



LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
AT 563: Special Topics: GRAPHIC MEDICINE IN THERAPY
(1 Credit)
Fall 2023

Where: Rogers Hall, Rm 105

Instructor: Erin Partridge, Ph.D., ATR-BC

Office Hours: By appointment

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When: Saturday 9/23 & Sunday 9/24 Lecture 09:00AM - 05:30PM

Content: Applications of art therapy to treatment of individuals and families in crisis and transition. Topics include issues such as substance abuse, domestic violence, sexual abuse, trauma and loss, poverty, and chronic illness. This class also addresses concerns around identity, stigma, empowerment, and social justice. A portion of this course emphasizes clinical case conceptualization and treatment planning.

Prerequisites: None.

CATALOG DESCRIPTION

The interdisciplinary field of “graphic medicine” utilizes comics and sequential art to communicate about the human experience. Far more than the back-page of the Sunday newspaper, this field includes those from the arts, patients, people with lived experience, clinical providers, and activists. The vibrant international community is continuing to advance and expand, with specialized training programs in many major medical schools and libraries. Creating and consuming this form of media about specific diagnoses and experiences provides greater reach and access for essential information. This two day course gives an overview of the development and current state of the field of graphic medicine and the applications relevant to mental health and counseling. Topics covered include: 1. History and evolution of the interdisciplinary field 2. Formal elements of sequential art and comics 3. Applications in community and clinical settings, 4 Adaptive practices and 5. Opportunities for innovation and growth.

COURSE DESCRIPTION

Graphic medicine is an umbrella term over a very diverse set of contributors. Artists, illustrators, and creators as well as patients, doctors, therapists, librarians, writers, researchers and educators

create, consume and contribute to the field. In mental health and counseling, providers use comics and graphic novels as psychoeducation, empathy building, self-exploration, and self care. Clients or those with lived experience can create comics and sequential art as a means to explore past trauma, work through a recovery process, or envision the future. Single-panel comics to book-length works explore a wide range of diagnosed and human experiences. One of the very important implications for mental wellness comes from the familiarity of the form itself—empowering participation in discourse more broadly than other forms of art and writing. This course will introduce the field through examples, discussions, and experientials related to community, medical, and mental-health contexts.

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. Phones may be used for access needs, documenting art, or as a digital art tool as needed.

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.

GRADUATE SCHOOL 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.

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 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.

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 K - Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.

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.

COURSE OBJECTIVES

- 1: Students will learn and be able to describe the different roles for comics, graphic novels, sequential art, and graphic medicine in the field of psychology.
- 2: Students will apply the lens of health equity and client empowerment to use of comics, graphic novels, sequential art, and graphic medicine in therapy.
- 3: Students will learn and be able to articulate the ethical concerns related to use of comics, graphic novels, sequential art, and graphic medicine.
- 4 Students will explore the formal and expressive elements of comics and sequential art in therapy, including media use, format, accessibility, and audience.
- 5: Students will apply the use of comics and sequential art to their development as clinicians.

TEACHING METHODS

This course will utilize reading, discussion, active art-making, technology, engagement with the international graphic medicine community, and lecture to achieve the above objectives.

REQUIRED MATERIALS:

Variety of paper and mark-making tools. Recommendations will be made prior to course start, as well as during our in-class time.

Suggest:

Pencil (s)

Erasers

Black ink pens, variety of line weights

Black brush pens

Colored brush pens

Ruler

RECOMMENDED MATERIALS:

At least one digital comics tool (will be discussed in class)

Ruled or gridded paper

At least one comic book or graphic novel suitable for altering/cutting apart (can also use news paper “funny pages”)

TEXTBOOKS:

Barry, L. (2019). *Making comics*. Drawn and Quarterly.

Perry, P. (2010). *Couch fiction: A graphic tale of psychotherapy*. Palgrave Macmillan.

[Please see additional reading and viewing recommendations below]

READINGS AND PREPARATION:

Students are expected to be prepared to discuss the ideas and concepts introduced in the required and recommended readings and provided media resources. Students should read the required text prior to the course meeting dates and review the additional media by the end of the course. This

is a graduate-level class and students are responsible for meeting all due-dates: instructor will not be chasing-down late or missed assignments.

