

# Art Therapy-MA Student Handbook 2021-22



## Master's Degree in Clinical Mental Health Counseling with Concentration in Art Therapy

**goal:**

“To prepare competent entry-level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.”

Cover art by Jennifer Genow, MA., 2019

*"Be proud of your profession. Replenish yourself through the gratifying clinical work that you experience. Whenever possible, continue to create art. It is a way of nourishing yourself. Your own art addresses many of the issues that are indigenous to the therapeutic process. You are fortunate to have the gift of being artistic--don't bury it; whenever possible take it out and use it."*

--Helen Landgarten (1922-2011)

Helen Landgarten was born in Detroit and attended Wayne State University in 1938-39. She was a pioneer in art therapy in California and the author of *Clinical Art Therapy* as well as several other art therapy texts.

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Theoretical and Behavioral Foundations Division  
Wayne State University  
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## ART THERAPY AT WAYNE STATE UNIVERSITY

There are two different options for professional preparation in art therapy at Wayne State University: The first is a 48-credit M.Ed. degree in Art Education with a Concentration in Art Therapy. This prepares students to become art therapists (not to teach). This option has been Approved (similar to accreditation) by the American Art Therapy Association (AATA) since 1994, and through 2021. The program is currently in a self-study process for accreditation by the CAAHEP (Commission on Accreditation of Allied Health Education Programs).

The second option is a Master of Arts (MA) in Clinical Mental Health Counseling with an Art Therapy Concentration. This option prepares students as counselors and art therapists who are eligible to earn both counseling (LPC) and art therapy (A.T.R.) professional credentials following graduation. This 68 cr. program was Approved by the AATA in 2008, and re-Approved in 2014 through 2021. Like the MEd, the MA is currently in a self-study for accreditation by the CAAHEP (Commission on Accreditation of Allied Health Education Programs). Students who begin the M.A., but who decide they want to apply for the M.Ed. instead, may do so; all students must be accepted into the M.Ed. via application and interview.

The Art Therapy Programs at Wayne State are part of the **College of Education**. Courses in the Art therapy Programs align with the College theme: "*The Effective Urban Educator: Reflective, Innovative, and Committed to Diversity.*" This means that the courses reflect the dynamic character of *urban* life, with sensitivity to the special experiences, conditions and opportunities presented by a culturally diverse student body. *Reflective* art therapists regularly examine their own cultural influences, beliefs, and values to develop self-awareness, personal qualities, and self-care habits necessary for professional work. Reflection helps nurture skills for *innovative* practice, in response to individual and community needs and strengths. Through our theme, we reaffirm our mission and commit ourselves to excellence, inclusion and social justice.

Art Therapy students learn the history of the profession of art therapy; and the theory, philosophy, and approaches to art therapy practice. Opportunities to experience art therapy first hand and to integrate theoretical knowledge with practical skill are provided throughout the curriculum. Students are encouraged to practice art therapy by drawing upon their own unique talents, interests, and areas of expertise. Students are expected to have previous preparation in the areas of art and psychology as prerequisites to art therapy study.

Members of the art therapy faculty are practicing art therapists and researchers, bringing not only academic but also clinical experience to the program. The instructors reflect an eclectic blend of perspectives including humanistic, family systems, educational, and social action values and orientations.

Wayne State University is particularly suited for a program in Art Therapy. Situated in Midtown in the University Cultural Center district, the program is within walking distance of the Detroit Institute of Arts, the Museum of Contemporary Art, the Charles Wright Museum of African American History, as well as other museums and galleries. The Detroit metropolitan area provides rich opportunities for service-learning and internships. The

University's association with the Detroit Medical Center, numerous health care agencies, community art centers, and a lively and dedicated artist/activist community provide students with valuable hands-on and virtual experiences. There are also numerous art-based volunteer opportunities offered throughout the program that students are encouraged to take advantage of. As the only university in Michigan with an Approved Program, Wayne State is a center of art therapy in Michigan.

### **Getting Started**

Students are now admitted to the CMCH and AT program in cohort groups beginning in the fall semesters. A Plan of Work lists required classes students complete every semester over three years. Students usually are enrolled in 9-12 credits per semester. The art therapy classes are also populated by students in the MEd program.

### **Plan of Work**

A signature page for the Plan of Work (POW), indicates that students understand and agree to the schedule of courses. The POW signature page is submitted to the College of Education's Academic Services office toward the end of the student's first semester. Students submit the signature page to their advisors who forward this with the POW for that year to Academic Services. Academic Services then records the POW, signs and returns the POW and signature page to the student (see page .

### **Research**

As a Carnegie I Research University, research is an important part of the University's identity and mission. In the College of Education, two courses comprise the research sequence: AT 7000, Research in Art Therapy, and AT 7999, Art Therapy Masters Project and Specialization. An original final project [AT 7999] is completed to culminate the master's program. Students register for the course connected with the final project, AT 7999, following completion of all other courses (with the exception of Internship). AT 7000 must be completed prior to AT 7999. There are several types of projects to choose from that fulfill AT 7999. In addition to traditional research, these include arts-based research, literature review, autoethnography, program proposal and program evaluation.

### **Course Descriptions**

Education Standards of the American Art Therapy Association's Accreditation Council for Art Therapy Education (ACATE) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP) were revised effective fall 2017. The art therapy course syllabi reflect the 2017 Education Standards. The counseling courses are accredited by Council for Accreditation of Counseling and Related Educational Programs (CACREP). Students should refer to the Counseling Program information and handbook (<https://education.wayne.edu/counseling/ma>)

Program revisions were recently completed in 2020-21 and approved by the College of Education Curriculum Committee and Wayne State University's Graduate School. The new course numbering system (e.g. from AED to AT) changes are as follows:

Current Course /Credit	Current Course	New Course/ Change
AED 6320 (3)	Art Therapy: Introduction and Ethics	AT 6320 Art Therapy: Introduction and Ethics
AED 6340 (3)	Theory of Art Therapy	AT 6340 Theory of Art Therapy
AED (6910)(3)	Multicultural Issues	AT 7500 Cultural and Social Diversity
AED 7310 (3)	Art Therapy with Groups	AT 7310 Art Therapy with Groups <b>3 cr</b>
AED 7330(3)	Art Therapy in the Schools; Assessment and Practice	AT 7330 Art Therapy Assessment and Practice with Children and Adolescents
AED 7340(3)	Art Therapy with Adults: Assessment and Practice	AT 7340 Art Therapy Assessment and Practice with Adults and Families
AED 7300(3)	Studio Art Therapy	AT 7300 Studio Art Therapy
AED 7380 3	Art Therapy Practicum	AT 7380 Art Therapy Practicum 3 cr for all students
TED 7000 (3)	Intro Master's Seminar:	AT 7000 Research in Art Therapy
ED7999(3)	Terminal MA Seminar	AT 7999 Art Therapy Masters Project and Specialization
AED 7890 (3) for counseling	Art Therapy Internship	AT 7890 Art Therapy Internship

Counseling courses were also recently updated. The old number is in parentheses:

CED 6005 (6070)	Intro to Counseling	3
CED 6025 (6080)	Theories of Counseling	3
CED 6055 (7120)	Counseling Testing & Assessment	3
CED 6045 (6710)	Professional Counseling Laws & Ethics	3
CED 6065 (7080)	Career Development & Employment Strategies	3
EDP 7370	Psychopathology	3
CED 7305	Counseling Roles	3
EDP 7410	Human Development	4
CED 7005 (7040)	Counseling Skills	3
CED 7015 (7150)	Counseling Practicum	4
CED 7020	Counseling Internship	3

Total 68

## Required Courses

\*indicates the course is required for *both* the M.Ed. and the MA

The following courses (showing new numbering) are designed to facilitate achievement of the program's learning outcomes:

- 1) Art therapy students will explain art therapy history and theories
- 2) Art therapy students will apply strategies for assessment.
- 3) Art therapy students will practice the professional dispositions and actions of a competent art therapist.

- 4) Art therapy students will apply appropriate theoretical frameworks in the facilitation of art therapy.
- 5) Art therapy students will employ research for professional development.

**\* AT 6320 3 Cr. Art Therapy: Introduction and Ethics**

This course introduces art therapy, with emphasis on the values important to WSU's art therapy program: diversity, innovative practice, service-learning, reflection, social justice, and commitment to community, schools, and cultural institutions. The content includes an overview of the history and development of the art therapy profession, the application of art therapy to various populations and problems, and the ethics of art therapy practice. Students are introduced to art therapy through their own exploration of art therapy techniques; through reading, writing, and participation in service-learning assignments and art therapy exploration sessions facilitated by advanced students. This course also emphasizes the personal awareness and self-care required of human service professionals.

**\* AT 6340 3 Cr. Theory of Art Therapy**

The theory of art therapy is explored through significant art therapy literature and the literature of closely related fields, with a special emphasis upon the relationship between fine art, art education, art therapy, and counseling.

**\* AT 7300 3 Cr. Studio Art Therapy**

In an intense studio experience students explore a holistic, arts-based approach to the therapeutic process through lecture, experiential, and media investigations as well as art in social practice. Because art therapy begins with the art therapist, a focus on developing personal and professional identity through one's own art work is emphasized.

**AT 7310 3 Cr. Art Therapy with Groups (this will be a 3-credit course in 2021 to be consistent with Counseling's Group class).**

This class provides an understanding of the basic elements of the art therapy group process, and teaches students how to facilitate art therapy groups. The content includes understanding various types of groups, the stages of group development, theoretical approaches to group work, art therapy, group dynamics, guidelines for multicultural practice, ethical and professional issues in group practice, and use of skills and techniques applicable to various art therapy group situations.

