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
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**

**Monday, February 16**

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:**

**Monday, March 2**

Read for next class:
Brooke: *Tools of the Trade* pp 3-12,
Malchiodi: *Understanding Children’s Drawings* chapters 1, 2, 3, 4.

Bring to next class:
Crayons

5.2 **Unit 2**

**Saturday, February 21**

Follow-up: Children’s graphic development

Experiential: Kinetic Family Drawing

Discussion: KFD/ Kinetic School Drawing
Burns text

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 participants strengths and interpersonal relationships and family constellation? Include the drawing.

**Paper Due:** **Saturday, March 7**

5.3 **Unit 3**

Experiential: House, Tree, Person Drawing

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 (love, work, community, self-identity, spirituality) based on the drawings and discussions/observations. Write at least one potential treatment goal based on your assessment.

**Paper Due:** **Monday, March 9**

Discussion: House, Tree, Person drawings
Read for next class:
  Brooke: *Tools of the Trade* pp. 29-55; 68-89
  Burns and Kaufman: *Actions, Styles & Symbols in Kinetic Family Drawings*
  Review entire text
  Hammer: *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:
  Mr. Sketch Markers

**5.4 Unit 4**

*Monday, February 23*

Follow-up: HTP drawing

Discussion: Student pair presentations. (20 min combined). **Due March 16**
  Each student pair will research an assigned art based assessment tool
  Each participant will follow the protocol and administer it to their partner
  Each pair will present to the class the protocol format an goals of the tool
  Each pair will share their personal process and product(s) from taking and administering
  the assessment tool.

Experiential: Person Picking an Apple From a Tree (PPAT)

Discussion: PPAT and the F.E.A.T.S. rating scale

Assignment: This will be for **part 1** of your SPT.
  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: April 6, 2015**

Read for next class:
  Brooke: *Tools of the Trade* pp 167-178
  Gantt & Tabone: *The Formal Elements Art Therapy Scale Training Manual*
  Gantt: The Case for Formal Art Therapy Assessments
  Wadeson: The Anti-assessment Devil’s Advocate

**5.5 Unit 5**

*Monday, March 2*

Follow-up: PPAT

Due: Children’s drawings and observation papers

Discussion: The Case for Formal Art Therapy Assessments
  The Anti-assessment Devil’s Advocate

Experiential: The Silver Drawing Test of Cognition and Emotion

Read for next class:
  Brooke: *Tools of the Trade* pp 98-124
  Wadeson: chapter 4
5.6 Unit 6

Saturday, March 7

Due: KFD/KSD drawings and paper

Experiential: Diagnostic Drawing Series

Discussion: The Diagnostic Drawing Series Guide Book

Assignment: This will be for part 2 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. Write at least one potential treatment goal based on your assessment. List objectives/interventions that include art and Adlerian based approaches.

Drawings and Paper due: April 6, 2015

5.7 Unit 7

Discussion: Understanding Art Expression (Wadeson, ch. 4)

Experiential: Road Drawings

Read for next class:
Brooke: 179-187
Bruscia, K. Standards for Clinical Assessment in the Arts Therapies
Hays, P. Culturally Responsive Assessment

5.8 Unit 8

Monday, March 9

Due: HTP Drawings and paper

Discussion: Bruscia article

Experiential: Levick Emotional and Cognitive Art Therapy Assessment (LECATA)

Discussion: Culturally Responsive Assessment

5.9 Unit 9

Monday, March 16

Due: Student pair presentations

Course evaluation
Final Assignment

Integrative Paper

Due: April 6, 2015

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 and 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 45 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.

6.4 Your SPT for this course will include two parts:

1) Follow the administration protocol for the PPAT, collect and document 5 samples
2) Follow the administration protocol for the DDS, Collect and document 5 samples

Please follow the documentation specifics listed in the syllabus.

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>March 2</td>
<td>10</td>
<td>4.3</td>
</tr>
<tr>
<td>KFD or KSD</td>
<td>March 7</td>
<td>10</td>
<td>4.1,2,3,4,5,7</td>
</tr>
<tr>
<td>HTP</td>
<td>March 9</td>
<td>15</td>
<td>4.1,2,3,4,5,7</td>
</tr>
<tr>
<td>Student Presentation</td>
<td>March 16</td>
<td>15</td>
<td>4.1,2,3,4,5,7</td>
</tr>
<tr>
<td>PPAT</td>
<td>April 6</td>
<td>10</td>
<td>4.1,2,3,4,5,7</td>
</tr>
<tr>
<td>DDS</td>
<td>April 6</td>
<td>20</td>
<td>4.1,2,4,5,7</td>
</tr>
<tr>
<td>Integrative Paper</td>
<td>April 6</td>
<td>20</td>
<td>4.1,4,6</td>
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</tbody>
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8.2 **Grading:**

- **A** 90-100 points
- **B** 80-89 points
- **C** 70-79 points
- **R** Retake- Needs more time or instruction to master the requirements of the class
- **NC** Quality of work or participation falls below minimum expectations, including:
  - Not attending class,
  - Not properly notifying registrar of a withdrawal
  - Missing class periods in excess of the number allowed by AGS's course attendance policy (see section 9 below)
  - Not resolving a grade of incomplete within 45 days after the last class meeting (not the assignment due date) and an agreed upon extension has not been arranged by the student and instructor. The Incomplete turns to No Credit (NC) and the course must be repeated at full price.

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 will automatically receive a grade of NC (No credit) for the class and are expected to retake the class at full price.
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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