

Dominican University of California

GRADUATE ART THERAPY PSYCHOLOGY DEPARTMENT

Fall 2022

AT 5200 COMMUNICATION AND COUNSELING SKILLS

Tuesdays 3:00 PM - 6:00 PM, Brown House

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Course Description:

This course examines how art therapy is incorporated into the major counseling and psychotherapeutic theories and techniques of practice integrating art therapy experiential experiences used by professional marriage and family counselors and art psychotherapists in a multicultural-diverse society. The course is an orientation to wellness and prevention; counseling theories to assist in selection of appropriate counseling interventions; models of counseling consistent with current professional research; and practice and development of a personal model of counseling. This course will teach students to be familiar with a broad range of matters that may arise within marriage and family relationships, and prepare them to be able to apply a variety of effective psychotherapeutic techniques and modalities to improve, restore, and maintain healthy individual, couple and family relationships. Examination of areas such as self awareness, feelings, self concepts, implicit and explicit communication, and perception, will assist in developing a greater understanding of interpersonal skills needed in therapeutic relationships. All information will be considered within the context of professional ethics.

Art Therapy, MFT and/or LPCC content areas met through this course:

1. Students will learn art therapy techniques and standards of practice integrating major theoretical approaches using a variety of art media in different treatment settings with individuals, adolescents, adults and couples.
2. 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, prognosis and treatment planning, clinical interventions, therapeutic relationships, psychopathology, diagnosis, severe mental disorders or other clinical topics.
3. Students will have a working knowledge of several art therapy, counseling and psychotherapeutic theorists' methods and techniques of therapeutic communication, apply them to establish rapport, gather information toward creating treatment plans based on diagnostic impressions, and begin to facilitate change through counseling.
4. Students will learn a variety of effective psychotherapeutic techniques and modalities that may be utilized to improve, restore, or maintain healthy individual, couple and family relationships in order to prepare students to be familiar with the broad range of matters that may arise within marriage and family relationships.

5. Students will be encouraged to develop personal qualities that are intimately related to the counseling situation such as integrity, sensitivity, flexibility, insight, compassion and personal presence
6. Students will be taught an emphasis of specialization that may address any one or more of the unique and complex array of human problems, symptoms, and needs of Californians served by therapists.
7. 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 family which impact the individual in the system.
8. 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.
9. 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.
10. Students will understand the significance of client centered advocacy in counseling theory and positive psychology which incorporates the recovery model of resilience of personal, family and community qualities. This enables people to cope with diversity, trauma, tragedy, mental illness and encourages a strengths focus of treatment.

This course meets the requirements to:

1. Review evidence-based practices and positive psychology
2. Integrate multicultural and social diversity incorporating the recovery model of wellness and prevention building upon the resilience and strength of families and collaborative community engagement
3. Teach students to be client-centered advocates and case managers by researching resources as a practice to obtain services and ensure quality treatment and consumer services

Learning Objectives: (met by student's participation in class, tests, art experiential, art homework, assessment reports, and final portfolio)

1. Students will have a basic understanding of theoretical orientations commonly used in art therapy clinical practice, including evidence based practice and positive psychology.
2. Students will have a basic understanding of how cultural context impacts use of each theoretical orientation and art interventions. Students will also have a basic understanding of the recovery model, resilience and strength based approaches to working with a variety of cultural perspectives.
3. Students will demonstrate understanding of how art therapy interventions are applied using various theoretical orientations. Students will practice/experience the art interventions that are related to each theoretical orientation. Students will have the opportunity to be a client-centered advocate by researching resources as a practice to obtain services and supports for future clients

4. Student will integrate knowledge of theoretical orientations, art interventions, culture, client, and assessment by administering three art based directives from three different theoretical orientations. This provides students the opportunity to experience themselves as an observer of the interactive processes of therapy with individual adults, children and couples.

Teaching Methods: The instructor will incorporate didactic material, class discussion, demonstration, student projects, video, PowerPoint presentations, written tests as well as experiential exercises to assist in the integration of the material. Students will conduct three interviews using art interventions with a child, adult, and couple.

