Art Therapy Practicum
AED 7380
3 credits
Winter 2012

Division: Teacher Education
Program Area: Art Education/Art Therapy
Location: 156 Community Arts Building
Time: 900-100 Saturdays
Coordinator: Deb Duranczyk
Office: 163 Community Arts Building
Office Hours: directly before and after class,
Phone and email conferences available
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E-mail: AO3062@wayne.edu; dduancz@wash.k12.mi.us
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COURSE DESCRIPTION
Ten week lab experience in Art Therapy with children and adults. Includes: assessment, treatment planning, session facilitation and observation, written case summary and oral case presentation.

COURSE OBJECTIVES and Outcomes
The aim of this course is to facilitate professional development and clinical skills as well as to foster increased awareness of the role of Art Therapy in providing a service to the community.

Students will:
1. Plan and facilitate Art Therapy sessions
2. Work cooperatively as a team within a treatment setting
3. Demonstrate empathy, care, and responsibility for client(s)
4. Develop effective communication skills
5. Identify personal and professional strengths
6. Increase knowledge of various populations
7. Demonstrate growth in personal creativity and foster creativity in others
8. Promote Art Therapy through planning and mounting an educational exhibit
9. Earn 15 direct hours and 15 or more indirect hours
TEXT

Required:

Recommended:


Various assigned readings

COURSE ASSIGNMENTS

1. **Plan and facilitate ten art therapy sessions** for assigned participants(s)
   Including: selecting appropriate assessment tool(s) (see #6); writing progress notes (see #2); setting goals and objectives; administering sessions; participating in video observation with follow-up discussion; making recommendations for subsequent sessions and termination; contributing to practicum discussions following the sessions; and maintaining materials and therapy spaces.
   Independent or team assignment

2. **Progress Notes** (form A, make multiple copies if needed)  **weekly**
   Use instruction form to write. Hand in following each session or e-mail before the following Saturday. In the event of an absence, submit a progress note prior to or following, documenting the absence and the plan for the next session. 10 notes total.
   Independent or team assignment

4. **Response to various readings**  **weekly**
   In a sketchbook, respond to weekly readings (with or without words), and present during video observation follow up.
   Independent assignment

5. **Research Paper**  (outline A)  **Due February 4**
   Typed, 6-8 pages, APA format
   Independent assignment

6. **Assessment**  (outline B)  **Due February 11**
   Open choice of assessment tools. Student Art Therapist designed assessments, specific to the client(s) are encouraged.
   Independent or team assignment
7. **Art Therapy Exhibit**

The purpose of the exhibit is to highlight the work of Saturday participants who wish to have their work shown, as well as to educate the community. All class members will contribute to the content, construction, and take-down of the exhibit.

*The Client Exhibit will take place on March 31, following session #10, from 11:30-1:00, and will include a reception. Student Therapists and clients may decide to use session #10 to make art or to hang/arrange work for the show. All work will be returned to client(s) following the exhibit/reception.*

Independent or team assignment

8. **Data Collection** (forms C, D, E, F, G)

*Pre-Workshop goals (form D) due by 1st or 2nd session, Post-workshop evaluation (form E & G) due by 9th session (10th session at latest), Student rating of goals (form F) due March 31.*

Independent or team assignment

9. **STUDENT EXHIBIT RESPONSE** (form H) *Due by March 31*

Independent assignment

10. **Oral & Written Case Summary** (outline C) *Due April 14*

Include digital images, physical work, or Power Point in presentation; make duplicate Power Point copies or CDs for the WSU client file. Make sure copies or CDs are appropriately titled with name of client(s), Art Therapy student(s), date.

Independent or team assignment

11. **Contribute a morning food** item(s) for one or more Saturday sessions and an item for the exhibit reception--for team members and families to enjoy. (Optional, but appreciated).

**GRADING**

The College of Education faculty members strive to implement assessment measures that reflect a variety of strategies in order to evaluate a student’s performance in a course. For graduate students B grades will be awarded for satisfactory work that satisfies all course requirements; B+ grades will be awarded for very good work, and A grades will be reserved for outstanding performance. Please note that there is a distribution of grades from A-F with the college of Education and that pluses and minuses are recorded and distinguish a distinct grade point average.

