



## LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND COUNSELING

### AT 524: CROSS-CULTURAL COUNSELING (1 Credit) SUMMER 2023

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When: Fridays: 1-6pm

Section 1 meets May 12, May 26, & Jun 9, 2023 Meets in Rogers room 105

Section 2 meets May 26, June 9 & Jun 16, 2023 Meets in Rogers room 220

Section 1 Instructor: Mary Andrus DAT, LCAT, LPC, ATCS

Section 2 Instructor: Rosario Sammartino, Ph.D. RSME, RSMT

Office Hours: By appointment

Dr. Andrus: Office, Rogers 209 /503-768-6068/mandrus@lclark.edu

#### CATALOG DESCRIPTION

This course is intended to assist students in understanding the personal, situational, structural, and cultural influences that impede and enhance effective and justice-oriented art therapy practice.

#### COURSE DESCRIPTION

This course aims to develop a framework for understanding and respecting culturally diverse populations, through identifying and distinguishing the multiple identities and intersecting diversities with-in oneself and in the larger society. This course specifically examines the role of oppressive structural forces on the cultures of various groups including values, beliefs, coping strategies, and attitudes towards social services and art therapy “institutions.” The role of materials, media and art practice will be explored with-in the context of understanding, respecting, and effectively working with diverse populations.

#### CAAHEP STUDENT LEARNING OUTCOMES

SLO-C - Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client’s race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.
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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-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,

### CAAHEP CONTENT AREAS

Content Area	Description	Mastery Level	Course Assessment
d.A.2	Recognize the need for awareness of and sensitivity to cultural elements which may impact a client's participation, choice of materials and creation of imagery	Reinforce	Life-Map, Immersion Experience, Class Discussions and Experientials
d.A.3	Value the benefits of student/therapist reflective art-making to inform clinical practice	Reinforce	Immersion Experience (Response Art), Class Discussions
o.A.1	Display connections to a personal creative process and artist identity	Reinforce	Immersion Experience (Response Art), Life-Map
o.S.3	Recognize personal symbolic language (student recognition of their own imagery as opposed to client imagery)	Reinforce	Life Map
o.S.2	Demonstrate personal, hands-on contact with the discipline of art making	Reinforce	Class Experientials, Immersion Experience, Life-map

### COURSE OBJECTIVES

Upon completing this course, students will be able to...

1. To identify and analyze personal, historical, situational, structural, and cultural barriers that impede access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.
2. To develop an understanding of the impact of privilege and oppression on client behaviors and art therapy practice
3. Demonstrate the ability to recognize how one's own culture regarding race, ethnic origin, socio-economic background, and issues related to gender and sexual orientation, effects delivery of art therapy service

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](https://go.lclark.edu/gsec-nondiscrimination)
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](https://go.lclark.edu/gsec-conduct)
- Sexual misconduct: [go.lclark.edu/titleIX](https://go.lclark.edu/titleIX)

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

### **DISABILITY SERVICES STATEMENT**

If you have a disability that may impact your academic performance, you may request accommodations by meeting with the Office of Student Accessibility staff and submitting documentation on the Office of Student Accessibility website. Email [access@lclark.edu](mailto:access@lclark.edu) with any additional questions or concerns.

### **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.

### **REQUIRED TEXTS & READINGS:**

Weekly readings are to be completed for the day indicated. 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 Text:**

Jackson, L (2020). *Cultural Humility in Art Therapy: Applications for practice, social justice, self-care and pedagogy*. Philadelphia, PA: Jessica Kingsley Publications.

#### **Required Articles**

Barton, & Van Den Berg, Z. (2023). The Humble Chair: Fostering Culturally Humble Collaborations. *Art Therapy, ahead-of-print*(ahead-of-print), 1–5.  
<https://doi.org/10.1080/07421656.2023.2171241>

Gipson, L. R. (2015). Is cultural competence enough? Deepening social justice pedagogy in art therapy. *Art therapy, 32*(3), 142-145.

