



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING AT 570 ART THERAPY CANDIDACY/PORTFOLIO

(1 Credit)
SPRING 2024

Section 1 (AT 570-01)

Instructor: Kris Bella LCAT, ATR-BC, ATCS

Lecture	Wednesday	1/10, 1/31, 2/7, 2/14, 2/21, 2/28, 3/6, 3/13, 3/20	1 PM-2 PM	Rogers 105
Student Presentations	Wednesday	4/3	1-4 PM	Rogers 105
Capstone Presentations	Monday	4/15	TBD	GSEC Chapel
Progress Review Panel	Thursday	4/18	TBD	Rogers 201

Office hours: after class or schedule via zoom

Office location: Rogers 207

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

Section 2 (AT 570-02)

Instructor: Mary Andrus DAT, ATR-BC, ATCS, LPC

Lecture	Thursday	1/11, 1/25, 2/8, 2/15, 2/22, 2/29, 3/7, 3/14, 3/21	9-10AM	Rogers 105
Student Presentations	Thursday	4/1 OR 4/8	9-12PM	Rogers 105
Capstone Presentations	Monday	4/8 or 4/15	TBD	GSEC Chapel
Progress Review Panel	Thursday	4/18	TBD	Rogers 201

Office location: online or Rogers 208

Phone: 503-768-6068 E-Mail: mandrus@lclark.edu

Section 3 (AT 570-03)

Instructor: Dr. Missy Satterberg, PhD, LMFT, ATR-BC

Lecture	Thursday	1/11, 2/1, 2/8, 2/15, 2/22, 2/29, 3/7, 3/14, 3/21	9-10AM	Rogers 220
Student Presentations	Thursday	4/4 OR 4/11	9-12PM	Rogers 220
Capstone Presentations	Monday	4/15	TBD	GSEC Chapel
Progress Review Panel	Thursday	4/18	TBD	Rogers 201

Office hours: schedule via zoom

Office location: Rogers 203

E-Mail: msatterberg@lclark.edu

CATALOG DESCRIPTION

Comprehensive evaluation of the student's level of clinical understanding of theory and art therapy practice in preparation for internship placement. This is a required course for all art therapy students moving into their third year of the program.

COURSE DESCRIPTION

This course evaluates the student's learning and understanding of the program coursework along with their readiness for Internship advancement. Students will be evaluated on their knowledge and application of art therapy assessments, treatment planning, goal setting and ability to present a comprehensive understanding of the application of art therapy to individuals and groups.

CAAHEP STUDENT LEARNING OUTCOMES (SLO)

SLO-A	Understand the historical development of Art Therapy as a profession, and how Art Therapy theories and techniques are a foundation for contemporary Art Therapy professional practice.
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-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-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-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-M	Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.

CAAHEP CONTENT AREAS

Content Area	Description	Mastery Level	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	Written Assessment, Video, Observation, and Oral Presentation
h.S.2	Integrate contextual/ ecological factors bearing on human development such as cultural identities, spiritual, systemic within and outside family nucleus, physical, neurological, biological, and physiological	Reinforce	Written Assessment and Oral Presentation
i.K.1	Identify evidence-based strategies and clinically-grounded approaches for assessment and treatment	Reinforce	Written Assessment, Video, Observation, and Oral Presentation
i.A.1	Recognize and display a professional commitment to Art Therapist characteristics that promote the therapeutic process	Reinforce	Candidacy Readiness Self Evaluation

COURSE OBJECTIVES

Upon completing this course, students will be able to demonstrate:

1. Understanding of ethical principles of art therapy
2. How graphic development informs treatment planning
3. The ability to therapeutically engage clients
4. The ability to write a comprehensive art therapy assessment and treatment plan
5. The ability to self-evaluate understanding and engagement of art therapy

REQUIRED TEXTS & READINGS:

Since AT 570 is an evaluation of a student's readiness for Internship advancement, no text will be required. Students will, however, be expected to reference the following materials:

Reference Texts:

- American Psychiatric Association. (2017). *Diagnostic and statistical manual of mental disorders* (7th edition). Washington, DC: Author.
- Hinz, L. D. (2020). *Expressive therapies continuum: A framework for using art in therapy* (2nd ed). New York, NY: Routledge, Taylor & Francis Group.

