



LEWIS & CLARK COLLEGE

GRADUATE SCHOOL OF EDUCATION AND COUNSELING AT 582: ART THERAPY INTERNSHIP (3 Credit) SPRING 2024

When: Mondays, 1/8-4/22

Sections 1 & 3: 9 am-12 pm

Sections 2 & 4: 1 pm-4 pm

Section 1: LCCCC, Classroom E **Section 2:** LCCCC, Treatment Room 20

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

Office hours: Immediately after class or by appointment

Office location: Roger's Hall, Room 207

Phone: 503-768-6069

E-Mail: kbella@lclark.edu

Section 3: LCCCC, Classroom C **Section 4:** LCCCC, Classroom E

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

Office hours: Immediately after class or by appointment

Office location: Roger's Hall, Room 203

Phone: 503-768-6079

E-Mail: msatterberg@lclark.edu

CATALOG DESCRIPTION

Supervised practice bridging theoretical and clinical skills. Students engage in art therapy and related professional activities in community settings. Students prepare art therapy assessments, submit clinical samples for supervisory review, and present case findings. Prerequisites: AT 580.

COURSE DESCRIPTION

As part of students' art therapy professional development experience, students provide art therapy services for individuals, groups and/or families in a clinical community setting. Weekly supervision seminar includes case studies and discussion of case materials; development of clinical, ethical and practical skills relevant to internship experience; and professional identity as an art therapist and art therapy advocate. Students complete internship hours in accordance with the Art Therapy Credential Board requirements based on the Registered Art Therapist (ATR).

CAAHEP STUDENT LEARNING OUTCOMES (SLO)

SLO C - Recognize Art Therapy, from a multicultural perspective, takes into consideration specific values, beliefs, and actions influenced by clients' race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences in the dominant culture.

SLO D - Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.
SLO G - Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional, legal consultation when necessary.
SLO H - Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
SLO J - Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.
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	Master Level	Course Assessment
g.K.1 g.S.1 g.S.2 g.A.1 k.S.1 m.S.1	Organize research on the literature in the field as the basis for an extensive thesis or culminating project. Create an in-depth study of one aspect of Art Therapy or an integration of knowledge and clinical skill in Art Therapy. Complete a thesis or culminating project based on established research methods (e.g., quantitative, qualitative, mixed methods, arts-based), innovative methods of inquiry, clinical practice, or a synthesis of clinically-based personal and professional growth Participate in opportunities and support for sharing thesis or culminating project outcomes in a public forum. Apply theory to practice through case analysis or critique of clinical scenarios Apply methods used to conduct a review and critique of the literature on a topic of interest	Reinforce	-Treatment Team Report -Documentation
c.K.4 c.K.5 i.S.3 i.A.4	Identify resources and programs for using technology as it relates to creating artwork Identify ethical and safe storage methods for client artwork Demonstrate case conceptualization skills. Acknowledge transference and countertransference	Mastery	-Treatment Team Report -Termination Art Therapy Assessment -Documentation -Discussions/Experientials

COURSE OBJECTIVES

Upon completing this course, students will demonstrate their ability:

1. to engage in therapeutic art engagement skills
2. to communicate clinically based ideas that are theoretically sound
3. to develop professional and effective case presentations
4. to gain comprehensive understanding of their clients
5. to engage in therapeutically appropriate approaches to treatment and termination
6. to make ethical decisions when considering cases
7. to write clinically sound documentation

CTSP DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines are met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

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

TEACHING METHODS

A variety of teaching methods will be utilized during Art Therapy Internship in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures. Students will watch video clips, engage in group learning tasks, and participate in role-play demonstrations. 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.

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.

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

You must complete all assigned readings and watch any assigned video prior to attending class. This will allow us to focus on application of readings in class. Watching videos will help bring models to life, allowing you to better understand the material and ask questions.

