

Master of Education in Art Education, Concentration in Art Therapy

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M.Ed. Student Handbook



goal:

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

Cover art: Alli Stinson, MEd student 2023 (from artobiography assignment, AT 7300)

Art Therapy Program
Wayne State University
163 Community Arts Building
Detroit MI 48202

<https://education.wayne.edu/art-therapy>

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PREFACE

This Handbook is updated annually, and contains information that should be helpful to you as you pursue your art therapy studies. Welcome to Art Therapy!

"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 founder and director of the art psychotherapy program at California's Cedars-Sinai Medical Center, the author of seminal art therapy texts including *Clinical Art Therapy*, *Family Art Psychotherapy*, *Adult Art Psychotherapy*, and *Magazine Photo Collage: A Multicultural Assessment and Treatment Technique*. She was honored with an Art Achievement Award in 2004 by Wayne State University for her pioneering work in art therapy.

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 degree does not prepare students to teach; it prepares students to become art therapists. This option has been Approved (similar to accreditation) by the American Art Therapy Association (AATA) since 1994. The program recently completed a self-study process for accreditation by the CAAHEP (Commission on Accreditation of Allied Health Education Programs), and we should hear their recommendation early in the fall 2022 semester.

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 credit program was Approved by the AATA in 2008, and re-Approved in 2014. Like the MEd, the MA completed a self-study process for accreditation by the CAAHEP (Commission on Accreditation of Allied Health Education Programs), and the results are pending. Students who begin the M.Ed., but who decide they want to apply for the MA may do so; all students must be accepted into the MA via application and counseling faculty interview.

The Art Therapy Programs at Wayne State are part of the **College of Education**. Courses in the Art Therapy Program 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 and development 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 perspectives.

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.

Program Structure

Plan of Work

A Plan of Work (POW) that lists the courses students contract to fulfill for a master's degree, is completed by the student and their advisor, and submitted to the College of Education Academic Services after the student completes 9 graduate credits.

Students usually begin the art therapy sequence of classes in the Fall Semester. The program is designed so that students enroll in required art therapy classes that are sequentially arranged (the required sequence appears on the following pages). This usually means two to three classes a semester over two to three years. Students may register for the art therapy elective courses and College of Education Core courses at their convenience when they are offered. The program understands that sometimes exceptions must be made to the sequence in which students complete courses, or substitutions to the electives or core courses. Desired changes can be discussed with the student's advisor and a Change in Plan of Work form can be submitted (check Academic Services webpage for the form). However, it is not necessary to submit a formal "Change in the Plan of Work" request if the only change is completing the courses in a different order.

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 were revised in 2017. The art therapy course syllabi reflect the 2017 Education Standards of the CAAHEP

The following courses 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.

Required Courses for the M.Ed.*

*indicates “required” for *both* the M.Ed. and the MA

***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 psychology.

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

In intense studio experience will 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.

***EDP/ 7370 3 Cr. 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.

***AT 7310 3 Cr. Art Therapy with Groups**

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, approaches to group 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 with children and adolescents in schools and other settings.

***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 and families. 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 clinical adult populations. Areas to be covered include use of appropriate 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 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. Pre-requisites: AED 6320, 6340, 6910, 7310, 7330 or 7340; EDP7370 Prerequisite/co-requisite: AED 7300.

***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.orps.wayne.edu.

ART THERAPY ELECTIVES *Choose 3 credits of electives:*

***AT 6360 3 (1 cr. courses) Aspects of Art Therapy**

Aspects of the use of Art Therapy are chosen to develop students' breadth or depth in art therapy practice with various groups and settings. This course features different “aspects” of art therapy such as

Advanced Ethics

Family Art Therapy

Eco-Art Therapy

Grief and Loss

Art Therapy with LGBTQ populations

Art Therapy with Trauma

Art Therapy with Addictions

COLLEGE OF EDUCATION CORE COURSES

Every graduate program in the COE requires students to complete “Core” courses. Three courses from three areas (for a total of 6 Cr.) constitute the general professional (core) requirements of the College (students should enroll in one EDP course and to others). Options include the following:

EDP 5450*	2 Cr.	Child Psychology OR
EDP 5480*	2 Cr.	Adolescent Psychology OR
EDP 7350*	2 Cr.	Learning Process OR
EER 7610	2 Cr.	Evaluation and Measurement
TED 7060	3 Cr.	Inclusive Education, Curriculum and Pedagogy (this is 3 cr.)

*(ideally, choose one course in the Educational Psychology area)

Descriptions for these courses can be found in the University bulletin. Syllabi for some sections of the above classes are shelved in the Art Therapy office area.