Reference Readings:

- Gantt, L. (2001). The formal elements art therapy scale: A measurement system for global variables in art. *Art Therapy, 18* (1) 50-55.
- Gerber, N. (1998). A developmental approach to assessment in adult art psychotherapy. *The Arts in Psychotherapy, 7*, 105 -112.
- Gussak, G. (2013). Art on trial: Art therapy in capital murder cases. New York: Capital University Press.
<https://ebookcentral.proquest.com/lib/lewisclark/reader.action?docID=1181625&ppg=11>

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 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.

TEACHING METHODS

As an evaluation of the students' learning and understanding of program coursework and readiness to advance into internship, class discussions and experiential activities will be utilized however independent initiative is a core aspect of the course.

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.

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 the stated deadlines are to be 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

Students must attend all classes and complete assignments, and evaluations in order to advance into their final year of the art therapy program.

ASSIGNMENTS AND COURSE REQUIREMENTS

Assignment	Points
Attendance and Participation	5
Candidacy Self-Evaluation Forms (2) 5 points each	5
Faculty Observation of Group Facilitation	10
Video	10
Candidacy Self-Reflection Paper	25
Comprehensive Written Assessment	30
Oral Presentation of Assessment	15
Total Points in the Course:	100

EVALUATION AND 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 on the day they are due. Five percent will be deducted for each day an assignment is late.

ASSIGNMENTS AND EVALUATION

1. Attendance and participation in all classes (5 points)

Class participation	Possible Points = 5
Attending all classes and being on time. Giving attention to the instructor and/or other students when they are making a presentation.	1
Demonstrating ability to recognize and use subtle non-verbal 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.	1
Coming to class prepared. Engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class.	1
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
Communicating with other students and/or the instructor in a respectful fashion. Listening actively. Your participation in small group discussions is also required.	1

2. Candidacy Self-Evaluation Forms Y1 & Y2 in Taskstream (10pts) Each student will revisit/complete Y1 Self Evaluation and complete Y2 Self-Evaluation in Taskstream. The student is to reflect on their level of proficiency at this stage of their professional development. Must be completed prior to turning in the self-reflection paper - student is expected to integrate their evaluation results into the self reflection paper. (See # 7)

3. On-site Observation of Group Facilitation (10 pts)

Due: Must be completed by Spring Break for all Sections

Student must coordinate with their site supervisor and the faculty member to have this completed before Spring Break to give student enough time to write about it in their self-reflection paper.

Faculty will observe the student conducting an art therapy group at their site utilizing the [Faculty Onsite Observation of Student](#) form. Student must complete the Pre-observation section and give the form to the faculty member prior to the observation.

Student will be graded up to 2 points for each section (Pre-observation, Structure of the Session, Media and Methods, Clinical Skills and Intersectional Considerations).

4. Video (10 pts)

Due March 6 (Wednesday Section) & March 7 (Thursday Sections)

Each student will prepare a 5 minute video clip of themselves at their Practicum site. (For students who are unable to record at their site, they will provide a video of themselves introducing a group project - include a photo of the group room space.) The video will introduce the space and orient the viewer to how art therapy is conducted at their site. When presenting the video in class, students should share 2 challenges they encounter in their work at this site. If clients are present during recording, the student must ensure they are utilizing a HIPAA compliant recording device and internet security (camera can be checked out from the grad school).

5. *Comprehensive Assessment - Taskstream* (30 points) 60 score=30 points

Due March 20 (Wednesday Section) & March 21 (Thursday Sections)

The student will complete and submit a thorough assessment of a client with whom the student is working with at their Practicum Site. The student will be evaluated on their ability to synthesize the following: 1) Sources of Information (APA-Abstract) 2) Gathering of Pertinent Client Information 3) Art Findings 4) Domains of Functioning 5) Strengths/Protective Factors/Struggles/Barriers 6) Art Therapy Assessment Summary 7) Treatment Approach and Rationale 8) Treatment Goals 9) Art Therapy Interventions 10) Theoretical Foundation for Analysis (APA).