Kapitan, L. (2012). Imagine the Other: Drawing on Art Therapy to Reduce Hate and Violence. *Art Therapy* 29.3 (2012): 102-03.  
DOI: [10.1080/07421656.2012.706552](https://doi.org/10.1080/07421656.2012.706552) -

Norsworthy, K. L. (2017). Mindful activism: Embracing the complexities of international border crossings. *American Psychologist*, 72(9), 1035–1043.  
<https://doi.org/10.1037/amp0000262>

Potash, J. S., Bardot, H., Moon, C., Napoli, M., Lyonsmith, A., & Hamilton, M.,(2017). Ethical implications of cross-cultural international art therapy, *The Arts in Psychotherapy*, 56,74-82. doi.org/10.1016/j.aip.2017.08.005.

### **Podcasts/Videos**

Podcast: Kumanyika C. (2017)Season 2, Episode 13 Scene on Radio Seeing White  
<https://www.sceneonradio.org/episode-44-white-affirmative-action-seeing-white-part-13/>

Video: Cultural Humility Vivian Chavez  
<https://www.youtube.com/watch?v=SaSHLbS1V4w>

### **Recommended Readings:**

Bal, J., & Kaur, R. (2018). Cultural Humility in Art Therapy and Child and Youth Care: Reflections on Practice by Sikh Women (L'humilité culturelle en art-thérapie et les soins aux enfants et aux jeunes: Réflexions sur la pratique de femmes sikhes). *Canadian Art Therapy Association Journal*, 31(1), 6-13.

Beauregard, C., Papazian-Zohrabian, G., & Rousseau, C. (2017). Connecting identities through drawing: Relationships between identities in images drawn by immigrant students. *The Arts in Psychotherapy*, 56, 83-92.

Bookbinder, S., Freud, K., Greenall, S., Penny, A., & Savoie, A. (2016). Empowerment and art therapy with marginalized populations in long-term care: A team perspective (Autonomisation et art-thérapie auprès de populations marginalisées en soins de longue durée: une perspective d'équipe). *Canadian Art Therapy Association Journal*, 29(2), 92- 99.

Gallardo, M. E. (2014). Stepping over a baby's head: Thoughts on privilege, humanity, and liberation" in *Developing cultural humility: embracing race, privilege and power*. Los Angeles: SAGE.DOI:  
<http://dx.doi.org/10.4135/9781483388076.n10>

Garcia, M., Košutić, I., & McDowell, T. (2015) Peace on earth/war at Home: The role of emotion regulation in social justice work, *Journal of Feminist Family Therapy*, 27,1, 1-20.

- Hadley, S. (2013). Dominant narratives: Complicity and the need for vigilance in the creative arts therapies. *The Arts in Psychotherapy*, 40(4), 373-381.
- Hahna, N. D. (2013). Towards an emancipatory practice: Incorporating feminist pedagogy in the creative arts therapies. *The Arts in Psychotherapy*, 40(4), 436-440.
- Huss, E. (2016). Toward a social critical, analytical prism in art therapy: The example of marginalized Bedouin women's images. *The Arts in Psychotherapy*, 50, 84-90.
- Kivel. (2017). *Uprooting racism : how white people can work for racial justice* (4th revised & updated edition.). New Society Publishers.
- Lakshmi, Piepzna-Samarasinha, L. (2019). *Care work: Dreaming of disability justice*. Arsenal Pulp Press
- Linesch, D., Aceves, H. C., Quezada, P., Trochez, M., & Zuniga, E. (2012). An art therapy exploration of immigration with Latino families. *Art Therapy*, 29(3), 120-126.
- Lu, L., & Yuen, F. (2012). Journey women: Art therapy in a decolonizing framework of practice. *The Arts in psychotherapy*, 39(3), 192-200.
- Mayor, C. (2012). Playing with race: A theoretical framework and approach for creative arts therapists. *The Arts in Psychotherapy*, 39(3), 214-219.
- Morrison, T. (2016). Mourning for Whiteness. *The New Yorker*, 21.
- Mock, J. (2014). *Redefining realness: My path to womanhood, identity, love & so much more*. New York, NY: Atria
- Nolan, E. (2013). Common ground of two paradigms: Incorporating critical theory into current art therapy practice. *Art Therapy: Journal of the American Art Therapy Association*, 30(4), 177-180.
- Park Hong, C. (2021) *Minor feelings: An Asian American reckoning*, New York, NY: One World.
- Renee-Taylor, S. (2018). *The body is not an apology: The power of radical self love*. Oakland CA: Berrett-Koehler.