OPPORTUNITIES TO SPECIALIZE

In addition to selecting Aspects of Art Therapy related to specialized interests, students may specialize in a particular area of art therapy by directing assignments around the area of interest. For example, papers assigned for classes can be written about chosen specialty areas. Also, students may select child or adult clients in practicum and choose specific sites of interest for their internship. Masters’ essays (AT 7999) may also be designed to support students’ areas of interest.

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

Holly Feen is the academic advisor for Art Therapy students.

For non-academic advising (filing Plans of Work or changes in Plans of Work, changing majors, applying for extensions, graduation, etc.) students should contact the Academic Services Division, 489 College of Education, the office responsible for admitting students to the programs of the College of Education; maintaining all student files; processing and certifying that degree, and assisting graduates in securing professional positions. 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 that students need are available under “Students” on the College 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

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 art therapists, 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, or program coordinator.
2. If the program coordinator is unable to resolve the grievance, then the student may appeal to the Assistant Dean, Dr. William Hill.
3. The highest level for student grievances is the Dean of the College of Education.

ART THERAPY PROGRAM (M.Ed.)

Major Requirements

Art Therapy Required Courses (Current titles and numbers used here)

3 Cr.	AT 6320	Art Therapy: Introduction and Ethics
3 Cr.	AT 6340	Theory of Art Therapy
3 Cr.	AT 7500	Social and Cultural Diversity
3 Cr.	EDP 7370	Psychopathology
3 Cr.	AT 7300	Studio Art Therapy
3 Cr.	AT 7310	Art Therapy with Groups
3 Cr.	AT 7330	Art Therapy with Children and Adolescents
3 Cr.	AT 7340	Art Therapy with Adults and Families
3 Cr.	AT 7380	Art Therapy Practicum
<u>1-6 Cr.</u>	AT 7890	Internship (6 total cr. Required)
33 total		

Master's Degree Research Seminars

3 Cr. AT 7000 Research in Art Therapy
3 Cr. AT 7999 Art Therapy Masters Project and Specialization
6 total

General Professional Requirements

Educational Foundations Courses

(and recommended instructors familiar with the art therapy program)

Choose 3 courses:

2 Cr. EDP 5450 Child Psychology
2 Cr. EDP 5480 Adolescent Psychology
2 Cr. EDP 7350 Learning Process (Markman)
2 Cr. EER 7610 Evaluation and Measurement
3 Cr. TED 7050 Inclusive Education (Gabel)
6-7 total

Art Therapy Electives

1 cr each AT 6360 Aspects of Art Therapy
3 total
48-9-total credits

**SEQUENCE OF ART THERAPY COURSES
AND TENTATIVE SCHEDULE***

Year	Fall	Winter	Spring/summer
1 2022-23	AT 6320 (3)W AT 6340/AT (3) Th AT 7300 (T)	AT 7340 (3) T AT 7330 (3) M AT7310 W	(AT 6360 or core courses)
2 2023-24	AT 7380 (3) S AT 7000 (3)M EDP 7370 (3) O	AT 7500 (3)Th AT 7999 (3) M AT 7890 (2) F	AT 7890 (2)
3 2024-25	AT 7890 (2) if necessary		

Required sequence explanation:

1. Complete the art therapy courses in the above order (exceptions may apply).
2. M.Ed. students may enroll in the CORE courses and Art Therapy electives at any point in the program when they are offered.
3. The last classes in the sequence will be the research courses, AT 7000 and AT 7999; following or in conjunction with AT 7890.
4. EDP 7370 is offered multiple semesters.

<u>FALL COURSES</u>	<u>WINTER COURSES</u>	<u>SPRING / SUMMER COURSES</u>
AT 6320	AT 7340	AED/AT 6360 select offerings
AT 6340	AT 7500	AT 7890
EDP 7370	AT 7310	
AT 7300	AT 7330	
EDP 7370	EDP 7370	
AT 7000	AT 7890	
AT 7380	AT 7999	
AT 7890	AT 6360 select offerings	
AT 6360 select offerings		

NOTES:

There are various “Aspects” of Art Therapy (AT 6360) offered every semester.