Students are not asked to arrive at a DSM V or ICD 10 diagnosis. Student should expect to have the client complete 5-7 pieces of artwork. Images are to be attached in a high quality digital format (Appendix). All identifying information of the client should be disguised or removed, this includes the name of the site. Following the clinical portion of the assessment, the student needs to explain their reasoning for the inferences and clinical decisions based on their understanding of theories (Theoretical Foundation for Analysis).

The body of the paper is not to exceed 20 pages (this does not include title page, references, and appendix). Papers are expected to demonstrate skillful writing as well as appropriate use of credible, relevant sources to develop ideas that are consistent with the literature. Student needs to include all categories of the rubric and make sure the paper is appropriately formatted. See AT570 Assessment Rubric at end of Syllabus.

*Final paper is to be uploaded into Taskstream for grading.

6. Oral Presentation - Taskstream (15 pts)

Due: April 3rd (Wednesday Section), April 4th (Thursday Sections)

Student is expected to create a professional 20 minute presentation which covers the above sections in a manner that demonstrates their aptitude and readiness to advance to candidacy within the program. Attention should be paid to the quality of the artwork photos to ensure clear representation of the graphic components. Student will be evaluated on 1) Overall Organization 2) Clinical Integration 3) Components of Slide Presentation 4) Professional Delivery 5) Effective Use of Time

*Upload PowerPoint to Taskstream for grading.

Oral Presentation Rubric

Assessment Assignment Oral Presentation	Unsatisfactory 0	Emerging 1.0	Acceptable 1.5	Proficient 3.0
a. Overall Organization	No discernible organization	No logical flow, none or poor introduction.	Some parts of the presentation are out of order, overall, logical sequence.	Exceptionally well organized, no missing parts, easy to follow.
b. Clinical Integration	Missing any critical information and no integration of fundamentals	Out of date or misinformation, does not explain the clinical context, missing key fundamentals.	Grasp of important concepts, overall understanding of theories, clinical integration is not demonstrated.	All fundamentals and clinical information are fully integrated and demonstrated.
c. Components of Slide Presentation	Poor quality photos, missing photos, full paragraphs	All assessment photos are included, extensive text, lacks flow and readability.	Overall layout is utilized to highlight key points missing, full integration of color, font, photos, and words. High quality photos, effective readability and flow.	Color, font and layout are effectively utilized to highlight key points. High quality photos, minimal text with strong readability and flow.
d. Professional Delivery	No engagement with the audience, reading from slides, non-professional attire.	Minimal engagement with the audience, poor eye contact, monotone voice, long pauses, does not speak clearly.	Professional attire, inconsistent use of clinically language, non-strategic pauses or speaks too quickly. Inconsistent eye contact and limited engagement of the entire audience.	Confident speech and tone, professional attire, maintains clinically appropriate language throughout presentation, utilizes pauses strategically to emphasize key points. Maintains eye contact, fully engages audience.
e. Effective Use of Time	No attention or acknowledgement of time.	Rushing, poor time management, no time reserved for audience engagement.	Sufficient time for each topic, provided minimal time for audience engagement.	Clearly covered all topics within the allotted time frame, sufficient time for full audience engagement.

7. Candidacy Self-Reflection Paper – Taskstream (25 pts)

Due April 10 (Wednesday Section) & April 11 (Thursday Sections)

Each student will write a critical analysis paper of their readiness for Internship exploring personal competency in the domains of knowledge, skills, and behaviors. It will include:

- Part one will reflect on the strengths and areas of growth that emerged from your self-evaluations.
- Part two will be a critical analysis of group facilitation skills. Reflect on the strengths and areas of growth related to your group facilitation of the session observed by faculty. Discuss how you structured the session, media/ methods and interpersonal variables, including strengths and areas for growth.
- A summary is to be included reflecting on your readiness for Internship as a means of demonstrating your ability to reflect on your level of proficiency in the program thus far and specific areas in which you hope to grow as an art therapy student going into clinical practice. Include an art image as a figure to illustrate your understanding of yourself.

