

Welcome to
 Art Therapy
 Professional
 Ethics

L&C
 539-01
 Summer 21



FIRST, a bit about my social location.

WHITE
 QUEER
 SURVIVOR
 W/ CLASS PRIVILEGE
 OF 'LIVED EXPERIENCE'

TRANS-MASC
 MONOLINGUAL ENGLISH SPEAKER
 NONBINARY
 ARTIST
 US CITIZEN
 THEY/THEM PRONOUNS

BLM

I think it's important to name + talk openly about these

INTER SECTIONS

...in the classroom + the therapy space

and we'll be practicing (including navigating discomfort!) along the way.

We'll cover a lot about what it means to

(this is a rug, not like a yawning pit of despair.)

be a therapist - (like ethics around touch!)

And, A lot of what we'll discuss will leave you with more questions

YIELD TO COMPLEXY

than answers. Ethics have a way of doing that -

*have had my own mental health issues.

Between the black + white textbook scenarios, there's a vast field of grey area.



The good news is, this course will give you a safe training ground to begin to examine these ideas, to try them on for size, + to get to know your self - your instincts, reactions, + baggage - better.

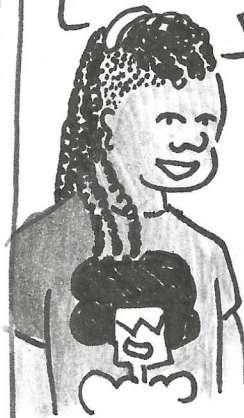
You'll clarify your own personal guidebook to the grey areas.

To help ease any sense of "I'll never get it right! What if I mess up?", I asked my therapist friends what their scariest ethics concerns were, when they were students.

Every one of them is now a successful working therapist! (It's not that they have it all figured out, it's that they have the tools they need to respond to situations as they arise.)

Knowing how to manage information between adolescent clients and their parents.

Inappropriate self-disclosure.



L.S.
QTBIPOC
COUPLES
THERAPIST

G.C.
WORKS WITH
VETERANS



Imposing biases, a harmful use of power when my intersections of identity are different than people I work with.



My biggest concern was my internet presence and people googling me.

T.S.
WORKS W/
COLLEGE
STUDENTS

K.H., PRIVATE PRACTICE W/
DEMENTIA SPECIALTY

1 common thread was the tension btwn personal values & the rules of systems...

I worried about being part of a problematic system.



Mostly systems involvement & general accountability around power structures.



being a mandated reporter while also being an abolitionist who works with ppl the system actively harms & fails.



Mandatory reports were (& still are!) a challenging thing.



but still being legally required to file with child welfare or risk losing my license and career if I don't.



& how to handle if your clients—or your agency!—does something you have personal qualms about.

what if my client tells me they murdered someone and I can't tell anyone?



and... of course ...



We will put it all into a specific art therapy context + application.



thanks for reading. & I can't wait to go on this journey with all of you!



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

**AT 539 Professional Orientation and Ethics in Art Therapy
Summer 2021**

When: Wednesdays 9:00--12:15

Where: ONLINE via zoom:

Zoom link (same each week): Join Zoom Meeting

<https://zoom.us/j/96721513503?pwd=SWh1RHZWV0NUdHp6c1FjRDlkcUJmUT09>

Instructor: Quinn Rivenburgh, MAAT, ATR-BC, LAT, LPC

Office hours: by appointment

E-Mail: quinn@lclark.edu

Phone: 206-605-6208

Credits: 3

CATALOG DESCRIPTION

Professional Orientation and Ethics provides a survey of current issues related to ethical practice and legal responsibilities within the disciplines of art therapy and related fields. Professional organizations and associations; preparation standards and credentialing, history and trends, ethical and legal standards and supervision are addressed.

COURSE DESCRIPTION

This course meets the educational requirements for students in the Art Therapy Program. Additional areas of coverage include the importance of supervision, benefits of professional organizations and credentialing, collaboration, advocacy for the profession and advocacy for clients and their access to mental health services. This course will provide a comprehensive overview of the code of ethics for ATCB, ACA and AATA multicultural competencies. Students prepare a self care plan to implement when in internship in the final year of the program.

CAAHEP STUDENT LEARNING OUTCOMES

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-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-I	Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.
SLO-K	Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.
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.

