



**LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
ART THERAPY PROGRAM
AT 517 (2 credits) Art Therapy Trauma Treatment**

When: 2/3/23-4/21/23 9-12am 30 hours
 Where: Rogers 105
 Instructor: Mary Andrus DAT, LCAT, LPC, ATCS, ATR-BC
 Office hours: by appointment
 Office location: Rogers 209
 Phone: 503-768-6068
 Email: mandrus@lclark.edu

Course description: Through the lens of art therapy this course will examine; polyvagal theory, brain development and the impact of trauma on the developing brain, the stages of treatment when working with clients who have experienced trauma, methods to protect and manage self-care to address vicarious traumatization in clinical practice, various methods to treat trauma with different client populations and showing sensitivity to cultural, environmental and developmental needs. Teaching methods include but is not limited to readings, lecture, video, discussions, and experiential art making directives.

Student Learning Outcomes (SLO)

SLO B. Distinguish 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.
SLO E. Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
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.

Assessment and Evaluation

Participation	10
Self-study paper/project	35
Art reflections (in class exercises)	10
Discussion Posts	25

Case study Paper
Total

20
100

Class participation	Possible points	Points demonstrated
Attend and participate actively in discussion and in class activities, completing the entire 30 hours of in class time. Giving attention to the instructor and/or other students when they are making a presentation.	3	
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.	1	
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.	3	
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.	1	
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	

Neuroception (Self-Study) project (35)

Students will choose a method of engaging with the concept of neuroception that aligns with their individual needs. This could manifest as embodied art making, bilateral art process, dance, yoga, meditation, journaling... etc. Students are expected to keep a regular practice throughout the semester, noting their process and the impact on their window of tolerance/capacity, and self-regulation system. Students will present their experiences and lessons learned in the final class and turn in a paper summarizing their journey of self-regulation.

Paper and presentation must touch on the concepts of neuroception, interoception, interoception and proprioception. Artwork and paper will link concepts from the course related to the expressive therapies continuum, polyvagal theory and implications to the practice of art therapy with individuals, families, groups and communities. The 5-page reflection will integrate citations from peer reviewed literature.

Neuroception Self Study Paper & Presentation	Possible points	Points demonstrated
Summary of regular practice of self-regulation through creative means is clearly documented as it relates to the self/therapist	5	
Communicates the principles of polyvagal theory and the application through embodied practice	5	

Connects a clear understanding of course concepts related to neuroception, interoception, interoception and proprioception	5	
Considers connections with the expressive therapies continuum and the implications of applying these concepts in practice with individuals, families, groups and communities	5	
Paper is organized, utilizing APA style and includes references to course readings	5	
Presentation is clear, illustrating application of the learning through somatic engagement, sharing insights related to course content.	5	
Total	30	

Art reflections (10 points)

Each week we meet we will engage in art activities in class that will give students an experiential opportunity to apply their learning in hands on engagement with the course material. Students are expected to complete all these activities and upload their work to padlet with a 250 word reflection on what they learned from each activity. We will engage in this at least 5 times over the course of the class. Each post and reflection are worth 2 points for a total of 10 points.

Discussion Posts (25)

Participation in learning community (on-line and in person): students are required to read all of the assigned material and discuss it, and otherwise engaging with colleagues as fellow professionals.

Discussion Posts: Summarize your understanding of 3 key points from the assigned readings and make one post highlighting important point made by a peer.		
Students will be required to read the assigned readings and submit an original post and a response to 1-2 a peers' post on Moodle prior to the class meeting.		
Summarize three points that you gained from the reading in a short 200-word paragraph. Please use these guidelines:		
	Possible points	Points demonstrated
Discussion posts (Points will be assigned in each category across postings for the semester.)		
Critical Analysis (Understanding of Readings and Outside References)	Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation.	3
Participation in the Learning Community	Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or — asking a new related question or — making an oppositional statement supported by personal experience or related research.	3

Regularity of Discussion Postings	Discussion postings are distributed throughout the module (not posted all on one day or only at the beginning or only on the last day of the module).	3	
Etiquette in Dialogue with Peers	Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.	3	
4 Postings	Completed postings of self (1) and peer (1)	10	
Quality of Writing and Proofreading	Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	3	
	Total	25	

