



**LEWIS & CLARK COLLEGE  
GRADUATE SCHOOL OF EDUCATION AND COUNSELING**

**AT 526 Clinical Practice: Counseling Skills in Art Therapy Practice  
SPRING, 2024**

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**Instructors: Section 1: Mary Andrus DAT, LCAT, LPC, ATR-BC, ATCS**

**Monday 09:00AM - 12:00PM, 01/08/2024-02/12/2024**

**Course Location: Corbett Annex, Room 100**

**Office hours: Rogers 209 -Dr. Andrus**

**Availability: by appointment**

**E-Mail: [mandrus@lclark.edu](mailto:mandrus@lclark.edu)**

**Credit: 1.0**

**Section 2: Missy Satterberg, PhD, LMFT, ATR-BC, LCAT**

**Thursday 01:00PM - 04:00PM, 01/11/2024-02/08/2024**

**Course Location: Corbett Annex, Room 100**

**Office hours: Rogers 203 -Dr. Satterberg**

**Availability: by appointment**

**E-Mail: [msatterberg@lclark.edu](mailto:msatterberg@lclark.edu)**

**Credit: 1.0**

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**CATALOG DESCRIPTION**

Overview of basic counseling concepts and skills, including skill development through role playing and simulated counseling experiences in art therapy practice.

**COURSE DESCRIPTION**

Students engage in simulated counseling practice to understand and develop practical clinical skills. The course focuses on verbal counseling skills, therapeutic intervention strategies, treatment planning and ethics

**COURSE OBJECTIVES**

This course centers on student competency in the following therapeutic communication skills and related areas:

1. Attending Behaviors
2. Effective Questioning
3. Reflecting Content and Feelings
4. Confronting
5. Communicating Feeling and Immediacy
6. Self-Disclosing
7. Interpreting
8. Information Giving
9. Structuring for Exploration, Clarification, and Action
10. Enlisting cooperation
11. Integration of art therapy with counseling skills.

#### **CAAHEP STUDENT LEARNING OUTCOMES**

SLO-E	Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
SLO- G	Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and 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 artmaking 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 artmaking to strengthen a personal connection to the creative process, assist in self awareness, promote well-being, and guide professional practice.

#### **CAAHEP CONTENT AREAS**

<b>Content Area</b>	<b>Description</b>	<b>Introduce or Reinforce</b>	<b>Course Assessment</b>
b.A.4	Recognize the need for collaboration and consultation Class presentation within and among organizations,	Reinforce	Class presentation

	including interagency and inter-organizational collaboration		
i.K.5	Review therapeutic process (relationship building; midphase; termination)	Introduce	Group presentations Role plays Video recordings SOAP Notes
i.S.2	Perform interviewing skills	Reinforce	Role plays Video recordings
i.S.8	Provide examples of referral processes and accessing community resources	Introduce	Role plays Video recordings
i.A.4	Acknowledge transference and countertransference	Introduce	Role plays Video recordings
i.A.5	Value consultation, collaboration and inter-professional teamwork	Introduce	Group presentations Role plays Video recordings SOAP notes
j.S.4	Demonstrate use of behavioral observations as indicators of mental disorders	Introduce	Role plays Video recordings SOAP notes

## GENERAL 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](http://go.lclark.edu/gsec-nondiscrimination)
- Standards for professional student conduct and academic integrity: [go.lclark.edu/gsec-conduct](http://go.lclark.edu/gsec-conduct)

- Sexual misconduct: [go.lclark.edu/titleIX](http://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.

### **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.

### **PROFESSIONAL STANDARDS**

The counseling profession requires a high level of personal integrity, self-awareness, and personal maturity. Demonstrating professionalism in classroom behavior is essential. As a counselor-in-training, you are expected to be:

- 1) Open to learning
- 2) Flexible
- 3) Positive
- 4) Cooperative
- 5) Willing to use and accept feedback
- 6) Aware of your impact on others
- 7) Able to deal with conflict
- 8) Able to accept personal responsibility
- 9) Able to express feelings effectively and appropriately
- 10) Show initiative and motivation
- 11) Committed to human diversity

Students and faculty are expected to maintain an atmosphere in which controversial issues, germane to the subject matter, can be examined and discussed. In exercising this freedom of expression, faculty and students are expected to exercise appropriate restraint, show respect for the perspectives of others, and demonstrate cultural humility (see definition below\*)

***\*Cultural Humility definition: operates with a high level of commitment to self-reflection***

**and self-critique regarding cultural features, usually demonstrated by curiosity, a willingness to learn about others, and a willingness to ask questions, correct errors, and make a sincere effort to learn.**

## **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. Professor may change teaching methods as seen fit. The use of AI software is not permitted for any assignment or activity in this course without the prior approval of the instructor. Violation of this policy will be considered a violation of the Graduate School's Academic Performance standards.

