Adler Graduate School
Richfield, MN
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 Prerequisite: 551

2. **Course Description**
   This course will introduce the fundamentals of art therapy/art based assessment tools and procedures that can be used as a component of art therapy evaluations. Included will be the fundamentals of graphic development, selections of assessment tools, reliability and validity, documentation, and 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. Students will practice administering a variety of assessment tools and evaluate the results and discuss how the images illustrate participants strengths and approaches to life tasks.

3. **Texts, Materials and Resources** (required and optional)
   3.1 Required materials:

3.2 Additional articles to be provided by the instructor

3.3 Required materials:
- 12 color pack of soft chalk pastels (alphacolor is a good brand)
- 12 color pack of Mr. Sketch scented or unscented markers
- 1 Box of 8 color crayons
- Ruler and protractor
- 1 large 3 ring binder
- 1 can of spray fixative or hair spray

4. **Competencies and Learning Outcomes**

Students in this course learn about:

4.1 Art based assessment tools that include the following:
   4.1.1 House, Tree, Person drawings; Diagnostic Drawing Series; Kinetic Family Drawing; Kinetic School Drawing; Person Picking an Apple From a Tree drawing; Silver Drawing Test of Cognition and Emotion and others.
   CACREP: 5a,e; 7a,b,g; 10e; AATA: 11e

4.2 How to demonstrate correct application and administration of art therapy assessment tools and maintain reliability and validity.
   CACREP: 5e,g; 7b,d,e; AATA: 11e

4.3 Graphic development of children’s art. CACREP: 3b; 7b; AATA: 11e

4.4 Psychological health and diagnostic indicators suggested by the art process and products.
   CACREP: 7a, h; AATA: 11e

4.5 Identifying client strengths and approaches to life tasks as reflected in art images.
   CACREP: 10c

4.6 Cultural, ethical, and legal issues relating to art therapy assessments.
   CACREP: 2b,d; 7f,i; AATA: 11,f,h

4.7 Presenting assessments, documentation, and writing treatment goals based on art assessments. CACREP: 7g, AATA: 11e

5. **Course Outline**
5.1 Unit 1

Course overview

Discussion
The Role of Assessment – Read prior to first class
The Assessment Attitude – Read prior to first class

Children’s graphic and artistic development

Assignment: You will need to observe the art making process one child (2-7) and
Write up your observations of behavior and identify the stage/s of the child’s
graphic development. Be sure you receive written consent. Paper Due:

Saturday, April 27

Read for next class:
Brooke, S. pp 3-12, 29-55
Burns & Kaufman – review entire text
Malchiodi, C. chapters 1, 3, 4.

Bring to next class:
Crayons

5.2 Unit 2

Follow-up: Children’s graphic development
Kinetic Family Drawing
Kinetic School Drawing

Experiential: House, Tree, & Person drawing

Assignment: You will follow the protocol to administer either the KFD or KSD to a child
(5-17). Write up your observations and assessment of graphic developmental
level. What can you infer about the participant’s strengths and interpersonal
relationships and family constellation? Include the drawing.

Paper Due: Thursday, May 2

Read for next class:
Brooke, S. pp. 68-89
Hammer, E. The Clinical Applications of Projective Drawings Chapters 3,8,
(4 optional)
Holt & Kaiser. Indicators of Familial Alcoholism in Children’s KFD’s

Bring to next class:
Chalk pastels, ruler & protractor

5.3 Unit 3

Discussion: HTP drawings

Assignment: Follow the protocol to administer the monochromatic and chromatic
HTP drawing assessment to an adolescent or an adult. Write up your
observations, graphic developmental level, and inferences about the participants
strengths/ Lifestyle/approaches to the five (5) life tasks.

Paper Due: Thursday, May 9
Read for next class:
Brooke, S. pp. 56-67
Cohen, Mills & Kijak. An introduction to the DDS
Cohen, The DDS Guide Book

Bring to next class:
Mr. Sketch markers

5.4 Unit 4  
Saturday, April 27
Review: Student collections of children’s art
Experiential: Diagnostic Drawing Series
Discussion: The Diagnostic Drawing Series Guide Book
Assignment: This will be for part 1 of your SPT.
Follow the protocol to administer the DDS to Five (5) adolescents or adults who have no known mental health diagnosis. You will select one series of the DDS, fill out the DAF2 and write up your observations and inferences about the participants strengths/Lifestyle/approaches to the life tasks. Identify at least one potential treatment goal based on your assessment. List objectives/interventions that include art and Adlerian based approaches.

Drawings and Paper due: Thursday, May 30

5.5 Unit 5
Experiential: Person Picking an Apple From a Tree
Discussion: PPAT and the F.E.A.T.S. rating scale
Assignment: Follow the protocol to administer the PPAT to Five (5) teens or adults. Complete the F.E.A.T.S. and write up your observations.