- AT 6320, 7330, 7340, and AED 7890 include off-campus (community engagement additional hours outside of class) work
- This schedule does not include the education core courses, nor all the 1-credit AED 6360 course

Scheduling Worksheet

	Fall	Winter	Spring/Summer
2022-23			
2023-24			
2024-25			

ART THERAPY FACULTY

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

Holly completed a Ph.D. in Higher 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. In recent years she has worked with community groups and with refugees. Holly is an active AATA member having had several leadership roles as Associate Editor and Interim Editor of *Art Therapy: Journal of the American Art Therapy Association*, two terms on the AATA 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 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 students, was a founding member of ArtsCorpsDetroit, a service-learning research and community engagement program for students, alumni and members of the surrounding community, and is currently co-PI of ArtsHUBDetroit, one of 7 "Bold Moves" projects selected for funding by Wayne State University. Currently an informal ArtsHUBDetroit pilot project is underway at Brilliant Detroit. These and other community engagement and research opportunities benefit students, participants and the field of art therapy. Since 2017 Holly has been a collaborator with the Stress Trauma and Anxiety Research Clinic in the department of psychiatry, where she leads the art-based interventions to alleviate trauma among immigrants and refugees.

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

Julie Moreno joined the art therapy and counseling faculty full time in 2022, but she has taught in an adjunct capacity for several years. Julie teaches AT 6320, Art Therapy Introduction and Ethics; AT 7310, Art Therapy with Groups, CED 6005, CED 7015, CED 7305 and AT 7890, Internship Seminar. Julie is also 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. In previous 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; children and adults with SMI; 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.

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

Karen 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 was 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.

(Zeina) Carla 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 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, LLC. 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. Her past experience includes corporate work with Deloitte, Universal Music, Hewlett Packard Enterprise, Lululemon, Match, and

Megafood, as well as both inpatient and outpatient individual and group counseling and art therapy 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, Kadima Mental Health, and Affirmations LGBT+ 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, as well as uniting people from all walks of life through the universal language of art, she decided to combine all her experiences together to create Let's Art About It. Shazia teaches Studio Art Therapy.

Aspects (AED 6360) instructors:

In addition to the regular faculty listed elsewhere on these pages, art therapists who teach Aspects of Art Therapy courses include:

Kathleen Buday, MEd, ATR-BC has worked as an art therapist for over 20 years with a diverse range of populations including pediatric patients, students, adults with HIV/AIDS, hospice patients, grieving youth and adults, and individuals coping with cancer.

Kathleen has published articles on art therapy and has presented nationally on topics relating to the arts including its therapeutic applications. Since 2015, she has held the positions of Assistant Professor in Art Therapy at University of Wisconsin-Superior and Millikin University, and Visiting Instructor at Kalamazoo College. Currently, she works as an art therapist, educator, supervisor, lecturer, and consultant in Michigan.

Wendy Case, LPC, ATR-BC, CAADC

Wendy is a licensed professional counselor and board-certified art therapist with 12 years of professional clinical experience. She works exclusively with adults and specializes in trauma, developmental trauma, PTSD, self-esteem, relationships, codependency and addiction. She is also an EMDR practitioner and carries state/national licenses in substance use disorder. Wendy was the art therapist at the renowned Ascension Brighton Center for Recovery and she currently has a private practice, Arrow Arts Psychotherapy, LLC. Wendy teaches a course not in the master's program called Explorations in Art Therapy; she also teaches an Aspects class on Art Therapy and Substance Abuse

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, Studio Art Therapy, Aspects of Art Therapy: The Use of Mandalas in Art Therapy, Aspects of Art Therapy: Experiential Design, as well as serving as clinical supervisor for internship students. Margaret is an Art Therapy Certified Supervisor, supervising beginning art therapists as they work towards registration.

CLINICAL EXPERIENCES- GENERAL INFORMATION

M.Ed. students complete 700 (total) clinical hours prior to graduation. Half of these hours (350) must be in direct client contact (face to face) art therapy hours. A portion of the hours are completed prior to internship, in practicum and assessment classes.

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.hpso.com), or available with AATA student membership. Proof of insurance is requested at registration for practicum and internship. Insurance forms can be uploaded to Art Therapy Resource's "Assignments" in Canvas.

As interns, students should become familiar with the AATA Standards for Ethical Principles for art therapists (<https://arttherapy.org/ethics>). In addition, the regulations and procedures of off-campus facilities must also be observed.

M.Ed. CLINICAL EXPERIENCES

Students begin to have hands-on art therapy experiences in AT 6320 Art Therapy Introduction and Ethics through the service-learning assignment, and/or service-learning and virtual art therapy facilitated by advanced student interns. Students begin to direct accrue hours in the the Assessment and Practice classes (AT 7330 and AT 7340) where they will earn at least 5 hours working with volunteer assessment clients. In the second year, students work with an individual or a group in AT 7380 Art Therapy Practicum, and accrue 15 direct hours. Last, students apply and register for AT 7890 Internship.

