

Lewis & Clark



**Lewis & Clark College
Graduate School of Education and Counseling**

**Department of Counseling, Therapy, and School Psychology -
Art Therapy Program**

**Student Handbook
2024-2025**

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CTSP Department Mission

The faculty and staff of the Department of Counseling, Therapy, and School Psychology strive to graduate highly competent community and mental health counselors; marriage, couple and family therapists; art therapists; and school psychologists who are dedicated to making a difference in the world. We value practice that is informed by theory and evidence, rigorous scholarship, multiple perspectives, social responsibility, self-awareness, and practical skills.

We believe personal development is closely related to professional effectiveness. Therefore, we expect faculty and students to reflect deeply on our own emotional, psychological, relational, and cultural patterns, assumptions, and biases - continually raising our social awareness.

We believe there are many ways to look at the world, and we value a convergence of theoretical perspectives including systemic, critical, social constructionist, developmental, ecological, and contextual approaches to working with individuals, families, and communities.

We believe it is essential to challenge systems of power and privilege as they relate to the quality of life and the well-being of all persons. This entails confronting systems of oppression that create and maintain emotional, psychological, physical, and relational suffering.

Finally, we are dedicated to supporting social and relational equity, cultural and economic democracy, and good citizenship within our programs, the broader community, and the world.

Art Therapy Mission Statement

The mission of Lewis & Clark's Art Therapy program is to prepare competent, creative, and reflective art therapists who are committed to equity-based clinical and community praxis. Students learn to apply relationally and socially attuned art therapy using art making to deepen awareness of self and others within societal and cultural contexts.

Three Overarching Goals of the Art Therapy Program

1. 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.
2. 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.
3. Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.

Learning Outcomes for the Art Therapy Program

The following learning outcomes are adapted from the Accreditation Council for Art Therapy Education from the American Art Therapy Association Master's Education Guidelines developed by the Association's Education Standards Revision Task Force with input from art therapy educators, professionals, and students and approved by the AATA Board of Directors in 2015. This program prepares competent entry-level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

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.

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.

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.

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.

E - Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.

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

G - Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.

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.

I - Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.

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.

K - Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.

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.

M - Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.

N - Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.

O - Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications.

PROFESSIONAL STANDARDS

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

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

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

****Cultural Humility definition: operates with a high level of commitment to self-reflection and self-critique regarding cultural features, usually demonstrated by curiosity, a willingness to learn about others, and a willingness to ask questions, correct errors, and make a sincere effort to learn.***

Professional Identity/Role

Students are not qualified to represent themselves as art therapists until after graduation.

Students who are employed within agencies have the responsibility of informing supervisors of current student status within the M.A. program and the art therapy profession.

The art therapy program does not support students privately or contractually offering counseling/art therapy/personal growth services while enrolled in the program. An exception would be the student already qualified as a counselor or therapist within another discipline, who continues to practice their profession.

During Internship, students provide art therapy services under supervision of the graduate school and the agency. Students must identify themselves as an art therapy internship student during this part of their studies.

Because of the importance of role differentiation (teacher/therapist, student/client) students do not seek therapy from individuals who teach or supervise within the MA program. This includes all aspects

of therapy, counseling and personal growth work. This applies to the student who is enrolled (actively or inactively) within the MA program and certificate students.

American Art Therapy Association's Ethical Principles for Art Therapists <http://www.arttherapy.org/aata-ethics.html>

Art Therapy Credentials Board's Code of Professional Practice <https://atcb.org/wp-content/uploads/2020/07/ATCB-Code-of-Ethics-Conduct-DisciplinaryProcedures.pdf>

American Counseling Association's Code of Ethics <https://www.counseling.org/resources/ethics>

Art Therapy Faculty

Core faculty

Dr. Melissa "Missy" Satterberg, PhD, LMFT, ATR-BC, CAT

Dr. Satterberg has earned a Doctorate in Art Therapy and a Master's in Marriage and Family Therapy and Art Therapy from Notre Dame de Namur in Belmont CA. She is a Licensed Marriage and Family Therapist in Oregon and California, a Board-Certified Registered Art Therapist, and a Certified Art Therapist in OR. Her clinical lens engages cultural humility, and a person-centered framework that is trauma informed. She continues to provide clinical care in both Oregon and California to adolescents, families, and adults in a private practice setting. Her professional experiences include foster care & adoption services, community mental health treatment for children and adolescents, intensive outpatient programs for adolescents and adults, school-based counseling, and day treatment programs for adults living with severe mental health illnesses. She has contributed to art therapy publications on topics related to sexual identity and art therapy supervision. She also provides supervision to postgraduate individuals who are working toward art therapy registration.

Dr. Mary Andrus DAT, ATR-BC, LPC, ATCS

Dr. Mary Andrus (she/her/hers) resides and works on the Ahantchuyuk, Atfalati, Kalapuya and Clackamas lands. She has a Doctorate in Art Therapy from Mount Mary Graduate School, is a Board-Certified Registered Art Therapist, a Licensed Professional Counselor in Oregon, and is an art therapy certified supervisor. She has focused her career on expanding the lens of the practice of art therapy, shifting toward liberatory community centered practices. As a teacher she values depth education, creating space for students to examine societal context, use art to know oneself and creating equity in the relational wellbeing within the classroom. Her scholarship focus is on expanding clinical practice beyond traditional practices with a focus on community, the use of film and exhibition in reintegration and implications of art therapy in the treatment of collective trauma.

Kris Bella, LCAT, ATR-BC, ATCS

Kristine Bella received her Master in Art Therapy from Marylhurst College in 1997 and has extensive experience working with children, adolescents and families with mental health and substance abuse disorders in outpatient, residential and community settings. She is the co-founder of Free Arts NW, the Portland Creative Arts Therapies Association, the Oregon Art Therapy Licensure Task Force and co-owner of Arte Soleil, LLC. She received the Everyday Hero Award from the Pacific Northwest District of

Kiwanis International in 2006 and the We Are Portland Award from the City of Portland Office of Equity and Human Rights in 2013.

Student Resources at Lewis & Clark College

In addition to this handbook, there are other resources students will need to consult in order to complete the program. Every student is expected to know and comply with academic rules established in the following publications. A student who is uncertain about the application of the rules to their circumstances has the responsibility to seek clarification from the Dean to ensure proper compliance.

Current Students Website

The graduate school has created a website for all current students that contains links to important resources (like how to order transcripts, find your financial aid award amount, or reset gmail passwords), as well as news and announcements (including job postings, updates from campus offices, etc.) and event listings. It's updated weekly. Students may want to even set it as their homepage. It can be found at graduate.lclark.edu/current_students .

Graduate Catalog

The Graduate School of Education and Counseling Catalog assists students in understanding program requirements, gives course descriptions, and also contains in-depth information on policies and procedures. It is available online at docs.lclark.edu/graduate.