Class contact hours: To meet the criteria for the Board of Behavioral Sciences, master’s degree classes require three hours of out-of-class work for every one hour of in-class work (i.e. a three-unit class requires 135 hours of additional work, outside the 45 hours spent in class). This is a three unit class so please budget approximately 9 hours of time outside of class to complete the reading (5-6 hrs a week), art homework (2-3 hrs a week), and art assignments (2-5 hrs a week).

Grading Policy and Exams:

- | | |
|---|-------------------------|
| 1. Class Participation | 50 points |
| 3. Three art experiential homework assignments. (10 points each) | 30 points total |
| 4. Completion of five quizzes on theory (10 points each) | 50 points total |
| 5. Three Clinical Assignments/Art therapy Interviews: two presentations and one paper (100 points each) | 300 points total |
| 6. Portfolio – 5 art experiential exercises (10 points each) | 50 points |
| | 480 total points |

Grading System:

97-100	A+	4.0	
94-96	A	4.0	
90-93	A-	3.7	
87-89	B+	3.3	
84-86	B	3.0	
80-83	B-	2.7	Requires a B+ in another class of equal unit value
77-79	C+	2.3	Requires an A- in another class of equal unit value
74-76	C	2.0	Requires an A in another class of equal unit value
70-73	C-		Unacceptable
< 69	F		Unacceptable

Grading Criteria for Written Work:

Quality of Content	40%	Readability	10%
Organization	15%	Spelling/Grammar	10%
Meets Assignment Criteria	15%	APA Style	10%

Additional Policies:

- Attendance at all classes is required; missing a class will impact your grade unless absence and make-up is prearranged. Please email or text the instructor (prior to class) as a courtesy to let the class know if you will be absent or late. If you are not in class, you will not receive credit for class

participation. *It will be your responsibility to arrange to obtain notes from another student.* Missing the previous week's class is not an excuse for not turning in an assignment or not reading material. If you do not attend class when a paper is due, your paper must still be uploaded to Moodle by the start of class time.

- Reasons for grade reductions include more than two absences or incidents of tardiness, an INCOMPLETE for the course (not related to a medical reason), and assignments handed in late, unless pre-arranged with the instructor.
2. Any INCOMPLETE or late assignments (not related to a medical reason with a physician note) reduces your final grade on the assignment ½ a step (i.e. A to A-, or B- to C).
 3. Hand in all work prior to class via Moodle. This includes your papers and art interventions.
 4. The use of cell phones is prohibited during class: This class is focused on communication and therefore, it is a cell-phone free zone. The use of cellphones in class will result in a loss of ½ your participation grade. If devices are used or texting continues after being asked to stop, students will be asked to leave the classroom and participation grade (and/or other grades if applicable) will again be affected.
 5. Please be respectful of the professor's and fellow students' opinions and perspectives. Engage in our learning community-be open to others and make sure you leave your mark too! Be open to challenging yourself and your assumptions about theoretical orientations, cultural expression of mental illness, and how other people view these. An inclusive, community based, non-defensive approach to learning will lead us to the most successful learning experience with the deepest understanding of the material.
 6. Please don't confuse being taught with actual learning. The professor and the students are both responsible for presenting material and ideas in class. You as the student are responsible for integrating the material, ideas, and art into our understanding of the world and human experience. Learning and challenging yourself is more important to all of us than the grade you earn on assignments.

Academic Honesty: Academic honesty is one of the most important values of a university community, and breaches of this trust have serious consequences. Unless you are directly quoting an author and referencing his or her work, you must use your own words to express your ideas. *If any of the ideas used in an assignment do not represent your original ideas, you must cite all relevant sources and make clear the extent to which such sources were used.* Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source.

Privacy and Confidentiality: One of the highlights of the DU academic experience is that 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.

Grievances: First, talk with your professor about your concern in a timely manner. If your concern is 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, Dr. Richard Carolan.

Sovereign Rights: We acknowledge that Dominican University of CA sits on the ancestral homeland of the Coastal Me-Wuk who are the original peoples of this area. We recognize that we benefit from living and working in their traditional homeland, and we affirm their sovereign rights as first peoples.

