M.A. in Counseling
Area of Interest in Art Therapy
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SMATA, MAAT, AATA, ATCB, ACA 49
About the cover:

This image was made by Kayla Thrushman, a student in the MA program. The title is The Remedial Voyage. It is 18x24; acrylic and multimedia.

"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.

Art Therapy Program
Wayne State University
163 Community Arts Building
Detroit MI 48202
Appointments: 313-577-0902
http://coe.wayne.edu/ed/art-therapy/
Academic Services
489 College of Education
313-577-1605
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 “variant” or concentration in Art Therapy. This degree does not prepare students to teach; it prepares students to become art therapists. This option has been Approved (accredited) by the American Art Therapy Association (AATA) since 1994.

The second option is a Master of Arts (MA) in Community Counseling with an Art Therapy “Area of Interest.” 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 through a process following graduation. This 74 cr. program was Approved by the AATA in 2008, and Re-Approved in 2014. Students who begin the MA, but who decide they want to apply for the MEd may do so by completing a “change of major form” in Room 489, Academic Services.

This Handbook focuses on the Art Therapy component of the MA degree. Students should also refer to the Counseling Masters Brochure, which can be downloaded from http://coe.wayne.edu/tbf/counseling/ma/index.php

The Art Therapy Programs at Wayne State are part of the College of Education, which is located in and serves the needs of one of the nation's largest metropolitan areas. Courses in the Art Therapy Program observe 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.

In the Art Therapy Program 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 the healing nature of art 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, 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. There is an outstanding university library through which virtually all literature in the field can be
accessed. 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 community service and internships. The University's association with the Detroit Medical Center, the John Dingell Veterans Administration Medical Center, numerous health care agencies, community art centers, and a lively and dedicated artist/activist community provide students with valuable hands-on experiences. ArtsCorpsDetroit, a collaborative program of Art Therapy and Art & Art History programs, links students and alumni with art based volunteer opportunities in Detroit. As the only university with an Approved Program in Michigan, (and one of three universities in the nation listed by the AATA as having two Approved graduate Art Therapy programs), Wayne State is a center of art therapy in Michigan.

**Getting Started**

The first semester a student is enrolled in the M.A. program, he/she must register for CED 6070 Introduction to Counseling to validate admission to the program. Introduction to Counseling is offered in fall, winter, and spring semesters.

Students begin the art therapy sequence of classes in the fall semester with AED 6320 (Art Therapy: Introduction and Ethics) in addition to the introductory class in counseling. The program is designed so students enroll in required art therapy classes that are sequentially arranged (the recommended sequence appears on the following pages). This usually means at least three classes a semester over three to four years to complete the 75 credits. Students are encouraged to select art therapy courses as their first priority, as counseling courses are offered more often.

**Program Structure**

**Plan of Work**

A Plan of Work (POW), listing the courses students contract to fulfill for a master's degree, is completed and signed by the student and his/her co-advisors from art therapy and counseling. The POW is submitted to the College of Education in triplicate (Academic Services, room 489 Education). Copies of POWs are to be filed with both the Art Therapy and Counseling programs in addition to Academic Services, usually after the student completes 9 graduate credits. Once the POW has been approved by Academic Services, an official a copy signed in red is returned to the student.

**Research**

As a Carnegie I Research University, the development of research skills is an important aspect of the University’s mission. Two courses comprise the research sequence: EER 7640 (Fundamentals of Quantitative Research OR TED 7000) and ED 7999 (Terminal Masters Seminar). (The title “Terminal Masters Seminar” may be deceiving; this is a research class, and not completed as the terminal or last class). In ED 7999, an original project is completed by the student. The project is intended to contribute to the art therapy and counseling professions in some way, and is subject to advisor approval. Students register for ED 7999
under the art therapy section number, following completion of all classroom courses, but prior to CED 7150 Counseling Practicum and the internship classes.

COURSE DESCRIPTIONS
Education Standards of the American Art Therapy Association (2007) that correspond with the following classes are listed with each course description.

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

*AED 6320 3 Cr. Art Therapy: Introduction and Ethics
This course provides an introduction to art therapy, with emphasis on the values important to WSU’s art therapy program: diversity, innovative practice, service-learning, reflection, application of art therapy in community, schools and cultural settings. 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 off-campus fieldwork or service-learning assignments. This course also emphasizes the personal awareness and self-care required of human service professionals. This course covers AATA Education Standards IV.A 1.a,b,c,f,g (Primary content).

*AED 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. Covers AATA Education Standards IV.A.1.a.b,primary content; 1.h. 2.b.c. secondary content.

*AED 7300 3 Cr. Studio Art Therapy
An 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. Covers AATA Education Standards IV.2.g.

*AED 7330 3 Cr. Art Therapy in the Schools: Assessment and Practice
This course offers an overview of the practice of art therapy in the public school 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 will be addressed. Covers AATA Education standards IV.A.1.b.c.e. IV.A.2.b. e. primary content.
*AED 7340 3 Cr. Art Therapy with Adults: Assessment and Practice
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 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. Covers AATA Education Standards IV.A. 1.c. e. 2.b..e. primary content.

*AED 6910 3 Cr. Multicultural Aspects of Art Education/Art Therapy
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. Covers AATA Education Standards IV.A. 1.h 2.d.

*AED 6360 3 (1 cr. courses) Aspects of Art Therapy (choose 3 including Family 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
Family Art Therapy*
Mandalas
Advanced Ethics
Visual Journal
Eco-Art Therapy
Grief and Loss
Art for Community Health
*All Counseling students must register for Family Art Therapy, and two additional Aspects courses.

In addition, we offer special sections of AED 6360 taught by guest faculty, once per year. In recent years, Madeline Rugh, Robert Ault, Helen Landgarten, Bruce Moon, Maxine Junge, Pat Allen, Don Jones, Cathy Moon, Janis Timm-Bottos, Lynn Kapitan, Barry Cohen, Anne Mills, Gail Straub, Lisa Hinz, and Gioia Chilton taught at Wayne State. In 2012 Detroit community artists and activists Chazz Miller, Jenenne Whitfield, Erik Howard, and Halima Cassells facilitated a weekend community art class (IV.A1.c.; IV a.2.g.)

CED 6070 3 Cr. Introduction to Counseling
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 6080 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 7000 2 Cr. Introduction to Group Work
Prereq: CED 6070 or CED 6080 and Coreq: CED 7010. Seminar to provide an understanding of group counseling theories and an overview of basic elements of group process, with a focus on stages of group development, including: group leadership styles, group dynamics, guidelines for multicultural an rehabilitation practice, ethical and professional issues in group practice, and use of skills and techniques applicable to various counseling situations.

CED 7010 2 Cr. Group Counseling Participation
Coreq: CED 7000. Students participate in group counseling sessions to experience counseling from the client’s perspective, and to become familiar with procedures and methods of group counseling in community agency, school and rehabilitation settings.

CED 7030 3 Cr. Counseling & Consulting Services in Community Agencies.
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.

