Cover art: by Marte Marini.
“‘Mask of Artistic Rebirth’ is about developing my identity as an artist.”
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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 THERAPY AT WAYNE STATE UNIVERSITY

There are two different options for professional preparation in art therapy at Wayne State University: The first is a 49-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 (Clinical Mental Health) 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 81 cr. program was Approved by the AATA in 2008, and re-Approved in 2014. Both programs are Approved through 2021 and we will be applying for accreditation through the Council for Accreditation of Allied Health Education Programs (CAAHEP) before our program Approval expires. Students who begin the M.Ed., but who decide they want to apply for the MA may do so; all students must be accepted into the MA via application and counseling faculty interview.

The Art Therapy Programs at Wayne State are part of the College of Education, which is located in 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.

Art Therapy students learn the history and development of the profession of art therapy; and the theory, philosophy, and approaches to art therapy practice. Opportunities to experience 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 foundational 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. 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-Detroit, the Charles Wright
Museum of African American History, as well as other museums and galleries. The Detroit metropolitan area provides rich opportunities for service-learning and internships. The University's association with the Detroit Medical Center, numerous health care agencies, community art centers, and a lively and dedicated artist/activist community provide students with valuable hands-on experiences. *ArtsCorpsDetroit*, a community program of *Art Education-Art Therapy*, 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 ideally 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, research is an important part of the University’s mission. In the College of Education, two courses comprise the research sequence: TED 7000 and ED 7999. (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. There are several types of projects to choose from that fulfill ED 7999. In addition to traditional research, these include arts-based research, literature review, memoir research and program proposal and evaluation.

**COURSE DESCRIPTIONS**

Education Standards of the American Art Therapy Association have been recently revised, effective fall 2017. The art therapy course syllabi reflect the 2017 Education Standards.

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

*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, counseling and psychology.

*AED 7300 3 Cr. Studio Art Therapy
In an intense studio experience students explore a holistic, arts-based approach to the therapeutic process through lecture, experiential, and media investigations as well as art in social practice. Because art therapy begins with the art therapist, a focus on developing personal and professional identity through one’s own art work is emphasized.

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

AED 7310 4 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.

*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 K-12 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 are addressed.

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

*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.

*AED 7380 3 Cr. Art Therapy Practicum
Students participate as clinicians in the Art Therapy Workshop, a "practicum" class in which art therapy is provided to children and adults from the community. Students are assigned "client/participants" for whom they are responsible to assess and design appropriate art therapy experiences during the ten-week program. General clinical skills are covered. Prerequisites: AED 6320, 6340, 6910, 7310, 7330 or 7340; EDP7370 Prerequisite/co-requisite: AED 7300. We are hoping to have an alternative to practicum scheduled during a partial winter/partial spring semester that would be a community based practicum.

*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.

TED 7000 3 Cr. Intro Master's Seminar: Research Methods
This course focuses on research traditions in art therapy. The course aims to foster critical thinking, questioning, and discovery as students learn how research informs clinical practice and vice versa. Students will learn basic tenets of planning, conducting and evaluating research and understanding research methodology, including qualitative and quantitative designs, and ethical and legal considerations.

*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.
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.

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
- Art Therapy Experiential Design
- Advanced Ethics
- Visual Journal
- Family Art Therapy
- Eco-Art Therapy
- Grief and Loss
- Clinical Art Therapy
- Art Therapy with Older Adults
- Art Therapy with LGBTQ populations

COLLEGE OF EDUCATION CORE COURSES
Every graduate program in the COE requires students to complete “Core” courses. Three courses from three areas (for a total of 6 Cr.) constitute the general professional (core) requirements of the College (students should enroll in one EDP course and to others). Options include the following:
- EDP 5450* 2 Cr. Child Psychology OR
- EDP 5480* 2 Cr. Adolescent Psychology OR
- EDP 7350* 2 Cr. Learning Process OR
- CED 6700 2 Cr. The Role of the Teacher in Guidance
- EER 7610 2 Cr. Evaluation and Measurement
- TED 7060 3 Cr. Inclusive Education, Curriculum and Pedagogy (this is 3 cr.)
*(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

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 academic advisor for Art Therapy students.

