Student Handbook 2015-16

M.Ed. in Art Education
(Art Therapy)
Cover art by Taylor Beardsall, M.Ed., 2016
The title of the piece is “Hands of Growth,” the media is mixed but specifically acrylic painted plaster with soil and marigold sprout 12 “ x 7”
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PREFACE

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

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

--Helen Landgarten (1922-2011)

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

ART THERAPISTS

Painting the landscape of the heart
Faces, trees, and other things,
They come in all shapes and sizes
Creatures of art, philosophy and technique.

I even walk to see them; to get their smiles
Love sometimes is their offering; they touch my child.

Health food, WDET, mind and body in shape
Where did you all come from?
Heaven I guess, Art Therapists.

Are you Angel creatures with wings?
I don’t believe you’re just Art Therapists
The Art Experience, a stopping point.
God Bless you all with your health food and WDET.

Art Therapists.

By James Watson

The Art Experience, Inc. Participant
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 following graduation. This 75 cr. program was Approved by the AATA in 2008, and re-Approved in 2014. Students who begin the M.Ed., but who decide they want to apply for the MA may do so; all students must be accepted into the MA via counseling faculty interview.

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 in Michigan with an Approved Program, (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.

Program Structure
Plan of Work
A Plan of Work (POW) that lists the courses students contract to fulfill for a master's degree, is completed by the student and his/her advisor, and submitted to the College of Education (Academic Services, room 489) after the student completes 9 graduate credits.

Students usually begin the art therapy sequence of classes in the Fall Semester. The program is designed so that students enroll in required art therapy classes that are sequentially arranged (the required sequence appears on the following pages). This usually means two to three classes a semester over two to three years. Students may register for the art therapy elective courses and College of Education Core courses at their convenience when they are offered.

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: TED 7000 and ED 7999 in the M.Ed. program. (Although the titles Introductory Masters Seminar [TED 7000] and Terminal Masters Seminar [ED 7999] may be deceiving, these are research classes.) An original final project [ED 7999] is completed to culminate the master's program. Students register for the course connected with the final project, ED 7999, following completion of all other courses (with the exception of Internship). TED 7000 must be completed prior to ED 7999. The final project must include evidence of scholarly research and literature review.

COURSE DESCRIPTIONS
Education Standards of the American Art Therapy Association were last revised in 2007, however new standards will be in effect in 2017. The 2007 Standard(s) that correspond with the following classes are listed with each course description.

Required Courses for the M.Ed.*
*indicates 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, social justice, and commitment to community, schools, and cultural institutions. The content includes an overview of the history and development of the art therapy profession, the application of art therapy to various populations and problems, and the ethics of art therapy practice. Students are introduced to art therapy through their own exploration of art therapy techniques; through reading, writing, and participation in 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 psychology. 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**
In intense studio experience will explore a holistic, arts-based approach to the therapeutic process through lecture, experiential, and media investigations as well as art in social practice. Because art therapy begins with the art therapist, a focus on developing personal and professional identity through one’s own art work is emphasized. Covers AATA Education Standards IV.2.g.

**EDP 7370 3 Cr. Seminar on Emotional Disturbance: Psychopathology**
This course is an exploration of diagnostic and treatment issues in adult mental health. Topics include a study of the diagnostic categories, the etiology of specific disorders, and current research. We also discuss therapeutic interventions for more common mental health issues. Covers AATA Education Standard IV.2.a.b.

**AED 7310 3 Cr. Art Therapy with Groups**
This class provides an understanding of the basic elements of the art therapy group process, and teaches students how to facilitate art therapy groups. The content includes understanding various types of groups, the stages of group development, approaches to group art therapy, group dynamics, guidelines for multicultural practice, ethical and professional issues in group practice, and use of skills and techniques applicable to various art therapy group situations. Covers AATA Education Standards IV.A. 1.d. primary content; IV.A.1.b.c.f. secondary content.

**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 7380 3 Cr. Art Therapy Practicum*
Students participate as clinicians in the Art Therapy Workshop, a "practicum" class in which art therapy services are provided to children and adults from the community. Students are assigned "clients" for whom they are responsible to assess and design appropriate art therapy experiences during the ten-week workshop. General clinical skills are covered. Pre-requisites: AED 6320, 6340, 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.

*AED 7890 1-6 Cr. Internship*
Supervised internship in the practice of art therapy with individuals, groups and/or families. Includes group seminar. Six hundred internship hours are required for graduation (6 cr.). Many students register for 3 credits of AED 7890 over two semesters and complete 300 hours each semester. However, AED 7890 is offered for 1-6 credits to help those students whose schedules do not permit 300 hours to be completed in one semester. At least one-half of the hours are in face-to-face art therapy. Students apply for internship one full semester in advance. Students are placed in settings outside the university, and are supervised both on- and off-site. Covers AATA Education Standards IV.B.a and b primary content; A.1.b.c.d.e.f.g.h; 2.h (secondary content)

TED 7000 3 Cr. Intro Master's Seminar: Research Methods
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.

