



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.

K.H., PRIVATE PRACTICE W/  
DEMENTIA SPECIALTY



T.S.  
WORKS W/  
COLLEGE  
STUDENTS

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

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

I worried about being part of a problematic system.

S.C.S., private practice owner

Mostly systems involvement & general accountability around power structures.

C.W., DV/SV survivors & children/youth

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

M.D., queer + trans youth intimate partner violence.

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

H.H., sex + relationship therapist

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

C.L., trauma specialist

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.

and... of course ...

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

ELMER'S GLUE  
CRAYOLA  
3W AT

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

QR21



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

**AT 539 Professional Orientation and Ethics in Art Therapy  
SUMMER, 2022**

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When: Wednesdays Time: 9AM—12:15PM

Where: Online via zoom (synchronous)

Zoom link (same each week): Join Zoom Meeting

<https://zoom.us/j/96721513503?pwd=SWh1RHZWV0NUdHp6cFjRDlkUJmUT09>

Instructor: Quinn Rivenburgh MAAT ATR-BC LAT LPC

Gender pronouns: They/them

Office hours: Zoom 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**

<b>SLO-C</b>	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.
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<b>SLO-F</b>	Know federal and state laws and professional ethics as they apply to the practice of Art Therapy.
<b>SLO-G</b>	Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
<b>SLO-I</b>	Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.
<b>SLO-K</b>	Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.
<b>SLO-L</b>	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.
<b>SLO-N</b>	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.

	<b>CAAHEP STUDENT CONTENT AREAS</b>	<b>Introduce or Reinforce</b>	<b>Measurement</b>
<b>b.K.1</b>	Define the professional role and function of an Art Therapist	Introduce	Final paper case study
<b>b.K.2</b>	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>b.K.3</b>	Describe the purpose and goals of supervision, including models, practices, and processes	Introduce	Quiz

<b>b.K.4</b>	Define the role and process of professional Art Therapists advocating on behalf of the profession	Introduce	Group project
<b>b.K.5</b>	Identify professional organizations and membership benefits, activities, services to members, and current issues	Introduce	Identity project
<b>b.K.6</b>	Summarize roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Introduce	Interview, paper
<b>b.K.7</b>	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>b.S.1</b>	Demonstrate how to apply decision-making models and legal principles to ethical dilemmas	Introduce	Paper- group project
<b>b.A.2</b>	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
<b>c.K.2</b>	Identify toxic materials, safety issues with select populations, allergic reactions	Introduce	Video, quiz, discussion
<b>c.K.3</b>	Identify requirements for studio set-up and maintenance	Introduce	Discussion, quiz
<b>c.A.2</b>	Formulate the potential value of and contraindications for public display of client artwork	Introduce	Video, discussion
<b>c.A.3</b>	Evaluate the potential appropriateness of various venues for display of artwork	Introduce	Video, discussion
<b>e.K.4</b>	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

### 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*. 9<sup>th</sup> edition. New Jersey: John Wiley & Sons.

Additional readings as assigned

### Required Articles:

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

Online therapy ethics article

### 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 College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education

Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

### **DISABILITY SERVICES STATEMENT**

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

### **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.

### **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 themselves 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 review all required media (i.e. video, podcast) 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
<b>Total</b>	<b>100 point</b>

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.	<b>1</b>
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.	<b>1</b>
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.	<b>1</b>
<b>Total</b>	<b>10</b>

## 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.

<b>Midterm Exam - 30 Total Possible Points</b>	
<b>SLO-F</b>	Know federal and state laws and professional ethics as they apply to the practice of Art Therapy.
<b>SLO-G</b>	Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
<b>SLO-I</b>	Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.

<b>b.K.2</b>	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>b.K.3</b>	Describe the purpose and goals of supervision, including models, practices, and processes
<b>b.K.7</b>	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)
<b>c.K.2</b>	Identify toxic materials, safety issues with select populations, allergic reactions
<b>c.K.3</b>	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 of ethical issues below and turn it into the instructor. Your team will then be given a vignette created by another team. (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.