## **CELL PHONES & OPEN TABS/WINDOWS**

Due to the experiential nature of the class 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. Cell phones may of course be used on breaks. Please come prepared to take notes. Active participation takes many forms; however, students are expected to close other windows and/or tabs to avoid working on other important items so that we can be present in the space.

## **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**

Evans, D. R., Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2017). *Essential interviewing a programmed approach to effective communication*. Cengage Learning.

## **Suggested Readings**

Norcross, J. (Ed.) (2011). *Psychotherapy relationships that work: Evidence-based responsiveness (2<sup>nd</sup> ed.)* Oxford University Press.

(2020). *Publication manual of the American Psychological Association. Seventh edition* Washington, D.C. APA.

Young, M. (2017). *Learning the Art of Helping: Building Blocks and Techniques*, New York, NY: Pearson.

## **ASSIGNMENTS AND COURSE REQUIREMENTS**

*Because of the skill development nature of this course, it is required that students complete ALL assignments to pass this class. Failure to do assignments or exams on time will lead to a drop in points and will affect your letter-grade for the class. At the professor's discretion, an extension without penalty may be given in special cases such as serious illness or family crises that prevent completing an assignment or exam on the due date*

Each student must satisfactorily complete all of the following:

### **1. Punctuality, Attendance & Participation (10 points)**

Participation is a critical component of this course and students are expected to engage in all

online activities, which may include but is not limited to: discussion forums, synchronous meetings, and collaborative projects. If there is an extenuating circumstance and a student is unable to attend a class, they must contact the professor *before the class begins*. It is also the student's responsibility to arrange for any missing work as a result of unexpected absences. It is recommended that students identify other members in the class that they can use as a resource for class notes and assignments in the event of an absence. Students need to be **on time** to class and from breaks, and to actively participate to honor the importance of making good use of class time. A great deal of our class time will be conducted as a professional dialogue and through activities. We will engage each other. Your participation and positive contribution are valued and important to the success of the class.

**Participation in Practice Groups:** Study groups will meet both inside and outside of class time and (ideally) will consist of three students per group. It is expected that groups may meet for up to 1.5 hours each week to practice the skills. Skill proficiency will be demonstrated during in-class role-plays or through video recording described below. Groups will be assigned by the instructor on the first day of the class.

- o **Role-Playing:** Students will participate in in-class and out-of-class role-plays to practice the skills learned during the semester. Each student will take turns playing the part of the “therapist”, “client” and “observer” using role-play examples from the Evans text. For all in-class and recorded role-plays where students play the part of the “therapist”, they are to submit a SOAP Note.

**GRADING RUBRIC: Punctuality + Attendance + Participation (10 points)**

Expectations	Possible Points
Attended <b>all</b> classes and was on time. <i>Giving attention to the instructor and/or other students when they are making a presentation.</i>	4
Demonstrating ability to recognize and use subtle nonverbal communication cues to <i>assess your impact on your peers</i> and participate in class. Demonstrating ability to be <i>open about discussing the impact of your comments on your peers.</i>	1
<i>Coming to class prepared</i> (having read the assignment for the day) Engaging in the group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.	2
Contributing to in-class discussion based on the topics of discussion and the readings assigned. Contributions may include how you feel about the material but <i>merely articulating your feelings is not sufficient</i> . You are expected to <i>put those feelings in context of your thoughts and analysis of</i>	1

<i>the material.</i>	
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 the instructor in a <i>respectful fashion</i> . Listening actively. Students will be asked questions related to the course's readings randomly in class by other students and by the instructor. Your <i>participation in small group discussions</i> is also <u>required</u> .	1
<b>TOTAL 1</b>	

**2. Comprehensive Client Bio/Narrative:** Each student will be required to create a 4– 5-page client bio using the ADDRESSING and/or RESPECTFUL Models. Think: Bio/Psycho/Social. This is a narrative of the client you are portraying; their story, who they are, and what they are struggling with. Include 2 possible presenting concerns. This will be the client you are portraying for all your role-plays. This narrative is to be a fictional character that you develop and should not represent the students true lived experience. We will develop this in class on week 1. This is due week 2.

**GRADING RUBRIC: Comprehensive Client Bio (10 points)**

<b>Expectations</b>	<b>Possible Points</b>
Student completed a 4–5-page comprehensive client bio that included bio-psycho-social information, using the ADDRESSING and/or RESPECTFUL Models, and 2 presenting problems.	10

**3. Group Presentation w/ Demonstration:** Each study group will be required to present assigned skill(s) (*when to use the skill, how the skill is useful, what to avoid, when not to use the skill, how to incorporate art therapy, etc.*) via PowerPoint, as detailed in Evans, and will also provide a role-play demonstration of the skill(s). (*PowerPoint is to be emailed to professor by 8:30AM day of presentation*). Each group member is expected to fully participate during the presentations and role-plays (see course outline for dates and assigned skills). Faculty will randomly assign groups ahead of time and will be announced on the first day of class.

