

Marywood University Graduate Art Therapy Program Handbook 2022-2023



The Graduate Art Therapy Program at Marywood University is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

The link to the CAAHEP website is www.caahep.org

MARYWOOD UNIVERSITY
GRADUATE ART THERAPY PROGRAM

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Dear Art Therapy Graduate Student,

On behalf of the faculty and administration I want to take this opportunity to welcome you to the Marywood University Graduate Art Therapy Program. Art therapy education is a vital component of the Marywood community, and I am pleased that you have decided to take this exciting journey with us. The faculty and the art department are deeply committed to supporting your growth and development as an artist - therapist. The program will provide you with a creative integration of academic and clinical education as well as active artistic engagement. We, at Marywood, have a profound belief in the value of art making and the therapeutic process. Please know that we are honored to welcome you into the profession.

Sister Dorothy McLaughlin founded the art therapy program at Marywood over 40 years ago in 1980! Over the years it has established a tradition of excellence that has been nationally recognized. The program has often been enriched through the participation of leading scholars, authors, and practitioners in the field. Among these have been such noted authorities in the profession as Shaun McNiff, Myra Levick, Don Jones, David Henley, Pat Allen, Arthur Robbins, Bruce Moon, and others. We are pleased to announce that as of May 14, 2021, our program has been granted initial accreditation status from the Commission on Accreditation of Allied Health Education Programs (CAAHEP). Should you wish to learn more about this, the link to the CAAHEP website is www.caahep.org.

Today, faculty consists of the Director, Associate Professor of Practice Stephanie Wise, ATR- BC ATCS, LCAT and Assistant Professor Ashley Hartman, Ph.D., ATR-BC. Part time faculty member, Meg Franzone, also serves as the Internship/Practicum Coordinator. Other highly qualified credentialed adjunct faculty members bring their unique philosophic, clinical, and educational skills and experience to the program thus providing a rich and diverse foundation for our students. Our graduate assistant this year is Colleen Sincavage, and she serves as an important bridge between the students and faculty. Together, as a community, we believe we bring you a rich and supportive team.

Please review the materials contained in this handbook. The Student Handbook has been developed to help you make the transition into your new life as a graduate art therapy student and you will be responsible for familiarizing yourself with the information contained therein.

Please feel free to contact Stephanie Wise at (570) 348-6278 ext. 2525, or email at swise@maryu.marywood.edu if you have any questions about your program. The art therapy profession is a creative, challenging, and exciting discipline and we look forward to being a part of your entry into the field. The Art Department and Graduate Art Therapy Program wishes you well as you pursue your graduate education. The doors to the faculty offices are almost always open. Don't hesitate to drop by.



Stephanie Wise, MA, ATR-BC, ATCS, LCAT
 Director, Art Therapy Program
swise@maryu.marywood.edu

Academic Year 2022-2023

Faculty and Staff Contact Information

Program Director

Stephanie Wise MA, ATR-BC, ATCS, LCAT
swise@maryu.marywood.edu

Faculty

Ashley Hartman Ph.D. ATR-BC
ahartman@maryu.marywood.edu

Graduate Assistant

Hannah Muller
cesincavage@m.marywood.edu

Visual Arts Administrative Assistant (full-time)

Traci Greening
tgreening@maryu.marywood.edu

The Mission of the Graduate Art Therapy Program at Marywood

The Graduate Art Therapy Program Mission at Marywood University is built upon artistic, ethical, and spiritual values within a tradition of service to humankind. Our art therapy program provides a supportive framework for the enhancement of students' capacity to utilize the therapeutic qualities of art making with a wide variety of populations. With this focus, there is an ongoing commitment to the integration of students' learning domains in the areas of personal artistic growth, academic study, multicultural awareness and development of clinical skills to prepare competent entry-level Art Therapists in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the job market. Housed within the Art Department of the College of Arts and Sciences, the Art Therapy Program at Marywood University offers an art based, humanistic approach taught by faculty who have wide ranges of expertise, are deeply committed to the profession of art therapy and strive toward the development of compassionate and competent future practitioners. The Graduate Art Therapy Program educates students so that they may serve as therapists with a profound appreciation of each human being in our interdependent world.

Please note: All activities required in the program must be educational and students must not be substituted for staff.

