



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

Metaphors in Psychopathology: Adolescence AT 5320

June 26 – 30 2023

MTWTHF 1- 4 pm San Marcos

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Office hours by appointment

COURSE DESCRIPTION: This is an experiential course, which offers a comprehensive overview of art therapy approaches for adolescents. Emphasis is on understanding and addressing different treatment settings and group work integrating aspects of adolescent development, issues related to normal and abnormal development, attachment, and the impact of trauma on an adolescent in a family system. Course content covers counseling processes and psychotherapeutic standards of practice, used by marriage and family therapists, professional counselors, and art psychotherapists, in a culturally-diverse society.

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

1. Students will learn art therapy techniques and standards of practice with adolescents applying a variety of art media in therapy.
2. Students will understand the history and theory of art therapy as it applies to individuals, group therapy and families in treatment and application with people in different treatment settings.
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 understand multicultural counseling theories and techniques, including 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.
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 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.

LEARNING OBJECTIVES:

1. Develop knowledge of the major transitions from latency to adulthood that occurs in adolescence.
2. Develop knowledge of how an adolescent might manifest themselves in clinical art therapy.
3. Develop an understanding of the range of the clinical adolescent experience through exposure to specific cases of clinical art therapy work of adolescence.
4. Develop an understanding of how your own adolescent experience will affect your clinical work with this population.

TEACHING METHODS: Teaching methods will include; lecture, class and group discussion, class exercises, art experiential, powerpoint presentations, and video.

GRADING POLICY AND EXAMS:

Attendance in all classes in full – no absences or tardiness 20 %

Participation in class discussion of readings and participation in class exercises and dialogues – 40 % (please refer to the rubric for evaluation of class discussion and participation)

Reflects an understanding in some depth of class topics reflected in a small exam- 40%

EDUCATIONAL STANDARDS: 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).

WASC standards will be met through completion of assigned readings and preparation for the exam

PROGRAM LEARNING OUTCOMES

Course Learning Outcomes (CLOs) have been mapped to the applicable Art Therapy Program Student Learning Outcomes (PLOs) below.

Program Learning Outcomes, Course Learning Outcomes, and Evaluation Procedures		
Program Learning Outcome (PLO)	Course Learning Outcome (CLO)	Evaluation Procedure
PLO 1 Understanding emerging considerations and issues within adolescent art therapy treatment	CLO 1 Analysis of the influences of emerging issues on the application of Art Therapy with adolescence	1.Participation and completion of art experientials exploring emergent clinical issues in adolescent art therapy treatment 2.Participation in class discussion about readings. For details, see rubric on contribution to dialogue. 3.Articulation of learning in an exam.

Program Learning Outcome (PLO)	Course Learning Outcome (CLO)	Evaluation Procedure
PLO 3 Knowledge and skill in the use of art therapy with adolescents	CLO 3 Evaluation of how art making and art as a therapeutic practice contribute to understanding of self, others, and community in adolescent art therapy treatment	1. Demonstrate excellence in the understanding of art therapy with adolescents. This will be shown through leadership in our group discussions, projects and individual and group art experientials, and the integration of the new material and learning. For details, see rubric on contribution to dialogue. 2. Creating art pieces including: response art and art pieces exploring your own experience of adolescence. 3. Articulation of learning in an exam.
PLO 6 Knowledge and skill in the use of art for therapeutic practices with adolescents	CLO 6 Demonstrate excellent ability to analyze art experiential activities and materials for therapeutic use with individuals, groups, and communities of adolescents	1. Participation in class in assignments related to art interventions and materials . 2. Present an integration of new knowledge and clear understanding of your own learning through your class discussion of your art process and interventions utilized in class .3. Articulation of learning in an exam.

Criteria for Evaluation: Graduate Level Contributions to Learning Dialogue	Grade A: Meets or exceeds graduate level standards in this area	Grade B: Meets graduate level standards in this area; further emphasis recommended	Grade C: Does not meet graduate level standards in this area; Meet with student discuss contribution expectations, develop remedial plan.
Demonstrates understanding of arguments presented through questions and clarifications			
Contributes to dialogue through developing arguments that integrate theoretical information			
Depth of treatment of subject area			
Arguments-clearly articulated and thought provoking			
Claims supported with arguments that refer to relevant literature			
Demonstrates interpersonal skills and diversity in awareness			
Conclusion summarizes argument and directs towards further inquiry			

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 the 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:

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.

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. 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 textbooks 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 may ask that you bring your own art supplies to class. If this is necessary please have a variety of art supplies available for your use during class and/or online. I suggest a variety of paper sizes, markers, colored pencils, #2 pencils, collage material, scissors, glue, clay (model magic, sculpey 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. I will also post a list of art supplies that will be required if the class is not held in person.

TEXTBOOK INFORMATION:

This is a Zero Text Book class; which means that all required text will be posted on the Moodle in pdf. format for you to access for your personal use.