	CAAHEP STUDENT CONTENT AREAS	Introduce or Reinforce	Measurement
b.K.1	Define the professional role and function of an Art Therapist	Introduce	Final paper case study
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)	Introduce Reinforce	Discussions Role Play Final paper, quiz
b.K.3	Describe the purpose and goals of supervision, including models, practices, and processes	Introduce	Quiz
b.K.4	Define the role and process of professional Art Therapists advocating on behalf of the profession	Introduce	Group project

b.K.5	Identify professional organizations and membership benefits, activities, services to members, and current issues	Introduce	Identity project
b.K.6	Summarize roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Introduce	Interview, paper
b.K.7	Describe how ethical principles guide the use of technology in professional practice (i.e., electronic records, professional and social networking, and distance therapy and supervision)	Introduce	Discussion, quiz
b.S.1	Demonstrate how to apply decision-making models and legal principles to ethical dilemmas	Introduce	Paper- group project
b.A.2	Recognize the importance and impact of professional credentialing (e.g., Registration, Board Certification, and Licensure) and the effects of public policy on these issues	Introduce	Writing prompt
c.K.2	Identify toxic materials, safety issues with select populations, allergic reactions	Introduce	Video, quiz, discussion
c.K.3	Identify requirements for studio set-up and maintenance	Introduce	Discussion, quiz
c.A.2	Formulate the potential value of and contraindications for public display of client artwork	Introduce	Video, discussion
c.A.3	Evaluate the potential appropriateness of various venues for display of artwork	Introduce	Video, discussion
e.K.4	Identify types of groups and formats	Introduce	Discussion
i.S.8	Provide examples of referral processes and accessing community resources	Introduce	Paper

j.A.4	Display sensitivity when considering the impact of crisis on individuals with mental health diagnoses	Introduce	Paper
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Required Books:

Corey. G., Callahan, P. & Corey, M. (2019) 10th ed. *Issues and ethics in the helping profession*. Pacific Grove CA: Brooks Cole.

Di Maria, A. (2019). *Exploring ethical dilemmas in art therapy: 50 clinicians from 20 countries share their stories*. New York: Routledge.

Sue, D. W, & Sue, D. (2019). *Counseling the culturally diverse: Theory and practice*. 9th edition. New Jersey: John Wiley & Sons.

Additional readings as assigned.

Required Articles:

Datlen, Gillian W, and Pandolfi, Chiara. "Developing an Online Art Therapy Group for Learning Disabled Young Adults Using WhatsApp." *International Journal of Art Therapy* 25.4 (2020): 192-201. Web.

Sasangohar F, Bradshaw MR, Carlson MM, Flack JN, Fowler JC, Freeland D, Head J, Marder K, Orme W, Weinstein B, Kolman JM, Kash B, Madan A. Adapting an Outpatient Psychiatric Clinic to Telehealth During the COVID-19 Pandemic: A Practice Perspective. *J Med Internet Res* 2020;22(10):e22523

Shaw, Lucy. "'Don't Look!' An Online Art Therapy Group for Adolescents with Anorexia Nervosa." *International Journal of Art Therapy* 25.4 (2020): 211-17. Web.

Talwar S. (2017), Law, ethics and cultural competence in Art Therapy special edition, *Art Therapy* (34)3, Taylor & Francis

Reference materials:

ACA ethics code <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

ATCB ethics code
<https://www.atcb.org/resource/pdf/ATCB-Code-of-Ethics-Conduct-DisciplinaryProcedures.pdf>

AATA ethical guidelines <https://arttherapy.org/ethics/>

NONDISCRIMINATION

Lewis & Clark Law School provides career development services to all students and graduates, on an equal opportunity basis. We do not knowingly furnish recruitment assistance, or facilities for interviewing, to persons, firms, agencies, or organizations that discriminate in their selection of candidates for employment on the basis of race, color, religion, national origin, sex, age, handicap or disability, sexual orientation, gender identity, marital, parental, or veteran status, or the prejudice of clients. A limited exception to this policy exists for military recruiters and federal agencies but only insofar as their employment and hiring practices are permitted under federal law.

Lewis & Clark Law School notifies employers of our nondiscrimination policy and informs them that a request to use any of our services is their acknowledgment that they agree to adhere to our nondiscrimination policy. Lewis & Clark Law School expects that all employers will consider, in good faith, each applicant on the basis of his or her individual merits.

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 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 videos clips, engage in group learning tasks, and participate in role-play demonstrations.

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.

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

EVALUATION AND GRADING

Attendance and Participation	10 points
Mid-Term Exam	30 points
Group Ethics Project	15 points
A Day in the Life Paper	10 points
Self-Care Project	20 points
Professional Development Portfolio	15 points
Total	100 points

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.