For non-academic advising (filing Plans of Work or changes in Plans of Work, changing majors, applying for extensions, graduation, etc.) students should contact the Academic Services Division, 489 College of Education, the office responsible for admitting students to the programs of the College of Education; maintaining all student files; processing and certifying that degree, and assisting graduates in securing professional positions. As the initial contact point for prospective students at all degree levels, the Division provides information and advice concerning academic programs offered, admission procedures, College of Education forms, degree requirements and graduation procedures, and regulations and policies pertaining to the College and the University. Many of the forms students need are available on the Academic Services website. http://coe.wayne.edu/as/index.php
### ART THERAPY PROGRAM (M.Ed.) List of Classes

#### Major Requirements

<table>
<thead>
<tr>
<th>Art Therapy Required Courses</th>
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<tbody>
<tr>
<td>3 Cr. AED 6320 Art Therapy: Introduction and Ethics</td>
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<tr>
<td>3 Cr. AED 6340 Theory of Art Therapy</td>
<td></td>
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<tr>
<td>3 Cr. AED 6910 Multicultural Art Ed./Art Therapy</td>
<td></td>
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<tr>
<td>3 Cr. EDP 7370 Psychopathology</td>
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<tr>
<td>3 Cr. AED 7300 Studio Art Therapy</td>
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<tr>
<td>4 Cr. AED 7310 Art Therapy with Groups</td>
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<tr>
<td>3 Cr. AED 7330 Art Therapy in the Schools</td>
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<tr>
<td>3 Cr. AED 7340 Art Therapy with Adults</td>
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<tr>
<td>3 Cr. AED 7380 Art Therapy Practicum</td>
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<tr>
<td>1-6 Cr. AED 7890 Internship (6 total cr. Required)</td>
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<td>34 total</td>
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#### Master's Degree Research Seminars

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<tbody>
<tr>
<td>3 Cr. TED 7000 Intro Master's Seminar: Research in Art Therapy</td>
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<tr>
<td>3 Cr. ED 7999 Terminal Masters Seminar in Art Therapy</td>
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<td>6 total</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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<tr>
<td>2 Cr. EDP 5450 Child Psychology (Somers)</td>
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<tr>
<td>2 Cr. EDP 5480 Adolescent Psychology</td>
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<tr>
<td>2 Cr. EDP 7350 Learning Process (Markman)</td>
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<tr>
<td>2 Cr. CED 6700 The Role of the Teacher in Guidance (Holbert)</td>
</tr>
<tr>
<td>2 Cr. EER 7610 Evaluation and Measurement (Sawilowsky)</td>
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<tr>
<td>3 Cr. TED 7050 Inclusive Education (Gabel)</td>
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<td>6-7 total</td>
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#### Art Therapy Electives

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<tbody>
<tr>
<td>3 Cr. AED 6360 Aspects of Art Therapy</td>
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<td>3 total</td>
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<td>49 total credits</td>
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SEQUENCE OF ART THERAPY COURSES AND TENTATIVE SCHEDULE*

<table>
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<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring/summer</th>
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<tr>
<td>1 (2018-19)</td>
<td>AED 6320</td>
<td>AED 6340</td>
<td>(AED 6360 or core courses)</td>
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<tr>
<td></td>
<td>AED 7300</td>
<td>AED 7310</td>
<td>AED 7330</td>
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<tr>
<td></td>
<td>AED 7330 (or Su 19)</td>
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<tr>
<td></td>
<td>(AED 6360 or core courses)</td>
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<tr>
<td>2 (2019-20)</td>
<td>AED 7380</td>
<td>EDP 7370 (main campus)</td>
<td>AED 7890</td>
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<tr>
<td></td>
<td>AED 7340</td>
<td>AED 6910</td>
<td>AED 6360</td>
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<tr>
<td></td>
<td>EDP 7370</td>
<td></td>
<td>AED 7890 alternative*</td>
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<tr>
<td>3 (2020-21)</td>
<td>AED 7890</td>
<td>ED 7999</td>
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<tr>
<td></td>
<td>TED 7000</td>
<td>AED 7890</td>
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**Required sequence explanation:**

1. Complete the art therapy courses in the above order (exceptions may apply).
2. M.Ed. students may enroll in the CORE courses and Art Therapy electives at any point in the program (The greatest selection of AED 6360 courses will be offered in the spring/summer semesters).
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. (In the fall the course is also offered at the Oakland campus).

**FALL COURSES**
- AED 6320
- AED 7340
- EDP 7370
- AED 7300
- TED 7000
- AED 7380
- AED 7890
- AED 6360

**WINTER COURSES**
- AED 6340
- AED 6910
- AED 7310
- EDP 7370
- AED 7890
- ED 7999
- AED 6360

**SPRING / SUMMER COURSES**
- AED 7330 *odd-numbered years*
- AED 7300
- AED 6360: Ethics and select offerings
- AED 6360 select offerings
- AED 7330 *even-numbered years*
NOTES:
There are various “Aspects” of Art Therapy (AED 6360) offered every semester.

