

Abbreviated Course Syllabus to accompany Proposal for New Graduate Course

1. Course Title and Proposed Number: ARTH 6310: Internship Supervision: Children

2. Catalog Description:

The course provides students with the opportunity to practice art therapy and counseling with children and to attend supervision sessions. Supervision sessions are held in small groups led by a registered art therapist who oversees student discussions of professional development, case conceptualization, assessment, treatment planning, interventions and overall therapeutic process with the goal of helping students to develop a theoretical orientation, practice self-care, explore relational dynamics, and self-awareness through personal art making.

3. Course Function: This course provides opportunities for student learning outcomes in knowledge, skills, and behavior in order to develop competencies in: "application of helping relationships" which is a required content area set by the Accreditation Council for Art Therapy Education (ACATE) for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

4. Course Topics:

- Establishing therapeutic relationships
- Assessment discussion
- Treatment planning and intervention discussion
- Visual journaling and art reflection
- Self-care as a therapist
- Crisis intervention
- Case formulation
- Theoretical Orientation
- Interpersonal Dynamics
- Group dynamics
- Countertransference
- Termination of Sessions

5. Expected Student Learning Outcomes:

Knowledge (K)	Skills (S)	Affective/Behavior (A)
1) Identify evidence-based strategies and clinically-grounded approaches for assessment and treatment	1) Demonstrate how to apply decision-making models and legal principles to ethical dilemmas	1) Recognize and display a professional commitment to Art Therapist characteristics that promote the therapeutic process
2) Review therapeutic process (relationship building; midphase; termination)	2) Demonstrate case conceptualization skills	2) Respond to clinical and ethical implications for incorporating one's own art-making process in a session to develop therapeutic rapport, facilitate creative expression, and promote the therapeutic process
3) Identify theories of effective programs in various settings including strategies for program development and evaluation	3) Plan clinical interventions for the treatment of children, adolescents, adults, couples, and families in a variety of settings including inpatient, outpatient, partial treatment, aftercare	3) Value the development of a personal approach to the practice of Art Therapy
4) Describe the purpose and goals of supervision, including models, practices, and processes		4) Acknowledge transference and counter-transference

<p>5) Summarize roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</p> <p>6) Describe how ethical principles guide the use of technology in professional practice (i.e., electronic records, professional and social networking, and distance therapy and supervision)</p>		<p>5) Value consultation, collaboration and inter-professional teamwork</p> <p>6) Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapist professional role, and continuing education</p>
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6. Grading Criteria: Research papers, Role play, midterm and final evaluation Grading System

A = 92 – 100; B = 82-89; C = 72 – 79; D = 64-69; F = 0 – 63

7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study: This course will prepare students for supervision sessions that are required post education for credentialing in the field. Furthermore, students will practice expanding their ability to think critically about cases and integrate concepts from peers.

Examples of course work that gives opportunity to enhance the students' ability to apply key concepts to their art therapy practice with the public are:

Assignment 1: Create a piece of artwork resembling your reaction to a client. Explore the image to glean an understanding of possible countertransference. In a one page reaction paper, summarize how this process can be used towards self-awareness and the therapeutic relationship or the course of art therapy effectiveness.

Assignment 2: Pick a case example, with accompanying artwork, and present to the supervision group. Provide case formulation, diagnostic impression, current treatment plan, and be specific about feedback needed from peers. Provide a written follow up, 1 page, summarizing feedback and the following session.

8. Prerequisites: Admission to the MAT degree and/or authorization from course Instructor

9. Advanced Graduate Content

This course content promotes progress towards accreditation standards of student competencies, specifically:

To provide students with supervision sessions to discuss present clinical cases in their art therapy internship in order to increase the quality of their assessment, relationship building, treatment planning, intervention, etc..