Marywood University Mission

A Catholic university sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, Marywood University roots itself in the principle of justice and a belief that education empowers people. Enacting its ideals, Marywood offers students a welcoming and supportive community that encourages men and women of all backgrounds to shape their lives as leaders in service to others. Proud of its liberal arts tradition and host of professional disciplines, Marywood challenges students to broaden their understanding of global issues and to make decisions based on spiritual, ethical, and religious values. Marywood calls upon students to seek their full potential and invites all to engage in a lifelong process of learning. Witnessing the efficacy of teaching and scholarship, Marywood educates students to live responsibly in a diverse and interdependent world.

The Art Department Mission

The programs in Art are designed to help students attain full development as creative persons through the integration of art studies with the total concept of a liberal arts education. It is through the creative, aesthetic dimension of human intelligence that greatness in culture is born. The human person communicates this dimension through the process of art. The artist, in his/her quest for a common abstraction or "truth" in nature and in humanity, functions to challenge and set standards of excellence in all aspects of human endeavor.

Through critical awareness and understanding of the physical world and its relationship to social, ethical, and economic conditions, the art student begins this quest. Artistic (creative) potential lies, often dormant, within every person from any cultural background or educational exposure. Once released, this powerful communication form reveals each individual's cohesive relationship to the world in all its diversity and enables the artist as a more "fully developed" person to foster quality in and respect for, life.

By virtue of its diversity art applauds differences as well as similarities. It is also through this dimension that spiritual insights, social awareness, and dedication to personal, responsible communication develop and are expressed. As an active participant in the mission and philosophy of

Marywood University, the goals of the Department of Art include preparation of individuals experienced in diverse creative processes through the various art media.

Students are involved intensely in self-discovery, self-evaluation, artistic research (affective and cognitive), and professional presentation of products. As a result, the art student develops a sense of responsibility, empathy and professionalism, which then should be reflected, upon graduation, by commitment and involvement as a professional in the larger community. It is this growing sense of responsibility for quality communication, balanced with creativity that will enrich future generations.

Overview of The Program

Housed within the Art Department of the College of Arts and Sciences, the Art Therapy Program at Marywood University offers an art-based, humanistic approach taught by faculty who have wide ranges of expertise, are deeply committed to the profession of art therapy and strive toward the development of compassionate and competent future practitioners. The Graduate Art Therapy Program educates students so that they may serve as therapists with a profound appreciation of each human being in our interdependent world.

The program is located within the Art Department and utilizes an “art-based” approach to graduate level art therapy education. Generally, most art therapy classes meet in room 218 or 228 of Shields Visual Arts Center (VAC or SVAC). The faculty strives to create a community of learners in which all members share a commitment to participating fully and meaningfully in graduate level academic, artistic and clinical processes.

Specifically, we expect learners to:

- Develop a sophisticated and coherent identity as an artist-therapist
- Engage in on-going personal artistic activity and growth
- Integrate academic and clinical study
- Develop a deep understanding of therapeutic qualities of art making
- Demonstrate an ability to formulate questions, develop hypotheses and assemble information and present new ideas with clarity
- Develop an understanding of ethical research practices and the role of research in the art therapy profession
- Gain clinical expertise in the delivery of art therapy services to a wide range of patient/client populations
- Demonstrate awareness of self and others and the multiple dimensions of diversity that effect therapeutic relationships and art therapy engagement
- Demonstrate a profound appreciation for the dignity of each human being and their images

Degree Requirements

Students must complete sixty (60) credits to receive the master’s degree. Forty-five (45) credits are in art therapy (36 required credits, 9 elective credits). Six (6) credits are in studio art, and nine (9) credits in psychology/counseling. Each student must obtain 800 hours of practicum experience (200 per semester), prepare a Thesis or Professional Contribution, pass Candidacy, and pass the Comprehensive Examination.

Students **must apply to the graduate school for candidacy** after they have successfully completed 1) 18 credit hours taken at Marywood, 2) maintained a B average or better, and 3) completed at least 300 hours of practicum/internship. Students will meet with the Director and Art Therapy faculty to review progress in the program. Please refer to the degree candidacy form on page 18 of this document.

Curriculum

The Graduate Art program is designed to meet the need for trained professionals in the mental health field and in other human service areas.