AED 7330 is offered Odd Summers (2019) and even Fall years (2018)
• AED 6320, 7330, 7340, 6910 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.

**Scheduling Worksheet**

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<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring/Summer</th>
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<td>2018-19</td>
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<td>2019-20</td>
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<td>2020-21</td>
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<td>2021-22</td>
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<tr>
<td>2022-23</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. 24 cr.

Psychology prerequisites*
General psychology 3 cr.
Abnormal psychology 3 cr.
Developmental psychology 3 9 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
AED 7700 Advanced Problems in Collage and Assemblage
AED 5998 Field studies (3)
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 is presently Editor (Interim) of *Art Therapy: Journal of the American Art Therapy Association* (AATA) and she was also Associate Editor between 2006-2014. Holly 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 she received AATA’s 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) and Internship: AED 7890. 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 TBI Solutions. Previously, she worked for CommonGroundHelps in their Crisis Residential Unit for nearly ten years, and 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. This year she will teach Internship in the fall and also co-teach Studio Art Therapy with Deb Duranczyk.

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 began teaching in the Art Therapy Program in 1997. She retired from her regular teaching schedule in 2011, but she has served as the art therapy group facilitator for the class Art Therapy with Groups, and as an internship site supervisor and alternates as Internship Seminar instructor. In 2019 she will teach Multicultural Issues in Art Therapy Art Education.

**Julie Moreno, Ph.D. Candidate, ATR, LPC**
Julie Moreno is a senior art therapist and child life specialist at the University of Michigan’s outpatient centers for Pediatric Neuro-rehabilitation within the Physical Medicine and Rehabilitation (PMR) department of C.S. Mott Children’s Hospital in Ann Arbor. In this position, Julie utilizes art therapy and counseling as part of a rehabilitative therapy team of OTs, PTs, TRs, rehab psychologists, and speech pathologists to assist children and their families in the acquisition of strategies during rehabilitation. Julie also facilitates group art therapy sessions through PMR for teens with complex pain as well as with U of M’s STEPS program for children with autism. In previous internships and paid positions, Julie has worked with individuals with traumatic brain injury; teens and adults with developmental disabilities; children with visual impairments, emotional and cognitive impairments, autism, and severe multiple impairments; and with older adults with Alzheimer’s disease at various agencies, public schools, and non-profit organizations. Julie is currently a doctoral candidate in the College of Education’s counseling program with a concentration in rehabilitation counseling. Julie teaches AED 6320, Art Therapy Introduction and Ethics; AED 7310, Art Therapy with Groups, and she has also taught AED 7890, Internship Seminar.

**Carla (Zeina) Washington, MA, LPC, ATR**
Carla graduated from WSU’s counseling and art therapy program and assumed a counseling position at Timbuktu Academy, in Detroit. She teaches Art Therapy in the Schools.

**Kelly Darke, ATR, M.Ed., BFA**
Kelly is the owner of Mindful Art Center in Livonia, MI and a professional artist. Kelly provides art therapy services for children and adolescents coping with depression and anxiety, as well as transgender youth and their parents. Kelly is a graduate of Wayne State University with a Masters in Education for art therapy. She has worked with adults with traumatic brain injuries, children and adolescents with developmental and emotional disorders, and transgender youth and their parents. Kelly currently provides art therapy services for adolescents and adults through private practice at Mindful Art Center as well as art education lessons and workshops for all
ages. Kelly previously presented at the Expressive Art Therapies on the topic of digital art therapy in 2013, and on art therapy with transgender youth in 2015.

**Aspects (AED 6360) instructors:**
In addition to the regular faculty listed elsewhere on these pages, art therapists who teach Aspects of Art Therapy courses include:

**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.

**Margaret Wielbut, M.Ed., ATR** who teaches Art Therapy with Older Adults. Margaret is an art therapist and gerontology specialist at Glacier Hills Retirement Community, Huron Woods, Aphasia Community Friendship Center (Ann Arbor); Fox Run, Novi; St. Ann's Mead, Southfield; and Van Elslander Cancer Center, Grosse Pointe Woods.

**Jamilya Goree, MEd., ATR** who has developed a course titled Clinical Art Therapy, drawn from her experiences as an art therapist psychiatry and substance abuse settings.