Self Reflection Paper	Unsatisfactory 0	Acceptable 1	Emerging 3	Proficient 5
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Strength/ Weakness	Student does not identify or evaluates strengths and weaknesses.	Student identifies and evaluates some of their strengths and weaknesses.	Student identifies and evaluates strengths and weaknesses.	Student clearly, accurately and appropriately identifies and evaluates strengths and weaknesses.
Solutions to Problem Areas	Student is unable to view self objectively and constructively, lacks ability to Explore solutions, problems areas.	Student intermittently able to view self objectively and constructively, somewhat able to explore solutions and problems areas.	Student is able to view self objectively and constructively, and able to explore solutions and problems areas.	Student is able to view self objectively and constructively to explore solutions and problems areas aptly.

Evaluation of Clinical skills/ group dynamics	Student's evaluation does not demonstrate clear understanding of clinical skills, or group structure/dynamics	Student's evaluation demonstrates a limited understanding of clinical skills and group structure/dynamics.	Student's evaluation demonstrates understanding of clinical skills and group structure/dynamics.	Student's evaluation demonstrates exceptionally clear understanding of clinical skills and group structure/dynamics.
Evaluation of therapeutic use of art media	Student's evaluation does not demonstrate an understanding of therapeutic use of art media	Student's evaluation demonstrates a limited understanding of therapeutic use of art media	Student's evaluation demonstrates an understanding of therapeutic use of art media	Student's evaluation demonstrates exceptionally clear understanding of therapeutic use of art media
Writing skills	Student did not follow directions for written assignment and writing is below graduate level skills in grammar, spelling and structure.	Student has followed directions for written assignment and writing demonstrates some graduate level skills in grammar, spelling and structure.	Student has followed directions for written assignment and writing demonstrates graduate level skills in grammar, spelling and structure.	Student has followed directions for written assignment and writing demonstrates exceptional graduate level skills in grammar, spelling and structure.

COURSE SCHEDULE

DATE	AGENDA	DUE
CLASS 1 Wednesday Section: 1/10 Thursday Sections: 1/11	Class Overview, Defining Candidacy Expectations, Client Identification Process. Peer Partners	Due: Communication Tree/ Peer Partners Identified Revisit Y1 Self Eval Due Next Class: Art and Findings from client to share with peers in-class.

<p>CLASS 2 Wednesday Section: 1/31 Thursday Section 02: 1/25 Thursday Section 03: 2/1</p>	<p>Pertinent Client Information & Art Finding Workshop; Sign up for Oral Presentations</p>	<p>Due: Provide client demographics, art, and findings (one image) to share with peers in class.</p>
<p>CLASS 3 Wednesday Section: 2/7 Thursday Sections: 2/8</p>	<p>Domains of Functioning Workshop</p>	<p>Due: Provide client Domains of Functioning and Summary for peers</p>
<p>CLASS 4 Wednesday Section: 2/14 Thursday Sections: 2/15</p>	<p>Treatment Plan Goals Workshop</p>	<p>Provide Treatment Plan Goals and Interventions for peers</p>
<p>CLASS 5 Wednesday Section: 2/21 Thursday Sections: 2/22</p>	<p>Theory to Practice; Golden Thread; Strengths from Art Findings into Tx Plan</p>	<p>Due Next Class: Full Draft of Assessment.</p>
<p>CLASS 6 Wednesday Section: 2/28 Thursday Sections: 2/29</p>	<p>Peer Review Workshop</p>	<p>Due: Draft of Comprehensive Assessment for peer review</p>
<p>CLASS 7 Wednesday Section: 3/6 Thursday Sections: 3/7</p>	<p>Presentation of 5 minute Video in class</p>	<p>Due: Video</p>
<p>CLASS 8 Wednesday Section: 3/13 Thursday Sections: 3/14</p>	<p>Professional Acumen</p>	
<p>CLASS 9 Wednesday Section: 3/20 Thursday Sections: 3/21</p>	<p>Oral Presentation discussion; Review Expectations; Sign up for Professional Progress Reviews (PPR) panels</p>	<p>Due: Comprehensive Assessment (Taskstream) Due by Next Class: Y2 Self Evaluation (Taskstream)</p>