REQUIRED TEXTS & READINGS

Weekly readings are to be completed for the day indicated. Student is expected to be prepared to discuss the ideas and concepts discussed in the readings. Student is responsible for all of the assigned readings, whether or not they are discussed in class.

Required Text

Site/Population Specific Book, Articles and Chapters

***Student will read a peer reviewed article or a chapter from a book that relates directly to their site, population served, or intervention approaches. One per week.*

Reference Text

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th Ed.). Arlington, VA: American Psychiatric Publishing.

Hinz, L. D. (2020). *Expressive therapies continuum: A framework for using art in therapy* (2nd Ed.). New York, NY: Routledge, Taylor & Francis Group.

Zuckerman, E. (2019). *Clinician's Thesaurus* (8th Ed). New York: Guilford Press.

ASSIGNMENTS AND COURSE REQUIREMENTS

Review and Update 2023/2024 Internship Goals and Objectives

Student will review and re-identify goals that are related to their internship learning experience within these 3 content areas:

1. Cognitive/Academic
2. Skill Development
3. Personal Development/Self Awareness

Weekly Clinical Documentation

Student will submit a weekly:

- Supervision Form: Student will document their weekly hours, goals for meeting, clinical overview, a summary of topics covered with supervisor, and signature from supervisor.
- Online Site Hour Submissions: on a weekly basis, student will upload site hours into Salesforce for site supervisor's approval. ALL HOURS must be documented by the end of the semester.

Art Therapy Site Visit, Observation, and Self Evaluation:

AT582 faculty will coordinate an onsite observation and supervisory meeting with the student. The Student will complete the first page of the Observation form prior to the meeting and give the form to the designated faculty. Following the meeting, the student will complete and upload into Moodle visual response art and two page self-reflection addressing their Strengths and Growth Edges in the three content areas of

- Knowledge
- Skill
- Behavior

as it relates to their readiness as a Professional Art Therapist. Prior to completing the self-reflection, the student should review their Y2 evaluation and complete their Y3 Evaluation. Students will reflect upon their Strengths and Growth Edges.

Mid Semester On-Site Observation and End Semester On-Site Observation, Supervisor Evaluation, and Site Evaluation

Student will complete and upload their On-Site Observations, Mid and End of Semester, via Taskstream. Supervisor Evaluation and Site Evaluation are due by the end of the semester via Taskstream.

Termination Art Therapy Assessment

Student will complete and submit a Termination Art Therapy. Students are allowed to follow the expectations and format of their Internship Site. Integration of art therapy findings summary must be included while ensuring to address:

- Review of past art
- Readiness for discharge
- Background and Environmental Influences
- Art Findings Summary (minimum of 2 art prompts and review of all past work created)
- Domains Progress Overview
- Strengths/Protective Factors/Areas for Growth/Risk Factors
- Clinical Summary
- Treatment Recommendations

	Not Met	Acceptable	Proficient
Professional Format	Lacks required sections and clinical language is inconsistent or missing	Overall, information is presented in an organized and concise manner although there are missing sections.	All required sections are present within a well-organized format; wording is clinically based and concise.
Clinically Sound	Clinical judgment does not clearly link to observations, art, available information, and client reports. Information is missing.	Clinical judgment is partially based on observations, art, available information, and client reports. Information is not clearly linked to presenting problems and treatment needs.	Clinical judgment is based on observations, art, available information, and client reports. Information is relevant to presenting problems and treatment needs.

Treatment Team Report: Discharge/Termination/Case Recommendations

Student will present a Treatment Team Report regarding a client's discharge readiness or termination along with a recommendation for treatment. Student will address:

- a concise evaluation of the client's progress in treatment through observations, assessments, art, and interactions;
- information that is organized into patterns and themes that reflect the client's concerns and any ongoing treatment needs;

- a theoretical orientation to interpret, explain, or make clinical judgments about the client's overall experience in treatment; and
- treatment recommendations and referrals based on progress during treatment and current clinical need.