Form for Proposal of New Graduate Courses

1. Department **Creative Arts Therapies** Discipline **Art Therapy**
2. Title, course number, and number of credit hours and formula for courses requiring lab or field experience:
ARTH 6320 Art Therapy and Counseling with Adolescents
3. Hours (L-L-C) **3-0-3**

4. Repeatable 5. Grade Type: Normal
 Non-repeatable S/U

6. Prerequisite or Co-requisite:
7. Required or elective in what program? **Required In Graduate Art Therapy Program**
8. Provide rationale for this course: **Meets new accreditation standards set by CAAHEP**
9. How often is the course to be offered? **1 x yearly**
10. Who will teach this course? **Art Therapy faculty** Will additional faculty members be needed? **Adjunct**
11. Are there alternative faculty available to teach this course to ensure stability of the course over time?
Part-time faculty
12. How does this course contribute to the existing or proposed program? **Meets accreditation requirements**
13. How will an existing program of study change as a result of this course?
The length of the program will remain the same, the program of study changes with this course to meet new standards

No

14. Does the proposed course duplicate other courses on this campus? Yes (if yes, please explain)
15. How will the demand be met for additional library and technology resources, if any? **None**
16. Will any additional library or other resources be required by the student? **No**
17. Attach course syllabus and proposed catalogue description to this form.

11/13/17
Date
11-13-17
Date

Charley Mendenhall
Department Chairperson Signature
Andrea Campbell/spe
Dean of School Signature

Abbreviated Course Syllabus to accompany Proposal for New Graduate Course

1. Course Title and Proposed Number: ARTH 6320: Art Therapy and Counseling with Adolescents

2. Catalog Description:

The curriculum provides students with the opportunity to review the therapeutic benefits of art processes and media, strategies and interventions, and culturally-appropriate and diverse applications of the treatment process of art therapy and counseling with adolescents. Relevant and current literature and research on current trends in art therapy and counseling practices with adolescents are surveyed.

3. Course Function: This course provides opportunities for student learning outcomes in knowledge, skills, and behavior in order to develop competencies in: "application of helping relationships" which is a required content area set by the Accreditation Council for Art Therapy Education (ACATE) for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

4. Course Topics:

- Self-harm and art therapy
- Consent for treatment
- Graphic indicator of drawings of adolescents
- Developmental delays as seen in artwork
- Substance abuse art therapy with teenagers
- Specialized groups with adolescents
- Depression and suicide
- Culturally appropriate art therapy with adolescents
- Anger in adolescents and art therapy
- Sexual Abuse in adolescents and art therapy
- Grief in adolescents
- Building rapport with adolescents
- Individual art therapy
- Human Figure Drawing in adolescents
- Art therapy assessments in adolescents
- Trauma and adolescents

5. Expected Student Learning Outcomes:

Knowledge (K)	Skills (S)	Affective/Behavior (A)
<p>1) Identify evidence-based strategies and clinically-grounded approaches for assessment and treatment</p> <p>2) Describe approaches to crisis intervention</p> <p>3) Describe trauma-focused art therapy interventions</p> <p>4) Describe theories, assessment, and treatment of addictive behaviors and disorders</p>	<p>1) Utilize art materials and processes within the context of building the therapeutic relationship 2) Perform interviewing skills</p> <p>3) Demonstrate case conceptualization skills</p> <p>4) Formulate treatment planning/goal setting</p> <p>5) Identify the steps of suicide risk assessment</p>	<p>1) Recognize and display a professional commitment to Art Therapist characteristics that promote the therapeutic process</p> <p>2) Respond to clinical and ethical implications for incorporating one's own art-making process in a session to develop therapeutic rapport, facilitate creative expression, and promote the therapeutic process</p> <p>3) Value the development of a personal approach to the practice of Art Therapy</p>

5) Review therapeutic process (relationship building; midphase; termination)	6) Develop relevant sensory based art therapy interventions	4) Acknowledge transference and counter-transference
6) Identify theories of effective programs in various settings including strategies for program development and evaluation	7) Integrate evaluation of treatment	5) Value consultation, collaboration and inter-professional teamwork
7) Understand a systems approach (family, community, political)	8) Provide examples of referral processes and accessing community resources	
	9) Plan clinical interventions for the treatment of children, adolescents, adults, couples, and families in a variety of settings including inpatient, outpatient, partial treatment, aftercare	

6. Grading Criteria: Research papers, Role play, midterm and final evaluation
Grading System

A = 92 – 100; B = 82-89; C = 72 – 79; D = 64-69; F = 0 – 63

7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study: This course will require students to survey current research and literature pertaining to art therapy with adolescents. Students will be required to find key concepts, present to class, and are encouraged to use these concepts in practice in their internship where appropriate.