<p>CLASS 10 Wednesday Section: 4/3 1 pm to 4 pm Thursday Sections: 4/4 9 am to 12 pm</p>	<p>Student Presentations</p>	<p>Due: Oral Presentations, Self-Reflection Paper Due 4/10 (Wed Section) 4/11 (Thu Sections): Self Reflection Paper</p>
<p>Capstone Presentations Monday 4/8 and/or 4/15</p>	<p>Capstone Presentations Student must attend (in-person) an AM or PM session (min. 3 hour block)</p>	<p>Due: Feedback form for each Capstone Observed. Turn into Faculty at Capstone.</p>
<p>Professional Progress Reviews (PPR) Thursday 4/18 15 minutes</p>	<p>Professional Progress Reviews (in-person): 15 minute review per student with core faculty</p>	<p>Professional Progress Review Meeting</p>

COMPREHENSIVE ART THERAPY ASSESSMENT RUBRIC

1. Sources of information (APA)	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
Summary paragraph of the case noting reason for referral, historical and environmental factors contributing to the case, identifying sources of information and an overview of sessions conducted with the client to complete this comprehensive assessment.	No attempt or summary is unrelated to the case	Some relevant data included. Overall summary does not capture the case conceptualization.	Most relevant aspects of the case are noted in the summary.	All relevant aspects and data are integrated. An overview of key contributing factors are identified in a coherent, cohesive, and concise manner. Free of errors.
<u>2. Client overview</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Status</u> : Reason for referral is clearly articulated. Any DSM Diagnosis and/or medications are clearly stated. Sources for data are identified.	No attempt	Some relevant data	Most relevant facts are included.	All relevant factual aspects and data sources are integrated in a coherent, cohesive, and concise manner. Free of errors
<u>Background/ Environmental Factors</u> : A succinct evaluation of pertinent historical and environmental factors related to the client's functioning and reason for referral are documented and integrated. An examination of the client's social location, privilege and power within their context and systems of care are identified. Objective facts only.	No attempt at including relevant background, historical, social location, and environmental factors.	Some relevant data related to background historical, social location, and environmental factors are referenced, but inadequately explored.	Most relevant observable background, historical, social location, and environmental factors are identified and integrated.	All relevant observable aspects of background, historical, social location, and environmental factors are explained with depth; data is integrated in a coherent, cohesive, and concise manner. Free of errors.
3. Art findings	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3

<p><u>Image and Process:</u> Directives/Rationale/Image/Process: directives are clear with accurate therapeutic rationale. Clear description of the visual language and observable aspects of the art making process in a clinically, theoretically, and culturally relevant way</p>	<p>No attempt at including directive, rationale, image, and process.</p>	<p>Missing key aspects of directive rationale, image, and process</p>	<p>Most components of the directive, rationale, image, and process are integrated.</p>	<p>All components of the directive, rationale, image, and process are integrated in a coherent, cohesive, and concise manner. Free of errors.</p>
<p><u>Findings:</u> Evaluation of themes, art process, graphic development, functioning level, and overall engagement. Information is culturally relevant and relates to the diagnosis and/or reason for referral. Individual strengths and protective factors integrated.</p>	<p>No attempt at including art findings.</p>	<p>Missing key aspects of art findings.</p>	<p>Most components of the art findings are identified and integrated.</p>	<p>All components of the art findings are integrated in a coherent, cohesive, and concise manner. Free of errors</p>

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<p><u>Physical/Behavioral</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level</p>	<p>No attempt at Physical/ Behavioral</p>	<p>Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.</p>	<p>Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.</p>	<p>All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p><u>Cognitive</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.</p>	<p>No attempt at Cognitive</p>	<p>Missing key relevant aspects of Cognitive including graphic indicators and processes.</p>	<p>Identified most observable aspects of Cognitive including graphic indicators and processes.</p>	<p>All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p><u>Affective/Psychological</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations</p>	<p>No attempt: at Affective/ Psychological</p>	<p>Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.</p>	<p>Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.</p>	<p>All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>