Social Justice: We in the Art Therapy Psychology Department support social justice movements, including Black Lives Matter, to enhance our work as culturally humble art therapists.

CAMPUS RESOURCES

Accessibility and Disability Services Office

- <https://www.dominican.edu/directory/accessibility-and-disability-services-office>
- accessibility@dominican.edu
- (415) 257-1388

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 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>

AT 5200 TEXTBOOK INFORMATION:

Required:

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Author.

Corey, G. (2022). *Theory and practice of counseling and psychotherapy* (10th ed.).

Brooks/Cole. Earlier editions are fine as well

Rubin, J. (2001). *Approaches to art therapy* (2nd ed.). Brunner/ Mazel.

And selected readings assigned by the instructor.

RECOMMENDED (These books will be used in other classes and references throughout the program)

Jung, C. (1964). *Man and his symbols*. Doubleday & Company, Inc.

Carolan R. & Backos, A. (2017). *Emerging perspectives in art therapy*. Routledge.

Hinz, L.D. (2019). *Expressive Therapies Continuum: A framework for using art in therapy*. (2nd ed.) Routledge.

Writing Style

The field of art therapy utilizes the writing style of the American Psychological Association, available in the APA manual. All of your work is expected to be written and referenced in APA style. You can review the basics at the link below and please start using your APA manual – mark it up, tab and label the pages as you use them for easy reference throughout the program.

[APA Style Tutorials and Webinars](#)

At 5200 ASSIGNMENTS AND TENTATIVE SCHEDULE – schedule may be adjusted based on student learning and class needs.

ASSIGNMENTS:

1. Portfolio: see form attached at the end of the syllabus. Compile portfolio of five art therapy experiences (three of which are art experiential homework assignments; two are your choice).

2. Three Clinical Assignment/Art Therapy Interviews:

A. ADULT: To be conducted in class and presented in paper format

B. CHILD: The child interview will be presented in a paper and you will bring the artwork to class for an informal discussion. See description at the end of the syllabus for more details. The paper and scanned copies of the artwork are due electronically

B. COUPLE: The couple interview will be formally presented in class.. The paper and scanned copies of the artwork are due electronically.

3. Art Experiential Homework: Three of the art experiential exercises need to be completed at home and brought to class on scheduled topic days. These should be part of your portfolio.

A. **Who am I?** --as a therapist on the outside/inside assemblage, who you wish/want/think you might become. This is a 3D project and can use whatever found-object material that you wish. Make a card with your name and the title of the piece to

display with your art. Write one paragraph describing your art and this will be displayed with your art as well.

B. Persona/Shadow Mandala - in a mandala format create both your shadow & persona sides. Review the Jungian concepts of Archetypes and depict BOTH your persona and shadow aspects using whatever media you wish and it can be any size.

C. Gender Influences Collage - create a collage about influences affecting gender. This is not a commentary on how society socializes people in general; this is about how you were influenced by family, friends, movies, books, etc. as you developed your own gender identity. Use collage material and the image can be any of any size.

4. Five Quizzes: multiple choice and short answer based on readings from the Corey and Rubin books as well as class discussions. The quizzes will have 6-10 questions each.

CLASS SCHEDULE, READINGS and ASSIGNMENTS

8/23 Week 1: Introduction to Course and Each Other

Review course expectations, syllabus, and assignments

Art Therapy Directives: child, adult, couple; waiver form

What's in a portfolio?

Overview of theories of counseling, Use of art materials in therapeutic situations & media notes. Introduction to ethical reasoning in art therapy

Art Experiential: Symbol of Self in Transition

Art Experiential: Self as an Art Therapist

8/30 Week 2: Overview of Counseling, Therapeutic Relationship & Communication Skills

Textbook Readings:

Corey, Chapter 1: Introduction and Overview

Chapter 2: The Counselor: Personal and Professional

Rubin, *Approaches to Art Therapy*

Introduction, pp. 1-7.