<b>Group A Class 2</b>	<b>Group B Class 3 Group C Class 4 Group D Class 5</b>

**GRADING CRITERIA: Class Group Presentation (20 points)**

Expectations	Possible Points
Student fully participates in the group presentation of assigned therapeutic communication skill(s). Content covered in presentation <u>when to use the skill, how the skill is useful, what to avoid, when not to use the skill, how you could incorporate art therapy, and any client and/or therapist identity considerations</u>	20

**4. Video Recordings:** Each student will complete 2 recordings playing the role of therapist using assigned skill(s) in their study group: One 8–10-minute video recording, and a final 20-minute video.

**Recordings** It is suggested to use zoom to create your recording. It automatically generates a transcript of the session that you will need to edit for accuracy.

**A) Practice Recording:(10 points) Due Feb 20**

An 8–10-minute recording uploaded to Moodle demonstrating the skills from Attending behaviors through Reflecting Content and Feeling. The student is encouraged to use art in this session. ***A transcript, SOAP note, and self-assessment will be uploaded as a separate document.***

**Practice Video (10 points)**

Expectations	Possible Points
Student demonstrates effective clinical skills in the role of therapist. Student incorporates the following into their role as a mock therapist: Attending Behaviors, Effective Questioning, Reflecting Content and Feelings,	10

**B) Final Recording (15 points) Due March 13**

A 20-minute video uploaded to Moodle demonstrating all skills covered in the course. The student is expected to use art in the session.

Attending Behaviors, Effective Questioning, Reflecting Content and Feelings, Confronting, Communicating Feeling and Immediacy, Self-Disclosing, Interpreting, Information Giving, Structuring for Exploration, Clarification, and Action, Enlisting cooperation and Integration of art therapy with counseling skills

***A transcript, SOAP note, and self- assessment that accompanies this recording will be uploaded as a separate document.*** All tasks will be uploaded to Moodle



## Rubric- Final Recording - Faculty will assign grade for this in Taskstream

Score/ Level	clear understanding of clinical skills, or group structure/dynamics	understanding of therapeutic use of art media
Strength/Weak Unsatisfactory value: 0.00		accurately and appropriately identifies and evaluates strengths and weaknesses.
Student does not Acceptable value: 1.00	Evaluation of Clinical skills/group dynamics	Student's evaluation demonstrates a limited understanding of therapeutic use of art media evaluates strengths and weaknesses.
Student identifies and Emerging value: 2.00		Student is able to view self objectively and constructively to explore solutions and problems areas aptly.
Student identifies and Proficient value: 3.00 Student	Evaluation of therapeutic use of art media identify or evaluates strengths and weaknesses.	Student is able to view self objectively and constructively, and able to explore solutions and problems areas.
clearly, ness		Student's evaluation demonstrates exceptionally clear understanding of clinical skills and group structure/dynamics.
	Students unable to view self objectively and constructively, lacks ability to explore solutions and problems areas.	Student's evaluation demonstrates an understanding of clinical skills and group structure/dynamics.
Solutions to Problem Areas	Student's evaluation does not demonstrate	Student's evaluation demonstrates a limited understanding of clinical skills and group structure/dynamics.
	spelling and structure. Student has somewhat followed directions for written assignment and writing demonstrates some graduate level skills in grammar, spelling and	Student has followed directions for written assignment and writing demonstrates exceptional graduate level skills in grammar, spelling and structure.
Writing skills		
Student did not follow directions for written assignment and writing is below graduate level skills in grammar,		

## 5.Practice : Transcript, SOAP Note & Self Assessment (10 points) Due Feb 20

**Expectations:** Student practiced . Included areas requiring additional  
demonstrated proficiency in Transcript, SOAP Note, practice.  
integrating therapeutic and a written accurate **Possible Points**  
communication skills Self-Assessment identifying (10)  
**Points Earned**

Transcript 2	
SOAP Note (Subjective/Objective/Assessment/Plan) <sup>3</sup>	
Self-Assessment identifying areas of strength along with	

areas requiring additional practice.	5	
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## 6. Final Recording: Transcript, SOAP Note & Self Assessment (20 points) Due March 13

Student will write a 4-5 page summary assessing their skills attained and areas that need additional practice from this final session. Skills from this final recording should address the following areas:

Attending Behaviors, Effective Questioning, Reflecting Content and Feelings, Confronting, Communicating Feeling and Immediacy, Self-Disclosing, Interpreting, Information Giving, Structuring for Exploration, Clarification, and Action, Enlisting cooperation and Integration of art therapy with counseling skills

Student will include the 20 minute transcript that has been edited for accuracy and a SOAP note from this session. The SOAP note must include the Subjective, Objective, Assessment and Plan.