	Not Met	Acceptable	Proficient
Professional Presentation	Presentation is not clear. Some or all artwork is missing, lacks clinical language	Overall presentation is clear and well-thought out manner. Provides client artwork; minimal utilization of clinical language.	Presents case in a clear, well thought out manner. Provides client artwork and utilizes clinical language.
Quality of Conceptualization	Significant problems integrating areas from the assessment. No clear treatment focus.	Minor problems with integrating available information to develop a clear, clinically relevant representation of case. Provides at least one clear focus for treatment.	Systematically integrates available information to develop a clear, clinically sound representation of case. Clear treatment focus.

EVALUATION AND GRADING

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

Assignment	
Updated Goals and Objectives for Internship	Complete/Incomplete
Weekly Clinical Documentation	Complete/Incomplete
Evaluations: Mid/End Semester, Site. Y3	Complete/Incomplete
Art Therapy Observation/Site Visit	Satisfactory/Unsatisfactory
Self-Evaluation and Response Art	Satisfactory/Unsatisfactory
Termination Art Therapy Assessment	Satisfactory/Unsatisfactory
Treatment Team Report	Satisfactory/Unsatisfactory
Total Points in the Course:	Credit/No Credit

FINAL GRADING

Credit	No Credit
--------	-----------

COURSE OUTLINE

Class Date	Topic	Assignments Due
Week 1: 1/8	-Syllabus Overview -Review Goals -Peer Consult	-Site Specific Reading
Week 2: 1/15	NO CLASS	
Week 3: 1/22	-Post-Graduation Needs/Checklist -In-class review of Resume/Portfolio -Peer Consult	-Upload updated Goals -Weekly Documentation for Week 1, 2, and break -Site Specific Reading https://www.aacp.org/sites/default/files/jen_athay_presentation.pdf Resume Support
Week 4: 1/29	-Termination vs Discharge -Peer Consult	-Weekly Documentation for Week 3 -Site Specific Reading https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2848460/ Termination Overview
Week 5: 2/5	-Termination: Grief and Loss -Peer Consult	-Weekly Documentation for Week 4 -Site Specific Reading
Week 6: 2/12	-Treatment Team Report 1 -Peer Consult	-Weekly Documentation for Week 5 -Treatment Team Report Due for Student Presenting -Site Specific Reading
Week 7: 2/19	-Treatment Team Report 2 -Peer Consult	-Mid-Term Observation -Weekly Documentation for Week 6 -Treatment Team Report Due for Student Presenting -Site Specific Reading
Week 8: 2/26	-Treatment Team Report 3 -Peer Consult	-Weekly Documentation for Week 7 -Treatment Team Report Due for Student Presenting -Site Specific Reading
Week 9: 3/4	-Treatment Team Report 4 -Peer Consult	-Weekly Documentation for Week 8 -Treatment Team Report Due for Student Presenting -Site Specific Reading
Week 10: 3/11	-Treatment Team Report 5 -Peer Consult	-Weekly Documentation for Week 9 -Treatment Team Report Due for Student Presenting -Site Specific Reading
Week 11: 3/18	-Treatment Team Report 6 -Peer Consult	-Termination Art Therapy Assessment -Weekly Documentation for Week 10 -Treatment Team Report Due for Student Presenting -Site Specific Reading

Week 12 3/25	NO CLASS	
Week 13: 4/1	-Capstone Support -Peer Consult	-Weekly Documentation for Week 11 & 12 -Site Specific Reading
Week 14: 4/8	CAPSTONE PRESENTATIONS	-Capstone Presentations -Weekly Documentation for Week 13
Week 15: 4/15	CAPSTONE PRESENTATIONS	-Capstone Presentations -Weekly Documentation for Week 14
Week 16: 4/22	-Goals/Growth -Next Steps -Experiential -Course Evaluation	ALL DUE BY FRIDAY -Final Weekly Documentation for Week 15 & 16 -All Final Evaluations on Taskstream -Final Hours Due in Salesforce by Friday -Final Deadline for Self-Reflection and Response Art