Examples of course work that gives opportunity to enhance the students' ability to apply key concepts to their art therapy practice with the public are:

Assignment 1: Complete a mock art therapy session based on an article surveyed in class. Session should be a full 45 minutes. A progress note of the art therapy session is due next week. BIRP format preferred.

Assignment 2: Review (article) and prepare a 20 minute presentation on the article highlighting the key concepts, results, and your opinion of the topic studied. Be prepared for questions and answers.

8. Prerequisites: Admission to the MAT degree and/or authorization from course Instructor

9. Advanced Graduate Content

This course content promotes progress towards accreditation standards of student competencies, specifically:

To provide students with the opportunity to research current trends in the field of art therapy, to practice presentation skills, and to form independent opinions and practice based off of research studied.

Form for Proposal of New Graduate Courses

1. Department **Creative Arts Therapies** Discipline **Art Therapy**
2. Title, course number, and number of credit hours and formula for courses requiring lab or field experience:
ARTH 6321 Internship Supervision: Adolescents
3. Hours (L-L-C) **2-0-2**
4. Repeatable
 Non-repeatable
5. Grade Type: Normal
 S/U
6. Prerequisite or Co-requisite:
7. Required or elective in what program? **Required in Graduate Art Therapy Program**
8. Provide rationale for this course: **Meets new accreditation standards set by CAAHEP**
9. How often is the course to be offered? **1 x yearly**
10. Who will teach this course? **Art Therapy faculty** Will additional faculty members be needed? **Adjunct**
11. Are there alternative faculty available to teach this course to ensure stability of the course over time?
Part-time faculty
12. How does this course contribute to the existing or proposed program? **Meets accreditation requirements**
13. How will an existing program of study change as a result of this course?
The length of the program will remain the same, the program of study changes with this course to meet new standards

X No

14. Does the proposed course duplicate other courses on this campus? Yes (if yes, please explain)
15. How will the demand be met for additional library and technology resources, if any? **None**
16. Will any additional library or other resources be required by the student? **No**
17. Attach course syllabus and proposed catalogue description to this form.

11/13/17
Date

11-13-17
Date

Chesley Meadows
Department Chairperson Signature
Jandra Gangstead
Dean of School Signature

Abbreviated Course Syllabus to accompany Proposal for New Graduate Course

1. Course Title and Proposed Number: ARTH 6321: Internship Supervision: Adolescents

2. Catalog Description:

The course provides students with the opportunity to practice art therapy and counseling with adolescents and to attend supervision sessions. Supervision sessions are held in small groups led by a registered art therapist who oversees student discussions of professional development, case conceptualization, assessment, treatment planning, interventions and overall therapeutic process with the goal of helping students to develop a theoretical orientation, practice self-care, explore relational dynamics, and self-awareness through personal art making.

3. Course Function: This course provides opportunities for student learning outcomes in knowledge, skills, and behavior in order to develop competencies in: "application of helping relationships" which is a required content area set by the Accreditation Council for Art Therapy Education (ACATE) for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

4. Course Topics:

- Establishing therapeutic relationships
- Assessment discussion
- Treatment planning and intervention discussion
- Visual journaling and art reflection
- Self-care as a therapist
- Crisis intervention
- Case formulation
- Theoretical Orientation
- Interpersonal Dynamics
- Group dynamics
- Countertransference
- Termination of Sessions

5. Expected Student Learning Outcomes:

Knowledge (K)	Skills (S)	Affective/Behavior (A)
<p>1) Identify evidence-based strategies and clinically-grounded approaches for assessment and treatment</p> <p>2) Review therapeutic process (relationship building; midphase; termination)</p> <p>3) Identify theories of effective programs in various settings including strategies for program development and evaluation</p> <p>4) Describe the purpose and goals of supervision, including models, practices, and processes</p>	<p>1) Demonstrate how to apply decision-making models and legal principles to ethical dilemmas</p> <p>2) Demonstrate case conceptualization skills</p> <p>3) Plan clinical interventions for the treatment of children, adolescents, adults, couples, and families in a variety of settings including inpatient, outpatient, partial treatment, aftercare</p>	<p>1) Recognize and display a professional commitment to Art Therapist characteristics that promote the therapeutic process</p> <p>2) Respond to clinical and ethical implications for incorporating one's own art-making process in a session to develop therapeutic rapport, facilitate creative expression, and promote the therapeutic process</p> <p>3) Value the development of a personal approach to the practice of Art Therapy</p> <p>4) Acknowledge transference and counter-transference</p>