### **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 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.

**ASSIGNMENTS AND COURSE REQUIREMENTS**

**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. 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	2

that class.	
Contributing to in-class discussion based on the topics of discussions 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) Immersion experience (35 points). Due Session 2

This project involves experiential learning through cross-cultural engagement with both a community and a person *outside of your own social location*. The intent is to be aware of your own process of seeking to sensitively engage with cultures different from your own.

**Submit a brief statement of intent via email to the instructor** before engaging in the activity for the purpose of this assignment. **Due One week after our first class meeting.** Select an experience that is qualitatively different from that of your own culture that is a new experience you have never done before. Your statement of intent should include the following:

- a brief description of the activity you have chosen and why you selected it.
- a brief description of your goals for the experience (what do you want to learn about yourself in interaction with others different from you?)
- Section 1- Intent due May 19, 2023
- Section 2- Intent due Jun 2, 2023

### Part 1: Immersion Field Trip (15 pts)

After approval of your statement of intent, you may carry out the activity. The activity must involve both observation and interaction with people in a sociocultural context different from your own.

1. After you have completed your immersion experience, create response art regarding your experience. Reflect on your observations, expectations, and any self-discoveries. You are free to use any materials or medium. Describe your experience; reflecting on your emotional response as well as on stereotypes and prejudice you were aware of in yourself or others.
2. Upload your response art to **Padlet with a 200 word written reflection of** how your experience relates to the concepts covered in the classroom. **(10 pts)**
3. Be prepared to share your response art in class and discuss: **(5 pts)**  
What you learned about yourself and what you need to do to be able to engage across cultural differences and see through the lens of others.

**Part 2: Cross cultural interview (15 points)**

Identify a person from your community who is different from you and belongs to any of the intersectional social locations outside of your own. Then, get their permission for an informal 'interview' by asking a few questions to learn more about their experience (racism, sexism, homophobia, etc.) and how they are affected by it. Gather some examples. Make sure to include why this category is challenging. Finally, ask this person if they see things changing in this area and how. Of course, you'll want to thank them for sharing their life experience with you, and you can close your meeting by what you are struck by, moved by, and appreciated from their sharing.

Submit a written summary and reflection of your and interview to moodle (Due session 2). This 2-3 page paper is a reflection and is not to be written in APA format. Structure your paper using the following points:

- What you did, and your goals. (1 point)
- Your internal process of seeking to engage with and understand another culture (i.e., what feelings and thoughts were triggered and how you responded to them). (2 pts)
- An overview of the person's responses, plus your reflections on what you might have learned and any insights about oppression, marginalization and the like that you may have gleaned. Please discuss your experience both during and after the interview. (5 points)
- What you learned about yourself and what you need to do to be able to engage across cultural differences and see through the lens of others. (2 points)
- Include your art image and summarize how your experience relates to the concepts covered in the classroom. (5 points)

**TOTAL 35**



<b>Immersion Assignment</b>		<b>Possible Points</b>
<b>Field Trip</b>	Uploaded response art to <b>Padlet with a 200 word written reflection of</b> how experience relates to the concepts covered in the classroom.	<b>10</b>
	<b>Present in class linking to course material</b> Shared what you learned about yourself and what you need to do to be able to engage across cultural differences and see through the lens of others	<b>5</b>
<b>Cross Cultural Interview paper</b>	What you did, and your goals.	<b>1</b>
	Your internal process of seeking to engage with and understand another culture (i.e., what feelings and thoughts were triggered and how you responded to them).	<b>2</b>
	An overview of the person's responses, plus your reflections on what you might have learned and any insights about oppression, marginalization and the like that you may have gleaned. Discuss your experience both during and after the interview.	<b>5</b>
	What you learned about yourself and what you need to do to be able to engage across cultural differences and see through the lens of others.	<b>2</b>
	Include your art image and summarize how your experience relates to the concepts covered in the classroom.	<b>5</b>
<b>Total</b>		<b>35</b>

### 3. Life Map. 45 points. (Due Session 3)

This assignment involves describing your socio-contextual life story through art and analyzing aspects of your life story relative to your intersecting social locations.