<b>Expectations:</b> Student demonstrated proficiency in integrating therapeutic communication skills practiced through final <u>Transcript</u> , <u>SOAP Note</u> , and a written accurate <u>Self-Critique</u> identifying areas of strength along with areas requiring additional practice.	<b>Possible Points</b>  <b>(20)</b>	<b>Points Earned</b>
Transcript 2 SOAP Note  (Subjective/Objective/Assessment/Plan) <sup>5</sup>		
Self-Assessment identifying areas of strength along with areas requiring additional practice.	10	
Paper articulates the theoretical approach used in the session and how they considered social/environmental/cultural/societal stressors within the intersubjective therapist-client relationship. (5pg minimum)	3	

## EVALUATION AND GRADING

**NOTE: All assignments must be turned in at the beginning of class (before class starts).**

Assignments Possible Points
Punctuality, Attendance & Participation 10
Comprehensive Client Bio 10
Group Presentation w/ Demonstration 20 Practice Recording 10 Practice Transcript, SOAP note and Self Critique 15
Final Recording 15
Final Transcript, SOAP note and Self Critique 20
<b>Total 100</b>

	<b>A = 94-100%</b> <b>B = 88-89%</b> <b>C = 80-82%</b>
<b>A- = 90-93%</b>	

#### COURSE SCHEDULE

**C = 73-77%**

**C+ = 78-79% C- = 70-72%**

Class Date	Topic	Required Readings Assignments Due
<b>- Week 1 -</b> <i>02/06/23</i>	Review syllabus and class requirements (In addition to this <i>brief</i> review in class, you are expected to review requirements independently and contact the instructor with any questions)	<p><b>In class: Build Comprehensive Client Bio</b></p> <p>Essential Interviewing</p> <p>- Ch. 1:</p> <p>Programming a Foundation for Learning</p> <p>- Ch. 2: Attending Behavior</p> <p>• ADDRESSING: Influences &amp; Framework</p>

	Organize role play groups  <b>Counseling Skills:</b> Attending Behaviors	<ul style="list-style-type: none"> <li>● RESPECTFUL Counseling: An Integrative Multidimensional Model for Counselors</li> </ul>
<b>- Week 2 -</b> 02/13/23	<b>Counseling Skills:</b> -Effective Questioning -Reflecting Content and Feeling  Role-play practice and critique, discussion of readings	Essential Interviewing  Ch. 3: Attending Behavior  Ch. 4: Reflecting Content Ch. 5: Reflecting Feeling  Ch. 6: Integrating Your Listening and Exploration Skills  <b>Comprehensive Client Bio Due (Moodle)</b>  <b>Group A:</b>  Presentation w/ Demonstration  Reflecting Content & Feeling Effective Questioning

<b>- Week 3 -</b> 02/20/23	<b>Counseling Skills:</b> -Confronting -Communicating Feeling & Immediacy -Self-Disclosing  Role-play practice and critique, discussion of readings	Essential Interviewing  Ch. 7: Confronting  - Ch. 8: Communicating Feeling and Immediacy  Ch. 9: Self-Disclosing  <b>Group B Presentation</b>  w/ Demonstration Confronting  Communicating Feeling & Immediacy  Self-Disclosing  <b>Practice Recording with Transcript, SOAP Note and Self-Critique due no later than 9 AM:</b> <ul style="list-style-type: none"> <li>● Attending behaviors</li> <li>● Effective questioning</li> <li>● Reflecting content &amp; feeling</li> </ul>
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**- Week 4 -** 02/27/23

		Exploration, Clarification, and Action Ch. 13: Enlisting Cooperation	Demonstration
	<b>Counseling Skills:</b> ♦	Enlisting Cooperation ♦ Structuring for Exploration	<b>Group C:</b> Presentation w/ Demonstration
<b>- Week 5 - 03/06/23</b>	<b>Counseling Skills:</b> -	- Essential Interviewing - Ch. 10: Interpreting - Ch. 11: Information Giving -	Interpreting Information Giving
- Interpreting			
- Information Giving			
- Role-play practice and critique			
Discussion of readings			Enlisting Cooperation Structuring for Exploration
	Essential Interviewing	<b>Group D:</b> Ch. 12: Structuring for Presentation w/ Clarification, and Action	
	Role-play practice, discussion of readings, preparation for final video		
	Ch. 14: Putting It All Together		
	Clarification, and Action		
	Final Recording with SOAP Note and Self-Critique <b>due March 13th at 9am</b>		

All skills