<p><u>Relational/Environmental</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding an intersectional focus of family/interpersonal/community/work/ school dynamics, ability to engage in developmentally appropriate communication, and observation of interpersonal skills. Client's engagement with art therapist during assessment is included along with client responses to power dynamics and systemic influences.</p>	No attempt at Relational/ Environmental	Missing key relevant aspects of Relational/ Environmental including graphic indicators and processes.	Identified most observable aspects of Relational/ Environmental including graphic indicators and processes.	All components of Relational/ Environmental are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<p><u>5. Strengths, protective factors/struggles.barriers</u></p>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<p>Client's strengths, protective factors, struggles and barriers are clearly identified and are supported through observations and data collection. Clinically salient characteristics are prioritized on the lists. <u>Strengths</u>: individual characteristics that promote functioning <u>Protective Factors</u>: environmentally conditions that support wellness.</p>	No attempt at identifying strengths or protective factors.	Missing key strengths, protective factors and are not prioritized.	Most key strengths, protective factors are identified.	All relevant strengths, protective factors are identified and prioritized. Free of errors.
<p><u>Struggles</u>: individual characteristics that negatively impact functioning. <u>Barriers</u>: Environmentally based conditions negatively impact wellness.</p>	No attempt at identifying struggles or barriers.	Missing key struggles and barriers and are not prioritized.	Most key struggles and/or barriers are identified.	All relevant struggles and/or barriers are identified and prioritized. Free of errors.
<p><u>5. Art Therapy Assessment</u></p>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<p><u>Physical/Behavioral</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level</p>	<p>No attempt at Physical/ Behavioral</p>	<p>Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.</p>	<p>Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.</p>	<p>All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p><u>Cognitive</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.</p>	<p>No attempt at Cognitive</p>	<p>Missing key relevant aspects of Cognitive including graphic indicators and processes.</p>	<p>Identified most observable aspects of Cognitive including graphic indicators and processes.</p>	<p>All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p><u>Affective/Psychological</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations</p>	<p>No attempt: at Affective/ Psychological</p>	<p>Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.</p>	<p>Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.</p>	<p>All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p><u>Summary</u></p>				

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
A clear comprehensive synthesis that documents the primary findings based on the	No attempt at Art Therapy Assessment	Missing relevant aspects of primary findings that are	Most relevant aspects of primary findings that are	All relevant aspects of primary findings are clinically supported by

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
analysis of the visual language, content/themes, artprocess, behavior of the	Summary	supported by the reason for referral, observations, functioning,	supported by the reason for referral, observations, functioning,	the reason for referral, observations, functioning,

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
client, domains of functioning, reason for referral, cultural context,		background data, graphic indicators and processes.	background data, graphic indicators and processes.	background data, graphic indicators and processes. Summary is

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
privilege/power dynamics, and any other relevant information. Include brief				coherent, cohesive,and concise. Free of errors.

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
treatment approach rationale that has a theoretical basis which is clinically sound				

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
based on the client's developmental needs.				

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>7. Treatment Overview</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<p><u>Physical/Behavioral:</u> key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level</p>	<p>No attempt at Physical/ Behavioral</p>	<p>Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.</p>	<p>Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.</p>	<p>All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p><u>Cognitive:</u> key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.</p>	<p>No attempt at Cognitive</p>	<p>Missing key relevant aspects of Cognitive including graphic indicators and processes.</p>	<p>Identified most observable aspects of Cognitive including graphic indicators and processes.</p>	<p>All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p><u>Affective/Psychological:</u> key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations</p>	<p>No attempt: at Affective/ Psychological</p>	<p>Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.</p>	<p>Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.</p>	<p>All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p><u>Treatment Approach:</u> Clear documentation of treatment approach and interventions</p>	<p>No attempt at the treatment</p>	<p>Missing relevant aspects of the treatment</p>	<p>Most relevant aspects of treatment approach</p>	<p>All relevant aspects of the treatment approach are clearly defined and</p>

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
(individual/ group/family) with identified time frame (three months, six months,	approach.	approach and it is not clearly related to assessment	are clearly defined and are related to assessment data, art	are related to assessment data, art therapy /counseling

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
etc) based on assessment data, summary and client concerns. Theoretical		data. Art therapy/counselin g strategies are	therapy/ counseling strategies and are client informed.	strategies and are client informed. Approach is coherent, cohesive,and

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<p><u>Physical/Behavioral</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level</p>	<p>No attempt at Physical/ Behavioral</p>	<p>Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.</p>	<p>Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.</p>	<p>All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p><u>Cognitive</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.</p>	<p>No attempt at Cognitive</p>	<p>Missing key relevant aspects of Cognitive including graphic indicators and processes.</p>	<p>Identified most observable aspects of Cognitive including graphic indicators and processes.</p>	<p>All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p><u>Affective/Psychological</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations</p>	<p>No attempt: at Affective/ Psychological</p>	<p>Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.</p>	<p>Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.</p>	<p>All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p>intervention for treatment is client informed and setting appropriate. Art therapy</p>		<p>missing. Approach is not client informed.</p>		<p>concise. Free of errors.</p>

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
interventions and media choices are clearly defined.				

