

<https://graduate.lclark.edu/programs/art-therapy/handbooks-and-forms/>

EVALUATION AND GRADING

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

Assignment	Due Date
Class Participation	N/A
Brief Case Presentation/Image Theater	Varies, student will sign up for a date
Response Art	Each Class
Practicum Goals	9/30
Supervisor Observations	10/14 and 12/9
Supervisor Evaluation	12/16

COURSE MATERIALS

Readings as assigned. See Moodle.

(selected chapters from) Lipsky, L. van D., & Burk, C. (2009). Trauma stewardship: an everyday guide to caring for self while caring for others. San Francisco: Berrett-Koehler Publishers.

COURSE OUTLINE

Class Date	Topic	Readings & Assignments Due
9/12	Welcome, Housekeeping, and Syllabus and Practicum Manual Review	Practicum Manual (please read by next week): https://graduate.lclark.edu/programs/art-therapy/handbooks-and-forms/
9/19	*Asynchronous. Online Check-In, Moodle discussion of reading	Reading: Chapter 3 in Foundations of Art Therapy Supervision, "What Supervisees Need to Know About Supervision"
9/26	Art-Based Supervision & Case Presentation	*Weekly Response Art Due *Case Presentation: _____ Fish, B. J. (2012). Response art: The art of the art therapist. <i>Art Therapy</i> , 29(3), 138-143.

10/3	*Asynchronous. Online Check-In, Moodle discussion of practicum goals	*Practicum Goals Due, post on Moodle discussion Comas-Díaz, L. (2005) Becoming a multicultural psychotherapist. <i>Journal of Clinical Psychology</i> , 61(8), 973-98
10/10	Art-Based Supervision & Case Presentation Indigenous Peoples' Day	*Weekly Response Art Due *Image Theater Due *Case Presentation: _____
10/17	*Asynchronous. Online Check-In, Moodle discussion of Self-Care and Counselor Wellness	Moodle Discussion of video and article Audre Lorde: Self Care As Political Warfare https://www.youtube.com/watch?v=q8V1nVpal4E Excerpt of <i>Trauma Stewardship</i> (see moodle)
10/24	Art-Based Supervision & Case Presentation	*Image Theater Response Due *Supervisor Observation Due-Submit to Taskstream * Case Presentation: _____
10/31	*Asynchronous. Online Check-In, Moodle discussion of practicum goals/revisions based on supervisor observation feedback	Moodle Discussion
11/7	Art-Based Supervision & Case Presentation	*Image Theater Response Due * Case Presentation: _____

11/14	*Asynchronous. Online Check-In, Moodle discussion	Moodle Discussion
11/21	Art-Based Supervision & Case Presentation	*Image Theater Response Due *Case Presentation: _____
11/28	*Asynchronous. Online check-in, Moodle discussion	Moodle Discussion
12/5	Art Based Supervision	*Image Theater Response Due *Case Presentation: _____
12/12	(IN-PERSON 2 classes in a row!) Art Based Supervision Reflection of semester	*Weekly Response Art Due *Supervisor Evaluation Due-Submit to Taskstream *Supervision Observation Due-Submit to Taskstream *Image theater Response due