**\* AT 7330 3 Cr. Art Therapy Assessment and Practice with Children and Adolescents**

This course offers an overview of the practice of art therapy in the K-12 setting. A survey of varying special needs areas in education (both general and special education) is provided through instructor presentation, review of art therapy literature, and student research/presentation. Areas of school documentation, team roles of service providers, assessment, appropriate interventions, and research and ethics areas are addressed.

**\* AT 7340 3 Cr. Art Therapy Assessment and Practice with Adults and Families**

This course offers an in-depth presentation of theory, practice, and assessment with adults. The art assessment is the art therapist's vehicle for understanding and diagnosing others through art, thus, emphasis is on the student developing knowledge of art therapy assessment techniques. The student also begins to develop treatment skills to be used with adults. Areas

covered include art assessments with adults, families and groups; types of assessment techniques available to art therapists; interpretation of the art produced during the assessment; and use of this knowledge in treatment.

**\*AT 7500 3 Cr. Cultural and Social Diversity**

This course considers multicultural and pluralistic issues in and related to the fields of art therapy and art education. This includes the examination of concepts and strategies related to teaching art and conducting art therapy with persons from cultural backgrounds different from one's own, as well as increased understanding of one's personal cultural history and the role that history plays in one's world view. This course is required for M.Ed. and M.A.T. degrees in Art Therapy and/or Art Education.

**\*AT 7380 3 Cr. Art Therapy Practicum**

Students participate as clinicians in the Art Therapy Workshop, a "practicum" class in which art therapy services are provided to children and adults from the community. Students are assigned "clients" for whom they are responsible to assess and design appropriate art therapy experiences during the ten-week workshop. General clinical skills are covered.

**\* AT 7890 1-6 Cr. Internship**

Supervised internship in the practice of art therapy with individuals, groups and/or families. Includes group seminar. Seven hundred internship and practicum hours are required for graduation, including 350 direct hours. About 25 of the 350 total direct hours are accrued in art therapy practicum and assessment classes prior to internship. Many students register for 3 credits of AED 7890 over two semesters to complete the necessary remaining hours. However, AED 7890 is offered for 1-6 credits to help those students whose schedules do not permit 300 or more hours to be completed in one semester. Students apply for internship one full semester in advance. Students are placed in settings outside the university, and are supervised both on- and off-site.

**AT 7000 3 Cr. Research in Art Therapy**

This course focuses on research traditions in art therapy. The course aims to foster critical thinking, questioning, and discovery as students learn how research informs clinical practice and vice versa. Students will learn basic tenets of planning, conducting and evaluating research and understanding research methodology, including qualitative and quantitative designs, and ethical and legal considerations.

**\* AT 7999 3 cr. Art Therapy Masters Project and Specialization**

Each student must culminate his/her experience with a professional level essay/ project. Students ideally register for ED 7999 following completion of all other course work with the exception of one internship class. A list of projects completed in previous years is provided in the Art Therapy Student Handbook. Students who plan to complete a project based on work with clients should make plans to do this during or before their first internship class. Students who wish to publish their essays must obtain approval from the Wayne State University Human Investigation Committee. The application can be obtained from the HIC office at the University Health Center, and is also available online @ [www.orsps.wayne.edu](http://www.orsps.wayne.edu).

**CED 6005 3 Cr. Professional Counseling: Orientation**

Overview of the counseling profession including: the helping process, theories of counseling and consulting, training, credentialing, ethical and legal standards, professional organizations, history and trends of basic research.

**CED 6025 3 Cr. Theories of Counseling**

Major theories of counseling: client-centered, rational-emotive, Gestalt, Adlerian, reality, psychoanalytic, behavioral, cognitive. Ethical, legal, multicultural factors in conceptualization and delivery of counseling services in school, rehabilitation and community agency settings.

**CED 6045 3 Cr. Professional Counseling Laws & Ethics****CED 6055 3 Cr. Counseling Testing and Assessment**

Techniques of assessment including basic tests are part of the content. In addition, there is a focus on the special assessment needs of clients with physical and mental disabilities

**CED 6065 3 Cr. Career Development and Employment Strategies**

Career development theories, career exploration and career preparation methods including: information, leisure, decision making, career-related assessment, use of non-traditional resources and computer-assisted guidance systems, use of occupational information and labor market surveys in career counseling, work-adjustment training, and strategies/ skills for adapting vocational and educational resources for use in rehabilitation, school, business and community agency settings.

**CED 7305 3 Cr. Clinical Counseling Roles**

Prereq: CED 6070. Not open to students in School Counseling Specialization. Consultation theory and processes in agencies and post-secondary educational institutions. Roles and functions of counselors in program and proposal development; conflict management; organization, administration and evaluation of services; public relations; knowledge of community referral resources and referral process.

**\*EDP 7370 3 Cr. Seminar on Emotional Disturbance: Psychopathology**

This course is an exploration of diagnostic and treatment issues in adult mental health. Topics include a study of the diagnostic categories, the etiology of specific disorders, and current research. The course also covers therapeutic interventions for more common mental health issues.

**EDP 7410 4 Cr. Human Developmental Psychology**

Survey of research from psychoanalytical and learning viewpoints on human development from birth to adulthood. Emphasis on school environment and community psychology practice.

**CED 7005 3 Cr. Counseling Skills**

Techniques, ethics and process of counseling including: facilitative relationships, case conceptualization, goal setting, intervention and outcome evaluation. Development of counseling skills to facilitate growth or change, with respect to psychological, vocational and

social concerns through self-advocacy, cognitive, affective and behavioral interventions. Analysis and practice using simulated counseling experiences.

### **CED 7015 2 Cr. Counseling Practicum**

Pre-requisites: AED 6320, 6340, 6360, 7500, 7330 or 7340; EDP7370, and all Counseling COE program courses including AT 7000 ED 7999 must be completed prior to enrolling in CED 7015. Students gain supervised experience in individual and group interactions, assessment and appraisal, diagnosis and treatment planning, other professional counseling activities, and develop competency in the use of a variety of professional counseling, and rehabilitation resources.

### **CED 7020 3 Cr. Counseling Internship**

Supervised practice in counseling. Students should obtain internship paperwork from Dr. Wright during Counseling Practicum and make placement arrangements at that time. Must have LPC on site. 240 direct client contact hours required. Students are recommended to register for 1 credit over three semesters in which they complete 80 direct client contact hours per semester.

### **OPPORTUNITIES TO SPECIALIZE**

Students may specialize in a particular area of art therapy by directing assignments around the area of interest—papers assigned for classes, for example, can be on the subject of chosen specialty areas. Also, students may select child or adult clients in Art Therapy Practicum and choose specific sites of interest for their internship. Masters' essays may also be designed to support students' areas of interest. Some students complete additional "specializations/concentrations" in counseling (See *Counselor Education Master's Level Program in Counseling Handbook*).

### **EVALUATION**

Student progress in the program is assessed through

- a. annual course assessments
- b. an annual student survey, and
- c. at points right before practicum and internship (through applications to these classes)

Students are evaluated regularly on achievement and progress in course work and clinical competencies. The procedures for evaluation are printed in each course syllabus.

At the conclusion of each course, students have the opportunity to evaluate the instructors. This is an anonymous process. Instructors receive a summary of their course evaluation, usually the following semester. This information is taken seriously, and is used by the instructor to make improvements in the course.

### **ADVISING AND ACADEMIC SERVICES**

MA students will have two major advisors, one from art therapy (Dr. Feen) and one from Counseling (Dr. Mack) who can answer questions about Art Therapy and Counseling,

respectively. The full-time Counseling faculty should all be knowledgeable about Plans of Work, schedules of classes and general Counseling concerns.

The Academic Services Division, 489 College of Education, is responsible for admitting students to the programs of the College of Education; maintaining all student files; processing extensions and changes in Plans of Work. As the initial contact point for prospective students at all degree levels, the Division provides information and advice concerning academic programs offered, admission procedures, College of Education forms, degree requirements and graduation procedures, and regulations and policies pertaining to the College and the University. Many of the forms students need are available on the Academic Services website. <http://coe.wayne.edu/as/index.php>

### **WHEN A STUDENT ENCOUNTERS A PROBLEM**

*When a student encounters a problem on campus or feels they have been treated unfairly, the student should first try to resolve the issue informally with the faculty/staff member or department directly involved. Many issues can be resolved by making an appointment with a faculty or staff member and calmly and honestly communicating the concern(s).*

If the student is unable to resolve the matter with the instructor, then they can contact the Assistant Dean of the division.

If the complaint is regarding discrimination, harassment and sexual misconduct, the student should contact the Office of Equal Opportunity: <https://oeo.wayne.edu/>

Grade Appeals

<https://provost.wayne.edu/academic-policy>

Code of conduct

<https://doso.wayne.edu/pdf/student-code-of-conduct.pdf>

<https://doso.wayne.edu/conduct>

Enrollment Registration questions

<https://wayne.edu/registrar/forms/>

Tuition and fee appeals

<https://wayne.edu/ombuds/tfab/>

In some cases, students may also file complaint with the Dean of Students Office:

[https://cm.maxient.com/reportingform.php?WayneStateUniv&layout\\_id=4](https://cm.maxient.com/reportingform.php?WayneStateUniv&layout_id=4)

### **STUDENT GRIEVANCES AND COMPLAINTS**

Students who are appealing grades, notice of concern forms or academic dishonesty charges are expected to adhere to the appeals processes outlined in those sections. For students who have other grievances in the program, please note that taking grievances or frustrations

straight to administrators typically delays the grievance being addressed, as it takes additional time for administrators to refer the grievance back to the appropriate parties. To best resolve your grievance, please be professional in your communications and adhere to the policies and procedures in this section. It is understandable that students sometimes become frustrated, however, it is important that, as future professional counselors, you demonstrate professionalism in your communications with faculty and administrators.