APA FORMAT

All papers should be typed APA style with all references appropriately cited, must be edited and checked for correct grammar.

ASSIGNMENTS AND COURSE REQUIREMENTS

1. PARTICIPATION (15 pts)

- Full attendance to both days of class is required for a passing grade
- Giving attention to the instructor and/or other students when they are speaking or sharing content in small group and full class contexts.
- Coming to class prepared (having read/reviewed the required materials and prepared required content)
- Contributing to in-class discussion through reflective, reflective, and critical thinking.
- Demonstrate active listening skills by engaging in in class group discussions and projects with attention and energy.
- Asking questions of the instructor and/or other students—your questions are a valuable part of the learning experience.
- 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.
- Demonstrating ability to be open about discussing the impact of your class contributions on your peers.
- Engaging with other students and/or the instructor with respect, including use of non-verbal and subtle communication cues.

2. REFLECTION PROJECT (30 pts)

Reflection image + Written visual description (1-2pgs)+ Written reflection (1-2 pgs)

Due on Sept 23th (before class)

Have completed assignment in a format available for discussion in our first class.

- Find a comic, graphic novel, or other example of sequential art that connects either to you or to a client population you are interested in.
- Write a visual description of the example, imagining you are describing it to someone who cannot see or experience your example.
- Create your own reflective response to the example, using any media you like.
- Write a visual description of image, description of process, and reflection on the content of the response.

3. TO OUR FUTURE SELVES (15pt)

1 page composition/layout **Due on 9/24 in Class**

- Create a single page (8.5x11) single or multi-panel comic/sequential art contribution to a class 'zine. The content should include a message of support and care for your future selves as therapists or other helping professionals. **Turn in at end of class!**

4. Clinical application (40 pts)

5 page, APA format, **due on 10/8**

- Create a proposal for the application of comics, graphic novels, sequential art, and/or graphic medicine to a setting or population of your choosing. Your proposal should include identifying the problems/concerns/specific diagnosis as well as the opportunities and strengths of the population. Support your proposal with examples from the field of Graphic Medicine AND your identified field(s) of study/practice. The proposal should include a plan for implementation with relevant treatment/project goals, measurable objectives, and intended outcomes.
- Create an image (comic/sequential art) imagining a participant's engagement with the proposed application, including a visual description of your work.

TEXTBOOKS/COURSE MATERIAL:

Required:

Barry, L. (2019). *Making comics*. Drawn and Quarterly.

Perry, P. (2010). *Couch fiction: A graphic tale of psychotherapy*. Palgrave Macmillan.

View:

[Adapting Comics Symposium](#)

Recommended:

Haines, S. (2016). Trauma is really strange. Singing Dragon.

Hershler, A., Hughes, L., Nguyen, P., & Wall, S. (eds.) (2021). Looking at trauma: A tool kit for clinicians. Penn State University Press.

Houpt, K., Balkin, L. "Ariella," Broom, R. H., Roth, A. G., & Selma, . (2016). Anti-Memoir: Creating Alternate Nursing Home Narratives Through Zine Making. *Art Therapy*, 33(3), 128–137. <https://doi.org/10.1080/07421656.2016.1199243>

Review:

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

Inks The journal of the comics studies society from Ohio State University Press ISSN: 247435191

www.comicsgrid.com

COURSE SCHEDULE

Sept 23rd

- Introductions
- Overview of Course Content
- Introductions to Comics, sequential art, and graphic novels
- Introduction to the field of Graphic Medicine
- Formal elements of comics and sequential art
- Use cases for comics
- Sequential art experiential
- Specific Populations: Medical/Mental Health

Sept 24th

- Quick Comic Prompts
- Avatar/Persona/Character Creation
- Drawing Together Experience!
- Specific Populations: Community/Life Stages
- Comics as Advocacy and Empowerment
- Comics and Clinician Experience
- Comics as Pedagogy
- Adaptive Comics
- New Media and Comics
- Resources

FINAL GRADING

A = 93-100

A- = 90-92

B+ = 88-89

B = 83-87

B- = 80-82

C+ = 78-79

C = 73-77

C- = 70-72