Documenting Hours:

Hours should be recorded on Hours Logs available online and from your instructors. Students *should always keep a copy of their hours for themselves*, and request signatures from supervisors before the end of a placement. Assuming students will have at least 25 direct client contact hours (15 in AT 7380 Practicum and 5 each in AT 7330 and AT 7340), that would leave 325 direct client contact hours to be completed in Internship. The remaining hours (of the total 700) are

“indirect” hours (e.g. planning, attending meetings, documenting the sessions). See subsequent pages for definitions of direct and indirect hours.

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.

PRE-INTERNSHIP HOURS CAN BE ACCRUED IN:

A. SERVICE-LEARNING

Sixteen-twenty **indirect** hours are completed in conjunction with AT 6320. Service-learning refers to community service that is directly related to a course objective. In AT 6320 a primary objective is for students to understand community needs for art therapy as well as to problem solve ways to meet such needs.

B. ASSESSMENT

AT 7330 and 7340 include a focus on assessment that involves working with volunteer “clients.” It is estimated that students complete 5 hours in each class administering assessments.

C. ADDITIONAL INDIRECT SERVICE HOURS

There are a number of opportunities for community service occurring throughout the year, NOT in conjunction with academic courses per se, in which students are called upon to provide art therapy related services. Students are strongly encouraged to participate in at least one such opportunity, which will help strengthen professional experiences overall. All of the opportunities can be used as indirect hours and some can be used as direct hours.

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 2021-2 participants chose between virtual and in-person formats). We expect that there will be some limited virtual practicum opportunities in the future, but students should plan on in-person practicum in future years. In the AT7380 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.

The following application is due no later than April 1 (i.e. the end of the academic semester prior to practicum) of the year students plan to enroll in AT 7380. Please note that there may be an online version of the application, but this is the content students will be asked to provide:

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

Students must successfully pass practicum before they can apply for internship.

INTERNSHIP

The following description of internship is written with the assumption that by the time students who are beginning the Art Therapy Program in Fall 2022 are in internship, that traditional face-to-face internships will have resumed. Currently, most of the internship settings do offer in-person sessions.

As stated, a minimum total of 700 clock hours are required for graduation. 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. This contact includes doing assessments, establishing goals and objectives, implementing art therapy, evaluating the sessions and making recommendations.

MEd students are recommended to complete the internship in two-three semesters, requiring a commitment of an average of 10 direct client contact hours per week. The breakdown of 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, example) or to work with different populations at one site in order to maximize art therapy experiences. Some sites prefer a two-semester commitment from the student; and some of these sites provide experiences with two different types of clientele.

The internship class (AT 7890) is scheduled for fall, winter, and spring–summer semesters. Students must apply for enrollment in the class one full semester in advance of the start of the internship. For example, students who want to begin internship in the Spring-Summer semester (May) should have their application submitted during the previous winter semester by January 20. Students should make every effort to adhere to these deadlines to ensure they can be placed at a site of their choice. The application process consists of checking that all prerequisites have been completed, and also asks the student to identify preferences for sites. A fillable pdf application is available on the program resource shell on canvas, as well as a Qualtrics link: [Art Therapy Internship Application](#) Once the Internship has been approved by WSU, the application is emailed to the site, who will contact students for an interview.

A list of internship sites is available on the Canvas Art Therapy Resource shell. Students who wish to request to add a site, should allow make the request one year in advance of internship registration to Holly Feen or Julie Moreno. Include address, phone number, contact person, and agency focus. Although new sites are welcomed, there is also a need for a sufficient number of students placed in sites already established. Efforts are made to consider students' preferences and to create the best match between the student and the site, and

CLINICAL HOURS REQUIRED

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 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 concentrates on calculating the direct hours only.

Internship (AT 7890 2 cr. completed over 3 semesters)

325 art therapy direct client contact hours

divided by 3 semesters = 108 direct hours per each of 3 semesters

108 hours accrued over a 15-week semester would mean 7-8 direct client contact hours per week.

AT 7890 (3 cr. completed over two semesters):

325 direct hours divided by 2 semesters = 162.5 direct hours per semester

accrued over a 15-week semester would mean 11-12 direct client contact hours per week

Notes:

AT 7890 is offered for 1-6 credits to accommodate students who need to register for 1 or 2 credits at a time. Students can roughly figure 100 (50 direct; 50 indirect) total hours per 1 credit if registering for 1 credit at a time.

“Direct client contact hours” traditionally means face-to-face contact by the hour. It does not matter whether you see one client or a group during the hour. Doing art therapy via telehealth modalities are also considered direct hours. The art therapy faculty members, guided by the ATCB recommendations, are incorporating nontraditional opportunities to accrue direct hours during and post pandemic. The most current practices will be communicated during the semester the students are assigned to accrue direct hours.

