



**LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND
COUNSELING
AT582: ART THERAPY INTERNSHIP (1 credit)
Summer 2023**

When: Tuesdays: 5/22 - 7/15

Section 11: 10 am – 11:30 am

Where: Online

Instructor: Kristine Bella, LCAT, ATR-BC, ATCS

Office hours: by appointment

Office location: Rogers Hall 207

Phone: 503-768-6069 **E-Mail:** kbella@lclark.edu

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
i.S.3, i.A.4	Increase clinical insight through analysis of professional skill development. Recognize art therapy counseling strengths and limitations, transference and countertransference, through concentrated work experience, supervision, and study	Mastery	Clinical Documentation Visual Journal
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	Class Discussion Case Conceptualization Clinical Documentation
b.A.1, i.A.4, k.S.1	Acknowledge the value of developing a strong professional Art Therapist identity founded in ethical practice. Prepare for the transition from intern to entry level professional therapist through self-reflection art and narratives, classroom discussions, and assigned readings.	Reinforce	Visual Journal Class Discussion

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

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

TEACHING METHODS

A variety of teaching methods will be 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.

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 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

Student must complete all assigned readings and watch any assigned video prior to attending class. This will allow for concentrated focus on application of readings in class. Watching videos will help bring models to life, allowing for a better understanding of the material.

TEXTS & READINGS

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

Weekly Clinical Documentation

Student will submit a weekly supervision form and visual clinical journal.

1. Supervision Form: Student will document their weekly hours, goals for meeting, clinical overview, a summary of topics covered with supervisor, and signature from supervisor.
2. Clinical Response Art: Student will discuss visual response image per week relating to a client engagement or professional exploration.
2. Online Site Hour Submissions: upload weekly hours into Salesforce for site supervisor's approval. Students must submit their hours weekly via Salesforce with ALL HOURS documented by the end of the semester.

EVALUATION AND GRADING

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

Assignment	
Weekly Clinical Documentation	Complete/Incomplete
Total Points in the Course:	Credit/No Credit

FINAL GRADING

Credit	No Credit
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COURSE OUTLINE

Class Date	Topic	Assignments Due
5/22 -7/15	Weekly Art Therapy Supervision/Case Conceptualization	-Weekly Documentation