*ED 7999 3 cr. Terminal Master's Seminar or ED 8999 8 cr. (Thesis)*
Each student must culminate his/her experience with a professional level essay/project. Students ideally register for ED 7999 following completion of all other course work with the exception of one internship class. A list of projects completed in previous years is provided in the Art Therapy Student Handbook. Students who plan to complete a project based on work with clients should make plans to do this during or before their first internship class. Students who wish to publish their essays must obtain approval from the Wayne State University Human Investigation Committee. The application can be obtained from the HIC office at the University Health Center, and is also available online @ www.orsps.wayne.edu. Covers 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.)

Art Therapy Electives
Choose 3 credits of electives:

*AED 6360 3 (1 cr. courses) Aspects of Art Therapy*
Aspects of the use of Art Therapy are chosen to develop students' breadth or depth in art therapy practice with various groups and settings. This course features different “aspects” of art therapy such as
Mandalas in Art Therapy
Advanced Ethics
Visual Journal
Family Art Therapy
Eco-Art Therapy
Grief and Loss
Art for Community Health
Clinical Art Therapy

In addition, we offer specialty 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.)

AED 3 Cr. Studio Elective
The art education area offers a variety of courses aimed to develop understanding of materials and approaches to working with people. Students selecting an AED elective are
encouraged to select a class that will strengthen their overall experiences. Many students have enjoyed courses in collage, watercolor painting, fibers, printmaking, ceramics and jewelry.

Art Education Studio Electives:
AED 6230 Ceramics Education II
AED 5280 Methods and Materials: Printmaking
AED 5690 Collage, Assemblage, and Multi-Media: Methods and Materials
AED 6150 Instructional Applications of Computer Graphics
AED 6220 Drawing and Watercolor: Field Studies
AED 7700 Advanced Problems (in Painting, Printmaking, Sculpture, Ceramics, Fibers)

COLLEGE OF EDUCATION CORE COURSES (IV.B.2.)
Every graduate program in the COE requires students to complete “Core” courses. Three courses from three areas (for a total of 6 Cr.) constitute the general professional (core) requirements of the College (students should enroll in one EDP course and to others). Options include the following:
EDP 5450* 2 Cr.  Child Psychology OR
EDP 5480* 2 Cr.  Adolescent Psychology OR
EDP 7350* 2 Cr.  Learning Process OR
CED 6700 2 Cr.  The Role of the Teacher in Guidance
EER 7610 2 Cr.  Evaluation and Measurement
SED 7050 2 Cr.  Inclusive Education
*(choose one course in the Educational Psychology area)
Descriptions for these courses can be found in the University bulletin. Syllabi for some sections of the above classes are shelved in the Art Therapy office area.

OPPORTUNITIES TO SPECIALIZE
Students may specialize in a particular area of art therapy by directing assignments around the area of interest. For example, papers assigned for classes can be written about chosen specialty areas. Also, students may select child or adult clients in practicum and choose specific sites of interest for their internship. Masters’ essays may also be designed around students’ areas of interest.

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.

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

Holly Feen is the major advisor for Art Therapy students.

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 and certifying that degree, and assisting graduates in securing professional positions. As the initial contact point for prospective students at all degree levels, the Division provides information and advice concerning academic programs offered, admission procedures, College of Education forms, degree requirements and graduation procedures, and regulations and policies pertaining to the College and the University. Many of the forms students need are available on the Academic Services website.

http://coe.wayne.edu/as/index.php
ART THERAPY PROGRAM (M.Ed.)

Major Requirements

Art Therapy Required Courses

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<tr>
<th>Cr.</th>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<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</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>EDP 7370</td>
<td>Psychopathology</td>
</tr>
<tr>
<td>3</td>
<td>AED 7300</td>
<td>Studio Art Therapy</td>
</tr>
<tr>
<td>3</td>
<td>AED 7310</td>
<td>Art Therapy with Groups</td>
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<tr>
<td>3</td>
<td>AED 7330</td>
<td>Art Therapy in the Schools</td>
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<tr>
<td>3</td>
<td>AED 7340</td>
<td>Art Therapy with Adults</td>
</tr>
<tr>
<td>1-6</td>
<td>AED 7890</td>
<td>Internship (6 total cr. Required)</td>
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Master's Degree Research Seminars

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<th>Cr.</th>
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<tr>
<td>3</td>
<td>TED 7000</td>
<td>Intro Master's Seminar: Research in Art Therapy</td>
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<td>3</td>
<td>ED 7999</td>
<td>Terminal Masters Seminar in Art Therapy</td>
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General Professional Requirements

Educational Foundations Courses (and recommended instructors familiar with the art therapy program)

One two-credit course from three of the following areas:

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<thead>
<tr>
<th>Cr.</th>
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<th>Course Title</th>
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<tbody>
<tr>
<td>2</td>
<td>EDP 5450</td>
<td>Child Psychology (Somers)</td>
</tr>
<tr>
<td>2</td>
<td>EDP 5480</td>
<td>Adolescent Psychology (Yoon)</td>
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<td>2</td>
<td>EDP 7350</td>
<td>Learning Process (Markman)</td>
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<td>2</td>
<td>CED 6700</td>
<td>The Role of the Teacher in Guidance</td>
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<td>2</td>
<td>EER 7610</td>
<td>Evaluation and Measurement (Sawilowsky)</td>
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<td>2</td>
<td>SED 7050</td>
<td>Inclusive Education (Zvric or Zumberg)</td>
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Art Therapy Electives

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<th>Course Code</th>
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<tr>
<td>3</td>
<td>AED 6360</td>
<td>Aspects of Art Therapy OR</td>
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<tr>
<td>3</td>
<td>AED or Fine Art</td>
<td>Studio elective</td>
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SEQUENCE OF ART THERAPY COURSES
AND TENTATIVE SCHEDULE*

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<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring/summer</th>
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<tbody>
<tr>
<td>1 (2015-16)</td>
<td>AED 6320</td>
<td>AED 6340</td>
<td>(AED 6360 or core courses)</td>
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<td></td>
<td>AED 7300</td>
<td>AED 6910</td>
<td></td>
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<tr>
<td>2 (2016-17)</td>
<td>AED 7380</td>
<td>AED 7310</td>
<td>AED 7890</td>
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<td></td>
<td>AED 7340</td>
<td>EDP 7370 (main campus)</td>
<td>AED 6360</td>
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<td>AED 7330</td>
<td></td>
<td>AED 7330 (also here)</td>
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<tr>
<td>3 (2017-18)</td>
<td>AED 7890</td>
<td>ED 7999</td>
<td>AED 7890</td>
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<tr>
<td></td>
<td>TED 7000</td>
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Required sequence explanation:
1. Complete the art therapy courses in the above order.
2. M.Ed. students may enroll in the CORE courses and Art Therapy electives at any point in the program (most AED 6360 courses will be offered in the spring/summer semester).
3. The last classes in the sequence will be the research courses, TED 7000 and ED 7999 following or in conjunction with AED 7890.
4. Take EDP 7370 from Francesca Pernice-Duca. (In the fall the course is also offered at the Oakland campus).

FALL COURSES | WINTER COURSES | SPRING / SUMMER COURSES
AED 6320 | AED 6340 | AED 7330 odd years
AED 7340 | AED 6910 | AED 7890
EDP 7370 | AED 7310 | AED 6360: Ethics and select offerings
AED 7300 | EDP 7370 |
TED 7000 | AED 7890 |
AED 7380 | ED 7999 |
AED 7890 | AED 6360 Family
AED 6360 select offerings and other select offerings
AED 7330 even years

NOTES:
There are various “Aspects” of Art Therapy (AED 6360) offered every semester. This does not include guest-faculty taught Aspects classes.

AED 7330 is offered Odd Springs (2017) and even Fall years (2016)
• AED 6320, 7330, 7340, 7500 and AED 7890 include off-campus work
• This schedule does not include the education core courses, the art education studio electives, nor all the 1-credit AED 6360 courses.
• Sometimes changes need to be made in the schedule, so consider this “tentative,” although to the best of our knowledge, these classes will be offered these semesters.
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<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring/Summer</th>
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<td>2015-16</td>
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<td>2016-17</td>
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<td>2019-20</td>
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<td>2020-21</td>
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Art Therapy Preparation and Teacher Certification
Advisors: Dr. Holly Feen and Dr. James Brown

List of Courses required for a master’s degree, teaching certification, and art therapy preparation.
* remaining psych credits are completed in professional course sequence

Art prerequisites (24 credits—May be completed as undergraduate or post-degree)
ADR 1050 Drawing I 3 cr. (or)
ADR 1060 Drawing II 3 cr.
ADE 1200 Design I 3 cr. (or)
ADE 1210 Design II 3 cr.
AH 1110 Paleolithic/Gothic 3 cr.
AH 1120 Renaissance/Modern 3 cr.
3 ADR 2070 Life Drawing 3 cr.
APA 2100 Painting 3 cr.
3 ASL 2150 Sculpture 3 cr.

Psychology prerequisites*
General psychology 3 cr.
Abnormal psychology 3 cr.
Developmental psychology 3 cr.

Required intermediate courses (post-BA or Grad)-15 credits total (33 cr pre req)
AED 5000 Intro to Art Ed (3)
AED 5100 Drawing for the Visual Art Classroom (3)
AED 5100 Applications of Art History for the V.A. Educator (3)
AED 5790 Applied Design in V.A. Ed (3)
AED 5890 Art of Indigenous Cultures (3)
AED 5150 Computer Graphics (3)
AED 5230 Ceramics (3 cr.)
AED 5280 Printmaking (3 cr.)
AED 5160 Analysis of Teaching-Theory and Practice of Art Ed (co req with 5650)
AED 5650 Art Teaching Laboratory (co req with 5160) 30 cr.

