Student Handbook
2017-2018

M.A. in Counseling-Clinical Mental Health with
Area of Interest in Art Therapy
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"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 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 through a process following graduation. This 81 cr. program was Approved by the AATA in 2008, and Re-Approved in 2014. Students who begin the MA, but who decide they want to apply for the M.Ed. may do so by completing a “change of major form” in Room 489, Academic Services.

This Handbook focuses on the Art Therapy component of the MA degree. Students should also refer to the Counseling Masters Brochure, which can be downloaded from http://coe.wayne.edu/tbf/counseling/master_handbook_9-2016.pdf

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 Programs 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 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, 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 collaborative program of *Art Therapy* and *Art & Art History* programs, links students and alumni with art based volunteer opportunities in Detroit. As the only university with an Approved Program in Michigan, (and one of three universities in the nation listed by the AATA as having two Approved graduate Art Therapy programs), Wayne State University is a center of art therapy in Michigan.

**Getting Started**

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

In addition to the introductory class in counseling, students begin the art therapy sequence of classes in the fall semester with AED 6320 (Art Therapy: Introduction and Ethics). The program is designed so (ideally) students enroll in required art therapy classes that are sequentially arranged (the recommended sequence appears on the following pages). This usually means at least three classes a semester over three to four years to complete the 81 credits. Students are encouraged to select art therapy courses as their first priority, as counseling courses are offered more often.

**Program Structure**

**Plan of Work**

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

**Research**

As a Carnegie I Research University, research is an important part of the University's mission. In the College of Education, two courses comprise the research sequence: EER 7640 Basic Quantitative Methods or TED 7000 Introductory Masters Seminar, and ED 7999 Terminal Masters Seminar, in the MA 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 Counseling Practicum and 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
* indicates the course is required for both the M.Ed. and the MA

*AED 6320 3 Cr. Art Therapy: Introduction and Ethics
This course provides an introduction to art therapy, with emphasis on the values important to WSU’s art therapy program: diversity, innovative practice, service-learning, reflection, application of art therapy in community, schools and cultural settings. The content includes an overview of the history and development of the art therapy profession, the application of art therapy to various populations and problems, and the ethics of art therapy practice. Students are introduced to art therapy through their own exploration of art therapy techniques; through reading, writing, and participation in off-campus fieldwork or service-learning assignments. This course also emphasizes the personal awareness and self-care required of human service professionals.

*AED 6340 3 Cr. Theory of Art Therapy
The theory of art therapy is explored through significant art therapy literature and the literature of closely related fields, with a special emphasis upon the relationship between fine art, art education, art therapy, and counseling.

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

*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 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.

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

*All Counseling students must register for Family Art Therapy, and two additional Aspects courses.

Additionally, as funding permits, we offer special sections of AED 6360 taught by guest faculty. In past 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 2018 we plan a special one-day alumni event with keynote speaker Paula Howie, HLM (Honorary Life Member) and past president of American Art Therapy Association, former art therapist at Walter Reed Army Hospital and renowned expert on trauma.

CED 6070 3 Cr. Introduction to Counseling
Overview of the counseling profession including: the helping process, theories of counseling and consulting, training, credentialing, ethical and legal standards, professional organizations, history and trends of basic research.

CED 6080 3 Cr. Theories of Counseling
Major theories of counseling: client-centered, rational-emotive, Gestalt, Adlerian, reality, psychoanalytic, behavioral, cognitive. Ethical, legal, multicultural factors in conceptualization and delivery of counseling services in school, rehabilitation and community agency settings.

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

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

*As an alternative to the above two courses, counseling art therapy students may also enroll in AED 7310, Art Therapy for Groups.*

**CED 7030 3 Cr. Counseling & Consulting Services in Community Agencies**
Prereq: CED 6070. Not open to students in School Counseling Specialization. Consultation theory and processes in agencies and post-secondary educational institutions. Roles and functions of counselors in program and proposal development; conflict management; organization, administration and evaluation of services; public relations; knowledge of community referral resources and referral process.

**CED 7080 3 Cr. Career Development and Counseling**
Prereq: CED 6070 or Prereq or Coreq: RCI 7410. Career development theories, career exploration and career preparation methods including: information, leisure, decision making, career-related assessment, use of non-traditional resources and computer-assisted guidance systems, use of occupational information and labor market surveys in career counseling, work-adjustment training, and strategies/skills for adapting vocational and educational resources for use in rehabilitation, school, business and community agency settings.

**CED 7120 3 Cr. Vocational Assessment and Planning**
Techniques of assessment including basic tests are part of the content of RCI 7120. In addition, there is a focus on the special assessment needs of clients with physical and mental disabilities.

**CED 7730 3 Cr. Cultural and Diversity Issues in Mental Health Treatment Research**
Cognitive and experiential study of social and psychological variables that influence the cross-cultural counseling relationship. Emphasis on social identities of race, ethnicity, gender, age, ability, and sexual orientation.

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

**EDP 7410 4 Cr. Human Developmental Psychology**
Survey of research from psychoanalytical and learning viewpoints on human development from birth to adulthood. Emphasis on school environment and community psychology practice.