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.

SITES

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

Internship Data Sheet

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 information.

**APPLICATION FOR ART THERAPY INTERNSHIP
PLEASE READ CAREFULLY.**

Students can print, scan and attach this application, or they may use the link.

Application materials to be returned:

1 Applications for each site requested

1. All application materials must be completed and returned to hfeen@wayne.edu one semester in advance of the semester the internship is desired
2. Complete the application for Art Therapy Internship, using one application per site for which you are applying. The applications are emailed to facility administrators and supervising art therapists who will decide if they wish to interview you.
3. You are encouraged to state preferences by population, time or geographic area, however, when requesting placement in a particular area on your application, you are advised to avoid listing facilities: a. where a parent or relative is employed; and b. that do not have agreements with the Art Therapy Program. Your actual placement will be determined on the basis of availability and preference.
4. Plan to complete *approximately* 100 hours at the site (direct and indirect) for each credit registered.
5. Many facilities require a personal interview before accepting students for placement. Usually the sites contact students directly.

APPLICATION FOR ART THERAPY INTERNSHIP

*An electronic version of this form is available: [Art Therapy Internship Application](#)

Name _____

 Last First Middle

Home Address
 Number & Street City State Zip

Home Phone (_____)

Work Phone (_____) _____ Email _____

Student Number _____

No. of Credits Registered:

No. of hours per week expected to complete (total # _____ direct client contact hours _____)

Previous degrees earned:

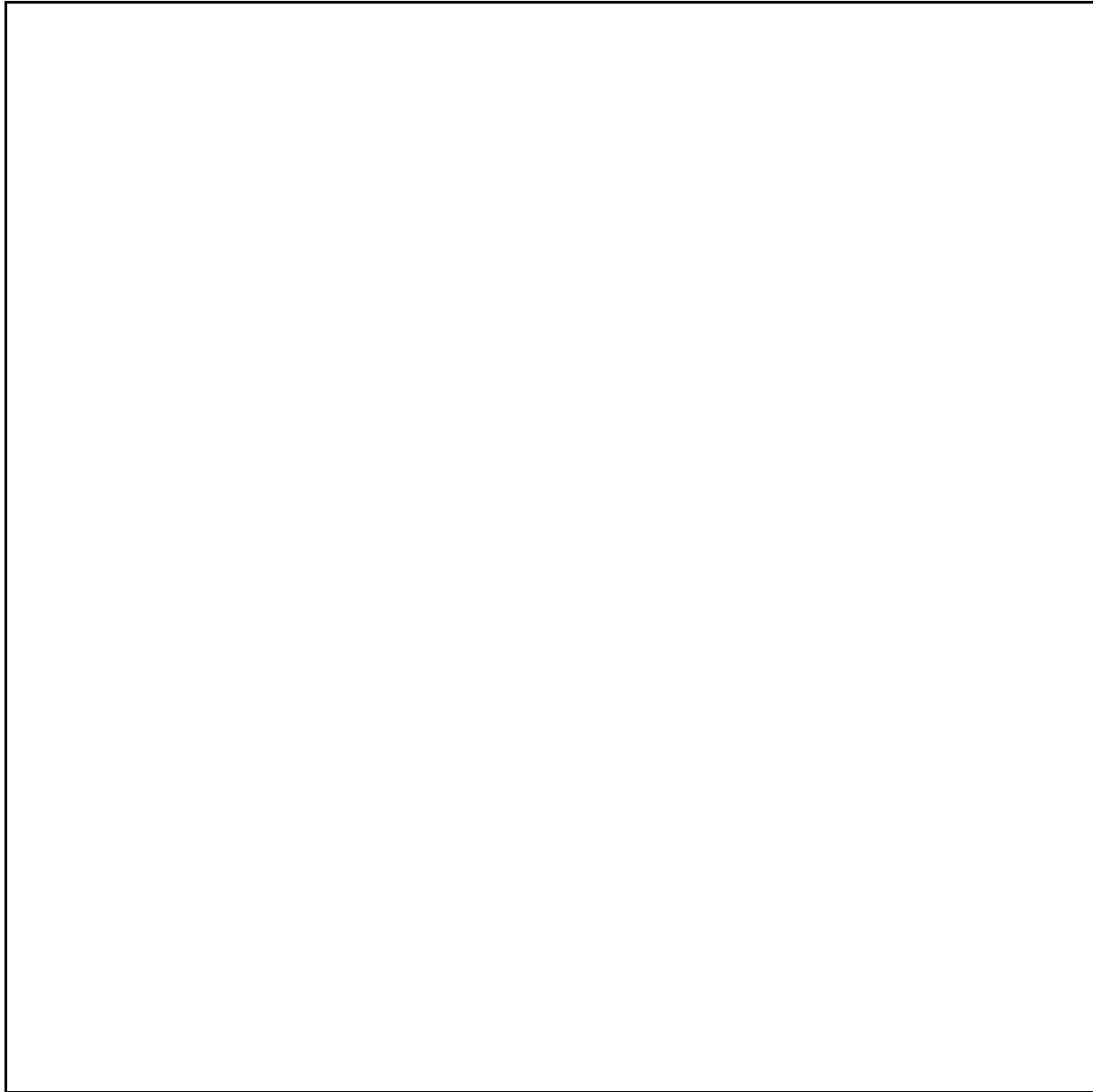
Institution	Dates Attended	Degree

Please identify your preference for placement: List name of facility, name and title of supervisor, address, phone number and email.

AT 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, your goals for the internship, 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

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*

***There is a link to the internship evaluation that site supervisors use in Canvas. (It consists of these criteria).**

DATE: _____

NAME: _____ SEM: _____ YEAR: _____

NAME OF SITE: _____ TOTAL HOURS: _____

WSU SUPERVISOR: _____ SITE SUPERVISOR: _____

DIRECTIONS: Please rate the student's performance; comments can be added if desired. Please note that for select items, CAAHEP Standards are indicted in parentheses.

Skill	N/A	Examples	Needs Growth	Good/Fair	Above Average
<u>AFFECTIVE SKILLS/ BEHAVIORS</u>					
1. Displays acceptance and empathy for client.					
2. Creates safe, therapeutic environment for affective expression.					
3. Develops professional, therapeutic rapport with client.					
<u>CLINICAL SKILLS</u>					
1. Demonstrates ability to administer and apply appropriate art therapy assessments (fS2).					
2. Utilizes art therapy assessments to establish treatment goals with evidence-based outcomes.					

3. Demonstrates case conceptualization skills.					
4. Plans clinical interventions (iS9).					
5. Utilizes art materials and processes within the context of building a therapeutic relationship (iS1).					
6. Facilitates individual sessions, based on assessment and identified goals.					
7. Facilitates group sessions based on assessment and identified goals.					
8. Integrates evaluation to plan subsequent sessions (iS8).					
9. Continues assessment of clients throughout clinical interactions.					
10. Ensures client safety					
<u>PROFESSIONAL SKILLS</u>					
1. Demonstrates teamwork skills. (iA5).					
2. Develops rapport with colleagues to best serve clientele.					
3. Maintains safety with art supplies and client art work.					
4. Is punctual for appointments and/or informs all parties in a timely matter if cancellation is unavoidable.					

<u>RECORD KEEPING & REPORTING</u>					
1. Demonstrates knowledge and implementation of professional documentation required in clinical mental health settings, including treatment plans and progress notes. (bS2).					
2. Reports recommendations, goals and outcomes clearly, grammatically, and concisely.					
3. Prepares comprehensive summary of clinical sessions with treatment recommendations.					
4. Maintains accurate records of own clinical hours					
5. Submits required documentation by stated deadlines.					
<u>PERSONAL QUALITIES</u>					
1. Exhibits professional manner in grooming, speech and in actions.					
2. Displays resourcefulness and creativity in plans and execution.					
3. Observes work related situations and recognizes and takes initiative when assistance is needed.					
4. Demonstrates flexibility in order to perform professionally within a team-based setting.					

5. Demonstrates capacity for self-reflection, and can identify both strengths and areas of needed growth.					
PROFESSIONAL DISPOSITIONS					
1. Recognizes, respects and strives to maintain confidential aspects of art therapy in various settings.					
2. Displays ethical, cultural and legal considerations when selecting, conducting and interpreting assessments of art therapy (fA1).					
3. Displays commitment to attaining standards reflecting multicultural competency. (nA2).					
4. Recognizes and incorporates a professional commitment to ideal art therapist characteristics to promote the therapeutic process (iA1).					
5. Contemplates and benefits from material discussed during supervision sessions.					
6. On the basis of self-reflection, makes changes in skills and behaviors when necessary.					
7. Demonstrates an understanding of current issues and trends in a multicultural society (nK1).					
8. Demonstrates an understanding of the role of oppression and discrimination on mental health.					