Advanced Studio Electives (choose three graduate courses) 9 cr.
2-Dimensional
AED 5020 Painting
AED 6220 Drawing and Watercolor
AED 5690 Collage and Assemblage
AED 7700 Advanced Problems in Printmaking
AED 7700 Advanced Problems in Painting

24 cr.
9 cr.
33 subtotal
AED 7700 Advanced Problems in Collage and Assemblage
AED 5998 Field studies (3)

D
AED 5070 Methods and Materials: Sculpture
AED 5170 Methods and Materials: Fibers
AED 6230 Ceramics II
AED 5998 Field studies (3)
AED 7700 Advanced Problems in Sculpture
AED 7700 Advanced Problems in Ceramics
AED 7700 Advanced Problems in Fibers

Digital:
AED 5190 (Light, Sound, Space and Motion)
AED 6120 Animation
AED 6150 Computer Graphics
AED 7700 Advanced Problems in Animation
AED 5998 Field studies (3)

Professional Course Sequence: 11 cr.

AED 7400 Art Trends (3)

EDP 6120 Foundations in Ed Psych OR EDP 5480 Adolescent Psych (3)
RLL 6121 Reading in the content Area (3)
SED 7050 Inclusive Teaching (2cr)

Basic Skills test (MTTC) must be passed prior to student teaching.

Student Teaching 13 cr.
TED 5780 Directed Teaching (1/2 day) 5
TED 5790 Directed teaching (full day) 8

Additional Required for Art Therapy: 36 cr
TED 7000 Intro Masters Seminar 3
ED 7999 Terminal Seminar & Essay or Project 3
AED 6320 Art Therapy Introduction and Ethics 3
AED 6340 Theory of Art Therapy 3
AED 7310 Group Art Therapy 3
EDP 7370 Smr. on Emotional Disturbance: Psychopathology 3
AED 7300 Studio Art Therapy 3
AED 7380 Art Therapy Practicum 3
AED 7340 Art Therapy with Adults (Assessment and Practice) 3
AED 6910 Multicultural Aspects of Art Therapy/AED 3
AED 7890 Internship in Art Therapy 6

Total number of semester hours required (excluding 33 undergrad prereqs): 99
ART THERAPY FACULTY

Holly Feen, Ph.D., A.T.R.-BC, 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 has worked as an art therapist in adult psychiatry, closed head injury, and chemical dependency treatment programs. Holly was Associate Editor of *Art Therapy: Journal of the American Art Therapy Association* (AATA) between 2006-2014. 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 Schurgin, Psy.D., A.T.R-BC, LPC
Karen graduated from Loyola Marymount University in Los Angeles in 1990, and then worked in Florida for five years in an outpatient facility. She is currently living in Michigan, where she has been an art therapist in private practice since 1995, working with adolescents and young adults, individuals, families and couples and specializing in incest survivors and borderline personalities. She is past president of the Michigan Association of Art Therapy (position held for 5 years). Karen recently completed her doctorate in Humanistic Psychology from the Michigan School for Professional Psychology. Currently she sees clients at Samaritan Counseling Center of Southeast Michigan. Karen teaches AED 7340: Art Therapy Assessment and Practice with Adults, AED 6340 Theory of Art Therapy, and two AED 6360: Aspects of Art Therapy classes: Art Therapy with Families and Advanced Ethics.

Deb Hanewich, 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.

**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.

**Linda Winter Ulrich, M.Ed., ATR**
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 of 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.

**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 TED 7000.
CLINICAL EXPERIENCES

M.Ed. students complete 100 art therapy practicum hours and 600 internship hours. At least 350 direct client contact hours must be accrued in practicum and internship. These hours will be accrued in a variety of clinical experiences with groups and individuals of all ages and abilities; in urban and suburban settings.

During any off-campus clinical experience, students are representatives of Wayne State University and of the Art Therapy profession. In many instances students provide the first exposure to art therapy at a particular facility. Therefore, the professionalism students exhibit is extremely important. Students must adhere to the AATA Standards for Ethical Principles for art therapists (http://arttherapy.org/aata-ethics/). In addition, the regulations and procedures of off-campus facilities must also be observed.

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 (HPSO) (www.hpsso.com) or 1-800-982-9491, or available with AATA student membership.

M.Ed. CLINICAL EXPERIENCES
Students begin to accrue practicum hours in AED 6320 Art Therapy Introduction and Ethics, and in AED 6910 Multicultural Issues in Art Education and Art Therapy, through service-learning assignments. In the second year, students work with an individual or a group in AED 7380 Art Therapy Practicum. Upon completion of practicum, students apply for internship and register for AED 7890 Internship.