CED 5030 2 Cr. The Role of the Counselor in Substance Abuse
An overview of counseling principles, procedures, and methods unique to substance abuse settings. Use of specific counseling strategies and treatment models with substance abusers.

CED 6710 (3 total).
Professional Seminar: Students take three 1-cr. courses in ETHICS, CRISIS, DISASTER & TRAUMA, and DSMV.

CED 6720 Workshop in Counseling. Cr. 2 (total 4 cr)
Art therapy students enroll in two CED 6720 workshops in Human Sexuality, and Substance Abuse.

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

OR
*TED 7000 3 Cr. Intro Master's Seminar: Research in Art Therapy (alternative to EER 7640)
This course focuses on research traditions used 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 of research.

*ED 7999 3 cr. Terminal Master's Seminar (Art Therapy) OR ED 8999 8 cr. (Thesis)
Each student must culminate his/her experience with a professional level essay/project. Students register for and complete ED 7999 prior to registering for AED 7890. Students must enroll in Art Therapy section only. Students who wish to publish their essays must obtain approval from the Wayne State University Human Investigation Committee. The application can be obtained from the HIC office at the University Health Center, and is also available online @ www.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. Note: It is recommended that students enroll in CED 7040 Techniques of Counseling course after the completion of all coursework and just prior to enrollment in Counseling Practicum.

CED 7040 3 Cr. Techniques of Counseling
Prereq: CED 6070 or 6080. Techniques, ethics and process of counseling including: facilitative relationships, case conceptualization, goal setting, intervention and outcome evaluation. Development of counseling skills to facilitate growth or change, with respect to

*AED 7380 2 Cr. Art Therapy Practicum*
Students participate as clinicians in the Art Therapy Workshop, a "practicum" class in which art therapy services are provided to children and adults from the community. Students are assigned "clients" for whom they are responsible to assess and design appropriate art therapy experiences during the ten-week workshop. General clinical skills are covered. Pre-requisites: AED 6320, 6340, 6910, 7310, 7330 or 7340; EDP7370 Prerequisite/co-requisite: AED 7300.

CED 7150 2 Cr. Counseling Practicum
Pre-requisites: AED 6320, 6340, 6360, 7500, 7330 or 7340; EDP7370, and all Counseling core program courses including EER 7640 and ED 7999 must be completed prior to enrolling in CED 7150. Students gain supervised experience in individual and group interactions, assessment and appraisal, diagnosis and treatment planning, other professional counseling activities, and develop competency in the use of a variety of professional counseling, and rehabilitation resources.

*AED 7890 3 Cr. Art Therapy Internship*
Supervised 600 hour internship (300 direct client contact hours) in the practice of art therapy with individuals, groups and/or families. Includes group seminar. Students are recommended to register for 1 credit of AED 7890 over three semesters, in which they complete 100-120 direct hours each semester. Prereq: CED 7150, AED 7380.

CED 7020 3 Cr. Counseling Internship
Supervised practice in counseling. Students should obtain internship paperwork from Dr. Wright during Counseling Practicum and make placement arrangements at that time. Must have LPC on site. 240 direct client contact hours required. Students are recommended to register for 1 credit over three semesters in which they complete 80 direct client contact hours per semester.

OPPORTUNITIES TO SPECIALIZE
Students may specialize in a particular area of art therapy by directing assignments around the area of interest. For example, paper assigned for classes can be written about chosen specialty areas. Also, students may select child or adult clients in practicum and choose specific sites of interest for their internship. Masters’ essays may also be designed around students’ areas of interest. Some students complete additional “specializations/concentrations” in counseling (See Counselor Education Master’s Level Program in Counseling Handbook).

EVALUATION (V.)

Student Evaluation: Students are evaluated regularly on achievement and progress in course work and clinical competencies. The procedures for evaluation are printed in each course syllabus. Grades are recorded in the Department and in the College of Education.
**Program Evaluation:** At the conclusion of each course, students have the opportunity to evaluate the instructors. This is an anonymous process. Instructors receive a summary of their course evaluation, usually the following semester. This information is taken seriously, and is used by the instructor to make improvements in the course.

**ADVISING AND ACADEMIC SERVICES**

MA students will have two major advisors, one from art therapy (Dr. Feen) and one from Counseling (Dr. Mack) who can answer questions about Art Therapy and Counseling, respectively. Please contact the appropriate advisor for questions or concerns. The full-time Counseling faculty should all be knowledgeable about Plans of Work, schedules of classes and general Counseling concerns.

