



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

AT 545: Equity-based community interventions in Art Therapy

SUMMER, 2021

When: Mondays, Wednesdays (on campus) 12-5pm
Dates: May 9, 18, 23, June 1, 13, 15 Total of 30 hrs. in class
Where: Rogers 105
Instructor: Mary Andrus, DAT, LCAT, ATCS, LPC
Office hours: By Appointment
Office location: Rogers 209
E-Mail: mandrus@lclark.edu
Credits: 2

CATALOG DESCRIPTION

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

COURSE DESCRIPTION

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

CAAHEP STUDENT LEARNING OUTCOMES AND COMPETENCY AREAS

SLO-B - Distinguishing among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.
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SLO-E- Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
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SLO-F- Know federal and state laws and professional ethics as they apply to the practice of Art Therapy.
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SLO-G-Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
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SLO-H-Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
SLO-J-Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.
SLO- L-Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self- awareness, promote well-being, and guide professional practice.
SLO-N-Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.

COMPETENCY OBJECTIVES

Competency	COMPETENCY Description	How assessed
b.K.1	Define the professional role and function of an Art Therapist	Program design,
b.K.2	Recognize the ethical principles for practice of the American Art Therapy Association and the Art Therapy Credentials Board, as well as those of related fields as applicable (e.g., American Counseling Association)	Discussion
b.K.3	Describe the purpose and goals of supervision, including models, practices, and processes	Discussions, program design
b.K.6	Summarize roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Community proposal, class discussions
b.S.2	Demonstrate how to complete professional documentation required in clinical mental health settings such as treatment plans and progress notes	Program design
c.S.1	Develop therapeutic goals and art-based intervention strategies based on the therapeutic effect of art making, including benefits, limitations and contraindications of art materials	Community based intervention
c.S.2	Develop strategies to effectively manage resistance to creative expression	Community based project

c.SA1	Incorporate ethical and cultural considerations in materials selection and therapeutic applications	Community based project, program design;
e.S.3	Consider purpose, goals, population characteristics, when designing art therapy groups in a variety of settings	Program design; community based project
i.K.6	Identify theories of effective programs in various settings including strategies for program development and evaluation	Program design; program evaluation methods discussed
i.S.3	Demonstrate case conceptualization skills	Community based project
i.S.5	Identify the steps of suicide risk assessment	Class discussion
k.S.1	Apply theory to practice through case analysis or critique of clinical scenarios	Community based project, program design
l.S.3	Recognize cultural, social, and co-occurring issues that affect assessment outcomes	Community based project
n.K.1	Identify research addressing characteristics of help-seeking behaviors of diverse cultural and social groups and implications for responsive practice	Community based project

ADDITIONAL LEARNING OUTCOMES:

This course will enable students to:

1. Develop an equity-based community intervention.
2. Develop program design, demonstrating an understanding of the clinical integration of art therapy within mental health setting.
3. Continue to develop clinical and ethical skills as applied to case management and approaches to treatment.
4. Develop an understanding of the importance and role of clinical documentation in the areas of risk assessment, case consultation, and functioning as part of a treatment team.
5. Become competent with and aware of handling artworks and case material in accordance with ethical guidelines of the ATCB, concerning confidentiality of clients, and protection of artworks and reproductions of artworks.

Required Reading

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

Books/Book chapters

Andrus, M. (2021). Infertility to motherhood: Collective voices in art therapy challenge social constructs. In Swan Foster (Ed.) *Art Therapy and childbearing issues; Birth, death and rebirth*. New York, NY: Routledge. (Chapter 15)

Freire, P. (2000). *Pedagogy of the oppressed*. New York, NY: Bloomsbury.

Talwar, S. (2018). *Art Therapy for Social Justice: Radical Intersections*. Routledge.

McDowell, T., Knudson-Martin, C. & Bermudez, J. M. (2018). Socioculturally attuned Family Therapy: Guidelines for Equitable Theory and Practice. *Routledge*. (Chapter 14).

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

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

Podcast

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

Articles

Bonanno, J. N. (2018). Capital as the lens the Bourdieu Pierres through: Public relations, social theory and rhetoric. *Public Relations Review*. (44). 385-392.

Elhert, R. (2020). A little less alone: Surviving sanism in art therapy. *Art Therapy: Journal of the American Art Therapy Association*. 37(2). 99-101.

Hanes, M.J. (2008). Signs of suicide: Using road drawings with inmates on suicide observation at a county jail. *Art Therapy: Journal of the American Art Therapy Association*, 25(2) pp. 78-84.

McDowell, T., Knudson-Martin, C. & Bermudez, J. M. (2019). Third order thinking in family therapy; Addressing social justice across family therapy practice. *Family Process Institute*, 58(1), pp. 9-22

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

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

Tahan, H. (2020). The professional case manager and social justice, inclusion and equity: A time for reflection and action. *Professional case management*. 25,6. 305-311. DOI: 10.1097/NCM.0000000000000465

Resources

Andrus, M. (2019): Exhibition and film about miscarriage, infertility, and stillbirth: Art therapy implications, *Art Therapy*. DOI:10.1080/07421656.2019.1697577

Anzaldúa, G. (2007). *Borderlands La Frontera: The new mestiza*. San Francisco, CA: Aunt Lute Books.