Drawings and paper due: Saturday May 11

Read for next class:
Brooke, S. pp 167-178
The Formal Elements Art Therapy Scale Training Manual
Gantt, L. The Case for Formal Art Therapy Assessments
Wadeson, H. The Anti-assessment Devil’s Advocate

5.6 Unit 6  
Thursday, May 2
Follow up: PPAT
Discussion: The Case for Formal Art Therapy Assessments
The Anti-assessment Devil’s Advocate

Levick Emotional and Cognitive Art Therapy Assessment (LECATA)
Review: student collections of KFD/KSD

Read for next class:
  Brooke, S. pp 98-111, 179-187
  Wadeson, H. chapter 4
  Bruscia, K. Standards for Clinical Assessment in the Arts Therapies

5.7 Unit 7  Thursday, May 9

Review: Student collections of H.T.P. drawings

Discussion: Understanding Art Expression

Discussion: The Silver Drawing Test of Cognition and Emotion

Read for next class:
  Brooke, S. 160-167
  Betts, D.J. Developing a Projective Drawing Test (FSA)
  Hays, P. Culturally Responsive Assessment

5.8 Unit 8  Saturday, May 11

Discussion: Bruscia article

Experiential: Face Stimulus Drawing

5.9 Unit 9

Review: Student collections of PPAT drawings

Discussion: Culturally Responsive Assessment

Experiential: Road Drawings

Final Assignment

Integrative Paper  Due: Thursday, May 30

Your integrative paper will be based on your reading, experientials with, and administration of, art based assessment tools.
  Discuss your views and experiences with assessment in art therapy.
  Include what you think are the advantages and disadvantages of these assessments.
  Identify an assessment tool(s) you may be inclined to use in your internship or future practice.
Select an assessment from the *Tools of the trade* book, that was not covered in class, that you may have an interest in using in your art therapy practice. State your rational for your choice.

Identify and discuss cultural, ethical and legal issues related to art therapy assessments.

6. **Special Project Time (SPT)**

6.1 Special Project Time (SPT) allows students the opportunity to integrate course materials. SPT is meant to be a self-contained experience requiring 30 hours to complete. SPT generally focuses on either (a) an experiential exercise paired with a short integrative writing component or (b) a research exercise and a short integrative writing component.

6.2 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.

6.3 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, and Licensed School Counselor students may 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, including those submitted in online courses, 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 1-4338-0561-8).

8. **Assessment/Evaluation Procedures**

8.1 Assignment Overview

<table>
<thead>
<tr>
<th>Assignment or Activity</th>
<th>Due Date</th>
<th>Point Value</th>
<th>Course Outcome Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Art Observation</td>
<td>April 27</td>
<td>10</td>
<td>4.3</td>
</tr>
<tr>
<td>KFD or KSD</td>
<td>May 2</td>
<td>10</td>
<td>4.1,2,3,4,5,7</td>
</tr>
<tr>
<td>PPAT</td>
<td>May 11</td>
<td>20</td>
<td>4.1,2,3,4,5,7</td>
</tr>
<tr>
<td>H.T.P</td>
<td>May 9</td>
<td>10</td>
<td>4.1,2,3,4,5,7</td>
</tr>
<tr>
<td>DDS</td>
<td>May 30</td>
<td>20</td>
<td>4.1,2,4,5,7</td>
</tr>
<tr>
<td>Integrative Paper</td>
<td>May 30</td>
<td>30</td>
<td>4.1,4,6</td>
</tr>
</tbody>
</table>
8.2 Grading:

- **A**: 90-100 points
- **B**: 80-89 points
- **C**: 70-79 points
- **R**: 69 or less= Retake (or for a failure to complete assignments within 45 days after last class session.)

If you need an extension you must fill out an extension request form and submit it prior to the due date.

9. **Attendance Policy**

Since courses are structured according to an intensive five-week format, regular and punctual attendance is of prime importance. 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 the e-mail or phone information provided at the end of this syllabus.

Most courses are divided into **nine units. One unit is equal to** one evening class session, ½ of a weekend day session, one unit/ posting in an online class or, roughly, 3 ¼ hours of class time. If a student misses more than 2 class units, the decision whether to allow a grade or issue a retake is left to the discretion of the instructor. Students who miss four class sessions are automatically not eligible to receive a grade for the class and are expected to retake the class.

In **online classes**, the student fulfills the class session or unit by complying with posting and other submission deadlines.

It is the instructor’s prerogative to allow or not allow make up work or to deduct points or issue a lower grade based on missed class sessions.

Specific courses may have **additional attendance requirements** based on the structure of the course. Those specifics are listed here:

- .
- .

Questions or appeals about the implementation of the attendance policy may be directed to the Academic Vice President.

10. **Participation Disclaimer**

13.2 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.

13.3 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 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.

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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