Schedule of readings will be provided on Moodle. There is no reading to be completed prior to the first class.

Required Readings:

Berberian, M., & Davis, B. (Eds.). (2019). *Art therapy practices for resilient youth: A strengths-based approach to at-risk children and adolescents*. Routledge. **(Chapter 4)**

Bucharová, M., Malá, A., Kantor, J., & Svobodová, Z. (2020). Arts therapies interventions and their outcomes in the treatment of eating disorders: Scoping review protocol. *Behavioral Sciences*, 10(12), 188.

Chapman, L. (2014). *Neurobiologically Informed Trauma Therapy with Children and Adol: Understanding Mechanisms Of Change*. WW Norton & Company. **(Chapter 1 & Chapter 9)**

Harnden, B., Rosales, A. B., & Greenfield, B. (2004). Outpatient art therapy with a suicidal adolescent female. *The Arts in Psychotherapy*.

Hetherington, R., & Luna. (2023). Power-From-Within: Somatic Art Therapy With an LGBTQIA+ Teenager. *Art Therapy*, 1-8.

Leary, S. (2020). Art Therapy, Mass Media and Self-Acceptance with Adolescents: A Literature Review.

Malhotra, B. (2019). Art therapy with puppet making to promote emotional empathy for an adolescent with autism. *Art Therapy, 36*(4), 183-191.

Misluk-Gervase, E. (2021). Art therapy and the malnourished brain: The development of the Nourishment Framework. *Art Therapy, 38*(2), 87-97.

Moon, B. L. (2012). *The dynamics of art as therapy with adolescents*. Charles C Thomas Publisher. **(Chapter 7)**

Nielsen, F., Feijo, I., Renshall, K., & Starling, J. (2021). Family Art Therapy: A contribution to mental health treatment in an adolescent inpatient setting. *Australian and New Zealand Journal of Family Therapy, 42*(2), 145-159.

Pifalo, T. (2006). Art therapy with sexually abused children and adolescents: Extended research study. *Art Therapy, 23*(4), 181-185.

Recommended text:

Blos, P. (1962). *On adolescence: A psychoanalytic interpretation* (Vol. 90433). Simon and Schuster.

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.

Erikson, E. H.(1963). *Childhood and society*. Norton& CO., NY

Landgarten, H.(1972). *Clinical art therapy*. Brunner /Mazel.

Linesch, D. G. (2013). *Adolescent art therapy*. Routledge.

Longsma, JR., A. E. (2000). *The Adolescent psychotherapy treatment planner.*, John Wiley & Sons, NY.

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

Winnicott, D.W.(1972). *Playing and reality*. Tavistock Publications, London.

COURSE SCHEDULE & ASSIGNMENTS:

Monday – Adolescent Development / Countertransference /Art experiential

Tuesday – Adolescent Pathology/ Art experiential

Wednesday – Adolescent Pathology/ Art experiential

Thursday – Adolescent Group work / Family therapy /Materials /Art experiential

Friday – Exam/ Video and discussion

University Policies

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.

Plagiarism is a very serious matter. Plagiarism, like cheating on an assignment or exam, is a violation of the University Honor Code. [The policy on plagiarism can be found here.](#)

Diversity, Equity, and Inclusion

Specifically indicate how diversity will be integrated into the course curriculum in terms of content, pedagogy, and learning outcomes. The [Office of Diversity, Equity, and Inclusion](#) has developed Diversity Guidelines for Faculty and resources to assist in the preparation of curricula and syllabi that meet the diversity requirements for academic program reviews and support the University's Diversity Declaration.

University Resources Section

Library Support

The Alemany Library is an active partner in your academic success. The library provides one-to-one research help, academic resources, technology, and quiet individual and group study spaces. Students may [book an appointment](#) and refer to the [library website](#).

Students Who Require Accommodations:

Include: 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.

Student Support

[Visit the student portal](#) for information and resources (including Tutoring & Learning Center, CARE Team, Counseling Services, Integrative Coaching, & more). The Student Success Center may also be reached at (415) 485-3296, or ssestu@dominican.edu

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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 [Sexual Misconduct, Title IX, and Discrimination](#). Email: titleix@dominican.edu.

Bias Incident Report

If you or someone you know has experienced, or witnessed, a hate or bias incident, please use this [Bias Incident Report](#) form to make the University aware of the incident.

Student Conduct <https://docs.google.com/document/d/1IpUZyPi-Jyb4Zg7ZNfYeF5YYN9SURVioxyDLXL8oPE/edit-heading=h.fiiawp48udta>(University Wide)

[Visit the Student Handbook and Code of Conduct Section 5 Code of Conduct](#)

Dominican Scholarly & Creative Works Conference

- Date: April 19, 2023
- [Visit the Conference website](#)

Disclaimer

This syllabus is subject to modification. The instructor will inform students of any changes.