GRADING RUBRICS

Sessions (10) & progress notes (10) 35% of grade
Punctual and prepared for sessions; professional in all aspects of client/student therapist relationship (demeanor, appearance, communication) (12 pts)

Worked cooperatively with team (if applicable), participated in group discussions (9 pts)

Active participation in video observation with follow-up discussion
Appropriate strategies for initial session, middle phase sessions, and termination (7 pts)

Clinically acceptable progress notes*
(clear, neat, objective) (7 pts)

Response to Various Readings 5% of grade
Brief, yet meaningful responses, timely and complete (5 pts)

Research Paper 10% of grade
All parts are present (2pts)
APA style is evident (2pts)
Focused & fully developed (2pts)
Ability to evaluate, synthesize, and organize current literature (2pts)
Applicable to client(s) assignment with evidence of learning how to work with specific population(s) (2 pts)

Assessment 10% of grade
All parts are present (2 pts)
Appropriate, meaningful, assessment selection (2 pts)
Ability to evaluate & synthesize assessment outcomes (2 pts)
Clear, organized, professional quality (2 pts)
Applicable to client(s) assignment with evidence of learning how to work with specific population(s) (2 pts)

Exhibit & Student Exhibit Response 15% of grade
Organized and coordinated client exhibit set up and take down (7 pts)
Pre-planning including printed materials/signage/presentation (5 pts)
Response: neat & complete (3 pts)
Oral Case Summary Presentation 10% of grade
- Organized & prepared (2 pts)
- Organized, thoughtful, and meaningful visual aids (Power Point, digital photos, and/or artwork) (2 pts)
- Duplicate Power Point copies and/or CD for client folder (2 pts)
- Focused and fully developed (2 pts)
- Stayed within timeframe (2 pts)

Written Case Summary 10% of grade
- All parts are present (2 pts)
- APA style is evident (2 pts)
- Focused & fully developed (2 pts)
- Meaningful, reflective summary of all phases of therapy and outcomes (4 pts)

Data Collection 5% of grade
- All forms complete and on time (5 pts)

SUMMARY OF ASSIGNMENTS & DUE DATES
- 10 Art Therapy sessions planned and implemented weekly
- (10) Progress notes weekly
- Response to various readings weekly
- Research paper 2/4
- Assessment 2/11
- Client Exhibit & Reception 3/31
- Data Collection Forms various dates
- Student Exhibit Response 3/31
- Oral & written Case Summary, including PP copies or CD for client file 4/14

CLASS POLICIES
Absences:
Due to the nature of this class, weekly attendance and punctuality is expected, particularly during the 10 week workshop sessions. In the event of an emergency situation, notify the instructor and if possible, the client(s) ahead of time with alternative plans (such as a team member to cover the sessions, or arrange a make-up session).

The importance of attendance and being on time for all scheduled events cannot be emphasized enough. Therefore, an absence for any reason will be considered failure to comply with the schedule and may result in the lowering of your grade.

Late Assignments:
Late or incomplete assignments 1-10 (see pp 2, 3) will result in a lowered grade, unless prior arrangements are made with the instructor.
Students with disabilities:
If you have a documented disability that requires accommodations, you will need to register with Student Disability Services (SDS) for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TDD only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

Please be aware that a delay in getting SDS accommodation letters for the current semester may hinder the availability or facilitation of those accommodations in a timely manner. Therefore, it is in your best interest to get your accommodation letters as early in the semester as possible.

SDS News:
Effective Fall semester 2010 Student Disability Services will be implementing a revised alternative testing form when a student schedules classroom exams/quizzes administration at SDS. As before the student and instructor each have a portion to complete. Exams are to be mailed to a new password protected email address: sds exams2010@wayne.edu.

Plagiarism:
Plagiarism includes copying material (any more than 5 consecutive words) from outside texts or presenting outside information as if it were your own by not crediting authors through citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it. Students caught plagiarizing information from other sources will receive a failing grade in the course. University policy states that students can be subject to multiple sanctions, from reprimand to expulsion as a consequence of academic dishonesty. To enforce this policy, all outside references must be submitted with assignments.

Withdrawal Policy
Beginning in Fall 2011, students must add classes no later than the end of the first week of classes. This includes online classes. Students may continue to drop classes (with full tuition cancellation) through the first two weeks of the term.

Students who withdraw from a course after the end of the 4th week of class will receive a grade of WP, WF, or WN.