All complaints and grievances unrelated to grade appeals, notice of concern, or academic dishonesty, should be addressed to the following (in this order):

1. Class grievances should first be addressed to the instructor. Programmatic and advising grievances should be addressed to the advisor.
2. In the event a student is unable to remedy a grievance with their instructor or advisor, the next level of appeal is to their program coordinator.
  - a. Clinical Mental Health Counseling: Dr. Mack
  - b. School Counseling: Dr. Michalos
  - c. Rehabilitation Counseling: Dr. Davenport
  - d. CMHC + SC: Dr. Michalos
  - e. CMHC + AT: Dr. Mack and Dr. Feen
3. If the program coordinator is unable to resolve the grievance, then the student may appeal to the Assistant Dean, Dr. William Hill.
4. The highest level for student grievances is the [Dean of the College of Education](#).

**ART THERAPY PROGRAM (M.A.)**

3 cr.	AT 6320	Art Therapy: Introduction and Ethics
3 cr.	AT 6340	Theory of Art Therapy
3 cr.	AT 7500	Cultural and Social Diversity
3 cr.	AT 7310	Art Therapy with Groups
3 cr.	AT 7330	Art Therapy Assmt. &Practice w Children and Adoles.
3 cr.	AT 7340	Art Therapy Assessmt &Pract with Adults and Families
3 cr.	AT 7300	Studio Art Therapy
3 cr.	AT 7380	Art Therapy Practicum**
3 cr.	AT 7000	Intro Master's Seminar: Research in Art Therapy
3 cr.	AT7999	Terminal Masters Seminar
<u>3 cr.</u>	AT 7890	Art Therapy Internship
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**Counseling Requirements**

3 cr.	CED 6005	Professional Counseling: Orientation
3 cr.	CED 6025	Theories of Counseling
3 cr.	CED 6055	Counseling Testing & Assessment
3 cr.	CED 6045	Professional Counseling Laws & Ethics
3 cr.	CED 6065	Career Development & Employment Strategies
3 cr.	CED 7305	Clinical Counseling Roles
3 cr.	EDP 7370	Psychopathology
4 cr.	EDP 7410	Human Developmental Psychology
3 cr.	CED 7005	Counseling Skills
4 cr.	CED 7015	Counseling Practicum
<u>3 cr.</u>	CED 7020	Counseling Internship
35		68 total credits

\*\* An application is due for the fall Art Therapy practicum by the end of previous winter semester

\*\*\*Counseling practicum is usually offered all 3 semesters. Students must apply to be admitted to counseling practicum by January 20 for fall or spring semesters and September 20 for winter semester. Student must have completed Skills (CED 7040) prior to counseling Practicum (recommended the semester prior to counseling practicum).

**SEQUENCE OF ART THERAPY AND COUNSELING COURSES**

The following table shows the overview of the three-year schedule by semester. Students should remember that Counseling Skills comes before Practicum; Practicum comes before

Internship. All Academic courses (with the exception of AT 7999) must be completed before Skills.

	<b>Fall</b>	<b>Winter</b>	<b>Spring/Summer</b>
2021-2022	CED 6050 (3) CED 6025 (3) AT 6320 (3) AT 6340 (3)	AT 7500 (3) EDP 7410 (3) CED 6045 (3)	CED 6055 (3) CED 6065 (3)
2022-2023	CED 7305 (3)M AT 7300 (3) EDP 7370 (3)	AT 7310 (3) AT 7340 (3) AT 7330 (3)	CED 7005 (3)
2023-2024	AT 7380 CED 7015 AT 7000	CED 7020 (1) AT 7890 (2) AT 7999 (3)M	CED 7020 (2) AT 7890 (1)

## **FACULTY**

### **Holly Feen-Calligan, Ph.D., A.T.R.-BC, ATCS (Holly Feen)**

Dr. Holly Feen-Calligan completed her Ph.D. in Education at the University of Michigan. She has a master's degree in art therapy from Wright State University, Dayton, Ohio, and has worked as an art therapist in adult psychiatry, closed head injury, and chemical dependency treatment programs. Holly was Associate Editor of *Art Therapy: Journal of the American Art Therapy Association* (AATA) between 2006-2014, and Interim Editor 2018-19 and she has published over 40 papers in this and other journals. In 2019 she was invited by the National Endowment for the Arts to participate in a working group to investigate the role of arts therapies in treating pain and opioid addiction; resulting in a comprehensive literature review.

Holly's leadership in AATA also includes serving on the Education Program Approval Board (EPAB), and as Faculty Convener of the Coalition of Art Therapy Educators. In 2014 she was honored with the American Art Therapy Association Rawley Silver Award for Excellence in Research, and in 2015 she received AATA's Distinguished Service Award.

The majority of Holly's career has been at Wayne State University, where she initiated the Saturday Art Therapy community program which serves as a practicum for art therapy graduate students; and was a co-founding member of ArtsCorpsDetroit, a service-learning research and community engagement program for students, alumni and members of the surrounding community. Since 2017, Holly has been a collaborator with the Stress Trauma and Anxiety Research Clinic (STARC) in the department of psychiatry, where she leads the art-based interventions to alleviate trauma among immigrants and refugees.

### **Margaret Sands-Goldstein, M.Ed., A.T.R.-BC, ATCS**

Margaret received her master's degree from Wayne State University, and BFA in photography from The Center for Creative Studies. She was the first art therapist to be hired by the State of Michigan under civil service job codes for art therapy. She is presently an art therapist for FAR Therapeutic and Recreational Arts and Solstice Healing Arts Collective. Prior to these positions she worked at Common Ground in their Crisis Residential Unit and for Sandcastles Bereavement Program for children and families. Her clinical experience also includes working with adults with traumatic brain injuries and children and adults at Kingswood Hospital. Margaret has taught Theory of Art Therapy; Aspects of Art Therapy: The Use of Mandalas in Art Therapy, Studio Art Therapy, Aspects of Art Therapy: Creating Art Therapy Experientials, as well as serving as clinical supervisor for internship and practicum students. Margaret is an Art Therapy Certified Supervisor, supervising beginning art therapists as they work towards registration.

**Karen Schurgin, Psy.D., A.T.R-BC, LPC**

Dr. Shurgin graduated from Loyola Marymount University in Los Angeles in 1990, and then worked in Florida for five years in an outpatient facility. She is currently living in Michigan, where she has been an art therapist in private practice since 1995, working with adolescents and young adults, individuals, families and couples and specializing in incest survivors and borderline personalities. She is past president of the Michigan Association of Art Therapy (position held for 5 years). Karen recently completed her doctorate in Humanistic Psychology from the Michigan School for Professional Psychology. Currently she sees clients at Samaritan Counseling Center of Southeast Michigan. Karen teaches AED 7340: Art Therapy Assessment and Practice with Adults, AED 6340 Theory of Art Therapy, and two AED 6360: Aspects of Art Therapy classes: Art Therapy with Families and Advanced Ethics.

**Deb Hanewich-Duranczyk, M.Ed., A.T.R.**

Deb has taught various classes in the WSU Art Therapy department over the course of 15+ years, including: Introduction to Art Therapy, Theory of Art Therapy, Seminar, Art Therapy Practicum, and Studio Art Therapy. As a Registered Art Therapist, she has worked with groups and individuals of all ages and abilities; organized grant-funded community art experiences; and supervised numerous post graduate students over the years as they pursued their ATR credential. Deb is a Teacher Consultant for the Washtenaw Intermediate School District, working with teams and teachers of students with disabilities; and co-founded the VSA Arts of Michigan Washtenaw Affiliation and WISD Cultural Arts Program. In her own work, Deb enjoys watercolor, painting, drawing and collage.

**Julie Moreno, Ph.D, LPC, ATR-BC**

Dr. Moreno is a senior art therapist at the University of Michigan's Michigan Medicine outpatient centers for pediatric neuro-rehabilitation, STEPS program for pre-schoolers with autism, and MiPAIN for teens with complex pain and their parents within the Physical Medicine and Rehabilitation (PMR) department of C.S. Mott Children's Hospital in Ann Arbor. She is also a mental health counselor at The Guidance Center's Adult & Family Services division. In previous internships and paid positions, Julie has worked with individuals with traumatic brain injury; teens and adults with developmental disabilities; children with visual impairments, emotional and cognitive impairments, autism, and severe multiple impairments; and with older adults with Alzheimer's disease at various agencies,

public schools, and non-profit organizations. Julie received her doctorate in counseling in the College of Education with a concentration in rehabilitation counseling. Julie teaches AED 6320, Art Therapy Introduction and Ethics; AED 7310, Art Therapy with Groups, CED 6005, Professional Counseling: Orientation and AED 7890, Internship Seminar.

**Carla (Zeina) Washington, MA, LPC, ATR**

Carla graduated from WSU's counseling and art therapy program in 2010 and maintained a counseling position at Timbuktu Academy, in Detroit until 2020. She is currently a full-time mental health clinician at Beverly Hills Therapy Group providing healing through counseling and art therapy services for individuals and families throughout the Metro-Detroit area. Former president of the Michigan Association of Art Therapy (position held for 2 years). She teaches Art Therapy in the Schools and Cultural and Social Diversity in Art Therapy. Under the moniker of Zeina Carla Washington, she creates visual art expressions in mixed media, painting and graphic design.