Reading	Posting due date
<p>King, J. (2021). <i>Art therapy trauma and neuroscience</i>. New York, NY: Taylor & Francis. (Chapters 1-5)</p> <p>Elkins, J. H. E. Briggs, K. M. Miller, I. K. R. Orellana & O. Mowbray. (2019). Racial/ethnic differences in the impact of adverse childhood experiences on posttraumatic stress disorder in a nationally representative sample of adolescents, <i>Child and Adolescent Social Work Journal</i>. 36:449–457 https://doi.org/10.1007/s10560-018-0585-x</p>	February 10
<p>McNamee, C. M. (2004). Using both sides of the brain: Experiences that integrate art and talk therapy through scribble drawings. <i>Art Therapy: Journal of the American Art Therapy Association</i>, 21(3), 136–142. doi: 10.1080/07421656.2004.10129495</p> <p>Tripp, T. (2007). A short -term therapy approach to processing trauma: Art therapy and bilateral stimulation. <i>Art Therapy: Journal of the American Art Therapy Association</i>, 24(4), 176–183. doi: 10.1080/07421656.2007.10129476</p> <p>Menakem, R. (2017). <i>My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies</i>. Las Vegas, Nv Central Recovery Press. (Chapters 1-3)</p>	March 10
<p>Menakem, R. (2017). <i>My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies</i>. Las Vegas, Nv Central Recovery Press. (Chapters 4-5)</p> <p>Woodbury, Z. (2019). Climate trauma: toward a new taxonomy of trauma. <i>Ecopsychology</i>, 11, 1-7.</p>	March 17
<p>Andrus, M. (2019). Exhibition and film about infertility, miscarriage and stillbirth: Art therapy implications. <i>Art Therapy Journal</i>. doi: 10.1080/07421656.2019.1697577</p> <p>Levine, P. (1997). <i>Waking the tiger-Healing trauma: The innate capacity to transform overwhelming experiences</i>. Berkley, CA: North Atlantic Books.</p> <p>Porges, S. W. (2020). The COVID-19 Pandemic is a paradoxical challenge to our nervous system: a Polyvagal Perspective. <i>Clinical Neuropsychiatry</i>, 17(2), 135-138. https://doi.org/10.36131/ CN20200220</p>	April 7

Case study paper (20 points) In week 3 you will be provided with a case study to conceptualize the application of what you have learned in the course in planning treatment to work with this individual to support their needs.

Paper should touch on course content as it is relevant to the assigned case. Paper should include but not be limited to: intergenerational trauma, polyvagal theory, brain development and the impact of trauma on the developing brain, the stages of treatment when working with clients who have experienced trauma, methods to protect and manage self-care to address vicarious traumatization in clinical practice, various methods to treat trauma with different client populations and showing sensitivity to cultural, environmental and developmental needs.

This paper should be posted to moodle as a PDF and is to be written APA style with correct grammar and punctuation. Paper should be 5-8 pages and is due on the final class.

Case study paper	Possible points	Points demonstrated
Paper demonstrates an understanding of brain development, attachment theory and the impact of different fluid materials and media on internal feeling states.	3	
Paper illustrates five key components from case that are relevant to the conceptualization of care	3	
Paper identifies a clear theoretical approach to treatment and outlines goals through each phase of treatment that align with the approach. Rationale for proposed structure of sessions is included with an intervention for three points in treatment (beginning, middle, end).	5	
Paper includes a plan to address vicarious traumatization in clinical practice.	3	
Paper reflects awareness of privilege and potential biases of the therapist, integrating cultural humility in relation to the social, environmental and developmental needs of the client.	3	
Paper is posted to moodle as a PDF and is to be written APA style with correct grammar, punctuation with at least 4 resources from class. Paper should be 5-8 pages and is due week 5.	3	
Total	20	

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.

Lewis & Clark Graduate School essential policies:

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

- Nondiscrimination: go.lclark.edu/gsec-nondiscrimination
- Standards for professional student conduct and academic integrity: go.lclark.edu/gsec-conduct
- Sexual misconduct: go.lclark.edu/titleIX

If you have any questions regarding these policies, please speak to your instructor for clarification.

