1. **Course Designation**

1.1. Adler Graduate School  
1.2. Course number #558  
1.3. Multicultural Art Therapy  
1.4. Three (3) credits  
1.5. Prerequisites: 511 Introduction to Adler, 551 Foundations of Art Therapy and 513 Comparative Theories.

2. **Course Description**

This graduate course is designed to increase awareness and develop skills and approaches in multicultural counseling and art therapy. In the increasingly diverse environment of the United States, we are constantly interfacing with a broad variety of peoples in our families, social situations, work environment, and clinical settings. Thus, the class will explore the implications of culture, race, ethnicity, gender, sexual orientation, social status, and physical boundaries. Through the course readings, and discussions, reflective writing, lectures, videos, and guest presentations, multicultural issues will be examined and presented for the class to learn how to be flexible, open, knowledgeable, and competent with diverse individuals. Students will have an opportunity to explore their own attitudes, beliefs, understandings, acculturative experiences and other culturally supported traits and behaviors in the context of the professional roles to which they aspire.

This course is designed to increase student’s cultural awareness by: 1) Challenging cultural biased assumptions: 2) Weave experiential art-making into a didactic examination of culture, family, and self; 3) Build a knowledge base concerning specific populations and service strategies/skills; 4) Identifying appropriate art based interventions based on cultural competency and accurate knowledge.

3. **Text, Materials, and Resources**

3.1 Required:

Bristol, PA: Jessica Kingsley Publishers.

3.2 Recommended:


3.3 Additional articles to be provided by instructor in the class:


Additional articles may be added.

4. **Learning Outcomes**

Students in this course learn:

4.1 Learn and begin to apply theories of multicultural counseling, identity development, and social justice in the process of art therapy practice and building multicultural competencies in relation to diversity, equity, and opportunity in individual learning and development; create a conceptual cross-cultural therapeutic framework as applied to various facets of diversity, including race, ethnicity, age, gender, language, religion, sexual orientation, urban/rural status, level of abilities and education, and socio-economic status; study current literature that outlines theories, approaches, strategies and techniques that are effective in working with specific populations in mental health field (CACREP competencies met are 2a,2e. AATA 11g,11h).

4.2 Identify cross-cultural trends, from micro- to macro-level, and their impact on the dynamics of multicultural counseling occurring within and among various cultural groups, nationally and internationally; as well as cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of learning and employment (competencies met are 2a);
4.3 Be able to identify implications of internalized oppression, institutional racism, historical and current political climate regarding immigration, poverty, and welfare; public policies on different levels affecting quality and accessibility of mental health and educational services; ways in which educational and other organizational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of individuals and families; and define counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination;

4.4 Study attitudes, beliefs, understandings and acculturative experiences, multicultural counseling issues, and the impact of ability levels, stereotyping, family, SES, gender, sexual identity, and other aspects of multicultural society on various aspects of life, from interpersonal relations to academic and career achievement to counseling process; participate in specific experiential and art based learning activities designed to foster students’ understanding of self and culturally diverse clients when dealing with racism, discrimination, sexism, power, privilege, and oppression, and their ability in creating effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling. (competencies met are 2b. AATA 11c, 11f, 11h);

4.4 Plan individual, couple, family, group and community art therapy strategies for working with and advocating for the educational and employment experiences necessary to promote the academic, artistic, career, and personal/social development of individuals; for policies, programs, and services that enhance a positive interpersonal climate and are equitable and responsive to multicultural populations; learn to engage families to promote the academic, career, and personal/social development. (competencies met are 2c, 2f. AATA 11b, 11c, 11h);

4.5 Evaluate personal and professional values and ethics as related to multicultural art therapy and community advocacy; incorporate professional ethics in determining appropriate multicultural art therapy interventions. Attend to counselor roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body and counselor’s ability to identify community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, artistic, career, and personal/social development. (competencies met are 2d, 2f. AATA 11b);

4.6 Demonstrate sensitivity to the unintended consequences of therapeutic processes that may oppress populations at risk, including issues of biases, overt oppression, and microaggression. Analyze the importance of culturally prescribed and culturally proscribed communication styles in a professional therapeutic environment (competencies met are 2b, 2d);

4.7 Evaluate competencies in multicultural art therapy and develop a plan for growth; understand ethical responsibilities in providing mental health services for diverse populations in diverse society, including but limited by strategies in gathering and maintenance of community resources to make appropriate referrals. (competencies met are 2d,f. AATA 11f);

5. **Course Outline**
Before the first class please read: Sue & Sue chapters 2, 3 & 4

5.1 Unit 1: Monday, June 30

- Review of course expectations and goals
- Introduction of SPT
- The superordinate nature of multicultural counseling and therapy
- Personal introductions
  - Experiential #1: Exploring the tripartite development of your personal identity
- Multicultural counseling for minority group counselors/therapists
- A Fourth Force: Multiculturalism. Sociopolitical considerations in multicultural counseling, consulting, and education. Cross-cultural trends, from micro- to macro-level, and their impact on the dynamics of multicultural counseling occurring within and between various cultural groups
- The politics of counseling and psychotherapy: Social justice in counseling
- Group discussion: Values are part of all cultures

Reading for next class meeting
Golub, Social Action Art Therapy
Hocoy, Art Therapy and Social Action
Sue & Sue chapters 5, 6.
Articles on Microaggression

