



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

AT 563-02: Liberation in action: art therapy

SPRING TERM, 2024

Dates: Friday 2/23/23 and Saturday 2/24/23 from 9-4 pm; Sunday 2/25 from 9-12 pm

Where: Online

Instructor: Fredelyn Calla, LCPC, ATR-BC

Office hours: By appointment on Zoom

Office location:

E-Mail: fcalla@lclark.edu; lc23-1420@lclark.edu

Credits: 1.0

CATALOG DESCRIPTION

This is a weekend elective course focusing on an aspect of the field of art therapy and its ongoing and future relevance.

COURSE DESCRIPTION

This elective class will give an introduction to why decolonization in art therapy is important, if not imperative now and moving forward for the field. Definitions of relevant terms and concepts, such as decolonization, intersectionality and countertransference, will be introduced and discussed utilizing class and small group dialogue and group art therapy experientials.

A group art directive, a short reflective paper and related personal artwork due on a specified date after class concludes will round out the course.

CAAHEP STUDENT LEARNING OUTCOMES AND COMPETENCY AREAS

SLO-B - Distinguishing 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-F- Know federal and state laws and professional ethics as they apply to the practice of Art Therapy.

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 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.

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.

ADDITIONAL LEARNING OUTCOMES:

This course will enable students to:

1. Define, discuss and know how to try to incorporate a decolonized and liberating approach in art therapy.
2. Interrogate with peers in a safe space how to do so as one continues to contend with learning from and living within possibly harmful and oppressive systems.
3. Learn more about self and others with curiosity, compassion and inspiration.

Reading is assigned for discussion in class and to assist with learning course material. The weekly reading assignments are listed in the Course Outline. Because there is a lot of material to present in this course (by instructors and students), it is not always possible to discuss all of the readings. Please be sure to complete the reading, ask specific questions in class when needed, and incorporate newly learned material in class activities and written assignments.

Required Resources

Jackson, L. *Cultural Humility in Art Therapy: Applications for Practice, Research, Social Justice, Self-Care, and Pedagogy*. Jessica Kingsley Publishers.

Joseph, Cliff: https://issuu.com/msmodular72/docs/cliff_joseph_artist_activist

Mensah, S.A. (2020). "Abolition Must Include Psychiatry." Disability Visibility Project.

<https://disabilityvisibilityproject.com/2020/07/22/abolition-must-include-psychiatry/>

Mullan, Jennifer. [@decolonizingtherapy.] <https://www.decolonizingtherapy.com/>

Said, Edward W. (1978). *Orientalism*. Vintage.

Shulman, H.; Watkins, M. *Toward Psychologies of Liberation*. Palgrave Macmillan.

Talwar, Savneet. (2019). *Art Therapy for Social Justice: Radical Intersections*. Routledge.

Taylor, Sonya Renee. [@thenapministry.] <https://thenapministry.com/>

Tuck, E., & Yang K.W. (2012) Decolonization is not a metaphor. *Decolonization: Indigeneity, Education and Society*. 1(1), 1-40.

NONDISCRIMINATION

Lewis & Clark adheres to a nondiscriminatory policy with respect to educational programs, activities, employment, and admission. We do not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, gender expression, or any other basis prohibited by applicable federal, state, and local laws. For more information, and for current contact information for questions or concerns, go to go.lclark.edu/nondiscrimination.

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 with any additional questions or concerns.

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)

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 video clips, engage in group learning tasks, and participate in role-play demonstrations.

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 videos prior to attending class. This will allow us to focus on the 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.

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.

1. Attendance and active participation in all classes

Class participation
Attending all classes and being on time. Giving attention and listening actively 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. Dealing with other students and/or the instructor in a respectful fashion. Demonstrating ability to be open about discussing the impact of your comments on your peers.
Coming to class prepared and having read some of the assigned reading with questions and thoughts for class discussion. Engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.
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 merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material and utilize critical thinking skills.

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. Reflective final paper and related art piece Students will be required to write a 2-5 page paper, double-spaced, that speaks to one's intersectionality and how one can incorporate understanding of decolonization and liberation in one's art therapy practice and art therapist identity.

DUE one month after class concludes

EVALUATION AND GRADING

Class participation in discussion of readings, videos and experientials 50%
 Self reflection paper 50%

A = 94-100%	A- = 90-93%	B+ = 88-89%	B = 83-87%
B- = 80-82%	C+ = 78-79%	C = 73-77%	C- = 70-72%

COURSE SCHEDULE

The instructor reserves the right to make adjustments to class content and sequencing of topics based on pacing and requirements of the class.

FRIDAY	SATURDAY	SUNDAY
Morning 9-12 pm	Morning 9-12	Morning 9-12
Introductions/communal agreements, resources, window of tolerance Definition/discussion on positionality Directive Importance of knowing world/country history and personal context: possibly watch video	Problems: What are we trying to solve? Opening ritual Discussion of thoughts/feelings from yesterday Watch and discuss video	Solutions: how do we dismantle oppressive systems? Debate: Dismantling has to be intertwined with community care Group directive of a mural, ending ritual, call for change
Afternoon 1-4	Afternoon 1-4	
Discussion/definition of terms and reading related to such	Discussion/directive centered on anger/countertransference/anxiety	

<p>Discuss intersectionality: Split into groups and make art about one "ism"</p> <p>Ending ritual on inspiration directive. Scribble drawing, tear paper, free writing on how class discussion supports your growth as an art therapist.</p>	<p>Possible directive with clay and/or found objects</p> <p>Discuss what it means to be intersectional</p> <p>Ending ritual of calming art therapy directive</p>	
		<p>Due in 1 month: 5-page reflection paper and 1 piece of related artwork</p>