



**GRADUATE ART THERAPY PSYCHOLOGY DEPARTMENT
COURSE SYLLABUS
SPRING 2023**

**AT 5260 Professional Ethics & the law II (1 unit)
Saturday 3/25- Sunday 3/26 (San Marcos Studio)**

9am – 5 pm

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Office hours by appointment

COURSE DESCRIPTION: This course covers the integration of art therapy and art therapy experientials and counseling and psychotherapeutic standards of practice and utilization of art therapy assessments by marriage and family therapists, professional counselors and art psychotherapists in a multicultural diverse society. Students will learn the ethical and legal issues related to the practice of art therapy. This course is an adjunct to Professional Ethics and Law I and covers aspects of ethics and the law, as it relates to the Art Therapy profession.

ART THERAPY, MFT AND/OR LPCC CONTENT AREAS ADDRESSED THROUGH THIS COURSE:

1. Students will learn art therapy assessment, techniques and standards of practice incorporating ethical and legal issues with individuals, adolescents, families and groups in different settings applying a variety of art media in therapy to support human development and growth.
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 and treatment planning, clinical interventions, therapeutic relationships, psychopathology, or other clinical topics.
3. Students will demonstrate an understanding of the professional orientation, ethics, and law issues in art therapy practice in counseling, including professional ethical standards and legal considerations, licensing law and process, regulatory laws that delineate the profession's scope of practice, counselor-client privilege, confidentiality, the client dangerous to self or others, treatment of minors with or without parental consent, relationship between practitioner's sense of self and human values, functions and relationships with other human service providers, strategies for collaboration, and advocacy processes needed to address institutional and social barriers that impeded access, equity, and success for clients.
4. Students will acquire an ethical professional identity 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.
5. 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.
6. 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.
7. 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.
8. 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.

LEARNING OBJECTIVES:

1. Develop knowledge of the code of Ethics for the field of Art Therapy
2. Develop knowledge of practical and ethical decision making
3. Develop an understanding of the cultural variables related to ethics
4. Develop an understanding of personal values and how they relate to ethical practice.
5. 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

6. Integrate case management and case advocacy to empower the client and their family system to increase strength based collaborative community engagement

7. Identification and integration of a counselor role, which advocates for diverse populations to foster culturally sensitive self-awareness.

TEACHING METHODS: lecture, small and large group discussion, student presentations, experiential exercises, PowerPoint slides, art process and video.

EDUCATIONAL STANDARDS: WASC is prioritizing the educational standard that requires courses taught at the Master Degree level demand two hours of out-of-class work for every one hour of in-class work (i.e. a three-unit class needs to require approximately 90 hours of additional work, outside the 45 hours spent in class, for a total of 135 hours).

This is a three-unit class, so you must budget at least six hours of time outside of class, each week, to meet the total of 90 outside class hours these 90 outside-class hours will be met through required readings, paper writing, group projects, presentation design/development, and/or other educational course-related requirements (interviews, treatment plans, etc.).

A unit of credit at the master's level represents approximately 45 study hours, e.g., 15 study hours of in-class contact and 30 study hours of out-of-class preparation.

TEACHING METHODS: Readings and discussion, project based learning, reflective writing, art experiential exercises, PowerPoint slides, lecture, and video.

EDUCATIONAL STANDARDS: 45 hours outside class will be met through reading of text and articles as well as the development and submission of a reflection paper examining an ethical dilemma and demonstrating competence in ethical thinking.

GRADING POLICY AND EXAMS:

Grades will be based on, class assignments, and a response paper:

Class Assignments: 60%

Paper: 40%

Attendance: Students are expected to complete all assignments and turn them in by the listed due dates. Missing assignments or late assignments will result in you failing the class.

Grading Criteria for Written Work:

Quality of Content 60%

Organization 15%

Adherence to Assignment Criteria 15%

Readability 10%

Use of Electronic Devices in Class:

The use of cell phones is prohibited during class. Please turn them off prior to class. Laptops and other computers are only allowed if discussed prior with teacher prior to class for the purpose of taking notes. No browsing the web, checking social networking sites, email, working on other assignments, permitted. If devices are used after being asked not to, students will be asked to leave the classroom and/or participation grade (and/or other grades if apply) may be affected.

RESOURCES:

STUDENTS WITH ACADEMIC CHALLENGES: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities (e.g. mental health, attentional, learning, chronic health, sensory, or physical) be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. Instructors will make appropriate accommodations for all students with documented disabilities. In order for accommodations to be in place, you are required to provide appropriate documentation.

