

# LEWIS & CLARK COLLEGE

## GRADUATE SCHOOL OF EDUCATION AND COUNSELING

### AT 570 ART THERAPY CANDIDACY/PORTFOLIO

(1 Credit)

SPRING, 2020

When: **Section 1**

Monday 9 am - 11 am: 1/13, 1/27, 2/10, 2/24, 3/9, 3/30, (4/6 & 4/9 both sections 9-11:30 am)

**Section 2**

Thursday 9-11 am: 1/16, 1/30, 2/13, 2/27, 3/12, 4/2, (4/6 & 4/9 both sections 9-11:30 am)

Where: Rogers 220

Instructors: Section 1: Mary Andrus DAT, ATR-BC, ATCS, LPC

Office hours: Wednesdays, 12-1

Office location: Rogers Hall, Room 209

Phone: 503-768-6068

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Section 2: Kris Bella LCAT, ATR-BC, ATCS

Office hours: Thursdays, 1-3 pm

Office location: Rogers Hall, Room 207

Phone: 503-768-6069

E-Mail: kbella@lclark.edu

**CATALOG DESCRIPTION**

Comprehensive evaluation of the student’s level of clinical understanding of theory and art therapy practice in preparation for internship placement. This is a required course for all art therapy students moving into their third year of the program.

**COURSE DESCRIPTION**

This course evaluates the student’s learning and understanding of the program coursework along with their readiness for Internship advancement. Students will be evaluated on their knowledge and application of art therapy assessments, treatment planning, goal setting and ability to present a comprehensive understanding of the application of art therapy to individuals and groups.

**CAAHEP STUDENT LEARNING OUTCOMES (SLO)**

SLO-A -	Understand the historical development of Art Therapy as a profession, and how Art Therapy theories and techniques are a foundation for contemporary Art Therapy professional practice.
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-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-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-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-M-	Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.

**CAAHEP CONTENT AREAS**

Content Area	Description	Mastery Level	Assessment
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d.A.2	Recognize the need for awareness of and sensitivity to cultural elements which may impact a client's participation, choice of materials and creation of imagery	Reinforce	Written Assessment, Video, and Oral Presentation
h.S.2	Integrate contextual/ ecological factors bearing on human development such as cultural identities, spiritual, systemic within and outside family nucleus, physical, neurological, biological, and physiological	Reinforce	Written Assessment and Oral Presentation
i.A.1	Recognize and display a professional commitment to Art Therapist characteristics that promote the therapeutic process	Reinforce	Candidacy Readiness Self Evaluation
i.K.1	Identify evidence-based strategies and clinically-grounded approaches for assessment and treatment	Reinforce	Written Assessment, Video, and Oral Presentation

## **COURSE OBJECTIVES**

Upon completing this course, students will be able to demonstrate:

1. Understanding of ethical principles of art therapy
2. How graphic development informs treatment planning
3. The ability to therapeutically engage clients
4. The ability to write a comprehensive art therapy assessment and treatment plan
5. The ability to self-evaluate understanding and engagement of art therapy

## **REQUIRED TEXTS & READINGS:**

Since AT 570 is an evaluation of student's readiness for Internship advancement, no text will be required. Students will, however, be expected to reference the following materials:

### **Reference Texts:**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th edition). Washington, DC: Author.

Gussak, G. & Rosal, M. (Eds.) (2016), *Wiley Handbook of Art Therapy* (1st Edition). Malden MA: Wiley Blackwell.

Lukas, S. (1993). *Where to start and what to ask*. New York: W.W. Norton.

## **Reference Articles:**

Gantt, L. (2001). The formal elements art therapy scale: A measurement system for global variables in art. *Art Therapy, 18* (1) 50-55.

Gerber, N. (1998). A developmental approach to assessment in adult art psychotherapy. *The Arts in Psychotherapy, 7*, 105 -112.

Hinz, L. D. (2015). Expressive therapies continuum: Use and value demonstrated with case study (Le continuum des thérapies par l'expression: étude de cas démontrant leur utilité et valeur). *Canadian Art Therapy Association Journal, 28*(1-2), 43-50.

## **NONDISCRIMINATION**

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 for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

## **TEACHING METHODS**

As an evaluation of the students' learning and understanding of program coursework and readiness to advance into internship, class discussions and experiential activities will be utilized however independent initiative is a core aspect of the course.

