

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 6060 Individual Psychotherapy and Counseling Theories
 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
- 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

Sandra Campbell / SPK
Dean of School Signature

Abbreviated Course Syllabus to accompany Proposal for New Graduate Course

1. Course Title and Proposed Number: ARTH 6060: Individual Psychotherapy and Counseling Theories

2. Catalog Description:

Understand major psychological and counseling theories and applications to each practice. Students will learn traditional verbal counseling as well as art therapy application.

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:

- Introduction to Psychotherapy / Art Psychotherapy
- Psychoanalysis <Psychoanalytic Psychotherapy, Psychoanalytic Art Therapy
- Object Relations Approach
- Self Psychology
- Jungian Analysis / Jungian Art Therapy
- Humanistic: Adlerian Psychotherapy / Adlerian Art Therapy
- Existential and Humanistic
- Cognitive and Cognitive Behavioral Art Therapy
- Recovery Oriented Cognitive Therapy
- Narrative Therapy and Narrative Art Therapy
- Dialectical Behavior Therapy (DBT)
- Motivational Interviewing
- REBT
- Transpersonal Psychotherapy
- Brief Psychotherapy

5. Expected Student Learning Outcomes:

Knowledge (K)	Skills (S)	Affective/Behavior (A)
1) Describe basic tenets of psychotherapy and counseling theories (including psychodynamic, humanistic, cognitive-behavioral, systemic)	1) Apply theory to practice through case analysis or critique of clinical scenarios	1) Recognize the implications of applying theoretical foundations to therapeutic practice

6. Grading Criteria: Research papers, role play, 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 a variety of counseling theories with individuals.

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 Plays: Students will practice in class role plays to gain fluency in various psychotherapeutic approaches

Research Paper 1: Students will compare / contrast 2 approaches including relevant populations and settings.

8. Prerequisites: Admission to the MAT degree and/or authorization from course Instructor. Psychopathology and Diagnosis is a prerequisite for this course if a MAT student.

9. Advanced Graduate Content

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

To practice using various theoretic perspectives and techniques in counseling during role plays

To utilize critical thinking skills to decide on the best method of treatment / intervention for art therapy 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 6070 Art Therapy and Counseling Practicum
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 Merriam
Department Chairperson Signature
Jandra Gangstad / JPC
Dean of School Signature

Abbreviated Course Syllabus to accompany Proposal for New Graduate Course

1. Course Title and Proposed Number: ARTH 6070: Art Therapy and Counseling Practicum

2. Catalog Description:

This course provides students with observation of counseling and art therapy. Students gain familiarity with entry level assessment skills, facilitating individual and/or group therapy, and treatment planning. Students are given opportunities to build therapeutic relationships and participate in basic engagement and intervention. Attention is given to the counseling and / or art therapy space, materials, and overall process of treatment.

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 "helping relationships and application" 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:

Studio Space
Art materials
Safety in art spaces
Success oriented tasks
Understanding and reviewing client cases
Building therapeutic relationships and rapport
Terminating sessions
Making art with clients – pro's and con's
Visual Journaling
Countertransference

5. Expected Student Learning Outcomes:

Knowledge (K)	Skills (S)	Affective/Behavior (A)
1. Review therapeutic process (relationship building; midphase; termination)	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

6. Grading Criteria: Research papers, application projects, 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 observe a credential art therapist facilitating open art studio. Students will then be gaining hands on experience facilitating an open art studio with assistance.

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: Students will be given basic information and an introduction into visual journaling as a tool for self-care and a countertransference tool. Students will be asked to keep a Visual Journal for the duration of the semester to log responses to the Practicum experience

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 participate in a basic open art studio by observation and beginning phases of facilitation

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 6081 Research Project I
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

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

Chester Merca
Department Chairperson Signature

Jandra Gangstad /SPC
Dean of School Signature

Abbreviated Course Syllabus to accompany Proposal for New Graduate Course

1. Course Title and Proposed Number: ARTH 6081: Research Project I

2. Catalog Description:

The curriculum provides students with the opportunity to integrate knowledge with regard to the profession of Art Therapy, including literature in the field, through a culminating project which may include, but is not limited to, thesis or other extensive, in-depth project. Use of established research methods (e.g., quantitative, qualitative, mixed methods, arts-based), innovative methods of inquiry, clinical practice, or a synthesis of clinically-based personal and professional growth (e.g., service learning, designing a program, designing a "tool kit" for Art Therapists). This course guides students in identifying a thesis or project topic, problem statement, hypothesis or project development, literature review, and formation of the graduate thesis or project committee.