The Marywood Art Therapy program is an accredited program of the Commission on Accreditation of Allied Health Education Programs. The course of study combines art therapy theory and technique, psychology, clinical practicum and supervision, and personal artistic development to provide the learner with a thorough and rich educational experience.

Marywood Guidelines

All students benefit from the rights and privileges of being a member of the broader Marywood community. Students are also bound by policies and procedures established for students. Please locate and review policies on academic honesty and accommodations for disabilities, among other policies, in the Marywood University Student Handbook and within each course syllabus.

Grading Policies and Procedures

Student's grades are the responsibility of the Program Director, Practicum Supervisors, and Program Faculty. Final grades will be based on knowledge of the subject matter as determined through testing and/or assessment. Additionally, during each practicum placement, assessment and observation of student performance will be made by Supervisors. It will also be based on professional considerations such as attendance, punctuality, dependability, initiative, ability to accept and utilize constructive criticisms, ability to relate to other professionals, and adherence to professional standards and the professional code of ethics. Students must maintain a B average or better in order to graduate from the program.

In the computation of grade point averages, the following grading system is used:

A	97-100	4.0
A-	92-96	3.67
B+	88-91	3.33
B	84-87	3.0
B-	80-83	2.67

F	Unofficial Withdrawal (Failure to resolve I or X)	The grade of F indicates that the student has no obtained any credit for semester's work. If this is a required course, it must be retaken.
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I	Incomplete	The grade of I is given to a student who has done satisfactory work in a course but has not completed the course requirements because of illness or some other emergency situation. The student must submit to the course instructor a written request for the grade I. This grade must be resolved within 1 month after opening of the following semester or the grade will become a permanent F. The I grade will not be figured into GPA.
W	Withdrew Officially	The grade of W will not be figured into the GPA.
X	Temporary Delay	The grade of an X means there is a temporary delay in reporting the final grade. The X grade will not be calculated in the GPA.

GRADUATE ART THERAPY PROGRAM COURSE LISTINGS

60 Credits Required:

Art Therapy - 36 Credits

Art Therapy Electives – 9 Credits

500 Level Studio Art or Art History - 6 Credits

Psychology - 9 Credits

Art Therapy Courses: 36 Credits Required

AT 520 Introduction to Art Therapy 3 credits

AT 529 Ethical Issues in Art Therapy 3

AT 533 Art Based Research and Assessment 3

AT 534 Multicultural Issues in Art Therapy 3

AT 536 Art Therapy Studio 3

AT 537 Group Process in Art Therapy 3

AT 540 a Practicum/Group Supervision 3

AT 540 b Practicum/Group Supervision 3

AT 540 c Practicum/Group Supervision 3

AT 540 d Practicum/Group Supervision 3

AT 545 Developmental Dynamics in AT 3

AT 595 Professional Thesis 3- (3 semesters-1 cr. each)

Studio Art Courses: 6 Credits Required*

Art 500 Level Studio Course 3

Art 500 Level Studio Course 3

*600 Level Art History may substitute for one 500 Level Studio Course

Elective Art Therapy Courses: 9 Credits Required

AT 521 Expressive Arts Workshop 3

AT 527 Trauma & Resiliency in Art Therapy 3

AT 528 Psychology of Art 3

AT 531 Introduction to Family Art Therapy 3

AT 560 AT Therapies in the Treatment of Addictions 3

(AT 599 Art Therapy Independent Study 3)

AT 561 Intro to Jungian Sand Tray 3

AT 606B Art Therapy in Alternative Settings 3

AT 598D Museum-Based Art Therapy 3

Psychology Courses: 9 Credits Required*

PSY 501 Research Methodology 3

PSY 531 Psychopathology 3

PSY 532 Child Psychopathology 3

*Other Psychology or Counseling Courses may supplant those listed above with the permission of the Director of the Art Therapy Program.