**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 700 (total) clinical hours prior to graduation. Half of these hours (350) must be in direct client contact (face-to-face) art therapy hours. To be consistent with the “Counseling” program, (and because the math works out neatly), we aim to have students complete 100 hours prior to internship (i.e. “practicum” hours), and 600 internship hours. If students do not have 100 hours prior to internship, they simply add the hours need to internship. For example, assuming students will have at least 25 direct client contact hours (15 in AED 7380 Practicum and 5 each in AED 7330 and AED 7340), pre-internship, that would leave 325 direct client contact hours to be completed in Internship. The remaining hours (of the total 700) are “indirect” hours (e.g. planning, attending meetings, documenting the sessions). See subsequent pages for definitions of direct and indirect hours.
There are a variety of requirements of the University for students to be eligible to work with clients in clinical settings, e.g. 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](http://www.hpsso.com)), or available with AATA student membership. As interns, students should become familiar with the AATA Standards for Ethical Principles for art therapists ([https://arttherapy.org/ethics](https://arttherapy.org/ethics)). In addition, the regulations and procedures of off-campus facilities must also be observed.

**M.Ed. CLINICAL EXPERIENCES**

Students begin to accrue pre-internship hours in AED 6320 Art Therapy Introduction and Ethics, and sometimes in AED 6910 Multicultural Issues in Art Education and Art Therapy, through service-learning assignments. In the Assessment and Practice classes (AED 7330 and AED 7340) students will earn about 5 hours working with volunteer assessment clients. In the second year, students work with an individual or a group in AED 7380 Art Therapy Practicum. In their last phases of the program students apply and register for AED 7890 Internship.

**Recording Hours:**

Hours are recorded on Hours Logs available in the department (and in this Handbook). Students should keep an original set of hours and submit a duplicate set of hours to the department (and request signatures from supervisors before the end of a placement.) It is important to keep an accurate account of all hours as they are earned. Students are responsible for making their copies.

**Pre-internship hours can be accrued in:**

**A. SERVICE-LEARNING**

Up to 20 direct or indirect 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. (Sometimes there is a service-learning assignment in AED 6910, in which student may accrue 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 INDIRECT HOURS**

There are a number of opportunities for community service occurring throughout the year, not always in conjunction with academic courses per se, in which students are invited to provide therapeutic art types of service. These hours can be considered Indirect Hours. Students are strongly encouraged to participate in at least one such opportunity, and to represent additional service on their resume and portfolio. All of the opportunities can be used as indirect hours and some can be used as direct hours.
AED 7380: ART THERAPY PRACTICUM
The art therapy experience for participants is called the Saturday Art Therapy Workshop. As stated, this class meets Saturday mornings during the fall semester for 1.5 hours on each of ten Saturdays for 15 direct hours. In this class students are assigned an individual client, or group of clients for whom students will design and implement art therapy sessions.

Because students are responsible to work with clients, this is not the type of class that can be missed, barring emergencies. 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.

An alternative to practicum has been proposed but not yet approved. This class would begin in mid winter semester and continue through spring semester. The emphasis will be on community art therapy, and the hours will be completed in sites off campus. Students will be informed of the status of the class as soon as possible.
APPLICATION FOR AED 7380: Art Therapy Practicum
Due January 20 before your planned registration. Submit to 163 Comm Arts.

Name_______________________Access ID_________ Course CRN___________Date_____

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. Student Liability insurance obtained (exp. Date) ________________________________

4. Negative TB test. (Attach Copy) ________________________________

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
**INTERNSHIP**

As stated, a minimum total of 700 clock hours are required for graduation. At least one-half (350) of this total must be in the direct client contact in art therapy, working with individuals, groups, and/or families. This contact includes doing assessments, establishing goals and objectives, implementing art therapy, evaluating the sessions and making recommendations.

M.Ed. students are recommended to complete the internship in three semesters, requiring a commitment of 8-10 direct client contact hours per week. The breakdown of hours is diagrammed on the pages following. Students are strongly urged to complete at least two different internships (e.g. at two different sites with children and adults, example) or to work with different populations at one site in order to maximize art therapy experiences. Some sites prefer a two-semester commitment from the student; and some of these sites provide experiences with two different types of clientele.

The internship class (AED 7890) is 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 as well as electronic versions), to Holly Feen who then facilitates the placements. Additional applications are to be found in the file cabinet in 161. Students should make every effort to adhere to these deadlines to ensure they can be placed at a site of their choice 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.

**CLINICAL HOURS REQUIRED**

At least 350 direct contact hours in art therapy

(up to) 350 indirect hours

700 total hours required by graduation

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

**Internship (AED 7890 2 cr. taken over 3 semesters)**

325 art therapy direct client contact hours
divided by 3 semesters = 108 direct hours per each of 3 semesters
108 hours accrued over a 15-week semester would mean approximately 8 direct client contact hours per week.