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 areas: "Thesis or Culminating Project" which are required 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:

- Understanding differences in art therapy thesis and project
- Brainstorming multiple topics of interest
- Developing problem statements
- Narrowing topics
- Pinpointing problem statement
- Developing hypothesis or project development process
- Beginning phases of literature review

5. Expected Student Learning Outcomes:

Knowledge (K)	Skills (S)	Affective/Behavior (A)
1) Organize research on the literature in the field as the basis for an extensive thesis or culminating project	1) Create an in-depth study of one aspect of Art Therapy or an integration of knowledge and clinical skill in Art Therapy 2) Complete a thesis or culminating project based on established research methods (e.g., quantitative, qualitative, mixed methods, arts-based), innovative methods of inquiry, clinical practice, or a synthesis of clinically-based personal and professional growth (e.g., service learning, designing a program, designing a "tool kit" for art therapists)	1) Participate in opportunities and support for sharing thesis or culminating project outcomes in a public forum (e.g., thesis presentations, written article for publication, submission of grant application)

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 identify a study topic, develop a problem statement, and begin literature review.

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: Submit a list of 5 topics of interest for a thesis or culminating project. Identify problem statements for each topic.

Assignment 2: Develop subheadings for literature review. Summarize 5 articles for each sections and include citations and references.

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 an opportunity to identify a study topic and to organize research for an extensive thesis or culminating project.

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 6082 Research Project II
3. Hours (L-L-C) **1-0-1**

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

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 Merca
Department Chairperson Signature
Sandra Gangstead / soc
Dean of School Signature

Abbreviated Course Syllabus to accompany Proposal for New Graduate Course

1. Course Title and Proposed Number: ARTH 6082: Research Project II

2. Catalog Description:

The curriculum provides students with the opportunity to integrate knowledge with regard to the profession of Art Therapy, including literature in the field, through a culminating project which may include, but is not limited to, thesis or other extensive, in-depth project. Use of established research methods (e.g., quantitative, qualitative, mixed methods, arts-based), innovative methods of inquiry, clinical practice, or a synthesis of clinically-based personal and professional growth (e.g., service learning, designing a program, designing a "tool kit" for Art Therapists). This course guides students in finalizing a thesis or project.

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 areas: "Thesis or Culminating Project" which are required 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:

- Completing of Literature Review
- Submitting proposal to graduate committee
- IRB submissions
- Developing research methods or project process

5. Expected Student Learning Outcomes:

Knowledge (K)	Skills (S)	Affective/Behavior (A)
<p>1) Organize research on the literature in the field as the basis for an extensive thesis or culminating project</p>	<p>1) Create an in-depth study of one aspect of Art Therapy or an integration of knowledge and clinical skill in Art Therapy</p> <p>2) Complete a thesis or culminating project based on established research methods (e.g., quantitative, qualitative, mixed methods, arts-based), innovative methods of inquiry, clinical practice, or a synthesis of clinically-based personal and professional growth (e.g., service learning, designing a program, designing a "tool kit" for art therapists)</p>	<p>1) Participate in opportunities and support for sharing thesis or culminating project outcomes in a public forum (e.g., thesis presentations, written article for publication, submission of grant application)</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 review available literature on one area of Art Therapy in order to fully equip themselves with current trends and research available that is relevant to chosen topic.

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 review of available literature on chosen topic. Literature review should be divided into sections or subheadings and organized by relevant content areas.

Assignment 2: Submit a thesis or culminating project proposal to graduate committee and make revisions as necessary for approval.

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 enter into the mid phase of conducting an in-depth study on one aspect of art therapy for a thesis or culminating project.

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 6090 Cultural and Social Diversity
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? **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

Chesterly Mercurio
Department Chairperson Signature
Jandra Gangstad / etc
Dean of School Signature

Abbreviated Course Syllabus to accompany Proposal for New Graduate Course

1. Course Title and Proposed Number: ARTH 6090: Cultural and Social Diversity

2. Catalog Description:

The curriculum provides students with the opportunity to understand the relevance of cultural competence to strategies for working with diverse communities, understanding of privilege and oppression and reflective thinking in regards to the therapist's own attitudes and beliefs. The role of arts in social justice, advocacy and conflict resolution are also explored.