ASSIGNMENTS AND EVALUATION

1. Attendance and participation in all classes (10 points)

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.	4
Demonstrating ability to recognize and use subtle non-verbal 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.	1
Coming to class prepared (having read the assignment for the day) Engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.	2
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.	1
Providing examples to support or challenge the issues talked about in class. Making comments or giving observations about topics in the course,	1

especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.	
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.	1
Total	10

2. Ethics Midterm Exam (30 pts)

You will be given 3 quizzes in weeks 4-6 on the assigned readings for the class. In week 7 we will review the content in the class in preparation for the Ethics exam which will be held on week 8. This exam prepares students for the ATCB exam format, will be offered multiple choice, students should arrange to bring their computers to class.

Midterm Exam - 30 Total Possible Points	
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-I	Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.
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)
b.K.3	Describe the purpose and goals of supervision, including models, practices, and processes
b.K.7	Describe how ethical principles guide the use of technology in professional practice (i.e., electronic records, professional and social networking, and distance therapy and supervision)

c.K.2	Identify toxic materials, safety issues with select populations, allergic reactions
c.K.3	Identify requirements for studio set-up and maintenance

2. Group Ethics Project - Due Week 11-12 (15 pts)

The purpose of this project is to develop your ethical decision-making skills and work with others to solve a counseling agency ethical dilemma. Students will be put into groups and work collaboratively as if they were professional counselors working at the same agency. You and the rest of your team will create a vignette with at least two ethical issues, chosen from a list and turn it into the instructor. Your team will then be given a vignette created by another team. Ethical issues can be chosen from the list below. (We will draw to determine which team gets to choose first. Each team will choose one topic during the first round, and then we will reverse team order to choose your second issue. Each issue can only be chosen by one team)

Topics to choose from: Supervision, multiple relationships, boundary violations, counselor impairment, client dependence, value conflict, multicultural issues, informed consent, record keeping, online counseling, technology in counseling, children and adolescents, unethical behavior by a colleague, confidentiality, sexual attraction, competence, couple and family, groups, gifts, bartering

Your team will use an ethical decision-making model to approach the ethical dilemmas presented. You will orally present your case to the class, outlining the issues of concern, discussing potential courses of action and their implications, highlighting current research supporting the steps your team took, and present the final decision made. Students are expected to identify the specific code of ethics (ACA, ATCB, AATA) that relate to the scenario.

GROUP ETHICS PROJECT RUBRIC

SLO	Description	Assessment	Possible Points
SLO-G	Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary	Presentation thoroughly provided an ethical decision-making model to approach the dilemma.	2

<p>SLO-C</p>	<p>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.</p> <p>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.</p>	<p>Acknowledged and integrated an intersectional lens of the case, considering the impact of social location on potential oppression or barriers to treatment.</p>	<p>2</p>
<p>b.K.4</p>	<p>Define the role and process of professional Art Therapists advocating on behalf of the profession</p>	<p>Oral presentation clearly outlined the issues of concern, discussing potential courses of action and the implications, highlighting current research cited in APA</p>	<p>2</p>
<p>b.K.2</p>	<p>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)</p>	<p>Students accurately identified the specific code of ethics (ACA, ATCB, AATA) that relate to the scenario.</p>	<p>2</p>
<p>SLO-F</p>	<p>Know federal and state laws and professional ethics as they apply to the practice of Art Therapy.</p>		

b.S.1	Demonstrate how to apply decision-making models and legal principles to ethical dilemmas	Clearly articulated ethical decision making model	3
	Student completed self and peer eval to accompany assignment		1
	Each student in the group equally presented a selection of the slides. Presentation was professional.		1
	Slides were succinct, clearly organized with visual imagery that supports the content, no typos, completed on time.		1
	Total:		15

3. A Day in the Life Paper - Due week 9 (10 pts)

The purpose of this assignment is for you to deepen your understanding of counseling from someone who has experience in the field. It is recommended that you look for someone working in a specialty area or with a population in which you are interested. Make an appointment and prepare questions ahead of time. Talk to them about their typical work day, professional interests, challenges, how they work or interact with related helping professionals, professional identity, population/specialty area, and any other topic you would like to address. Keep your interview around 30-45 minutes.

Write a 3-4 page paper and include the following items: background information on the counselor you interviewed (e.g., work setting, years of experience, licenses or certifications) , highlights from your interview, and personal reflections on what you learned about the profession and your identity as a counselor/art therapist. Be sure to include an overview of ethical dilemmas or considerations the clinician has encountered when working with this population.

