



**LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND
COUNSELING
AT582: ART THERAPY INTERNSHIP (3 credits)
FALL 2022**

When: Section 1: Monday, 9 am to 12:00 pm, September 12 - December 12
Section 2: Monday, 9 am to 12:00 pm, September 12 – December 12

Where: Section 1: Rogers Room 217
Section 2: Rogers Room 217

Instructor: Kristine Bella, MA, ATR-BC
Office: Rogers Hall 209 Office Hours: By Appointment
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CATALOG DESCRIPTION

Supervised practice bridging theoretical and clinical skills. Students engage in art therapy and related professional activities in community settings. Students prepare art therapy assessments, submit clinical samples for supervisory review, and present case findings.

COURSE DESCRIPTION

As part of students' art therapy professional development experience, students provide art therapy services for individuals, groups and/or families in a clinical community setting. Weekly supervision seminar includes case studies and discussion of case materials; development of clinical, ethical and practical skills relevant to internship experience; and professional identity as an art therapist and art therapy advocate. Students complete internship hours in accordance with the Art Therapy Credential Board requirements based on the Registered Art Therapist (ATR).

CAAHEP STUDENT LEARNING OUTCOMES (SLO)

SLO C - Recognize Art Therapy, from a multicultural perspective, takes into consideration specific values, beliefs, and actions influenced by clients' race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences in the dominant culture.
SLO D - Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.
SLO G - Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional, legal consultation when necessary.
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.

CAAHEP CONTENT AREAS

Content Area	Description	Master Level	Course Assessment
g.K.1, g.S.1, g.S.2, g.A.1, k.S.1, m.S.1	Synthesize theoretical knowledge previously gained in the classroom and apply that knowledge in the clinical and community internship settings. Synthesis and level of application increases incrementally during academic year.	Reinforce	Case Conceptualization Clinical Documentation Capstone Proposal with Literature Review
i.S.3, i.A.4	Increase clinical insight through analysis of professional skill development. Recognize art therapy counseling strengths and limitations, transference and counter-transference, through concentrated work experience, supervision, and study	Mastery	Art Therapy Assessment Clinical Documentation Class Discussions/ Experientials Art Therapy In-Service
c.K.4, c.K.5, i.S.3	Identify resources and programs for using technology as it relates to creating artwork and providing safe storage. Enhance understanding of assessment and treatment planning through the demonstration of increased competency in case conceptualization skills	Mastery	Art Therapy Assessment Case Conceptualization Class Discussions/ Experientials
i.A.4, k.S.1	Prepare for the transition from intern to entry level professional therapist through self-reflection art and narratives, class room discussions, and assigned readings	Reinforce	Class Discussions/ Experientials Capstone Proposal with Literature Review

COURSE OBJECTIVES

Upon completing this course, students will demonstrate their ability:

1. to engage in therapeutic art engagement skills
2. to communicate clinically based ideas that are theoretically sound
3. to develop professional and effective case presentations
4. to gain comprehensive understanding of their clients
5. to engage in therapeutically appropriate approaches to treatment and termination
6. to make ethical decisions when considering cases
7. to write clinically sound documentation

CTSP 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 are met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

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

TEACHING METHODS

A variety of teaching methods will be utilized during Art Therapy Internship 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.

DISABILITY SERVICES STATEMENT

If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-76-7192 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.

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 watch any assigned video prior to attending class. This will allow us to focus on application of readings in class. Watching videos will help bring models to life, allowing you to better understand the material and ask questions.

REQUIRED TEXTS & READINGS

Weekly readings are to be completed for the day indicated. Student is expected to be prepared to discuss the ideas and concepts discussed in the readings. Student is responsible for all of the assigned readings, whether or not they are discussed in class.

Required Text

Site/Population Specific Book, Articles and Chapters

***Students are required to read one book based on site and population served. Approval by*

instructor for book selection is required, scholarly or narrative format. Student must research and read peer reviewed articles or chapters from books which relate directly to your site and population served. Student must read a minimum of 20 articles/ chapters for the semester.

Reference Text

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th Ed.). Arlington, VA: American Psychiatric Publishing.

Hinz, L. D. (2020). *Expressive therapies continuum: A framework for using art in therapy* (2nd ed). New York, NY: Routledge, Taylor & Francis Group.

Zuckerman, E. (2019). *Clinician's Thesaurus* (8th Ed). New York: Guilford Press.

ASSIGNMENTS AND COURSE REQUIREMENTS

Goals and Objectives for Internship:

Student will identify specific goals that are related to their academic/clinical learning experience (**Moodle**). Student will document 2 goals for each of the following 3 areas:

1. Cognitive/Academic
2. Skill Development
3. Personal Development/Self Awareness

Student will briefly describe why they chose these goals and include objectives and action steps towards obtaining them.

