



**LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING**

AT 545: Equity-based community interventions in Art Therapy

SUMMER TERM, 2023

When: Mondays, Tuesday, Wednesdays Section 1: 9-12 or Section 2: 1-4

Dates: May 8,9, 10,15,16,17,22,23,30,31 Total of 30 hrs. in class

Where: Rogers 105

Instructor: Mary Andrus, DAT, LCAT, ATCS, LPC

Office hours: By Appointment

Office location: Rogers 209

E-Mail: mandrus@lclark.edu

Credits: 2

CATALOG DESCRIPTION

Equity-based Community Interventions in Art Therapy includes exploring self-of-the-therapist, developing community program planning, engaging in equity-based practices, practicing methods of documentation that meet field standards, and building competency in the ethical practice of risk management.

COURSE DESCRIPTION

Students in this course explore their own social location and intersecting identities in relationship to their preparation to engage in equity-based practice. They are required to develop a community-based intervention that includes consciousness-raising art therapy. Students also develop an art therapy treatment program that can be delivered in an agency and serves to educate the mental health field about art therapy. The course focuses on practical skills and clinical knowledge required to assess and intervene in risk and document therapeutic progress.

CAAHEP STUDENT LEARNING OUTCOMES AND COMPETENCY AREAS

SLO-B - Distinguishing 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-E- Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
SLO-F- Know federal and state laws and professional ethics as they apply to the practice of Art Therapy.

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-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.

COMPETENCY OBJECTIVES

Competency	COMPETENCY Description	How assessed
b.K.2	Recognize the ethical principles for practice of the American Art Therapy Association and the Art Therapy Credentials Board, as well as those of related fields as applicable (e.g., American Counseling Association)	Discussion
b.K.6	Summarize roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Community proposal, class discussions
c.S.1	Develop therapeutic goals and art-based intervention strategies based on the therapeutic effect of art making, including benefits, limitations and contraindications of art materials	Community based intervention
c.S.2	Develop strategies to effectively manage resistance to creative expression	Community based project
c.SA1	Incorporate ethical and cultural considerations in materials selection and therapeutic applications	Community based project, program design;
e.S.3	Consider purpose, goals, population characteristics, when designing art therapy groups in a variety of settings	Community based project
i.S.3	Demonstrate case conceptualization skills	Community based project
k.S.1	Apply theory to practice through case analysis or critique of clinical scenarios	Community based project,

I.S.3	Recognize cultural, social, and co-occurring issues that affect assessment outcomes	Community based project
n.K.1	Identify research addressing characteristics of help-seeking behaviors of diverse cultural and social groups and implications for responsive practice	Community based project

ADDITIONAL LEARNING OUTCOMES:

This course will enable students to:

1. Develop an equity-based community intervention.
2. Become competent with and aware of handling artworks and case material in accordance with ethical guidelines of the ATCB, concerning confidentiality of clients, and protection of artworks and reproductions of artworks.

Reading is assigned for discussion in class and to assist with learning course material. The weekly reading assignments are listed in the Course Outline. Because there is a lot of material to present in this course (by instructors and students), it is not always possible to discuss all of the readings. Please be sure to complete the reading, ask specific questions in class when needed, and incorporate newly learned material in class activities and written assignments.

In this course we will examine a wide range of work that draws from feminist, queer, anti-racist, disability justice, black and indigenous perspectives to explore the multitude of ways that identity takes shape in society. Our work at the crossroads serves to expand conceptualizations and to create a space of greater understanding.

Required Reading

- Andrus, M (2021). Infertility to motherhood: Collective voices in art therapy challenge social constructs. In Swan-Foster. *Art therapy and childbearing issues : birth, death and rebirth* (Swan-Foster, Ed.). Routledge. 241-260.
https://primo.lclark.edu/permalink/01ALLIANCE_LCC/pajj6s/alma99900493701201844
- Barton, & Van Den Berg, Z. (2023). The Humble Chair: Fostering Culturally Humble Collaborations. *Art Therapy, ahead-of-print*(ahead-of-print), 1–5.
<https://doi.org/10.1080/07421656.2023.2171241>
- Elhert, R. (2020). A little less alone: Surviving sanism in art therapy. *Art Therapy: Journal of the American Art Therapy Association*. 37(2). 99-101.
- Freire, P. (2014). *Pedagogy of the oppressed : 30th anniversary edition*. Bloomsbury Academic & Professional.
<https://ebookcentral.proquest.com/lib/lewisclark/detail.action?docID=1745456>
- Goldblatt, R., Elkis-Abuhoff, D. , Gaydos, M., Rose, S., & Casey, S. (2011). Unlocking conflict through creative expression, *The Arts in Psychotherapy*, 38(2), 104-108,
<https://doi.org/10.1016/j.aip.2010.12.006>.