Day in the Life Paper Rubric

SLO	Description	Assessment	Possible Points
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b.K.1	Define the professional role and function of an Art Therapist	Background information on the counselor you interviewed (e.g., work setting, years of experience, licenses or certifications) and highlights from your interview.	2
b.K.6	Summarize roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Clearly articulated personal reflections on what you learned about the profession and your identity as a counselor/art therapist.	2
i.S.8	Provide examples of referral processes and accessing community resources	Included an overview of ethical dilemmas or considerations the clinician has encountered when working with this population.	3
j.A.4	Display sensitivity when considering the impact of crisis on individuals with mental health diagnoses		
Paper was 3-4 pages not including cover page, clearly written with headings, turned in on time, free of typos or grammatical errors.			3
Total:			10

4. Self-Care Project - Due week 14 (20pts)

Develop an art project on which you visually depict or symbolize your plans for self-care as you enter your Practicum year. The art project may be something you choose to work on throughout this term, and may be quite complex. You will present your artwork to the class on week 14.

Write a paper (up to 3pp) that accompanies the art is intended to explain your self-care strategies for the coming academic year. In making the art and reflecting on it, you may find it helpful to consider areas of personal vulnerability to stress. Address self-care as an ethical issue for therapists.

SLO	Description	Assessment	Possible points
SLO-L o.A.1	<p>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.</p> <p>Display connections to a personal creative process and artist identity</p>	<p>Paper clearly explains self-care strategies for the coming academic year with artwork as a figure, reflecting on the creative process connected to self awareness and well being.</p>	4
o.S.3 d.A.3	<p>Recognize personal symbolic language (student recognition of their own imagery as opposed to client images)</p> <p>Value the benefits of student/therapist reflective art-making to inform clinical practice</p>	<p>Artwork and paper reflects an understanding of own identified needs, vulnerabilities and a plan for support.</p>	4
d.S.2 d.A.1	<p>Practice skills for developing awareness and insight into art processes and images</p> <p>Demonstrate belief in the value of using art-making as a method for exploring personal symbolic language</p>	<p>Paper and artwork is self reflective and connects art processes and imagery to understanding of metaphor</p>	4

Paper connects the concept of self-care as an ethical issue for therapists.	4
Work conveys investment of time, critical thought and reflexivity	3
Paper is well written, free of typos or grammatical errors, turned in on time.	1
Total	20

5. Professional Development Portfolio (15 pts)

Counselor Licensure/Certification requirements –Due class 3 (3 pts)

Write a short overview of the licensure or certification requirements for becoming a professional counselor and a licensed art therapist in Oregon on the basis of the credential you anticipate seeking after graduation. List the requirements for the state in which you plan to reside and practice. Cite the website or resource where you found your information. Most US states have a website devoted to the governing authority for counselor licensure (e.g., licensure board). The ACA website has links for licensed professional counselor information by state; the ASCA website has links for school counselor licensure/certification by state.

In your overview, be sure to include the following items: licensure title for professional counselors (e.g., licensed professional counselor, licensed mental health counselor, licensed marriage and family therapist), educational requirements, supervised practice/experiential requirements, examination(s) required, application process, and any other requirements that one would need to fulfill to obtain licensure as a professional counselor in your state.

Continuing education and licensure maintenance- Due class 4 (3 pts)

Write a short overview of continuing education and other licensure status maintenance requirements for your state or the state in which you plan to reside and practice. Cite the website or resource where you found your information. Along with the above requirement, list three resources for obtaining continuing education.

Professional advocacy Proposal-Due class 5 (3 pts)

For this proposal, design an advocacy project that promotes the art therapy counseling profession. In your proposal, include the following items: the purpose of your advocacy project, who you hope to reach through your advocacy efforts, a description of the activities related to the project, anticipated outcomes, and how you believe this project

will promote the art therapy counseling profession. Discuss your rationale for the area of advocacy you have chosen, using support from the literature. Cite at least 3 sources in your proposal.

