

**Nazareth College of Rochester  
School of Health and Human Services  
Art Therapy Program  
Course Syllabus**

Course: ATR 523 Assessment,  
Diagnosis & Counseling II

Name: Professor Dr. Ellen G. Horovitz,  
ATR-BC

Course: ATR 523.30

Title: Assessment, Diagnosis &  
Counseling II

Faculty: Ellen G. Horovitz, Ph.D., ATR-  
BC

Office: Suite 108 Carroll Hall Phone 389-  
2535

E-Mail: ehorovi4@naz.edu

Office Hours by Appointment or stop by

Class Location: CH trailer A & B

Time: 1-3:40 PM / Wednesday

*Office Hours by Appointment: Messages May Be Left at: 389-2535  
e-mail Instructor at ehorovi4@naz.edu*

**Course Review:** Designed for first year graduate art therapy students. Prerequisites are ATR 522 and a strong background in both Art and Psychology. Majors outside of department admitted only by approval of program director. Objectives: The study of psychological projective tests designed specifically for the purpose of determining whether or not a client is appropriate for treatment and the type of treatment (individual, group, and / or family)  
**Requirements:** Approval of Program Director.

**Readings:**

- Gantt & Tabone (1998). Formal elements art therapy scale. VA: Gargoyle Press.
- Horovitz, E.G. (1999). A leap of faith: the call to art. Springfield, Illinois: Charles C Thomas.
- Horovitz, E.G. (2005). Art Therapy as witness: A scared guide. Springfield, Illinois: Charles C Thomas.
- Silver, R. (2002). Three Art Assessments. New York: Brunner Routledge.
- Hammer, E. (1980). Clinical applications of projective drawing techniques. Springfield, IL: Charles C Thomas. (Selected readings)
- Brannigan, G.C. & Decker, S.L. (2003). Bender Gestalt II Second Edition, Itasca: IL: Riverside Publishing Co.
- Other tests such as the DDS and Face Stimulus test will be photocopied, handed out for distribution and done in class time.

**Optional Readings:**

- Alschuler, R. & Hattwick, H. (1947, out of print). Painting & Personality. (Notes available on line after 2/07 through Blackboard.)
- Selected Handouts (selected readings)
- Chevalier, J & Gheerbrant.A. (1982). Dictionary of Symbols. MA: Blackwell Publishers, Inc.

**Assessment Criteria:**

A = 4.0 Distinguished Work

A- = 3.7

B+ = 3.3 Quality Expected at Graduate Level

B = 3.0

B- = 2.7 Below Average at Graduate Level

C+ = 2.3

C = 2.0 \* See policy below

F = 0.0 Failure

**V. Assessment Criteria:**

1. Class Participation and Related Assignments: 15%
2. Final Written Paper: 30%
3. Attendance of Mentor Art Therapy Workshop – 5%
4. Artwork Critiqued- 30%
5. Final Exam (on line) – 20 %

**Final Written Paper:** Demonstrate that you have (1) read the material, and (2) integrated theory and understanding into your interpretations based on psychosocial information, readings and patient responses.

Use APA guidelines for references in the body of the text, and bibliography.

Double-space your typed paper and make sure that artwork is readable and embedded in the text of the paper

Use your computer's tools to check your spelling and grammar. If you do not have access to a computer, please use one of the library computers.

**Attendance**

Attendance is mandatory. ATR 523 involves active attending and listening, discussion, and experiential learning. When you are not in class, you miss out on

- new information and methods of analysis presented by the professor,
- opportunities to learn from other students, and
- chances to share your insights and experiences with your peers.

Missing a class does not excuse you from the work assigned for that day. If homework is due on a day that you are absent, you must still submit the assignment. You will receive assignments that are not on listed on the syllabus. You are also responsible for catching up on the material covered in class. If you have any questions, please contact me. Excessive absences will affect your performance. If you suspect you may miss a significant number of classes, (e.g. serious or chronic illness), please let me know as soon as possible.

**Academic Integrity**

While you may be asked to recall facts during parts of exams, written work in this class will focus on higher order thinking skills such as summarizing, comparing and contrasting, analyzing, evaluating, and creating<sup>1</sup>. You will show that you

understand the material, can present your perspective on it, and are able to generate new ideas in relation to the information you have presented. Keep track of your references and cite all quotes and ideas you get from other sources. If you do not, you will be plagiarizing.