- Jackson, L. (2020). *Cultural humility in art therapy : applications for practice, research, social justice, self-care, and pedagogy*. Jessica Kingsley Publishers. (Chapters 1, 4)
https://primo.lclark.edu/permalink/01ALLIANCE_LCC/pajj6s/alma99900469401901844
- Huss, & Bos, E. (2019). *Art in social work practice : theory and practice : international perspectives*. Routledge. <https://doi.org/10.4324/9781315144245>
- Ho, R. T. H. Potash, J. S., Ho, A. H. Y., Ho, V. F. L. & Chen, Y. H. (2017) Reducing mental illness stigma and fostering empathic citizenship: Community arts collaborative approach, *Social Work in Mental Health*, 15:4, 469-485,
 DOI:10.1080/15332985.2016.1236767
- Van Den Berg, Z., & Anderson, M. (2023). Queer worldmaking in sex-positive art therapy: Radical strategies for individual healing and social transformation. *Art Therapy, ahead-of-print*(ahead-of-print), 1–9. <https://doi.org/10.1080/07421656.2023.2193660>
- Yi, C.S. (2021). Demystifying the individualistic approach to self-care: Sewing as a metaphorical process for documenting relational and communal care in disability culture. In Leone. *Craft in art therapy : diverse approaches to the transformative power of craft materials and methods* (Leone, Ed.). Routledge.
- Yi. C.S (2021). Res(crip)ting art therapy: Disability culture as a social justice intervention. In Talwar. *Art therapy for social justice: Radical intersections*. (Talwar, Ed.). Routledge.

Recommended Readings

- Anzaldua, G. (2007). *Borderlands La Frontera: The new mestiza*. San Francisco, CA: Aunt Lute Books.
- Bonanno, J. N. (2018). Capital as the lens the Bourdieu Pierres through: Public relations, social theory and rhetoric. *Public Relations Review*. (44). 385-392.
- Gray, B. L. (2012). The Babushka Project: Mediating between the margins and wider community through public art creation. *Art therapy: Journal of the American Art Therapy Association*, 29 (3), 113-119.
- Guiffida, D. Tansey, M. & Miller, D. (2017). A constructive approach to help counselors work with clients who express discriminatory views. *Theory and Practice, Journal of counseling and development*. 97, 105-112.
- hooks, B. (2000). *Theory as liberatory practice. Feminist Theory from margin to center*. Cambridge: South end press.
- Joseph, C. (2006). Creative alliance: The healing power of art therapy. *Art Therapy: Journal of the American Art Therapy Association*, 23 (1), 30-33.
- McDowell, T., Knudson-Martin, C. & Bermudez, J. M. (2018). Socioculturally attuned Family Therapy: Guidelines for Equitable Theory and Practice. *Routledge. (Chapter 14)*.
- McDowell, T., Knudson-Martin, C. & Bermudez, J. M. (2019). Third order thinking in family therapy; Addressing social justice across family therapy practice. *Family Process Institute*, 58(1), pp. 9-22

Moon, C. & Shuman, V. (2013). The Community Art Studio: Creating a space of solidarity and inclusion. In Using Art therapy with diverse populations: Crossing cultures and abilities (Howie, Prasad & Kristel Eds.). London: Jessica Kingsley.

Miller, S. (2022). Participatory, art-based appreciative inquiry with artists labelled/with intellectual and developmental disabilities. Journal of Applied Arts & Health 13,1., https://doi.org/10.1386/jaah_00089_1

McMillan Cottom, T. (2019). *Thick, and other essays*. New York, NY: The new press.