The catalog includes academic policies, such as:

- Academic Performance (including academic standards expectations, grading policy, and policies governing grade appeals)
- Professional Conduct and Academic Review policies

A full list of these policies and procedures can be found at

docs.lclark.edu/graduate/policyprocedures/academic .

The catalog also includes registration policies, such as:

- Transfer of Credit
- Waiver of Courses
- Changing or Adding Programs
- Repeated Courses and Grades
- Degree Candidacy

All of these registration policies can be found at docs.lclark.edu/graduate/policyprocedures/registration

Graduate Registrar

The Graduate Registrar's website, graduate.lclark.edu/offices/registrar, contains vital information regarding course schedules, downloading forms (e.g., leave of absence, transcript request, degree application), and Academic Calendars.

Navigator Student Handbook

The Lewis & Clark Graduate School of Education and Counseling publishes a student handbook, the Navigator (graduate.lclark.edu/student_life/handbook), on the graduate school website. The handbook contains helpful information and critical policies that all students should be acquainted with.

The Navigator includes College policies, such as:

- Academic Freedom in Courses and Scholarship
- Alcohol and Drug Policy
- Confidentiality of Records
- Disability Policy
- Discrimination and Harassment
- Hate and Bias Motivated Incidents
- Public Laws policy
- Sexual Conduct Policy and Sexual Harassment
- Transportation and Parking Regulations
- Withdrawal of Students

A complete list of these policies can be found at graduate.lclark.edu/student_life/handbook/college_policies.

ART THERAPY LOCKERS

The bottom floor of Rogers hall outside of the Art Therapy studio has a bank of lockers for art therapy students to store their art supplies or artwork on campus. Each student is issued a locker and a lock to use during their 3-year attendance in the program. Lockers are issued through the CTSP office. Please email ctsp@lclark.edu to get your assigned locker.

MATERIALS & SUPPLIES

All classes provide basic supplies to students. Room 220 in Rogers has stocked materials available for your use in the classroom. If your classes are held in the Art Therapy Studio (room 105) or the adjacent classroom (106) program faculty will provide you with access to the materials supply closet. Other classes have an art therapy art supplies cart in the classroom.

For those taking classes in the new Community Studio, basic supplies for students are provided in a space adjacent to the Studio designated for students. A separate storage space is allocated for use with community groups. Be sure to store work in the respective spaces based on use. Students are to work with faculty and the Center staff to manage and monitor the supplies used in these spaces.

Getting Help from the CTSP Office

The Department of Counseling, Therapy, and School Psychology is located in Rogers Hall on the graduate campus. Office hours are 8:30-5:00 Monday through Friday. However, hours may vary in the summer or around the holidays, so it is generally a good idea to call ahead if access to the office staff is needed.

The office is managed and supported by staff members who are available to answer questions and help students move through the program. Staff can assist students with questions about class schedules and locations, checking out test materials, internships, the degree application process, etc. Students may also make appointments to see professors through staff members.

A variety of resources are available to students in the office. These include information on professional organizations and potential internship sites, forms for changing advisors, and forms for changing tracks. In most cases, forms are also available on the Department website.

Professors frequently leave papers with staff for students to pick up. Please check with staff to see if they have papers from your class. Students may not have access to any papers other than their own.

Professor mailboxes are also located in the department office. If students wish to drop something off for a professor, it is best to leave it with one of the staff members and they will be sure that the professor receives it.

Counseling, Therapy, and School Psychology Departmental Policies and Procedures

In addition to graduate school policies and procedures, there are several policies/practices that have bearing on life as a student in the Department of Counseling, Therapy, and School Psychology. Many policies are in place to deal with exceptional situations and to serve as guidelines for behavior that fits academic and professional life. Please feel free to discuss any of these policies, practices, and suggestions with an advisor or any other faculty member. There are additional graduate school-wide policies and procedures in The Navigator Student Handbook and in the Graduate Catalog. It is your responsibility to be aware of both graduate school and departmental policies and procedures.

Program Standards

Students enrolled in all programs in the Department of Counseling, Therapy, and School Psychology must maintain high scholastic standards and develop skills necessary to work effectively with people with diverse needs. Students are expected to demonstrate emotional and mental fitness in their interactions with others, use skills and approaches that are generally accepted in their professional fields, and comply with the codes of ethics of relevant professional associations and the laws of the state of Oregon. A student's admission to any program does not assure that student's fitness to remain in that program. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue in any program. Please see the Professional Qualities Evaluation form (for PMHC, PMHC-A, Art Therapy, and MCFT programs) or Professional Standards (School Psychology program) form in the Appendix. Students in the Professional Mental Health Counseling program and Professional Mental Health Counseling- Specialization in Addictions programs must adhere to the ethics code of the American Counseling Association. Students in the Marriage, Couple and Family Therapy program must adhere to the American Association of Marriage and Family Therapists' Code of Ethics. Students in the School Psychology program must adhere to the National Association of School Psychologists' Code of Ethics. Students in the Art Therapy program must adhere to the Art Therapy Credential Board and the American Counseling Association's Code of Ethics.

Evaluating Student Fitness and Performance

Members of the faculty, applying professional standards, evaluate student fitness and performance on a continuous basis. Students usually receive information and advising related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments, include but are not limited to, instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, overall professional attitudes, dispositions, and behaviors, and the disciplines' codes of ethics.

In this context the term "unsatisfactory progress in the program" refers to an academic judgment made regarding professional qualities and performance. It is a judgment that the student has failed to meet program standards.

Faculty members meet on a regular basis to review the progress of all students using records review, discussion, and consultation with adjunct faculty, staff and graduate school administrators. If it is determined that the student needs additional support, or is not meeting program standards, an informal or formal plan may be developed, or dismissal from the program may be considered. Informal plans may take the form of an advisor or program director meeting with the student, revising a plan of study, referral for personal counseling, or other needed support. While we hope to resolve all student difficulties at an informal level, faculty may deem it necessary to initiate a formal process for Conduct or Academic Performance at any time depending on the issue that needs to be addressed and the student's openness to supervision.

Student Review Processes

If a faculty member's concern regarding the student's conduct, professionalism, academic performance, fit for the profession, or readiness is sufficiently serious to merit more formal review and potential academic or disciplinary action, an Academic Performance and/or Professional Conduct Review process is initiated. Please note that the student will be evaluated based on the academic standards indicated on the Professional Qualities Evaluation / Professional Standards form as well as concern about professional conduct.

All CTSP student review processes are aligned with policies found in the Graduate Catalog. Following is a description of academic performance standards and review processes. Please see the Student Navigator for college and GSEC policies and processes related specifically to conduct.