Required Readings on Moodle:

Boukydis: "Listening..."

PowerPoint Presentation: Therapeutic relationship in counseling

Art Experiential: Round Robin

Experiential: Demonstration and practice of empathic listening and practice

Art homework due: "Who am I?" as a therapist on the outside/inside assemblage

9/6 Week 3: Overview of Ethics in Counseling and the Therapeutic Relationship

Guest Instructor: Cheryl Feldman

Textbook Readings:

Corey, Chapter 3: Ethical Issues in Counseling Practice

Required Readings on Moodle:

AATA Ethical Principles (Review especially information on assessment 3.0-3.6):
<https://arttherapy.org/wp-content/uploads/2017/06/Ethical-Principles-for-Art-Therapists.pdf>

ACA Code of Ethics <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Art Experiential: Art Therapy Ethical Guiding Principles: Autonomy, Nonmaleficence, Beneficence, Fidelity, Justice, Creativity

Experiential: Demonstration and practice of adult art therapy interventions

9/13 Week 4: Existential, Person-Centered and Phenomenological Therapy

Guest Instructor: Dr. Richard Carolan

Textbook Readings:

Corey. Chapter 6: Existential Therapy

Chapter 7: Person-Centered Therapy

Rubin. *Approaches to Art Therapy*

Chapter 11: Rogers, N., Person-Centered Expressive Arts Therapy

Chapter 8: Betensky, M., Phenomenological Art Therapy

PowerPoint slides: Existential, Person centered

Demonstration/practice: adult art therapy intervention

9/20 Week 5: Psychoanalytic Theory

Textbook Readings:

Corey. Chapter 4: Psychoanalytic Therapy

Rubin. *Approaches to Art Therapy*

Chapter 1: Rubin, J., Discovery, Insight, and Art Therapy

Chapter 2: Kramer, E., Sublimation and Art Therapy

Chapter 18: Ulman, E., Variations on a Freudian Theme

PowerPoint Slides: Psychoanalytic & Suicide

Art Experiential: Scribble Drawing

Quiz: Person-Centered Therapy

9/27 Week 6: Contemporary Analytic Theory: Object Relations & Self Psychology

Textbook readings:

Rubin. *Approaches to Art Therapy*

Chapter 4: Robbins, A., Object Relations and Art Therapy

Chapter 5: Lachman-Chapin, M., Self Psychology and Art Therapy

Powerpoint slides: Object relations

Art Experiential: Abstract Self-Portrait

Quiz: Psychoanalytic

Assignment due: Adult paper, consent form and art. Submit all three on Moodle by Tuesday, 9/27 at noon

10/4 Week 7: Jungian Theory

Textbook Readings:

Corey. Jung review, pp. 79-80

Rubin. *Approaches to art therapy*.

Chapter 6: Edwards, M., Jungian Analytic Art Therapy

Chapter 7: Wallace, E., Healing through the Visual Arts

Suggested Readings:

Jung, C.G., (1964). *Man and his symbols*.

Part 4: Symbolism in the Visual Arts

Part 5: Symbols in an Individual Analysis

PowerPoint slides: Jungian

Art homework due: Persona/Shadow Mandala

Art Experiential: SoulCollage™ Card

10/11 Week 8: Gestalt Therapy

Textbook Readings:

Corey. Chapter 8: Gestalt Therapy

Rubin. *Approaches to Art Therapy*

Chapter 9: Rhyne, J., Gestalt Art Therapy

PowerPoint slides: Gestalt

Demonstration/practice: couple art therapy session for assignment

Art experiential: 8 Feelings + 1 or Dictionary of Feelings

Quiz: Jungian

10/18 Week 9: Behavioral Therapy & Cognitive Behavioral Therapy

Textbook Readings:

Corey. Chapter 9: Behavior Therapy

Chapter 10: Cognitive Behavior Therapy

Rubin, J. *Approaches to Art Therapy*

Chapter 13: Roth, E., Behavioral Art Therapy

Chapter 16: Silver, R., Assessing & Developing Cognitive Skills through Art

Chapter 14: Rosal, M., Cognitive-Behavioral Art Therapy

Required Readings on Moodle:

Le Frances, G., "Learning Theory" from *Psychological Theories & Human Learning*, pp. 11-15.

