



COURSE DESCRIPTION:

GRADUATE ART THERAPY PSYCHOLOGY DEPARTMENT COURSE SYLLABUS

AT 5263 CHILD ABUSE (1 unit)

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Richard Carolan, EdD , Psy. ATR-BC

Summer 2023

Office hours: By appointment

This course covers counseling processes and psychotherapeutic standards of practice and utilization of art therapy assessments by marriage and family therapists, professional counselors, and art psychotherapists in a culturally diverse society. Students are provided training in the history and theory of art therapy and in the application of art therapy with people in different treatment settings. Other topics include group work, art therapy assessment, legal and ethical issues related to art therapy practice, process for reporting child abuse, child abuse coverage, and assessment and treatment using a family systems approach.

THE ART THERAPY, LMFT AND/OR LPCC CONTENT AREAS ADDRESSED THROUGH THIS COURSE INCLUDE:

1. Students will learn art therapy history and theory, assessment, techniques and standards of practice sensitive to child abuse issues with individuals, adolescents, families and group work in different settings applying a variety of art media in therapy to support human development and growth.
2. Students will acquire an ethical professional identity, be trained in child abuse assessment and reporting requirements and be taught the differences in legal and ethical standards for different types of work settings as well as the licensing law and licensing process.
3. Students will demonstrate a working knowledge of the advanced counseling and psychotherapeutic theories and techniques, to develop knowledge of specific treatment issues, special populations, application of counseling constructs, assessment and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics.
4. Students will be taught an emphasis of specialization that may address any one or more of the unique and complex arrays of human problems, symptoms, and needs of Californians served by therapists.
5. Students will be aware how class and socio-economic status of families affects their mental health and treatment and how assessment must integrate cultural and social

diversity with the understanding of how poverty and social stress impact the family's mental health and recovery including the range of addictive behaviors which impact families and individuals throughout their life, as well as the understanding of marriage, divorce and the blended families which impact the class of the individual in the system.

6. Students will understand multicultural counseling theories and techniques, including the counselors' roles in developing cultural self-awareness, identity development, promoting cultural social justice, individual and community strategies for working with and advocating for diverse populations, and counselors' roles in eliminating biases and prejudices, and processes of intentional and unintentional oppression and discrimination.
7. Students will learn several evidence-based therapy models of treatment and begin to understand how to integrate the principles of mental health recovery-oriented care in practice environments which include evidence-based practices and positive psychology

PROGRAM LEARNING OUTCOMES

1. Demonstrate professional development and clinical suitability.
2. Demonstrate the ability to effectively apply art therapy and marriage and family therapy (for MA-MFT program) or professional counselor (for MA-AT program) interventions.
3. Understand a) claims and evidence and b) methods of implementation of interventions related to art therapy and marriage and family therapy (for MA-MFT program) or professional counselor (for MA-AT program).
4. Understand and be able to implement ethical and legal guidelines in treatment as well as scholarly work.
5. Understand, integrate, and communicate research data related to art therapy, marriage and family therapy (for MA-MFT program) or professional counselor (for MA-AT program).

COURSE LEARNING OUTCOMES

Upon completion of the course, each student will be able to:

1. Describe evidence-based consequences of acute and chronic child abuse on children, families, and society.
2. Describe the use of art therapy in the culturally sensitive and developmentally appropriate assessment of abused toddlers, children, adolescents, and families.
3. Describe how to formulate appropriate treatment goals that build upon the resilience and strength of families and collaborative community engagement.
4. Describe methods of obtaining community resources for children and families in recovery.
5. Describe the importance of examining the role of the therapist in fostering self-awareness of the many personal and professional issues that arise in diverse populations.

RELATED CAAHEP/ACATE COMPETENCIES

b.K.6 Summarize roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.

h.S.2 Integrate contextual/ ecological factors bearing on human development such as cultural identities, spiritual, systemic within and outside family nucleus, physical, neurological, biological, and physiological.

j.A.4 Display sensitivity when considering the impact of crisis on individuals with mental health diagnoses.

l.K.4 Understand procedures for identifying/reporting suspected abuse l.S.1 Apply risk assessment strategies and tools (danger to self, others).