<p>5) Summarize roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</p> <p>6) Describe how ethical principles guide the use of technology in professional practice (i.e., electronic records, professional and social networking, and distance therapy and supervision)</p>		<p>5) Value consultation, collaboration and inter-professional teamwork</p> <p>6) Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapist professional role, and continuing education</p>
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6. Grading Criteria: Research papers, Role play, midterm and final evaluation

Grading System

A = 92 – 100; B = 82-89; C = 72 – 79; D = 64-69; F = 0 – 63

7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study: This course will prepare students for supervision sessions that are required post education for credentialing in the field. Furthermore, students will practice expanding their ability to think critically about cases and integrate concepts from peers.

Examples of course work that gives opportunity to enhance the students' ability to apply key concepts to their art therapy practice with the public are:

Assignment 1: Create a piece of artwork resembling your reaction to a client. Explore the image to glean an understanding of possible countertransference. In a one page reaction paper, summarize how this process can be used towards self-awareness and the therapeutic relationship or the course of art therapy effectiveness.

Assignment 2: Pick a case example, with accompanying artwork, and present to the supervision group. Provide case formulation, diagnostic impression, current treatment plan, and be specific about feedback needed from peers. Provide a written follow up, 1 page, summarizing feedback and the following session.

8. Prerequisites: Admission to the MAT degree and/or authorization from course Instructor

9. Advanced Graduate Content

This course content promotes progress towards accreditation standards of student competencies, specifically:

To provide students with supervision sessions to discuss present clinical cases in their art therapy internship in order to increase the quality of their assessment, relationship building, treatment planning, intervention, etc..

Form for Proposal of New Graduate Courses

1. Department **Creative Arts Therapies** Discipline **Art Therapy**
2. Title, course number, and number of credit hours and formula for courses requiring lab or field experience:
ARTH 6330 Art Therapy and Counseling with Adults, Couples, and Families
3. Hours (L-L-C) **3-0-3**
4. Repeatable
 Non-repeatable
5. Grade Type: Normal
 S/U
6. Prerequisite or Co-requisite:
7. Required or elective in what program? **Required in Graduate Art Therapy Program**
8. Provide rationale for this course: **Meets new accreditation standards set by CAAHEP**
9. How often is the course to be offered? **1 x yearly**
10. Who will teach this course? **Art Therapy faculty** Will additional faculty members be needed? **No**
11. Are there alternative faculty available to teach this course to ensure stability of the course over time?
Part-time faculty
12. How does this course contribute to the existing or proposed program? **Meets accreditation requirements**
13. How will an existing program of study change as a result of this course?
The length of the program will remain the same, the program of study changes with this course to meet new standards
14. Does the proposed course duplicate other courses on this campus? No
 Yes (if yes, please explain)
15. How will the demand be met for additional library and technology resources, if any? **None**
16. Will any additional library or other resources be required by the student? **No**
17. Attach course syllabus and proposed catalogue description to this form.

11/13/17
Date
11/13/17
Date

Cheley Merced
Department Chairperson Signature
Sandra Gansland / SPC
Dean of School Signature

Abbreviated Course Syllabus to accompany Proposal for New Graduate Course

1. Course Title and Proposed Number: ARTH 6330: Art Therapy and Counseling with Adults, Couples, and Families

2. Catalog Description:

The curriculum provides students with the opportunity to review the therapeutic benefits of art processes and media, strategies and interventions, and culturally-appropriate and diverse applications of the treatment process of art therapy and counseling with adults, couples, and families. Relevant and current literature and research on current trends in art therapy and counseling practices with adults are surveyed.