CED 7080 3 Cr. Career Development and Counseling
Prereq: CED 6070 or Prereq or Coreq: RCI 7410. 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 7120 3 Cr. Vocational Assessment and Planning
Techniques of assessment including basic tests are part of the content of RCI 7120. In addition, there is a focus on the special assessment needs of clients with physical and mental disabilities.

RCI 7515 3 Cr. Fundamentals of Psychiatric Disabilities
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. We also discuss therapeutic interventions for more common mental health issues. Covers AATA Education Standard IV.2.a.b.

CED 7730 3 Cr. Cultural and Diversity Issues in Mental Health Treatment Research
Cognitive and experiential study of social and psychological variables that influence the cross-cultural counseling relationship. Emphasis on social identities of race, ethnicity,
gender, age, ability, and sexual orientation. Covers AATA 2007 Education Standards IV.A.1.h 2.d.

**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 6720 Workshop in Counseling. Cr. 2-4 (max. 18)**
For counselors, teachers and pupil personnel workers. Consideration of counseling issues in school, agency, and community settings. Art therapy students enroll in two CED 6720 workshops in Human Sexuality, and Substance Abuse.

**EER 7640 3 Cr. Fundamental of Quantitative Research**
Basic skills in educational research; problem, hypothesis, literature review, sampling, data collection and organization; fundamentals of quantitative designs.

OR

*TED 7000 3 Cr. Intro Master's Seminar: Research in Art Therapy (alternative to EER 7640)*
This course focuses on research traditions in art therapy and serves to fulfill the AATA Education Standard IV.A.2.f. Research. 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 of research.

*ED 7999 3 cr. Terminal Master's Seminar (Art Therapy) OR ED 8999 8 cr. (Thesis)*
Each student must culminate his/her experience with a professional level essay/ project. Students register for and complete ED 7999 prior to registering for AED 7890. Students must enroll in Art Therapy section only. 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. Covers 2007 AATA Education Standard IV.A.1.i.

**ED 8999 Thesis (option) 8 Cr.**
Students wishing to write a thesis instead of a project should plan ahead and confer with the program director for approval and advising. Arrangements are made on an individual basis. (IV.B.2.d.)

**Note:** It is recommended that students enroll in CED 7040 Techniques of Counseling course after the completion of all coursework and just prior to enrollment in Counseling Practicum.

**CED 7040 3 Cr. Techniques of Counseling**
Prereq: CED 6070 or 6080. 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

*AED 7380 2 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, 7500, 7310, 7330 or 7340; EDP7370 Prerequisite/co-requisite: AED 7300. Covers AATA Education Standards IV.A. 1. b.c. primary content; A. 1.d.e.f.g.h.2.a.b secondary content.

CED 7150 2 Cr. Counseling Practicum
Pre-requisites: AED 6320, 6340, 6360, 7500, 7330 or 7340; EDP7370, and all Counseling core program courses including EER 7640 and ED 7999 must be completed prior to enrolling in CED 7150. 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.

*AED 7890 3 Cr. Art Therapy Internship
Supervised 600 hour internship (300 direct client contact hours) in the practice of art therapy with individuals, groups and/or families. Includes group seminar. Students are recommended to register for 1 credit of AED 7890 over three semesters, in which they complete 100-120 direct hours each semester. Prereq: CED 7150, AED 7380. Covers 2007 AATA Education Standards IV.B.a and b primary content; A.1.b.c.d.e.f.g.h; 2.h (secondary content)

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. For example, paper 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 may also be designed around students’ areas of interest. Some students complete additional “specializations/concentrations” in counseling (See Counselor Education Master’s Level Program in Counseling Handbook).
EVALUATION (V.)

Student Evaluation: Students are evaluated regularly on achievement and progress in course work and clinical competencies. The procedures for evaluation are printed in each course syllabus. Grades are recorded in the Department and in the College of Education.

Program Evaluation: 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. Coven) who can answer questions about Art Therapy and Counseling, respectively. Please contact the appropriate advisor for questions or concerns. The full-time Counseling faculty should all be knowledgeable about Plans of Work, schedules of classes and general Counseling concerns. For most other questions, students should contact Academic Services.

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
ART THERAPY PROGRAM (M.A.)

**Prerequisites:** Students must have completed 18 semester credits in studio art (drawing, painting, sculpture) and 12 credits in psychology (general, abnormal, developmental).

List of courses for the MA in Community Counseling with Art Therapy Area of Interest

http://coe.wayne.edu/tbf/counseling/ma-index.php

http://www.coe.wayne.edu/ted/art-therapy

http://coe.wayne.edu/ted/art-therapy/index.php

### Required Courses

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<th>Cr.</th>
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<th>Course Title</th>
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<tr>
<td>3</td>
<td>AED 6320</td>
<td>Art Therapy: Introduction and Ethics</td>
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<tr>
<td>3</td>
<td>AED 6340</td>
<td>Theory of Art Therapy and Counseling</td>
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<tr>
<td>3</td>
<td>CED 6070</td>
<td>Intro to Counseling</td>
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<tr>
<td>3</td>
<td>AED 6910</td>
<td>Multicultural Art Ed./Art Therapy</td>
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<tr>
<td>3</td>
<td>RCI 7515</td>
<td>Fundamentals of Psychiatric Disabilities</td>
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<tr>
<td>3</td>
<td>AED 7300</td>
<td>Studio Art Therapy</td>
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<td>3</td>
<td>AED 7330</td>
<td>Art Therapy in the Schools</td>
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<td>3</td>
<td>AED 7340</td>
<td>Art Therapy with Adults</td>
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<td>1</td>
<td>AED 6360</td>
<td>Aspects of Art Therapy; AT with Families</td>
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<td>2</td>
<td>AED 6360</td>
<td>Aspects of Art Therapy (choose 2 courses)</td>
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<td>2</td>
<td>CED 7000</td>
<td>Intro to Group Work</td>
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<td>2</td>
<td>CED 7010</td>
<td>Group Counseling Participation</td>
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<td>2</td>
<td>AED 7380</td>
<td>Art Therapy Practicum*</td>
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<td>3</td>
<td>EER 7640</td>
<td>Fundamentals of Quantitative Research OR</td>
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<td></td>
<td>TED 7000</td>
<td>Intro Master's Seminar: Research in Art Therapy</td>
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<td>3</td>
<td>CED 6080</td>
<td>Theories of Counseling</td>
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<td>CED 7080</td>
<td>Career Development</td>
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<td>EDP 7410</td>
<td>Human developmental Psychology</td>
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<td>CED 7120</td>
<td>Vocational Assessment &amp; Development</td>
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<td>CED 6720</td>
<td>Workshop in Counseling: Sub Abuse</td>
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<td>CED 6720</td>
<td>Workshop in Counseling: Human Sexuality</td>
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<td>3</td>
<td>CED 7730</td>
<td>Cultural Diversity in Mental Health Treatment and Research</td>
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<td>ED 7999</td>
<td>Terminal Masters Seminar</td>
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<td>4</td>
<td>CED 7150</td>
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*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 Techniques (CED 7040) prior to counseling practicum (recommended the semester prior to counseling practicum).*
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<td>AED 6910 (3)M</td>
<td>CED 7030 (3) W</td>
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<td>CED 6080 (3)W</td>
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<td>AED 6360 Families (1)Th</td>
<td>CED 6720 (2)S</td>
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<td>2016-17</td>
<td>AED 7330 (3) M</td>
<td>CED 6720 (2) S</td>
<td>CED 7000 (2) Sp</td>
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*Counseling practicum is 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. CED 7150 is listed in this sample POW as one possible time to enroll. Student must have completed Techniques (CED 7040) (recommended the semester prior to counseling practicum) prior to counseling practicum.
Most Art Therapy courses are offered once per year only!