ASSESSMENTS

Paper

Portfolio

Analysis

Art response with written explanation

TEXTBOOK & RESOURCES:

The required textbooks for the course:

Chapman, L. (2014). Neurobiologically Informed Trauma Therapy with Children and Adolescents: Understanding Mechanisms of Change. NY: Norton (READ CHAPTERS 1-3)

LIBRARY SUPPORT CONTACT INFORMATION

Hours: Monday-Friday, 9 am - 5 pm

- (415) 485-3251
- ref@dominican.edu
- [Dominican Scholar](#)
- [FAQs: Ask the Library](#)

ACADEMIC HONESTY HONOR CODE: Students are expected to adhere to the Academic Honesty Honor Code stated in the [Catalog](#).

Students should practice academic integrity in all of its forms, including abstaining from plagiarism, cheating, and other forms of academic misconduct. The University reserves the right to determine in any given instance what action constitutes a violation of academic honesty and integrity.

DIVERSITY Guiding Principles

- All members of the University community are collectively responsible for enabling and institutionalizing diversity, equity, and inclusion throughout the University.
- All members of the University community should consider diversity, equity, and inclusion constructively in all planning, policy, decision-making, procedural, academic, and administrative operations throughout the University.

- All members of the University community should refuse to accept any behavior or action that is diversity- intolerant, exclusionary, insensitive, and/or discriminatory.
- All members of the University community should promote a campus environment that continuously works for greater equity through leveling access of opportunity for all of its participants, irrespective of experience and identity, which includes but is not limited to the categories listed above.

TEACHING METHODS: Teaching methods include lecture, small and large group discussion, guest speaker presentations, PowerPoint slides, video, experiential learning sessions and art making that is relative to the students' future work as a clinician.

EXPECTATIONS FOR STUDENTS: The educational standards that require courses taught at the Master Degree level demand three hours of out-of-class work for every one hour of in-class work (i.e. a one-unit class requires 45 hours of additional work, outside the 15 hours spent in class).

EDUCATIONAL STANDARDS: WASC is prioritizing the educational standard that requires on one-unit course taught at the master's degree level represents approximately 60 study hours, e.g., 15 study hours of in-class contact and 45 study hours of out-of-class preparation. These hours will be met through a variety of assignments listed under Course Schedule and Assignments.

The additional 45 outside-class hours will be met through:

1. 1) Assigned reading
2. 2) Art summary
3. 3) Final paper(s)

ASSIGNMENTS

1. Attendance of **all classes in full**. Tardiness will affect your grade. There will be NO excused or unexcused absences for this course as it is a 2 day course in total. Any absences will require the class to be retaken. Please leave an email if you will be late to class. 12.5%
2. Participation in class discussions of reading materials, class exercises, experientials and dialogue. 12.5%
3. Reflection paper and art 35% - **Due 7/2/2023 (see description below)**
4. Final paper 40% - **Due 7/2/2023 (see description below)**

***Homework papers handed in late will reduce your grade by 10% or one letter grade. If you do not contact me about being late, your grade will be further reduced.**

GRADING POLICY & STUDENT EXPECTATIONS OF WORK:

97-100	A+	
94-96	A	Quality of Content 40%
90-93	A-	Organization 15%
87-89	B+	Adherence to Assignment Criteria 15%
84-86	B	Readability 10%
80-83	B-	Spelling/Punctuation 10%
77-79	C+	Adherence to APA Style 10%
74-76	C	
73 or below	Unacceptable	

COURSE SCHEDULE & ASSIGNMENTS: May be altered at professor's discretion.
Prior to the first class, read Chapters 1-3 of Chapman book.

- It will be helpful to annotate the chapters of the Chapman book prior to the first class in order to be best prepared to review core components of the assigned chapters. Bring annotation notes to first class for your reference. Please read what you can as it will be helpful to know for larger classroom discussions.

Research Paper: DUE: July 2, 2023 (Moodle)

You will be required to write a six-page analytical paper on a topic related to content of the course. Cover page, abstract, and references in addition to the six pages. Topics will be discussed during first day of class and a list of potential topics will be provided.

Paper should include: Information about the special interest topic, implication for psychological theory and art therapy practice, and at least five references from online databases.

- Potential topics may include and are not limited to the following sample topics; child abuse laws, cultural practices and abuse, the brain and trauma, working in a system of care, countertransference and the impact of clinical care, cycle of family abuse, consequences of abuse, resilient factors of child abuse survivors.