M.Ed. direct client contact practicum hours are offered in several classes:

**Practicum-100 hours total** (approximately 50 direct client contact and 50 indirect contact hours; hours vary between sites) in the following classes:
- AED 6320 20 hours service-learning
- AED 6910 up to 30 hours service-learning
- AED 7340 5 hours assessment
- AED 7330 5 hours assessment
- AED 7380 15 direct and min. 25 indirect hours

**Internship-600 hours total (including 300 direct client contact hrs.)**

**AED 7890 600 HR. INTERNSHIP***
*NOTE: 350 direct client contact hours (overall total 700 hours) must be completed prior to 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
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.

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

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 for AED 7380 one semester in advance by completing the following application and returning it to Holly Feen.

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.
APPLICATION FOR AED 7380: Art Therapy Practicum

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

2. Indicate when you completed these classes, or the expected date of completion, and grade received.
   
   _____ AED 6320 _____ AED 7330
   _____ AED 7340 _____ AED 6910
   _____ AED 6340 _____ EDP 7370
   _____ AED 7310
   _____ AED 7300 (or concurrent enrollment)

3. Portfolio review date __________ (if not completed)
   (your portfolio for admission)

4. Student Liability insurance obtained ________________________________

5. Negative TB test. (Attach Copy) ________________________________

6. Abnormal & Developmental Psychology (pre-reqs completed) __________

7. 18 hours Studio Art (pre-req) ________________________________

Preference for individual ______ group ______ child client ______ adult client_____

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**

**DESCRIPTION**
A minimum total of 700 clock hours are required for graduation. At least one-half (350) of this total must be in the direct client contact in art therapy, working with individuals, groups, and/or families. One hundred hours are typically completed in practicum, leaving 600 hours for internship.

**M.Ed. students:**
Students are recommended to complete the internship in three semesters, requiring a commitment of approximately 10 direct client contact hours per week. The breakdown of hours is diagrammed on the pages following. Students are strongly urged to complete at least two different internships (e.g., at two different sites with children and adults, 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 internship class (AED 7890) is currently scheduled for fall, winter, and spring–summer semesters. Students must apply for enrollment in the class one full semester in advance of start of the internship. That is, students who plan to intern in the spring should have submitted their application in the first week of the previous winter semester. The application process consists of checking that all prerequisites have been completed, and also asks the student to identify preferences for sites. Applications are to be submitted in duplicate, per site, to Holly Feen who then facilitates the placements. Additional applications are to be found in the file cabinet in 161. Again, failure to complete application by the deadline may result in students not being placed that semester.

A list of internship sites is included in this Handbook. The list is updated annually. The most up-to-date list will be filed in the art therapy seminar room, 161. Students who wish to request to add a site, must request to do so one year in advance of your internship registration. Make all requests to Holly Feen. Include address, phone number, contact person, and facility focus. 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
Upon completion of internship, 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.
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

Adult Well Being Services  
Sarah Gleicher  
1423 Field Avenue  
Detroit, MI 48124  
313/825-2487  
http://www.awbs.org/

Acadia (Stonecrest) Hospital  
Amy Rostollan, ATR  
15000 Gratiot  
Detroit, MI 48205-1973  
beastonecrestcenter.com  
fax 313/245-0623

Art Experience  
Judy Wilson, Art Therapist  
175 S. Saginaw St. Ste. 109  
Waterford, MI 48238  
www.theartexperience.org  
248/706-3304

Beacon Day Treatment  
Jill Ross, Art Therapist  
163 Burke  
River Rouge, MI 48128  
www.southgateschools.com  
313/551-2790  
rossj@agate.k12.mi.us

Blanche Kelso  
Charity Dorgan, READ  
180/Learning Specialist  
Blanche Kelso Bruce Academy School District  
8045 Second Ave.  
Detroit, MI 48202

Broe Rehab Services  
Timothy Broe  Ph.D., LPC  
33634 West Eight Mile  
Farmington Hills, MI 48335  
http://www.mhweb.org/oakland/broe.htm  
248/474-2763

Brown Adult Day Center  
Lorraine Feber, ATR  
24669 Southfield  
Southfield, MI 48076  
http://www.jsvdet.org/site/PageServe r?pagename-Seniors  
lfeber@abegov.net  
248/233-4390 TTh  
248/661-6390 MWF  
cel 248.752.7484

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

Central United Methodist Church Art and Soul  
Amy Brown, MSW  
Susan Greenhalgh  
23 E. Adams  
Detroit, MI 48226  
313/965-5422  
sallymees@aol.com  
yourpalamybrown@yahoo.com

Common Ground  
Margaret Sands, ATR-BC  
1200 N. Telegraph Rd., Bldg. 32E  
Pontiac, MI 48341

Conner Creek Academy East  
16911 Eastland  
Roseville, MI 48066  
http://connercreekeast.org

Covenant House  
Kathryn Douglas, LMSW  
2959 Martin Luther King Jr. Blvd.  
Detroit, MI 48208  
313-463-2236  
kdouglass@covenanthouse.org

Detroit Community School  
Dr. Dorothy Jenkins, Principal  
djenkins@detcomschools.org  
Maureen Taylor, MSW  
12675 Burt Rd, Detroit, MI 48223