Academic Performance Standards

Successful completion of coursework in CTSP department programs includes attention to all requirements of course syllabi, compliance with the department attendance policy, and adherence to program Professional Qualities / Standards as indicated by the Professional Qualities Evaluation / Professional Standards form (see Appendix). Evaluation of performance includes assessment measures outlined in syllabi, skills evaluations, performance in field placements, as well as interactions with instructors, supervisors and mentors, other students, and other professionals at the college and in field placements. These standards are used to determine whether a student is permitted to advance to the next stage in the program and may be used to make decisions regarding a student's ability to complete the program. Students should seek out the support of an advisor or other faculty to ensure they understand program Professional Qualities / Standards.

Students who do not meet program standards for academic performance will be notified by their program director that an Academic Performance Review is to be convened. Program directors, in consultation with the student's advisor and any other relevant faculty, will convene an Academic Performance Review to determine an appropriate course of action. Students may be given a written plan for improvement or may be dismissed from the program, depending on the circumstances. Once dismissed from a program, a student may not be readmitted to that program, except through timely use of the appeal process described below.

Academic Review Panel and Appeal Process

Program directors will convene an Academic Performance Review (APR) in cases where there is a concern that a student is not meeting academic performance standards in the program. Questions about academic performance may include whether a student is ready/able to perform successfully in a practicum, internship, or other field experience; whether a student has met the requirements or

prerequisites for moving forward in the program, whether the student has demonstrated the knowledge, skills, and dispositions for success in the profession, and/or concerns about any of the Professional Qualities / Standards indicated on the Professional Qualities Evaluation or Professional Standards form.

When an instructor or faculty member is concerned about a student's performance and an APR is needed, the review committee asks that a Professional Qualities Evaluation (PQE) / Professional Standards form be filled out and given to the student's program director if one has not already been completed. Students cannot initiate a PQE / Professional Standards form. The APR faculty members may also ask other instructors or supervisors who have had contact with the student to complete a PQE / Professional Standards form to gather needed information. Faculty may offer input to the panel at any time, but anyone providing documentation should address their own experiences with the student without making determinations as to the outcome of the APR. No individual has all the data seen by the review committee; for that reason, it is the role of the committee to determine the information necessary to make academic decisions about the student's concerns.

Academic Reviews include the following steps:

1. A Student Professional Conduct Review (PCR) or APR will be conducted in cases where significant concern has been expressed by a faculty member regarding a student's conduct or performance in the classroom, at a field site, or in interactions with peers, faculty, staff, or the public in any context.
2. The faculty member who has identified this concern will request a review in writing, outlining the nature and significance of the concern. The faculty member will describe prior feedback given to the student, where appropriate, and include any relevant documentation. This request will be submitted to the program director, and copies will be sent to the student, the student's advisor, and the department chair. The student will be informed of the policies outlined here and in the relevant program handbook. Students will be made aware, through these or other materials, of the possible outcomes of the review.
3. The program director will schedule a PCR or APR meeting to discuss the concerns raised by the faculty member. The program handbook will provide additional information about the required and discretionary participants in this meeting, but all review panels will include the following: the student, the student's advisor or designee, a faculty member who can present the details of the situation or concern, the program director, and a faculty member outside the student's program. There may be instances where the student's advisor or the program director also serve the role of faculty member presenting the details of the situation or concern. The student may elect to bring one other person to support them; this person can be another student, a faculty member, or a professional from the student's field placement. The person invited to attend by the student is present for support and may not participate in the discussion. More than one meeting may be required to reach a final decision regarding the outcome of the review. This result will be communicated in writing to the student within three weeks of the meeting. If more than one meeting is required, the result will be communicated in writing within three weeks of the final meeting. If a student refuses to attend the review meeting, the panel will meet in their absence and will retain the authority to make decisions regarding the student's future in the program.

4. The possible outcomes of the review include: a written response from the student indicating their understanding of the concern and plan for resolving it; a written plan of assistance that outlines the actions to be taken by the student and the consequences for being unsuccessful in meeting its terms; approval of a leave from the program, pending specific actions taken to address the concerns raised in the student conduct review; and dismissal from the program. Each program handbook will provide additional information regarding the process of review. All written documentation submitted for the review and concerning its outcome will be retained in the student's file. Any decision to dismiss a student from a program will require the review and written approval of the department chair.
5. Students may submit a written appeal of the decision made by the review panel to the relevant department chair within two weeks of the panel's decision. If no appeal is received during the two weeks following the review meeting, the recommendation of the panel will be considered accepted by the student. If an appeal is submitted, the department chair will provide written notification of a decision within two weeks of receiving it. Students may submit a written appeal of the department chair's decision to the dean of the graduate school within two weeks of receiving the department chair's notification. The dean of the graduate school will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

Satisfactory Academic Progress (Policy from Graduate Catalog)

Students enrolled in programs (degree, licensure, endorsement, certificate) must maintain a B average (3.0). Any student receiving a course grade lower than C-, a course grade of NC, or two course grades lower than B- will not be considered to be making satisfactory progress. Students who do not meet the standards for satisfactory academic progress will be immediately dismissed from their programs and notified of this action.

Minimum Passing Grade (Policy from Graduate Catalog)

The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade. A student receiving a grade below B- in an elective course must repeat that course, or choose another elective, and earn a passing grade. Failing to earn a grade of B- or above in a required or elective course may impede a student's ability to move forward in other courses or experiences required for program completion.

Grades of Credit/No Credit (Policy from Graduate Catalog)

Credit (CR) signifies that a student has earned the equivalent of a B- or higher for a course taken on a credit/no credit basis. Students who fail to complete the course at this level receive a designation of no credit (NC).

Class Attendance

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.

Grading Policy

Policies on grading and registration can be found in the Graduate Catalog.

Resolution of Student Grievances

The faculty believes that each student should be educated in a supportive, congenial, and professional academic environment. Any student who believes they have been unfairly evaluated or is the victim of harassment has the right to a fair and timely procedure for review and resolution of their grievance(s).

Discrimination and Harassment

If any member of the Lewis & Clark community believes they are a victim of discrimination and harassment, they should refer to the "Discrimination and Harassment" policy in the *Navigator*.

Academic Grievance

If a student alleges that a final grade in a course is an inaccurate reflection of their performance, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student should consult the grading policy in the Graduate Catalog.

Evaluations

If a student alleges that an evaluation in a course or internship is an inaccurate reflection of their performance, the student should first attempt to resolve the matter with the individual faculty member or site supervisor. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of evaluations is final.

Site Supervisors

In the case of a grievance against an internship/practicum site supervisor, a student who is unable to reach a satisfactory resolution with the supervisor will first request assistance from the faculty practicum or internship supervisor. If unable to reach a satisfactory resolution, the faculty supervisor and/or student may seek assistance from the program's internship/practicum coordinator or program director(s). Again, if unable to reach a satisfactory resolution, the student or internship/practicum coordinator may then contact the department chair. If this attempt is unsuccessful, the student or internship/practicum coordinator may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of site supervisors is final.

