



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

**ART THERAPY INTERNSHIP STUDIO AT 583-1 & 583-2
(1 Credit)**

Spring 2024

When: Section 1 Mondays from 9am-12pm (1/8, 2/5, 2/26, 3/11, 4/1)

Section 2 Mondays from 1-4pm (1/8, 2/5, 2/26, 3/11, 4/1)

Instructor: Beth Ann (BA) Short LCAT, ATR-BC

Where: Lewis & Clark Community Counseling Center, 204

Office Hours: Appointments may be scheduled as needed. The instructor is available to schedule in-person or Zoom meetings.

Phone: 503-341-7280

E-Mail: bashort@lclark.edu

Contact hours are from 9am-6pm Monday-Friday. Please allow 24 hours for a response on weekdays. Weekend/evening calls/messages/texts will be retrieved on the next week's business day.

CATALOG DESCRIPTION

Art Therapy Internship Studio encourages intensive involvement in personal artistic expression, creative exploration, and reflection on these processes through self-inquiry in the role of an emerging practitioner. Particular attention is paid to developing understandings of artistic process as a form of inquiry and the integral roles of ongoing artistic activity in the professional identity as an art therapist.

CPSY DEPARTMENTAL ATTENDANCE POLICY

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

REQUIRED TEXTS AND ARTICLES

Leone, L. (2021). *Craft in art therapy: Diverse approaches to the transformative power of craft materials and methods*. NY: Routledge

Moon, C. (2010). *Materials and media in art therapy: Critical understandings of diverse artistic vocabularies*. London: Taylor Francis Ltd.

Additional reading as assigned.

SUGGESTED READINGS

Bush, A. (2015). *Simple Self-Care for Therapists*. W.W. Norton & Company.

Moon, C. H. (2002). *Studio art therapy: Cultivating the artist identity in the art therapist*. London, England: Jessica Kingsley.

EQUIPMENT, MATERIALS & SUPPLIES

A variety of materials are available on campus in the art therapy studio. If you have specific needs please inquire. Students are welcome to bring their own supplies if they choose.

DISABILITY SERVICES STATEMENT

If you require academic accommodations please contact the Student Support Services Office in Albany Quadrangle (503-768-7192 or access@lclark.edu). Once you complete the intake process and the Accommodations Agreement, you may Request to Send your Accommodations Letter. Student Support Services staff will then notify faculty of the accommodations for which you are eligible.

LEWIS AND CLARK 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.

COURSE DESCRIPTION

Art Therapy Internship Studio encourages intensive involvement in personal artistic expression, creative exploration, and reflection on these processes through self-inquiry in the role of an emerging practitioner. Particular attention is paid to developing understandings of artistic process as a form of inquiry and the integral roles of ongoing artistic activity in the professional identity as an art therapist.

COURSE OBJECTIVES

1. Student demonstrates understanding of counseling theories/art psychotherapy from a personal and clinical perspective through writing and discussion of art processes and products.

2. Student develops awareness of self-care practices and skills and uses the class experience to address challenges including difficulties with clients, stress and possible countertransference concerns that can affect growth as a therapist.
3. Student demonstrates the understanding of how the careful use of art media/themes and processes and the resulting visual language can be used to develop clinically sound assessments, treatment plans and therapeutic relationships.
4. Students provide peer support by demonstrating creative methods that have been successful with specific client populations.
5. Student brings art therapy case examples to class for discussion and supervision and leads informal case consultations.
6. Student's artwork and writing demonstrates creativity, investment in the process and thoughtful content.

CAAHEP LEARNING OUTCOMES

| | |
|-------|---|
| SLO-B | Distinguish among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families. |
| SLO-C | Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture. |
| SLO-G | Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary. |
| SLO-H | Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being. |
| SLO-L | Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice. |
| SLO-M | Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices and continuing education activities to inform clinical practice. |