SAMPLE SEQUENCE OF COURSES

Masters in Art Therapy

FOR COMPLETION IN 2 YEARS, INCLUDING 1 SUMMER

1st Year

FALL SEMESTER - 15 credits

AT 520 Introduction to Art Therapy 3

AT 536 Studio in Art Therapy 3

AT 545 Developmental Dynamics 3

PSY 531 Psychopathology 3

500 Level Studio Art Course 3

SPRING SEMESTER - 15 credits

AT 540A Practicum/Group Supervision 3

AT 533 Art Based Research & Assessment 3

AT 529 Ethical Issues in Art Therapy 3

PSY 501 Research Methods 3

500 Level Studio Art Course 3

MAY MESTER – an Art Therapy Elective 3

SUMMER 1 & 2 SEMESTERS - 7 credits

AT 595A Professional Thesis A 1

AT 540B Practicum/Group Supervision 3

Art Therapy Elective 3

2nd Year

FALL SEMESTER - 13 credits

AT 537 Group Process in Art Therapy 3

AT 540C Practicum/Group Supervision 3

PSY 532 Child Psychopathology 3

AT 595B Professional Thesis B 1

SPRING SEMESTER - 10 credits

AT 595C Professional Thesis C 1

AT 540D Practicum/Group Supervision 3

AT 534 Multicultural Issues in Art Therapy 3

Art Therapy Elective 3

DEAN 072 (0 CR.)

* Comprehensive Examination must be taken before graduation. Please sign up with Director of the Art Therapy Program.

**Exam dates for the 2022-2022 academic year will be available in the fall. All are held on Saturdays from 8:30am to 1pm.

Master of Art in Art Therapy Course Sequence

1st Year FALL					
					<p>Required during Program:</p> <p>500 Level Studio Art 3.0 cr. 500 Level Studio Art 3.0 cr. AT Elective 3.0 cr. AT Elective 3.0 cr. AT Elective 3.0 cr.</p> <p>TOTAL Program = 60 cr.</p>
	AT 520	Intro to Art Therapy	3.0 cr.		
	AT 545	Developmental Dynamics	3.0 cr.		
	AT 536	Art Therapy Studio	3.0 cr.		
	PSY 531	Psychopathology	3.0 cr.		
		Elective			
1st Year SPRING					
	AT 540A	Practicum A	3.0 cr.		
	AT 533	AT Research & Assessments	3.0 cr.		
	AT 529	Ethics in Art Therapy	3.0 cr.		
	PSY 501	Research Methods	3.0 cr.		
		Elective			
Maymester					
		Elective			
Summer 1					

	AT 540B	Practicum B		
	AT 595A	Thesis I	3.0 cr. over SU 1&2 1.0 cr. over SU 1& 2	
Summer 2				
	AT 540B	Practicum B		
	AT 595A	Thesis I		
2nd Year FALL				
	AT 537	Group Process in AT	3.0 cr.	Electives: AT 521 Expressive Arts Workshop 3.0 cr. AT 527 Trauma & Resilience in AT 3.0 cr. AT 528 Psychology of Art 3.0 cr. AT 531 Family AT 3.0 cr. AT 606A AT in Alternative Settings 3.0 cr. AT 560 AT in Treatment of Addictions 3.0 cr. AT 561 Intro to Jungian Sandplay 3.0 cr. AT 598D Museum-Based AT
	AT 540C	Practicum C	3.0 cr.	
	AT 595 B	Thesis II	1.0 cr.	
	PSY 532	Child Psychopathology	3.0 cr.	
2nd Year SPRING				
	AT 540D	Practicum D	3.0 cr.	
	AT 595C	Thesis III	1.0 cr.	
	AT 534	Multicultural AT	3.0 cr.	
May Mester				
Summer 1				
Summer 2				

AT 520 Intro required before Practicum begins
 AT 533-Research & Assessments is required before Thesis I/II/III can be taken.

Revised 08/12/20

General Program Information



Artistic Growth

While you are a student in the art therapy program you are expected to maintain active involvement in your own personal art making. Please plan your weekly schedule so that you have ample time for your studies, and your artistic endeavors. Room 218 and Room 228 are open to Art Therapy students for studio work each evening and on weekends. You are also welcome to use the Insalaco Studio Arts Center.

APA Format

The accepted writing style for papers in the art therapy discipline is found in the Publication Manual of the American Psychological Association, Seventh Edition. The APA Publication Manual is available for purchase in the Campus Store or online.

Inclusive Language

All written assignments for individual courses should be written in a style that is gender inclusive.

Ethical Principles for Art Therapists

The Ethical Principles for Art Therapists, set forth by the American Art Therapy Association (AATA), are intended to provide aspirational values and principles to cover many situations encountered by art therapists. The goal is to safeguard the welfare of the individuals and groups with whom art therapists work and to promote the education of members, students, and the public regarding ethical practice of the art therapy discipline.

