

Art Therapy Student Learning Outcomes

KPI = Key Performance Indicator | SLO = Student Learning Outcome | I = Introduced | R = Reinforced | A = Applied

Student Learning Outcomes	Course
KPI #1: CAAHEP: a.K.1 - Identify major contributors and contributions that shaped the field of Art Therapy and how they influenced your professional identity.	
SLO (I): Students will demonstrate their knowledge of the significant contributors to the profession.	551
SLO (R): Students will articulate which historical contributors have influenced their emerging professional identity.	551
SLO (A): Students will create and present a Professional Portfolio that will contain artifacts that reflect the integration and application of historical and theoretical influences on their art therapy education and practice	604
KPI #2: CAAHEP: b.K.2 - Recognize the ethical principles of practice of the American Art Therapy Association and the Art Therapy Credentials Board, as well as those of related fields.	
SLO (I): Students will be able to identify whether different scenarios are compliant with ATCB Code of Ethics.	551
SLO (R): Students will be able to apply knowledge about the Code of Ethics to develop an informed consent document that describes the Art therapy process and explains issues related to the ATCB Code of Ethics and related professional codes.	521.5
SLO (A): Students will be able to apply the Code of Ethics to analyze potential ethical conflicts involved in a clinical case, using an ethical decision making model.	958
KPI #3: CAAHEP: c.K.1 - Describe theory of specific properties and effects of art processes and materials informed by current research such as the Expressive Therapies Continuum.	
SLO (I): Students will choose art media to explore emotional expression.	551
SLO (R): Students will demonstrate their knowledge of the Expressive Therapies Continuum.	556
SLO (A): Students will be able to formulate treatment objectives bases on the Expressive Therapies Continuum.	958

KPI #4: CAAHEP: d.A.1 – Demonstrate the belief in the value of using art-making as a method for exploring personal symbolic language.	
SLO (I): Students will illustrate their ability to use art making as symbolic language.	551
SLO (R): Students will create art and reflect upon their personal art making process.	556
SLO (A): Students will apply artifacts demonstrating their ability to explore personal symbolic language in their Professional Portfolio.	604
KPI #5: CAAHEP: e.K.2 – Explain dynamics associated with group process and development.	
SLOs (I): Students will be able to identify and illustrate different elements of group dynamics being manifested in their in-class experiential group.	553
SLO (R): Students will define factors influencing group process and development emphasizing art therapy and Adlerian perspectives.	553
SLO (A): Students will identify and assess what therapeutic factors that are present or absent during their field experience groups and/or internship group supervision course.	958
KPI #6: CAAHEP: f.S.2 – Demonstrate the ability to administer and apply appropriate art therapy assessments	
SLO (I): Students will be able to describe a variety of biopsychosocial assessments.	533
SLO (R): Students will be able to demonstrate their ability to administer a variety of art therapy assessments.	555
SLO (A): Students will be able to use art therapy assessments to formulate treatment plans.	958
KPI #7: CAAHEP: g.S.2 – Complete the professional portfolio that is based on the successful culmination of experience-based materials and reflective information that demonstrates various dimensions of graduate students work, philosophy, academic and clinical skills and attitudes. The portfolio will be a synthesis of professional growth and program specific learning outcomes.	
SLO (I): Students will prepare and update their academic and professional portfolio.	956
SLO (R): Students will update their philosophy, upload academic artifacts, field experience documents, and reflective statements.	957
SLO (A): Students will complete all elements of the portfolio including: academic artifacts, field experience documentation, reflective statements and create materials in preparation for defense of the portfolio to fulfill requirements for graduation.	604
KPI #8: CAAHEP: h.K.1 - Compare and contrast theories of individual and family development across the lifespan, including, but not limited to typical and atypical cognition, personality, human sexuality, moral and creative capacities	

SLO (I): Demonstrate basic knowledge of the different theories of personality development as well as the challenges, physiologically, biologically, neurologically, to individual development and health with children, adolescents, adults and aging adults.	505
SLO (R): Analyze current literature on theoretical and biopsychosocial roots of developmental crisis, trauma, disabilities, addictions and exceptionality on child/adolescent development.	552
SLO (A): Formulate how biopsychosocial factors impact the human growth and development of clients.	958
KPI #9: CAAHEP: i.S.1 - Utilize art materials and processes within the context of building the therapeutic relationship	
SLO (I): Students will recognize the importance of experiential and processing of artistic expression as a strategy for building the therapeutic relationship.	551
SLO (R): Students will become aware of self in the process of working with the client in an egalitarian, congruent, and empathetic way, will be able to use self in the process of doing psychotherapy, and to recognize and address therapeutic ruptures.	537
SLO (A): Students will be able to apply effective art therapy techniques to assist in building the therapeutic relationship.	958
KPI #10: CAAHEP: i.S.3 - Demonstrate case conceptualization skills.	
SLO (I): Students will be able to 1) discuss the use of the different counseling skills and 2) demonstrate basic counseling skills at the emerging level.	957
SLO (R): Students will be able to demonstrate consistency between view of human nature, key theoretical concepts, and treatment strategies.	513
SLO (A): Students will be able to 1) demonstrate basic counseling skills at the proficient level, 2) develop an accurate conceptualization of their client, consistent with an Adlerian theoretical framework, 3) justify their current treatment strategy, and 4) propose next steps for treatment.	958
KPI #11: CAAHEP: j.S.2 - Exhibit a basic understanding of art-based indicators of mental disorders/psychopathology in patient/client artwork	
SLO (I): Demonstrate their knowledge of the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	504
SLO (R): Identify and demonstrate how art based assessments may be utilized in indicating psychopathology in client art work and help formulate diagnosis and treatment planning.	555
SLO (A): Construct a case conceptualization that includes the use of art therapy assessments and identify potential indicators of mental disorders.	958
KPI #12: CAAHEP: k.A.1 – Recognize the implications of applying theoretical foundations to therapeutic practice	