Ottmiller, D. & Awais, Y. D. (2016) A model for art therapists in community-based practice, Art Therapy, 33:3, 144-150, DOI: 10.1080/07421656.2016.1199245

Phelps, R.E., Meaka, N.M., Davis, K.L & Patton, M. J. (1991). Blacks' and Whites' perceptions of verbal aggression. Journal of counseling and development 69, 345-350.

Platt, J. (2014). *Stepping over a baby's head: Thoughts on privilege, humanity and liberation. In Developing Cultural Humility: Embracing race, privilege and power. Sage Publications.* 199-222. DOI: <http://dx.doi.org/10.4135/9781483388076.n10>

Richards, J. Holttum, S. & Springham, N. (2016). How do "Mental health professionals" who are also or have been "Mental service users" construct their identities? SAGE Open January-March 2016: 1–14. DOI: 10.1177/2158244015621348

Timm-Bottos, J. & Reilly, R. (2015). Learning in third spaces: Community art studio as storefront university classroom. American Journal of Community Psychology. 55(1-2), 102-114.

Watkins, M. (2019). *Mutual accompaniment and the creation of the commons*. London: Yale University Press.

Wilkerson, I. (2020). *Caste: The origins of our discontents*. New York, NY: Random House.

Podcasts/Videos

The Savvy Shrink (2019).Berenice Badillo: Community Art Therapy in Social Justice and Political Discourse <https://podcasts.apple.com/us/podcast/community-art-therapy-in-social-justice-and-political/id1270361855?i=1000419186079>

Candy Chang TED Talk "Before I Die...."
https://www.ted.com/talks/candy_chang_before_i_die_i_want_to?language=en

Hass & Hahn TED Talk "How Painting Can Transform Communities"
<https://www.youtube.com/watch?v=iCXfJVCg1LA>

Theaster Gates TED Talk "How to Revive a Neighborhood with Imagination, Beauty and Art"
https://www.ted.com/talks/theaster_gates_how_to_revive_a_neighborhood_with_imagination_beauty_and_art?language=en

Art 21 Collapsing boundaries between artist and audience, these artists facilitate making by, with and for a community. <https://art21.org/theme/community/#/8>

On Being with Krista Tippett Amanda Ripley <https://onbeing.org/programs/amanda-ripley-stepping-out-of-the-zombie-dance-were-in-and-into-good-conflict-that-is-in-fact-life-giving/>

Websites

Art hives: <https://arthives.org/>

Conflict Resolution: https://www.lclark.edu/offices/ombuds/resources/effective_communication/

<https://www.sweetwaterfoundation.com/>

NONDISCRIMINATION

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 meeting with the Office of Student Accessibility staff and submitting documentation on the Office of Student Accessibility website. Email access@lclark.edu with any additional questions or concerns.

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/qsec-nondiscrimination**](http://go.lclark.edu/qsec-nondiscrimination)

Standards for professional student conduct and academic integrity: [**go.lclark.edu/qsec-conduct**](http://go.lclark.edu/qsec-conduct)

Sexual misconduct: [**go.lclark.edu/titleIX**](http://go.lclark.edu/titleIX)

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 video 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 videos prior to attending class. This will allow us to focus on the 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.

ASSIGNMENTS AND COURSE REQUIREMENTS

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

1. Attendance and participation in all classes

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. Demonstrating ability to recognize and use subtle nonverbal 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.	2
Coming to class prepared (having read the assignment for the day- by completing the reading reflections prompt). Engaging in group discussions	2

with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.	
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. Points assigned for engaging in critical thinking in online posts.	2
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.	2
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.	2
Total	10

2. Art therapist identity project (through social justice lens) (20 pts)

Student will examine the various intersections and understanding of self at this point in their learning and becoming an art therapist. Student may revisit and rework Life Map assignment submitted in Fall of first semester in the program. Student will create a piece of artwork that expresses their understanding of self, write a 2 page reflection that does not have to be in APA format.

DUE May 15th

Art Therapist Identity Criteria	Possible Points
Student articulates their intersectional identity as it relates to their development as an art therapist	4
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.	4
Student acknowledges biases, blind spots, privilege and plan for continued social awareness	4
2 page reflection integrates an intersectional understanding of self	4
Artwork reflection integrates an intersectional understanding of self	4
Total	20

3. Analysis of broader societal systems (10pts)

Identify a population/group you intend to work with. It could be aligned with the overall equity-based community proposal so you can build this into your final project.