Please view the document here:

<http://www.americanarttherapyassociation.org/upload/ethicalprinciples.pdf>

Learning Resources

- Learning Commons
 - A collection of current texts, journals, periodicals, and reference materials applicable and related to the curriculum and the continued professional growth of the art therapist is housed in the Learning Commons and is available for student use. Orientation to updated resources will be provided during your first semester at Marywood and will also be provided in courses as needed. In order to be successful within the program it is critical that you use the library often.
- Journal of the American Art Therapy Association
 - Members of AATA have full online access to the Journal of the American Art Therapy Association.
- Internet
 - Internet access is available for all students. The Art Therapy Program is housed in a Wi-Fi enabled building.

Professional Behavior and Appearance

As a graduate student in art therapy, you will be a representative of the Art Therapy Profession and of Marywood University. You are expected to behave in a professional manner at all times in practicum settings and in class. You are also expected to dress in a manner that is appropriate for clinical and professional settings. This may vary depending upon the context.

Interpersonal Behavior

It is expected that appropriate interpersonal behaviors be displayed at all times in order to maintain and perpetuate an environment of respect and collegiality. If a student demonstrates interpersonal behaviors which are incompatible with the Program's classroom or practicum requirements, they may be dismissed from the Program. Students may demonstrate an overall pattern of incompatibility with and/or inability through the following but not limited to:

- Inability to establish and maintain positive and constructive interpersonal relations including the inability to deal with conflict
- Emotional instability and/or immaturity as measured through repeated difficulties in forming professional relationships with faculty, staff, practicum personnel, and peers (e.g. physical or verbal abuse, acts of relational impropriety, and/or criminal violation of the personal and/or property rights of others)
- Persistent personality deficits that consistently and significantly interfere with student's learning or classroom integrity
- Behaviors that show symptoms of sufficient dysfunction or personal distress so as to compromise the client/therapist integrity

Professional Image

The professional image is designed to maintain and perpetuate professionalism and respect among students throughout the program. By adhering to professional standards of dress, safety, and hygiene, students will project competence and credibility during their interactions with clients, colleagues, and the general public. Professional dress code includes, but is not limited to, the following criteria:

- Clothing should allow for adequate movement during client care, and should not be tight, low cut, or expose the trunk or undergarments
- Excessive (visible) body piercings are discouraged
- Fingernails should be kept clean and trimmed
- Students may not exhibit offensive tattoos. Students may be required to cover tattoos
- No excessive or heavy perfumes or aftershaves/colognes
- Hair should be clean and arranged neatly

Students may demonstrate significant difficulties in forming a professional image through, but not limited to, the following:

- Severe and persistent problems with personal hygiene which inhibit interaction with others. This may stem from a severe lack of self-awareness, emotional instability/immaturity, a cultural incongruence with accepted minimum professional standards, and/or disregard for minimum public health standards.
- Severe and persistent disregard for University dress codes of a degree to be considered disruptive to the learning environment or run counter to the professional integrity of the University or the Program.

- Seriously inappropriate affect as demonstrated by extremely withdrawn personality style, persistent incongruent affective responses in the classroom and/or clinical site, violent and inflammatory responses, or persistent angry and hostile mood.
- Personal problems of such a magnitude that the student is unable to work effectively with colleagues and/or patients.

Social Networking/Technology/Electronic Communication

The Art Therapy Program faculty recognizes that social networking websites and applications, including but not limited to Facebook, Instagram/Snapchat, and Twitter, etc...are an important and timely means of communication. However, students who use these websites and other applications must be aware of the critical importance of privatizing their applications so that only trustworthy “friends” have access to the web sites/applications. They must also be aware that posting certain information is illegal. Violation of existing statutes and administrative regulations may expose the offender to criminal and civil liability, and the punishment for violations may include fines and imprisonment. Offenders also may be subject to adverse academic actions that range from a letter of reprimand to probation to dismissal from the Program.

