



**GRADUATE ART THERAPY PSYCHOLOGY DEPARTMENT
COURSE SYLLABUS
FALL 2022**

**AT 5215 PRINCIPLES OF MFT (3 units)
Mondays, 8/22- 12/2 San Marcos Studio 3
6:30 P. M. – 9:30 P. M.**

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Office hours by appointment

COURSE DESCRIPTION: This course examines how art therapy is incorporated into the counseling and psychotherapeutic theories and techniques of practice used by professional marriage and family counselors and art psychotherapists, in a multiculturally diverse society. This course is an orientation to wellness and prevention, and introduces students to a variety of family systems, counseling theories, and models of counseling integrating art therapy experientials to ground this knowledge as it is used to assist in selection of appropriate counseling interventions, which are consistent with current professional research and practice. The course prepares students to be familiar with the broad range of matters that may arise within marriage and family relationships and trains them in the application of marriage and family systems theories, relationship counseling principles, and methods. Students apply a variety of effective psychotherapeutic techniques and modalities that may be utilized to improve, restore, or maintain healthy individual, couple, and family relationships.

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

1. Students will learn art therapy theory, techniques and standards of practice with families 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 of practice utilizing art therapy and marriage and family therapy, 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 and group work or other clinical topics.
3. 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.
4. 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.
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 be encouraged to develop those personal qualities that are intimately related to the counseling situation such as integrity, sensitivity, flexibility, insight, compassion and personal presence.
8. Students will learn family counseling and psychotherapeutic theories and techniques, including the counseling process in a multiculturally diverse society, an orientation to wellness and preventions of positive psychology, family counseling theories to assist in selection of appropriate counseling interventions, group and family models of counseling consistent with current professional research and practice.
9. Students will learn the role of a family systems therapists and art therapists and how to apply and adapt family therapy principles to different populations and to accommodate to different functioning levels among group member while utilizing non-verbal modalities with the emphasis upon ethical and legal issues of art therapy in both group and family therapy settings.
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 which enables persons to cope with diversity, trauma, tragedy, mental illness and encourages a strengths focus of treatment.
11. Students will apply client-centered advocacy by researching, identifying, and accessing resources, or others activities, related to obtaining or providing services to groups of clients in order to understand the importance of connecting families to resources in their community by supporting the availability of services for the severely mentally ill.
12. 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.
13. Students will write a professional treatment plan for treating the family system using a family therapy theoretical approach.

LEARNING OBJECTIVES:

- Students will gain a broad understanding of the application of family therapy and family art therapy from different theoretical orientations, and demonstrate their understanding in the ability to assess and apply these theories appropriately
- Students will demonstrate their ability to construct a personal genogram (to be included in their portfolio)
- Students will write three papers demonstrating understanding of the application and language of three current family therapy theories
- Students will participate in family art therapy based assessments and interventions in class
- Students will conduct a family therapy interview (2 or more people in a long term living commitment) utilizing both verbal and graphic narrative and present this to the class
- Students will complete a concise written summary of a family interview and present their findings in a PowerPoint presentation
- Students will demonstrate comprehension of family therapy terminology
- Students will demonstrate an understanding of their own experiences of being in families and culture. They will use that self understanding to explore the possible impact this could have on their clinical work through art experientials

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.

GRADING POLICY AND EXAMS:

An INCOMPLETE assignment for the course (not related to a medical reason) reduces the grade 1/2 a step, i.e. A to A-, or B- to C. **Assignments handed in late without discussing this with the professor prior to the due date will lower your grade 1 step.** Working on

late assignments in class will also reduce your grade. Only in special circumstances will make up tests be allowed (e.g. arrangements made with teacher prior to test or in case of valid emergency).

On-time attendance. (Two or more unexcused tardiness or two classes will lower the student's grade by ½ step).

If you do not turn in all of the assignments you will fail the class.

Three written theoretical responses to proposed vignette 30 %

Family interview and in class PowerPoint presentation 10%

Family Interview Paper 10%

Demonstration of family therapy terminology 10 %

Completion and presentation of three personality puppets exploring student's identity as a therapist 10 %

Completion of portfolio including 6 art experientials and family art assessments done in class and the personality puppets 15%

Completion and presentation of creative genogram 10%

Thoughtful engagement in class discussions and projects is an expectation 5%

Documents that share detailed instructions of each project are available on the Moodle and handed out with due dates

Project 1. 3 personality puppets are presented in class (pictures to appear in Portfolio).