5.2 Unit 2: Monday, July 7

- Microaggression
- Systematic Oppression
- Social Action and Art Therapy

Guest Lecture: Barbara Nordstrom-Loeb, RDMT, LMFT
  - Working with body/movement patterns of cultural expression

Reading for next class meeting
Hiscox & Calisch ch. 13
Sue & Sue chapters 8,10,11,15

5.3 Unit 3: Monday, July 14

- Culturally appropriate intervention strategies
- Non-western indigenous methods of healing: Implications for therapy
- Racial/cultural development in people of color
- Counseling Native Americans

Guest Lecture: Ritchie Two Bulls – Art Therapy with Native Americans
**Reading for next class meeting**
Sue, chapters 12, 16, 17, 19, 20
McIntosh, White Privilege: Unpacking the invisible knapsack

5.4 Unit 4: Saturday, July 19
- White Racial Identity Development
- Unpacking the invisible knapsack
- Therapy implications in working with:
  - Asian Americans
  - Latinos/Latinas
  - Arab and Muslim Americans
  - Jewish Americans

5.5 Unit 5:
- The Subversive Art Therapist
- Experiential #2: Cultural Tapestry Dolls
  **Response paper due on July 28**

**Readings for next class meeting**
Sue, chapters 14, 18, 21, 25

5.6 Unit 6: Monday, July 21
- Therapy implications in working with:
  - Individuals of Multiracial decent
  - Immigrants and refugees
  - Counseling and poverty
  - African Americans

Guest Speaker: Patrick Cunningham, LISCW, Working with African American youth and families

**Readings for next class meeting**
Addison, Art therapy with GBLT clients
Franklin, Animus rising
Sue, chapters 22, 24
Trombetta, Art Therapy, Men and the expressivity gap

5.7 Unit 7: Monday, July 28
Introduction of cultural tapestry dolls
- Jung, contrasexual anima & animus qualities
• Working with women, men, sex role & stereotypes, attraction, aggression.
• Group discussion: designation of the art activity targeting the gender differences.

Guest Speaker: Emma Moonier, MT, LMFT – Working with GBLTQ clients

Readings for next class meeting
Hiscox, chapter 12
Sue, chapters 23, 26

5.8 Unit 8: Saturday, August 2

• Art Therapy counseling with older clients
• Art Therapy counseling individuals with disabilities

5.9 Unit 9:
Student presentations

6. Special Project Time (SPT)

6.1 SPT is meant to be a self-contained, 30 hour experience, requiring minimum 30 hours to complete. This project/research is to be done outside of the classroom and will culminate in a 20 minute classroom presentation on your selected topic.

6.2 You will be presenting to the class a mini cultural/art history lesson on the race/culture you selected.

Your research should include:
• Scholarly text/journals
• Internet based research
• Interviews/site visits
• Visual/video media examples of art products/processes
• A complete list of references

Address the following topics:
• What purpose does art/image making serve for this particular race/culture?
• What are/were some of the historical highlights of art in their culture?
• What media are often used?
• Find or make examples of their art products to show the class. Photos are fine.
• Identify strengths of this particular group.
• What are some of the current social/political policies that may have an effect on the clients?
• Identify any local resources to see/learn about the art and culture of that particular group.
• Identify any local resources that provide culturally informed mental health services to that group.
• What information will be useful for an Adlerian art therapist to know about working with that particular race/culture.

Presentation guidelines:
• Written outline and reference list to hand into the instructor
Evaluation
- 20 minute power point or Prezie presentation
- Presentation is worth 50 points
- 5 points for addressing each of the listed topics
- 5 points or outline and complete reference list
- Turn in your completed SPT log

7. **Writing Guidelines including APA Format**


8. **Assessment Plan**

8.2 Participation in eight class sessions.
These are mandatory for course completion. Students’ performance will be calculated by means of accrued points for completed work. Assignments and point values are:

- Attendance/Group discussion 10 points
- SPT/Presentation 50
- Cultural doll/Art processing 10
- Paper 30

Final grades will be compiled as follows:

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<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90</td>
<td>A</td>
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<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
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</tbody>
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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.

There will be a 5% deduction for late papers. **Paper due August 18**

8.3 Group discussion (10 points)

The primary format of the course is small and large group discussions focusing on issues and ideas from the readings. And on personal experiences that reflect those topics. In our frequent group discussions, students are encouraged to speak from personal experience and with one’s own voice. Grades are used to emphasize openness to and evidence of learning rather than exclusively as a judgment based on a
mastery of information. They are also used to emphasize collaboration and cooperation rather than competition.

8.4 Art Processing/ Cultural Tapestry Doll (10 points)

**Doll response paper due July 28**

8.4 Special Project Time (SPT) (50 points)

8.5 Paper (30 points) **Paper Due August 18**

Please choose one of the following articles and write a paper (8-12 pages) offering critical analysis of the article and the ideas presented by its author or authors. In your paper, you will identify the most important observations made by the author or authors, key concepts presented in the article, major arguments, and practice or policy implications stemming from the ideas presented. You will discuss strengths and limitations of the research presented in the article. You will then offer your position, and your reaction to the topic and the article.


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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. **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.**

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 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 welcome 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 discussions 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.
- 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 inform the instructor during the first week of class. The instructor needs to know in advance so that he or she can work with the student. The Adler Graduate School is committed to helping all students to 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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