9. Incorporates social justice, advocacy and conflict resolution into art therapy (nA3).					
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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

Art Therapy Internship Hours Log (excel version available) on Canvas

Site _____

Date	Times	Direct client contact hours	Indirect hours	Individual supervision: ATR/LPC/or master's level clinician; ATR site visits or 1:1 supervision	ATR Group supervision: (WSU Seminar)
Subtotals					

Site supervisor _____

WSU ATR _____

PROGRAM INFORMATION

FINANCIAL AID/SCHOLARSHIPS

College of Education Scholarship Information:

Dean's Office

441 Education

577-1623

(www.coe.wayne.edu)

Check COE website for annual deadlines

Scholarships and Financial Aid

Welcome Center

577-3378

www.wayne.edu

www.financialaid.wayne.edu

www.financialaid.wayne.edu/external_scholarships.html

Fellowships and Scholarships-Graduate School

4302 Faculty Administration Building

577-2172

www.gradschool.wayne.edu

Graduate Professional Scholarship (Deadline March 1)

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

Women of Wayne (offers scholarships)

Alumni House

441 Ferry Mall

577-2300

American Art Therapy Association

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

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. The *Expressive Therapies Continuum* (Hinz), central to our program philosophy, is also used in several classes. A number of texts are available as ebooks.

PROGRAM LIBRARY

The Art Therapy Program has a small library for student use located in 163 with 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. Shiffman Medical library is on the medical campus. Purdy, and Adamany are on main campus.

CAMPUS LIBRARIES

Education Liaison Librarian: Karen Liston
313-577-4217
134 Purdy Library

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

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/>

PURDY/ KRESGE LIBRARY

Reference: 313-577-6423
Circulation: 313-577-4043
Hours: <http://www.lib.wayne.edu/info/hours/>

DAVID ADAMANY UNDERGRADUATE LIBRARY

Reference: 313-577-8852

Circulation: 313-577-5121

EXTENDED STUDY CENTER (AT ADAMANY UNDERGRADUATE LIBRARY)

Phone: 313-577-8606

SHIFFMAN MEDICAL LIBRARY

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

Reference: 313-577-1094

Circulation: 313-577-4118

COMPUTING & INFORMATION TECHNOLOGY <http://computing.wayne.edu/>

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.**

The **Art Therapy Student Resources Canvas** site is where students can access program materials. Upon admission students’ access IDs will be added to the site; Students will have to accept the course invitation to use the site. If you do not see this on your Canvas list of classes, tell Dr. Feen.

COMPUTERS

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, Phone: 313-577-4778; helpdesk@wayne.edu, or main contact: dx0297@wayne.edu for a variety of technological services.

DEAN OF STUDENTS

The Dean of Students Office (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](#).

PORTFOLIO

All students are required to complete an ungraded art therapy portfolio by the time they graduate (separate from clinical internship e-portfolio). The portfolio is assigned in the 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 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 has had the student in class does not participate in jurying that student's work. Application forms are available toward the end of winter semester to attach to the work. All students are encouraged to submit art work. We like to have a strong art therapy representation! There is an opening reception usually near the end of May.

APPLICATION FOR DEGREE

Students should apply for graduation by the term application deadline, which is the Friday of the 4th week of classes for that term. WSU confers degrees in Winter, Spring/Summer and Fall Terms and holds graduation ceremonies in December and May.

<http://www.commencement.wayne.edu/graduation.php>

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 the employers who visit the campus annually.

WELCOME CENTER

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

42 W. Warren Ave., 1st Floor Lobby where students can get WSU One cards and help with Records and Registration, Office of Student Financial Aid, Students Accounts Receivable and other services.

ART THERAPY MASTER'S ESSAYS LAST TEN YEARS

2022

Soumaya Beydoon (MEd), *Art therapy for adult survivors of sexual assault: A literature review of programs for religious groups*

Cheyenne Brooks (MA), *The efficacy of art therapy intervention with Native American and Alaskan Natives: Understanding Historical Trauma, A literature Review*

Emily Chase (MA), *How does response art help strengthen professional identity?*

Wahj Jamjoom, (MEd), *Can visual journaling positively affect stress management, self-awareness and insight among graduate students?*

Karley Klott (MA) *Program Evaluation of the Saturday Art Therapy Workshop: Awesome Autism! Group*

Lexys Lofton, (MEd), *Teaching multiculturalism in art therapy.*

Ceara Murphy (MA), *Textile art and anxiety: A scoping review.*

2021

Mahnayshia Craft, (MEd), *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 (MEd), *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*