Your Master therapist

Your Shadow therapist

Your Novice therapist

Project 2. Vignette 1 6 pages representing student's knowledge of family and art therapy theory and practice from Object Relations Theory

Project 3. Vignette 2 6 pages representing student's knowledge of family and art therapy theory and practice from Structural Theory

Project 4. Vignette 3 6 pages representing student's knowledge of family and art therapy theory and practice from Narrative Theory

Project 5. Terminology Review Learn terminology from handout for in class demonstration (small test)

Project 6. A family interview report – 8 pages APA format

Project 7. 15-minute class power point presentation of family interview including all areas to be covered noted in the handout. Including participants relevant information such as: age, cultural background, Art Directives, Genogram, Seating chart

Project 8. Portfolio entries of 6 art based assessments/ interventions and an additional entry on the personality puppet assignment completed in this class. Include Initials, date, and attached format. Presentation is part of the grade.

Project 9: Creative genogram An artistic personal genogram reflecting three generations of your family

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, attention, 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, Dr Amy Backos. If your concerns are not resolved, you can contact Dr. Richard Carolan, 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:

Due to the safety concerns of COVID, we are asking that you bring your own art supplies to class. Please have a variety of art supplies available for your use during class and/or online. You can pick what you would like to use. I suggest a variety of paper sizes, markers, colored pencils, #2 pencils, collage material, scissors, glue, clay (model magic, sculpy or terra cotta clay, etc.). You may also wish to have paints and the appropriate paper or canvas, yarn, fabric, sticks, leaves, rocks, etc. If you are unable to purchase art supplies because of finances, please let me know and I will help you get the basics.

TEXTBOOK INFORMATION: Required:

Kerr, C. and Hoshino, J. (2008). Family art therapy: Foundations of theory and practice. NY: Routledge Publishers

Required Chapters in Books (provided on the moodle):

Arrington, D. . (2001). Home is where the art is: An art therapy approach to family therapy.

Springfield, Ill.: Charles C Thomas

Chapter 4: The Cycle of Violence

Selected readings from Appendix A & C

Landgarten, H. (1987). *Family Art Psychotherapy: a clinical guide and casebook.* (pp. 3-9). New York: Brunner/Mazel.

Chapter 2: Family art evaluation

McGoldrick, M. and Gerson, R. (1985). *Genograms in family assessment*. NY; Norton and Co.

Chapter 1: Why Genograms

Chapter 2: Constructing Genograms

Rubin, J. (1978). *Child art therapy: understanding and helping people grow through art*. New York: Van Nostrand Reinhold Books.

Chapter 10: A Family Art Evaluation

Chapter 11: Family Art Therapy

Wadeson, H. (1980). *Art psychotherapy*. NY: John Wiley and Sons

Chapter 22: Family Art Therapy

Required Articles (provided on the Moodle) – Additional articles may be assigned and will be posted on the moodle

Amendt-Lyon, N. (2001). Art and creativity in Gestalt therapy. *Gestalt Review*, 5(4), 225-248.

Knudson-Martin, C. (1994). *The female voice: Applications to Bowen's Family Systems Theory*. *Journal of Marital and Family Therapy*, No.1, 45-46.

Neville, M. G. (2008). When poor is rich: Transformative power of I-Thou relationships in a Brazilian favela. *Gestalt Review*, 12(3), 248-266.

Segal, R. (1981). Integrating Art Form Therapies and Family Therapy in *Social casework: the journal of contemporary social work*, pp. 218-226.

Sobol, B. (1982). *Art therapy and strategic family therapy*, *Art Therapy: Journal of the American Art Therapy Association*, Vol 2.

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.

Kwiatkowska, Hana Yaxa (1978). *Family therapy and evaluation through art*. Ill: Charles C. Thomas.

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, 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*.

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

White, M., White, M. K., Wijaya, M., & Epston, D. (1990). *Narrative means to therapeutic ends*. WW Norton & Company.

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

8/22

Tea Cup Ritual – Art experiential

Creating a community embracing cultural humility - Art process : Class cultural quilt

Discussion of ongoing societal oppression and micro aggressions and the influence of these forces on community and care

General overview of class expectations and syllabus

Family experiences

Art experiential – Abstract family portrait

Procedures of Family Therapy

Family as a system

Group Art therapy experiential: Family mural

8/29

What is family Therapy/ Family Art Therapy?

Family as a system

Procedures in Family Therapy

Definition and scope of MFT

Required Readings:

Kerr and Hoshino. Chapter 2: The Development of a Family and Family Art Therapy

Recommended:

Kwiatkowska. *Family Therapy and Evaluation through Art*.

Chapter 1: Origin and Development of Art Therapy with Families...