<table>
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<th>FALL COURSES</th>
<th>WINTER COURSES</th>
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<td>AED 6320</td>
<td>AED 6910</td>
<td>AED 7330 (odd Summers, even Falls)</td>
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<td>AED 7890</td>
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<td>AED 7300</td>
<td>AED 6360: Family</td>
<td>AED 6360 Ethics (and other selections)</td>
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<td>AED 7890</td>
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<td>AED 7330 (even Falls)</td>
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**Scheduling Worksheet**

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<th>Fall</th>
<th>Winter</th>
<th>Spring/Summer</th>
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<td>2014-15</td>
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<td>2015-16</td>
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<td>2019-20</td>
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FACULTY

Holly Feen, Ph.D., A.T.R.-BC, Associate Professor
Art Therapy and Counseling Co-Coordinator
Holly 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 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. She also served two terms on the AATA Education Program Approval Board (EPAB), the board responsible for reviewing graduate programs in art therapy, and in 2006 was 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 AATA awarded her the Distinguished Service Award. Holly has taught all the art therapy classes at one time or another. In recent years she has been teaching the research classes (TED 7000 and ED 7999), Internship: AED 7890, and AED 6320: Art Therapy: Introduction and Ethics. Holly coordinates the research component of ArtsCorpsDetroit (www.artscorpsdetroit.org)

Margaret Sands-Goldstein, M.Ed., A.T.R.-BC
Margaret received her master's degree from Wayne State University, and BFA in photography from The College 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 CommonGround in their Crisis Residential Unit. Prior to CommonGround, she worked for Sandcastles Bereavement Program for children and families. Her clinical experience also includes working with adults and children at Kingswood Hospital. Margaret has taught Theory of Art Therapy; Aspects of Art Therapy: The Use of Mandalas in Art Therapy, as well as serving as clinical supervisor for internship and practicum students.

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 is a Registered Art Therapist, working with small groups and individuals in private practice. She is a Special Education Teacher of the Emotionally Impaired for the Washtenaw Intermediate School District and works with students needing reading intervention in a one-on-one setting. Deb has organized and produced several community arts experiences and
founded the VSA Arts Washtenaw Affiliation. In her own work, Deb enjoys watercolor painting, drawing and collage. Deb teaches AED 6340 Theory of Art Therapy, AED 7380 Art Therapy Counseling Practicum, and AED 7300 Experiential Investigations.

**Linda Winter Ulrich, M.Ed., ATR-BC, LPC**
Linda is an Art Teacher and Registered Art Therapist. Her work has focused on autism spectrum disorder since she received her Masters in Education from Wayne State University in 1987. Since then she has worked with school districts to promote awareness of the abilities of students with special needs. Inclusive involvement for children and development of the whole child through art are her focus. She has presented and facilitated workshops and programs with the Michigan Council for Exceptional Children, Michigan Art Education Association Conferences, parent, teacher, and administrator organizations of students with ASD, and local and intermediate school districts. She served as discipline specific chair on a three-year committee effort to develop an Interdisciplinary Certificate in Autism that is currently granted through the Michigan Department of Education. Ms. Ulrich is a 1974 graduate of Michigan State University, where she received her both her B.F.A. in Art Practice and a B.A. in Psychology with Honors. She also holds an Interdisciplinary Certificate in Autism and is a Licensed Professional Counselor. Linda teaches AED 7330: Art Therapy in the Schools.

**Barbara McIntyre, Ph.D., ATR-BC, LPC**
Barbara is an art therapist for over 25 years who has specialized in grief and loss issues. She has published the children’s book, *Jungle Journey: Grieving and Remembering Eleanor the Elephant*. She has studied at the Jung Institute in Zurich and continues her interests in art and the unconscious. Dr. McIntyre has an interest in eco-art therapy and works with families dealing with loss through gardening and nature. She also has studied dollmaking as a form of art therapy.

**Kate Sullivan, M.Ed, MSW, LMSW, RN, ATR-BC**
Kate is a graduate of the WSU art therapy program and also earned her MSW at the U. of M. She worked as a Registered Nurse in multiple settings including as Director of an Emergency Dept. As an Art Therapist she has worked with adolescent sexual offenders, HIV clients, and in substance abuse settings. As a social worker she has worked primarily in a mental health setting. Kate has been adjunct faculty in the art therapy department since 1997 and currently teaches Art therapy: Introduction and Ethics, Theory of Art Therapy, and Multicultural Issues in Art Therapy and Art Education. Kate retired from teaching in 2011, but she serves as the art therapy group facilitator for the class Art Therapy with Groups, and as an internship site supervisor.

**Jim Brown, Ph.D.**
Jim coordinates the Art Education component of our department. Jim completed his doctoral work at the Union Institute under the direction of Clark Moustakas. Additionally, Jim has extensive experience in art therapy, having completed some coursework in art therapy, and as an art instructor in a prison population. He is a fully licensed psychologist and has a private practice. In Art Therapy, Jim teaches Multicultural Art Education/Art Therapy, and has taught
JoAnne Holbert, Ed.D., LPC, NCC, Counseling Program Coordinator
Dr. Holbert coordinates the Counseling Program. She also teaches the following courses: • CED 6700 Role of the Teacher in Counseling, CED 6070 Introduction to Counseling, CED 7030 Counseling and Consulting in Agencies, and CED 7020 Internship in Counseling

John Pietrofesa, Ed.D, LPC, LP
John teaches CED 6080 Theories of Counseling and CED 6720 Workshop in Substance Abuse. He is Professor, and Coordinator of the Counselor Education Masters Program.

Arnold B. Coven, Ed.D., LPC, LP
He is an Associate Professor, teaches CED 7000 Introduction to Group Work, CED 7010 Group. He is the Editor of Dimensions in Counseling, the journal of the Michigan Counseling Association.

Paige Dunlap, Ph.D., LPC, CRC, NCC
Dr. Dunlap is a Rehabilitation Counselor, with a doctorate Rehabilitation Counseling and Administration from Southern Illinois University Carbondale. She teaches Cultural Diversity in Mental Health Treatment and Research.

George Parris, Ph.D., CCRC, LPC
Dr. Parris coordinates the Rehabilitation Counseling Program.

Michelle White, Ph.D. LPC

Tami Wright, Ph.D., LPC, SCL
Dr. Wright is the Clinical Director of the CED program. She teaches the practicum classes and coordinates the CED internships. Her research interest lies in higher education clinical studies as well as child abuse and neglect and substance abuse issues.