- WP will be awarded if the student is passing the course (based on work due to date) at the time the withdrawal is requested
- WF will be awarded if the student is failing the course (based on work due to date) at the time the withdrawal is requested
- WN will be awarded if no materials have been submitted, and so there is no basis for a grade

Students must submit their withdrawal request on-line through Pipeline. The faculty member must approve the withdrawal request before it becomes final, and students should continue to attend class until they receive notification via email that the withdrawal has been approved. Beginning in Fall 2011, the last day to withdraw will be at the end of the 10th full week of classes. The withdrawal date for courses longer or shorter than the full 15-week terms will be adjusted proportionately.
Religious Observance Policy:
Because of the extraordinary variety of religious affiliations represented in the University student body and
staff, the Wayne State University calendar makes no provision for religious holidays. It is University policy,
however, to respect the faith and religious obligations of the individual. Students who find that their classes
or examinations involve conflicts with their religious observances are expected to notify their instructors well
in advance so that alternative arrangements as suitable as possible may be worked out.

Class Schedule
Week 1 Jan. 14
Introduction & Experiential: Confidential Hands
Syllabus & Data sheets
Client assignments\Tour of session sites & exhibit space
Preparing the therapeutic environment
Read (for next week): Chapters 1, 2, 5, 6 (Lukas)
Reading for Sketchbook Response:
Evaluation of an Art Therapy Program: Client Perceptions and
Future Directions (on BB)

practicum schedule
945 Set up. Be available the first day to meet your clients. Students assigned to
children should be available subsequent weeks no later than 955 am to meet
the children at the main office, and to go together to the session area. Students working with adults, meet your clients in subsequent weeks in your
session area.

1130 Art Therapy session. Be sure to leave time for clean up prior to 1130. Make
sure children leave with designated adult.

1200 Clean up and write progress notes (hand in or e-mail before the following
Saturday).

1200-1230 Meet for class discussion in room 158.

Week 2 Jan. 21
First session
Pre-Workshop goals due (form D)
(due 2nd session at latest)
Reading for Sketchbook Response:
Let's Hear It For Compassion (on BB)

Week 3 Jan. 28
Session 2
Reading for Sketchbook Response:
Art Therapy-Oriented Interview as a Tool in Psychotherapy (on BB)
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<tr>
<th>Week 4</th>
<th>Feb. 4</th>
<th>Session 3</th>
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<td></td>
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<td><strong>Research paper due</strong></td>
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<td>Reading for Sketchbook Response:</td>
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<td><em>Should Art Therapists Create Artwork Alongside Their Clients?</em> (on BB)</td>
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<th>Week 5</th>
<th>Feb. 11</th>
<th>Session 4</th>
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<td><strong>Assessment due</strong></td>
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<td>Schedule video observation &amp; subsequent follow-up discussion</td>
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<td>Reading for Sketchbook Response:</td>
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<td><em>Dali to Beuys: Incorporating Art History in Art Therapy Treatment Plans</em> (on BB)</td>
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<th>Week 6</th>
<th>Feb. 18</th>
<th>Session 5</th>
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<td></td>
<td>Reading for Sketchbook Response:</td>
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<td><em>Directive and Non-Directive Approaches in Art Therapy</em> (on BB)</td>
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<th>Week 7</th>
<th>Feb. 25</th>
<th>Session 6</th>
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<td>Video observations</td>
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<td>Reading for Sketchbook Response:</td>
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<td><em>Walking the Line Between Passion and Caution in Art Therapy: Using the Expressive Therapies Continuum to Avoid Therapist Errors</em> (on BB)</td>
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<th>Week 8</th>
<th>March 3</th>
<th>Session 7</th>
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<td>Organize Teaching Exhibit &amp; Client Exhibit/Reception</td>
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<td>Video observations</td>
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<td>Sign-up for video follow-up discussions</td>
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<td>Reading for Sketchbook Response:</td>
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<td><em>The Termination Process: A Time For Artistic Redirection</em> (on BB)</td>
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<th>March 10</th>
<th>Session 8</th>
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<td>Video follow-up discussion &amp; Sketchbook Conference</td>
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| Week 10 | March 17 | **Spring Break-no sessions** |
Week 11  March 24  Session 9
Sign up for case summary presentations
Video follow-up discussion & Sketchbook Conference
Client Evaluation of program due (form E) (March 31 at latest)
Reading for Sketchbook Response:
Retrospective Review In Art Therapy: Creating A Visual Record Of
The Therapeutic Process (on BB)

Week 12  March 31  Last session
Client Exhibit/Reception (1130-100)
Student Evaluation (form F) (due 4/14 at latest)
Participant Evaluation (General) (form G)
Student Exhibit Response (form H) (due 4/14 at latest)
Reading for Sketchbook Response:
On Becoming A Therapist (on BB)

Week 13  April 7  Off-Campus preparation for presentation

Week 14  April 14  Oral & Written Case Summary/Presentations due

In therapy, patients and therapist alike
are engaged in finding
the artists within themselves

-A. Robbins