Professional Disclosure Statement:

Student will update their Professional Disclosure Statement for their internship site and Professional Portfolio (**Moodle**). This must be reviewed and approval by internship instructor and site supervisor before it is to be given to clients. The below criteria are in alignment with the ATCB guidelines for practicing art therapists: • Student name • Supervisor's name • Business or employer's name, address, telephone number and e-mail address • Description of formal training and education, including highest relevant degree and educational institution • Description of relevant art therapy credentials • Description of all professional affiliations, memberships, licensing and certifications, including credential number and issuing state or organization • Affirmation of past and present adherence to the ATCB Code of Ethics, Conduct, and Disciplinary Procedures • Areas of competence and services provided • Philosophical / theoretical approach • Fees (if any) • Instructions regarding how a client should address any dissatisfaction with the process including how to file a complaint with ATCB, Inc., including the ATCB's address, telephone number and e-mail address.

Informal Presentation on Internship Site and Population Served:

Student will provide an informal 10-minute presentation about their specific site and type of clients being served. No PowerPoint necessary. Student will submit a brief self-evaluation of presentation including peer feedback (**Moodle**). Presentation will include:

1. Site demographics including population served and considerations for realistic treatment planning and goals
2. Demonstrate comprehensive awareness of role, limits and potential for art therapy integration
3. Explore art therapy's relationship to other services

4. System awareness including cultural, political, financial factors influencing program policy and procedures
5. Any ethical and clinical awareness or concerns

Art Therapy In-Service:

Student will offer an Art Therapy In-Service at their site during the first half of the semester to orient staff about art therapy and internship expectations. **The use of visuals and an art experiential are highly recommended.** If engaging in Telehealth, the student may elect to record a video. The In-Service should include:

1. Introduction and definition of Art Therapy/AATA/Reference to Ethics both AATA/ACA
2. Educational requirements for Art Therapy
3. Student's specific education and training (brief)
4. Overview of how Art Therapy will be offered in that setting
5. Examples of goals and objectives for art therapy sessions (generally speaking)
6. Basic description of media used (types and reasoning)
7. Referral process and how art therapy case information will be shared
8. Guidelines for staff participation in art therapy groups
9. References/Bibliography (APA).

Student will submit an outline, summary, and 1-page self-reflection of their in-service addressing successful aspects and areas for improvement (**Moodle**).

Weekly Documentation:

Student will submit weekly documentation:

1. Hour Log of all onsite hours are to be submitted weekly (**Salesforce**, begin Week 2).
2. Supervision Form: Student will document their supervision goals, clinical summary of site experience, and topics covered with supervisor (**Moodle**, begin Week 2).
3. Progress Note: clear narrative of a session utilizing SOAP/DAP or site-specific format which provides a concise description of behaviors, verbalization, and significant artwork findings to make clinical inferences about client's level of functioning and progress towards treatment goal (**Moodle**, begin Week 5).

Mid and End of Semester Supervisor Observation Form, Supervisor Evaluation, Site Evaluation, and Self-Evaluation:

Student will submit mid and final Supervisor Observation form, Supervisor Evaluation, Site Evaluation, and Self-Evaluation (**Taskstream**). Forms found on Handbook and Forms section of L&C Art Therapy website.

Art Therapy Assessment:

Student will submit an art therapy assessment for an individual client.

- Title and Date of Report
- Pseudonym Name
- Age
- Gender/Pronouns
- Ethnicity
- Diagnosis/Medication
- Presenting Problems, include reason for referral
- Source of Information

- History/Societal/Social/Environmental Factors
- Domains of Functioning utilizing observations, art, and site reports (Physical,/Behavioral, Cognitive, Affective/Psychological, Relational (Social/Familial/Occupational/School),
- Clinical Summary
- Treatment Plan Overview with Strengths/Struggles, Risk/Protective Factors
- Goals: LTG, STG, Intervention
- Student Signature, Date
- Supervisor Signature, Date