	<b>Group Ethics Project</b>	<b>Possible Points</b>
<b>SLO-C</b>	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.	<b>2</b>
<b>SLO-F</b>	Know federal and state laws and professional ethics as they apply to the practice of Art Therapy.	<b>2</b>
<b>SLO-G</b>	Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.	<b>2</b>
<b>SLO-N</b>	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.	<b>2</b>
<b>b.K.2</b>	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>2</b>
<b>b.K.4</b>	Define the role and process of professional Art Therapists advocating on behalf of the profession	<b>2</b>
<b>b.S.1</b>	Demonstrate how to apply decision-making models and legal principles to ethical dilemmas	<b>3</b>
	<b>Total</b>	<b>15</b>

**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. The professional of choice can be local or international. 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., education background, work setting(s), 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 certain population(s).

	<b>Day in the Life Paper</b>	<b>Possible Points</b>
<b>b.K.1</b>	Define the professional role and function of an Art Therapist	<b>2</b>
<b>b.K.6</b>	Summarize roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	<b>3</b>
<b>i.S.8</b>	Provide examples of referral processes and accessing community resources	<b>2</b>
<b>j.A.4</b>	Display sensitivity when considering the impact of crisis on individuals with mental health diagnoses	<b>3</b>
	<b>Total</b>	<b>10</b>

**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 3 pages) 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.

	<b>Self-Care project</b>	<b>Possible points</b>
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.	4
o.A.1	Display connections to a personal creative process and artist identity	4
o.S.3	Recognize personal symbolic language (student recognition of their own imagery as opposed to client images)	4
d.A.3	Value the benefits of student/therapist reflective art-making to inform clinical practice	2
d.S.2	Practice skills for developing awareness and insight into art processes and images	2
d.A.1	Demonstrate belief in the value of using art-making as a method for exploring personal symbolic language	2
	Work conveys investment of time, critical thought and reflexivity	2
	<b>Total</b>	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)*

	<b>Professional Portfolio</b>
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<b>SLO-K</b>	Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.
<b>b.K.5</b>	Identify professional organizations and membership benefits, activities, services to members, and current issues
<b>b.A.2</b>	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 5/11/2022	Introductions- Access Needs/ Pronouns, Course overview, defining ethics, ethical codes	
Week 2 5/18/2022	Self-Reflexivity Positionality Personal Values & Burnout prevention Intersectionality	Eastwood, C. (2022). <i>Intersectionality in the arts psychotherapies</i> . (J. Collier & C. Eastwood, Eds.). Jessica Kingsley. pp.33-47  Corey Ch. 1-3  First two articles (not the intro) in Talwar, S. (2017). Ethics, Law, and Cultural Competence in Art Therapy. <i>Art Therapy</i> , 34(3), 102-105. (authors: Hamrick/Byma and Gipson)  Eastwood, C. (2022). <i>Intersectionality in the arts psychotherapies</i> . (J. Collier & C. Eastwood, Eds.). Jessica Kingsley. pp.33-47  <b>Due: 2-5 sentence summary of your self-care idea</b>
Week 3 5/25/2022	Sociocultural-relational Approach	Read:



	<p>Ethical decision-making Transference/Countertransference</p>	<p>DiMaria Ch. 41 Sue &amp; Sue Ch. 2 Corey Ch. 4 I Vow Not to Burn Out, Mushim Ikeda <i>Hungry for more:</i> Brandoff (2022) Racial Bias in Paint and Art Materials, Art Therapy, 39:1, 50-53, DOI: <a href="https://doi.org/10.1080/07421656.2022.2035616">10.1080/07421656.2022.2035616</a></p> <p><b>Due: Counselor Licensure/Certification procedure in moodle</b></p>
<p>Week 4 6/1/2022</p>	<p><b>In class quiz 1</b> Confidentiality Online counseling Ethics from diversity perspective</p>	<p>Read Corey Ch. 5-6</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><i>Hungry for more:</i> Nolan &amp; Bostelmann (2021) Social Media and Art Therapy Services: Adapting and Evolving, Art Therapy, DOI: <a href="https://doi.org/10.1080/07421656.2021.1988812">10.1080/07421656.2021.1988812</a></p> <p><b>Due: Continuing education and licensure maintenance</b></p>
<p>Week 5 6/8/2022</p>	<p><b>In class quiz 2</b> Boundaries Licensing Supervision</p>	<p>Corey Chapters 7-9</p> <p><b>Due: Professional advocacy proposal</b></p>
<p>Week 6 6/15/2022</p>	<p><b>In class quiz 3</b></p>	<p>Corey Ch.11-12</p>