CAAHEP CONTENT AREAS

| Content | Area | Mastery Level | Course 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 | Master | Experiential demonstration, discussion, program design |
| d.A.3 | Value the benefits of student/therapist reflective art-making to inform clinical practice | Master | Experiential demonstration |
| d.S.2 | Practice skills for developing awareness and insight into art processes and images | Master | Experiential demonstration, discussion |
| o.A.1 | Display connections to a personal creative process and artist identity | Master | Experiential demonstration, discussion |
| o.S.2 | Demonstrate personal, hands-on contact with the discipline of art making | Master | Experiential demonstration, discussion |
| o.S.1 | Incorporate knowledge and skills about art materials and processes | Master | Experiential demonstration, discussion |

| | | | |
|-------|--|--|--|
| b.K.1 | Define the professional role and function of an Art Therapist | | Experiential demonstration, program design |
| b.K.2 | Describe the purpose and goals of supervision, including models, practices, and processes | | Discussions, program design |
| b.S.2 | Demonstrate how to complete professional documentation required in clinical mental health settings such as treatment plans and progress notes. | | Experiential demonstration, program design |
| e.S.3 | Consider purpose, goals, population characteristics, when designing art therapy groups in a variety of settings | | Program design, experiential demonstration |
| i.K.6 | Identify theories of effective programs in various settings including strategies for program development and evaluation | | Program design, experiential demonstration, discussion |
| i.S.5 | Identify the steps of suicide risk assessment | | Class discussion |
| k.S.1 | Apply theory to practice through case analysis or critique of clinical scenarios | | Program design, experiential demonstration |

1. Student demonstrates understanding of counseling theories/art psychotherapy from a personal and clinical perspective through writing and discussion of art processes and products.

2. Student develops awareness of self-care practices and skills and uses the class experience to address challenges including difficulties with clients, stress and possible countertransference concerns that can affect growth as a therapist.

3. Student demonstrates the understanding of how the careful use of art media/themes and processes and the resulting visual language can be used to develop clinically sound assessments, treatment plans and therapeutic relationships.

4. Student provide peers support by demonstrating creative methods that have been successful with specific client populations.

5. Student brings art therapy case examples to class for discussion and supervision and leads informal case consultations.

6. Student's artwork and writing demonstrates creativity, investment in the process and thoughtful content.

DISCLOSURE OF PERSONAL INFORMATION

Each student should decide for her/him/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.

TEACHING METHODS

A variety of teaching methods will be used during this course in order to achieve the above objectives. Among those methods will be experiential art making, assigned readings, class discussions and lectures.

CLASS ROUTINE

We will meet every session for in class art making, which will be led by students. The remaining time will be spent discussing any issues at your sites and also in-class Program Design presentations. We will keep the reading discussions on Moodle, at times we will weave the online discussion into class. Class discussions and art experientials will also provide time throughout the term exploring transference/countertransference and self-care related to your work at your internship.

REQUIRED TEXTS & READINGS:

Weekly readings are to be completed for the day indicated. Students are expected to be prepared to discuss the ideas and concepts discussed in the readings. You are responsible for all of the assigned readings, whether or not they are discussed in class. Please note that there are more readings assigned for some topics than for others.

ASSIGNMENTS, EVALUATION AND GRADING

Because of the skill development nature of this course, it is required that students complete ALL assignments to pass this class.

| Assignment | Point Value |
|--------------------------------|-------------|
| Class participation | 20 |
| Online discussion posts | 25 |
| Art Experiential Demonstration | 40 |
| Program design | 15 |
| | |
| | |
| Total Points in the Course: | 100 |

| Class participation | Possible points |
|---|-----------------|
| Attending all classes and being on time. Giving attention to the instructor and/or other students when they are making a presentation. | 4 |
| 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. | 4 |
| Coming to class prepared and ready to engage in your creative process. Engaging in group discussions with attention and energy. Asking questions of the instructor and/or other students regarding the material examined in that class. | 3 |
| Contributing to in-class discussion based on the topics of discussions and the readings assigned. Contributions may include how you feel about the material but merely articulating your feelings is not sufficient. You are expected to put those feelings in context of your thoughts and analysis of the material. | 3 |
| 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. | 3 |
| Dealing with other students and/or the instructor in a respectful fashion. Listening actively. Students will be asked questions related to the course's readings randomly | 3 |

| | |
|---|-----------|
| in class by other students and by the instructor. Your participation in small group discussions is also required. | |
| Total | 20 |