Course Concerns

If a student alleges that a course is not being presented in a professional manner, the student should first attempt to resolve the matter with the individual faculty member. If unable to reach a satisfactory resolution, the student and faculty member will request assistance from the department chair. If this attempt at resolution is unsuccessful, either party may submit a formal written appeal to the graduate dean or an appropriate surrogate. The decision of the dean or surrogate in matters of problematic classes is final.

Checking Out Test Materials and Instruments

Although the Counseling, Therapy, and School Psychology Department possesses a number of psychological tests for use in classes and for the training of our students, there are very strict ethical guidelines surrounding their use and availability to students. Two of these guidelines impact students directly. First, the public disclosure of specific content of certain tests damages the test's validity. Secondly, the use of test materials should be directly supervised by a professor or supervisor. Thus, as a general rule, students will only be able to check out tests during the semester(s) they are enrolled in an assessment course. If students wish to use a test for a specific project/assignment, they may do so, but first need to obtain authorization from their advisor or the department chair.

The purchase and updating of test materials involves a substantial financial commitment on the part of the department. During recent years, all too many tests have been returned to the office missing components. As a result, the following guidelines have been established:

- All tests must be properly checked out and checked in by a staff member in the Counseling, Therapy, and School Psychology Department.
- Tests may only be checked out by students in assessment classes. If a student needs a test and is not in an assessment class, the student must obtain permission from their advisor or program director.
- All tests must be signed out, and the student is responsible for all contents during the checkout period. If anything is missing or damaged when the test is checked in, the student will need to either find all missing components, or pay for their replacement. **Students will not receive a grade in their assessment class until all materials are either turned in or paid for.**

If a student loses or damages a test, the student may be held responsible for the cost of replacing the test materials. All test materials must be checked out to the person using the test. If a student loans or transfers test materials to another student, without going through proper check-out/check-in procedures, that student is still responsible for the test and all contents.

The usual checkout period for tests is one week. However, in certain instances, this period may vary. Please remember the needs of fellow students when checking out and using tests.

Practicum and Internship Extenders

This policy applies to all students in practicum and internship. Students in practicum and internships in schools will follow the regular school year for their districts as indicated by their contracts, however they will still need to follow the policy of being continuously enrolled in a supervision course. Any variation from the process described in the School Psychology handbooks regarding practicum and internship should be worked through with the School Psychology Clinical Coordinator and Practicum or Internship Instructor.

Students who need to extend their final practicum or internship past the end of the semester, have the following options:

For extensions up to four weeks past the end of a final semester (but no more than four weeks), students must request and be granted a grade of "Incomplete." The requirements for completion of the course must include an expected end date within four weeks, a plan for site supervision during this time period, verification that the student's site contract has been extended and paperwork has been submitted to the CTSP Placement Office, and the expectation of weekly attendance in a specific campus-

based practicum or internship section until they complete their practicum or internship hours (in up to four weeks).

For extensions of more than four weeks, students must register for, attend, and participate in a full semester of practicum or internship.

All students must obtain permission from their program's clinical coordinator before any extension is granted. The required paperwork (e.g., extension of site placement contract, completed and approved incomplete grade form) must be completed prior to the end of the semester for which the extension will be required.

The clinical coordinator will assign campus practicum or internship sections to all extending students. Students must not assume that they will continue in the same practicum or internship section.

Changing Programs

If a student is enrolled in any of the CTSP department's programs and wishes to pursue another program within the department instead, the student must submit a letter, along with the Degree Program Change Request form, to the CTSP office explaining the reason for the program change. This is given to the director of the program the student hopes to enter. Separate meetings between the student and directors of both programs are recommended. The relevant program team will consider the request, gather information about the student's standing in their current program, and inform the student of their decision. No new application fees are required.

Students do not typically have the option of requesting a change in programs (e.g., Marriage, Couple, & Family Therapy to Professional Mental Health Counseling) once they have begun practicum.

Release of Educational Records

Students who request that faculty and/or supervisors act as references for job applications or otherwise request that information about their academic and/or clinical work be shared with others, must sign a release of educational records form for each request. See the Lewis & Clark Graduate School of Education and Counseling Navigator Student Handbook for additional information on student confidentiality (i.e., FERPA).

Advising

A graduate student is expected to exhibit initiative and responsibility in planning and following through with their graduate program. Every student will be assigned an advisor from the Art Therapy Faculty. It is the student's responsibility to make personal contact once during each term, with their faculty advisor. The faculty advisor is available to meet with the student additional times during office hours, when this is requested by the student. Meetings may, on occasion, be requested by the faculty advisor. Students should carefully follow the program plan for the degree as specified in the College Catalog. For students who receive financial aid, please work closely with the financial aid department and advisors. Federal aid guidelines dictate that federal aid is awarded in accordance with degree requirements.

Grade Guidelines and Descriptions

A This is exceptional work. It shows extraordinary expenditure of effort in preparation, superior command of information and flawless organization. It demonstrates insightful knowledge of systems and constructs with clear application to specific ideas or questions. This work may exhibit research

beyond the obvious and it is perfectly written, following APA format if that has been requested. An **A** paper is one that would move the instructor and members of the class to admiration. It makes its points clearly, logically and gracefully and is free of errors. An **A** final grade is the product of work of consistently high quality, depth of understanding and occasional brilliance.

A- This is excellent work. It shows superior effort in preparation, a very good command of theoretical information and is well organized. It demonstrates excellent ability to apply knowledge and research to specific ideas or questions and is perfectly or nearly perfectly written following APA format if that has been requested.

B+ This is good work. It demonstrates very good effort in preparation and organization. It shows good command and application of theoretical information to ideas or questions. There are few or no writing errors. APA format is followed if requested.

B This is acceptable work. It shows adequate preparation and organization. Consideration is given to application of theoretical knowledge. There are some writing errors. APA format is followed if requested.

B- This indicates the student has completed the assignment but the work may demonstrate problems of clarity, logic, documentation and/or in depth understanding of the material. Organization of material and/or application of theoretical knowledge are below average. There are writing errors. Improvement is suggested.

C+, C & C- Problems are evident in preparation, lack of content, organization, superficial consideration of the topic. Minimal effort appears to have been expended in preparation. There may be insufficient analysis of the material and too much regurgitation of reading assignments without evidence of understanding. Writing skills may need improvement. A significant number of errors (spelling, sentence structure, punctuation, references, and usage) may be present. The **C, C+** or **C-** paper only partially fulfills the requirements of the assignment. It may demonstrate lack of research in any depth and poor understanding of theoretical material. The paper may fail to overcome problems pointed out in previous papers. The student who receives a **C, C+** or **C-** grade is being given a warning that he or she must improve the quality of her/his work. A maximum of six credits of coursework with **C** or **C+** grades may be applied towards the degree. Grades of **C-** or lower may not be applied to the major.