Reflection paper and art response: DUE: July 2, 2023 (Moodle)

During the two-day course, students will create art in class related to the topics discussed. A two-page reflection paper (along with the art images) will be due after the completion of the course.

COURSE SCHEDULE & ASSIGNMENTS: (Schedule may change at the discretion of the professor)

Day I:

Introduction and Overview

9am-10am: Syllabus, Introductions, Overview, Self-care

10am-11am: Child Abuse: Definition, Morbidity & Mortality, Diagnoses

11am-11:15am: Break

11:15-12:00pm: Overview of reading

12:00pm-12:30pm: Lunch

12:30pm-1:00pm: Art Experiential #1

1:00pm-2:00pm: Brain Development & Information Processing, Attachment & Brain Development

2:00pm-2:30pm: Trauma Spectrum, Traumatic Stress Responses & Reactions to Child Abuse

2:30pm-3:00pm: Art Experiential #2

3:00pm-3:15pm: Break

3:15pm-4:00pm: Consequences of Child Abuse

4:00-4:30pm: Discussion & Closure

Day II:

Discussion/Overview Treatment Planning & Advocacy

9am-9:30am: Cultural Humility

9:30am-10:45am: Reporting Laws, CPS, Ethics & Legality

10:45am-11:00am: Break

11:00am-11:30am: Film

11:30am-12:00: Art Experiential #3

12:00pm-12:30pm: Lunch

12:30pm-1:30pm: Child Abuse: Model of Art Therapy Treatment

1:30pm-2:00pm: Treatment: Assessment, Issues, & Goals

2:00pm-2:45pm: Art Experiential #4

2:45pm-3:00pm: Break

3:00pm-4:00pm: Termination of Therapy

4:00pm-4:30pm: Discussion & Closure

STUDENTS WHO REQUIRE ACCOMMODATIONS:

Dominican University of California is committed to equal access for all students in accordance with the Americans with Disabilities Act of 1990. Students who feel they may need accommodations based on the impact of a disability should contact the Office of Accessibility and Disability Services at 415-257-1388 or email accessibility@dominican.edu as soon as

possible to discuss specific accommodations. Please submit the subsequent paperwork to the instructor right away.

Accessibility and Disability Services Office

<https://www.dominican.edu/directory/accessibility-and-disability-services-office>

- accessibility@dominican.edu
- (415) 257-1388

COURSE EVALUATIONS

Dominican University of California is committed to an ongoing evaluation of its programs and courses through a culture of constructive dialogue and feedback. It is expected that students will complete the course evaluation either in class or outside of class. The instructor will determine time for the course evaluation to be completed. A link to the course evaluation will be sent to all the students enrolled in the class by the IT Department. The evaluation may be completed on a laptop, tablet, or mobile device, laptops can be checked out from the library.

TITLE IX

As instructors, one of our responsibilities is to help create a safe learning environment for our students and for the campus as a whole. As part of our commitment to students' wellbeing, we have the responsibility to report any instances of sexual harassment, sexual violence, relationship violence, or stalking to our Title IX Coordinator, so they can inform students about their reporting options and the various support resources available. Student privacy is a priority for us and will be maintained to the extent permissible by law and policy. For more information about your rights and reporting options, including confidential and anonymous reporting, please visit dominican.edu/titleix.

PRIVACY & CONFIDENTIALITY: Students often use real-world examples from their organizations in class discussions and in their written work. However, it is imperative that students not share information that is confidential, privileged, or proprietary in nature. Students must be mindful of any contracts they have agreed to with their companies.

DISCLAIMER

This syllabus is subject to modification. The instructor will inform students of any changes. This class may contain triggering and/or uncomfortable imagery, content, and information due to the nature of the course. Counseling services are available through the university if you are in need of additional support (please see below for their contact information). Your professor will discuss this more with you in the beginning of class on the first day.

RESOURCES:
CARE Team

From [CARE team](#) (Connection, Advocacy, Resources, Education) website:

The CARE Team serves as the centralized body for discussion and action regarding students in need of additional support and students exhibiting behaviors that may indicate distress. The CARE Team supports students directly, as well as through consultation with campus partners. When necessary, the CARE Team also assesses risk of harm to the University community and coordinates appropriate action to ensure the safety of individual students and the University at large.