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 (n): "Cultural and Social Issues" which is required 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:

- Defining Culture
- Barriers to Cultural Responsive Therapy
- MAKSS Assessment
- Ethics in culturally responsive assessment and therapy
- Culturally appropriate intervention skills and strategies
- Racial/cultural identity Men
- Racial/cultural identity Women
- Racial/cultural identity LGBTQ
- Racial/cultural identity Older adults
- Racial/cultural identity Jewish Americans
- Racial/cultural identity Immigrant and Refugees
- Racial/cultural identity Arab and Muslim
- Racial/cultural identity Multiracial decent
- Racial/cultural identity African American
- Racial/cultural identity Native American and Alaska Natives
- Racial/cultural identity Asian American and Pacific Islanders
- Racial/cultural identity Caucasian and understanding Whiteness and privilege
- Acculturation: Help or Hindrance
- AATA's Multicultural and Diversity Competencies
- Social justice and advocacy

5. Expected Student Learning Outcomes:

Knowledge (K)	Skills (S)	Affective/Behavior (A)
<p>1) Identify research addressing characteristics of help-seeking behaviors of diverse cultural and social groups and implications for responsive practice</p> <p>2) Demonstrate an understanding of current issues and trends in a multicultural society</p> <p>3) Describe cultural and social diversity theories and competency models including</p>	<p>1) Plan strategies for identifying the impact of oppression and privilege on individuals and groups and eliminating barriers, prejudices, intentional and unintentional oppression, and discrimination</p> <p>2) Make use of experiential learning activities (e.g., cultural genogram) designed to explore and develop student cultural and social self-awareness including self-assessment of</p>	<p>1) Value strategies for collaborating with and advocating for wellness within diverse communities</p> <p>2) Display a professional commitment to AATA's Multicultural and Diversity competencies</p> <p>3) Justify the role of arts in social justice, advocacy, and conflict resolution</p>

AATA's Multicultural and Diversity Competencies	attitudes, beliefs, and acculturative experiences 3) Apply cultural and social diversity theories and competency models to an understanding of identity development, empowerment, collaboration, advocacy, and social justice	4) Contrast connections of student cultural and social self-awareness to their view of others, including their cultural assumptions and biases
--	--	--

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 finalize and share a thesis or culminating project in a public forum.

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:

Topic: Following the format described in Hardy & Laszloffy (1995) create your personal cultural genogram (CG). Include at least 3 generations. Utilizing symbols for all the possible cultural influences, colors for cultural composition, and symbols for pride / shame factors that you are aware of. Use traditional symbols for marriage, divorce, etc.

Investigative Project of the Diverse Experience of Culturally Diverse People or Ethnographic Experience and Observation Project:

Choose between two options:

(1) Diversity Investigative Interview Project: this project consists of conducting one interview with an individual who is not from your cultural/ethnic group and using the information from the interview to articulate your understanding of similarities and differences between their worldview and yours. Ask the following questions:

2) Ethnographic Observation and Experience Project: Go somewhere new and different to you and report on a cultural awakening experience (i.e., walk through a community, eat in a restaurant, attend an art museum, visit a place of worship, attend a community meeting, shop in a neighborhood store, etc.). Be aware of the experience both internally (heightened awareness) and externally (attend to observed behavior and meanings). In the form of a paper, the student should provide a brief description of the situation or context, an ethnographic depiction, and an analysis of learned insights into the student's own values, stereotypes, biases, attitudes and emotions. The paper should cover how these insights impact your idea of culturally competent art therapy. The paper should be typed, double spaced and no more than 5-7 pages (excluding cover page). Use APA format.

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:

Course assignments requiring students to complete Harvard based self-assessments and evaluation to determine cultural bias and the influence this potentially can have on clients in therapy



College of Health Sciences, Dean's Office
Campus Box 064
Milledgeville, Georgia 31061-0490
Phone (478) 445-4092
Fax (478) 445-1913

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 6300 Art Therapy and Counseling with Children
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? **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
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

Chesley Mercado
Department Chairperson Signature
Sandra Gangstead
Dean of School Signature

Abbreviated Course Syllabus to accompany Proposal for New Graduate Course

1. Course Title and Proposed Number: ARTH 6300: Art Therapy and Counseling with Children

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 children. Relevant and current literature and research on current trends in art therapy and counseling practices with children 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:

- Literature on children and trauma
- Consent for treatment
- Making art with groups of children
- Sexual abuse and art therapy
- Graphic indicators of abuse in art
- Effects of medication on children's drawings
- Specialized groups
- Individual art therapy
- Open art studio with children
- Children from divorce
- Violence in drawings
- Talking vs. not talking during therapy with children
- Terminating therapy with children

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>5) Review therapeutic process (relationship building; midphase; termination)</p>	<p>1) Utilize art materials and processes within the context of building the therapeutic relationship</p> <p>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>6) Develop relevant sensory-based art therapy interventions</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>6) Identify theories of effective programs in various settings including strategies for program development and evaluation</p> <p>7) Understand a systems approach (family, community, political)</p>	<p>7) Integrate evaluation of treatment</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>	<p>5) Value consultation, collaboration and inter-professional teamwork</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.