Shirley Mack, Ph.D., LPC
Dr. Mack she has taught a number of courses in Counselor Education. She has been a Counselor and Academic advisor at the College for Creative Studies; has worked as an EAP and in private practice. One of her specialty areas is grief recovery.
CLINICAL EXPERIENCES

M.A. art therapy students complete a minimum of 100 practicum hours and 600 internship hours, for a minimum total of 700 clinical hours. The AATA requires that 350 of the total hours are in direct client contact in art therapy. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that 240 of the 600 internship hours are in direct client contact in counseling. In many cases students will find that they can use both art therapy and counseling techniques in any given direct contact hour. Thus, students are encouraged to seek internship sites where they can practice their skills in counseling and art therapy simultaneously.

Consistent with the University mission, students complete a wide variety of clinical experiences with groups and individuals of all ages, having various abilities and disabilities, both on and off-campus, in urban and suburban settings. Clinical experiences are thoughtfully introduced in the curriculum in phases of increasing depth and responsibility, and supervised by a Registered Art Therapist and a Licensed Professional Counselor. The development of clinical skills necessary for art therapy and counseling occurs in part through students' reflection and personal awareness; opportunities for reflection 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 learn the AATA Ethical Principles for art therapists (arttherapy.org/aboutaata/ethics.htm) and the American Counseling Association (ACA) Code of Ethics (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 to work with individuals in sites off-campus in a service-learning capacity beginning in the first art therapy class, AED 6320, and subsequently in AED 7500. Students complete assessment hours in AED 7330 and AED 7340. Next, students complete an on-campus practicum in AED 7380 (Saturday mornings, fall semesters). MA students also complete CED 7150 (Counseling Practicum), which takes place in the Counseling and Testing Center either M/W or T/TH evenings. Upon completion of practica, students apply for Internship by registering for AED 7890 Art Therapy Internship and CED 7020 Counseling Internship. Students should refer to the Counselor Education Master’s Level Program in Counseling Handbook for additional information about Counseling Education Standards.

Insurance/TB Test:
To be eligible to work with clients in clinical settings, the University requires students to have an annual TB test. Additionally, the University requires that each student carry liability insurance. Student art therapy insurance is available through Healthcare provider’s service organization. Forms are available in the Art Therapy office or through the HPSO
(www.hpsd.com) or 1-800-982-9491. (NOTE: Counseling students who join ACA receive the liability insurance as a benefit).

**Practicum:**

**100 minimum hours** (approximately 50 direct client contact and 50 indirect contact hours; hours vary between sites)

- **AED 6320** 20 hours of service-learning
- **AED 7500** up to 30 hours service-learning
- **AED 7330** 5 hours assessment
- **AED 7340** 5 hours assessment
- **AED 7380** 15 (direct hours)

**Internship:**

**600 hours total** (including 300 direct AT client contact hours with 240 direct Counseling contact hours.)

- **AED 7890 Art Therapy Internship** 3 cr.
- **CED 7020 Counseling Internship** 3 cr.

Students must have a total of 240 direct client contact hours in counseling supervised on-site by an LPC, by graduation.

**PRACTICUM HOURS CAN BE ACCRUED IN:**

**A. SERVICE-LEARNING**

Approximately twenty clock (max. 25) hours are completed in conjunction with AED 6320. Service-learning refers to community service that is directly related to a course objective. In AED 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. Students should also be reflecting on their commitment to the art therapy profession in this assignment. *Not all service-learning hours consist of direct client contact,* however, so students should make sure they accurately record their direct and indirect hours.

**B. ASSESSMENT**

The classes AED 7330 and 7340 include a focus on assessment that involves working with volunteer “clients.” It is estimated that if students complete 5 hours in administering assessments, that there may be additional hours in preparation and documentation.

**C. ADDITIONAL SERVICE HOURS**

As mentioned, Wayne State perceives its mission to be one of service to the Detroit 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 types of service. 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.

**D. There are two practicum classes:** The Art Therapy Practicum AED 7380 offered in the Fall Semester, Saturday mornings. In this program, members of the community come to campus for a 10-week art therapy session. The Counseling Practicum (CED 7150) 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 AED 7380 to the art therapy office one semester in advance (application in this handbook or on website). Students must apply for the Counseling and Testing Center (CTC) part of the 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 Dr. Wright for the Counseling practicum application.

**AED 7380: ART THERAPY PRACTICUM**

In the second phase of clinical experiences, students participate in the on-campus art therapy clinic called Art Therapy Workshop. This class meets Saturday mornings during the fall semester. In this class students are assigned an individual client, or group of clients to assess, design and implement art therapy sessions.

Because of the arrangements that need to be made, students must **apply to register for AED 7380 one semester in advance** by completing the following application and returning it to Holly Feen. Qualifying students will be given permission to register in the course.

The Workshop meets for 1.5 hours on each of ten Saturdays for 15 direct hours. It is estimated that students complete a minimum of 25 indirect hours in the Art Therapy Workshop or Practicum class in planning and documentation.

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 special events such as weddings would necessitate missing a class, should make every effort to enroll in the class another semester.

**CED 7150 COUNSELING PRACTICUM** Applications due September 20 for Winter, and January 20 for Spring/Summer or Fall. Applications are available in Counseling. Dr. Wright coordinates the clinical component of the counseling program and she may be contacted with counseling related clinical questions ([ad6044@wayne.edu](mailto:ad6044@wayne.edu)). Students have direct client contact experiences in the Counseling and Testing Center (CTC) (M/W or T/Th evenings). Students complete 35-40 direct client hours in the CTC.
APPLICATION FOR AED 7380: Art Therapy Practicum

1. Indicate Service-Learning Placement completed in AED 6320.
   ________________________________________________________________

Indicate Service-Learning Placement completed in AED 7500.

2. Indicate when you completed these classes, or the expected date of completion, and grade received.
   ____ AED 6320  ____ AED 6330
   ____ AED 6340  ____ AED 76910 or CED 7730
   ____ AED 7340  ____ RCI 7515 or EDP 7370
   ____ AED 7310 or counseling group classes
   ____ AED 7300 (or concurrent enrollment)

3. Admission portfolio submitted? _________ (yes/no)

4. Student Liability insurance obtained: date of expiration: __________________________

5. Negative TB test. (Attach Copy) __________________________

6. Psychology pre-reqs completed? (list classes) __________

7. 18 hours Studio Art (pre-req) list classes you completed ________________________________

8. Preference for individual _____ group _____ child client _____ adult client _____

9. Additional information you would like to add about yourself:
   ____ I understand that I am expected to be present every scheduled Saturday of the semester.

Due one semester in advance of your planned registration. Submit to 163 Comm Arts.
**INTERNSHIP**

*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. One hundred hours of the 700 hours are to be completed in practicum, **leaving 600 hours for internship.**

Students are recommended to register for three one-credit classes in each internship (i.e. total 2 credits; 1 in art therapy, 1 in counseling) over three consecutive semesters. Students usually attend two seminars (one in art therapy, one in counseling), but **students may complete one “set” of hours provided that you are permitted to use both your art therapy and counseling techniques and philosophies at the site.**

Counseling internship sites are required to have an LPC (Licensed Professional Counselor) who is employed by the agency and will act as the site supervisor, providing weekly supervision. **Counseling students must have an LPC at all internship sites in order to “count” the hours toward the 350 art therapy direct hours required.** If there is no art therapist employed by the site the university will appoint an ATR supervisor, often the instructor of the internship seminar.