Developing KIDS  
Kimberly Newberry, MSW  
19321 W Chicago  
Detroit, MI  
info@developingKIDS.org  
888-294-6554

F.A.R. Conservatory  
Lisa Crystal, ATR  
Jennifer Tackett, ATR  
isacrystal@farconservatory.org  
(248)646-3347  
1669 West Maple Road  
Birmingham, MI 48009  
info@farconservatory.org  
www.farconservatory.org

Gifts of Art Program at the University of Michigan Health Care System  
Elaine Reed  
NI-5E06, NIB  
300 North Ingalls  
Ann Arbor, MI 48109-5470  
734.936.9346  
elainere@umich.edu

Gilda’s Club  
Megan Trombka LLMSW  
3517 Rochester Road  
Royal Oak, MI 48073  
www.gildasclub.org  
248/577-0800 x23
Glacier Hills
Margaret Wielbut, ATR
1200 Earhart Road
Ann Arbor, MI 48105
www.glacierhills.org
734/644-4792

Hannan Foundation
Brenda Carney MSW, Director of Social Work
Pat Baldwin, Director of the Hannan Center for Lifelong Learning and Director of Volunteer Programs
4750 Woodward Ave
Detroit, MI 313-833-6908

Hurley Medical Center
Tara Sweet, Art Therapist
One Hurley Plaza
Flint, MI 48503
810-262-6497 or
c313/841-4765
Tsweet1@hurleymc.com

Huron Woods
Margaret Wielbut, ATR
5361 McAuley Dr.
PO Box 995
Ann Arbor, MI 48106-0995
734/644-4792
http://www.stjoeshealth.org/body.cfm?id=1263

Judson Center
Possible onsite LPC
Sarah Bretz, LPC
4410 W Thirteen Mile
Royal Oak, MI 48073
248/837-2018
http://www.judsoncenter.org/

Karmanos Cancer Center
Weisburg Center
Kathleen Hardy
31995 Northwestern Hwy
Farmington Hills, MI 48334
hardyk@karmanos.org
248/538-4700
http://www.karmanos.org/app.asp?id=1043

Karmanos: Detroit Barbara Ann Karmanos Cancer Institute
Stacy Lincoln, Social Work and Support Services
4100 John R
Detroit, MI 48201
313/576-9283 Fax: 313/576-9285
lincolns@karmanos.org
http://www.karmanos.org/app.asp?id=1043

Karmanos Cancer Center
Weisburg Center
Kathleen Hardy
31995 Northwestern Hwy
Farmington Hills, MI 48334
hardyk@karmanos.org
248/538-4700
http://www.karmanos.org/app.asp?id=1043

Living Arts
Bobbi Lucas, MA LLP
Cara Graninger, Director
cara@livingartsdetroit.org
8701 W. Vernor Hwy
Suite 202
Detroit, MI 48209
313-841-4765
http://www.livingartsdetroit.org/

Mariner's Inn
Kori Lowe, Therapist
Robin Keller, Art Therapist
445 Ledyard
Detroit, MI 48201
313/962-9446
webbdmi@sbcglobal.net
www.marinersinn.org

Meer Senior Apartments
Lorraine Feber, ATR or Rachel Green, Art Therapist
6077 W. Maple
West Bloomfield, MI

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

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

New Directions
Lutheran Child and Family Services
Dr. Stephen R. Nett, Director
665 E. Grand Blvd.
Detroit, MI 48215
313/921-3640
Fax: 313/921-1171
http://www.lcfsmi.org/
Oakland Family Services
Ellene Corace, ATR, LPC
Stephanie Boudreau, intern coordinator
sboudreau@ofsfamily.org
Ellene_c@yahoo.com
114 Orchard Lake Road
Pontiac, MI 48341

Providence Center for the Healing Arts
Elena Weismann
47601 Grand River
Novi, MI 48374
248/465-5455
elena.weissman@providence-stjohnhealth.org
http://www.stjohnprovidence.org/providencehealingarts/

St. Anne’s Meade
Margaret Wielbut, ATR
16106 W 12 Mile Rd
Southfield, MI 48076
(248) 557-1221

Sinai Grace-Stepping Stones
Margorie Hill, MACC-SLP
Sinai Grace Hospital/DMC
Northwest Activities Center
18100 Meyers Rd.
Detroit
313.966.4227
MHill3@dmc.org

U of M Cancer Center
Shannon Scott, ATR-BC
Margaret Nowak, ATR
Kathy Peal, ATR
1500 E. Medical Center Dr.
Ann Arbor, MI 48109-0843
(Fall and Winter Commitment necessary)
mrnnowak@med.umich.edu
kpeal@med.umich.edu
http://www.mcancer.org/

VA Medical Center
Shelley Knodee, ATR
4646 John R.
Detroit, MI 48201
313/576-1000
11-G-PM
shelley.knoodle@va.gov
http://www.detroit.va.gov/