3. Course Function: This course provides opportunities for student learning outcomes in knowledge, skills, and behavior in order to develop competencies in: "application of helping relationships" which is a required content area set by the Accreditation Council for Art Therapy Education (ACATE) for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

4. Course Topics:

- Grief groups with adults
- Individual art therapy with adults
- Survey of family therapy
- Survey of couples therapy
- Substance abuse art therapy with adults
- Trauma art therapy with adults
- Depression, art therapy with adults
- Consent for treatment
- Art therapy with victims of natural disasters
- Various media with adults
- Art therapy with veterans
- Dementia and art therapy interventions

5. Expected Student Learning Outcomes:

Knowledge (K)	Skills (S)	Affective/Behavior (A)
1) Identify evidence-based strategies and clinically-grounded approaches for assessment and treatment	1) Utilize art materials and processes within the context of building the therapeutic relationship 2) Perform interviewing skills	1) Recognize and display a professional commitment to Art Therapist characteristics that promote the therapeutic process
2) Describe approaches to crisis intervention	3) Demonstrate case conceptualization skills	2) Respond to clinical and ethical implications for incorporating one's own art-making process in a session to develop therapeutic rapport, facilitate creative expression, and promote the therapeutic process
3) Describe trauma-focused art therapy interventions	4) Formulate treatment planning/goal setting	3) Value the development of a personal approach to the practice of Art Therapy
4) Describe theories, assessment, and treatment of addictive behaviors and disorders	5) Identify the steps of suicide risk assessment	4) Acknowledge transference and counter-transference
5) Review therapeutic process (relationship building; midphase; termination)	6) Develop relevant sensory-based art therapy interventions	

<p>6) Identify theories of effective programs in various settings including strategies for program development and evaluation</p>	<p>7) Integrate evaluation of treatment</p>	<p>5) Value consultation, collaboration and inter-professional teamwork.</p>
<p>7) Understand a systems approach (family, community, political)</p>	<p>8) Provide examples of referral processes and accessing community resources</p> <p>9) Plan clinical interventions for the treatment of children, adolescents, adults, couples, and families in a variety of settings including inpatient, outpatient, partial treatment, aftercare</p>	

6. Grading Criteria: Research papers, Role play, midterm and final evaluation

Grading System

A = 92 – 100; B = 82-89; C = 72 – 79; D = 64-69; F = 0 – 63

7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study: This course will require students to survey current research and literature pertaining to art therapy with children. Students will be required to find key concepts, present to class, and are encouraged to use these concepts in practice in their internship where appropriate.

Examples of course work that gives opportunity to enhance the students' ability to apply key concepts to their art therapy practice with the public are:

Assignment 1: Complete a mock art therapy session based on an article surveyed in class. Session should be a full 45 minutes. A progress note of the art therapy session is due next week. BIRP format preferred.

Assignment 2: Review (article) and prepare a 20 minute presentation on the article highlighting the key concepts, results, and your opinion of the topic studied. Be prepared for questions and answers.

8. Prerequisites: Admission to the MAT degree and/or authorization from course instructor

9. Advanced Graduate Content

This course content promotes progress towards accreditation standards of student competencies, specifically:

To provide students with the opportunity to research current trends in the field of art therapy, to practice presentation skills, and to form independent opinions and practice based off of research studied.

Form for Proposal of New Graduate Courses

1. Department **Creative Arts Therapies** Discipline **Art Therapy**
2. Title, course number, and number of credit hours and formula for courses requiring lab or field experience:
ARTH 6331 Internship Supervision: Adults
3. Hours (L-L-C) **2-0-2**
4. Repeatable
 Non-repeatable
5. Grade Type: Normal
 S/U
6. Prerequisite or Co-requisite:
7. Required or elective in what program? **Required in Graduate Art Therapy Program**
8. Provide rationale for this course: **Meets new accreditation standards set by CAAHEP**
9. How often is the course to be offered? **1 x yearly**
10. Who will teach this course? **Art Therapy faculty** Will additional faculty members be needed? **No**
11. Are there alternative faculty available to teach this course to ensure stability of the course over time?
Part-time faculty
12. How does this course contribute to the existing or proposed program? **Meets accreditation requirements**
13. How will an existing program of study change as a result of this course?
The length of the program will remain the same, the program of study changes with this course to meet new standards

No

14. Does the proposed course duplicate other courses on this campus? Yes (if yes, please explain)
15. How will the demand be met for additional library and technology resources, if any? **None**
16. Will any additional library or other resources be required by the student? **No**
17. Attach course syllabus and proposed catalogue description to this form.