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

List of courses for the MA in Clinical Mental Health Counseling with Art Therapy are found at:
http://coe.wayne.edu/tbf/counseling/ma-core-community.php
http://www.coe.wayne.edu/ted/art-therapy

**Required Courses**

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<thead>
<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 and Counseling</td>
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<tr>
<td>3</td>
<td>CED 6070</td>
<td>Intro to Counseling</td>
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<tr>
<td>3</td>
<td>AED 6910</td>
<td>Multicultural Art Ed./Art Therapy</td>
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<td>3</td>
<td>EDP 7370</td>
<td>Psychopathology</td>
</tr>
<tr>
<td>3</td>
<td>AED 7300</td>
<td>Studio Art Therapy</td>
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<td>3</td>
<td>AED 7330</td>
<td>Art Therapy in the Schools</td>
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<tr>
<td>3</td>
<td>AED 7340</td>
<td>Art Therapy with Adults</td>
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<td>1</td>
<td>AED 6360</td>
<td>Aspects of Art Therapy; AT with Families</td>
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<td>2</td>
<td>AED 6360</td>
<td>Aspects of Art Therapy (choose 2 courses)</td>
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<tr>
<td>2</td>
<td>CED 7000</td>
<td>Intro to Group Work*</td>
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<td>2</td>
<td>CED 7010</td>
<td>Group Counseling Participation*</td>
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<td>2</td>
<td>AED 7380</td>
<td>Art Therapy Practicum*</td>
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<td>3</td>
<td>EER 7640</td>
<td>Fundamentals of Quantitative Research OR</td>
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<tr>
<td>3</td>
<td>CED 6080</td>
<td>Theories of Counseling</td>
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<td>4</td>
<td>CED 7040</td>
<td>Techniques of Counseling</td>
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<td>3</td>
<td>CED 7080</td>
<td>Career Development</td>
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<td>4</td>
<td>EDP 7410</td>
<td>Human developmental Psychology</td>
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<td>3</td>
<td>CED 7120</td>
<td>Vocational Assessment &amp; Development</td>
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<td>3</td>
<td>CED 7030</td>
<td>Counseling &amp; Consulting in Community Agency</td>
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<td>3</td>
<td>CED 6710</td>
<td>Prof Smr Contemp Issues (Ethics, DSMV,Trauma)</td>
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<td>2</td>
<td>CED 6720</td>
<td>Workshop in Counseling: Sub Abuse</td>
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<td>2</td>
<td>CED 6720</td>
<td>Workshop in Counseling: Human Sexuality</td>
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<td>CED 7730</td>
<td>Cultural Diversity in Mental Health Treat.&amp; Research</td>
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<td>2</td>
<td>CED 5030</td>
<td>Role of Counselor in Sub. Abuse</td>
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<td>ED 7999</td>
<td>Terminal Masters Seminar</td>
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<td>CED 7150</td>
<td>Counseling Practicum**</td>
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<td>3</td>
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<td>Counseling Internship</td>
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<tr>
<td>3</td>
<td>AED 7890</td>
<td>Art Therapy Internship</td>
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</table>

81 Cr.

*AED 7310 (4 cr) may be substituted for CED 7000 and CED 7010.

**Counseling practicum is usually offered all 3 semesters. Students must apply to be admitted to counseling practicum by January 20 for fall or spring semesters and September 20 for winter semester. Student must have completed Techniques (CED 7040) prior to counseling practicum (recommended the semester prior to counseling practicum).
RecommendeD sequeNce of art therapy and counseling courses

The following schedule represents one possible sequence students may complete the MA program. The counseling courses themselves can be elected in different order as long as the clinical courses come last. Techniques comes before Practicum; Practicum comes before Internship. All Academic courses (with the possible exception of ED 7999) must be completed before Techniques. Although the following schedule is based on course offerings the previous year, sometimes courses must be rescheduled or are offered at times that they conflict with other courses. If that happens, students should choose something else.

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring/Summer</th>
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<tbody>
<tr>
<td>2017-2018</td>
<td>CED 6070 (3) M</td>
<td>AED 6340 (3)T</td>
<td>AED 6360 (1-2)</td>
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<td>AED 6320 (3)W</td>
<td>AED 6910 (3)M</td>
<td>CED 7030 (3) W</td>
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<td></td>
<td>AED 7300 (3) S</td>
<td>CED 6080 (3)W</td>
<td></td>
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<tr>
<td></td>
<td>AED 6360</td>
<td>CED 6720 (2) S</td>
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<tr>
<td>2018-2019</td>
<td>AED 7340 (3)T</td>
<td>CED 6720 (2) S</td>
<td>CED 7000 (2) Sp</td>
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<td>CED 7730 (3)TH</td>
<td>EDP 7410 (4) M</td>
<td>CED 7010 (2)Sp</td>
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<td></td>
<td>RCI 7515 (3) S or EDP 7370</td>
<td>CED 7080 (3)O</td>
<td>AED 7330 Su M-W</td>
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<tr>
<td></td>
<td>CED 6710 (1)S</td>
<td>CED 5030 (2) Th</td>
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<tr>
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<td>AED 7330 or AED 7300</td>
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<tr>
<td>2019-2020</td>
<td>AED 7380 (2)S</td>
<td>ED 7999 (3)M</td>
<td>CED 7150*</td>
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<td>EER 7640 W or TED 7000 (3)M</td>
<td>AED 7310 (alternative to CED 7000/7010)</td>
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<td>AED 7890 (1)</td>
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Most Art Therapy courses are offered once per year only!