Plagiarism is a serious breach of the academic practices that govern all professional research and writing. Examples of plagiarism include:

- copying someone else's work and suggesting that it is your original work.
- paraphrasing material and failing to cite it accurately.
- using parts of publications, web sites, or a classmate's or friend's work with or without permission and failing to cite them accurately.

Be sure to spend enough review time on your paper to ensure that you have not made an inadvertent error of this nature. For further information regarding academic dishonesty, please read pp. 9-10 in Nazareth College's Academic Policies and Procedures Handbook. Violations of these rules will be treated as serious offenses.

If you have any questions about citing information accurately, refer to the Publication Manual of the American Psychological Association, Fifth Edition. This is a reference guide you will need throughout your professional education and career.

<sup>1</sup>Anderson, L. & Krathwohl (Eds.). (2001). *A taxonomy of learning, teaching, and assessment: A revision of Bloom's taxonomy of educational objectives*. New York: Longman.

McKeachie, W. (2002). *McKeachie's Teaching Tips*. Eleventh Edition. Boston: Houghton Mifflin Company.

### **Disabilities**

Students who require special accommodations due to a learning or physical disability need to register with Services for Students with Disabilities and notify the Academic Counselor for Students with Disabilities, Annemarie House, Smyth Hall, Rm. 22A, Ext. 2754.

If you have a disability that affects your ability to complete assignments or examinations in a timely manner, please notify me at the beginning of the semester so that appropriate arrangements can be made. Information is available online at [http://www.naz.edu/dept/acad\\_advisement/disabilities.html](http://www.naz.edu/dept/acad_advisement/disabilities.html)

### **Course Calendar:**

### **Topic:**

All students are mandated to come to the following presentations:

**4/2/07- Ethics Workshop 7-9PM; Otto Shuts Forum and TBA (late April)  
Mentor Art Therapy Series- 9-3:00 PM – Otto Shuts Building (Forum)**

(Two classes will be abbreviated as a result of student participation in the above activities.)

**Class 1: 1/17/07**

Horovitz '99 text: Foreword, Introduction , Chapter 1.

Brannigan Text: Chapter 1-2

Additional Assignment:

Read Horovitz, E.G.: "Art Therapy in Arrested Development of a Preschooler", on reserve in library.

**Class Two: 1/24/07**

Review Readings from previous week.

Lecture: Horovitz, E.G.: Art Therapy in Arrested Development of a Preschooler, on reserve in library. And Chapter 1 from the Horovitz text. Dr. Horovitz will also lecture from her forthcoming book (Art Therapy as Witness: A Sacred Guide) and explain the requirements of this class.

Discussion of Chapter 1 Brannigan text

Assignment:

Horovitz '99 text: Chapter 2

Brannigan Text: Chapter 3

Additional Assignment: Read Horovitz, E.G.: "When Art Therapy Becomes the Modality of Choice", on reserve in library.

**Class Three: 1/31/07**

Review Readings from previous week.

Assignment:

Horovitz '99 text: Chapter 3

Brannigan Text: Chapter 4

Assignment: 1) Shoemaker, B.: "The Significance of the First Picture in Art Therapy", on reserve in the library.

2) Cohen, F.: "Incest Markers in Children's Drawings", on reserve in the library.

3) Spring, D.: "Symbolic Language of Sexually Abused, Chemically Dependent Women", on reserve in library.

4) Review 1996 Special Issue on Sexual Abuse Issues in Arts in Psychotherapy journal (in library on shelves)

**DUE NEXT CLASS: GROUP Presentations:**

1) Assignment 2: Group 1 summarizes Shoemaker article – salient points – 10 minutes

2) Group 2 summarizes Cohen article-- salient points – 10 minutes

3) Group 3 summarizes Spring article- – salient points – 10 minutes

4) Group 4 summarizes Special Issue on Sexual Abuse- – salient points – 10 minutes

**Class Four: 2/7/07**

GROUP Presentations: 40 minutes- Groups 1 ,2, 3, & 4

Lecture: Horovitz, E.G.: When Art Therapy Becomes the Modality of Choice, on reserve in library.

Lecture : Where to Draw the Line? Madness or Creativity: Case R (Horovitz text)

Assignment:

Horovitz '99 text: Chapter 4

Brannigan Text: Chapter 5 & 6

Horovitz-Darby, E.G.: "Countertransference: Implications in Treatment & Post Treatment," on reserve in library.