Chapter 2: Family Art Techniques as They Evolved

Chapter 3: The Family Art Session

Chapter 7: Family Art Evaluation

Goldenberg and Goldenberg. *Family Therapy*

Chapter 1: Adopting a Family Relationship Framework

Chapter 3: The Family as a Psychosocial System

Experiential: Family Shield

Assignment: Review Family Therapy Glossary

9/5 No class (Labor Day)

9/12 Family Art Therapy Assessments

Read:

Rubin, J. *Child Art Therapy*

Chapter 10: A Family Art Evaluation

Landgarten. *Family Art Psychotherapy*

Chapter 2: Family art evaluation

Wadson. *Art Psychotherapy*

Chapter 20: Family Art Therapy

Arrington *Home is Where the Art is* appendix A

Art Experiential: Wadson—Couple; Landgarten Family Art Evaluation

9/19

History of family Therapy and Art therapy

Art experiential: Personal family lifecycle

Required Readings:

Kerr and Hoshino. Chapter 2: The Development of a Family and Family Art Therapy

Recommended:

Kwiatkowska. *Family Therapy and Evaluation through Art.*

Chapter 1: Origin and Development of Art Therapy with Families...

Chapter 2: Family Art Techniques as They Evolved

Chapter 3: The Family Art Session

Chapter 7: Family Art Evaluation

Goldenberg and Goldenberg. *Family Therapy*

Chapter 1: Adopting a Family Relationship Framework

Chapter 3: The Family as a Psychosocial System

9/26 Psychoanalytic Approaches: Object Relations and Bowen Family Systems/Female Developmental Theory
(Psychoanalytic/Women's Psychology Perspectives)

Read:

Kerr and Hirshino.

Chapter 3: Object Relations and Attachment Theory

Chapter 4: Bowen Family Systems Theory and Family Art Therapy

McGoldrick. Chapter 2: Constructing Genograms

Knudson-Martin, C. (1994). *The female voice: Applications to Bowen's*

Family Systems Theory. Journal of Marital and Family Therapy, No.1,45-46.

Recommended: *The Use of Color-Coded Genograms in Family Therapy in Journal of Marital and Family Therapy, 1989, Vol. 15, No. 2 169-176.*

Art Experiential

Constructing genogram/paired practice

10/3 Structural Family Theory/Family Art Therapy

Read:

Hirshino. Chapter 5: Structural Family Art Therapy

Arrington. Chapter 4: The Cycle of Violence (provided on the moodle)

Appendix C

Recommended. Goldenberg and Goldenberg

Chapter 9: Structural Approaches

Minuchin, S. books and articles

Due: Creative Genogram project

Art Experiential 3D sculpture that serves as a metaphor of the structure of family of origin

Arrington Family Landscape

Family role-play with art therapy

10/10 Experiential Family Therapy and Family Art Therapy

Read:
Kerr. Chapter 6: Experiential Family Therapy and Art Therapy

Rec. Goldenberg and Goldenberg. Chapter 7: Experiential/Humanistic Approaches

Video
Art Experiential
Family role-play with art therapy

Due: Write-up of Vignette 1

10/17

Gestalt Family Therapy and Family Art Therapy

Readings:

Robert Segal. Integrating Art Form Therapies article.
Amendt-Lyon. Art and Creativity in Gestalt Therapy.
Neville, M. G. (2008). When poor is rich: Transformative power of I-Thou relationships in a Brazilian favela. *Gestalt Review*, 12(3), 248-266.

Recommended:

Walter Kempler. Gestalt and Family Therapy
Rhyne, J. Gestalt Art Therapy

Art Experiential: Road map

10/24 Narrative Family Therapy/Art Therapy

Read:
Kerr. Chapter 9 Narrative Art Therapy within a Multicultural Framework

Rec. Goldenberg and Goldenberg.
Chapter 14: New Directions in Family Therapy
Postmodernism, Social Constructivism, Solution-Focused Therapy, Narratives
Riley and Malchiodi.

Art Experiential

10/31 No Class – See assignment document dated 10/31

11/ 7 Narrative Therapy Continued

11/14 Strategic and Systemic Family Therapy/Family Art Therapy

Arrington. Appendix C.
Sobol, B. Art Therapy and Strategic Family Therapy article

Rec. Riley and Malchiodi. *Integrative Approaches...*
Chapter VII: Couples therapy/art therapy: strategic interventions and family of origin work

Art Experiential

Due: Write up of Vignette 2

11/21

Cognitive Behavioral Family Therapy/Family Therapy
Solution Focused Art Therapy
Rec Goldenberg and Goldenberg. Solution-Focused Family Therapy

Rec. Goldenberg and Goldenberg. CBT

Terminology Review

Art Experiential Values Mandalas

11/28 Family Interviews and Celebration

Due: Write up of vignette #3

Due: Family Interview write up

Due: Personality Puppets

Due: Portfolio (include puppets)