1. Course Designation and Identifier
1.1 Adler Graduate School
1.2 521.5
1.3 Values, Ethics and Legalities in Art Therapy
1.4 One (1) credit
1.5 Prerequisites: 511, 551

2. Course Description
This course focuses on the ethical and legal issues specifically applied to the practice of art therapy. Based on readings, case studies, and experiential methods, students will explore the contemporary application of ethical art therapy practice and advocacy in multidisciplinary teams, managed care systems, the use of technology, and with diverse clients. Students will integrate Adlerian concepts into their understanding of ethics and professional values.

3. Texts and Materials

4. Competencies and Learning Outcomes
4.1 Demonstrates the formulation of an ethical professional identity as an art therapist. (CACREP: 1g; AATA: 11f)
4.2 Understands the legal standards particular to the practice of art therapy. (CACREP: 1d; AATA: 11g)
4.3 Demonstrates the ability to apply and adhere to ethical and legal standards in art therapy. (CACREP: 1g; AATA: 11f)
4.4 Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and advocacy in art therapy practice. (CACREP: 2d; AATA: 11h)
4.5 Understands the ethical standards of relevant professional organizations. (AATA: 11g)
5. **Course Outline and Reading Assignments**

   Please read the entire required text prior to the start of the course

   Please bring one piece of your personal art work for the first class. Any medium is fine.

   **Saturday, October 25**
   - Introduction to the course
   - Modes of ethical thinking
   - Professional codes
   - Responsibilities to clients
   - Responsibilities to the workplace

   **Sunday, October 26**
   - Professional boundaries
   - Responsibility to the profession
   - Ethics technology and social media
   - Issues in private practice
   - Dealing with ethical violations
   - Small group presentations
   - Course evaluation

6. **Final Project and Paper**

   You will create a piece of art that is a reflection upon the ideas, issues and concepts that this course has raised for you. The art work and accompanying 4-6 page paper will serve as an integration of the course material and reflect upon your professional ethics and values. Please include references.

   **Due: Monday, November 10th, 2014**

   We would like to temporarily display the art at the Adler Graduate School.

7. **Writing Guidelines including APA Format**


   1) All papers must be written according to the APA Style Manual. First person statements will be acceptable as this is a reflective paper.
   2) The paper should be submitted to craig.balfany@alfredadler.edu or dropped off in the instructor's Adler mailbox.
8. **Assessment/Evaluation Procedures**

8.1 Assignment Overview
- Students are expected to fully engage in lectures, discussion, reading response groups, audio-visual resources, textbooks, and printed materials.
- Classroom experientials/discussions 50 points
- Final project/paper 50 points
- A grading rubric will be provided

8.2 Grading
- Grades are calculated as:
  - A= 90-100 points
  - B= 80-89 points
  - C=70-79 points
  - R= Retake- Student needs more time or instruction to master the requirements of the course
  - NC=No Credit – Missing any class meeting or not completing required assignments within 45 days of the completion of the course.

9. **Attendance Policy**

***Students are required to attend both class meetings for the entire scheduled class time.***

10. **Participation Disclaimer**

Active participation in class discussions is encouraged. As with other AGS courses, in this course individual students must determine for themselves their level of disclosure in class.

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 of 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 a 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 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 the 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.

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, 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 you. 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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Revised 10/14