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<tr>
<th>FALL COURSES</th>
<th>WINTER COURSES</th>
<th>SPRING / SUMMER COURSES</th>
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<tr>
<td>AED 6320</td>
<td>AED 6910</td>
<td>AED 7330 (odd Summers)</td>
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<td>AED 7340</td>
<td>AED 6340</td>
<td>AED 7890</td>
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<tr>
<td>AED 7300</td>
<td>AED 7310</td>
<td>AED 6360 Ethics (and other selections)</td>
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<td>AED 7380</td>
<td>AED 6360: Family</td>
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## Scheduling Worksheet

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<th>Fall</th>
<th>Winter</th>
<th>Spring/Summer</th>
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FACULTY

Holly Feen, Ph.D., A.T.R.-BC, Associate Professor
Art Therapy and Counseling Co-Coordinator
Holly completed her Ph.D. in Education at the University of Michigan. She has a master's degree in art therapy from Wright State University, Dayton, Ohio, and worked as an art therapist in adult psychiatry, closed head injury, and chemical dependency treatment programs. Holly was Associate Editor of *Art Therapy: Journal of the American Art Therapy Association* (AATA) between 2006-2014. She also served two terms on the AATA Education Program Approval Board (EPAB), the board responsible for reviewing graduate programs in art therapy, and in 2006 was Faculty Convener of the Coalition of Art Therapy Educators. In 2014 she was honored with the American Art Therapy Association Rawley Silver Award for Excellence in Research, and in 2015 AATA awarded her the Distinguished Service Award. Holly has taught all the art therapy classes at one time or another. In recent years she has been teaching the research classes (TED 7000 and ED 7999), 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 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 Duranczyk, M.Ed., A.T.R.
Deb is a Registered Art Therapist, working with small groups and individuals in private practice. She is a Special Education Teacher of the Emotionally Impaired for the Washtenaw Intermediate School District and works with students needing reading intervention in a one-on-one setting. Deb has organized and produced several community arts experiences and founded the VSA Arts Washtenaw Affiliation. In her own work, Deb enjoys watercolor
painting, drawing and collage. Deb teaches AED 6340 Theory of Art Therapy, AED 7380 Art Therapy Counseling Practicum, and AED 7300 Experiential Investigations.

**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 serves 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.

**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.

**Aspects (AED 6360) instructors:**
Currently, 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 for 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.

JoAnne Holbert, Ed.D., LPC, NCC, Counseling Program Coordinator
Dr. Holbert coordinates the Counseling Program. She also teachs the following courses: CED 6700 Role of the Teacher in Counseling, CED 6070 Introduction to Counseling, CED 7030 Counseling and Consulting in Agencies, and CED 7020 Internship in Counseling

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

J. Scott Branson, Ph.D., LPC
Scott teaches Counseling People who Use Substances, Counseling Consultation and Career Counseling

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

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

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

M.A. art therapy students complete approximately 100 pre-internship (sometimes referred to as “practicum”) hours and 600 internship hours, for a minimum total of 700 clinical hours. The AATA requires that 350 of the total clinical hours are in direct client contact in art therapy. The Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that 240 of the 600 internship hours are in direct client contact in counseling (thus AATA requires 110 more direct hours than CACREP). In many cases students will find that they can use both art therapy and counseling techniques in any given direct contact hour. Thus, students are encouraged to seek internship sites where they can practice their skills in counseling and art therapy simultaneously.

Consistent with the University mission, students complete a wide variety of clinical experiences with groups and individuals of all ages, having various abilities and disabilities, both on and off-campus, in urban and suburban settings. Clinical experiences are thoughtfully introduced in the curriculum in phases of increasing depth and responsibility, and supervised by a Registered Art Therapist and a Licensed Professional Counselor. Opportunities for reflection about students’ emerging professional identities as art therapist/counselors are encouraged through journal assignments, art work, supervision, and throughout the seminars completed in conjunction with the clinical hours.

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

In summary, students begin to work with individuals in sites off-campus in a service-learning capacity beginning in the introductory art therapy class, AED 6320, and subsequently in AED 6910, Multicultural Issues (indirect hours). Students complete assessment hours in AED 7330 (Assessment and Practice in the Schools) and AED 7340 (Assessment And Practice With Adults). Next, students complete an on-campus practicum in AED 7380 (Saturday mornings, fall semesters). MA students also complete CED 7150 (Counseling Practicum), which takes place in the Counseling and Testing Center either M/W or T/TH evenings. Upon completion of practica, students apply for Internship by registering for AED 7890 Art Therapy Internship and CED 7020 Counseling Internship. Usually students have one site per semester in which they practice art therapy and counseling; but students attend both art therapy and counseling seminars.

Students should refer to the Counselor Education Master’s Level Program in Counseling Handbook for additional information about Counseling Education Standards.
Insurance/TB Test:
To be eligible to work with clients in clinical settings, the University requires students to have an annual TB test. Additionally, the University requires that each student carry liability insurance. Student art therapy insurance is available through Healthcare Provider’s Service Organization (HPSO) (www.hpso.com), or available with “AATA-Plus” student membership. (NOTE: Counseling students who join ACA receive the liability insurance as a benefit).