→ A life map is one way of expressing our histories – where we came from, where we are now, and where we are headed. Art (symbols, pictures, drawings, etc) is used to represent important events, transitions, learning moments, and so on, that stand out along the path of life. You may use any medium or material – to show your socio-contextual story. Please be thoughtful, plan- full and creative. **Briefly include:**

- ◆ your journey relative to your experience, attitudes, and awareness of

how gender, class, race, sexual orientation, spirituality/religion, nation of origin, migration, physical and mental abilities, and other social and contextual issues intersect in your life;

- ◆ specific and concrete ways these intersecting social locations afforded you privilege as well as lack of privilege in your day to day life;
  - ◆ how these sociocultural contexts framed significant events in your life and the resources/strengths that helped you overcome difficult times, and
  - ◆ the impact of these sociocultural contexts on your journey toward becoming an art therapist and what you bring to your new profession.
- Students will share their life map in class. Students will be given equal time, structured by the instructor, to share their reflections on how their life map impacted them (the thoughts or feelings that they experience).
- Write a 6- page (APA) paper in which you integrate material from course readings with your reflections regarding your life map. References to readings are required for full points.
- The paper and Life-Map will be graded according to the following and the structure of the paper should align with the rubric.
- Presentation of the life map you created and what it shows overall regarding how your intersecting social locations impact your personal and professional development. (10 points)
- Paper discusses your journey relative to your experience, attitudes, and awareness of how gender, class, race, sexual orientation, spirituality/religion, nation of origin, migration, physical and mental abilities, and other social and contextual issues intersect in your life. (10 points)
- Paper includes specific and concrete ways in which you have privilege in everyday life, as well as ways you lack privilege (access & opportunity in everyday life) (10 points)
- Paper addresses how your intersecting sociocultural contexts impacted your experience of significant life events and the resources/strengths that helped you overcome difficult times. (10 points)
- Paper describes how the above contribute to what you bring to your role as an art therapist. (5 points)
- Paper is well written, with appropriate use of APA style. (5 points)
- (h) Course readings are cited and integrated with analysis of your personal life experience. (5 points)

**TOTAL 55 POINTS**

<b>Description</b>	<b>0</b>	<b>3</b>	<b>5</b>
<b>Social location</b>	Presentation of the life map you created lacks understanding of your social locations.	Presentation of the life map you created identifies a basic understanding of your social locations.	Presentation of the life map you created identifies a clearly articulated understanding of your social locations.
<b>Social location impact on personal and professional development.</b>	Presentation of the life map shows lacks awareness of social locations impact your personal and professional development.	Presentation of the life map shows a basic understanding of how your intersecting social locations impact your personal and professional development.	Presentation of the life map shows an integrated understanding of how your intersecting social locations impact your personal and professional development.
<b>Journey relative to experience and attitudes.</b>	Paper fails to discuss your journey relative to your experience and attitudes.	Paper highlights your journey relative to your experience and attitudes.	Paper discusses a complete summary of journey relative to your experience and attitudes.
<b>Social contextual intersections</b>	Paper does not address an awareness of how gender, class, race, sexual orientation, spirituality/religion, nation of origin, migration, physical and mental abilities, and other social and contextual issues	Paper minimally discusses an awareness of how gender, class, race, sexual orientation, spirituality/religion, nation of origin, migration, physical and mental abilities, and other social and contextual issues	Paper fully discusses an awareness of how gender, class, race, sexual orientation, spirituality/religion, nation of origin, migration, physical and mental abilities, and other social and contextual issues intersect in your life.