**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, or in urban and suburban settings, for example) in order to maximize art therapy experiences and versatility. Some sites prefer a two-semester commitment from the student; and some of these sites provide experiences with two different types of clientele such as children and adults. Thus it is possible for students to have contact with a variety of clientele at only one site.

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

The Counseling Program approaches placement of students in internship sites differently than the Art Therapy Program. Counseling students are required to find their own sites, and to make sure that they may practice both art therapy and counseling at their placements. A list of counseling placement sites with LPCs is available in the Counseling Program. The Art Therapy list of sites also specifies which sites have LPCs. Either of these lists may be used to find placements. Holly Feen is also available to assist students with placement. Students who request Holly’s assistance are encouraged to **complete the internship application used by students in the M.Ed. Art Therapy Program** (printed in this Handbook)

A list of art therapy internship sites is included in this Handbook. The list is updated annually. 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.
RESPONSIBILITIES (Please also see Counseling Internship Handbook)
Upon completion of the Art Therapy program, the student will have assumed, and carried out the responsibilities listed below. Since the procedures at off-campus sites vary, all are not required at each site. However, the student will have encountered all, during his/her clinical experience.

A. Attend orientation to clinical site.

B. Observe procedures and regulations of clinical site.

C. Observe, participate in, and conduct individual and group art therapy sessions.
   1. Assess client's functioning.
   2. Set objectives and goals for clients.
   3. Plan appropriate art interventions.
   4. Evaluate results, and plan subsequent session accordingly.

D. Attend staffing, conferences, interdisciplinary team meetings. Coordinate objectives with team.

E. Keep records.
   1. Keep records as required by WSU
   2. Learn site system for documentation, and record session notes according to arrangements made with site.

F. Exhibit professional demeanor as an Art Therapist in interactions with clients, staff, and others during professional duties.

G. Attend on-campus seminar offered concurrently with practicum.
ART THERAPY PRACTICUM/INTERNSHIP HOURS REQUIRED

At least 350 direct contact hours in art therapy

(up to) 350 indirect hours

700 total hours required by graduation

Practicum: Students who have completed 100 total practicum hours (including 50 direct client contact hours, will need to complete 600 hours of internship. Students falling short of 100 hours will make up the remaining hours in internship.

Internship (AED 7890 2 cr) taken over 3 semesters
600 hours including 300 art therapy direct client contact hours
600 divided by 3 = 200 hours per each of 3 semesters

200 hours accrued over a 14 week semester would mean 14-15 hours per week, including 7-8 direct client contact hours.

AED 7890 (3 cr.) taken over two semesters:
600 divided by 2 =300 total hours per semester

300 hours accrued over a 14 week semester would mean 21-22 direct hours per week, including 10-11 direct client contact hours.

Notes:
AED 7890 is offered for 1-6 credits to accommodate students who need to register for 1 or 2 credits at a time.

Direct client contact hours means face-to-face contact by the hour. 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.
**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.
Art Therapy Internship Sites

BCA Stonecrest Center
Paul Anderson
Paul.Anderson@acadiahealthcare.com
Shanti Anderson LPC
15000 Gratiot
Detroit, MI 48205-1973
bcastonecrestcenter.com
313-245-0616

Beaumont Hospice
Jacqueline Kennedy, LLPC
jax_kennedy86@hotmail.com
Or Nicole Ethier
1410 E. 14 Mi Rd.
Troy, MI 48085
248-743-9406
1200 Stephenson Hwy
Troy, MI 48303
www.beaumont.edu

Broe Rehab Services
Timothy Broe Ph.D., LPC
33634 West Eight Mile
Farmington Hills, MI
http://www.mhweb.org/oakland/broe.htm
248/474-2763

Capuchin Soup Kitchen
Nancy Ann Turner, ATR-BC
Parina Davis-Usher, LLPC
4390 Conner
Detroit, MI 48215
TWTh after school hours
www.cskdetroit.org
nturner@cskdetroit.com

Children’s Hospital
Jenny Fox, LLPC, ATR
3901 Beaubien
Detroit, MI 48201
313/745-2865
gserra@dmc.org

Communicare Michigan
(Sarha Watson, LPC, Art Therapist)
sarahwatson@communique-michigan.com
Bloomfield Hills, Royal Oak and Rochester.
Students will have to travel to all sites. Hours are 9-5pm

Family Counseling and Shelter Services
Laurie Kosek
14930 La Plaisance Rd. # 106
Monroe MI 48161
734-241-0180

Harbor Oaks Outpatient
Tom King (possible LPC on site)
32743 23 Mile
Chesterfield, MI 48047
586/7161800
www.harboroaks/outpatient-treatment/

Karmanos Cancer Center
Weisburg Center
Kathleen Hardy
Gail Singer, LPC, ATR
31995 Northwestern
Farmington Hills, MI
hardyk@karmanos.org
248/538-4700
http://www.karmanos.org/app.asp?id=1043

Lifespan Clinical Services-Livonia
Sylvia Adams, LPC
18316 Middlebelt
Livonia, MI 248/615-9730
http://www.starfishonline.org

Lincoln Behavioral Services
Wendy Levine, LLPC, Art Therapist
9315 Telegraph Rd.
Redford, MI 48239
313-450-4500

Maple Creek
Jodi Douglas, BS, CTRS
Recreation Tx Dir. (there is an LPC)
The Woods Maple Creek
1900 32nd St.
Grand Rapids, MI
jdoug@lssm.org
Mariner’s Inn
Stephanie Alston, LPC
Kori Lowe, MSW
Jamilya Goree, ATR
445 Ledyard
Detroit, MI 48201
313/962-9446
webbdmi@sbcglobal.net
www.marinersinn.org

McLaren
Great Lakes Cancer Institute
Gail Singer, ATR LPC
4100 Beecher Road,
Suite A
Flint, MI 48532
gmsinger@sbcglobal.net

MINDS Moving in New Directions
Vicky Avery, LPC
City of Detroit - Chief Service Officer
Coleman A. Young Municipal Center, Suite 1126
Detroit, MI 48226
224-3445

Neighborhood Service Organization Life Choices
Janis Rossman-Kaufmann, ATR
Jacqueline Raxner, LPC
8600 Woodward Ave.
Detroit, MI 48202
Jkaurman114675@comcast.net 248/543-8164
http://www.nso-mi.org/index.php

New Center Community Mental Health Services
Dr. Tyce, LPC or
Mr. Gerald Tyler, LPC
2051 W. Grand Blvd
Detroit, MI 48208
313/961-5331
www.newcentercmhs.org/

New Oakland Family Services
Macomb Center-Christina Polk
42669 Garfield Road
Clinton Township, MI 48038
(586) 412-5321

Livonia Center
31500 Schoolcraft Road
Livonia, MI 48150
Lisa Kalinski. LKalinski@newoakland.org
734-422-9340 ext. 3403.