PowerPoint slides: Behavioral & Cognitive-Behavioral

Art Experiential: Draw a Change

Quiz: Gestalt

10/25 Week 10: Feminist Therapy and Postmodern Approaches to Therapy

Textbook Readings:

Corey. Chapter 12: Feminist Therapy

Chapter 15: An Integrated Perspective

Chapter 13: Postmodern Approaches

Chapter 16: Case Illustration
Rubin. *Approaches to Art Therapy*
Chapter 19: An Eclectic Approach to Art Therapy
Conclusion: pp. 343-352.
Chapter 20: The Use of Imagination and All the Art
PowerPoint slides: Feminist
Art Experiential Homework Due: Gender Influences Collage

Assignment due: Child paper, waiver, and art. Submit all three on Moodle. Paper due Tuesday, 10/25 at noon.

11/1 Week 11: Expressive Therapies Continuum

Textbook Readings:

Hinz Chapters 1 & 2

Moodle: Kagin and Lusebrink (1978) article

PowerPoint Slides: Introduction to the Expressive Therapies Continuum

Art Experiential: A dialogue with art materials

11/15 Week 12: Open Studio Process: Open Studio Approach

Textbook readings:

Rubin. *Approaches to Art Therapy*

Chapter 12: Art Making as a Spiritual Path: The Open Studio

Reading on Moodle

Art Experiential: Open Studio Approach (Intention/Witness Process)

Guest Speaker: Megan VanMeter, MA, ATR-BC, LMHC Deliberate Practice

Quiz: Expressive Therapies Continuum

11/22 Week 13 ***NO CLASS ---- THANKSGIVING HOLIDAY*******

11/29 Week 14: Final Class & Presentations

Student Presentations Couple Interview

Reading: Evidence-based practices Website: <http://www.nrepp.samhsa.gov/>

Review the resources on the website and choose one area to read in depth – psychological disorder or treatment type. Come prepared to present informally and discuss in class.

Art Experiential: Self as an Art Therapist

Assignment due: Final Portfolio of 5 items (3 art experiential homework +2)

Assignment due: Couple paper, waiver, and art. Submit on Moodle. Paper due Tuesday 11/29 at noon.

AT 5200: Communication and Counseling Skills Assignment

Instructor: Lisa Hinz, PhD, ATR-BC
HOMEWORK ASSIGNMENTS

Art Therapy Interviews: BE SURE TO READ THE ASSIGNMENT COMPLETELY

Please conduct **3** art therapy interviews using three different theoretical orientations. These are confidential interviews where you must find a volunteer **whom you do not know**. This is NOT therapy, nor an assessment, but for training purposes only. You must have your participant/s sign the consent form **before** you begin the session. You must **not** advertise to find participants but be inventive finding friends of friends of friends, etc. An example might be that you can help out one of your classmates by asking your friend's nephew to be interviewed, just make sure there are several layers of anonymity. These are practice sessions for you to learn to sit and observe the process of art therapy with a structured set of art materials and directives.

You will need to interview:

- one adult (This first assignment will be done in class with a fellow student)
- one child or adolescent (5+ years)
- one couple

TIME: Most sessions will be around an hour but plan for an hour and a half. The child session may go much faster. Let the volunteer know ahead of time the general time frame and amount of art you will request of them. You must pace the experience and set the time limits but do not break down the session into equal time sections.

MATERIALS: Please have all of the following materials available for each assessment. Please restrict your materials to these. This interview is like a mock assessment, so materials must be kept to what is specified and not altered.

- 11" x 8 1/2" white or soft gray paper
- 12" X 18" white or soft gray paper
- Oil pastels (or craypas)
- Markers
- Colored pencils
- Lead pencil should be available

ASSIGNMENTS for Adult:

(1) draw a free drawing (whatever they would like to draw), (2) draw a small problem you would like to resolve, (3) draw what it would be like to resolve this issue, (4) draw how you got from the issue to the solution, (5) draw a free picture again.