**AED 7890 (3 cr. taken over two semesters):**

325 direct hours divided by 2 semesters =162.5 direct hours per semester
accrued over a 15-week semester would mean approximately 12 direct client contact hours per week

Notes:
AED 7890 is offered for 1-6 credits to accommodate students who need to register for 1 or 2 credits at a time. Roughly figure 100 (50 direct; 50 indirect) total hours per 1 credit if registering for 1 credit 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. Supervision hours have been estimated for the clinical courses to ensure students have the correct ratio of supervision hours required. Instructors will inform students of the supervision they expect to provide in classes.
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.
M.Ed. Art Therapy Internship Sites

Adult Well-Being Services  
www.awbs.org  
1423 Field St, Detroit, MI 48124  
(313) 924-7860

Art & Soul and The NOAH Project  
www.facebook.com/pg/ArtSoulDetroit  
http://noahprojectdetroit.org  
23 E Adams, Detroit, MI 48226  
(313) 965-5422

The Art Experience  
http://theartexperience.org  
175 S. Saginaw St, Ste. 109, Pontiac, MI 48342  
(248) 706-3304

Avalon Housing  
www.avalonhousing.org  
1327 Jones Dr, Ann Arbor, MI 48105  
(734) 663-5858

Beaumont Hospice  
www.beaumont.org/services/home-health-services/hospice  
1200 Stephenson Hwy, Troy, MI 48303  
1410 E 14 Mile Rd, Madison Heights, MI 48071  
(248) 743-9406

Broe Rehab Services  
www.mhweb.org/oakland/broe.htm  
33634 W Eight Mile Rd, Farmington, MI 48335  
(248) 474-2763

Brown Adult Day Center Jewish Senior Life  
www.jslmi.org/services/brown-day-care-program  
29699 Southfield Rd, Southfield, MI 48076  
(248) 233-4000

Capuchin Soup Kitchen Children’s Program (TWTh after school hours)  
http://www.cskdetroit.org/programs/childrens_program/  
4390 Conner, Detroit, MI 48215
Correctional Treatment Facility
www.co.lucas.oh.us/1326/Correctional-Treatment-Facility
1100 Jefferson Ave, Toledo, OH 43604
(419) 213-6200

Covenant House Academy Central
www.covenanthouseacademy.org
2959 MLK Jr. Blvd, Detroit, MI 48208
(313) 899-6900

Developing KIDS
www.developingkids.org
19321 W Chicago St, Detroit, MI 48228
(888) 294-6554

Family House Toledo
http://familyhousetoledo.org
669 Indiana Ave, Toledo, OH 43604
(419) 242-5505

FAR Therapeutic Arts & Recreation
www.far-therapy.org
1669 W Maple Rd, Birmingham, MI 48009
(248) 646-3347

Gilda’s Club Metro Detroit
https://gildasdetroit.wpengine.com
3517 Rochester Rd, Royal Oak, MI 48073
(248) 577-0800

Glacier Hills Senior Living Community
http://glacierhills.org
1200 Earhart Rd, Ann Arbor, MI 48105
(734) 769-6410

Hannan Center
https://hannan.org
4750 Woodward Ave, Detroit, MI 48201
(313) 833-1300

Hurley Medical Center
www.hurleymc.com
One Hurley Plaza, Flint, MI 48503
(810) 262-9000
Huron Woods Assisted Living
[www.trinityhealthseniorcommunities.org/huron-woods](www.trinityhealthseniorcommunities.org/huron-woods)
5361 McAuley Dr.,
Ypsilanti, MI 48197
(734) 712-4051

John D. Dingell VA Medical Center
[www.detroit.va.gov](www.detroit.va.gov)
4646 John R St, Detroit, MI 48201
(313) 576-1000

Karmanos Cancer Center at the Detroit Medical Center
[www.karmanos.org/about/locations/detroit-campus](www.karmanos.org/about/locations/detroit-campus)
4100 John R, Detroit, MI 48201
(800) 527-6266

Karmanos Cancer Institute - Weisberg Treatment Center
[www.karmanos.org/about/locations/farmington-hills-cancer-center](www.karmanos.org/about/locations/farmington-hills-cancer-center)
31995 Northwestern Hwy, Farmington Hills, MI 48334
(248) 538-4700

Living Arts (after school hours & Saturdays)
[www.livingartsdetroit.org](www.livingartsdetroit.org)
8701 W. Vernor, Ste 301, Detroit, MI 48209
(313) 841-4765

Mariners Inn
[www.marinersinn.org](www.marinersinn.org)
445 Ledyard St, Detroit, MI 48201
(313) 962-9446

Meer Senior Apartments
Jewish Senior Life
[www.jslmi.org/residences/meer](www.jslmi.org/residences/meer)
6760 W. Maple, West Bloomfield, MI 48322