Oakland Family Services
Ellene Corace, ATR, LPC
Ellene_c@yahoo.com
114 Orchard Lake Road
Pontiac, MI 48341

Starr Commonwealth
Dawn Stewart, LPC
22400 W Seven Mile
Detroit, MI 313-794-4447

Timbuktu Academy
Carla Washington, LPC, Art Therapist
10800 E Canfield St
Detroit, MI 48214
(313) 823-6000
zeinabydesign@yahoo.com

Victory Center
Nicole Bryant LLPC, PC
3450 W. Central Avenue
Suite 230
Toledo, Ohio 43606
419-531-0440 - Office
419-944-4590 - Cell
E-mail: azuracloud@yahoo.com

Vista Maria
Kathy Thompson, ATR, LPC
Kendra Doneth, LPC
20651 West Warren
Dearborn Heights, MI 48127
http://www.vistamaria.org/

Washtenaw County Community Support and Treatment Services
Karma Mohring, MA, LPC
2140 E. Ellsworth Rd.
Ann Arbor, MI 48108
Wayne State
University-Counseling
and Psychological
Services
Jenny Crystal, Ph.D., LPC
Theresa Carand, LPC
University Counseling
Services 552 Student
Center

White Behavioral
Consultants
Maia Lyons, LPC
3820 Packard Suite 250
Ann Arbor,
Michigan 734-995-6755

Willow’s Edge
Counseling and Art
Center
Karen Smigelski
81 Indianwood Rd. #2
Lake Orin
MI willowsedgecounseling@gmail.com
248-834-0614

Wolverine Human
Services
Nolan Moore, MA, LPC
2629 Lenox Street
Detroit, MI 48215
mooren@wolverinehs.org
313/570-0832
http://wolverinehs.org/
APPLYING FOR INTERNSHIP
How to Select a Site for a Counseling/Art Therapy Internship:

1. When enrolled in CED 7150 (counseling practicum) you will be given a Counseling Internship Handbook and a current list of counseling sites.
2. An LPC must be onsite for counseling supervision. 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, and assess 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; think about 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 also delighted at the prospect of being able to offer some art therapy services.
4. Contact 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 “leg work” to find a site or they may request assistance from Holly Feen (who may ask you to complete the internship application used to place MEd students). New sites should be requested in advance of the semester students wish to intern however, so that the site can be vetted for its appropriateness.
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 7150.
8. Students attend BOTH counseling and art therapy seminars, which meet (typically) every other week. Sometimes both the AED 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.
9. There is separate paperwork (e.g. hours logs) for the Art Therapy seminars.
APPLICATION FOR ART THERAPY INTERNSHIP  
(submit in triplicate if submitting hard copies)

<table>
<thead>
<tr>
<th>Name</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
<th>Maiden</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home Address</td>
<td>Number &amp; Street</td>
<td>City</td>
<td>State</td>
<td>Zip</td>
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<td>Home Phone ( )</td>
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<tr>
<td>Work Phone ( )</td>
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Student Number

Psychology Prerequisites completed: ________________________________
Art Prerequisites Completed: ________________________________
No. of Credits Registered: ________________________________

No. of hours per week expected to complete (total # ________ direct client contact hours ______
All colleges and universities attended and degrees earned:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Degree</th>
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<tbody>
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Please identify your preference for placement: List name of facility, name and title of supervisor, address and phone number. If interested in more than one facility, list each facility on separate sheets.
Field-work Experience: (facility, dates, hours) ________________________________

Additional Practica Completed: (facility, dates, hours) ________________________

<table>
<thead>
<tr>
<th>Using a current transcript, list the names of the art therapy classes you have completed:</th>
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<tbody>
<tr>
<td><strong>Required</strong></td>
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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 items as reasons for becoming an art therapist, educational experiences, vocational objectives, employment history, research interests, etc.

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
<table>
<thead>
<tr>
<th>Date</th>
<th>Direct client contact hours</th>
<th>Indirect hours</th>
<th>On site individual supervision - ATR/LPC/or master's level clinician AND site visits or 1:1 supervision</th>
<th>WSU Seminar - ATR Group supervision</th>
<th>Notes</th>
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Subtotals

Site supervisor

____________________________________________________________

WSU ATR_________________________________________________________
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_______________________
____________________________________________________________________
____________________________________________________________________
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____________________________________________________________________

Signed_________________________

Date___________________________
INTERNSHIP EVALUATION
Art Therapy

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

<table>
<thead>
<tr>
<th>Skill</th>
<th>N/A</th>
<th>Needs growth</th>
<th>Satisfactory</th>
<th>Above Average</th>
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<tbody>
<tr>
<td><strong>INTERPERSONAL SKILLS</strong></td>
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<tr>
<td>1. Displays acceptance and empathy for client.</td>
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<tr>
<td>2. Creates atmosphere of trust for expression of feelings.</td>
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<td>3. Communicates expectations of behaviors to client.</td>
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<td>4. Develops rapport with client.</td>
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<tr>
<td>5. Cooperates with supervisor in planning and evaluation.</td>
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<tr>
<td>6. Communicates professionally with other members of multidisciplinary team.</td>
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<tr>
<td><strong>PROFESSIONAL SKILLS</strong></td>
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<tr>
<td>1. Assesses functioning level of client or group.</td>
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<td>2. Establishes appropriate long-term objectives.</td>
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<tr>
<td>3. Establishes appropriate immediate objectives.</td>
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<tr>
<td>4. Plans appropriate art activities and media for objectives.</td>
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<tr>
<td>5. Communicates at client's level of understanding.</td>
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<tr>
<td>6. Executes plans, but displays flexibility if necessary.</td>
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<tr>
<td>8. Evaluates success of session and plans next ones accordingly.</td>
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<tr>
<td>10. Applies academic knowledge to clinical situations.</td>
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<tr>
<td>11. Researches client's problems if necessary.</td>
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</tbody>
</table>

**RECORDKEEPING AND REPORTS**

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1. Records results of client evaluations.</td>
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<tr>
<td>2. Prepares (therapy session) plans appropriate to objectives.</td>
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<tr>
<td>3. Reports results and recommendations clearly, grammatically, and in an organized manner.</td>
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<tr>
<td>4. Documents art products and maintains file of client's art work.</td>
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<tr>
<td>5. Prepares comprehensive summary of clinical sessions' with recommendations.</td>
<td></td>
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<tr>
<td>6. Maintains records of own clinical hours.</td>
<td>34</td>
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<tr>
<td>PERSONAL QUALITIES</td>
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<td>--------------------</td>
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</tr>
<tr>
<td>1. Is punctual for appointment or cancels if necessary.</td>
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<tr>
<td>2. Turns in plans and reports on time.</td>
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<tr>
<td>3. Recognizes and respects confidential aspects of art therapy.</td>
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<tr>
<td>4. Exhibits professional manner in grooming, speech and in actions.</td>
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<tr>
<td>5. Develops rapport with other staff members.</td>
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<tr>
<td>6. Displays resourcefulness and creativity in plans and execution.</td>
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<tr>
<td>7. Accepts responsibility and assumes initiative when appropriate.</td>
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</tbody>
</table>

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
PROGRAM INFORMATION
FINANCIAL AID/SCHOLARSHIPS

College of Education Scholarship Information:
Dean's Office
441 Education
577-1623
(www.coe.wayne.edu)

Due in January

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

Women of Wayne
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 (unless it is revised!) This book is available at the Bookstore or online.