ASSIGNMENT for Child/Adolescent:

(1) draw a free drawing, (2) draw what it is like to be your age, (3) draw a person, (4) draw a free drawing again.

ASSIGNMENTS for Couple:

(1) each person draws a free picture, (2) each person makes their own picture from their own scribble, (3) each person makes a scribble THEN switch scribbles and the partner develops the other persons scribble, (4) do a drawing together of their own choice, (5) each person makes a free drawing again.

Details of the Interview:

Consent Form: Have volunteer sign the consent form at the beginning before any art is created. For the child, the parent/guardian needs to sign it first and consent. You are required to attach this with your written assignment. *Available on Moodle, please download, print and bring a copy to class for your partner.*

Title: Make sure all drawings are titled after completed before you move onto the next drawing. If they state that there is no title that is their choice.

For your first interview, make no interventions.

After each drawing you may inquire, "Tell me about your drawing," nothing more. Or you may wait until the end, say with the individual, and spread the drawings out and say, "Tell me about your drawings." Additionally you may ask at the finish, "How was that for you to do these drawings?"

Be sure and tell your participants about Art Therapy!

Last two interviews:

You may begin to ask more discreet, non-leading questions. You may also begin to reflect on the facts of the picture, i.e., 'I notice in this picture there appears to be a storm', then wait for them to respond. You want to ascertain, at least, the concrete meaning of the images without making any assumptions as well as how the image might relate to the person. For example, a person draws a tree with apples. You ask them to "Tell me about your picture". They tell you it's an apple tree and that they drew it to represent their problem of not getting enough nurturance in the relationship in which they find themselves. However, if they just say it is a tree ask them how the tree relates to the assignment. For example, how does the tree describe the small problem?

TURNING IN ASSIGNMENTS

- Please submit paper, consent form and artwork through Moodle on the due dates
 1. **Adult interview** - Informal class discussion
 2. **Child interview** - Informal class discussion
 3. **Couple interview** - In class presentation
- Keep pictures and consent forms in a secure folder and retain for your records for at least one year. This should be in a password protected computer file or a locked file cabinet.
- Bring the artwork to class on the day it is due and be prepared to discuss your theory and the art.
- You will be given feedback so you can use the feedback to improve your next presentation and paper.
- If the volunteer wants their art back, please make a photograph for your records and return the original as soon as the class ends.
- Use initials and no real names in the paper and presentations
- Disguise identity of your participants – it is a small world and we want to protect the identity and privacy of our volunteers just as we would our clients

ADULT PRESENTATION

1. Background Data: Begin with an introduction, a short paragraph detailing the demographic information about the volunteer's: age, marital status, occupation, gender, cultural & ethnic identity, sexual orientation (if applicable), significant information/experience that might have occurred. Please include a statement on the validity of the assessment and make note that the client gave informed consent.

2. Behavioral Observations: This paragraph narrates the volunteer's responses to the art making and interview – cooperative, suspicious, curious, etc., as well as their behavior during the interview. You might want to consult other students and books on report writing. For example, "Volunteer appeared curious and interested in the art materials as evidenced by her immediately opening the art supplies and asking questions about when she can start using the materials."

3. Art Diagnostic Impression

Present your art in either hard copy or in slides if you only have a picture of the art. Describe the interview & drawings and state your theoretical orientation. For the adult, use psychodynamic orientation and share your diagnostic impression using psychodynamic theory. This is the most important part of your presentation and it will demonstrate your critical thinking skills and understanding of the material presented in class.

4. Recommendations: Best practice is to give three recommendations that would support the volunteer. For example, would you suggest art therapy, stress reduction activities, outdoor time, or something else?

7. Personal Reflections:

Please use the ABC format to reflect on your learning from the assessment

A = Affect (your affect throughout the session as you observe the artwork being created)

B = Behavior (your behavior past, present, and future as it relates to clients or volunteer participants)

C = Cognitions (this is about the class learning objectives and should directly relate to the theory you used in the assessment).