VSA Michigan
The State Organization on Arts and Disability
Lora Frankel, Exec. Director
1920 25th Street, Suite B
Detroit, MI 48216-1435
313/843-2353
http://www.vsami.org/

Vista Maria
Possible onsite LPC
Debra Slavin-Glazer, Art Therapist
Kathy Thompson, ATR, LPC
Kendra Doneth, LPC
20651 West Warren
Dearborn Heights, MI 48127
http://www.vistamaria.org/

Wayne County Juvenile Detention Facility
Irko Kozak, Art Therapist
Mrs. Love, Intern Coordinator
1326 St. Antoine
Detroit, MI 48226
313/967-2011 967-6739
Fax: 967-2032
http://www.co.wayne.mi.us/cfs_jd.htm

Wayne State University Early Childhood Center
Placidia Frierson, MAT, Director
4500 Cass Ave. - Suite 1
(Early Childhood Center)
313-577-1686
APPLICATION FOR ART THERAPY INTERNSHIP
PLEASE READ CAREFULLY

Application materials to be returned:
2 Applications for each site selected
Verification of TB Test

1. All application materials must be completed and returned to the Art Therapy Office one semester in advance.

2. Fill out the application for Art Therapy Internship forms, using one form per site for which you are applying. Forms must be typed or carefully printed. These forms are sent to facility administrators and supervising art therapists to help them in determining your placement.

3. You are encouraged to state preferences by population, time or geographic area, however, when requesting placement in a particular area on your application, you are advised to avoid listing facilities: a. where a parent or relative is employed; and b. that do not have agreements with the Art Therapy Office. Your actual placement will be determined on the basis of availability and preference.

4. Plan to complete approximately 100 hours at the site (direct and indirect) for each credit registered.

5. Many facilities require a personal interview before accepting students for placement. Usually the sites contact students directly.

6. If you must withdraw your request for an Art Therapy Internship assignment between the time you apply and the start of the contact, please call the Art Therapy office.

7. If you have any questions concerning the Internship, please call Holly Feen 577-1823 or come to Room 163 Art Building.

8. Give your applications to Holly Feen in The Art Therapy Office, two per number of sites listed.
APPLICATION FOR ART THERAPY INTERNSHIP

Name

Last                               First               Middle                                                     Maiden

Home Address

Number & Street                        City                             State                            Zip

Home Phone (_______)

Work Phone (_______) _____________Email______

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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</tbody>
</table>

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) ________________________________

| Using a current transcript, list the names of the art therapy classes you have completed: |
|-----------------------------------------------|---------------|
| Required                                      | Electives     |
|                                               |               |
|                                               |               |
|                                               |               |
|                                               |               |

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
UNIVERSITY SUPERVISOR'S CONTACT REPORT

Student______________________________________________________________

Site of Contact________________________________________________________

Date of Contact_________________ Visit #________________

Situation Observed____________________________________________________
____________________________________________________________________
____________________________________________________________________
or nature of contact _________________________________________________

Conference With:

Student___________________________ Site Supervisor____________________

Comments on Conference and Progress of Student __________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Signed___________________________

Date____________________________
# INTERNSHIP EVALUATION

**Art Therapy**

Date__________________

**NAME_____________________________________________ SEM. ______ YEAR_______**

**NAME OF SITE____________________________ TOTAL HOURS____________________**

**WSU SUPERVISOR_____________________ SITE SUPERVISOR_____________________**

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

<table>
<thead>
<tr>
<th>Skill</th>
<th>N/A</th>
<th>Needs growth</th>
<th>Satisfactory</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTERPERSONAL SKILLS</strong></td>
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</tr>
<tr>
<td>1. Displays acceptance and empathy for client.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Creates atmosphere of trust for expression of feelings.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Communicates expectations of behaviors to client.</td>
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<tr>
<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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<tr>
<td>2. Establishes appropriate long-term objectives.</td>
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<tr>
<td>3. Establishes appropriate immediate objectives.</td>
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</tbody>
</table>
4. Plans appropriate art activities and media for objectives.

5. Communicates at client's level of understanding.

6. Executes plans, but displays flexibility if necessary.


8. Evaluates success of session and plans next ones accordingly.

9. Continues evaluation of client through entire clinical assignment.

10. Applies academic knowledge to clinical situations.

11. Researches client's problems if necessary.

**RECORDKEEPING AND REPORTS**

1. Records results of client evaluations.

2. Prepares (therapy session) plans appropriate to objectives.

3. Reports results and recommendations clearly, grammatically, and in an organized manner.

4. Documents art products and maintains file of client's art work.

5. Prepares comprehensive summary of clinical session's with recommendations.

6. Maintains records of own clinical hours.
### PERSONAL QUALITIES

<p>| | | | |</p>
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<thead>
<tr>
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</thead>
<tbody>
<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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</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
## Art Therapy Internship Hours Log