SLO (I): Students will recognize how the theory of Individual Psychology has relevance to therapeutic practice.	511
SLO (R): Students will practice Life Style Analysis as a vehicle of change, as well as other change- promoting techniques.	537
SLO (A): Students will be able to develop a case conceptualization based on the theoretical principles of Individual Psychology and art therapy and will create strategies that help the client gain insight into underlying beliefs that interfere with one's optimal well-being and therapeutic changes.	958
KPI #13: CAAHEP: I.S.2– Display skills for conducting bio-psychosocial assessments, mental status exam, and substance abuse disorder assessments for diagnostic and intervention planning purposes	
SLO (I): Students will be able to 1) identify the purpose of different assessment instruments available, and 2) recognize the advantages and limitations of the different types of assessment.	533
SLO (R): Students will be able to demonstrate the administration of different types of assessment tools and utilize the information gathered in order to develop a consistent treatment plan.	555
SLO (A): Students will formulate a plan of how to incorporate patterns into diagnostic assessment.	958
KPI #14: CAAHEP: m.K.3 - Describe art-based research methodologies as related to art therapy	
SLO (I): Students will identify art-based research as related to their population of interest.	957
SLO (R): Students will conduct research and an interview of an art therapy based program then analyze the information gained to develop a program evaluation protocol for that organization.	500
SLO (A): Students will integrate artifacts that reflect their knowledge of art-based methodologies into their professional portfolio.	604
KPI #15: CAAHEP: m.S.1 - Apply methods used to conduct a review and critique of the literature on a topic of interest.	
SLO (I): Demonstrate understanding of a research paper published in a peer reviewed journal.	500
SLO (R): Students will apply critically reviewed research literature into their field experience contexts.	958
SLO (A): Students will integrate artifacts that reflect their ability to critically review literature into their professional portfolio.	604
KPI #16: CAAHEP: m.A.1 - Recognize ethical and legal considerations used to design, conduct, interpret, and report research	
SLO (I): Students will identify ethical and legal considerations through their critical analysis of research articles.	500

SLO (R): Students will articulate ethical and legal considerations related to designing and conducting research.	521.5
SLO (A): Students will integrate artifacts that reflect their considerations of ethical and legal issues related to research into their professional portfolio.	604
KPI #17: CAAHEP: m.A.2: Recognize cultural considerations used when conducting, interpreting and reporting research	
SLO (I): Students will critically analyze a qualitative/quantitative article and present an oral report on the journal article analysis identifying the multicultural considerations of this research.	500
SLO (R): Students will identify cultural considerations in the interpretation of research related to their cultural immersion experience.	558
SLO (A): Students will integrate artifacts that demonstrate their awareness of cultural considerations in reporting research into their professional portfolio.	604
KPI #18: CAAHEP: n.S.2: Multicultural counseling competencies: Make use of experiential learning activities (e.g. a cultural genogram) designed to explore and develop student cultural and social self-awareness including self-assessment of attitudes, beliefs, and acculturative experiences.	
SLO (I): Students will be able to identify their cultural biases related to a specific population and to discuss the influence of a cultural immersion experience in challenging or reinforcing these biases.	558
SLO (R): Students will be able to identify assumptions and bias through participating in a cultural immersion activity and create a plan to minimize impact of bias in work with clients.	558
SLO (A): Students will demonstrate ability to perform the cultural formulation interview and to examine the impact of the findings on their future work with the client.	958
KPI #19: CAAHEP: o.A.1: Display a connection to a personal creative process and artist identity.	
SLO (I): Students will engage in experiential and processing of artistic expression as a strategy for exploring their own creative process and professional identity.	551
SLO (R): The students will demonstrate their connection to their professional art therapist identity through artistic exploration.	556
SLO (A): Students will integrate artifacts that reflect their commitment to personal art making in their professional portfolio	604
KPI #20: CAAHEP: p.S.1: Describe in-depth experience with specific patient/client populations, practice settings and methods of interventions	
SLO (I): Students will be able to describe how art therapy can be utilized with a variety of populations or contexts.	557.X
SLO (R): Students will be able to organize and prepare information relating to the special topic population/context.	557.X

SLO (A): Students will be able to apply course material, observational and experiential material to inform methods of intervention.	958
KPI #21: CAAHEP: q.S.2 - Use approaches for assessing the relationship between career development and client match interns of lifestyle, life roles and mental health.	
SLO (I): Students will be able to discuss the interrelation between work and the other Adlerian life tasks.	511
SLO (R): Students will be able to demonstrate an understanding of the approaches to conceptualize the interrelationship among and between work, mental wellbeing, relationships, and other life role and factors.	562
SLO (A): Students will be able to evaluate the role played by work on the client's overall functioning (and vice-versa).	958
KPI #22: CAAHEP: j.K.4 – Understand neuroscience theory as applied to art therapy interventions.	
SLO (I): Students will be able to demonstrate their knowledge of neuroscience theories.	566
SLO (R): Students will be able to apply theories of neuroscience into art therapy interventions	958
SLO (A): Students will integrate artifacts that reflect their knowledge and application of neuroscience theories into their professional portfolio	604