In short,
“Practicum” (pre-internship hours): Students accrue 25-45 direct art therapy contact hours in pre-internship experiences. The remaining of the 350+ direct contact hours are accrued in internship.
AED 6320 service-learning (about 20 direct or indirect hours)
AED 7330 5 direct art therapy assessment hours
AED 7340 5 direct art therapy assessment hours
AED 7380 15 direct art therapy hours
Approximately 60 indirect hours are accrued in AED 6910 (Multicultural) and CED 7150 (Counseling Practicum)

Internship:
AED 7890 Art Therapy Internship 3 cr.
CED 7020 Counseling Internship 3 cr.

PRACTICUM HOURS CAN BE ACCRUED IN:
A. SERVICE-LEARNING
Approximately twenty clock 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. Some sites provide opportunities for direct client contact in art therapy, but not all. (Sometimes there is a service-learning assignment in AD 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 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.

D. THERE ARE TWO PRACTICUM CLASSES:
The Art Therapy Practicum (AED 7380) is offered in the Fall Semester, Saturday mornings. In this program, participants come to campus for a 10-week art therapy session.
The Counseling Practicum (CED 7150) takes place in the evenings (i.e. 4:00) in the Counseling and Testing Center. The class is usually offered each semester. Students attend two nights (usually M-W or T-Th) and are assigned to work with community clients and/or WSU students.

**Both practica require written applications and prior approval.** Students submit an application for AED 7380 to the art therapy office one semester in advance (application in this handbook or on website). Students must apply for the Counseling and Testing Center (CTC) part of the practicum by Sept. 20 prior to completing clock hours during any winter session, and by January 20 for spring/summer and fall semesters. Please see Dr. Wright for the Counseling practicum application.

**AED 7380: Art Therapy Practicum**
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 easily missed. Thus, students who know in advance that special events such as weddings would necessitate missing a class, should make every effort to enroll in the class another semester.

**CED 7150 Counseling Practicum**
Students have direct client contact experiences in the Counseling and Testing Center (CTC) (M/W or T/Th evenings). Students complete approximately 35-40 counseling hours in the CTC. Dr. Wright coordinates the clinical component of the counseling program and she may be contacted with counseling related clinical questions ([ad6044@wayne.edu](mailto:ad6044@wayne.edu)).
APPLICATION FOR AED 7380: Art Therapy Practicum
Due one semester in advance of your planned registration. Submit to 163 Comm Arts.

Name_______________________Access ID_______Course CRN_________Date________

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

Indicate Service-Learning Placement completed in AED6910.

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

_____ AED 6320_____AED 7330
_____ AED 6340_____AED 76910 or CED 7730
_____ AED 7340_____ EDP 7370
_____ AED 7310 or counseling group classes
_____AED 7300 (or concurrent enrollment)

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

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

5. Negative TB test. (Attach Copy) ___________________________

6. Psychology pre-reqs completed)?_(Y/N)__________

7. 18 hours Studio Art (pre-req) list classes completed?
(Y/N)________________________________________

8. Preference for individual_______group_________child client_______adult client______

9. Additional information you would like to add about yourself:

______I understand that I am expected to be present every scheduled Saturday of the semester.
**INTERNSHIP**

*As stated, a minimum total of 700 total direct client contact hours are required for graduation.*

For art therapy, at least one-half (350) of this total must be in the direct client contact in art therapy, working with individuals, groups, and/or families. (For counseling at least 240 direct hours in counseling are required.) If 100 hours have been completed in pre-internship experiences (e.g. practica) that leaves **600 hours for internship (also easier to figure because it is an even number!)**

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

Counseling internship sites are required to have an LPC (Licensed Professional Counselor) who is employed by the agency and will act as the site supervisor, providing weekly supervision.

If there is no art therapist employed by the site the university will appoint an ATR supervisor, often the instructor of the internship seminar, who will consult with the site supervisor.

**Art Therapy Internship**

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

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

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

A list of art therapy internship sites is included in this Handbook. The list is updated annually. Although new sites are welcomed, there is also a need to have a sufficient number of students placed in sites already established. Efforts will be made to create the best match between the student and the site, and students’ preferences for certain sites are considered.
ART THERAPY 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 art therapy 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**
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 15-week semester would mean aiming to accrue about 14 hours per week, including 6 -7 direct art therapy hours.

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

300 hours accrued over a 15-week semester would mean 20 hours per week, including 10 direct client contact hours.

Notes:

“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
Art Therapy Internship Sites

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

Be Well Counseling
Kristy Blackmer, MA, LPC
bewellblackmer@gmail.com
517-526-3787

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

Brighton Center for Recovery
12851 Grand River Rd.
Brighton, MI 48116
Wendy Case, ATR, LPC
Wendy.case@ascension.org
810-220-1817

Harbor Oaks Hospital
Krystal Armstrong; Lori Vance
Alissa Petz, Art Therapist
35031 23 Mile
Chesterfield, MI 48047
586-716-1800
lvance@harboroaks.com

Haven
Erica Budson,
erikini2@hotmail.com

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

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

Lincoln Behavioral Services
Theresa Koruch, LPC
Art Therapist
9315 Telegraph Rd.
Redford, MI 48239
313-450-4500

Maple Creek
Jodi Douglas, BS, CTRS
Recreation Tx Dir.
(there is an LPC)
The Woods Maple Creek
1900 32nd St.
Grand Rapids, MI
jdoug@lssm.o