**Kelly Darke, MEd., ATR**

Kelly Darke is a registered art therapist, certified K-12 art teacher, and mother of two. Kelly has worked with adults and children with various developmental needs using art as therapy. She has developed an open studio art therapy program at the Mindful Art Center that serves children who had suffered emotional traumas. Kelly has also developed several online workshops focused on self-care through the use of art and continues to facilitate these communities online. Since 2010, Kelly has been working with adults that have suffered traumatic brain injuries helping them to improve their cognitive skills and emotional regulation. She is co-author of forthcoming book on art therapy with LGBTQ populations. Kelly Teaches Art Therapy with Children and Adolescents and Art Therapy with LGBTQ populations. She is the co-author of *Art Therapy with Transgender and Gender-expansive Children and Teenagers* published by Jessica Kingsley.

**Shazia Siddiqui, MA, ATR-BC, LPC**

Shazia is a Board Certified Art Therapist, Licensed Professional Counselor, and founder/owner of Let's Art About It PLLC. She graduated from Wayne State University in Detroit with a dual Master of Arts degree in Art Therapy and Clinical Mental Health Counseling in 2011, and is currently Adjunct Faculty at WSU teaching Art Therapy studio methods for MA and MEd Art Therapy students. Her past experience includes both inpatient and outpatient individual and group counseling and art therapy work with Common Ground, Wolverine Human Services, Southfield Human Services, Samaritan Counseling Center of Southeast Michigan, Sound Counseling, Macomb County Juvenile Justice Center and Juvenile Court, Beaumont Hospital Royal Oak, WSU Department of Psychiatry and Behavioral Neurosciences, and Affirmations LGBTQ+ Center in Ferndale who awarded her their Ally of the Year in 2018. She also formed and led a team of Art Therapists to serve refugees displaced in metro Detroit. In addition to her work as a therapist, she served as an EMT at Cypress Creek EMS in Texas, and at age 18 she founded a non-profit corporation to build a safe space for teenagers to discover their passions and develop their self-confidence through 3-day creative arts and academic local and national competitions. After almost two decades as Executive Director witnessing the power of creativity in helping over 30,000 participants all

across North America find purpose, she decided to combine all her experiences together to create Let's Art About It.

**Thomas Michalos, Ph.D., LPC**, is program coordinator of Counseling and also coordinates the specialization in School Counseling. Dr. Michalos also teaches the internship courses.

**Shirley Mack, Ph.D., LPC**

Dr. Mack has taught a number of courses in Counselor Education including Substance Abuse, Consulting and Group Counseling. She is the Clinical Coordinator of Counseling practicum and internship courses and also serves as the counseling student advisor for art therapy students.

**J. Scott Branson, Ph.D., LPC**

Dr. Branson is an Assistant Professor of Counselor Education. Outside of WSU he has two agencies, serving diverse organizational clients through my consultancy, Branson Consulting, LLC, and the Counseling Company, PLC, which provides mental health care to individuals, couples, families, and groups.

**Sameerah Davenport, Ph.D., LPC**,

Dr. Davenport is responsible for teaching foundational classes within the counselor education program, as well as assisting with program applicant admissions, student advising, program development, and program assessment. She is also responsible for maintaining compliance assist for TBF division.

**Shadin Atiyeh, Ph.D., LPC**

is responsible for teaching foundational classes within the Counselor Education program as well as assisting program applicant admissions, student advising and program development. She has a PhD in Counselor Education and Supervision, a Master's degree in Community Counseling, and Bachelor's degrees in Psychology, and also in Arabic, Armenian, Persian, Turkish, and Islamic Studies.

**John Pietrofesa, Ed.D, LPC, LP**

Dr. Pietrofesa is a Professor, and an author and editor of 13 books and 120 articles in Counseling and related subjects. He served as a Division Head for 8 years and was formerly the Coordinator of Counselor Education.

**CLINICAL EXPERIENCES**

Art Therapy CAAHEP Education Standards require a total of 700 clinical hours, with 350 of the total hours in direct client contact in art therapy. These direct hours are accrued in the assessment classes, art therapy practicum and in internship. In comparison to the 700 hours, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires a total of 600 clinical hours, with 240 of the 600 internship hours in direct client contact (thus, AATA requires 110 more direct hours than CACREP).

Art therapy/counseling internship sites are cultivated so that art therapy and counseling hours can be accrued *simultaneously*, since it is likely that the knowledge of both art therapy and counseling will be engaged when working with clients. Internship experiences are supervised by a Registered Art Therapist and a Licensed Professional Counselor. Additionally, MA students attend seminars taught by Counseling faculty and also those taught by art therapy faculty.

Typically, students complete a wide variety of clinical experiences beginning in the Introductory (AT 6320) class. Clinical experiences are thoughtfully introduced in the curriculum in phases of increasing depth and responsibility. Opportunities for reflection about emerging professional identities as art therapist/counselors are encouraged through journal assignments, art work, supervision, and throughout the seminars completed in conjunction with the clinical hours.

During any off-campus clinical experience, students are representatives of Wayne State University and of the Art Therapy/Counseling professions. In many instances, students provide the first exposure to art therapy and/or counseling at a particular facility, thus the professionalism students exhibit is extremely important. Students should become familiar with the AATA Ethical Principles for art therapists (<https://arttherapy.org/ethics>) and the American Counseling Association (ACA) Code of Ethics ([www.counseling.org](http://www.counseling.org)), and practice these ethical standards in their clinical work, in addition to the specific policies and procedures of off-campus facilities.

In summary, students begin hands-on art therapy experiences in service-learning and peer-led art therapy capacities, beginning in the introductory art therapy class, AT 6320. Subsequently, students complete assessment hours (working with volunteer “clients”) in AT 7330 (Assessment and Practice in the Schools with Children/Adolescents) and AT 7340 (Art Therapy Assessment and Practice with Adults and Families). If students complete 5 hours in each of these classes administering assessments, these assessment hours can be calculated toward the direct hours necessary before graduation.

Next, students complete direct hours in an on-campus practicum in AT 7380 (Saturday mornings, fall semesters). MA students also complete CED 7015 (Counseling Practicum), which takes place in the Counseling and Testing Center either M/W or T/TH evenings, however because CED 7015 is not a supervised art therapy experience, these hours do not count toward the 350 direct art therapy hours. Students must apply in advance to both practicum classes. Upon completion of practica, students apply for Internship by registering for AT 7890 Art Therapy Internship *and* CED 7020 Counseling Internship. Usually students have *one or two* sites per semester in which they practice art therapy *and* counseling; and students attend **both** art therapy and counseling seminars.

In summary, students accrue about 25 direct art therapy contact hours in pre-internship experiences. The remaining 350 direct contact hours are accrued in internship.

**AT 7330** 5 direct art therapy assessment hours

**AT 7340** 5 direct art therapy assessment hours

**AT 7380** 15 direct art therapy hours

**INSURANCE:**

To be eligible to work with clients in clinical settings, the University requires that each student carry liability insurance. Student art therapy insurance is available through Healthcare Provider's Service Organization (HPSO) ([www.hpsso.com](http://www.hpsso.com)), or available with "AATA-Plus" student membership. (NOTE: Counseling students who join ACA receive the liability insurance as a benefit). Students can upload their insurance policy under "Assignments" in Art Therapy Resources on Canvas.

**ADDITIONAL INDIRECT HOURS**

There are a number of opportunities for community service occurring throughout the year, not always in conjunction with academic courses per se, in which students are invited to provide therapeutic art types of service. These hours can be considered Indirect Hours. Students are strongly encouraged to participate in at least one such opportunity, and to represent additional service on their resume and portfolio. All of the opportunities can be used as indirect hours and some can be used as direct hours.

**RECORD KEEPING**

Students should keep an original set of hours and submit a duplicate set of hours to the department. It is important to keep accurate account of all hours as they are earned. Students are responsible for making their copies.

**E-PORTFOLIOS**

Hours can also be kept digitally in students' e-portfolios (through Canvas). Since the pandemic, we began keeping clinical documents digitally rather than submitting hard copies to the instructor. Instructions for creating an e-portfolio are provided in internship, including students' sharing the link to their e-portfolios with the instructor. Because it is unclear how long the University will retain students' e-portfolios after graduation, student should always keep copies of their hours and evaluations for their own records.

**PRACTICUM CLASSES:**

The Art Therapy Practicum (AT 7380) is offered in the Fall Semester, Saturday mornings. In this program, participants come to campus for a 10-week art therapy session.

The Counseling Practicum (CED 7015) takes place in the evenings (i.e. 4:00) in the Counseling and Testing Center. The class is usually offered each semester. Students attend two nights (usually M-W or T-Th) and are assigned to work with community clients and/or WSU students.

**Both practica require written applications and prior approval.** Students submit an application for AT 7380 to the art therapy program by April 20 (application in this handbook or on Art Therapy Program Resources Canvas site).

Second, there is a Counseling practicum CED 7015. Students must apply for the Counseling practicum by Sept. 20 prior to completing clock hours during any winter session, and by

January 20 for spring/summer and fall semesters. Please see Mrs. Lei Juan Stewart (ab2628@wayne.edu) for application information.