The Art Therapy Program has a number of books for student use located in 163 in the glass bookcase. Some books were donated to the Art Therapy Program by the Michigan Association of Art Therapy. Additional books were donated from the estates of art therapists including Patricia Tobin, Mary Kay Shelton and Mary Ann Aitken; others were donated by alumni Dee Fordee and Joan Giere, and art therapists Nancyann Turner and Cathy Lehman. All books may be signed out for one-week on the honors system. Miscellaneous AATA Conference proceedings are also located near the books in 163.
JOURNALS
The Art Therapy Program has many issues 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 the Art Therapy journal online. Please log on to the university library system to access the journal *Art Therapy*.

Complete sets of these and other journals are located 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, after which they purchased an online subscription.

Art therapy books can be found in four campus libraries: Purdy-Kresge, Science, Adamany, and Shiffman. Shiffman Medical library is about a mile away on Canfield. Purdy, Science, and Adamany are on main campus. Science library books can be requested for delivery to Purdy.

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.

BLACKBOARD
All students automatically are registered in Blackboard sites for every class for which they are registered. Most instructors use Blackboard for some purpose including posting of syllabi and other documents, Discussion Board, and /or the Gradebook. There is “help” tab on your Blackboard 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.**

PORTFOLIO
All students are required to complete an ungraded art therapy portfolio by the time they graduate; 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 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 the student in class does not participate in jurying that student’s work. Application forms will be available in 163 to attach to the work. All students are encouraged to submit artwork. We like to have 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 payment of a $40.00 non-refundable fee per application.  
http://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 several hundred of employers who visit the campus annually.
Art Therapy Master's Essays (Last Ten Years)

2015
Shanon 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*
Megn 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.*
Jo Dawkins (M.Ed.) *Drawing as a learning process*
Kellen Deau (M.A.T.) *The effects of art experiences on the lives of persons with disabilities*
Angie Ebert (M.A.T.). *What art education experiences encourage highschool students to pursue art education or a career in the arts after graduation?*
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
Jesica Van Hamme (MA) Proposal for an after school art therapy program for children with learning disabilities
Jamila 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
April Butler (MEd) Can Visual Art enhance student’s Language Arts achievements?
Wendy Case (MA) Program and grant proposal for Mariners Inn
Tina Doepker (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

2010
Parina Davis-Usher (MA) A proposal for creating an art therapy community outreach center designed for pediatric cancer patients
Jennifer Elliott (MA) Art therapy and substance abuse: A program proposal
Marquita Granger (M.Ed.) *The impact of art on successful people: Have art classes contributed to personal and professional success?*
Rachel Green (M.Ed. *From isolation to integrated involvement: A professional identity memoir*
Jane McBride (M.Ed.) *High school visual arts as academic core quality offering for college bound design students*
Heather Robert (MA) *Art therapy and MPower: Program Proposal*
Erin Shahly (M.Ed.) *Art therapy program proposal for students with learning disabilities*
Megan Schmidt (MA) *Art therapy in the treatment of post-traumatic stress disorder*
Carla Washington (MA) *Eco-art therapy for at-risk youth*

**2009**
Kathy Brusseau (MA) *Alzheimer’s Disease and art therapy*
Rosie Chapman (M.Ed.) *Use of photovoice with middle class African American women*
Ellene Corace (MA) *The combined effects of career counseling and art therapy techniques on the vocational self-esteem of urban adolescents with disabilities*
Irene Craig (M.Ed.) *Art therapy and cancer: A personal journey*
Kelly Darke (M.Ed.) *What are the unique therapeutic characteristics of fiber arts?*
Gabriela Gonzales (MA) *Utilizing printmaking as a treatment modality for individuals with combat-related post-traumatic stress*
Brooke Hiller (MA) *Exploring combat veterans’ transition to a civilian-centered environment through art therapy and group discussion*
Terry Ford Holcomb (M.Ed.) *An art-based study investigating the question: What happens when women in mid-life engage in making self-portraiture?*
Michelle Pate (MA) *The dividing line: Reconciling counselor and art therapist professional identity*
Nichole Reesman (MA) *Is art therapy beneficial to corporate workers who experience stress?*
Judy Wilson (M.Ed.) *Effects of the ’Learning to See’ method of art therapy on depression*

**2008**
Jennifer Bruss (M.Ed.) *How to discuss artwork with a preschooler*
Renee Lee (M.Ed.) *How can art therapy be used to help teachers overcome the effects of classroom related stress and burnout?*
Hughen Fabinski (M.Ed.) *Art therapy with aging adults: Enhancing a positive attitude in a residential facility*
Nichole Rudolph (M.Ed.) *How does participating in art therapy affect the self-esteem and identity exploration of academically at-risk adolescents?*
Kathy Schnur (M.Ed.) *At-risk adolescent girls and art therapy: Viewing identity and self-concepts*
Gail Singer (M.A.) *Art therapy and anticipatory grief with an adolescent male: Trapped in the sandstorm*
Jane Spaulding (M.Ed.) *The Heidelberg project as community art therapy*
Beverly Watson (M.Ed.) *Sewing up 300 years of Detroit history*
Jennifer Tackett (M.Ed.) *Does art therapy increase self-awareness and promote the recovery process in adults with co-occurring disorders in a short-term crisis residential unit?*
Eileen Toro (M.Ed.) Picture books as a means of thinking pink (i.e. Daniel Pink’s philosophy applied to Art Education)

2007
Pamela Bartz (M.Ed.) The history of Art Education at Wayne State University, 1938-1950
Emily Bawol (M.Ed.) Would art therapy integrated into the public school arena, positively affect self-concept of depressed adolescents?
Lisa Brazil Ackley (M.Ed.) Applying feng shui concepts to the art education classroom
Katherine Gawlowski (M.Ed.) The impact of art therapy on quality of life for dementia patients in a nursing home setting
Renee' M. Griesbeck (M.Ed.) What makes a good art teacher?
Jill Kraizman (M.Ed.) Spiraling inward: What is the connection between art making and meditation?
Debra Malega (M.Ed.) What are the experiences of individuals hospitalized with a life threatening illness when coloring mandalas?
Denise McBeath Thomas (M.Ed.) Does art therapy aid youth in the grief process?
Amy Mintz Gach (M.Ed.) How do art educators facilitate cultural awareness in the art classroom?
Dana Nevedal (M.Ed.) Evaluation of an art therapy workshop: Client perceptions and future directions
Peter Signorello (M.Ed.) What creative experiences have helped to shape teaching in the classroom?
Shanda Theis (M.Ed.) Can the exhibition of student artwork motivate students to product better quality work?
Gloria Waugh (M.Ed.) What types of art do mental health therapists use?