CHILD PAPER

Please use this outline to organize your paper: steps 1-7 must be included. The process notes should be 8-9 pages double spaced (this includes abstract & references). The exercise is to consolidate your information, make it concise and objective- please don't write more. This is practice to learn to use the clinical language of observation and description. You will be marked down for poor grammar, going over the page limit, or the use of jargon and slang.

1. Abstract: a brief description of the interview (one paragraph)

2. Background Data: Begin with an introduction, a short demographic about the volunteer: age, occupation, gender, cultural & ethnic identity, school type, grades, who they live with, intact family/blended, etc., sexual orientation, significant information/experience that might have occurred. *Please include a statement on the validity of the assessment* and make note that the client gave informed consent.

3. Behavioral Observations: their response to the art making and interview – cooperative, suspicious, curious, etc., as well as their behavior during the interview. You might want to consult other students and books on report writing. For example, “Volunteer appeared curious and interested in the art materials as evidenced by her immediately opening the art supplies and asking questions about when she can start using the materials.”

4. Process Notes:

Describe the interview, drawings and media, and state your theoretical orientation
Write a brief description of each picture relative to what you asked them to draw.

5. Diagnostic Impression: Please write your diagnostic impression using your selected theory- you may select any theory you choose except psychodynamic. This is the most important part of your paper and it will demonstrate your critical thinking skills and understanding of the material presented in class.

6. Recommendations: Best practice is to give three recommendations that would support the volunteer. For the child: there must be one recommendation for the child, one for the parent/guardian, and one for the teacher.

7. Personal Reflections:

Please use the ABC format to reflect on your learning from the assessment

A = Affect (your affect throughout the assessment)

B = Behavior (you behavior past, present, and future as it relates to clients or volunteer participants)

C = Cognitions (this is about the class learning objectives and should directly relate to the theory you used in the assessment)

COUPLE PRESENTATION

This assignment will be presented in class on 11/29/2022

1. Background Data: Begin with an introduction, a short paragraph detailing the demographic information about both volunteers' age, marital status, occupation, gender, cultural & ethnic identity, sexual orientation (if applicable), significant information/experience that might have occurred. *Please include a statement on the validity of the assessment* and make note that the client gave informed consent.

2. Behavioral Observations: their response to the art making and interview – cooperative, suspicious, curious, etc., as well as their behavior during the interview. You might want to consult other students and books on report writing. For example, “Volunteers appeared curious and interested in the art materials as evidenced by her immediately opening the art supplies and asking questions about when she can start using the materials.”

3. Art Diagnostic Impression

Present your art and details in a PowerPoint. Describe the interview & drawings and state your theoretical orientation. Select a theory you have not used yet. This is the most important part of your presentation and it will demonstrate your critical thinking skills and understanding of the material presented in class.

4. Recommendations: Best practice is to give three recommendations that would support the couple. For example, would you suggest art therapy, stress reduction activities, outdoor time, or something else? Best practice is to give one recommendation for the couple and one specific for each.

7. Personal Reflections:

Please use the ABC format to reflect on your learning from the assessment

A = Affect (your affect throughout the session)

B = Behavior (your behavior past, present, and future as it relates to clients or volunteer participants)

C = Cognitions (this is about the class learning objectives and should directly relate to the theory you used in the assessment).

Portfolio Reflection

AT 5200: Communication and Counseling Skills

Instructor: Lisa D. Hinz, PhD, ATR-BC

Art Therapy Experiential Exercise Title:

Instructions:

Medium suggested _____

Theoretical Orientation _____

Post Creating Inquiry:

Title of your personal art expression:

Theme:

Affect:

Question the art piece asks:

Useful for what types of mental health problems:

Useful for what types of therapy: ___ individual ___ group ___ couple ___ family

Aspects to be cautious of:

How was creating this piece effective, or not, for your development and personal understanding?

Core value that might be considered:

___ Whole Person: Developing one's fullest potential.

___ Collaborative Community: Building interactive, interdisciplinary communities of learners.

___ Just Society: Enhancing justice and peace at the personal, communal and global levels.