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Treatment Rationale</u> : Treatment rationale for treatment approach is clearly	No attempt at the treatment	Missing relevant aspects of treatment	Most relevant aspects of treatment rationale	All relevant aspects of treatment rationale provide complete

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
supported by the assessment data (functioning levels, themes, client goals,	rationale.	rationale is loosely related to assessment data	are related to assessment data and art therapy/	support for the assessment data. Treatment rationale is

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
strengths, reason for treatment) and art therapy/ counseling theories. The		and art therapy/ counseling theories.	counseling theories.	client infomed (methods), writing is coherent, cohesive,and

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
rationale includes a client informed theoretical lens for selection of assessment				concise. Free of errors.

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<p><u>Physical/Behavioral</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level</p>	<p>No attempt at Physical/ Behavioral</p>	<p>Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.</p>	<p>Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.</p>	<p>All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p><u>Cognitive</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.</p>	<p>No attempt at Cognitive</p>	<p>Missing key relevant aspects of Cognitive including graphic indicators and processes.</p>	<p>Identified most observable aspects of Cognitive including graphic indicators and processes.</p>	<p>All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p><u>Affective/Psychological</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations</p>	<p>No attempt: at Affective/ Psychological</p>	<p>Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.</p>	<p>Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.</p>	<p>All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p>methods, treatment approaches, media, and case formulation.</p>				

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>8. Treatment goals</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3

<p><u>Long-Term Goals:</u> LTGs clearly correlate the reason for referral and clinical outcome by the end of treatment. The goals are time bound and provide a clear trajectory of the treatment focus; LTGs directly address prioritized limitations, environmental barriers, and/or treatment successes</p>	No attempt at LTG.	Missing relevant aspects of the LTG. Goals are not time bound and are unclear. Limitations, environmental barriers and/or treatment successes are not clearly defined.	Most relevant aspects of the LTG including time bound goals, trajectory of treatment, goals mostly address Limitations, environmental barriers and/or treatment successes.	All relevant aspects of the LTG are addressed. Writing is coherent, cohesive, and concise. Free of errors.
<p><u>Short-Term Goals:</u> STGs are Specific, Measurable, Achievable, Realistic and Timely (SMART). Each STG incremental steps to achieve the related LTG.</p>	No attempt at STG.	Missing relevant aspects of STG. They don't clearly document SMART. STGs do not clearly address incremental steps to related LTG.	Most relevant aspects of the STGs are SMART and demonstrate incremental steps to related LTG.	All relevant aspects of the STGs are present, are SMART and are incremental steps to related LTG. Free of errors.
<p><u>9. Art therapy intervention</u></p>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<p>Art therapy interventions (method, media, and rationale) clearly correspond to the initial treatment needs of the client. Interventions are derived from the assessment, the STGs, and are developmentally appropriate. Art therapy prompts provide the client the opportunity to work toward treatment goals. Methods must be specific, describing theme, media, and behavior/problem to be addressed. Material and media selected are client informed</p>	No attempt at discussing Art therapy interventions.	Missing relevant aspects of the art therapy interventions (method, media, and rationale). Initial treatment needs of the client are absent.	Most relevant aspects of the art therapy interventions are included. Some areas are not as defined and remain unclear.	All relevant aspects of the art therapy interventions are included (interventions clearly correspond to the initial treatment needs of the client. Interventions are derived from the assessment, STGs, and are developmentally appropriate). Art therapy interventions support clients working toward their treatment goals. Methods are specific and themes are described. Media selected are client informed and

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
and culturally appropriate.				culturally appropriate. Writing is coherent, cohesive, and concise.