	intersect in your life.	intersect in your life.	
<b>Privilege</b>	Paper lacks specific and concrete ways in which you have privilege in everyday life	Paper touches on concrete ways in which you have privilege in everyday life	Paper includes specific and concrete ways in which you have privilege in everyday life
<b>Lack of privilege</b>	Paper fails to include specific and concrete ways you lack privilege (access & opportunity in everyday life)	Paper briefly touches on concrete ways you lack privilege (access & opportunity in everyday life)	Paper includes specific and concrete ways you lack privilege (access & opportunity in everyday life)
<b>Intersection of contexts with life events</b>	Paper fails to address how your intersecting sociocultural contexts impacted your experience of significant life events.	Paper briefly addresses how your intersecting sociocultural contexts impacted your experience of significant life events.	Paper comprehensively addresses how your intersecting sociocultural contexts impacted your experience of significant life events.
<b>Strengths/Resources</b>	Paper fails to address the resources/strengths that helped you overcome difficult times.	Paper briefly addresses the resources/strengths that helped you overcome difficult times.	Paper comprehensively addresses the resources/strengths that helped you overcome difficult times.
<b>Contribution and application</b>	Paper fails to describe how the above contribute to what you bring to your role as an art therapist	Paper briefly describes how the above contribute to what you bring to your role as an art therapist	Paper comprehensively describes how the above contribute to what you bring to your role as an art therapist
<b>APA, quality of paper</b>	Paper is poorly written, with an unclear use	Paper is written with some appropriate	Paper is well written, with appropriate use references and of APA style

	references and of APA style	use references and of APA style	
<b>Course reading and analysis/application</b>	Course readings not are cited and integrated with analysis of your personal life experience.	Course readings are minimally cited and integrated with analysis of your personal life experience.	Course readings are accurately cited and integrated with analysis of your personal life experience.
<b>Total</b>			<b>55</b>

## EVALUATION AND GRADING

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

Assignment	Point Value
Class Participation	10
Immersion Experience/ Interview/ Response art	35
Life-map	55
Total Points in the Course:	100

## FINAL GRADING

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 OUTLINE

### Section 1

Date	Status	Read/watch/listen
<b>May 12, 2023</b>	<b>Before class</b>	Read: Jackson, L. (2020) Ch 1 & 2 Listen: Podcast Seeing White
-Review Syllabus -Expectations/Agreements  -Introduce Cultural/Historical Lineage Intersectionality  -Discuss: Cultural humility  -Privilege exercise Sample life map	<b>In class</b>	Read: Barton & Van Den Berg, (2023)  Watch: Cultural Humility Video <a href="https://www.youtube.com/watch?v=SaSHLbS1V4w">https://www.youtube.com/watch?v=SaSHLbS1V4w</a>  Watch sample life map Dr. Andrus
	<b>For next class</b>	Read Jackson (2020) Ch 5, Gibson (2019), & Norsworthy, (2017)
<b>May 26, 2023</b>	<b>Before class</b>	<b>Conduct Interview and Immersion experience. Upload art to Padlet and submit written reflection in</b>

Date	Status	Read/watch/listen
		<b>Moodle</b>
<b>Part 1: Dr Andrus</b> Response art imaging the other Discussion of Response Art from Immersion Experience <b>Part 2: Dr Sammartino</b>	In class	Read Kapitan (2012)
	For next class	Work on Life map Read: Potash et. all. (2017)
Jun 9, 2023	Before class	<b>Life Map Due- upload to Taskstream</b>
Presentations, discussion and course evaluation	In class	Student presentations

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## Section 2

Date	Status	Read/watch/listen
May 26, 2023	Before class	Read: Jackson, L. (2020) Ch 1 & 2 Listen: Podcast Seeing White
<b>Part 1: Dr Sammartino</b> -Review Syllabus -Expectations/Agreements -Introduce Cultural/Historical Lineage -Discuss: Cultural humility  <b>Part 2: Dr Andrus</b> Sample life map Response art imaging the other	In class	Read: Barton & Van Den Berg, (2023)  Watch: Cultural Humility Video <a href="https://www.youtube.com/watch?v=SaSHLbS1V4w">https://www.youtube.com/watch?v=SaSHLbS1V4w</a>  <b>Part 2:</b> Watch sample life map Dr. Andrus  Read Kapitan (2012)- Response art
	For next class	Read Jackson (2020) Ch 5; Noseworthy (2017) Gibson (2019)

Date	Status	Read/watch/listen
Jun 9, 2023	Before class	<b>Conduct Interview and Immersion experience. Upload art to Padlet and submit 2 pg written reflection in Moodle</b>
Intersectionality Discussion Discussion of Response Art from Immersion Experience	In class	
	For next class	Read: Potash et. all. (2017) Work on Life Map
Jun 16, 2023	Before class	<b>Life Map Due- Upload to taskstream</b>
Presentations, discussion and course evaluation	In class	Student presentations