Mariner’s Inn
Stephanie Alston, LPC
Kori Lowe, MSW
Megan White, Art Therapist
445 Ledyard
Detroit, MI 48201
313/962-9446
webbdmi@sbcglobal.net
www.marinersinn.org

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

Milford Counseling Inc.
Elizabeth M. Reader CCS,
CADC, ICADC
Program Director
120 S Main St Ste C
Milford, MI, 48381
248-529-6383
Fax: 866-250-6455
www.milfordcounseling.com

Neighborhood Service Organization Life Choices
Janis Rossman-Kaufmann, ATR
Jacqueline Raxner, LPC
8600 Woodward Ave.
Detroit, MI 48202
Jkaurman114675@comcast.net
248/543-8164
http://www.nso-mi.org/index.php
New Center
Community Mental Health Services
Raheem Hampton LPC
2051 W. Grand Blvd
Detroit, MI 48208
313/961-5331
rhampton@newcenterc
mhs.org

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

Operation Able
Dr. Mary McDougall
4750 Woodward c201
Detroit, MI
mcdougall@operationable.org20
2-1150

Samaritan Counseling Center
Karen Schurgin, LPC
6650 Green Hwy
Tecumseh, MI 49286
margarethawke@sbcglobal.net

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

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

University of Michigan
Pediatric Neuro-rehabilitation:Physical Medicine and Rehabilitation (PMR) Mott Children’s Hospital
Julie Moreno, LPC, ATR
bk1346@wayne.edu
(winter only)

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

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

Washtenaw County Community Support and Treatment Services
Karma Mohring, MA, LPC
2140 E. Ellsworth Rd.
Ann Arbor, MI 48108

Wayne State University-Counseling and Psychological Services (CAPS)
Jenny Crystal, Ph.D., LPC
Theresa Carand, LPC
552 Student Center

White Behavioral Consultants
Maia Lyons, LPC
3820 Packard Suite 250
Ann Arbor, Michigan734-995-6755

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

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

1. When enrolled in CED 7150 (counseling practicum) you will be given a Counseling Internship Handbook and a current list of approved counseling sites.
2. An LPC must be onsite for counseling supervision. The ATR supervision can take place off site (e.g. in internship seminar).
3. To accrue both sets of art therapy and counseling hours simultaneously, you must be able to practice art therapy and counseling at your internship site. You must be able to draw from both sets of techniques, e.g. assessing whether a counseling technique or an art therapy technique would work best for a particular client. Many of the sites that employ LPCs do not have art therapy programs; therefore you must think about how you can bring art therapy to that site. How would art therapy enrich the services currently available? Offer to add an art therapy group; think about how art therapy techniques can be integrated into services offered. Be clear in your interview that you must be able to practice art therapy and counseling. Many sites are also delighted at the prospect of being able to offer some art therapy services.
4. Contact Holly Feen for the most up to date list of sites in which you are likely to be able to practice art therapy and counseling, as the sites often change.
5. Students may do their own research to find a site or they may request assistance from Holly Feen (who may ask you to complete the internship application used to place MEd students). New sites should be requested in advance of the semester students wish to intern, however, so that the site can be vetted for its appropriateness.
6. Generally speaking, students interview with one or more sites until a good match is found.
7. Counseling students take responsibility for paperwork required for counseling internship placement. Paperwork is in the Internship Handbook or distributed in CED 7150.
8. Students attend BOTH counseling and art therapy seminars, which meet (typically) every other week. Sometimes both the AED 7890 and CED 7020 seminars are scheduled on the same evening (meeting one week for art therapy / one week for counseling). Otherwise, students attend 7 - 8 Art Therapy seminars and a 7-8 Counseling seminars on two different days of the week during any 15 week semester.
9. There is separate paperwork (e.g. hours logs) required by Art Therapy interns that students will receive in seminar.
APPLICATION FOR ART THERAPY INTERNSHIP
(submit in duplicate if submitting hard copies)

Name
Last                               First               Middle               Former

Home Address
Number & Street                        City                             State                            Zip

Home Phone ( )                        Work Phone ( ) _____________Email______

Student Number______________________________________________________

No. of hours per week expected to complete (total # _________ direct client contact hours ______
No. of credits registered for _________________________________________________________

Previous degrees earned:

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<th>Institution</th>
<th>Dates Attended</th>
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Please identify your preference for placement: List name of facility, name and title of supervisor, address, email, and phone number. If interested in more than one facility, list each facility on separate sheets.
AED 6320 Experience: (facility, hours) ___________________________________________

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

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

Please respond to the following questions:

Have you ever been convicted of a felony? Yes No

Have you ever been convicted of a misdemeanor involving a minor? Yes No
Art Therapy Hours Log

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

Subtotals

Site supervisor

__________________________________________

WSU ATR__________________________________________
UNIVERSITY SUPERVISOR’S CONTACT REPORT

Student______________________________________________________________

Site of Contact_______________________________________________________

Date of Contact______________________________ Visit #________________

Situation Observed____________________________________________________

____________________________________________________________________

or nature of contact ____________________________________________________

Conference With:

Student____________________________ Site Supervisor______________________

Comments on Conference and Progress of Student_________________________

____________________________________________________________________

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Signed________________________