## **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 the stated deadlines are to be 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**

Students must attend all classes and complete assignments, test, and evaluation in order to advance into their final year of the art therapy program.

**ASSIGNMENTS AND COURSE REQUIREMENTS**

<b>Assignment</b>	<b>Percent</b>
Comprehensive Written Assessment	30
Oral Presentation of Assessment	30
Video of Group Facilitation	10
Video Self-Reflection Paper and Art Piece	15
Candidacy Self-Evaluation	10
Participation and Attendance	5
Total Points in the Course:	
	100

**EVALUATION AND 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 on the day they are due. Five percent will be deducted for each day an assignment is late.*

## **ASSIGNMENTS AND EVALUATION**

### **Comprehensive Assessment**

The student will prepare and submit for review a thorough assessment of a client that the student is working with in their practicum site. The written and oral components will evaluate the students' ability to synthesize the following: 1) Gathering of Pertinent Client Information 2) Art Findings and Analysis 3) Domains of Functioning 4) Summary of Findings 5) Treatment Approach and Rationale 6) Risk and Protective Factors 7) Treatment Goals 8) Directives and Materials 9) Summary of Findings.

You will not be asked to arrive at a DSM V or ICD 10 diagnosis. Plan to have the client complete 5-7 pieces of artwork. Images are to be attached in digital format. Disguise identifying information of client, which includes the name of the site. Artwork images need to be well documented for the reader. Identify client's risk and protective factors along with their treatment needs. State your treatment goals as an art therapist working with this client. Relate goals to one or more identified treatment needs.

The student must relate goals to treatment interventions that would be appropriate for the client during the next three consecutive sessions. The student will indicate the duration of the sessions and whether they are individual, family or group. It should be assumed these sessions are consecutive and immediately follow the first meeting(s) in which the client produced the art you are presenting in this case. Student needs to explain their reasoning for the inferences and clinical decisions based on their understanding of theories.

### **Written Assessment (30 %)**

The body of the paper is not to exceed 20 pages (this does not include title page or references). Papers are expected to demonstrate skillful writing as well as appropriate use of credible, relevant sources to develop ideas that are consistent with the literature and are formatted to APA standards. Papers must include all categories listed in the rubric. Upload final paper to Taskstream for grading.

**(See AT 530 & 570 Assessment Rubric)**

### **Oral Presentation (30 %)**

You are expected to create a professional 20 minute presentation which covers the above sections in a manner that demonstrates your aptitude and readiness to advance to candidacy within the program. Attention should be paid to the quality of the artwork photos to ensure clear representation of the graphic components. You will be evaluated on your 1) Overall Organization 2) Preparedness 3) Visual Elements 4) Clinical Content 5) Professional Delivery 6) Effective Use of Time

Upload PowerPoint to Taskstream for grading.

## Oral Presentation Rubric

Elements	Not Met 0	Met 3	Proficient 5
<b>Overall Organization</b>	No logical flow, none or poor introduction, no discernible organization.	Some parts of the presentation are out of order, overall, logical sequence.	Exceptionally well organized, no missing part, easy to follow.
<b>Preparedness</b>	Out of date or misinformation, does not explain the critical information.	Grasp of important concepts, overall understanding of theories, some topics not well understood or presented.	All fundamentals and details are fully integrated and understood.
<b>Visual Aids Quality and Effect</b>	Minimal inclusion of visual aids.	Overall high quality of visual aids.	Creative and dynamic use of visual aids. High quality photos.
<b>Clinical Content</b>	Main topics, supporting information, and/or clinical reasoning are not present or poorly explained.	Most of the main topics, supporting information, and clinical reasoning are present or clearly explained.	Thorough integration of main topics, supporting information, and clinical reasoning
<b>Professional Delivery</b>	Minimal engagement with audience, poor eye contact, monotone voice, long pauses, does not speak clearly.	Overall, maintains posture, eye contact, voice clarity and interest. Professional attire.	Strong presence, clearly communicates, engages audience, professional attire,
<b>Effective Use of Time</b>	Ran over time allotment, became distracted, and did not provide time for audience engagement.	Sufficient time for each topic and provided enough time for audience engagement.	Clearly covered all topic areas, no distractions with time for audience engagement.

**Video of Group Facilitation (10 %):** Each student will prepare a 30 minute video of themselves conducting a group at their practicum site. The video will demonstrate the student's ability to engage clients in art making. The student will choose a 5 minute section that they will share in class. Turn in USB drive to faculty for review and upload Video Submission form in Moodle. Be sure it is clearly marked with your name.

**Candidacy Self-Evaluation (10 %):** You will complete the Advancement to Candidacy self-evaluation (see program handbook) as it relates to your Practicum placement and advancement to candidacy. Upload to Taskstream

**Candidacy Self-Reflection Paper (15 %):** You will write a 4-page self-reflection paper, this will be in two parts. Upload paper to Taskstream.

- Part one will reflect on the strengths and areas of growth that emerged from your self-evaluation.
- Part two will reflect on the strengths and areas of growth related to your group facilitation of the video session.
- A summary is to be included reflecting on your readiness for Internship as a means of demonstrating your ability to reflect on your level of proficiency in the program thus far and specific areas in which you hope to grow as an art therapy student going into clinical practice. Include art image as a figure to reference.

<b>Self-Reflection paper</b>	<b>Unsatisfactory 0</b>	<b>Acceptable 1</b>	<b>Emerging 2</b>	<b>Proficient 3</b>
<b>Strength/ Weakness</b>	Student does not identify or evaluates strengths and weaknesses.	Student identifies and evaluates some of their strengths and weaknesses.	Student identifies and evaluates strengths and weaknesses.	Student clearly, accurately and appropriately identifies and evaluates strengths and weaknesses.
<b>Solutions to Problem Areas</b>	Student is unable to view self objectively and constructively, lacks ability to explore solutions and problems areas.	Student is intermittently able to view self objectively and constructively, somewhat able to explore solutions and problems areas.	Student is able to view self objectively and constructively, and able to explore solutions and problems areas.	Student is able to view self objectively and constructively to explore solutions and problems areas aptly.
<b>Evaluation of Clinical skills/group dynamics</b>	Student's evaluation does not demonstrate clear understanding of clinical skills, or group structure/dynamics	Student's evaluation demonstrates a limited understanding of clinical skills and group structure/dynamics.	Student's evaluation demonstrates an understanding of clinical skills and group structure/dynamics.	Student's evaluation demonstrates exceptionally clear understanding of clinical skills and group structure/dynamics.
<b>Evaluation of therapeutic use of art media</b>	Student's evaluation does not demonstrate clear understanding of therapeutic use of art media	Student's evaluation demonstrates a limited understanding of therapeutic use of art media	Student's evaluation demonstrates an understanding of therapeutic use of art media	Student's evaluation demonstrates exceptionally clear understanding of therapeutic use of art media



<b>Writing skills</b>	Student did not follow directions for written assignment and writing is below graduate level skills in grammar, spelling and structure.	Student has somewhat followed directions for written assignment and writing demonstrates some graduate level skills in grammar, spelling and structure.	Student has followed directions for written assignment and writing demonstrates graduate level skills in grammar, spelling and structure.	Student has followed directions for written assignment and writing demonstrates exceptional graduate level skills in grammar, spelling and structure.
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## COURSE SCHEDULE

Class Date	Topic	Assignments Due
Week 1	Class Overview, Defining Candidacy Expectations, Art Finding Process and Dialogue	Art findings from case study  Huckvale, K., & Learmonth, M. (2009). A case example of art therapy in relation to dialectical behavior therapy. <i>International Journal of Art Therapy</i> , 14(2), 52-63.
Week 2	Integrating art therapy language in written and oral communication	Case study domains of functioning and Treatment Plan Goals
Week 3	Peer Reviews, sign up for video sharing (choose a 5 minute section)	Draft of Comprehensive assessment due for peer review
Week 4	Video Share	<b>Video due</b>
Week 5	Professional Acumen, Panel Review Expectations, Sign up for Oral Presentation	<b>Written Assessment due</b>  March 9th: Section 1  March:12th: Section 2
Week 6	Prepping for oral presentations	<b>Candidacy Self-Evaluation and Self-Reflection Paper due</b>
Week 7  (4/6 & 4/9)  combined classes	Final: Oral Presentations	<b>Oral Presentations:</b> In these final classes each student will present a final presentation to 2 faculty. <b>Students from other section are required to attend and observe presentations from opposite section.</b>