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) *Program Proposal: Group art therapy for adults with ASD at the Art Experience*
Deborah Bridges (MEd). *Art therapy for pain management and rehabilitation in hospitals and other health care facilities*
Karen Cogsdill (MEd). *Program Proposal: Art Therapy to reduce trauma in children*
Lauren Eng, (MEd) *How can teachers modify their curriculum, instruction and classroom environment to support for pathways for student creativity?*
Katharina Goebel. (MA). *Moving forward: Building resilience and overcoming adversity: An 8 week program proposal*
Sommer Matty, (MEd) *A literature review: How weaving has been used to tell stories*
Jill Sullivan, (MEd) *Cultivating classroom creativity*

2018

Rachel Borduin (MA) *Art therapy and counseling intervention program proposal: Trauma informed inpatient care with adults in crisis*
Katlin Bovee (MA) *Program Proposal: Community art therapy groups for adult and older adult- specific populations*
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*
Walter Grysko (MEd) *Inspiring students to produce creative and authentic art*
Deepti Guruprasad (MEd) *Managing stress and promoting wellness for corporate employees: An art therapy program proposal*
Cynthia Helvey (MEd) *How does teacher creativity in the classroom affect student creativity?*
Andrea Logan, MA *Program Proposal: Art therapy, sociopolitical oppression and trauma*
Meaghan Moore (MEd) *Program Proposal: Aiding adolescents in dealing with stressors caused by social media through art therapy*
Caitlin O'Neill (MA) *Use of art therapy to physically heal or delay dementia: A literature review*
Lauren Page (MEd) *Can STEAM based education be used as advocacy for the arts?*
Hiral Parekh (MEd) *Mindfulness based cognitive behavioral art therapy : A multidisciplinary approach to constructing children's self-esteem and resilience*
Abbie Pavlov-Bailey (MEd) *Program Proposal: 3D printing highschool art class for students to gain knowledge and confidence in using 3D printing technologies to make art*

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

Emily Claire Wolfe (MEd) *How can the arts be assessed in the classroom? Encouraging creativity while producing quantitative assessment results*

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 CRU.*

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 LaTemp (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 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*

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*

GENERAL REFERENCE INFORMATION

Computing and Information Technology Help Desk 577-4778

Mental Health and Wellness Clinic (College of Education) Google # is 313 279 8561

Counseling and Psychological Services 577-3398 552 Student Center

Education Student Services 577-1605 489 College of Education

Graduate School 577-2170 gradschool.wayne.edu

Graduate Bulletin <http://bulletins.wayne.edu/gbk-output/>

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>

PLAN OF WORK (check Canvas for downloadable form)

Degree Sought: Master of Education Major/Concentration: Art Therapy

University	Term When offered	Dept	Course	Course Title	Sem. Hrs.	Grade
WSU	F	AT	6320	Art Therapy: Intro and Ethics	3	
	F	AT	6340	Theory of Art Therapy	3	
	W	AT	7500	Multicultural Issues	3	
	W	AT	7310	AT w Groups	4	
	F-W	EDP	7370	Psychopathology	3	
	W	AT	7340	A.T. Assessment & Practice with Adults and Families	3	
	F	AT	7300	Studio Art Therapy	3	
	F	AT	7380	Art Therapy Practicum	3	
	S/F	AT	7330	A.T. Assessment & Practice with Children and Adolescents	3	
	Various	AT	6360	Aspects of Art Therapy	3	
General Professional Core Courses (3 courses from list from three different areas, total for 6-7 credits)						
					2	
					2	
					2	
Practicum/Internship and Research Courses						
	F-W-SS	AT	7890	Internship	6	
	F	AT	7000	Intro Master's Seminar	3	
	W	AT	7999	Terminal Master's Seminar	3	

Total number of semester hours required :48-9

All degree requirements and course work must be completed (Within six years following the first recorded grade to be used for degree)

Student and Professional Organizations

SMATA

stands for Students of the Michigan Art Therapy Association. There are student meetings several times a semester.

MICHIGAN ASSOCIATION OF ART THERAPY MAAT

Your state affiliate chapter of the American Art Therapy Association

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

AMERICAN ART THERAPY ASSOCIATION (AATA) <https://arttherapy.org/>

4875 Eisenhower Street Suite 240

Alexandria, VA 22304

info@arttherapy.org

All students should join the AATA and the Michigan Association of Art Therapy

AATA Student membership application at arttherapy.org

Being an AATA member will help students develop and appreciate their profession, as well as give a national perspective on the field. Students are recommended to attend the annual conference held in NOVEMBER (2017),.

REGISTRATION

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). The application requires the completion of the master's degree plus 1000 paid face-to-face, supervised hours in art therapy.

ART THERAPY CREDENTIALS BOARD (ATCB)

This Board oversees the Registration process. You may obtain the ATR application from their site.<http://www.atcb.org/>

7 Terrace Way

Greensboro, NC 27403

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 (ATR-BC). 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.org