(N.B.: Condensed reading is Chapter 3- pp. 65-81 Horovitz 2005 text)

**Class Five: 2/14/07**

Lecture: Article on Countertransference by Horovitz-Darby with slide presentation.

Lecture on Chapter 4 of Horovitz text '99

ATDA experiential in class

Horovitz '99 text: Chapter 5

Horovitz 2005 text: Chapter 4

Gantt & Tabone text: Pages 1-50

**February 19-23 FEBRUARY BREAK -no classes**

**Class Six: 2/28/07**

Review Readings. Practice of the PPAT: FEATS assignment-

Video: Freaks

Hand out Betts Face Stimulus Test and explain.

Assignment:

Gantt & Tabone text: finish text

Horovitz '99 text: Chapter 6

Horovitz 2005 text: Chapter 4

**Class Seven: 3/7/07**

**FIELD TRIP TO LEGACY # 1**

Horovitz '99 text: Chapter 7

Horovitz 2005 text: Chapter 5 & 6

**March 12-16, 2007 SPRING BREAK- no classes**

**Class Eight: 3/21/07**

Marketing Workshop Lecture

Review Readings: Face Stimulus Test covered in class

Abbreviated Class due to participation in Mentor Art Therapy Workshop

Video: Psychimagery: Healing the Child Within by James Consoli.

Assignment: What was your opinion of the conclusion of James Consoli's video? Did you agree with his take on the perpetrator? If so, why? If not, why not? Meet in your Groups (1, 2, 3 & 4- be prepared to defend your position in class ).

Assignment:

Horovitz 2005 text: Chapter 7

Hammer Text: Chapter 14-15

Silver text: 7 & 8

### **Class Nine: 3/28/07**

#### **FIELD TRIP TO LEGACY #2**

Lecture on Horovitz, Hammer, & Silver text

Assignment:

Horovitz 2005 text: Chapter 8

Hammer Text: Chapter 18

Silver text: Chapter 9-12

### **Class Ten: 4/4/07**

Professor Lectures : Marketing Workshop Lecture

Assignment:

Silver text: Chapter 13-16

### **Class Eleven: 4/11/07**

Professor Lectures

**Group 1 Oral presentations (POWERPOINT ONLY) of cases from paper- 15 minutes each MAXIMUM!**

**Instruction for Final paper:**

**Due: Final Paper**

Instructions: Choose a client with whom you have been working and present on your work.

- 1) Gather psychosocial, genogram/psychosocial information, and time line on a client or subject. (Assess a person from your current placement if possible.) Include in the paper and use the Art Therapy Assessment format as outlined in the Art Therapy Handbook. Conduct at least 3 Art Therapy tests (from this semester) and /or Psychological tests (Bender Gestalt, HTP, and/or KFD) of your choice and then write up the results of these batteries. Back up any and all interpretation with quotes from the appropriate sources in APA format
- 2) Include Significant Sessions; this does NOT mean your process notes. Summarize the significant sessions (and include dates as you have seen in my case publications : "Art Therapy in Arrested Development of a Preschooler", "When Art Therapy Becomes the Modality of Choice", and the like). Back up any and all interpretation with quotes from the appropriate sources.
- 3) Add Conclusions. Regarding References: Only APA format will be accepted.

Anything handed in other than this format will receive an automatic "F". Make sure you have at least 7 bibliographic references to the material.  
LENGTH OF PAPER: No more than 10 pages double-spaced (excluding genogram and reference section). This means you really need to CONDENSE your findings and state things in conclusive, clinical language!! Include headers on all pages please! Double- spaced according to APA format. NO EXCEPTIONS!!

**Class Twelve: 4/18/07**

Group 2 Oral presentations (POWERPOINT ONLY) of cases from paper- 15 minutes each MAXIMUM!  
Professor lectures and review for final exam

**Class Thirteen: 4/25/07**

Group 3 Oral presentations (POWERPOINT ONLY) of cases from paper- 15 minutes each MAXIMUM!  
Freaks presentation

**Class Fourteen- 5/2/07**

Group 4 Oral presentations (POWERPOINT ONLY) of cases from paper- 15 minutes each MAXIMUM!  
Abbreviated class due to attendance at Mentor Art Therapy Workshop  
Class evaluations handed out

**Class Fifteen- 5/9/07**

ON LINE EXAM BLACKBOARD