Date____________________

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Signed________________________

Date____________________
# INTERNSHIP EVALUATION

Art Therapy

**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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</thead>
<tbody>
<tr>
<td><strong>INTERPERSONAL SKILLS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Displays acceptance and empathy for client.</td>
<td></td>
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<tr>
<td>2. Creates atmosphere of trust for expression of feelings.</td>
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<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>7. Observes situations when help is needed and takes initiative to offer assistance.</td>
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</tr>
<tr>
<td><strong>PROFESSIONAL SKILLS</strong></td>
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</tr>
<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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</tr>
</tbody>
</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
PROGRAM INFORMATION
FINANCIAL AID/SCHOLARSHIPS

College of Education Scholarship Information:
Dean's Office
441 Education
577-1623
(www.coe.wayne.edu)
Applications available January 1st and due end of January

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

Complete sets of these and other journals are located in the nearby libraries on campus. Purdy-Kresge Library has *The Arts in Psychotherapy* since 1973, and the *American Journal of Art Therapy* since it was the *Bulletin of Art Therapy*, in 1961. Purdy should also have hard copies of *Art Therapy: Journal of the American Art Therapy Association* through around 2005, after which they purchased an online subscription.

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

**COMPUTERS**
Computers for College of Education student use are located in labs 112 and 114 in the College of Education. Building. Students should also note the university’s Computing and Information Technology, Phone: 313-577-4778; helpdesk@wayne.edu, or main contact: dx0297@wayne.edu for a variety of technological services.

**BLACKBOARD**
All students automatically are registered in Blackboard sites for every class for which they are registered. Most instructors use Blackboard for some purpose including posting of syllabi and other documents, Discussion Board, and/or the Gradebook. There is “help” tab on your Blackboard site, should you need assistance, but the staff in the computer lab in the COE can also assist. NOTE: Students should forward their access IDs to their home email if they use a different email address at home.

**PORTFOLIO**
All students are required to complete an ungraded art therapy portfolio by the time they graduate; presented in the last internship class. The portfolio should reflect students’ art therapy philosophy and strengths. Therefore, students should be thinking about what program materials would appropriately reflect their strengths as they progress through the program. The portfolio should include (but is not limited to) a statement of philosophy, examples of client art work, student’s own art work, a case study, an assessment, and list of classes completed.
ANNUAL STUDENT EXHIBIT
A juried exhibit of student art is held annually in the Community Arts Gallery. Students in the MEd and MA programs are eligible to submit recent work that has not been exhibited in the show previously. Every April works are juried by the Art Education-Art Therapy faculty. Usually the faculty person who had the student in class does not participate in jurying that student’s work. Application forms will be available in 163 to attach to the work. All students are encouraged to submit artwork. We like to have a strong art therapy representation! There is an opening reception usually the end of May.

APPLICATION FOR DEGREE
Students must apply for graduation at the beginning of the semester in which they wish to graduate, specifically by the Friday of the 4th week of classes for that term. Each application requires payment of a $40.00 non-refundable fee per application. http://commencement.wayne.edu/graduation.php

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

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)**

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

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

**2015**
Shanon Bostater (MA) *A neurological response to art making*
Briarne 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 the fear of death?
Teresa Rose (M.Ed.) Art Therapy and Telepathy: Communication with an Individual Diagnosed with Asperger’s Syndrome

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

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

2011
April Butler (MEd) Can Visual Art enhance student’s Language Arts achievements?
Wendy Case (MA) Program and grant proposal for Mariners Inn
Tina Doepker (M.Ed.) Formative Evaluation of Mariners Inn
Emma Faruolo (MA) Formative evaluation of the Heidelberg Project
Michelle Figurski (MA). The Heidelberg Project’s ACE2 Project: Implementation and Evaluation
Rachelle Grubb (M.Ed.) What are agency directors’ experiences with art based service-learning?
Jacqueline Kennedy (MA) Program Proposal for Capuchin Soup Kitchen
Christina Shiue Jia Liau (MA) Formative Evaluation of Children’s Hospital of Michigan
Marie Murray (MA) Evaluative research report for VSAMI searching for evidence-based methods to identify how “artsJAM” enhances personal development in persons with disabilities
Mona Patel (MA) What programs are similar to ArtsCropsDetroit? A literature review of arts based service-learning in higher education
Julie C. Moreno (MA) Literature Review of Assessment in Community Agencies with Arts Programming
Amy Rostollan (M.Ed.) History of Art based service-learning in the United States.
Shazia Siddiqi (MA) Art therapy at Farmington Alternative High School: A program proposal
Sarah Watson (MA) Who am I: Counselor, Artist, Art Therapist? A professional identity memoir
Valerie Whitaker (MA) Finding my strength: A professional identity memoir