McLaren Flint Karmanos Cancer Institute
4100 Beecher Rd, Suite A, Flint, MI 48532
(810) 342-3800

Neighborhood Service Organization - Life Choices
[www.nso-mi.org](www.nso-mi.org)
8600 Woodward Ave., Detroit, MI 48202
(313) 875-7601
New Directions Residential Foster Care
WellSpring Lutheran Services
https://wellspringlutheran.com/child-family/residential-care
WellSpring Lutheran Services
28000 W. Nine Mile Rd, Farmington Hills, MI 48336
(248) 476-9550

Oakland Family Services
www.oaklandfamilyservices.org
114 Orchard Lake Rd, Pontiac, MI 48341
(248) 858-7766

St. John Providence Healing Arts Center
www.stjohnprovidence.org/healingartscenter
47601 Grand River Ave, Novi, MI 48374
(248) 465-4100

St. Anne’s Meade Assisted Living
www.stannesmead.org
16106 W 12 Mile Rd, Southfield, MI 48076
(248) 557-1221

St. Mary Mercy Hospital Cancer Care
www.stmarymercy.org/livonia-cancer-care
36475 Five Mile Rd, Livonia, MI 48154
(734) 655-8818

Stonecrest Center
www.stonecrestcenter.com
15000 Gratiot Ave., Detroit, MI 48205-1973
(313) 245-0616

U-M Comprehensive Cancer Center *(Fall & Winter commitment necessary)*
www.mcan.org
1500 E Medical Center Dr, Ann Arbor, MI 48109

VSA Michigan The State Organization on Arts & Disability
www.vsami.org
111 E Kirby St, Detroit, MI 48202
(313) 870-9624

Vista Maria
www.vistamaria.org
20651 W Warren Ave, Dearborn Heights, MI 48127
(313) 271-3050

Wayne County Juvenile Detention Facility
1326 St. Antoine St, Detroit, MI 48226
(313) 967-2040

Women's Center of Southeast Michigan
510 S Maple Rd, Ann Arbor, MI 48103
• Sibel Ozer, LPC, BCPC, ATR-BC
fireflyarttherapy@gmail.com
(734) 973-6779
APPLICATION FOR ART THERAPY INTERNSHIP
PLEASE READ CAREFULLY

Application materials to be returned:
1. Applications for each site requested
2. Verification of TB Test

1. All application materials must be completed and returned to Holly Feen/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. These forms are sent to facility administrators and supervising art therapists who will decide if they wish to interview you.

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

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

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

6. Give your applications (hard or electronic copies) to Holly Feen in The Art Therapy Office or email hfeen@wayne.edu
Directed Teaching Office
223 Education Building
Detroit, Michigan 48202
(313) 577-1642
Semester/Year ________

APPLICATION FOR ART THERAPY INTERNSHIP

Name ________________________________
Last                               First               Middle

Home Address ____________________________
Number & Street                        City                             State
Zip

Home Phone (   ) __________________________
Work Phone (   ) _____________ Email

Student Number ____________________________

No. of Credits Registered:______________________________

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

Previous degrees earned:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Dates Attended</th>
<th>Degree</th>
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</table>

Please identify your preference for placement: List name of facility, name and title of supervisor, address, phone number and email.
AED 6320 Experience: (facility, hours) ____________________________

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

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

Please respond to the following questions:

Have you ever been convicted of a felony? Yes No

Have you ever been convicted of a misdemeanor involving a minor? Yes No
UNIVERSITY SUPERVISOR'S CONTACT REPORT

Student__________________________________________________________

Site of Contact__________________________________________________________

Date of Contact__________________________ Visit #__________________________

Situation Observed_____________________________________________________

_____________________________________________________________________

or nature of contact ______________________________________________________

Conference With:

Student______________________________________ Site Supervisor________________

Comments on Conference and Progress of Student __________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

Signed__________________________________________

Date__________________________________________
### INTERNSHIP EVALUATION

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>
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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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<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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<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>7. Observes situations when help is needed and takes initiative to offer assistance.</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 (if applicable) or understands appropriate long-term objectives.</td>
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</table>
3. Establishes appropriate immediate objectives.

4. Plans appropriate art activities and media for objectives in advance of sessions.

5. Communicates at client's level of understanding and assists with art experientials as needed.

6. Executes plans, but displays flexibility if necessary.

7. Expresses support to client as appropriate.

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


10. Applies academic knowledge to clinical situations.

11. Researches client's diagnosis and history (or as required by agency).

12. Ensures client safety.

**RECORDKEEPING AND REPORTS**

1. Learns agency system of documentation.

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

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

4. Documents art directives and products; maintains file of client's art (can be modified for specific sites).
5. Prepares comprehensive summary of clinical sessions with recommendations.