Goldblatt, R., Elkis-Abuhoff, D., Gaydos, M., Rose, S. & Casey, S. (2011). Unlocking conflict through creative expression. *The Arts in Psychotherapy*. 38, 104-108.
doi:10.1016/j.aip.2010.12.006

Guiffrida, D. Tansey, M. & Miller, D. (2017). A constructive approach to help counselors work with clients who express discriminatory views. *Theory and Practice, Journal of counseling and development*. 97, 105-112.

Graphic Medicine: <https://www.graphicmedicine.org/resources/liaison-program/art-therapy/>

hooks, B. (2000). *Theory as liberatory practice. Feminist Theory from margin to center*. Cambridge: South end press.

Ingram, B. L. (2011). *Clinical Case Formulations: Matching the integrative treatment plan to the client* (2nd ed.). Wiley.

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

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

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

McMillan Cottom, T. (2020). Where platform capitalism and racial capitalism meet: The sociology of race and racism in the digital society *Sociology of Race and Ethnicity*. 6(4), 441–449.

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

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

Watkins, M., & Shulman, H. (2008). *Towards psychologies of liberation*. New York, NY: Palgrave MacMillan.

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

NONDISCRIMINATION

Lewis & Clark adheres to a nondiscriminatory policy with respect to educational programs, activities, employment, and admission. We do not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, gender expression, or any other basis prohibited by applicable federal, state, and local laws. For more

information, and for current contact information for questions or concerns, go to go.lclark.edu/nondiscrimination.

DISABILITY SERVICES STATEMENT

If you require academic accommodations, please contact the Office of Student Accessibility in Albany Quadrangle (503-768-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

This course adheres to the general policies outlined in the catalog and student handbook of the Lewis & Clark Graduate School of Education and Counseling. This includes full adherence to the following policies:

Nondiscrimination: go.lclark.edu/qsec-nondiscrimination

Standards for professional student conduct and academic integrity: go.lclark.edu/qsec-conduct

Sexual misconduct: go.lclark.edu/titleIX

TEACHING METHODS

A variety of teaching methods will be used during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures. Students will watch 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 him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

CLASS PREPARATION

You must complete all assigned readings and watch any assigned videos prior to attending class. This will allow us to focus on application of readings in class. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

ASSIGNMENTS AND COURSE REQUIREMENTS

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

1. Attendance and participation in all classes

Class participation	Possible points
Attending all classes and being on time. Giving attention to the instructor and/or other students when they are making a presentation. Demonstrating ability to recognize and use subtle nonverbal communication cues to assess your impact on your peers and participate in class. Demonstrating ability to be open about discussing the impact of your comments on your peers.	2
Coming to class prepared (having read the assignment for the day- by completing the reading reflections prompt). Engaging in group discussions 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. Points assigned for engaging in critical thinking in online posts.	2
Providing examples to support or challenge the issues talked about in class. Making comments or giving observations about topics in the course, especially those that tie in the classroom material to "real world" problems, or try to integrate the content of the course.	2
Dealing with other students and/or the instructor in a respectful fashion. Listening actively. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your participation in small group discussions is also required.	2
Total	10

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

Student will examine the various intersections and understanding of self at this point in their learning and becoming an art therapist. Student may revisit and rework Life Map assignment submitted in Fall of first semester in the program. Student will create a piece of artwork that expresses their understanding of self, write a 2 page reflection.

DUE May 18th

Art Therapist Identity Criteria	Possible Points
Student articulates their intersectional identity as it relates to their development as an art therapist	4
Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.	4
Student acknowledges biases, blind spots, privilege and plan for continued social awareness	4
2 page reflection integrates an intersectional understanding of self	4
Artwork reflection integrates an intersectional understanding of self	4
Total	20

3. Program Design (15 points)

Design an art therapy program for your internship site. Student will prepare a presentation and handout for intended site. Proposal is written with the intent to share with a program director, administrator or individual who is interested in considering providing art therapy services at this site. **Due May 23rd**

Present in class a 5 min video of the presentation or a live version of the slide presentation.

UPLOAD TO TASKSTREAM Due May 23rd

Program Design Criteria	Possible Points
Organization: clear organizational plan, concise, informative and objective	2
Demonstrates understanding of clinical needs of site population in relation to art therapy programming. Including screening procedures, specific goals, directives, evaluations and limitations.	4
Presentable: written to present to a program director, administrator, or individual who is interested in providing art therapy services.	2
Program design considers socio-cultural context, explores and recognizes the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.	5

Project is well written, clear and accompanying power-point & handout is free from grammatical errors with 2-3 citations	2
Total	15

4. Analysis of broader societal systems (10pts)

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

Examination of the Historical/Environmental/ Societal processes where inequity exists that impacts this population/group. Link the ways in which it is connected to broader wider landscape. Create a visual representation of this dynamic and write a 2-3 page summary that explains your understanding of this with at least 3 references to support your work.

