

Adler Graduate School

Richfield, Minnesota

AGS Course 555

Art Therapy Assessments

1. Course Designation and Identifier

- 1.1 Adler Graduate School
- 1.2 Course number 555
- 1.3 Art Therapy Assessments
- 1.4 Three (3) credits
- 1.5 Prerequisites: 551

2. Course Description

This course will introduce the fundamentals of graphic development and create familiarity with a variety of specific art therapy and art based assessment tools and procedures used in evaluations. Included will be the formulation of treatment goals and objectives. Understanding how psychological health and cultural issues are manifested in the art process and product will be examined. Legal and ethical issues regarding art therapy evaluations will be discussed.

3. Texts, Materials, and Resources (required and optional)

3.1 Required texts:

Brooke, Stephanie L. (2004). *Tools of the trade: A therapist's guide to art therapy assessments* (2nd edition). Springfield, IL: Charles C. Thomas.
ISBN: 0-398-07522-0

Burns, Robert C., & Kaufman, S. Harvard. (1972). *Actions, styles & symbols in kinetic family drawings*. New York, NY: Brunner/Mazel.
ISBN: 0-87630-228-2

Cohen, B. M. & Mills, A. (1998). *The diagnostic drawing series handbook*. Alexandria, VA: Barry M. Cohen. Contact Barry directly at b4rtime@cox.net to purchase a digital copy of the handbook for \$20.00

Malchiodi, Cathy A. (1998). *Understanding children's drawings*. New York, NY: The Guliford Press.
ISBN: 1-57230-372-7 (pbk)

Wadson, Harriet. (1995). *The dynamics of art psychotherapy*. New York, NY: John Wiley

&Sons, Inc. ISBN: 0-471-11464-2

3.2 Optional text:

Additional articles to be provided by the instructor

Required materials:

Large 3 ring binder
 8 color pack of crayons
 Number 2 pencil
 Two sets of 12 color pack of soft chalk pastels
 1 can low-odor spray fixative
 12 color pack of Mr. Sketch scented markers
 Ruler and protractor.

4. Competencies and Learning Outcomes

Students in this course learn:

- 4.1 The historical perspectives concerning the nature and meaning of art based assessments. (7a,7b)
- 4.2 How to demonstrate correct application and administration of assessment tools. (7g, 11e)
- 4.3 How to indentify artistic development and graphic indicators as viewed through art done in the therapy context and behavioral observations. (7b, 11e)
- 4.4 To become familiar with the cultural, ethical and legal issues relating to art therapy assessments. (7f, 7i)
- 4.5 To write a report including treatment goals and present assessments. (7h, 11e)

5. Course Outline

5.1 Unit 1

Course overview
 Presentation topics
 The role of assessment
 Children's graphic and artistic development
 Consent/releases
 Read: Moon, B. The role of Assessment
 Malchiodi, C. chapters 1,3,4
 Brooke, S. pp 3-12, 68-81

5.2 Unit 2

Questions
 Review readings
 Experiential: House, Tree & Person Drawings

5.3 Unit 3

HTP analysis

Experiential: Person Picking an Apple from a Tree (P.P.A. T.)
 Read: Hammer, E. The H.T.P. Projective Drawing Technique
 Brooke, pp. 167-178. Formal Elements Art Therapy Scale (F.E.A.T.S.)
 Gantt, L. - The Case for Formal A.T. Assessments
 Gantt & Tabone F.E.A.T.S. Rating Manual

5.4 Unit 4

Questions
 P.P.A.T. follow up
 Experiential: Diagnostic Drawing Series
 Read: DDS Handbook
 Brooke, S., Forward and pp56-67.
 Cohen, Mills & Kijak. - Intro to the DDS

5.5 Unit 5

Questions
 DDS Follow up & Rating Guide
 Read: Moon, B., Listening to the Image
 Burns & Kaufman, Kinetic Family Drawings
 Brooke, S., pp 29-46
 Wadson, H., Understanding Art Expression, Chp. 4

Unit 6

Questions
 Reading review
 Kinetic Family Drawings
 CATS-KFD
 Read: Hays chapter 6

5.6 Unit 7

Questions
 Student presentations

5.7 Unit 8

Ethical and cultural issues
 Gang imagery
 Read: Mills, A., The assessment attitude.

5.8 Unit 9

Questions
 Student presentations

Road Drawings

6. Special Project Time (SPT)

Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained, 30 hour experience, requiring no more than 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with an integrative writing component or (b) a research exercise and a short integrative writing component.

An integrative, SPT experience can be based on an individual project or a group project. Once again, the individual or group completes an experiential or a research oriented exercise, followed by a short integrative writing assignment. This should all be planned within the context of a 30 hour student expectation.

SPT experiences may be constructed in such a way that they pertain to students' unique degree plans. For example, Licensed Marriage and Family Therapist students, Licensed Professional Counselor students, Licensed School Counselor, and Art Therapy students might construct a SPT experience unique to their chosen disciplines. This is done in consultation with the course instructor.

7. Writing Guidelines including APA Format

All written assignments in courses at the Adler Graduate School must be in APA format unless specifically noted by the course instructor (*Publication Manual of the American Psychological Association* (6th edition), 2009, American Psychological Association. ISBN 1-55798-791-2).

8. Assessment/Evaluation Procedures

8.1 In class presentation (10 points)

Student will make a 20 minute presentation in class. The topic will focus on a specified assessment tool in which you will present the background information, administration protocol and provide a brief experiential for the class (if time permits) or present your findings (analysis of art) from administering the assessment tool outside of class.

- 8.2 Special Project Time (30 points = 20 pts for the collection + 10 pts for the write up)
Each student will be required to collect 15 Diagnostic Drawing Series from a control group (no psychiatric diagnosis) of adolescents and/or adults (age 13 and up) to prepare and submit to the DDS Archives in Virginia. This will help develop proficiency for administering the DDS and to build the archive for future art therapy research using the DDS. You will select one of the collected series to use the DDS Rating Scale and do a write up to include as a component of your final assessment project.

8.3 Final Assessment Project (60 points)

Discuss the stages of children's graphic/art development and its importance to cognitive and emotional development. Observe the drawing process and collect 3 drawings from one child between the ages of 2 – 6 years old. Be sure to get a release signed by the parents.

Write your observations about the art making process:

- Mood/affect
- The approach and responses to the art making tasks

- Include any relevant statements the child makes.
- Describe the stage/stages that are illustrated in each drawing.
- Include the drawings (or photos of drawings) with your paper. (10 points)

Follow the protocol to administer the Diagnostic Drawing Series to either an adolescent or adult (not a family member or close friend) you may use one from your DDS collection. Refer to the D.D.S. handbook to describe graphic elements and fill out the DDS rating form. and write up your observations of behavior. (10 points)

Questions to consider:

- What is the gestalt of the series?
- What is the progression of the series as a whole?
- What is my overall aesthetic response to the series?
- The purpose of this exercise is not to come up with a diagnosis but to gain experience with following the administration protocol and gain competency in identifying the graphic indicators.

Follow the protocol to administer the Kinetic Family Drawing to a child or adolescent between the ages of 5 – 17.

Using the resources in the Burns and Kaufman book:

- Write up your narrative assessment of the family dynamics
- Fill out the K-F-D Analysis sheet
- Include the drawing. (10 points)

Follow the protocol to administer the achromatic and chromatic House, Tree, and Person Drawing to an adolescent or adult.

- Have them fill out a post drawing inquiry
- Describe the subjects approaches to the achromatic and chromatic tasks
- Include the drawings
- Using the writings of Hammer, identify some of the expressive aspects and content interpretations from the images. (10 points)

Follow the protocol to administer the Person picking an apple from a tree drawing (P.P.A.T.) with either a child (6 years +) or an adult.

- Fill out the FEATS Rating Sheet and Content Tally Sheet. (10 points)

Integrative statement: Based on your reading, administration and experience with art based assessments:

- Write about your views of and experiences with assessment tools in art therapy
- Include what you may think are the advantages and disadvantages of these assessments
- Identify any ethical and cultural issues with art based assessments
- Discuss which assessment tool you may be inclined to use in your internship or your future work. (10 points)

All papers are due February 25, 2010

8.4 Grading:

Presentation (10 points)

- Knowledge of assessment tool/purpose/application (4 points)
- Administration of assessment and/or analysis of imagery (4 points)
- Organization and presentation style (2 points)

Special Project Time (30 points)

- Collection, preparation and submission of 15 DDS to the archive (20 points)
- Diagnostic Drawing Series written up using the DDS rating scale and participant observations. (10 points)

Final Paper (60 points)

- Children's art development section (10 points)
- Kinetic Family Drawing assessment (KFD) (10 points)
- Person picking an apple from a tree (PPAT/F.E.A.T.S.) (10 points)
- House, Tree Person drawings (HTP) (10 points)
- Integrative statement (5 points)
- Ethical and cultural issues with art based assessments (5 points)
- Following APA style, spelling, grammar, and mechanics. (10 points)

- A 90-100 points
- B 80-89 points
- C 70-79 points
- R Retake class if less than 70 or final papers more than 45 days late.

9. Attendance Policy

Students are expected to attend all class meetings. When a student is unable to attend class, it is a courtesy to notify the course instructor in advance using either e-mail or phone.

10. Participation Disclaimer

Active participation in class discussions/exercises/demonstrations is encouraged. As with other AGS courses, in this course, individual students must determine for themselves the level of disclosure/intimacy that is appropriate for them.

Whenever confidential information/material is used in any AGS course, students and faculty members are expected to observe AGS policy concerning the handling of confidential information/material. Full descriptions of these policies are readily available.

11. Academic Integrity Policy

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects, and research/term papers. Academic dishonesty, whether cheating, plagiarism, or some other form of dishonest

conduct may result in failure for the work involved. Academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the Adler Graduate School. Here are examples of academic dishonesty:

- Cheating - Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit.
- Fabrication - Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
- Facilitating academic dishonesty - Intentionally or knowingly helping or attempting to help another to violate a provision of academic integrity.
- Plagiarism - The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment.

12. Internet/On-Line Activity

On-line components Adler Graduate School classes provide an opportunity for open and insightful dialogue. As in face-to-face discussions, there are differences in opinions concerning topics discussed. We view these differences as welcomed attribute of a good scholarly discussion. Respect for differences will also be viewed as a sign of scholarly debate.

Following are guidelines governing on-line discussions:

- Never post content that is known to be illegal. Never post potentially harassing, threatening, or embarrassing statements, as well as statements that that might be potentially offensive and seen as disrespectful in any way.
- Faculty members monitor discussion and intervene when requested or as deemed necessary.
- On-line communication presents a significant level of ambiguity, as verbal content of communication is not well supported by its non-verbal (including contextual) components. If a student feels threatened or offended by a statement made by another student during on-line portion of a class, please address the issue immediately with the other student(s) to clarify their position and your reaction. If this does not work, contact your class instructor so actions can be taken if necessary.
- During on-line discussion, follow the same rules concerning protection of confidential information as you would follow in face-to-face discussion.

13. Nondiscrimination Clause

The Adler Graduate School is an equal opportunity educator and employer. The Adler Graduate School does not discriminate on the basis of race, creed, color, national origin, sex, age, sexual orientation, veteran status, or physical disability in the employment of faculty or staff, the admission or treatment of students, or in the operation of its educational programs and activities. The institution is committed to providing equal education and employment opportunities in accordance with all applicable State and federal laws.

14. Learning Accommodations (including students with disabilities)

If a student in this course has a documented learning disability, he or she should tell the instructor during the first week of class. The instructor needs to know on the front end so that he or she can work with the student. The Adler Graduate School is committed to helping all students be successful, as best as can be reasonably accommodated. Documenting a learning disability occurs at the student's expense. When documented appropriately, the Adler Graduate School makes all reasonable accommodations.

15. Instructor Contact Information

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January 2010