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 bettina.lee@dominican.edu as soon as possible to discuss specific accommodations. Please submit the subsequent paperwork to the instructor right away.

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 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

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](https://www.dominican.edu/titleix).

Faculty are mandated reporters:

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

Academic Honesty:

Academic honesty means you are able to demonstrate your own knowledge and skills and receive feedback on your learning that can help you improve. By taking responsibility for your own work and avoiding actions that could give you an unfair advantage over others, you are contributing to our learning community and developing professional skills and values that will serve you well into the future. 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.

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.

Privacy and 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.

Grievances: First, talk with your professor about your concerns, within a timely manner. I am 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, Richard Carolan, If your concerns are not resolved, you can contact Dr. Lisa Hinz, 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 Me-Wuk 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: We in the Art Therapy Psychology Department support social justice movements, including Black Lives Matter, to enhance our work as culturally humble art therapists.

Diversity: Diversity and cultural humility are foundational building blocks of ethical clinical treatment. Inclusion and consideration of diversity and culture are included as graded elements of all assignments. Articles, text, and resources are incorporated into this class that will anchor students in the practice of cultural humility and providing clinical treatment to diverse populations. Discussions and lectures will critically address foundational clinical theories from a lens of diversity inclusion and cultural humility.

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.

COURSE EVALUATIONS/TEACHING EFFECTIVENESS SURVEYS: Your feedback regarding courses and faculty is very important to Dominican University, to your program, and to your instructor. Your feedback helps us review and improve teaching, helps departments/programs review and improve program content, to ensure the content is up-to-date, and provides you with the knowledge and skills you need to be successful here and in your future life. Your comments help instructors review and improve planning and delivery of course content, including selection of text books and course materials, activities and assignments, strategies used to teach, and the assessments selected to measure how you meet the course learning outcomes. The feedback is also used by the university in making decisions about tenure, promotion, and hiring decisions for part--time faculty. 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. A laptop can be checked out from the library if needed.

Art Supplies:

We have art supplies available for you in the art room. If you have concerns due to COVID, you can bring your own art supplies to class. Please have a variety of art supplies available for your use during class. You can pick what you would like to use. There are some art experientials in which I will be provided certain materials that relate to the learning. I suggest if you are bringing supplies to include a variety of paper sizes, markers, colored pencils, #2 pencils, collage material, scissors, glue, clay (model magic, sculpty or terra cotta clay, etc.). You may also wish to have paints and the appropriate paper or canvas, yarn, fabric, sticks, leaves, rocks, etc.

TEXTBOOK INFORMATION: There are no required textbooks for this class. All required readings will be posted on the Moodle for you to access.

Recommended Reading:

Dalzell, H., & Protos, K. (2020). *A Clinician’s Guide to Gender Identity and Body Image: Practical Support for Working with Transgender and Gender-Expansive Clients*. Jessica Kingsley Publishers.

DeGruy Leary, J. (2005). *Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and*

Freire, P. (2018). *Pedagogy of the oppressed*. Bloomsbury publishing USA.

Freire, P., & Freire, A. M. A. (2004). *EPZ pedagogy of hope: Reliving pedagogy of the oppressed*. A&C Black.

Joseph, C. (2006). Creative alliance: The healing power of art therapy. *Art Therapy*, 23(1), 30-33.

Joseph, C. (1997). Reflections on the inescapable political dimensions of art and life. *Voices of color: Art and society in the Americas*, 46-54.

Hooks, B. (1989). *Talking back: Thinking feminist, thinking black*. South End Press.

Lacan, J., & Fink, B. (2004). *Ecrits: A selection*. WW Norton & Company.

Lorde, A. (2020). *Sister outsider: Essays and speeches*. Penguin Classics.

Moon, B.L. (2000). *Ethical issues in art therapy*. Springfield, Illinois: Charles C. Thomas

Moon, C. H. (Ed.). (2011). *Materials and media in art therapy: Critical understandings of diverse artistic vocabularies*. Routledge.

Nadal, K. L. (2018). *Microaggressions and traumatic stress: Theory, research, and clinical treatment*.

Sells. (1994). *The soul of the law*. Rockport, Massachusetts: Element Books

Style, B. A. (2020). *APA 7th Edition Guide*.

Williams, T. M. (2009). *Black pain: It just looks like we're not hurting*. Simon and Schuster.

COURSE SCHEDULE & ASSIGNMENTS:

Instructor reserves the right to alter schedule and assignments to meet the needs and pace of student learning

See hand out for instructions for the paper due 4/28/23 emailed to lisa.manthe@dominican.edu in word format or pdf.