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.

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.

Required Books

King, J. (2021). *Art therapy trauma and neuroscience*. New York, NY: Taylor & Francis
<https://doi-org.library.lcproxy.org/10.4324/9781003196242>

Levine, P. (1997). *Waking the tiger-Healing trauma: The innate capacity to transform overwhelming experiences*. Berkley, CA: North Atlantic Books.

Menakem, R. (2017). *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and bodies*. Las Vegas, NV: Central Recovery Press

Required Readings*:

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

Elkins, J. H. E. Briggs, K. M. Miller, I. K. R. Orellana & O. Mowbray. (2019). Racial/ethnic differences in the impact of adverse childhood experiences on posttraumatic stress disorder in a nationally representative sample of adolescents, *Child and Adolescent Social Work Journal*. 36:449–457 <https://doi.org/10.1007/s10560-018-0585-x>

McNamee, C. M. (2004). Using both sides of the brain: Experiences that integrate art and talk therapy through scribble drawings. *Art Therapy: Journal of the American Art Therapy Association*, 21(3), 136–142. doi: [10.1080/07421656.2004.10129495](https://doi.org/10.1080/07421656.2004.10129495)

Porges, S. W. (2020). The COVID-19 Pandemic is a paradoxical challenge to our nervous system: a Polyvagal Perspective. *Clinical Neuropsychiatry*, 17(2),135-138. <https://doi.org/10.36131/CN20200220>

Tripp, T. (2007). A short-term therapy approach to processing trauma: Art therapy and bilateral stimulation. *Art Therapy: Journal of the American Art Therapy Association*, 24(4), 176–183. doi: [10.1080/07421656.2007.10129476](https://doi.org/10.1080/07421656.2007.10129476)

Woodbury, Z. (2019). Climate trauma: toward a new taxonomy of trauma. *Ecopsychology*, 11, 1-7.

Recommended Books/Readings

Backos, A. (2021). *Post traumatic stress disorder and art therapy*. London: Jessica Kingsley.

Kolacz J, Dale LP, Nix EJ, Roath OK, Lewis GF and Porges SW (2020) Adversity history predicts self-reported autonomic reactivity and mental health in US residents during the COVID-19 pandemic. *Front. Psychiatry* 11:577728. doi: 10.3389/fpsyt.2020.577728

Maté,G. (2022). *The myth of normal: Trauma, illness and healing in a toxic culture*. New York, NY: Avery.

van der Kolk, B. (2014). *The body keeps the score: Brain, mind and body in the healing of trauma*. New York, NY: Viking Penguin.

*Additional readings may be assigned per the discretion of the instructor

Course Schedule

Date	Overview	In class	Due
February 3	<ul style="list-style-type: none"> • Introductions • Overview of Course Content 	Visualization Body scan	
February 10	<ul style="list-style-type: none"> • Polyvagal theory • Attachment theory 	Polyvagal worksheet Dyad work	King Chapters 1-5 Elkins et. all article
February 17	<ul style="list-style-type: none"> • Brain/Body • Expressive therapies continuum • Bottom-up versus top-down approaches 	ETC map	King Chapters 6-9
February 24	<ul style="list-style-type: none"> • Individual trauma • Phases of treatment 	ETC map	Levine Section 1
March 3	Case study presentation 1	Embodied art	Levine Section 2
March 10	Case study 2 video	Bilateral art	Menakem, (Chapters 1-3) McNamee article Tripp article
March 17	<ul style="list-style-type: none"> • Historical trauma • Intersubjectivity Group case study video	Response art	Menakem, (Chapters 4-5) Woodbury article
March 24	<ul style="list-style-type: none"> • Collective trauma 		Porges article, Andrus article Case study paper due

April 7	<ul style="list-style-type: none">• Vicarious Trauma		Levine Section 3
April 14			Student presentations

Resources:

<https://calmheart.co.uk/resources/>

<https://www.polyvagal institute.org/>

<https://drarielleschwartz.com/books-by-dr-schwartz/#.YIGhRBNKhTY>

<https://www.stephenporges.com/>