	Emerging	Acceptable	Proficient
1. Clinical Overview to include current clinical status, societal/ social/environmental facts of the case to include systemic, cultural, and developmental status and functioning.	Some relevant clinical overview information. Some relevant data related to societal, social, historical and environmental factors but inadequately explored. Minimal exploration of client's social location, privilege and power within the system of care.	Most relevant clinical overview information is included. Most relevant data related to societal, social, historical and environmental factors. Mention of clients social location, privilege and power within the system of care.	All factual and relevant aspects of client's societal, social, historical and environmental factors are explained; inferences about functioning are accurate. Thorough examination of client's social location, privilege and power within the system of care.
2. Domains of Functioning to include findings from assessment artwork, observational data, and information from file review are integrated to assess the client's strengths and problems in four specific domains: physical /behavioral, cognitive, affective/ psychological, and relational. These are described in a way that clarifies the client's strengths and problems, and indicates important cultural aspects.	Some aspects of the assessment art or process are integrated but not in a relevant manner; verbalizations noted are not relevant or partially relevant; behaviors are described and are partially relevant; statement about functioning in each domain is vague or inaccurate.	Relevant observable aspects of the assessment art products and process are referenced; relevant verbalizations are noted; relevant behaviors are described; none of these are well integrated; statement about functioning in each domain is vague.	Relevant artworks, processes, verbalizations and behaviors are described and integrated together. A clear statement of the client's functioning is made.
3. Summary of Assessment Findings provides a summarization of the assessment findings in a manner that clearly communicates the primary findings based on the analysis of the visual language, content/themes, art making process, and behavior of the client. Utilize social context,	Some observable aspects of art process and development are described; other elements are not referenced or are irrelevant. Over reliance on historical info. Content indicators are mentioned but unclear and not	Most relevant observable aspects of the art making process, development, content, and behaviors are described and summarized in an overall accurate manner. Some integration of cultural/social context, intersectionality, privilege/power dynamics. Historical info referenced in a relevant manner.	All relevant observable aspects of the art making process, development, content, and behaviors are described and summarized in an accurate manner with no errors. Integration of cultural/social context, intersectionality, privilege/power dynamics. Historical info referenced in a relevant manner.

intersectionality, and privilege/power dynamics as deemed appropriate.	linked.		
4. Treatment Overview and Goals are informed by art therapy and counseling approaches which are described and clearly supported. Media choices are appropriate and support overall functioning and cultural and systemic relevance.	Partial overview and goals provided relate to summary. Some of the media choices are appropriate for functioning. Goals are partially measurable.	Overview and goals provide overall support for treatment methods; theoretical basis for rationale and used very specifically. Media choices are linked to treatment, approach and articulated with clear rationale that relates to overall functioning. Goals are appropriate and measurable.	Overview and goals are accurately related to clinical summary and need; clear theoretical basis for treatment rationale and goals. Media choices are linked to treatment, approach and articulated with clear rationale that relates to overall functioning. Goals are appropriate and measurable.

Oral Case Conceptualization for Treatment Team Preparation:

Student will present an Oral Case Conceptualization which is less than 15 minutes and will include: 1. Evaluation of the client through observations, assessments, art, interactions, and client input 2. Information organized into patterns and themes that reflect the client’s concerns 3. Theoretical orientation to interpret, explain, or make clinical judgments about the client’s experience. Goal is to provide a clear and concise presentation. Students are practicing their ability to verbally convey information **without** visual aids such as Power Point.

	Emerging	Acceptable	Proficient
Professional Presentation	Presentation is not clear. Some or all artwork is missing, lacks clinical language.	Overall presentation is clear and well-thought out manner. Provides client artwork; minimal use of clinical language.	Presents case in a clear, well-thought out manner. Provides client artwork and utilizes clinical language.
Quality of Conceptualization	Significant problems integrating areas from the assessment. No clear treatment focus.	Minor problems with integrating available information to develop a clear, clinically relevant representation of case. Minimal treatment focus.	Systematically integrates available information to develop a clear, clinically sound representation of case. Clear treatment focus.

Capstone Proposal /Introduction with Literature Review:

Student will write a 1-2 page Proposal/Introduction to prepare them for their final Spring Capstone project. The Proposal/Introduction is designed to enhance, complement, and reflect upon student’s internship experience. Proposals can explore the student’s own journey as an emerging art therapist, an innovative art therapy method, individual case study, or an in-depth view of social constructs or barriers relating to the field. Set the stage for the project by providing a brief overview of the topic and rationale for the project. It should include a statement near the beginning regarding the purpose of the project. The student will clearly identify topic, population, concepts, and its importance to the field of art therapy. The goals must align with the Literature Review and methodology.

In order to inform and support the Capstone Proposal/Introduction, the student will locate and read 20 peer reviewed articles or chapters throughout the semester which are relevant to their site and population served. The Literature Review aims to highlight the current state of knowledge

regarding the Capstone and includes theoretical and methodological contributions to the topic. The Literature Review is a synthesis (not a summary) of the read literature. The sources should be organized in a manner that informs the reader of the issue, topic, and area of focus for the final paper which will be completed in Art Therapy Capstone AT594. The final capstone project/presentation could also encompass an art show, performance art, projects with clients, or social action event.