11/13/17
Date

11-13-17
Date

Chesley Mercedes
Department Chairperson Signature

Jandra Gungotrad / SSC
Dean of School Signature

Abbreviated Course Syllabus to accompany Proposal for New Graduate Course

1. Course Title and Proposed Number: ARTH 6331: Internship Supervision: Adults

2. Catalog Description:

The course provides students with the opportunity to practice art therapy and counseling with adults, couples, and / or families and to attend supervision sessions. Supervision sessions are held in small groups led by a registered art therapist who oversees student discussions of professional development, case conceptualization, assessment, treatment planning, interventions and overall therapeutic process with the goal of helping students to develop a theoretical orientation, practice self-care, explore relational dynamics, and self-awareness through personal art making.

3. Course Function: This course provides opportunities for student learning outcomes in knowledge, skills, and behavior in order to develop competencies in: "application of helping relationships" which is a required content area set by the Accreditation Council for Art Therapy Education (ACATE) for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

4. Course Topics:

- Establishing therapeutic relationships
- Assessment discussion
- Treatment planning and intervention discussion
- Visual journaling and art reflection
- Self-care as a therapist
- Crisis intervention
- Case formulation
- Theoretical Orientation
- Interpersonal Dynamics
- Group dynamics
- Countertransference
- Termination of Sessions

5. Expected Student Learning Outcomes:

Knowledge (K)	Skills (S)	Affective/Behavior (A)
1) Identify evidence-based strategies and clinically-grounded approaches for assessment and treatment	1) Demonstrate how to apply decision-making models and legal principles to ethical dilemmas	1) Recognize and display a professional commitment to Art Therapist characteristics that promote the therapeutic process
2) Review therapeutic process (relationship building; midphase; termination)	2) Demonstrate case conceptualization skills	2) Respond to clinical and ethical implications for incorporating one's own art-making process in a session to develop therapeutic rapport, facilitate creative expression, and promote the therapeutic process
3) Identify theories of effective programs in various settings including strategies for program development and evaluation	3) Plan clinical interventions for the treatment of children, adolescents, adults, couples, and families in a variety of settings including inpatient, outpatient, partial treatment, aftercare	3) Value the development of a personal approach to the practice of Art Therapy
4) Describe the purpose and goals of supervision, including models, practices, and processes		4) Acknowledge transference and counter-transference

<p>5) Summarize roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</p> <p>6) Describe how ethical principles guide the use of technology in professional practice (i.e., electronic records, professional and social networking, and distance therapy and supervision)</p>		<p>5) Value consultation, collaboration and inter-professional teamwork</p> <p>6) Recognize the impact of personal and professional development through supervision, self-care practices appropriate to the Art Therapist professional role, and continuing education</p>
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6. Grading Criteria: Research papers, Role play, midterm and final evaluation

Grading System

A = 92 – 100; B = 82-89; C = 72 – 79; D = 64-69; F = 0 – 63

7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study: This course will prepare students for supervision sessions that are required post education for credentialing in the field. Furthermore, students will practice expanding their ability to think critically about cases and integrate concepts from peers.

Examples of course work that gives opportunity to enhance the students' ability to apply key concepts to their art therapy practice with the public are:

Assignment 1: Create a piece of artwork resembling your reaction to a client. Explore the image to glean an understanding of possible countertransference. In a one page reaction paper, summarize how this process can be used towards self-awareness and the therapeutic relationship or the course of art therapy effectiveness.

Assignment 2: Pick a case example, with accompanying artwork, and present to the supervision group. Provide case formulation, diagnostic impression, current treatment plan, and be specific about feedback needed from peers. Provide a written follow up, 1 page, summarizing feedback and the following session.

8. Prerequisites: Admission to the MAT degree and/or authorization from course instructor

9. Advanced Graduate Content

This course content promotes progress towards accreditation standards of student competencies, specifically:

To provide students with supervision sessions to discuss present clinical cases in their art therapy internship in order to increase the quality of their assessment, relationship building, treatment planning, intervention, etc..

Form for Proposal of New Graduate Courses

- 1. Department **Creative Arts Therapies** Discipline **Art Therapy**
- 2. Title, course number, and number of credit hours and formula for courses requiring lab or field experience:
ARTH 6520 Symbolism and Metaphor in Art Therapy Practice
- 3. Hours (L-L-C) **3-0-3**

- 4. Repeatable 5. Grade Type: Normal
 Non-repeatable S/U

- 6. Prerequisite or Co-requisite:
- 7. Required or elective in what program? **Required In Graduate Art Therapy Program**
- 8. Provide rationale for this course: **Meets new accreditation standards set by CAAHEP**
- 9. How often is the course to be offered? **1 x yearly**

- 10. Who will teach this course? **Art Therapy faculty** Will additional faculty members be needed? **Adjunct**
- 11. Are there alternative faculty available to teach this course to ensure stability of the course over time?