Professional Resume- Due week 10 (3pts)

Develop a Professional Disclosure Statement (PDS) suitable for your prospective Practicum or Internship site. Due week 12. (3 pts)

Professional Portfolio	
SLO-K	Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.
b.K.5	Identify professional organizations and membership benefits, activities, services to members, and current issues
b.A.2	Recognize the importance and impact of professional credentialing (e.g., Registration, Board Certification, and Licensure) and the effects of public policy on these issues

COURSE SCHEDULE

Class Date	Topic	Readings & Assignments Due
Week 1	Course overview, Defining ethics, examining and understanding ethical codes	
Week 2	Multicultural competencies Intersectionality, Socio-cultural examination of art therapy Art Therapy Media/materials	Read: The first two articles (not the Intro/editorial) in Talwar S. (2017), Law, ethics and cultural competence in Art Therapy special edition, <i>Art Therapy (34)</i> 3 <i>(Authors: Hamrick/Byma and Gipson)</i> Sue & Sue chapter 2

<p>Week 3</p>	<p>Ethical decision making Transference/Countertransference Personal Values</p> <p>Art Therapy Media/materials</p>	<p>Read: DiMaria Chapter 41 Corey Chapters 1-4 prior to class</p> <p>Counselor Licensure/Certification due to Moodle</p>
<p>Week 4</p>	<p>In class quiz 1</p> <p>Ethics from diversity perspective Online counseling Confidentiality</p> <p>Art Therapy Media/materials</p>	<p>Read Corey Chapters 5-8 prior to class</p> <p>Continuing education and licensure maintenance due to Moodle</p>
<p>Week 5</p>	<p>In class quiz 2</p> <p>Boundaries Licensing Supervision issues</p>	<p>Read Corey Chapters 9-13 prior to class</p> <p>Professional advocacy proposal due to Moodle</p>
<p>Week 6</p>	<p>In class quiz 3</p> <p>Couples & Family Group work Social justice perspectives</p>	<p>Remaining the following articles in Art Therapy Journal in Talwar S. (2017), Law, ethics and cultural competence in Art Therapy special edition, Art Therapy (34)3: (see moodle for links)</p> <p>Kuri Karcher Zappa Malloy Hinz</p>
<p>Week 7</p>	<p>Code of Ethics review</p> <p>Ethics of telehealth, Safety, Distance Therapy Ethics (in light of COVID-19 pandemic)</p>	<p>Midterm exam review</p> <p>Read: (see Moodle):</p> <p>Shaw, Lucy. "'Don't Look!' An Online Art Therapy Group for Adolescents with Anorexia Nervosa." International Journal of Art Therapy 25.4 (2020): 211-17. Web</p> <p>Sasangohar F, Bradshaw MR, Carlson MM, Flack JN, Fowler JC, Freeland D,</p>

		<p>Head J, Marder K, Orme W, Weinstein B, Kolman JM, Kash B, Madan A</p> <p>Adapting an Outpatient Psychiatric Clinic to Telehealth During the COVID-19 Pandemic: A Practice Perspective</p> <p>J Med Internet Res 2020;22(10):e22523</p>
Week 8	<p>LinkedIn</p> <p>Resume building</p> <p>Personal Values assessment</p> <p>Experiential art activity-passion/mission statement</p>	<p>Ethics Midterm Exam</p>
Week 9	<p>HIPAA lecture discussion</p> <p>Professional judgment, Professional identity, Multicultural competence/Advocacy</p>	<p>Read</p> <p>Chapter 9 Sue & Sue</p> <p>Chapter 10,13, 20 in Di Maria</p> <p>A day in the life paper due</p>
Week 10	<p>Universal precautions lecture/discussion</p> <p>Role play scenarios</p> <p>Value conflicts, Informed consent, confidentiality, Subpoenas</p>	<p>Read Ch 12, 17, 25, 30 Di Maria</p> <p>Professional Resume Due</p>
Week 11	<p>Applying decision making models to scenarios</p> <p>Role play scenarios</p>	<p>Read</p> <p>Chapter 1,16,26,43 in Di Maria</p> <p>Chapter 7 in Sue & Sue</p>

	Dual relationships Navigating Boundaries Minors and vulnerable adults, Family counseling	Hauck, J. and Ling, T. (2016). The DO ART Model: An Ethical Decision-Making Model Applicable to Art Therapy. Art Therapy: Journal of the American Art Therapy Association, 33(4) pp. 203-208. Ethics Group project Due
Week 12	Evaluation, Testing, Diagnosis Professional Relationships Insurance plans	Read Chapters 5, 6, 8, 28, 31 in Di Maria Sue & Sue Chapters 24 & 25 Professional Disclosure Statement (PDS) suitable for your future practicum site due Ethics Group project Due
Week 13	Supervision/Consultation Professional writing Decision making Class time can be used to work on self-care project due next week.	Read and post discussion in Moodle Chapters 44-47 in Di Maria
Week 14		Self care paper and artwork due-present to class Course evaluations