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

DUE JUNE 1st

Systems Analysis Criteria	Possible Points
Organization: clear understanding of inequity and impact on group	2
Demonstrates understanding of clinical needs of population in relation to broader landscape.	2
Visual representation thoroughly explained	2
Systems analysis considers multi-dimensional intersections of socio-cultural context, explores and recognizes the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.	2
Paper is well written, clear and accompanying image as a figure. Paper is free from grammatical errors with 2-3 citations and meets the 2-3 pg requirement.	2
Total	10

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

Students will develop a community-based intervention that includes consciousness-raising through art therapy. Students will design a hypothetical group or project that explores an issue of social inequity. Project will bring actors together to create cohesion, awareness and action. The project should 1) define the impact of inequity on mental health and relational well-being, 2) include a visual map that illustrates the impact of societal systems on the issue of inequity,

3) develop an art therapy intervention/invitation that supports the community-based intervention, including how it will be implemented, and 4) the rationale for the chosen intervention with literature to support this proposed project. Student is expected to share the proposed population with the instructor in class prior to the due date for approval.

Students will present these the last two days of the class meeting in live presentation or a prerecorded 7-10 min video. **Due June 13th and 15th for presenting to class. We will sign up at the beginning of the course.**

UPLOAD TO TASKSTREAM (Powerpoint or video and slides)

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

Preparedness	3
Visual Aids Quality and Effect	3
Clinical Content	3
Professional Delivery	3
Effective Use of Time	3
Total	45

EVALUATION AND GRADING

Class Participation	10%
Art Therapist Self Reflection	20%
Program Design	15%
Analysis of broader societal systems	10%
Community Based Project	45%

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	

NOTE: All assignments must be turned in at the beginning of class (before class starts) on the day they are due. Five points will be deducted for each day an assignment is late.

COURSE SCHEDULE

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

Class Date	Topic	Readings & Assignments Due
Class 1 Monday May 9	<p>Review of syllabus, assignments, outlines of assessment documents.</p> <p>Discussion: Intersectionality, courageous conversations and conflict resolution.</p> <p>Social Justice model versus Medical model.</p> <p>Trauma informed care, person first language, creating equity in the</p>	<p>Prior to class read: Jackson, Cultural Humility Ch 4</p> <p>Platt, Stepping over a baby's head</p> <p>Elhert, 2020</p> <p>Richards, Holttum & Springham, 2016</p> <p>Listen to podcast: The Savvy Shrink</p>

	classroom. Structuring sessions to promote safety and self-expression.	
Class 1 Part 2	Review of Internship sites (populations and clinical issues) as related to class assignments and course content.	In class art making re: Identity project Resource: Conflict through creative expression article
Class 2 Wednesday May 18	Suicide risk assessments, reporting abuse, suicidal, homicidal & violent clients, ethical dilemmas, documentation, and supervision. DBT conflict resolution	AT Identity Project Due Reading reflections in moodle: Hanes, Suicide Tahan, Professional Case manager Freire, Chapters 1 & 2 Watkins, Chapters 1& 2
Class 2 Wednesday Part 2	Lecture- Navigating systems and attuning, assessing and implementing or proposing change (meta level of systems within systems) How to write program designs - View student example In class work on Program Design	Optional: McMillan Cottom reading of THICK https://youtu.be/rW18xVBXoLU Resources: Watkins & Schulman revisit part 1 ATCB Ethics Codes ACA Ethics Codes
Class 3 Monday May 23 part 1	Student Program design presentations Discuss: Liberation Psychology MU to LC third order thinking	Program Design Due Reading reflections in moodle: Andrus- Infertility to motherhood Freire Chapters 3 & 4 Watkins Chapters 4 & 5 Ottemiller & Awais
Class 3 part 2	Watch: Bourdieux video	Resource: McMillan Cottom article

	Example: Andrus systems analysis research women	hooks, B. (2000). Theory as liberatory practice. In class work on Systems Analysis Project
Class 4 Weds June 1	Community based projects discussion (Padlet examples) Screen- Sins Invalid	Systems Analysis Due Reading reflections in moodle: Watkins Chapters 7 & 9 Talwar- Chapters 3-4 McDowell, T., et al - Socioculturally attuned family art therapy - Chapter 14
June 1 Part 2	Brief Lecture: Knudson- Martin: A.N.V.I.E.T. framework	Resources: Leone (2021) Craft in Art Therapy McDowell, et al article - Third order thinking Moon & Shulman chapter In class work on Community Project Assignment
Monday June 13	Supervision- advocating for self and building trust in the relationship	COMMUNITY PROJECTS PRESENTATIONS Community Project Student presentations
Weds June 15	Student presentations Review course competency areas. Art experiential Course evaluations.	COMMUNITY PROJECTS DUE Community Project Student presentations