2006
Jen Doros (M.Ed.) An art therapist’s role in bringing art back to the community: A guide to implementing two large-scale tile murals
Margaret Wielbut (M.Ed.) What is the therapist’s experience using art therapy techniques to aid communication among people with aphasia?

2005
Julie Anderer (M.Ed.) Art with seniors: How art therapy helps seniors deal with issues associated with aging
Elizabeth Blocki (M.Ed.) How do seven different art teachers use the same rubric to assess their students?
Aileen Leichtman-Bloom (M.Ed.) Art therapy in a public school art room
Tammy Boelema (M.Ed.) Motivating and inspiring students in art class
Danielle Casazza (M.Ed.) The schizophrenic mind and the art experience
Laura Christian (M.Ed.) Student and teacher attitudes toward the art room environment
Davya Cohen (M.A.) An art therapist’s experience in establishing an art therapy treatment program for patients undergoing cancer treatment
Amy Cramer-Limon (M.Ed.) Literacy through the lens: Does photography improve the quality and quantity of children’s written compositions?
Andraea Degnore (M.Ed.) How can a beginning art teacher have successful experiences in the field of art education?
Susan Grindem-Smyk (M.Ed.) *How will the attitudes about art education change with greater art and classroom curriculum alignment in the primary grades?*

Jennifer Harants (M.Ed.) *How do art teachers in juvenile detention facilities develop art curriculum?*

Matthias Krenzer (M.Ed.) *Reading, writing, arithmetic and art in the elementary school: Prioritizing art as a core subject*

Lorraine Martens-Hesseling (M.Ed.) *What are the benefits of art therapy with an adolescent being treated for anorexia nervosa?*

Dena Mell (M.Ed.) *Do art programs for parents foster an appreciation of art in the elementary school?*

Jennifer Moore (M.Ed.) *The effects of art creation on individuals who suffer from mood disorder*

Carissa Pintar (M.Ed.) *Is there a place for improvisational theatre games and techniques in group art therapy?*

Sheila Springsteen-Greilick (M.Ed.) *Re-tracing my steps: My reciprocal journey with Samme in the development of the window tracing system*

Jane Stoepker (M.Ed.) *Is everything a masterpiece? To display or not to display children’s art work*

Renee van Torre (M.Ed.) *How can we communicate the value of art through dialogue?*

Bridget White (M.Ed.) *How can technology be integrated into the current elementary art education curriculum?*
LIBRARY RESOURCES AND SERVICES

Education Liaison Librarian: Veronica Bielat, Librarian
ag6887@wayne.edu
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/

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

Computing & Information Technology http://computing.wayne.edu/
General Reference Information

Blackboard Learning System
blackboard.wayne.edu
Blackboard videos https://www.youtube.com/channel/UCkI-Qn9HoiPAKFjz38DBrdA

Campus Pipeline pipeline.wayne.edu

Computing and Information Technology Help Desk 577-4778

Counseling and Psychological Services 577-3398 552 Student Center

Counseling secretary 577-1613

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
CONSULT CURRENT GRADUATE CATALOG AND YOUR ADVISOR WHEN COMPLETING THIS FORM
Student is responsible for meeting pre-requisites for courses on Plan of Work
Courses taken under post-bachelor status cannot be included on the Plan of Work.

NAME: ________________________________ ID#: __________

ADDRESS ____________________________________________
Street Address City State
Zip Code

HOME PHONE: ___________________________ E-MAIL ADDRESS: __________________________________

(Area Code)

DEGREE SOUGHT: Master of Arts MAJOR: Counseling

SPECIALIZATION(S): Art Therapy & Counseling Concentration

**COUNSELOR EDUCATION CORE COURSES**

<table>
<thead>
<tr>
<th>University</th>
<th>Semester/Year</th>
<th>Dept.</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Credit Hours</th>
<th>Grade</th>
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<td>Introduction to Counseling</td>
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<td>Techniques of Counseling</td>
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<td>CED</td>
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<td></td>
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<td>Career Development &amp; Counseling</td>
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<td>RCI</td>
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<td>Fund. of Psychiatric Disabilities</td>
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<td>Human Developmental Psychology</td>
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<td>7120</td>
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<td>TED</td>
<td>7640</td>
<td>Fundamental Research Skills OR Intro MA Smr.</td>
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<td>CED</td>
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<td>7730</td>
<td>Cultural Diversity</td>
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<td>7999</td>
<td>Terminal Masters Seminar &amp; Essay or Project (Art Therapy)</td>
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<td>CED</td>
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<td>Counseling Internship</td>
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*(over)*
### COUNSELOR EDUCATION SPECIALIZATION(S) COURSES

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<th>Dept.</th>
<th>Course Number</th>
<th>Course Title</th>
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<th>Grade</th>
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<td>Counseling &amp; Consulting Services in Community Agencies</td>
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<td>Workshop in Counseling: Substance Abuse</td>
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<td>Workshop in Counseling: Human Sexuality</td>
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<td>Art Therapy: Introduction and Ethics</td>
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<td>Theory of Art Therapy and Counseling</td>
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<td>Multicultural Issues in Art Education/Art Therapy</td>
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<td>Art Therapy in the Schools: Assessment &amp; Practice</td>
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<td>Art Therapy with Adults: Assessment &amp; Practice</td>
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<td>Studio Art Therapy</td>
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<td></td>
<td>Undergrad/Graduate Level</td>
<td>18 semester credits in studio art course work, including drawing, painting &amp; sculpture or ceramics</td>
<td>Yes</td>
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<td>Undergrad/Graduate Level</td>
<td>12 semester credits of psychology course work including abnormal &amp; developmental psychology or equivalent</td>
<td>Yes</td>
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<td>COUNSELOR EDUCATION SPECIALIZATION(S) COURSES</td>
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</table>

Total number of semester credit hours required for degree: ________________

All degree requirements and course work must be completed by ________________

(Within six years following the date of first recorded grade to be used for degree)

Petition for admission to candidacy

(Student’s signature) (Date)

Plan of Work approved & candidacy recommended

(CED Advisor’s signature) (Date)

(ART THERAPY Advisor’s signature) (Date)

Candidacy authorized by College of Education Admissions and Records Office:

Checked by: __________________________ Date: ______
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://doso.wayne.edu/student-organizations/students-of-the-michigan-art-therapy-association

MAAT
Michigan Association of Art Therapy
Your state affiliate chapter of the American Art Therapy Association
http://www.michiganarttherapy.org/ and president is Zeina Washington.

AATA
American Association of Art Therapy
Your national professional association. With the + membership you receive the AATA journal, Art Therapy.
www.arttherapy.org

ATCB
Art Therapy Credentials Board
This Board oversees the Registration and Board Certification process. Students are encouraged to view the ATR application on this site in order to help inform their understanding of the Registration process.
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
All students should join the AATA and the Michigan Association of Art Therapy. AATA Student membership application: https://netforum.avectra.com/eweb/shopping/shopping.aspx?site=aata&prd_key=1e53a073-366e-4e86-8567-c39afcdb6a4d

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 July.

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.

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/