	Emerging	Acceptable	Proficient
Context	The context for the proposal is questionable and does not appear to align with the student's site or population served.	The proposal is set in a context that is accessible and attempts to align with the student's site or population served.	The proposal/introduction is set in a context that is accessible and aligns with the student's site and population served
Description	Proposal/introduction description is poorly planned out and is difficult for the reader to envision the purpose or vision.	The proposal/introduction is clearly organized however goal and vision are not clearly defined.	The proposal/introduction clearly describes the issue, topic, and area of focus that provides the context and supports the student's vision and goals.
Literature Review	Does not indicate familiarity with literature, has large gaps and minimal relevancy to capstone.	Displays familiarity with reasonably full range of literature; demonstrates an appropriate grounding and engagement with the literature.	Displays impressive familiarity with full range of and grounding in literature; engages with it substantively and productively.
Relevance	Sources include a minimal range of course readings from some current scholarly literature relating to site and population served.	Sources include an average range of course readings from mostly current scholarly literature relating to site and population served.	Sources include a broad range of course readings from current scholarly literature relating to site and population served.
APA Style & Format	Minimal or does not conform to APA format	Some minor consistent APA errors format.	Exemplary APA format / style throughout format.

EVALUATION AND FINAL GRADING

Student must maintain an acceptable or proficient evaluation to maintain passing final grade.

Assignment	Scale
Goals and Objectives for Internship	Satisfactory
In-Class Short Presentation of Internship Site and Population Served	Satisfactory
Professional Disclosure Statement	Satisfactory
On-Site Art Therapy In Service	Satisfactory
Weekly Documentation	Complete/Incomplete
Evaluations (Observation, Supervisory, Self)	Complete/Incomplete
Art Therapy Assessment	Satisfactory
Oral Case Conceptualization Consult	Satisfactory
Capstone Proposal with Literature Review	Satisfactory
Course Evaluation:	Pass/No Pass

COURSE OUTLINE

Class Date	Topic	Readings & Assignments Due
Week 1	Section 1 Experiential Class Review -Assignments (onsite vs offsite) -Supervision vs Therapy -Capstone/Reading Expectations	<i>*No readings due</i> <i>Discuss next weeks Topics with onsite Supervisor prior to class</i>
Week 2	Understanding Site Expectations -HIPAA & Documentation Requirements -Mandatory Reporting Protocol -Suicidal Clients and Safety Planning -Treatment Team Meetings Set up AT In-Service	-Weekly Documentation Due Hour Log, Supervision Summary Only -Professional Disclosure Due <i>*No readings due</i>
Week 3	Developing Professional Identity -Theoretical Orientation Self-Care Questionnaire Overview: Clinical Response Art	-Weekly Documentation Due Hour Log, Supervision Summary Only -Goals & Objectives Due -Site Specific Book-Approval
Week 4	In-Class Site Presentations -Getting to Know Your Peers' Site and Population	-Weekly Documentation Due Hour Log, Supervision Summary Only -In-Class Site Presentation Due -Two-Three Site Articles/Chapters
Week 5	Case Consults Overview Clinical Response Art Expectations Takeaways from Readings	-Weekly Documentation Due -Two-Three Site Articles/Chapters
Week 6	Check-in/Clinical Response Art Share Case Conceptualization: Student 1 Takeaways from Readings	-Weekly Documentation Due -AT In-Service Completed Onsite -Two-Three Site Articles/Chapters
Week 7	Check-in/Clinical Response Art Share Case Conceptualization: Student 2 Takeaways from Readings	-Weekly Documentation Due -Evaluations Due -Two-Three Site Articles/Chapters
Week 8	Check-in/Clinical Response Art Share Case Conceptualization: Student 3 Takeaways from Readings	-Weekly Documentation Due -AT Assessment Due -Two-Three Site Articles/Chapters
Week 9	Check-in/Clinical Response Art Share Case Conceptualization: Student 4 Deep-Dive Capstone: Idea Formulation	-Weekly Documentation Due -Two-Three Site Articles/Chapters
Week 10	Check-in/Clinical Response Art Share Conceptualization: Student 5 Deep-Dive Capstone: Literature Review	-Weekly Documentation Due -Final Deadline: AT In-Service -Two-Three Site Articles/Chapters
Week 11	Check-in/Clinical Response Art Share Conceptualization: Student 6 & 7 Capstone Questions	-Weekly Documentation Due -Two-Three Site Articles/Chapters
Week 12	Check-in/Clinical Response Art Share Case Consults	-Weekly Documentation Due
Week 13	Check-in/Clinical Response Art Share Case Consults	-Weekly Documentation Due -Capstone Proposal/Lit Review
Week 14	Check-in/Clinical Response Art Share Case Consults Impact of Breaks on Clients	-Weekly Documentation Due -Evaluations Due