Part-time faculty

- 12. How does this course contribute to the existing or proposed program? **Meets accreditation requirements**
- 13. How will an existing program of study change as a result of this course?
The length of the program will remain the same, the program of study changes with this course to meet new standards

X No

- 14. Does the proposed course duplicate other courses on this campus? Yes (if yes, please explain)

- 15. How will the demand be met for additional library and technology resources, if any? **None**

- 16. Will any additional library or other resources be required by the student? **No**

- 17. Attach course syllabus and proposed catalogue description to this form.

11/13/17
Date
11-13-17
Date

Chesley Merced
Department Chairperson Signature
Jandra Gangsted
Dean of School Signature

Abbreviated Course Syllabus to accompany Proposal for New Graduate Course

1. Course Title and Proposed Number: ARTH 6520: Symbolism and Metaphor in Art Therapy

2. Catalog Description:

This course reviews creativity, symbolism, metaphor, and artistic language as it relates to the practice of Art Therapy with individuals, groups, and communities of diverse cultures. The role of symbolism in psychopathology, mental health, assessment, and treatment is examined. Symbolic language and metaphor is studied in order to develop and enhance a deeper understanding of inner experiences.

3. Course Function: This course provides opportunities for student learning outcomes in knowledge, skills, and behavior in order to develop competencies in the required content area of "creativity, symbolism, and metaphor" which is a required content area set by the Accreditation Council for Art Therapy Education (ACATE) for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

4. Course Topics:

- Introduction to Creativity, Symbolism, and Metaphor
- Theories and Models of Creativity
- Symbolism Theory and Formation: Freudian and Gestalt Theory
- Symbolism and Symbolism Formation: Jungian Theory
- Dream Symbolism: Freud, Fromm, and Jung
- Personal Symbolic Expression and Language I
- Personal Symbolic Expression and Language II
- Symbolism in myths and tales
- Symbolism and Metaphors in World Religions
- Symbolism and Metaphors in World History
- Symbolism in Art History
- Cultural Considerations in Using Symbols and Metaphors
- Symbolism in Psychopathology
- Symbolism in Art Assessment
- Symbolism and Metaphors in Treatment: Theoretical Perspectives
- Symbolism and Metaphors in Treatment: Application

5. Expected Student Learning Outcomes:

Knowledge (K)	Skills (S)	Affective/Behavior (A)
1) Describe theories and models of creativity 2) Describe theories and models for understanding symbolism, metaphor, and artistic language	1) Apply understanding of artistic language, symbolism, metaphoric properties of media and meaning across cultures and within a diverse society 2) Practice skills for developing awareness and insight into art processes and images	1) Demonstrate belief in the value of using art-making as a method for exploring personal symbolic language 2) Recognize the need for awareness of and sensitivity to cultural elements which may impact a client's participation, choice of materials and creation of imagery 3) Value the benefits of student/therapist reflective art-making to inform clinical practice

6. Grading Criteria: Research papers, treatment planning, personal exploration, creative piece assignments, midterm and final evaluation
Grading System

A = 92 – 100; B = 82-89; C = 72 – 79; D = 64-69; F = 0 – 63

7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study: This course will require students to explore creativity, symbolism, and metaphor throughout history, religions, and art as well as through personal exploration.

Examples of course work that gives opportunity to enhance the students' ability to apply key concepts to their art therapy practice with the public are:

Research Paper: Completing a symbolism research paper to explore the role symbols and metaphor have been used as personal or collective expression in history. Paper should include the psychological implications of the symbol or metaphor being researched.

Clinical Case Example: Pick a current or former client; explore symbolic content of artwork and treatment. Discuss the connection between symbolism and fostering good mental health.

Personal Symbolism Project: Review visual journal throughout the semester. Choose a theme or personal symbol or metaphor. Create an art piece that reflects a deep analysis of the chosen symbol or metaphor, it's connection to the conscious and unconscious, and write a commentary on the insights you have into this piece as a personal representation. Include how this might shape your art therapy interventions?