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<p><u>Physical/Behavioral</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level</p>	<p>No attempt at Physical/ Behavioral</p>	<p>Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.</p>	<p>Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.</p>	<p>All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p><u>Cognitive</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.</p>	<p>No attempt at Cognitive</p>	<p>Missing key relevant aspects of Cognitive including graphic indicators and processes.</p>	<p>Identified most observable aspects of Cognitive including graphic indicators and processes.</p>	<p>All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p><u>Affective/Psychological</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations</p>	<p>No attempt: at Affective/ Psychological</p>	<p>Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.</p>	<p>Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.</p>	<p>All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
				<p>Free of errors.</p>

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
10. Conclusion (APA)	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
An examination of process and reasoning for art therapy assessment and treatment	No attempt or conclusion is lacking any	Missing relevant aspects of the conclusion	Most relevant aspects of the conclusion are	All relevant aspects of the conclusion are included. Conclusion

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
approach. Conclusion identifies, describes, and summarizes the theoretical contributions from	relevant information	includes a lack of reasoning for assessment and	included. Conclusion summarizes most	summarizes theoretical contributions from coursework and

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
coursework and readings to findings in the assessment, the formulation of the proposed treatment plan, and		treatment approach. The formulation is	theoretical contributions from coursework and	readings which are integrated and relevant to findings in the

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
the methodology of the case study		unclear.	readings are integrated and are relevant to	assessment. Conclusion is written in a coherent,

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<p><u>Physical/Behavioral</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level</p>	<p>No attempt at Physical/ Behavioral</p>	<p>Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.</p>	<p>Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.</p>	<p>All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p><u>Cognitive</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.</p>	<p>No attempt at Cognitive</p>	<p>Missing key relevant aspects of Cognitive including graphic indicators and processes.</p>	<p>Identified most observable aspects of Cognitive including graphic indicators and processes.</p>	<p>All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
<p><u>Affective/Psychological</u>: key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations</p>	<p>No attempt: at Affective/ Psychological</p>	<p>Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.</p>	<p>Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.</p>	<p>All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.</p>
			<p>findings in the assessment.</p>	<p>cohesive, and concise manner. Free of errors.</p>

<u>4. Domains of functioning</u>	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3
<u>Physical/Behavioral</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding relevant physical appearance, hygiene, body movement, coordination, physical capacity, activity, and energy level	No attempt at Physical/ Behavioral	Missing key relevant aspects of Physical/ Behavioral including graphic indicators and processes.g is vague or inaccurate.	Identified most observable aspects of Physical/ Behavioral including graphic indicators and processes.	All components of Physical/Behavioral are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Cognitive</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding evaluation of cognitive processing, reasoning, attention, language, memory, coping capacity; ability to obtain knowledge, problem solving.	No attempt at Cognitive	Missing key relevant aspects of Cognitive including graphic indicators and processes.	Identified most observable aspects of Cognitive including graphic indicators and processes.	All components of Cognitive are stated in an Integrated, concise manner. All relevant art processes and findings are included. Free of errors.
<u>Affective/Psychological</u> : key observational data, art findings, file review, client's strengths, and environmental impacts regarding ability to experience feeling or emotion, ability to emotionally regulate, ability to distinguish mood from affect, overall mental health/ well-being, be sure to refer to significant art findings and observations	No attempt: at Affective/ Psychological	Missing key relevant aspects of Affective/ Psychological including graphic indicators and processes.	Identified most observable aspects of Affective/ Psychological including graphic indicators and processes.	All components of Affective/ Psychological are stated in an integrated, concise manner. All relevant art processes and findings are included. Free of errors.
11. Format (APA)	Unsatisfactory 0	Emerging 1	Acceptable 2	Proficient 3

<p><u>Reference /Citations:</u> Clear documentation of relevant sources, in-text and in the Reference section.</p>	<p>No attempt at including references and citations.</p>	<p>Missing relevant aspects of references and citations.</p>	<p>Most relevant aspects of the references and citations are clearly included.</p>	<p>All relevant aspects of the references/citations are integrated.</p>
<p><u>APA Formatting:</u> Follows APA rules and meets page requirements.</p>	<p>No attempt at APA formatting</p>	<p>Missing relevant aspects of APA formatting.</p>	<p>Most relevant APA formatting are followed.</p>	<p>All relevant aspects of APA formatting are met. Page limit within 25-text and images</p>