D & F These grades reflect unacceptable work, and the credits may not be applied towards the MA degree. These grades indicate gross failure at carrying out the assignment.

Nondiscrimination Statement

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. Lewis & Clark does not discriminate on the basis of actual or perceived race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

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.

Candidacy Portfolio

The candidacy portfolio is completed in AT 570. The portfolio demonstrates the student's aptitude for the profession of art therapy.

Advancement to candidacy involves multiple criteria through which to assess the student. In AT 570, students submit a comprehensive written assessment of a client, formally present the case to a panel of faculty, a video of themselves conducting a group, and a written evaluation of that group. They must also have passed their ethics exam, and provide a comprehensive self-assessment that includes an inventory of their skills and reflective narrative that includes areas of strength and growth. This serves as a benchmark for assessing the student's ability to integrate their understanding of the material they learned during the first half of their professional program.

It is not possible to be advanced to candidacy if prerequisites or other required classes have not been successfully completed. This includes any outstanding Incompletes (I), all of which must be resolved before applying for advancement to candidacy.

The advancement to candidacy process includes a comprehensive assessment and formal presentation as well as a review of academic and supervised field work. Each student's work is evaluated by faculty who gather input from supervisors and adjunct faculty members. As a result of this review students may be:

- Advanced to internship
- Placed on probationary status, Note: Students who are placed on probationary status will be required to demonstrate improvement during the next term as required by the candidacy committee.
- Required to discontinue graduate study in the MA program.

Personal Therapy

It is strongly recommended that students obtain personal individual psychotherapy during their course of study. Low cost counseling is available through some local agencies and clinics. The CTSP Placement Coordinator (ctspplacement@lclark.edu or 503-768-6056) maintains a list of counselors and therapists offering sliding scale services to graduate students. Contact the Placement Office for information. If you are in crisis and need immediate mental health help please call the crisis line (Multnomah County: 503-988-4888; Clackamas County: 503-655-8585; Washington County: 503-291-9111; Clark County: 360-696-9560). The Lewis & Clark Counseling Services at 503-768-7160 may also be able to help in urgent situations.

The rationale for this recommendation is:

1. The emotional and academic pressures of art therapy graduate study are likely to evoke strong feelings.

2. A student's effectiveness as a provider of therapeutic services is likely to be enhanced through familiarity with being in the client role.

Open Studio Sessions

Throughout the school year we host weekly open studio sessions on campus and virtually to support Art Therapy students and the community. These sessions are supervised by an Art Therapy Faculty member and facilitated by a second-year practicum student. All art therapy students are welcome and encouraged to attend. This is an opportunity to connect with faculty and students across cohorts and engage in art therapy processes. They are offered every Thursday from 3-6pm in the Fall and Spring terms.

Art Therapy Open Studio Sessions

In the Open Studio session, a soft prompt is provided and students are welcome to drop in or engage as their schedule permits.

Art for Social Change Open Studio Sessions

<https://www.lclark.edu/committees/art-for-social-change/>

In the Art for Social Change session, participants engage in exploring social, racial, or political current events. The mission is to create spaces for healing, dialogue, and building community; to use art to challenge oppression toward collective liberation and to work with oppressed communities to decolonize and dismantle systems of oppression on our campus and beyond. We believe that art created in relationships transforms lives, builds community, examines social constructs, raises critical consciousness, and creates a more just society.

Special Needs, including Accommodations

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Office of Student Accessibility in Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify faculty of the accommodations for which you are eligible.

Background Check

During orientation, prior to the fall term students are required to undergo a criminal background screening. Students are responsible for cost in order to fulfill this program requirement. As of August 2022, the fee is \$79.30 with an additional fee of \$65 per legal name for students who have resided in the State of New York.

AATA Student Professional Liability Insurance

Students in the Lewis & Clark Art Therapy program are required to purchase student professional liability coverage. This insurance is included with Student PLUS membership in the American Art Therapy Association (AATA) www.arttherapy.org. Whether students are volunteering or participating in other activities in pursuit of their degree, coverage offers student liability protection. Coverage will be in force for one year and it is the student's responsibility to renew it annually in order to have continuous coverage until graduation. After purchasing coverage, students must provide a copy of the coverage

certificate showing policy information and coverage amounts to the CTSP office before engaging in any direct contact hours.

Masters of Science in Art Therapy (MS)

Students who are interested in applying for the MS are to meet with their advisor to discuss this in the first semester and then submit a formal application by March 1st of their first year in the program.

Considering the Masters of Science Degree

Students who have an interest in research and are willing to devote the time necessary to complete an independent research project are encouraged to consider the Master of Science (M.S.) degree. The M.S. in any of the programs within the Counseling Psychology Department involves additional coursework and the completion of a thesis project. Thesis projects are individual empirical research projects (either qualitative or quantitative) which are conducted under the guidance and supervision of the thesis committee. Completion of a thesis project provides students with an intensive learning experience in conducting research and requires extensive time and energy on the part of the student. Those students who complete the coursework, research, and writing related to a thesis project earn a M.S. degree once their project is completed.

Many students seek to complete a M.S. program because they believe their chances of entering a doctoral program are enhanced if they do so. Students should evaluate their career plans as well as their plans during their Lewis & Clark programs carefully before electing this option. Completion of a thesis is not always necessary to enter a doctoral program; many students with M.A.'s go on to doctoral programs. It is the case, however, that many doctoral programs emphasize research and would look favorably upon someone who has research experience. Additionally, completing your own research project provides you the confidence of knowing you have the capability of conducting independent research. This, in turn, may provide you with self-confidence as you begin the dissertation process

It is possible to gain research experience in ways other than completing a thesis either by completing and independent study, and/ or working with a faculty member on one of their research projects. For some, these options, especially if they lead to the authoring or co-authoring of a publication may be more useful than completing a thesis.

The thesis is the culminating project of the M.S. program. The scope and topic of the thesis are determined in consultation with the three (3) member thesis committee, which also evaluates and approves the topic. The primary requirement of the thesis is that it is an independent, empirical, research project. This means that the student will either collect their own data and/or analyze existing data; a literature review is not sufficient as a thesis. Topics should enhance knowledge within the art therapy field and can include program evaluations and/or examination of interventions. Topics are chosen and approved by your thesis advisor and/or program faculty members. Two general goals are required for successful completion of a thesis project. First, demonstration of a thorough knowledge and understanding of the literature related to your topic. Second, a demonstration of your ability to create, conduct and write-up a research project (Cone & Foster, 2006).

Art Therapy Awards

In 2023 Art Therapy Program Faculty established three unique awards for our program. Students in their final year of the program have the opportunity to be acknowledged for their work through these special awards.