6. Maintains records of own clinical hours.

**PERSONAL QUALITIES**

1. Is punctual for appointment or cancels if necessary.

2. Turns in plans and reports on time.

3. Recognizes and respects confidential aspects of art therapy.

4. Exhibits professional manner in grooming, speech and in actions.

5. Develops rapport with other staff members.

6. Displays resourcefulness and creativity in plans and execution.

7. Accepts responsibility and assumes initiative when appropriate.

Additional comments or recommendations: ____________________________________________

__________________________________________

Signature and credentials: ____________________________________________________________

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

2016
### Art Therapy Internship Hours Log (2016)

<table>
<thead>
<tr>
<th>Site</th>
<th>Site supervisor</th>
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<tr>
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<td>WSU ATR_________</td>
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**Art Therapy Internship Hours Log**

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

Site supervisor

WSU ATR________________________________________________________________________
PROGRAM INFORMATION
FINANCIAL AID/SCHOLARSHIPS

College of Education Scholarship Information: 
Dean’s Office
441 Education
577-1623
http://coe.wayne.edu/student/scholarship.php
Percox Scholarship (apply via CoE Scholarships. (funds the office assistant position)

Scholarships and Financial Aid
Welcome Center
577-3378
www.wayne.edu
www.financialaid.wayne.edu
www.financialaid.wayne.edu/external_scholarships.html

Fellowships and Scholarships- Graduate School
4302 Faculty Administration Building
577-2172
www.gradschool.wayne.edu

Graduate Professional Scholarship (Deadline March 1)
https://wayne.edu/gradschool/funding/grad-prof-scholarship/

Women of Wayne 
Alumni House
441 Ferry Mall
577-2300

American Art Therapy Association
https://arttherapy.org/scholarships/

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

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, Mary Ann Aitken; others were donated by Dee Fordee, Joan Giere, Nancyann Turner, Cathy Lehman; Joann Yam, Kate Sullivan. 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 print copies of: *Art Therapy: Journal of the American Art Therapy Association, American Journal of Art Therapy*, and *The Arts in Psychotherapy* located in the adjunct art therapy office. Student members now can access *Art Therapy* online the university library system.

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.

**CANVAS and Email**
As of fall 2018, all students automatically are registered in CANVAS sites for every class for which they are enrolled. 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

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

WELCOME CENTER
http://wayne.edu/studentservice/
42 W. Warren Ave., 1st Floor Lobby
Detroit, MI 48201
One cards
Records and Registration
Office of Student Financial Aid
Students Accounts Receivable
SMART Check

Art Therapy Master's Essays (last ten years)

2018
Chelsea Council (MA) Art therapy as a means to diagnose and treat somatic symptoms and related disorders in adults in medical settings
Caitlin Erwin (MEd) Teaching practices to best support creativity in the elementary art classroom
Deepti Guruprasad (MEd) Managing stress and promoting wellness for corporate employees: An art therapy program proposal
Meaghan Moore (MEd) Program Proposal: Aiding adolescents in dealing with stressors caused by social media through art therapy
Jennifer Peper (MA) Reintegration of human trafficking victims into society: With the help of art therapy and counseling techniques: Program Proposal
Angie Sarb (MA) Culturally sensitive art therapy and counseling to reduce depression, anxiety and related somatic symptoms: Program Proposal
Lauren Toma (MA) The intersection of sexuality, sex work and mental health: An art therapy program proposal
Leah Wautlett (MA) Art therapy program proposal: Assisting military families during periods of transition

2017
Emily Alford (MA). Art therapy with pediatric patients and their families: Literature review
Melanie Bott (MA) Program proposal: Treating eating disorders with art therapy
Jacqueline Davidson (MEd) Is fear worth living? A memoir
Jenna Debryn (MA) The effects of art therapy on childhood trauma and posttraumatic stress disorder
Liza Hinchey (MA) Mindfulness based art therapy with college students
Corryn Jackson (MA). Non-suicidal self-injury and art therapy
Kristina Johnson (MA). Program Proposal: Violence, anger management and substance abuse protocol for offenders
Alison Kreig Hill (MA) Managing chronic pain” An art therapy program proposal
Jordyn Lamb (MA) Adolescents at-risk for delinquent behavior and the effects of art therapy
Christy Pardee (MEd) The effects of lived experience on art therapist professional identity
Andrea Sandles (MA) Peace pediatrics: A program proposal for pediatric palliative care art therapy
Dana Seguin (MA). Does art therapy have an impact on adolescents dealing with grief and loss?
Karianne Spens Hannah (MEd). Program proposal: Trauma-informed art therapy for LGBTQ youth.
Courtney Thurston (MA) The benefits of employing an art therapist in a medical setting