8. Prerequisites: Admission to the MAT degree and/or authorization from course instructor

9. Advanced Graduate Content

This course content promotes progress towards accreditation standards of student competencies, specifically:

To practice application of knowledge based competencies by personal exploration and real-life case examples.

Utilize self-exploration as a means to understand the application of using symbols and metaphors in art therapy (such as visual journaling) with clients.

Form for Proposal of New Graduate Courses

1. Department **Creative Arts Therapies** Discipline **Art Therapy**
2. Title, course number, and number of credit hours and formula for courses requiring lab or field experience:
ARTH 6910 Family Counseling and Art Therapy
3. Hours (L-L-C) **3-0-3**

4. Repeatable 5. Grade Type: Normal
 Non-repeatable S/U

6. Prerequisite or Co-requisite:
7. Required or elective in what program? **Required in Graduate Art Therapy Program**
8. Provide rationale for this course: **Meets new accreditation standards set by CAAHEP**
9. How often is the course to be offered? **1 x yearly**
10. Who will teach this course? **Art Therapy faculty** Will additional faculty members be needed? **No**
11. Are there alternative faculty available to teach this course to ensure stability of the course over time?
Part-time faculty
12. How does this course contribute to the existing or proposed program? **Meets accreditation requirements**
13. How will an existing program of study change as a result of this course?
The length of the program will remain the same, the program of study changes with this course to meet new standards

No

14. Does the proposed course duplicate other courses on this campus? Yes (if yes, please explain)

15. How will the demand be met for additional library and technology resources, if any? **None**

16. Will any additional library or other resources be required by the student? **No**

17. Attach course syllabus and proposed catalogue description to this form.

11/13/17
Date
11-13-17
Date

Chesley Mercedes
Department Chairperson Signature
Jandra Gangstered / 809
Dean of School Signature

Abbreviated Course Syllabus to accompany Proposal for New Graduate Course

1. Course Title and Proposed Number: ARTH 0000: Family Art Therapy

2. Catalog Description:

This course reviews current family systems theory, the family life cycle, evaluation, and counseling and art therapy practice. This course examines family dynamics from various theoretical perspectives.

3. Course Function: This course provides opportunities for student learning outcomes in knowledge, skills, and behavior in order to develop competencies in the required content area of "psychological and counseling theories" which is a required content area set by the Accreditation Council for Art Therapy Education (ACATE) for accreditation from the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

4. Course Topics:

- Family Therapy and Theory
- Family Life Cycle
- Assessment and Evaluation
- Assessment and Evaluation II
- Family Art Therapy Assessments
- Family Art Therapy Evaluation
- Family Art Therapy
- Theory, Practice and Genograms
- Strategic Family Therapy
- Narrative Therapy
- Structural Family Art Therapy
- Psychoanalytic Family Therapy
- Experiential Family Therapy
- Imago Family Therapy
- Systemic Family Therapy
- Couples Counseling

5. Expected Student Learning Outcomes:

Knowledge (K)	Skills (S)	Affective/Behavior (A)
1) Describe basic tenets of family therapy	1) Apply family theory to practice through case analysis or critique of clinical scenarios	1) Recognize the implications of applying theoretical foundations to therapeutic practice with families

6. Grading Criteria: Research papers, case examples, creative piece assignments, midterm and final evaluation

Grading System

A = 92 – 100; B = 82-89; C = 72 – 79; D = 64-69; F = 0 – 63

7. Course Work that fosters independent learning, enabling the graduate to contribute to a profession or field of study: This course will require students to explore various art therapy approaches to treating families.

Examples of course work that gives opportunity to enhance the students' ability to apply key concepts to their art therapy practice with the public are:

Role Play: Students will be given opportunities to role play various methods of treating families to better understand the similarities and differences in the approaches and to gain comfort with practicing family art therapy techniques.

Youtube Mock group: Students will be asked to work in groups to video tape a mock group art therapy family session. Videos will be viewed by classmates. Classmates will be asked to provide constructive feedback.

8. Prerequisites: Admission to the MAT degree and/or authorization from course instructor

9. Advanced Graduate Content

This course content promotes progress towards accreditation standards of student competencies, specifically:

- To practice family assessment, intervention, and techniques that are unique to counseling and art therapy