Commitment to Equity and Access

This award goes to an art therapy graduate who demonstrates a commitment to service, disrupts societal norms or barriers, and provides pathways for access and equity-based practices in communities.

Liberatory Community Engagement

This award goes to an art therapy graduate who demonstrates cultural humility and a commitment to liberatory principles that move away from the oppressive triangle of hierarchy to the circle of human connection.

Art Therapy Research Award

This award goes to an art therapy Master's of Science graduate who contributes an innovative thesis to the body of literature that expands awareness and generates knowledge to further the practice of the art therapy profession.

Art Therapy Degree Path with LPC

Those students who are interested in applying for the LPC will need to complete the following steps:

Complete the 58 credit degree path (which includes 3 elective credits)

- You will need a total of 60 credits. This must include a career counseling class. This can be taken outside of the program or at Lewis & Clark; AT 560 Lifestyle and Career (2 cr). This class is offered annually and not covered by financial aid, nor is it counted towards your 3 required degree applicable elective credits.
- After graduation you will need to fill out an application and show proof of your courses by sharing an official transcript to the Oregon Board of Licensed Counselors and Therapists <https://www.oregon.gov/OBLPCT/Pages/index.aspx>
- You will attain 660 total hours in your internship year and 180 hours in your practicum year. A maximum of 400 direct contact hours can be applied to the total post-graduate 1900 hours required to apply for the LPC.

Ecotherapies Certificate*

<https://docs.lclark.edu/graduate/counselingpsychology/ecopsychology/#certificatetext>

You may apply to this once enrolled in the art therapy program. ECOT 501 is a prerequisite for all other Ecotherapies courses, so we suggest you take the intro class first to orient yourself to the curriculum, then decide if you want to continue to pursue it in your education. A separate application and fee are required to be considered for this certificate. These courses can be applied to the required 3 elective credits. *Classes that exceed the 3 elective credits for the art therapy degree are not covered by financial aid.

Certificate Requirements

A minimum of 8 semester hours, distributed as follows:

ECOT 501	Introduction to Ecotherapy	1
ECOT 554	Theoretical & Empirical Basis of Ecopsychology	1
ECOT 596	Wilderness and Adventure Therapy Immersion	2
ECOT 597	Ecotherapy and Applied Ecopsychology	1
ECOT 598	Topics in Ecotherapy and Applied Ecopsychology (1 credit each)	3

Eating Disorders Certificate*

https://graduate.lclark.edu/programs/continuing_education/certificates/eating_disorders/

You may apply to this once enrolled in the art therapy program. We suggest you take the intro class first to orient yourself to the curriculum, then decide if you want to continue to pursue it in your education. A separate application and fee is required to be considered for this certificate. These courses can be applied to the required 3 elective credits. *Classes that exceed the 3 elective credits for the art therapy degree are not covered by financial aid.

Certificate Requirements

A minimum of 8 semester hours, distributed as follows:

CECP 833/CPED 572	Introduction to Eating Disorders (fall)	1
CECP 834/CPED 575	Treatment of Eating Disorders (fall)	1
CECP 835/CPED 573	Fat Studies & Health at Every Size (spring)	1
CECP 836/CPED 577	Nutrition (spring)	1
CECP 840/CPED 580	Mind Body Connections (spring)	1
CECP 837/CPED 574	Body Politics (summer)	1
CECP 838/CPED 576	Treatment of Negative Body Image (summer)	1
CECP 878/CPED 578	Family Therapy in the Treatment of Eating Disorders (summer)	1

Art Therapy Electives

Students may choose from a variety of options when fulfilling their elective requirements. The program has Art Therapy-specific electives, which will always be listed as AT 563 Art Therapy Special Topics on WebAdvisor. The CTSP department uses CTSP 590 as the general elective course number, but there are a number of other catalog courses that students may also take as electives, including CTSP 551 Play Becomes Real. These include any of the certificate courses listed above. Students should consult with their advisors about any specific courses not listed here that they wish to take as electives.

Pre-Practicum Hours

In the first year of the program, students are required to do volunteer work. This volunteer work consists of 2 hours per week at a helping agency. Students are responsible for finding and establishing their own volunteer site. The student's faculty advisor will provide guidance and support in the advisory meetings and upon request as needed. Starting in 2024 students will have the opportunity to work in developing services at the community counseling center to fulfill their required hours. This is a student led group with faculty support from Dr. Andrus and Kris Bella. This volunteer-led, student-driven group collaborates to establish pre-practicum placements at the center. The group, composed of enthusiastic students, fosters shared decision-making with faculty and generates ideas in a collaborative environment. We look forward to working with members of this group to build the next generation of student leaders in helping shape our program.

Practicum

Practicum is typically completed over two semesters of AT 580. There are times when students are required to complete additional semesters of practicum to ensure competencies are met. The purpose of the practicum experience is to help the student become acquainted with the role of the helping professional in a supportive and structured environment. Practicum sites are selected for their ability to provide a positive experience for the student. A Clinical Experience Manual is provided to each agency and practicum student. Structured practicum consists of being at a single site for 6 hours per week during the fall and spring semesters.

Students in the practicum setting assume the role of art group facilitator after the site supervisor determines the student's readiness to engage in direct services. Students receive support and supervision from an art therapy program approved on-site supervisor. Faculty also provide support and guidance during the practicum experience, and a Practicum Liaison faculty will observe students at their sites.

The student is encouraged to seek clarification and support from faculty and site supervisors. The practicum manual describes appropriate scope of practice for practicum students. During the practicum each student is required to provide a 30-minute video recording of themselves facilitating a group art activity along with a critique of the demonstrated facilitation skills. This becomes part of the Advancement to Candidacy portfolio.

Internship

The internship is a major part of the student's learning experience. Throughout internship, the student is expected to represent themselves, Lewis & Clark Graduate School of Education and Counseling (GSEC), and the Art Therapy program in a professional manner, maintaining high ethical standards. The internship is completed during the final year of study. A student may be required to complete additional semesters of internship to demonstrate readiness to graduate.

The student conducts art therapy with individuals, families, and groups and is present at the site for 24 hours each week. Students participate in the AT 582 Internship Seminar (1-3 credits each term), which meets weekly. In this class students discuss and study practical and theoretical material relating to their internship sites. Students earn 6 credits over 3 terms of internship and this includes participation in the seminar. Students participate concurrently in AT 583 Art Therapy Studio (2 credits in the first semester and 1 credit in the second semester).

Secondary Placement

Students may choose to have a maximum of two internship or practicum placements within the year, but it is recommended that they wait until the second term to begin working at a second site. However, with the consent of the faculty supervisor instructor and the Art Therapy Clinical Coordinator, it is possible to begin both placements during the first term. The priority of hours of experience earned during the placement year is at the primary site with considerations for a secondary site (see Clinical Experience Manual).