### **AT 7380: Art Therapy Practicum**

The art therapy experience for participants is called the Saturday Art Therapy Workshop. As stated, this class meets Saturday mornings during the fall semester for 1.5 hours on each of ten Saturdays for 15 direct hours. (In fall 2020 the sessions took place via telehealth format. Fall 2021 we expect will be a choice of virtual and in-person formats). In this class students are assigned an individual client, or group of clients for whom students will design and implement art therapy sessions. Because students are responsible to work with clients, this is not the type of class that can be easily missed. Thus, students who know in advance that they will need to miss one week should work with the instructor early to ensure that client needs are accommodated.

### **CED 7015 Counseling Practicum**

Students have direct client contact experiences in the Counseling and Testing Center (CTC) (M/W or T/Th evenings). Students complete approximately 35-40 counseling hours in the CTC. Dr. Mack coordinates the clinical component of the counseling program and she may be contacted with counseling related clinical questions ([ad8049@wayne.edu](mailto:ad8049@wayne.edu)).

Both practica must be successfully completed before a student may advance to internship.

### **INTERNSHIP**

As stated, a minimum total of 700 total direct client contact hours are required for graduation. For art therapy, at least one-half (350) of this total must be in the direct client contact in art therapy, working with individuals, groups, and/or families. (For counseling at least 240 direct hours in counseling are required.) Usually, internships are not paid hours.

Students are recommended to register for three one-credit internship classes in each of three semesters (i.e. total 2 credits; 1 in art therapy (AT 7890), 1 in counseling (CED 7020) over three consecutive semesters. Or, over two semesters, students register for 2 cr art therapy and 1 cr counseling in one semester, and the next semester register for 1 cr art therapy and 2 cr counseling. Students attend two seminars (one in art therapy, one in counseling), but **may complete one “set” of hours, provided students use both art therapy and counseling knowledge, techniques and philosophies at their internship site. This makes it very important to select sites where this is possible to do.**

Counseling internship sites are recommended to have an LPC (Licensed Professional Counselor) who is employed by the agency and will act as the site supervisor, providing weekly supervision. Per CACREP standards, Site supervisors have (1) a minimum of a master’s degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program’s expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

The art therapy site supervisor, if not an ATR, may be a master's level licensed mental health professional (See atcb.org, ATR Handbook). The university art therapy internship instructor will consult with the site supervisor to ensure a comprehensive supervision experience.

### **Art Therapy Internship**

The breakdown of art therapy hours is diagrammed on the pages following. Students are strongly urged to complete at least two different internships (e.g. at two different sites with children and adults, for example) or with two populations at one site in order to maximize art therapy experience. Some sites prefer a two-semester commitment from the student; and some of these sites provide experiences with two different types of clientele.

The art therapy internship class (AT 7890) and the Counseling internship class (CED 7020) are scheduled in the Fall, Winter, and Spring–Summer semesters.

A list of art therapy internship sites is located on the Student Canvas site (make sure you have access by providing your access ID to Holly Feen). The list is updated often. Although new sites are welcomed, there is also a need to have a sufficient number of students placed in sites already established. Efforts will be made to create the best match between the student and the site, and students' preferences for certain sites are considered. There may be additional sites the Counseling program uses, so please also consult the Counseling program if you need assistance with finding an internship site.

### **How to Select a Site for a Counseling/Art Therapy Internship:**

1. When enrolled in CED 7015 (counseling practicum) you will be given a Counseling Internship Handbook and a current list of approved counseling sites.
2. An LPC must be on site for counseling supervision (or a formal exception must be made by Dr. Mack). The ATR supervision can take place off site (e.g. in internship seminar).
3. To accrue both sets of art therapy and counseling hours simultaneously, you must be able to practice art therapy *and* counseling at your internship site. You must be able to draw from both sets of techniques, e.g. assessing whether a counseling technique or an art therapy technique would work best for a particular client. Many of the sites that employ LPCs do not have art therapy programs; therefore, you must think about how you can bring art therapy to that site. How would art therapy enrich the services currently available? Offer to add an art therapy group; and recommend how art therapy techniques can be integrated into services offered. Be clear in your interview that you must be able to practice art therapy *and* counseling. Many sites are delighted at the prospect of being able to offer some art therapy services.
4. Consult the Canvas site or Holly Feen for the most up to date list of sites in which you are likely to be able to practice art therapy and counseling, as the sites often change.
5. Students may do their own research to find a site or they may request assistance from Holly Feen (who may ask students to complete the internship application used by MEd students). If requesting a new site, this must be requested and approved in advance of the semester students wish to intern, however, so that the site can be vetted for its appropriateness, and an affiliation agreement established.

6. Generally speaking, students interview with one or more sites until a good match is found.
7. Counseling students take responsibility for paperwork required for counseling internship placement. Paperwork is in the Internship Handbook or distributed in CED 7015.
8. An art therapy evaluation at end of semester is also required. Usually this is provided directly to the site supervisor by the art therapy faculty. Site supervisors are also required to sign off on all hours completed by the student.
9. Students attend BOTH counseling and art therapy seminars, which meet (typically) every other week. Sometimes both the AT 7890 and CED 7020 seminars are scheduled on the same evening (meeting one week for art therapy / one week for counseling). Otherwise, students attend 7 - 8 Art Therapy seminars and a 7-8 Counseling seminars on two different days of the week during any 15 week semester.

### **ART THERAPY CLINICAL HOURS PER SEMESTER**

At least 350 direct contact hours in art therapy

(up to) 350 indirect hours

**700 total hours required by graduation**

Students who accrue 25 direct art therapy client contact hours (15 in AT 7380 Practicum and 5 each in AT 7330 and AT 7340) pre-internship, will need to complete 325 *direct* client contact hours in Internship as well as the remaining *indirect* hours (e.g. planning, attending meetings, documenting the sessions) to total 700. Because indirect hours in most cases are accrued at about the same rate as direct hours, the following emphasizes calculating the direct hours.

#### **Internship (AT 7890 3 cr) completed over 3 semesters:**

700 art therapy hours including 325 direct client contact hours (if 25 hours are completed in practicum and assessment classes)

700 divided by 3 = 233 total hours per each of 3 semesters (1/2 of this is about 116 direct hours per semester)

116 direct hours divided by 15 semester weeks is about 8 direct hours a week

**AT 7890 (3 cr.) completed over two semesters:** (2 cr one semester, 1 cr the second semester and vice versa for Counseling credits. This is where it gets tricky to calculate the hours)

700 divided by 2 = 350 total hours per semester (If students have completed 25 direct hours in previous classes, 325 direct hours will be required over 2 semesters).

325 divided by 2 semesters = 162.5 hours accrued over a 15-week semester would mean 10-11 direct hours per week.

Notes:

“Direct client contact hours” means face-to-face contact by the hour. During Covid face-to-face can mean meeting remotely. It does not matter whether you see one client or a group during the hour.

Indirect hours:

The indirect hours must be devoted to activities that support the direct contact hours: preparation, documentation, reflection and art work about your work, supervision, team meetings, meetings with staff, in-services that relate to your work, conferences that relate to your work and that are integrated into the internship seminar discussions, etc. Supervision hours have been estimated for the clinical courses to ensure students have the correct ratio of supervision hours required. Instructors will inform students of the supervision they expect to provide in classes.

This information is required by the first day of internship class: (see next page)

### **SITES**

A list of internship sites is available on the Art Therapy Resource Canvas shell.

## APPLICATION FOR AT 7380: Art Therapy Practicum

Please submit during winter semester (e.g. January 20-April 20) prior to your intended fall registration.

Name \_\_\_\_\_ Access ID \_\_\_\_\_ Course CRN \_\_\_\_\_ Fall  
/Year \_\_\_\_\_

Please review your previous related experiences below:

Service-Learning Placement completed in AT 6320 or other clinical experience.

---

2. Indicate when you completed these classes, or the expected date of completion, and grade received.

AT 6320 ___	AT 7330. ___	AT 7310 or counseling group classes ___
AT 6340 ___	AT 6910/7500 ___	AT 7300 (or concurrent enrollment) ___
AT 7340 ___	EDP 7370 ___	

3. Reflecting on the learning outcomes from these classes, what skills, knowledge and/or dispositions do you bring to practicum? What skills, knowledge and dispositions are you hoping to further develop or acquire?

4. If you had outstanding prerequisites to complete in first year, please attach transcript or evidence of completion. Attached \_\_\_ Yes \_\_\_ No \_\_\_ N/A

5. Student Liability insurance obtained: date of expiration: \_\_\_\_\_

6. Preference for individual \_\_\_ group \_\_\_ children \_\_\_ adults \_\_\_

7. Additional information you would like to add about yourself that would be helpful to the instructor to know:

\_\_\_ I understand that I may not register for any other Saturday class that conflicts with AT 7380

\_\_\_ I understand that I am expected to be present every scheduled Saturday of the semester.

---

Signature/Date

**Internship Data**

Your name \_\_\_\_\_ Sem/Year \_\_\_\_\_

Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Work phone \_\_\_\_\_

Email: \_\_\_\_\_

Placement(s) and phone(s):

1. \_\_\_\_\_

2. \_\_\_\_\_

Site supervisor or contact person and phone:

\_\_\_\_\_

Address of site \_\_\_\_\_

\_\_\_\_\_

When are you scheduled for your internship? \_\_\_\_\_

\_\_\_\_\_

Total number of hours \_\_\_\_\_ Number of direct hours \_\_\_\_\_

Number of credits registered for this semester \_\_\_\_\_

Draw a detailed map to your site below. Attach additional pages if necessary, and include any other pertinent informa



AED 6320 Experience: (facility, hours) \_\_\_\_\_

Additional pre-internship clinical experiences: Completed: (facility, dates, hours)

---

Personal remarks: In the space below, type an autobiographical statement that summarizes significant personal experiences that will acquaint facility administrators and supervising art therapists with your background. Include such information as reasons for your interest in the population, particular skills associated with the mission of the agency, and your available hours and/or your goals for the placement.