Counseling Services

Counseling Services provides a supportive environment where students can explore, change and grow at their own pace. Counseling can help with issues ranging from test anxiety to family conflict, from alcohol and drug use to general feelings of being “stuck.”

<https://www.dominican.edu/campus-life/health-and-wellness/university-counseling-services>

- Every Dominican student is eligible to use Counseling Services, free of charge, during their time at Dominican. Make an appointment using the link above.

Our counselors are Marriage and Family Therapist trainees or associates who are advanced students in, or graduates of the Master's in Counseling Psychology program at Dominican.

- Appointments are available throughout the day, Monday through Friday, including some evenings. Appointments typically last for 50 minutes.

Student Success Center: Integrative Coaches + Peer Mentors

<https://www.dominican.edu/directory/student-success-center>

- The Student Success Center provides a collection of services that support students’ academic, personal, and professional goals, connecting students to campus and community resources.
- All students are encouraged to connect with Integrative Coaches for academic support. Email sscstu@dominican.edu to arrange for a meeting with an integrative coach and/or to request contact with a peer mentor.

Tutoring and Learning Center

<https://www.dominican.edu/directory/tutoring-and-learning-center>

Title IX

Faculty are mandated reporters:

<https://www.dominican.edu/about/safety-and-emergency-information/sexual-misconduct-title-ix-and-discrimination>

GRIEVANCES: First, talk with your professor about your concerns, in a timely manner. We are always open to your concerns and being able to talk about concerns is the hallmark of therapy. If your concerns are not resolved or you are not satisfied with the plan to resolve the problem, the

policy is to consult the Chair of the Art Therapy Department. If your concerns are not resolved, you can contact the Director of the Art Therapy Psychology PhD program.

SOVEREIGN RIGHTS: We acknowledge that Dominican University of CA sits on the unceded ancestral homeland of the Coastal Miwok who are the original peoples of this area. We recognize that we benefit from living and working on their traditional homeland, and we affirm their sovereign rights as first peoples.

SOCIAL JUSTICE: The Art Therapy Psychology Department support social justice movements, including Black Lives Matter, to enhance our work as culturally humble art therapists.

CLINICAL SUITABILITY AND/OR ACADEMIC CONCERNS: A “Notice of Concern Form” may be completed by the instructor if s/he is concerned about a student’s clinical suitability, academic performance, interpersonal and/or social interactions, professionalism, or has other areas of concern. This notice will be reviewed with the Chair of the Art Therapy Program and with the student. Steps for improvement/resolution will be proposed and a copy will be placed in the student’s file and reviewed at a later date, or as an ongoing process, if needed.

Reference List for Final Paper (not necessarily referred to in class) *Adopted from: Linda Chapman, MA, ATR-BC*

Canino, I. & Spurlock, J. (1994). *Culturally diverse children and adolescents*. New York: The Guilford. Chapman, L. (2014). *Neurobiologically informed trauma therapy with children and*

adolescents: Understanding mechanisms of change. NY: W.W. Norton. Chapman, L. (2001). How do you start your first play therapy session?

California Association for Play Therapy Newsletter. April, Vol.1, No. 2.

Chapman, L., Morabito, D., Ladakakos, C., Schreier, H., & Knudson, M. (2001). The effectiveness of art therapy interventions in reducing post-traumatic stress disorder (PTSD) symptoms in pediatric trauma patients. *Art Therapy: Journal of the American Art Therapy Association*. Vol. 19, No. 2, 100-104.

Chapman, L. & Appleton, V. (1999). Art in group play therapy. In *Group Play Therapy*. D. Sweeney & L. Hoemeyer, Ed's., San Francisco, Josey-Bass.

Chapman, L. (1993). Creating an art and play therapy program in a community hospital. In *California art therapy trends*. Virshup, E. (Ed.) Chicago: Magnolia Street.

Cohen, F. & Phelps, R. (1985). Incest markers in children's artwork. *The Arts in Psychotherapy*. Vol.12:265-283.

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Perry, B. & Szalavitz, M., (2007). The boy who was raised as a dog and other stories from a child psychiatrist's

notebook. New York: Basic.

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violence: Searching for solutions. New York: Guilford.

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