	Couples & Family Group Social justice perspectives	Di Maria Ch.16  Karcher, O. (2017). Sociopolitical Oppression, Trauma, and Healing: Moving Toward a Social Justice Art Therapy Framework. <i>Art Therapy, 34</i> (3), 123-128.
Week 7 6/22/2022	Code of Ethics review  Ethics of digital use of media in Art Therapy	Midterm exam review  DiMaria Ch. 33  <i>Hungry for more:</i>  Usiskin, M., & Lloyd, B. (2020). Lifeline, frontline, online: adapting art therapy for social engagement across borders. <i>International Journal of Art Therapy: Inscape, 25</i> (4), 183–191.
Week 8 6/29/2022	Marketing and Networking  Resume building  Personal values assessment: passion/mission statement	<b>Ethics Midterm Exam</b>
Week 9 7/6/2022	HIPAA  Professional judgment Professional identity Multicultural Advocacy	Read  Sue & Sue Ch. 9  DiMaria Ch. 10,13  <b>Due: A day in the life paper</b>
Week 10 7/13/2022	International perspectives on ethics of care  Dual relationships Value conflicts, Informed consent, confidentiality	Di Maria Ch 26  Lee, L.C.B. (2022) Shifting Ethics of Care in Hong Kong, Arts in Psychotherapy.  Singh, A., Nassar, S., Arredondo, P., & Toporek, R. (2020). The Past Guides the Future: Implementing the Multicultural and Social Justice

		<p>Counseling Competencies. <i>Journal of Counseling and Development</i>, 98(3), 238-252.</p> <p><b>Due: Professional Resume</b></p>
<p>Week 11 7/20/2022</p>	<p>Applying decision making models to scenarios</p> <p>Role play scenarios Subpoenas Boundaries Minors and vulnerable adults, Family counseling</p>	<p>Di Maria Ch 1, 30</p> <p>Sue &amp; Sue Ch 7</p> <p>Hauck, J. and Ling, T. (2016). The DO ART Model: An Ethical Decision-Making Model Applicable to Art Therapy. <i>Art Therapy: Journal of the American Art Therapy Association</i>, 33(4) pp. 203-208.</p> <p><b>Due: Ethics Group project presentations</b></p>
<p>Week 12 7/27/2022</p>	<p>Evaluation, Testing, Diagnosis Professional Relationships Insurance</p>	<p>Di Maria Ch. 5, 6, 31 <u>Skim</u> Sue &amp; Sue Ch. 24 &amp; 25</p> <p><b>Due: Professional Disclosure Statement (PDS)</b> suitable for your future practicum site</p> <p><i>Hungry for more:</i> Awais, Y. J., &amp; Blausey, D. (2021). <i>Foundations of art therapy supervision: creating common ground for supervisees and supervisors</i>. Routledge.</p>
<p>Week 13 8/3/2022</p>	<p>Supervision/Consultation Professional writing Decision making</p> <p>Roleplay suicide assessment</p> <p>Self-Care Project Studio time/ Individual meetings with instructor</p>	<p>Chapters 45, 46 in Di Maria</p> <p>Carly Boyce, <i>Helping Your Friends Who Sometimes Wanna Die Maybe Not Die: Suicide Intervention (For Wierdos, Freaks, and Queers)</i></p> <p>Complete C-SSRS (Columbia Suicide Screening Rating Scale) module, takes about 1 hour. Upload a screenshot of the "congrats, you finished the training" page to moodle.</p>
<p>Week 14</p>	<p>Self-Care Art Salon</p>	<p><b>Radically Selfish Podcast (2018)–</b></p>

8/10/2022

Adrienne Maree Brown  
<http://radicallyselfish.com/podcast/adrienne-maree-brown-episode-12/>

**Due: Self-care paper and Self-care art salon**

Course evaluations