Release/Consent Forms

Students are required to obtain signed consent on Graduate Art Therapy Program authorization forms prior to utilizing client, patient or volunteer artwork for class assignments (see Appendix C). Students should retain "master" forms and make their own photocopies as needed: Once signed by clients, the

original form should be kept at the site and the student may transport a copy as needed. *Students are expected to rigorously conceal identifying information of Practicum and Internship patients/clients.*

Please retain and review this handbook. The Graduate School's catalog and this handbook answer many of the questions that new and current students may have. For further clarification, your academic advisor will be glad to speak with you.

Appendix A: Program Planning Sheet and Course Sequence

PROGRAM PLANNING WORKSHEET

M.A. Art Therapy

58 semester hours total

Catalog Year 2024-2025

Course	CR	Title	Corequisite	Prerequisite	Notes
AT 501	3	Theories of Counseling & Psychotherapy			
AT 510	3	Introduction to Art Therapy			
AT 550	2	Diversity and Social Equity			
AT 523	3	Child & Adolescent Development		AT 510, AT 511	
AT 513	3	Psychopathology		AT 501, AT 510	
AT 511	3	Helping Relationship: Art Therapy Technique		AT 510	
AT 524	1	Cross Cultural Counseling		AT 550	
AT 539	3	Art Therapy Professional Orientation and Ethics		AT 501, AT 510	
AT 537	1	Art Therapy Research		AT 510	
AT 515	3	Group Dynamics, Processes, and Art Therapy		AT 511, AT 513, AT 523	
AT 526	1	Clinical Practice Counseling Skills in Art Therapy		AT 511	
AT 530	3	Clinical Assessment by Graphic Means		AT 511	
AT 542	3	Adult Development & Family Therapy		AT 510, AT 523	
AT 580	2	Art Therapy Practicum (1 CR for 2 terms)		AT 511	
AT 517	2	Art Therapy Trauma Treatment		AT 501, AT 513, AT 511	
AT 522	3	Diagnostic Appraisal and Testing		AT 513	
AT 570	1	Art Therapy Candidacy / Portfolio		AT 530	
AT 535	3	Research Methods and Evaluation		AT 510	

AT 545	2	Equity-Based Community Interventions in Art Therapy		AT 524, AT 570	
AT 582	6	Art Therapy Internship (1 CR in Summer, 3 CR in Fall, 2 CR in Spring)		AT 580	
AT 583	3	Art Therapy Internship Studio (2 CR in Fall, 1 CR in Spring)		AT 580	
AT 594	1	Art Therapy Capstone	AT 582	AT 570	
Elective	3	Various Topics			
CORE 500	0	Core Convocation			

Student Signature _____ Date _____

Adviser Signature _____ Date _____

M.A. Art Therapy
Course Sequence for 8 Semester Program
58 Semester Hours Total
Catalog Year 2024-2025

YEAR 1

	TERM 1 Fall		TERM 2 Spring		TERM 3 Summer
AT 501 (3)	Theories of Counseling & Psychotherapy	AT 523 (3)	Child & Adolescent Development	AT 524 (1)	Cross Cultural Counseling
AT 510 (3)	Introduction to Art Therapy	AT 513 (3)	Psychopathology	AT 539 (3)	Art Therapy Professional Orientation and Ethics
AT 550 (2)	Diversity and Social Equity	AT 511 (3)	Helping Relationship: Art Therapy Technique	AT 515 (3)	Group Dynamics, Processes and Art Therapy
CORE 500 (0)	Core Convocation			AT 537 (1)	Art Therapy Research
8 CR total		9 CR total		8 CR total	

YEAR 2

	TERM 4 Fall		TERM 5 Spring		TERM 6 Summer
AT 580 (1)	Art Therapy Practicum	AT 580 (1)	Art Therapy Practicum	AT 535 (3)	Research Methods and Evaluation
AT 526 (1)	Clinical Practice Counseling Skills in Art Therapy	AT 522 (3)	Diagnostic Appraisal and Testing	AT 545 (2)	Equity-Based Community Interventions in Art Therapy
AT 530 (3)	Clinical Assessment by Graphic Means	AT 570 (1)	Art Therapy Candidacy/ Portfolio	AT 582 (1)	Art Therapy Internship
AT 542 (3)	Adult Development & Family Therapy	AT 517 (2)	Art Therapy Trauma Treatment	Elective (2)	Various Topics
8 CR total		7 CR total		8 CR total	

YEAR 3

	TERM 7 Fall		TERM 8 Spring		TERM 9 Summer
AT 582 (3)	Art Therapy Internship	AT 582 (2)	Art Therapy Internship		
AT 583 (2)	Art Therapy Internship Studio	AT 583 (1)	Art Therapy Internship Studio		
Elective (1)	Various Topics	AT 594 (1)	Art Therapy Capstone		
6 CR total		4 CR total			

M.A. Art Therapy
Course Sequence for 11 Semester Program
58 Semester Hours Total
Catalog Year 2024-2025

YEAR 1

	TERM 1 Fall		TERM 2 Spring		TERM 3 Summer
AT 510 (3)	Introduction to Art Therapy	AT 523 (3)	Child & Adolescent Development	AT 524 (1)	Cross Cultural Counseling
AT 550 (2)	Diversity and Social Equity	AT 513 (3)	Psychopathology	AT 539 (3)	Art Therapy Professional Orientation and Ethics
CORE 500 (0)	Core Convocation			AT 537 (1)	Art Therapy Research
5* CR total		6 CR total		5* CR total	

YEAR 2

	TERM 4 Fall		TERM 5 Spring		TERM 6 Summer
AT 501 (3)	Theories of Counseling Psychotherapy	AT 522 (3)	Diagnostic Appraisal and Testing	AT 545 (2)	Equity-Based Community Practices in Art Therapy
AT 542 (3)	Adult Development & Family Therapy	AT 511 (3)	Helping Relationship: Art Therapy Technique	AT 515 (3)	Group Dynamics, Processes and Art Therapy
				Elective (1)	Various Topics
6 CR total		6 CR total		6 CR total	

YEAR 3

	TERM 7 Fall		TERM 8 Spring		TERM 9 Summer
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AT 580 (1)	Art Therapy Practicum	AT 580 (1)	Art Therapy Practicum	AT 535 (3)	Research Methods and Evaluation
AT 526 (1)	Clinical Practice Counseling Skills in Art Therapy	AT 519 (2)	Art Therapy Trauma Treatment	Elective (1)	Various Topics
AT 530 (3)	Clinical Assessment by Graphic Means	AT 570 (1)	Art Therapy Candidacy/Portfolio	AT 582 (1)	Art Therapy Internship
		Elective (1)	Various Topics		
5* CR total		5* CR total		5* CR total	

See next page

YEAR 4

	TERM 10 Fall		TERM 11 Spring		TERM 12 Summer
AT 582 (3)	Art Therapy Internship	AT 582 (2)	Art Therapy Internship		
AT 583 (2)	Art Therapy Internship Studio	AT 583 (1)	Art Therapy Internship Studio		
		AT 594 (1)	Art Therapy Capstone		
5* CR total		4* CR total			

Classes must be taken in the semester they are offered as outlined above.