2010
Parina Davis-Usher (MA) A proposal for creating an art therapy community outreach center designed for pediatric cancer patients
Jennifer Elliott (MA) Art therapy and substance abuse: A program proposal
Marquita Granger (M.Ed.) The impact of art on successful people: Have art classes contributed to personal and professional success?
Rachel Green (M.Ed. From isolation to integrated involvement: A professional identity memoir
Jane McBride (M.Ed.) High school visual arts as academic core quality offering for college bound design students
Heather Robert (MA) Art therapy and MPower: Program Proposal
Erin Shahly (M.Ed.) Art therapy program proposal for students with learning disabilities
Megan Schmidt (MA) Art therapy in the treatment of post-traumatic stress disorder
Carla Washington (MA) Eco-art therapy for at-risk youth
2009
Kathy Brusseau (MA) Alzheimer’s Disease and art therapy
Rosie Chapman (M.Ed.) Use of photovoice with middle class African American women
Ellene Corace (MA) The combined effects of career counseling and art therapy techniques on the vocational self-esteem of urban adolescents with disabilities
Irene Craig (M.Ed.) Art therapy and cancer: A personal journey
Kelly Darke (M.Ed.) What are the unique therapeutic characteristics of fiber arts?
Gabriela Gonzales (MA) Utilizing printmaking as a treatment modality for individuals with combat-related post-traumatic stress
Brooke Hiller (MA) Exploring combat veterans’ transition to a civilian-centered environment through art therapy and group discussion
Terry Ford Holcomb (M.Ed.) An art-based study investigating the question: What happens when women in mid-life engage in making self-portraiture?
Michelle Pate (MA) The dividing line: Reconciling counselor and art therapist professional identity
Nichole Reesman (MA) Is art therapy beneficial to corporate workers who experience stress?
Judy Wilson (M.Ed.) Effects of the’ Learning to See’ method of art therapy on depression

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

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

Education Liaison Librarian: Karen Liston

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

313-577-4217
134 Purdy Library

LIBRARY INFORMATION
Website: http://www.lib.wayne.edu
Online Assistance: http://www.lib.wayne.edu/help
InterLibrary Loan https://wayne.illiad.oclc.org/illiad/illiad.dll
Maps and directions http://www.lib.wayne.edu/info/maps/

PURDY/ KRESGE LIBRARY
Reference: 313-577-6423
Circulation: 313-577-4043
Hours: http://www.lib.wayne.edu/info/hours/

SCIENCE & ENGINEERING LIBRARY
Reference: 313-577-4068
Circulation: 313-577-4066

DAVID ADAMANY UNDERGRADUATE LIBRARY
Reference: 313-577-8852
Circulation: 313-577-5121

EXTENDED STUDY CENTER (AT THE DAVID ADAMANY UNDERGRADUATE LIBRARY)
Phone: 313-577-8606

SHIFFMAN MEDICAL LIBRARY
http://www.lib.wayne.edu/shiffman/
Reference: 313-577-1094
Circulation: 313-577-4118

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

Blackboard Learning System  
blackboard.wayne.edu  
Blackboard videos https://www.youtube.com/channel/UCkI-Qn9HoiPAKFsH38DBrdA

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

NAME: ________________________________ ID#: ____________________

ADDRESS: _____________________________________________________________________________

HOME PHONE: ______________________________ E-MAIL ADDRESS

DEGREE SOUGHT: MA MAJOR: Counseling SPECIALIZATION(S): Art Therapy

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<thead>
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<th>University</th>
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<th>Dept.</th>
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### COUNSELOR EDUCATION SPECIALIZATION(S) COURSES

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<th>Grade</th>
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<td>AED</td>
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<td>Art Therapy: Introduction and Ethics</td>
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<td>AED</td>
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<td>Aspects of Art Therapy: Families</td>
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<td>Aspects of Art Therapy (choose 2 one credit classes)</td>
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<td>Multicultural Issues in Art Education</td>
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<td>Art Therapy in the Schools: Assessment &amp; Practice</td>
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<td>Art Therapy with Adults: Assessment &amp; Practice</td>
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<td>Art Therapy Internship</td>
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**Undergraduate and Graduate Level**
- 18 semester credits in studio art course work, including drawing, painting & sculpture or ceramics
  - Yes
- 12 semester credits of psychology course work including abnormal & developmental psychology or equivalent
  - Yes

**Total COUNSELOR EDUCATION AND SPECIALIZATION COURSES**

Total number of semester credit hours required for degree: **81**

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

Petition for admission to candidacy

Plan of Work approved & candidacy recommended (CED Advisor’s signature)  
(Date)  
(ART THERAPY Advisor’s signature)  
(Date)

Candidacy authorized by College of Education Admissions and Records Office:

Checked by: ________________________________ Date:
SMATA
stands for Students of the Michigan Art Therapy Association. There are student meetings several times a semester. Current president is M.Ed. student Rebecca Sanders.
http://doso.wayne.edu/student-organizations/students-of-the-michigan-art-therapy-association

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

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

ATCB
Art Therapy Credentials Board
This Board oversees the Registration and Board Certification process. Students are encouraged to view the ATR application on this site in order to help inform their understanding of the Registration process.
www.atcb.org

ACA
Refer to The Counselor Education Master’s Level Program in Counseling Handbook for a list of counseling associations. American Counseling Association:
http://counseling.org
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
AATA Student membership application:

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

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

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

For further information about registration or certification in art therapy contact:
ATCB
Art Therapy Certification Board
7 Terrace Way S
Greensboro, NC 27403
http://www.atcb.org/