2016
Taylor Beardsall (M.Ed.) Seeking shelter: An art therapy proposal for runaway and homeless youth
Angie Bolton (MA). Fostering creativity in Detroit: An art therapy program for youth in foster care
Sharilyn Cohen (MA). Art Therapy with the population of neurocognitive disorder due to Alzheimer’s Disease
Jeneen Conley-Berry (M.Ed.) Community-based art and art therapy programs: Building resiliency among youth
Lauren Dziadosz (MA). Meeting special needs through art therapy in public schools
Erin Keith (M.Ed.) Art therapy program proposal for adults with cancer
Rebecca Sanders (MEd.) A weekend art therapist: Program Proposal to CommonGround

2015
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
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.
Katherine Hill, (M.Ed.) The role of art therapy in creating positive community identity
Kira O’Donnell (MA) The self as artist and sage: An archetypal view of professional identity
Jamie Pillow (M.Ed.). Literature review of art therapy with terminally ill clients: How does art therapy alleviate symptoms and help terminally ill clients cope with symptoms and fear of death?
Teresa Rose (M.Ed.) Art Therapy and Telepathy: Communication with an Individual Diagnosed with Asperger’s Syndrome

2013
Lori Boettcher (M.Ed.) School based group art therapy research study focusing on urban adolescents and promoting improved self-management of asthma
Michelle Boyle (MA) Art therapy and dementia: A program proposal for skilled nursing facilities
Erika Budson (MA). The professional identity of a helper
Wendy Levine (MA) Art therapy for individuals with traumatic brain injury
Kira O’Donnell (MA) The self as artist and sage: An archetypal view of professional identity
Betty Thack (M.Ed.) Caregiving: An influence on career choice
Kate Vannier (MA) How my artist identity helped form my professional identity as an art therapist

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

2011
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
Renee Lee (M.Ed.) How can art therapy be used to help teachers overcome the effects of classroom related stress and burnout?
Hugheen 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
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?
LIBRARY RESOURCES AND SERVICES

Education Liaison Librarian: Karen Liston

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

313-577-4217
134 Purdy Library

LIBRARY INFORMATION
Website: http://www.lib.wayne.edu
Online Assistance: http://www.lib.wayne.edu/help
InterLibrary Loan https://wayne.ILLIAD.OC.LC.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

Canvas
https://canvas.wayne.edu/

Computing and Information Technology Help Desk 577-4778

Counseling and Psychological Services 577-3398 552 Student Center

Education Student Services 577-1605  489 College of Education

Graduate School 577-2170 gradschool.wayne.edu

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

One Card Office 577-2273

Psychology Clinic 577-2840

Registrar’s Office 577-3531

Barnes & Noble Bookstore 577-2436

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

Restaurants and Retail at WSU

http://shops.wayne.edu/restaurants.php
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: Art Therapy

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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>ED</td>
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<td>Terminal Master’s Seminar</td>
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Total number of semester hours required: 49

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

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

MICHIGAN ASSOCIATION OF ART THERAPY  MAAT
Your state affiliate chapter of the American Art Therapy Association
http://www.michiganarttherapy.org/

AMERICAN ART THERAPY ASSOCIATION (AATA) https://arttherapy.org/
4875 Eisenhower Street Suite 240
Alexandria, VA 22304
info@arttherapy.org
All students should join the AATA and the Michigan Association of Art Therapy
AATA Student membership application at arttherapy.org

Being an AATA member will help students develop and appreciate their profession, as well as give a national perspective on the field. Students are recommended to attend the annual conference held in NOVEMBER (2018).

REGISTRATION
The professional credential (A.T.R.) application is handled by the Art Therapy Credentials Board (ATCB). Download an Application for Registration (A.T.R.) from the Art Therapy Credentials Board site (atcb.org). The application requires the completion of the master's degree plus 1000 paid face-to-face, supervised hours in art therapy.

ART THERAPY CREDENTIALS BOARD (ATCB)
This Board oversees the Registration process. You may obtain the ATR application from their site.http://www.atcb.org/
Art Therapy Certification Board
7 Terrace Way
Greensboro, NC 27403

BOARD CERTIFICATION
Any current A.T.R. may elect to take the Art Therapy Board Certification exam which will qualify the individual to be a Board Certified Art Therapist. 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: