

Lewis & Clark
Graduate School of Education and Counseling

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ART THERAPY DEPARTMENT
Spring 2021

AT 563-01: Special Topics: Expressive Therapies Continuum (3 units)

Section 01: January 22, February 19, March 19, April 16, April 30

Instructor's name: Lisa D. Hinz, Ph.D., ATR-BC

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Office hours: By appointment

Content: Applications of family systems approach to treatment of families in crisis and transition. Topics include issues such as substance abuse, domestic violence, sexual abuse, trauma and loss, poverty, and chronic illness. A portion of this course emphasizes clinical case conceptualization and treatment planning.

Prerequisites: None.

Course description:

Welcome to AT Special Topics: Expressive Therapies Continuum. The Expressive Therapies Continuum (ETC) is considered a foundational theory unique to the field of art therapy and I am happy to share my love of art therapy conducted via the ETC with you. In this course we will explore the general structure of the ETC and the ways in which it can be considered a framework for the use of art in therapy. We will consider the use of the ETC as a means of assessment in art therapy. In addition, during this course we will see how the ETC can be used to structure art therapy treatment goals and go in-depth, through case presentations, into its use as a guide to creating art therapy interventions. Finally, the Expressive Therapies Continuum can be used as a guide for self-care and this will be the last topic of exploration in AT 563.

Learning Objectives:

1. Demonstrate through artistic and written means knowledge of the basic structure of the Expressive Therapies Continuum (ETC) including the therapeutic and emergent functions of each component.

2. Demonstrate basic understanding of the role of ETC assessment in the treatment process, including how this structure helps to determine a starting place and direction for art therapy treatment.
3. Demonstrate basic understanding of media dimension variables related to the ETC rationales and how these are related to treatment planning or can act as independent variables in art therapy research.
4. Demonstrate the ability to formulate short- and long-term art therapy treatment goals using the framework of the ETC.
5. Formulate individual and group art therapy interventions that clearly relate to the short- and long-term art therapy goals articulated.
6. Understand their own materials preferences, and ETC blocked, overused, and disconnected component processes and how these might affect their future work with various client populations.
7. Demonstrate knowledge of how the Expressive Therapies Continuum can serve as a structure for understanding life enrichment and therapist self-care.

Materials and Equipment:

This course is online and will require a smartphone or computer. This course does not require textbooks outside of required and recommended articles. It is encouraged to have various art media available (pencils, markers, oil or chalk pastels, various paper sizes, and colors, glue, scissors, etc.).

Required Reading:

Hinz, L. D. (2019). *Expressive therapies continuum: A framework for using art in therapy* (2nd ed.). Routledge. ISBN 9780367280420 (\$39.96)

Recommended Reading:

Haeyen, S & Hinz, L. D., (2020). The first 15 minutes in art therapy: Painting a picture from the past. *The Arts in Psychotherapy*, 17, <https://doi.org/10.1016/j.aip.2020.101718>

Haeyen, S., Kleijberg, M., & Hinz, L. D. (2017). Art Therapy for Patients with Personality Disorders Cluster B/C: A Qualitative Study of Emotion Regulation from Patient and Expert Perspectives. *International Journal of Art Therapy*, 22(4), 1-13.

Hinz, L. D. (2018). *Beyond Self-Care for Helping Professionals: The Expressive Therapies Continuum and the Life Enrichment Model*. Routledge.

Hinz, L.D. (2009). Order out of chaos: Using the expressive therapies continuum as a framework for art therapy in substance abuse treatment. In S. L. Brooke (Ed.), *The use of creative therapies with chemical dependency issues* (pp. 51-68). Charles C. Thomas.

Lusebrink, V. B., & Hinze, L. D. (2020). Cognitive and symbolic aspects of art therapy and similarities with large scale brain networks. *Art Therapy: Journal of the American Art Therapy Association*, 3, 113-122, doi: 10.1080/07421656.2019.1691869

Lusebrink, V. B., & Hinze, L.D. (2016). The Expressive Therapies Continuum as a framework in the treatment of trauma. In J. L. King (Ed.), *Art Therapy, Trauma and Neuroscience: Theoretical and Practical Perspectives* (pp. 42-66). Routledge.

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 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.

Links to 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.

In addition, all students are expected to review and comply with all institutional (**Health and Safety Expectations for All Community Members**) and graduate school COVID-19 policies (COVID-19 Information for Graduate Students - Academics - Graduate School of Education and Counseling - Lewis & Clark (lclark.edu))

Online learning etiquette

The entirety of the course will be taught through a virtual format. A link will be sent to your associated email within the department. The course can be viewed through a smartphone or computer. Online learning can be most effective in a quiet room or location where others are not able to see your screen. It is encouraged to have your cell phones on silent as not to disturb the online classroom environment. In an effort to be present, engaged and connected, students are encouraged to have their video screens active throughout the virtual classroom format.

CTSP Department 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.

Nondiscrimination policy

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.

Class Structure

01/17/21	Introduction to the Expressive Therapies Continuum
02/12/21	Art Therapy Assessment Guided by the ETC
03/12/21	Formulating Treatment Goals
04/09/21	Special Populations and Avoiding Therapist Errors
04/23/21	Beyond Therapist Self-Care: The Expressive Therapies Continuum and the Life Enrichment Model

In class activities

- Lecture, small and large group discussions, art making

Class assignments (Due April 30th by 5PM)

- Research paper: 5- page APA paper (40 pts)
- Reflection Paper: 3-page paper exploring therapist self-care (20 pts)
- PowerPoint Presentation (20 pts)
- Portfolio (10 pts)
- Participation (10 pts)

Research paper (5 pages; APA format; 5 references minimum)

This paper will explore a topic chosen by you that relates to the use of the ETC as a foundational theory for research in art therapy. The paper must be written in APA format and include at a minimum five references. In addition to your topic, include implications for art therapy practice, research, and theory. **(40 points)**

Portfolio

Throughout the course you are encouraged to experiment with different art materials and various art processes that demonstrate your understanding of Media Dimension Variables (MDV) and

ETC components. Please dedicate time in your schedule to visit the open studio or work in your home with a variety of materials and processes and take notes on the thoughts, sensations, and emotions evoked by each. Save the results of these artistic experiments in a digital portfolio so that you can share it with the professor and compile a PowerPoint presentation to demonstrate your knowledge of the various MDV and ETC component processes. **(10 points)**

PowerPoint Presentation (10 minutes):

This 10-minute PowerPoint presentation will use your portfolio of images created over the course of the semester to illustrate your artistic exploration with various art media and processes to demonstrate your growing understanding of MDV and ETC components. Make sure that you address the reactions that you experienced during creation and what this means in terms of the therapeutic and emergent functions of the processes included **(20 points)**

Reflection paper (3 pages):

The reflection paper will summarize the information contained in the PowerPoint Presentation. It should address what you have learned through your use of various art media and process about the structure of the ETC and its use and value as a framework for therapist self-care **(20 points)**

Class Participation

This course will encourage students to engage in the class discussions, group activities, and art prompts **(10 points)**

Total points for all engagement and assignments: **100 points**

Grading Scale

93 - 100	A
90 - 92	A-
87 - 83	B
80 - 82	B-
70 - 79	C