### 2014 Art Therapy Internship Hours Log

**Site**

<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</th>
<th>WSU Seminar- ATR supervision, site visits or 1:1 supervision</th>
<th>Notes</th>
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</tbody>
</table>

**Subtotals**

**Site supervisor**

__________________________________________________________________________

**WSU ATR**

__________________________________________________________________________
PROGRAM INFORMATION
FINANCIAL AID/SCHOLARSHIPS

College of Education Scholarship Information:
Dean's Office
441 Education
577-1623
(www.coe.wayne.edu)
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. The portfolio is assigned in the internship class. The portfolio should reflect students’ art therapy philosophy and strengths. Therefore, students should be thinking about what program materials would appropriately reflect their strengths as they progress through the program. The portfolio should include (but is not limited to) a statement of philosophy, examples of client art work, student’s own art work, a case study, an assessment, and list of classes completed.

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

APPLICATION FOR DEGREE
The term application deadline is the Friday of the 4th week of classes for that term. WSU confers degrees in Winter, Spring/Summer and Fall Terms and holds graduation ceremonies in December and May. [http://www.commencement.wayne.edu/graduation.php](http://www.commencement.wayne.edu/graduation.php)

PLACEMENT SERVICES
Career Services, [http://www.careerservices.wayne.edu/](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*
Briane 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*
Megg 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 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 elf-management of asthma*
Michelle Boyle (MA)  *Art therapy and dementia: A program proposal for skilled nursing facilities*
Erika Budson (MA).  *The professional identity of a helper*
Wendy Levine (MA)  *Art therapy for individuals with traumatic brain injury*
Kira O’Donnell (MA)  *The self as artist and sage: An archetypal view of professional identity*
Betty Thack (M.Ed.)  *Caregiving: An influence on career choice*
Kate Vannier (MA)  *How my artist identity helped form my professional identity as an art therapist*

2012
Cindy Chen (M.Ed.)  *Care for caregivers art therapy program*
Susan Georgi (MA) Visible triumph: Memoir of Susan Georgi
Nicole Hoida (M.Ed.) The benefit of art therapy with cancer patients in the hospital setting
Leah Huber (MA) Evaluation of the Healing Arts Program at Children’s Hospital of Michigan
Ashley Lyon (MA) Artist, counselor, art therapist: The fusion of three professional identities
Rebecca Peterman (MA) Art therapy with people experiencing co-occurring disorders
Emily Sturgill (M.Ed.) Arts based service-learning through the eyes of higher education students
Rachel Tinman (M.Ed.) Professional identity memoir: Pictures, words, and how art therapy chose me
Jesica Van Hamme (MA) Proposal for an after school art therapy program for children with learning disabilities
Jamiliya 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
Rachel Green (M.Ed.) *From isolation to integrated involvement: A professional identity memoir*
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)*

2007-06

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 produce better quality work?
Gloria Waugh (M.Ed.) What types of art do mental health therapists use?
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

ARTHUR NEEF LAW LIBRARY
http://www.lib.wayne.edu/lawlibrary/
Reference: 313-577-6180
Circulation: 313-577-6181

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
PLAN OF WORK
-FILE IN TRIPlicate-

CONSULT CURRENT GRADUATE CATALOG AND YOUR ADVISOR WHEN COMPLETING THIS FORM.
STUDENT IS RESPONSIBLE FOR MEETING PREREQUISITES FOR COURSES ON PLAN OF WORK.
COURSES TAKEN UNDER POST-BACHELOR STATUS CANNOT BE INCLUDED ON PLAN OF WORK.

____________________________________________________________________________________

CONSULT CURRENT GRADUATE CATALOG AND YOUR ADVISOR WHEN COMPLETING THIS FORM. STUDENT IS RESPONSIBLE FOR MEETING PREREQUISITES FOR COURSES ON PLAN OF WORK. COURSES TAKEN UNDER POST-BACHELOR STATUS CANNOT BE INCLUDED ON PLAN OF WORK.

Name:____________________ Email________________ Address:_____________ Phone:_____________

Degree Sought: Master of Education Major/Concentration: ArtTherapy

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<th>University</th>
<th>Term When offered</th>
<th>Dept.</th>
<th>Course</th>
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General Professional Core Courses
(3 courses from list from three different areas, total for 6 credits)

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Practicum/Internship and Research Courses

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<th>Course Title</th>
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<td>TED</td>
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<td>Intro Master’s Seminar</td>
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<td>Terminal Master’s Seminar</td>
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Total number of semester hours required: 48

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

Petition for admission to candidacy
(student’s signature) (date)

Plan of Work approved & candidacy recommended by:
(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.

MAAT
Michigan Association of Art Therapy
Your state affiliate chapter of the American Art Therapy Association
http://www.michiganarttherapy.org/

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 process. You may obtain the ATR application from their site.
www.atcb.org
AMERICAN ART THERAPY ASSOCIATION
4875 Eisenhower Street Suite 240
Alexandria, VA 22304
info@arttherapy.org

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

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
Greensboro, NC 27403
http://www.atcb.org/