

Adler Graduate School
Course 597
Art Therapy Advanced Internship (1-3)
Course Syllabus

1) Course Designation

- 1.1 Course Number 597, prerequisite 594
- 1.2 Advanced internship (1-3)
- 1.3 Current Internship placement site required.
- 1.4 This course will yield 1.0 credit per section.
- 1.5 Each section is comprised of a total of 15 seated hours in class.

2) Course Description

In 597, students deepen their experience of leading art therapy groups and art therapy individual sessions. The student's use the group format to address organizational/ site specific issues that are relevant to the care of the clients. The students integrate their internship experiences with art therapy and Adlerian course content. The students discuss appropriate art therapeutic and specific Adlerian techniques and interventions used to address these problems. Art therapy ethical considerations will be addressed as well as art therapy career developmental considerations will be addressed. Learning in this course occurs through case presentations, peer feedback, art response, readings, papers and through a final art piece that is reflective of the student's internship experience and professional development thus far.

Participation in 597 includes a current internship placement site, having documented at least one current art therapy case (not presented previously in any Adler class), including composing clients' social history and being prepared to present the case during the 597 course.

Unless with permission by previous arrangement, students must attend each of the four consecutive class meetings, of 597 with the same instructor.

In composing the case history, disguise the client or clients and treat all information as confidential.

Students must have an approved internship site form signed, insurance purchased, and have releases signed by their clients and be participating on site 6-10 hours per week.

Participating 597 students should be working on site and, ideally, be carrying a client case load of at least 3 individual art therapy cases as well as leading art therapy groups. If a student who is signed-up for 597 is not working on site with an active art therapy caseload, he or she should withdraw from the class and see Ev Haas about enrolling in a future section.

a) Required Reading:

For 597 (1)

Ansbacher, H., & Ansbacher, R. (1956). *The individual psychology of Alfred Adler*. New York: Harper Perennial. (pages 326-349).

For 597(2) article given by instructor.

For 597 (3) only:

Malchiodi, Cathy A. (2004). *Art Therapy and Career Counseling: Strategies for Art Therapy Job Seekers. Art Therapy: Journal of the American Art Therapy Association, 21 (1), 30-37.*

3) Learning Outcomes

Students in 597 develop increased understanding and mastery of the practice of Adlerian/ art therapy with individuals, couples, and families. (1b, 1g,2c,2f)

Students will be able to successfully implement Adlerian art therapeutic techniques and learn how to problem solve conflicts and issue's related to their site in a professional and appropriate manner. (3c, 7h,10d,11b,11e)

The students will learn how to clearly communicate, organize, manage and integrate clinical information for a case presentation. (7h,3c,3d,)

The students will be able to process the complex feeling that surface related to their *internship experiences with their clients* through art response, journaling, peer feedback and through the integration of readings and course content. (5a,b,c,d,e,f,h)

The students will discuss personal career development strategies and integrate information from the required reading. (4e, 4b, 4d)

4) Course Content for 597

Case presentations- students will be required to present at least one client case presentation using the art therapy specific social history format located in the internship manual. Please bring client artwork created in the session/sessions and add descriptions of the client art work in your social history. Your write up should include a summary of the interventions used in the session, if it was successful or not and what you could have done differently. If the client is a group that you are working with, your write up should include the client as the group and include the group's artwork and artwork descriptions/summaries.

Art response in student's journal- the student's will be required to keep a personal journal while at their internship site. It is the student's responsibility to use the journal to process their internship experience through their art response. Please bring the journals to class.

Final art piece-on the *last classroom night*, the students will be expected to present a completed art piece reflecting 1) their internship experience thus far or 2) that reflects a response to client artwork or 3) that reflects a response to an art therapy group or 4) that reflects a response to an individual client or 5) that reflects the student's professional art therapy development thus far.

Integrative/ Reflective Paper- This student's will be required to turn in a typed 1 page response to their art piece that they have created for the last class. This should be an art reflective paper that includes any insights discovered, assessments made, competencies mastered as well as those will continue to develop. Please also include any Adlerian art therapy concepts learned in previous coursework that relate to your internship experience as well as any Adlerian/ art therapy insights gained from your current assigned readings.

The art piece is due on the last classroom night _____.

Please have the reflective and integrative/ reflective paper, logsheets signed and completed, site supervisor evaluation completed- stapled and turned into me due 2 weeks from the last classroom night _____.

Students will not be able to move into the next internship class without these completed.

Instructor:

Erin Rafferty, ATR-BC, LPC
612.273.5941
email: eraffer1@fairview.org

1/2010

Adler Graduate School Case History Form: Art Therapy Specific

Client Name(s):

Age:

Gender:

Marital Status:

Years together:

Occupation(s):

Date of initial session:

#number of sessions:

Genogram: Attach a genogram which includes at least 3 generations of the client's family.

Referral and Presenting Problem: State briefly who referred the client for counseling and the primary problem for which help is being sought.

History of the Problem: How long has the client had this problem: When did it begin and under what circumstances? Describe its severity. Why is help being sought out now?

Current Situation: Summarize pertinent information about the client's work, living arrangements and social situation.

Family History: Describe circumstances in which the client was raised. Include birth order, economic class, social status, parental and sibling characteristics and interactions, and significant changes or stressors. Also include any history of chemical use or mental illness in the family. Identify strengths and vulnerabilities of the family.

Social Adjustment: Describe peer relationships. Discuss the role client played in peer group and how he/she felt with peers. Describe relationships with family members.

School Adjustment: Describe academic record and behavioral adjustment. Identify special needs or disabilities.

Work Adjustment: comment on work history. Emphasize ability to find and hold jobs, relationships with fellow workers and supervisors. Determine average length of stay on job and the longest period of time in a single job.

Marital History: Describe relationship histories beginning with length of courtships, length of marriages, prior marriages or significant relationships. Describe the marriages/relationships in terms of the nature of the relationship and whatever is deemed important and relevant.

Lifestyle Assessment: A minimum of family constellation and ordinal position and 3 early recollections are required for teen and adult clients.

Treatment plan: The plan should include client goals and *art therapeutic methods* of achieving those goals, along with a multi-axial diagnosis. (ex: Patient will learn 3 new coping strategies in art therapy,

music therapy and interactive group therapy by time of discharge. Patient is using clay, sandbox, coping skills box, listening to classical music as coping strategies daily.)

Art Therapy Information- client art work descriptions created in the session(s), interventions used, how the interventions related to the treatment plan goals and objectives and a summary of how successful interventions were, describe what you would have done differently next time and be prepared to discuss your current art therapy goals and direction with your client/ group. Please include Adlerian concepts addressed in session if relevant.