Please respond to the following questions:

Have you ever been convicted of a felony?    Yes    No

Have you ever been convicted of a misdemeanor involving a minor? Yes    No

We also have a link to the hours log on which students are asked to document direct and indirect hours and supervision:

[https://waynestateprod-my.sharepoint.com/:x:/r/personal/aj4400\\_wayne\\_edu/\\_layouts/15/Doc.aspx?sourcedoc=%7B256C13A1-4C4B-42BB-94F9-4FC15DD53F75%7D&file=Art%20Therapy%20Internship%20Hours%20Log.xlsx&action=default&mobileredirect=true](https://waynestateprod-my.sharepoint.com/:x:/r/personal/aj4400_wayne_edu/_layouts/15/Doc.aspx?sourcedoc=%7B256C13A1-4C4B-42BB-94F9-4FC15DD53F75%7D&file=Art%20Therapy%20Internship%20Hours%20Log.xlsx&action=default&mobileredirect=true)

The following shows the information needed in the log:

**Art Therapy Hours Log**

Site \_\_\_\_\_

Date	Time	Direct client contact hours	Indirect hours	Individual supervision: ATR/LPC/or mental health licensed clinician; ATR site visits or 1:1 supervision	WSU Seminar- ATR Group supervision
Subtotals					

Site supervisor \_\_\_\_\_

WSU ATR \_\_\_\_\_

This information would be documented and provided to you following meetings with site supervisors:

**UNIVERSITY SUPERVISOR'S CONTACT REPORT**

Student \_\_\_\_\_

Site of Contact \_\_\_\_\_

Date of Contact \_\_\_\_\_ Visit # \_\_\_\_\_

Situation Observed \_\_\_\_\_

\_\_\_\_\_

or nature of contact \_\_\_\_\_

Conference With:

Student \_\_\_\_\_ Site Supervisor \_\_\_\_\_

Comments on Conference and Progress of Student \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signed \_\_\_\_\_.

Date \_\_\_\_\_

## INTERNSHIP EVALUATION

This is an online form, but the following shows the content: Please note that site supervisors will need to know the total hours completed in order to submit this evaluation.

**<https://forms.wayne.edu/5ed6b04d58ff5/preview/>**

Art Therapy \_\_\_\_\_

Date \_\_\_\_\_

NAME \_\_\_\_\_ SEM. \_\_\_\_\_ YEAR \_\_\_\_\_

NAME OF SITE \_\_\_\_\_ TOTAL HOURS \_\_\_\_\_

WSU SUPERVISOR \_\_\_\_\_ SITE SUPERVISOR \_\_\_\_\_

**DIRECTIONS:** Rate the student's performance, adding comments if desired.

<b>Skill</b>	<b>N/A</b>	<b>Needs growth</b>	<b>Satisfactory</b>	<b>Above Average</b>
<b><u>INTERPERSONAL SKILLS</u></b>				
1. Displays acceptance and empathy for client.				
2. Creates atmosphere of trust for expression of feelings.				
3. Communicates expectations of behaviors to client.				
4. Develops rapport with client.				
5. Cooperates with supervisor in planning and evaluation.				
6. Communicates professionally with other members of multidisciplinary team.				
7. Observes situations when help is needed and takes initiative to offer assistance.				
<b><u>PROFESSIONAL SKILLS</u></b>				

1. Assesses functioning level of client or group.				
2. Establishes (if applicable) or understands appropriate long-term objectives.				
3. Establishes appropriate immediate objectives.				
4. Plans appropriate art activities and media for objectives in advance of sessions.				
5. Communicates at client's level of understanding and assists with art experientials as needed.				
6. Executes plans, but displays flexibility if necessary.				
7. Expresses support to client as appropriate.				
8. Evaluates success of session and plans next ones accordingly.				
9. Continues evaluation of client throughout entire clinical assignment.				
10. Applies academic knowledge to clinical situations.				
11. Researches client's diagnosis and history (or as required by agency).				
12. Ensures client safety.				
<b><u>RECORDKEEPING AND REPORTS</u></b>				
1.Learns agency system of documentation.				
2. Prepares (therapy session) plans appropriate to objectives.				

3. Reports results and recommendations clearly, grammatically, and in an organized manner.				
4. Documents art directives and products; maintains file of client's art (can be modified for specific sites).				
5. Prepares comprehensive summary of clinical sessions with recommendations.				
6. Maintains records of own clinical hours.				
<b><u>PERSONAL QUALITIES</u></b>				
1. Is punctual for appointment or cancels if necessary.				
2. Turns in plans and reports on time.				
3. Recognizes and respects confidential aspects of art therapy.				
4. Exhibits professional manner in grooming, speech and in actions.				
5. Develops rapport with other staff members.				
6. Displays resourcefulness and creativity in plans and execution.				
7. Accepts responsibility and assumes initiative when appropriate.				

Additional comments or recommendations: \_\_\_\_\_

Signature and credentials: \_\_\_\_\_

Thank you! Please return to:  
Wayne State University Art Therapy Program  
163 Community Arts Building  
Detroit, MI 48202  
FAX 313 993 7558 or hfeen@wayne.edu

## **PROGRAM INFORMATION**

## **FINANCIAL AID/SCHOLARSHIPS**

### **College of Education Scholarship Information:**

Dean's Office  
 441 Education  
 577-1623  
<http://coe.wayne.edu/student/scholarship.php>

### **Scholarships and Financial Aid**

Welcome Center  
 577-3378  
[www.wayne.edu](http://www.wayne.edu)  
[www.financialaid.wayne.edu](http://www.financialaid.wayne.edu)  
[www.financialaid.wayne.edu/external\\_scholarships.html](http://www.financialaid.wayne.edu/external_scholarships.html)

### **Fellowships and Scholarships- Graduate School**

4302 Faculty Administration Building  
 577-2172  
[www.gradschool.wayne.edu](http://www.gradschool.wayne.edu)

### **Graduate Professional Scholarship** (Deadline March 1)

<https://wayne.edu/gradschool/funding/grad-prof-scholarship/>

### **American Art Therapy Association**

<https://arttherapy.org/scholarships/>

## **BOOKS AND RESOURCES**

Required textbooks are listed on course syllabi. Several books will be used for more than one class. For example, *The Publication Manual of the American Psychological Association* (APA Manual) is a necessary reference in all classes, but it only needs to be purchased once (unless it is revised!) The *Expressive Therapies Continuum* (Hinz) is also used in several classes.

The Art Therapy Program has a small library with art therapy and art books for student use, located in 163 in the glass bookcase and in the art therapy adjunct faculty office. This library was assembled from donations from the Michigan Association of Art Therapy, art therapist, Nancyann Turner and alumni Patricia Tobin, Mary Kay Shelton, Mary Ann Aitken; Dee Fordee, Joan Giere, Joann Yam, Kate Sullivan. and Cathy Lehman. All books may be signed out for short periods of time on the honors system.

## JOURNALS

The Art Therapy Program has many print copies of: *Art Therapy: Journal of the American Art Therapy Association*, *American Journal of Art Therapy*, and *The Arts in Psychotherapy* located in the adjunct art therapy office. Student members now can access *Art Therapy* online the university library system. Complete sets of these and other journals are located online and in the nearby libraries on campus. Purdy-Kresge Library has *The Arts in Psychotherapy* since 1973, and the *American Journal of Art Therapy* since it was the *Bulletin of Art Therapy*, in 1961. Purdy should also have hard copies of *Art Therapy: Journal of the American Art Therapy Association* through around 2005. All journals are available electronically through interlibrary loan.

Art therapy books can be found in campus libraries: Purdy-Kresge, Adamany, and Shiffman Medical library.

## COMPUTING

Computers for College of Education student use are located in labs 112 and 114 in the College of Education Building. Students should also note the university's Computing and Information Technology, <http://computing.wayne.edu/>, and specifically the helpdesk which assists with a variety of computing or connection issues. phone: 313-577-4778; [helpdesk@wayne.edu](mailto:helpdesk@wayne.edu), or main contact: [dx0297@wayne.edu](mailto:dx0297@wayne.edu).

## DEAN OF STUDENTS

The Dean of Students Office ([doso.wayne.edu](http://doso.wayne.edu)) helps students connect to student life through student organizations and student activities. The Warrior Life and Wellness program will connect you the emotional and physical wellness needs you may have and basic needs support through The W Food Pantry.

## CANVAS AND EMAIL

All students automatically are registered in Canvas sites for every class for which they are registered. There is "help" tab on your Canvas site, should you need assistance, but the staff in the computer lab in the COE can also assist. **NOTE: Students should forward their access IDs to their home email if they use a different email address at home.**

There is an Art Therapy student resources Canvas site where students can access program materials. Upon admission students' access IDs will be added to the site and students will have to accept permission to use the site. If you do not see this site on your Canvas list of classes, let Holly know.

## PORTFOLIO

All students are required to complete an ungraded art therapy portfolio by the time they graduate; which is presented in the last internship class. The portfolio should reflect students' art therapy philosophy and strengths. Therefore, students should be thinking about what program materials would appropriately reflect their strengths as they progress through the program. The portfolio should include (but is not limited to) a statement of

philosophy, examples of client art work, student's own art work, a case study, an assessment, and list of classes completed.

### **ANNUAL STUDENT EXHIBIT**

A juried exhibit of Art Education and Art Therapy student art is held annually in the Community Arts Gallery. Students in the MEd and MA programs are eligible to submit recent work that has not been exhibited in the show previously. Every April works are juried by the Art Education-Art Therapy faculty. Usually the faculty person who had had the student in class does not participate in jurying that student's work. Application forms will be available in 163 or on Canvas to attach to the work. All students are encouraged to submit artwork to show a strong art therapy representation! There is an opening reception usually the end of May.

### **APPLICATION FOR DEGREE**

Students must apply for graduation at the beginning of the semester in which they wish to graduate, specifically by **the** Friday of the 4th week of classes for that term. **Each application requires non-refundable fee per application.**

**<https://wayne.edu/registrar/graduation>**

### **PLACEMENT SERVICES**

Career Services, <http://www.careerservices.wayne.edu/> 1001 Faculty Administration Building (313-577-3390), provides help to students and alumni in defining career and employment goals and assists them in their search for employment opportunities. Assistance in obtaining full-time employment after graduation is provided. Graduating students may increase employment opportunities through interviews with any of several hundred of employers who visit the campus annually.

### **WELCOME CENTER**

<http://wayne.edu/student-service/>

42 W. Warren Ave., 1st Floor Lobby  
Detroit, MI 48201

- One cards
- Records and Registration
- Office of Student Financial Aid
- Students Accounts Receivable
- SMART Check

### **Art Therapy Master's Essays (Last Ten Years)**

These projects were completed in the culminating art therapy research classes.

#### **2021**

- Mahnayshia Craft, (M.Ed.), *Enhancing quality of life for seniors through art therapy*  
 Angela Farrah (MA), *Literature review: examining art therapy strategies for children and adults with autism spectrum disorder*  
 Gregory Fricker, (MA), *Art therapy as a catalyst for identity renegotiation following transition from high control environments*  
 Kalle Pasch, (MA), *The effects of mindfulness-based interventions on anxiety*  
 Susan Snider (M.Ed.), *Art therapy pilot study proposal for the reduction of stress and burnout of the healthcare professional*  
 Samantha Wisnowski, (M.Ed). *How Can Art Therapy Facilitate the Transition into College?*

#### **2020**

- Lauren Alfonsi (MA). *An art therapy program proposal for breast cancer patients*  
 Jessica Battalia (MA) *What is the experience of healthy siblings of children with cancer in group art therapy?*  
 Krystin Bobrowiecki (MEd). *How can digital media be incorporated into the art therapist's tool kit as another option for clients?*  
 Amelia Brown (MEd). *How does art therapy and "Zentangle" reduce feelings of stress and anxiety?*  
 Jenna Budd (MA) *Art therapy with cumulative trauma and eating disorders: A literature review*  
 Lean Carroll (MEd). *How does the use of group art therapy reduce teacher burnout symptoms*  
 Julia Davis (MA) *Understanding the role of art therapy in treating symptoms of pet grief*  
 Jill Galsterer (MA) *Healthcare professionals suffering from burnout: How can art therapy help?*  
 Audrey Gray (MA) *Art therapy for partners of incarcerated persons*  
 Karana Hales (MEd) *What are students' experiences in service-learning?*  
 Faith Lyons (MA). *Exploration of mindful self-care: the use of paper art as a therapeutic tool*  
 Marte Marini (MA), *Group Art Therapy for LGBTQ+ Veterans with PTSD*  
 Elaine Miller (MEd) *Art therapy and aging: an autoethnography*  
 Calliandra Perry (MA). *Creating bonds between child cancer patients and their treatment teams*  
 Jessica Smigels (MEd) *Weaving connections.*  
 David Sniderman (MA) *Potential benefits of including art therapy to psychological first aide*

#### **2019**

- Lisa Bennett (MEd). *Group art therapy for adults with ASD: A program proposal for The Art Experience, Pontiac Michigan*

Deborah Bridges (MEd). *Art therapy for pain management and rehabilitation at hospitals and other healthcare facilities*

Karen Cogsdill (MEd). *A ten week art therapy program for resilience development: Keep Going, Growing*

Lauren Eng (MEd). *How can art teachers modify their curriculum, instruction, and classroom environment to support student creativity?*

Katharina Goebel (MA). *Moving Forward: Building resilience and overcoming adversity an 8-week art therapy program*

Aishwerya Iyer (MEd). *Building bridges: An elementary school art therapy program for empathy building and prejudice reduction*

Sheila Jackson (MEd). *Art therapy for adolescent health and wellness*

Somer Matty (MEd) *A literature review: Therapeutic uses of textiles in contemporary culture*

Grant Prenzler (MA). *The need for advocacy for men receiving art therapy/counseling and men in the professions of art therapy/counseling: Autoethnography*

Gabriella Rizkallah (MEd). *Art therapy for refugees: Program proposal*

Johannah Soderborg (MA) *Riding the waves of resiliency: From art educator to art therapist*

Jillian Sullivan (MEd). *Cultivating classroom creativity*

Danielle Swift (MA) *The therapeutic effect of incorporating nature and art making into treatment of patients with cancer*

### **2018**

Chelsea Council (MA) *Art therapy as a means to diagnose and treat somatic symptoms and related disorders in adults in medical settings*

Caitlin Erwin (MEd) *Teaching practices to best support creativity in the elementary art classroom*

Deepti Guruprasad (MEd) *Managing stress and promoting wellness for corporate employees: An art therapy program proposal*

Meaghan Moore (MEd) *Program Proposal: Aiding adolescents in dealing with stressors caused by social media through art therapy*

Jennifer Peper (MA) *Reintegration of human trafficking victims into society: With the help of art therapy and counseling techniques: Program Proposal*

Angie Sarb (MA) *Culturally sensitive art therapy and counseling to reduce depression, anxiety and related somatic symptoms: Program Proposal*

Lauren Toma (MA) *The intersection of sexuality, sex work and mental health: An art therapy program proposal*

Leah Wautelet (MA) *Art therapy program proposal: Assisting military families during periods of transition*

### **2017**

Emily Alford (MA). *Art therapy with pediatric patients and their families: Literature review*

Melanie Bott (MA) *Program proposal: Treating eating disorders with art therapy*

Jacqueline Davidson (MEd) *Is fear worth living? A memoir*

Jenna Debryn (MA) *The effects of art therapy on childhood trauma and posttraumatic stress disorder*

Liza Hinchey (MA) *Mindfulness based art therapy with college students*

- Corryn Jackson (MA). *Non-suicidal self-injury and art therapy*
- Kristina Johnson (MA). *Program Proposal: Violence, anger management and substance abuse protocol for offenders*
- Alison Kreig Hill (MA) *Managing chronic pain” An art therapy program proposal*
- Jordyn Lamb (MA) *Adolescents at-risk for delinquent behavior and the effects of art therapy*
- Christy Pardee (MEd) *The effects of lived experience on art therapist professional identity*
- Andrea Sandles (MA) *Peace pediatrics: A program proposal for pediatric palliative care art therapy*
- Dana Seguin (MA). *Does art therapy have an impact on adolescents dealing with grief and loss?*
- Karianne Spens Hannah (MEd). *Program proposal: Trauma-informed art therapy for LGBTQ youth.*
- Courtney Thurston (MA) *The benefits of employing an art therapist in a medical setting*

## **2016**

- Taylor Beardsall (M.Ed.) *Seeking shelter: An art therapy proposal for runaway and homeless youth*
- Angie Bolton (MA). *Fostering creativity in Detroit: An art therapy program for youth in foster care*
- Sharilyn Cohen (MA). *Art Therapy with the population of neurocognitive disorder due to Alzheimer’s Disease*
- Jeneen Conley-Berry (M.Ed.) *Community-based art and art therapy programs: Building resiliency among youth*
- Lauren Dziadosz (MA). *Meeting special needs through art therapy in public schools*
- Erin Keith (M.Ed.) *Art therapy program proposal for adults with cancer*
- Rebecca Sanders (MEd.) *A weekend art therapist: Program Proposal to CommonGround*

## **2015**

- Shannon Bostater (MA) *A neurological response to art making*
- Brianne Burgoon (MEd.) *Art therapy with eating disorders: Program proposal*
- Casey Canon (MEd.) *Art therapy for cancer patients at Karmanos Cancer Institute: Program proposal*
- Betsy Dancey (MEd.) *Art therapy group program proposal designed for emotionally impaired students in inclusive education*
- Megan Diviney, (MA) *Professional identity memoir.*
- Beth Hensley (MA) *Understanding what can be learned from using art based assessment instruments*
- Jill Howlett (MEd.) *Collage based self-inquiry into art therapy professional identity*
- Tonya LaTempt (MA). *Co-parenting through divorce: An art-based program for parent education*

## **2014**

- Erika Budson (MA). *The professional identity of a helper*
- Tanja Dara (M.Ed.). *Art therapy in an educational setting: A literature review on how art therapy benefits students with behavior problems.*
- Katherine Hill, (M.Ed.) *The role of art therapy in creating positive community identity*

- Kira O'Donnell (MA) *The self as artist and sage: An archetypal view of professional identity*  
 Jamie Pillow (M.Ed.). *Literature review of art therapy with terminally ill clients: How does art therapy alleviate symptoms and help terminally ill clients cope with symptoms and the fear of death?*  
 Teresa Rose (M.Ed.) *Art Therapy and Telepathy: Communication with an Individual Diagnosed with Asperger's Syndrome*

### **2013**

- Lori Boettcher (M.Ed.) *School based group art therapy research study focusing on urban adolescents and promoting improved self-management of asthma*  
 Michelle Boyle (MA) *Art therapy and dementia: A program proposal for skilled nursing facilities*  
 Erika Budson (MA). *The professional identity of a helper*  
 Wendy Levine (MA) *Art therapy for individuals with traumatic brain injury*  
 Kira O'Donnell (MA) *The self as artist and sage: An archetypal view of professional identity*  
 Betty Thack (M.Ed.) *Caregiving: An influence on career choice*  
 Kate Vannier (MA) *How my artist identity helped form my professional identity as an art therapist*

### **2012**

- Cindy Chen (M.Ed.) *Care for caregivers art therapy program*  
 Lauren Cohen (M.Ed.) *Does Art Education influence at-risk youth?*  
 Susan Georgi (MA) *Visible triumph: Memoir of Susan Georgi*  
 Nicole Hoida (M.Ed.) *The benefit of art therapy with cancer patients in the hospital setting*  
 Leah Huber (MA) *Evaluation of the Healing Arts Program at Children's Hospital of Michigan*  
 Ashley Lyon (MA) *Artist, counselor, art therapist: The fusion of three professional identities*  
 Rebecca Peterman (MA) *Art therapy with people experiencing co-occurring disorders*  
 Emily Sturgill (M.Ed.) *Arts based service-learning through the eyes of higher education students*  
 Rachel Tinman (M.Ed.) *Professional identity memoir: Pictures, words, and how art therapy chose me*  
 Jessica Van Hamme (MA) *Proposal for an after school art therapy program for children with learning disabilities*  
 Jamilya Williams (M.Ed.) *Program proposal for inclusive school art therapy services*  
 Heather Ziegenmeyer (MA) *Transition to motherhood art therapy program for women experiencing antenatal and post-partum depression*

### **2011**

- Wendy Case (MA) *Program and grant proposal for Mariners Inn*  
     Tina Doecker (M.Ed.) *Formative Evaluation of Mariners Inn*  
     Emma Faruolo (MA) *Formative evaluation of the Heidelberg Project*  
 Michelle Figurski (MA). *The Heidelberg Project's ACE2 Project: Implementation and Evaluation*  
 Rachelle Grubb (M.Ed.) *What are agency directors' experiences with art based service-learning?*

- Jacqueline Kennedy (MA) *Program Proposal for Capuchin Soup Kitchen*
- Christina Shiue Jia Liau (MA) *Formative Evaluation of Children's Hospital of Michigan*
- Marie Murray (MA) *Evaluative research report for VSAMI searching for evidence-based methods to identify how "artsJAM" enhances personal development in persons with disabilities*
- Mona Patel (MA) *What programs are similar to ArtsCropsDetroit? A literature review of arts based service-learning in higher education*
- Julie C. Moreno (MA) *Literature Review of Assessment in Community Agencies with Arts Programming*
- Amy Rostollan (M.Ed.) *History of Art based service-learning in the United States.*
- Shazia Siddiqi (MA) *Art therapy at Farmington Alternative High School: A program proposal*
- Sarah Watson (MA) *Who am I: Counselor, Artist, Art Therapist? A professional identity memoir*
- Valerie Whitaker (MA) *Finding my strength: A professional identity memoir*

## **LIBRARY RESOURCES AND SERVICES**

Education Liaison Librarian: Karen Liston

<https://library.wayne.edu/info/staff-directory/aq8554>

313-577-4217  
134 Purdy Library

### **LIBRARY INFORMATION**

Website: <http://www.lib.wayne.edu>

Online Assistance: <http://www.lib.wayne.edu/help>

InterLibrary Loan <https://wayne.illiad.oclc.org/illiad/illiad.dll>

Maps and directions <http://www.lib.wayne.edu/info/maps/>

Art therapy research guide

<https://guides.lib.wayne.edu/TED7000>

### **PURDY/ KRESGE LIBRARY**

Reference: 313-577-6423

Circulation: 313-577-4043

Hours: <http://www.lib.wayne.edu/info/hours/>

### **SCIENCE & ENGINEERING LIBRARY**

Reference: 313-577-4068

Circulation: 313-577-4066

### **DAVID ADAMANY UNDERGRADUATE LIBRARY**

Reference: 313-577-8852

Circulation: 313-577-5121

### **EXTENDED STUDY CENTER (AT THE DAVID ADAMANY UNDERGRADUATE LIBRARY)**

Phone: 313-577-8606

### **SHIFFMAN MEDICAL LIBRARY**

<http://www.lib.wayne.edu/shiffman/>

Reference: 313-577-1094

Circulation: 313-577-4118

## Useful Websites and Phone Numbers

Art Therapy Program Resources  
<https://canvas.wayne.edu/courses/139837>

Computing and Information Technology Help Desk  
577-4778

Counseling and Psychological Services  
552 Student Center  
577-3398

Counseling Secretary  
Lei Juan Stewart 577-1613

Education Student Services  
489 College of Education  
577-1605

Graduate School  
577-2170  
[gradschool.wayne.edu](http://gradschool.wayne.edu)

Graduate Bulletin  
<https://bulletins.wayne.edu/graduate/>

One Card Office  
577-2273

Psychology Clinic  
577-2840

Registrar's Office  
577-3531

Barnes & Noble Bookstore 577-2436

Show Your OneCard and Save!  
<http://wayne.edu/showyouronecardandsave/>

### **Restaurants and Retail at WSU**

<http://shops.wayne.edu/restaurants.php>

**ORGANIZATIONS:****SMATA**

stands for Students of the Michigan Art Therapy Association. There are student meetings several times a semester. Current president is M.Ed. student Rebecca Sanders.  
<http://smata.wayne.edu/index.html>

**MAAT****Michigan Association of Art Therapy**

Your state affiliate chapter of the American Art Therapy Association  
<http://www.michiganarttherapy.org/> and president is Amy Rostollan.

**AATA: AMERICAN ART THERAPY ASSOCIATION**

4875 Eisenhower Street Suite 240

Alexandria, VA 22304

Email: [info@arttherapy.org](mailto:info@arttherapy.org)

AATA is your national professional association. With the + membership you receive the AATA journal, *Art Therapy*.

[www.arttherapy.org](http://www.arttherapy.org)

All students are encouraged to join both the AATA and the MAAT.

**REGISTRATON:**

The professional credential (A.T.R.) application is handled by the Art Therapy Credentials Board (ATCB). Download an Application for Registration (A.T.R.) from the Art Therapy

Credentials Board site ([atcb.org](http://atcb.org)). The application requires the completion of the master's degree plus 1000 paid, direct contact, supervised hours in art therapy.

**BOARD CERTIFICATION:**

Any current A.T.R. may elect to take the Art Therapy Board Certification exam which will qualify the individual to be a Board Certified Art Therapist. The board certification process is similar to that of other professions, and is hoped to be useful toward the goal of state licensure and reimbursement of art therapy services.

For further information about registration or certification in art therapy contact:

**ATCB**

Art Therapy Certification Board

7 Terrace Way S

Greensboro, NC 27403

<http://www.atcb.org/>

**ACA**

Refer to *The Counselor Education Master's Level Program in Counseling Handbook* for a list of counseling associations. American Counseling Association:

<http://counseling.org>

**PLAN OF WORK****Semester 1**

Professional Counseling: Orientation	3	Lecture		Tues
Counseling Theories, Philosophies, & Techniques	3	Hybrid	None	Mon <sup>2/2</sup>
Theory of Art Therapy	3	Lecture	None	Thurs
Art Therapy Intro and Ethics	3	Studio/Lecture	None	Wed

**Semester 2**

AT 7500	Cultural and Social Diversity	3	Lecture	None	Thurs
EDP 7410	Human Development Psychology	4	Hybrid	None	Wed <sup>1/2</sup>
CED 6045	Professional Counseling Laws and Ethics	3	Virtual	CED 6015, CED 6025, EDP 7370, & EDP 7410	Tue

**Semester 3**

CED 6055	Counseling Testing & Assessment	3	Hybrid	CED 6015, CED, 6025, EDP 7370, & EDP 7410	Wed <sup>1/2</sup>
CED 6065	Career Development & Employment Strategies	3	Online	CED 6045 & CED 6055	Online

**Semester 4**

CED 7305	Clinical Counseling Roles: Consultation, Collaboration, and Coordination	3	Online	None	Online
EDP 7370	Psychopathology	3	Hybrid	None	Mon
AT 7300	Studio Art Therapy	3	Lab	None	Tue

**Semester 5**

AT 7310	Art Therapy with Groups	3	Lab/Lecture	6320, 6340	Wed
AT 7330	Art Therapy Assmt & Pract w Children and Adolescents	3	Online Sync	None	Mon
AT 7340	Art Therapy Assessment & Practice with Adults and Families	3	Lecture	N/A	Tues

**Semester 6**

CED 7005	Counseling Skills	3	Lecture/Lab		Wed
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## Semester 7

CED 7015	Counseling Practicum	4	Clinical		T & R
AT 7380	Art Therapy Practicum	3	Lab		Sat
AT 7000	Research in Art Therapy	3	Lecture		Mon

## Semester 8

CED 7020	Counseling Internship	1	Other	Pre: CED 7015	Thurs
AED/AT 7890	Art Therapy Internship	2	Other	None	
AT 7999	Terminal Master's Seminar	3	Independent	None	Mon

## Semester 9

CED 7020	Counseling Internship	2	Other	Pre: CED 7015	Thurs
AT 7890	Art Therapy Internship	1	Other	None	