| | | |
|---|---|-----------------|
| Discussion Posts: | | |
| Students will be required one time during the semester to choose, read, and submit an original post for two chapters (of their choice from assigned texts). Students will sign up for their week on the first day of class. On the weeks that the students are not the primary poster they are responsible to submit a response to one peers' post on Moodle prior to the class meeting. | | |
| Post writers should summarize three points that you gained from each reading in a short 200-word paragraph. Due the week you signed up for. | | |
| Post responders should provide 3-5 sentences in response to the initial post. Responses may include commentary/discussion from other responders as well as the primary post writer. Due within one week of initial posting. | | |
| Please use these guidelines: | | |
| Discussion posts (Points will be assigned in each category across postings for the semester.) | | Possible points |
| Critical Analysis (Understanding of Readings and Outside References) | Discussion postings display an excellent understanding of the required readings and underlying concepts including correct use of terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points. Well-edited quotes are cited appropriately. No more than 10% of the posting is a direct quotation. | 3 |
| Participation in the Learning Community | Discussion postings actively stimulate and sustain further discussion by building on peers' responses including — building a focused argument around a specific issue or — asking a new related question or — making an oppositional statement supported by personal experience or related research. | 2 |
| Regularity of Discussion Postings | Discussion postings are distributed throughout the module (not posted all on one day or only at the beginning or only on the last day of the module). | 3 |
| Etiquette in Dialogue with Peers | Written interactions on the discussion board show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs. | 2 |
| Weekly Postings | Completed postings of self (1) and peer (1) each week (3 weeks) | 12 |
| Quality of Writing and Proofreading | Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication. | 3 |
| Total | | 25 |

**If posts are made after the due date they will receive 1/2 the points. If you are assigned to submit a summary of a reading that week then you are not expected to also make comments on your peers' posts.*

Art Experiential Demonstration

Each student will lead the class in exploring or introducing a media/directive in art therapy. Plan for enough materials so everyone in class can participate. Please ensure the materials you will need are available prior to class. Discuss which populations this particular material/method is most applicable for, and when it would be contraindicated. Prepare a handout explaining the media/directive from the day you presented using template provided on moodle. Upload within one week of your presentation.

| | Art Experiential Demonstration | Possible points |
|-------|---|-----------------|
| SLO-B | Distinguish among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families. | 7 |
| 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. | 7 |
| SLO-G | Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary. | 5 |
| 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. | 6 |
| d.K.2 | Describe theories and models for understanding symbolism, metaphor, and artistic language | 5 |
| 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 | 5 |
| | Student is prepared, with a professional presentation, deepening identity as student counselor. | 5 |
| | TOTAL | 40 |

Program Design (15 points)

Each student will develop a program design, demonstrating an understanding of the clinical integration of art therapy within a mental health setting. This assignment is to reinforce an understanding of the importance and role of clinical documentation in the areas of risk assessment, case consultation, and functioning as part of a treatment team. Additionally, this project will assist in continuing development of clinical and ethical skills as applied to case management and approaches to treatment.

Instructions: Design an art therapy program for your internship site. Student will prepare a presentation and handout for the intended site. This should include a written proposal with the intent to share with a program director, administrator or individual who is interested in considering providing art therapy services at this site. Proposal and pamphlet should be uploaded to moodle.

Due Week 5

Presentations will take place in our final class and maybe be in-person or in video format. Presentations should include a slide presentation.

Upload final program design pamphlet to Taskstream.
Due Week 5

| | Program Design Criteria | Possible Points |
|--|--|------------------------|
| | Organization: clear organizational plan, concise, informative and objective | 2 |
| | Demonstrates understanding of clinical needs of site population in relation to art therapy programming. Including screening procedures, specific goals, directives, evaluations and limitations | 4 |
| | Presentable: written to present to a program director, administrator, or individual who is interested in providing art therapy services | 2 |
| | Program design considers socio-cultural context, explores and recognizes the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develops responsive practices that include collaboration, empowerment, advocacy, and social justice action. | 5 |
| | Project is well written, clear and accompanying power-point & handout is free from grammatical errors with 2-3 citations. | 2 |
| | TOTAL | 15 |

FINAL 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 at the beginning of class (before class starts) on the day they are due. Five points will be deducted for each day an assignment is late.

COURSE OUTLINE

| Class Date | Topic | Readings & Assignments Due |
|------------|--|---|
| Week 1: | Review syllabus, Sign up for student Presentations In class: art experiential (instructor lead) | |
| Week 2: | Student led group art experientials | Post to moodle, summary of assigned reading |
| Week 3: | Student led group art experientials | Post to moodle, summary of assigned reading |
| Week 4 | Student led group art experientials | Post to moodle, summary of assigned reading |
| Week 5: | Student led group art experiential Program design presentations | |