***If enrolled credits go below what is required for financial aid eligibility, students may not be eligible for student loans. Please check with Student and Departmental Account Services for details.**

Appendix B: Professional Qualities Evaluation

Lewis & Clark College
Department of Counseling, Therapy, and School Psychology
Professional Qualities Evaluation
 Updated 2.7.2022

Student _____ Semester/Year _____
 Faculty _____ Course Number _____

Rating Scale				
N - No Opportunity to observe	1 - Meets criteria minimally or inconsistently for program level			
0 - Does not meet criteria for program level	2 - Meets criteria consistently at this program level			
Professional Responsibility				
1. The student conducts self in an ethical and professional manner so as to promote confidence in the counseling profession.	N	0	1	2
2. The student relates to peers, professors, and others in a manner consistent with program mission and standards.	N	0	1	2
3. Students will demonstrate a continuing capacity for openness to points of view, theories, experiences and perspectives different than their own, especially in relationship to advisors, course instructors, and others in supervisory or instructional positions.	N	0	1	2
4. Students will understand and demonstrate the ability to balance their own judgments and worldviews with accountability for adhering to professional knowledge, guidelines and standards of conduct provided by advisors, course instructors, and other supervisors on campus and off campus.	N	0	1	2
5. Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. They will demonstrate a willingness to consider the merits of these alternative points of view in a thoughtful and professional manner.	N	0	1	2
6. The student demonstrates application of legal requirements relevant to counselor training and practice in all classes.	N	0	1	2
Competence				
1. The student recognizes the boundaries of their particular competencies and the limitations of their expertise.	N	0	1	2
2. The student takes responsibility for compensating for their deficiencies.	N	0	1	2
3. The student takes responsibility for assuring client welfare when encountering the boundaries of their expertise.	N	0	1	2
4. The student demonstrates basic cognitive, affective, sensory, and motor capacities to respond professionally, to peers, professors, and therapeutically to clients.	N	0	1	2
Maturity and Attitude				

1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and clients.	N	0	1	2
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2
3. The student demonstrates an awareness of their own belief systems, values, needs and limitations and the effect of these on their work.	N	0	1	2
4. The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.	N	0	1	2
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in their own ability.	N	0	1	2
6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.	N	0	1	2
7. The student maintains a positive attitude and flexible, solution-oriented stance in all educational and professional endeavors.	N	0	1	2
Integrity				
1. The student refrains from making statements that are false, misleading or deceptive.	N	0	1	2
2. The student considers the impact of their actions on the well-being of the group (e.g., cohort, program, and agency) as a whole, including but not limited to avoiding improper and potentially harmful dual relationships.	N	0	1	2
3. The student respects the fundamental rights, dignity and worth of all people.	N	0	1	2
4. The student respects and values cultural, individual, and role differences, including those due to age, gender/gender identity, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	N	0	1	2
5. The student demonstrates respect, awareness and knowledge of social equity and inclusion, including contextual and systemic dynamics related to race and racial inequalities, class, nation of origin and language, spirituality and religion, sexual orientation, and physical abilities.	N	0	1	2
6. The student considers the impact of their actions on the well-being of others and the group (e.g., cohort, program, and agency) as a whole.	N	0	1	2
Social and Self-awareness				
1. The student demonstrates awareness and knowledge of their intersecting identities (e.g., gender, race, class, sexual orientation) and the effects of these complex social locations within all contexts, including counseling & therapy.	N	0	1	2
2. The student demonstrates awareness and knowledge of their own cultural heritage, life experience, affiliations, and worldviews, and how these influence definitions of normality-abnormality, individual and collective attitudes, values, and worldviews.	N	0	1	2
3. The student demonstrates the ability to monitor attitudes, personal well-being, personal issues, and personal problems and to accept mentoring, supervision and remediation when they interfere with program standards.	N	0	1	2
4. The student demonstrates an awareness and sensitivity to issues of power and privilege as they relate to intersecting identities and social roles.	N	0	1	2
5. The student maintains humility and uses privilege to promote social equity.	N	0	1	2

Comments:

Appendix C: Consent for Artwork

**LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
DEPARTMENT OF COUNSELING, THERAPY, AND SCHOOL PSYCHOLOGY
ART THERAPY PROGRAM
0615 SW PALATINE HILL ROAD
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Lewis & Clark Art Therapy Program Consent for Treatment and for Artwork

This release refers specifically to the consent for art therapy treatment with the Lewis & Clark art therapy student and the release of artwork produced during art therapy activities conducted by the art therapy student _____ during the academic year _____.

I understand that the student is in their Practicum or Internship year of the Masters in Art Therapy program and is functioning under supervision of _____

Site Supervisor Name

at _____ and the faculty at Lewis & Clark Graduate School.

Facility/Agency/School Name

I Do Hereby Consent to the Following (please initial each area of consent):

_____ **Art Therapy Treatment:** I understand art therapy is a mental health profession in which clients, facilitated by the art therapist, use art media, the creative process, and the resulting artwork to explore their feelings, reconcile emotional conflicts, foster self-awareness, manage behavior and addictions, develop social skills, improve reality orientation, reduce anxiety, and increase self-esteem. A goal in art therapy is to improve or restore a client's functioning and their sense of personal well-being. Art therapy practice requires knowledge of visual art (drawing, painting, sculpture, and other art forms) and the creative process, as well as of human development, psychological, and counseling theories and techniques. I understand that art therapy is a collaborative effort between the art therapy clinician and client in which clients identify goals and potential solutions to problems which cause emotional turmoil; seek to improve communication and coping skills; strengthen self-esteem; and promote behavior change and optimal mental health. I understand that the art therapy clinician is in training at Lewis & Clark College Art Therapy Program. While I expect benefits from treatment, I fully understand and accept that such benefits cannot be guaranteed. I understand that regular attendance will produce the maximum benefits. I understand I or my clinician is free to discontinue treatment at any time.

_____ **Confidentiality:** I understand that all interaction between myself and my clinician is confidential, in accordance with the Health Insurance Portability and Accountability Act (HIPAA). All progress notes, artwork, reports and other treatment materials will become part of my clinical record and remain confidential. Although appropriate staff may have access to my clinical record, staff will not release its contents to anyone unless myself or my legal guardian have given staff written permission to do so, the law requires staff to do so, or it is necessary for staff to do so as a result of a medical emergency (such as imminent threat of harm to self or others). I understand that my clinician may discuss aspects of my treatment during clinical supervision, in order to ensure that I receive the most effective treatment possible.