Examination of the Historical/Environmental/ Societal processes where inequity exists that impacts this population/group. Link the ways in which it is connected to a broader, wider landscape. Create a visual representation of this dynamic and write a 2 page summary that explains your understanding of this with at least 2 references to support your work.

Ex: (Latinx population) Transnational and historical relationships, capitalism, how it works to have a class of migrant workers- disenfranchised, labor, production of children for the workforce. {See Bonanno on Bourdieu - social-political framework}

DUE May 22nd

Systems Analysis Criteria	Possible Points
Organization: clear understanding of inequity and impact on group	2
Demonstrates understanding of clinical needs of population in relation to broader landscape.	2
Visual representation thoroughly explained	2
Systems analysis considers multi-dimensional intersections of socio-cultural context, explores and recognizes 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.	2
Paper is well written in APA format, clear and accompanying image as a figure. Paper is free from grammatical errors with 2 citations and meets the 2 pg requirement. (Cover page, figure and references not included in page count.	2
Total	10

4. Student led reading discussion (15 pts)

Students may work *independently or with a partner* to facilitate a discussion with the class on a chapter from Art in Social Work Practice: Theory and practice: International perspectives. Students will choose this chapter in our first class. Students will structure the discussion in a way that deepens peers' understandings of the content, engages all students in the discussion of the chapter and considers both the strengths and weaknesses of the work discussed. The discussion explores ethical dilemmas, and challenges naming unaddressed inequities when applied through an equity community-based art therapy lens. After leading the discussion, students will rate themselves on this rubric and share the score they feel is appropriate with instructor.

Student led reading discussion (15pts)		Possible points	Points earned
SLO-B - Distinguishing among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to	Student structures the discussion in a way that deepens peers' understandings of the	5	

the treatment process for individuals, groups, and families.	content as related to role of art therapist		
SLO-E- Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.	Engages all students in the discussion of the chapter, considering the implications on clients.	5	
*SLO-F- Know federal and state laws and professional ethics as they apply to the practice of Art Therapy. *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-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.	Explores any ethical dilemmas, challenges naming unaddressed inequities when examined through an equity community-based art therapy lens.	5	
Total		15	

5. Proposed community-based art therapy intervention (45 pts)

Using the work of Paulo Friere, and cycles of Dialogue, Action and Reflection, students will develop an equity community-based intervention that includes consciousness-raising through art therapy. Students will design a hypothetical group or project that explores an issue of social inequity. Student is expected to share the proposed population with the instructor in class prior to the due date for approval.

This hypothetical art therapy project will envision cohesion, awareness and action . Your project will bring together community participants, to express themselves through a community based art project a shared message, directed to a specific audience for whom you intend to impact.

Students might structure the project and consider the audience or potential group whom would best be witness and participate in this project, or whom the project could benefit as an engaged audience that creates social change through their involvement.

The project should:

1. define the impact of inequity on mental health and relational well-being;
2. include a visual map that illustrates the impact of societal systems on the issue of inequity (students may use their systems analysis diagram to show this inequity)
3. develop an art therapy intervention/invitation that supports the community-based intervention, including how it will be implemented, and
4. the rationale for the chosen intervention with literature to support this proposed project.

Students will present these the last two days of the class meeting in live presentation or a prerecorded 7-10 min video. **We will sign up at the beginning of the course. Due May 30. Presentations will be on May 30 and 31**

UPLOAD TO TASKSTREAM (Slides if offered live, or video and slides if prerecorded)

Community Based Intervention Criteria	Possible Points
Proposal clearly describes a community-based intervention that includes consciousness-raising through art therapy.	3
Project includes an in-depth reflection on what the student is able to bring within their own strengths and limitations in bringing work to the identified audience	3
Project clearly defines the impact of inequity on mental health and relational well-being of identified audience	3
Project will bring actors together to meet three goals: create cohesion, develop awareness and facilitate action.	3
Project examines power dynamics including costs and benefits of project on all involved parties.	3
Visual map illustrates the impact of societal systems on the issue of inequity.	3
A cohesive explanation is provided for how the art therapy directive supports the community-based intervention	3
A detailed description is provided regarding how the art therapy directive will be implemented (who, when, where, with what materials, etc.)	3
Rationale for the chosen directive is clearly articulated with literature (2-3) to support this proposed project	3
Overall Organization	3
Preparedness	3
Visual Aids Quality and Effect	3

Clinical Content (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.	3
Professional Delivery in presentation	3
Effective Use of Time in presentation	3
Total	45

EVALUATION AND GRADING

Class Participation	10%
Art Therapist Self Reflection	20%
Analysis of broader societal systems	10%
Student led reading discussion	15%
Community Based Project	45%

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 points will be deducted for each day an assignment is late.

COURSE SCHEDULE

The instructor reserves the right to make adjustments to class content and sequencing of topics based on pacing and requirements of each class.

Date	In class	Watch/Listen (Optional Resource)	Prep/Read/Assignment (Required)
Mon 8	Groundwork Signups Intersectionality/ humility In class: Read Humble chair article Revisit life maps <ul style="list-style-type: none"> Program evals 	(In class: 9:30-19:30 Thick)	Prior to class revisit Cultural Humility Jackson, CH 1 For Tues: Conflict article https://doi.org/10.1016/j.aip.2010.12.006
Tue 9	Conflict/ praxis Interrupting Bias discussion	Podcast: On Being With Amanda Ripley https://onbeing.org/programs/amanda-ripley-	For Wed: Andrus, (2021) Infertility to motherhood chapter

		stepping-out-of-the-zombie-dance-were-in-and-into-good-conflict-that-is-in-fact-life-giving/ -Rebuilding our liberation handout in Moodle	Elhert, 2020
Wed 10	Systems analysis Discuss infertility to motherhood In class Bourdeix explained	Hospicing Modernity video https://www.youtube.com/watch?v=UZABhHWGhSE	For Mon: Freire, Ch's 1&2 Jackson, Chapter 4
Mon 15	Art for Social Change Discuss Freire In Class read: Ho, Potash, Ho and Chen	Arts based examples -Candy Chang TED Talk "Before I Die...." https://www.ted.com/talks/candy_chang_before_i_die_i_want_to?language=en or L Siulagi capstone presentation	Art Therapist Identity Project Due Student chapter discussion from Arts in Social Work Practice For Tues <hr/> <hr/> <hr/>
Tue 16	In Class Watch Sins Invalid in class Students present and lead chapter discussion from Arts in Social Work Practice <hr/> <hr/> In class: Work on Systems analysis project	Arts based examples -Theaster Gates TED Talk "How to Revive a Neighborhood with Imagination, Beauty and Art" https://www.ted.com/talks/theaster_gates_how_to_revive_a_neighborhood_with_imagination_beauty_and_art	Read Van Den Berg, Z., & Anderson, M. article Read Yi (2021) in Craft and Yi (2021) in Art for Social Justice book chapters
Wed 17	Guest speakers: Zachary Van Den Berg (9am) Sandie Yi (1pm) Liberatory practices MU to LC Film	Arts based examples -Hass & Hahn TED Talk "How Painting Can Transform Communities" https://www.youtube.com/watch?v=iCXfJVCg1LA	Watch recording of guest speaker from other class section Read chapter discussion from Arts in Social Work Practice for Mon <hr/> <hr/> <hr/>
Mon 22	Develop projects in class Students present and lead chapter discussion	Arts based examples -Art hives link https://arthives.org/	Systems Analysis due

	from Arts in Social Work Practice <hr/> <hr/>	-The Savvy Shrink https://podcasts.apple.com/us/podcast/community-art-therapy-in-social-justice-and-political/id1270361855?i=1000419186079	Read chapter discussion from Arts in Social Work Practice for Tues <hr/> <hr/>
Tue 23	Students present and lead chapter discussion from Arts in Social Work Practice <hr/> <hr/> Develop projects in class	Arts based examples https://art21.org/theme/community/#/8	No reading due
Tue 30	Student Presentations	Watch Lindsey Vance Recording in Moodle	Equity based project due
Wed 31	Student Presentations Course evaluations		