The following actions are strictly forbidden:

- In your professional role of art therapist, you may not present the personal health information of other individuals. Removal of an individual’s name does not constitute proper de-identification of protected health information. Inclusion of data such as age, gender, race, diagnosis, date of evaluation, or type of treatment, may still allow the reader to recognize the identity of a specific individual.
- You may not report private (protected) academic information of another student. Such information might include, but is not limited to course or practicum grades, narrative evaluations, examination scores, or adverse academic actions.
- In posting information on social networking sites, you may not present yourself as an official representative or spokesperson for the Art Therapy Program.
- You may not represent yourself as another person, real or fictitious, or otherwise attempt to obscure your identity as a means to circumvent the prohibitions above and below.
- You may not utilize web sites and/or applications in a manner that interferes with your official academic commitments. This includes, but is not limited to, monopolizing a hospital or clinic computer with personal business when others need to access the computer for patient related matters. Moreover, do not delay completion of assigned clinical responsibilities in order to engage in social networking.

In addition to the absolute prohibitions listed above, the actions listed below are strongly discouraged:

- Display of vulgar language
- Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, or sexual orientation

- Presentation of personal photographs or photographs of others that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity

Please be aware that no privatization measure is perfect and that undesigned persons may still gain access to your networking site. Violations of these guidelines may be considered unprofessional behavior and may be the basis for disciplinary action, including dismissal from the program.

Drug and Alcohol Awareness

Students are expected and required to report to classes on time and in appropriate mental and physical condition. It is the program's intent and obligation to provide a drug-free, healthy, safe, and secure environment.

Degree Candidacy

All students must apply for degree candidacy after the completion of 18 graduate credits within the program. The form below should be filled out and signed by the Director of the Art Therapy Program.

Communication

All Graduate Art Therapy students are **REQUIRED** to keep a functioning Marywood email address, in order to receive program news and updates. Your Marywood email will be utilized by faculty members and instructors.

Art Supplies and Storage

Many art supplies are provided to students; however you are encouraged to supplement those supplies as needed. Students may store personal supplies and artworks in progress in lockers (available for a small deposit) on the second floor of the Visual Arts Center. Please see the department secretary to obtain a locker.

Marywood University Counseling/Student Development Center

All students currently enrolled at Marywood University are welcome to use the Marywood University Counseling/Student Development Center for any type of personal or academic problems. While this is not a requirement of the program, it is strongly recommended that students undertake personal therapy as future therapists, as it is a good idea to understand oneself better and the experience of our clients.

The Counseling Center staff is bound by ethical and legal guidelines to protect a student's right to confidentiality. No information, written or spoken is released to other persons without the student's written permission. The only exceptions to these guidelines are information released that is governed by law. These are specific to situations where there is reason to believe that there is intent to harm oneself, or another, and to situations where one may be court-ordered in cases of involvement in a lawsuit.

Appointments may be scheduled in person at the Counseling/Student Development Center which is located in the McGowan Center 1017, or by calling the office at (570) 348-6245 or through email at csdc@maryu.marywood.edu.

“Super Saturdays”

Marywood University Art Therapy Programs sponsor “Super Saturdays” for participants of the Deutsch Institute. Intellectually challenged adults engage in activities designed by faculty and students. You are strongly encouraged to participate. See Director for dates.

Professional Organizations

The American Art Therapy Association (AATA) is the professional association for art therapists in the United States. As a student in the Marywood University Art Therapy Program you are encouraged to become a student member of the AATA.

*You are strongly encouraged to attend the **Annual AATA Conference**:*

Please see www.americanarttherapyassociation.org for more information. There are limited university funds for students planning to attend.

Pennsylvania Art Therapy Association (PAATA) and is the local AATA Affiliate Chapter. You are strongly encouraged to become a student member and to attend this annual conference as well. PAATA can be contacted at paataorg@gmail.com and may be found on the web: <http://paata.org>.

Marywood University Student Art Therapy Association (MUSATA)

In addition to the AATA and the PAATA you are expected to be an active member of our program service organization, MUSATA. It is an opportunity to develop a sense of community with your fellow student art therapists. MUSATA engages in charitable work, on campus events, and a First Friday art exhibit in Scranton. The 2021-2022 President of MUSATA is Katie Ionescu. Please contact her at musata@m.marywood.edu. A meeting schedule will be provided early in the fall semester.

The Art Therapy Credentials Board (ATCB)

The Art Therapy Credentials Board is the organization that oversees registration of art therapists and administers the national certification examination.

The sequence of credentialing:

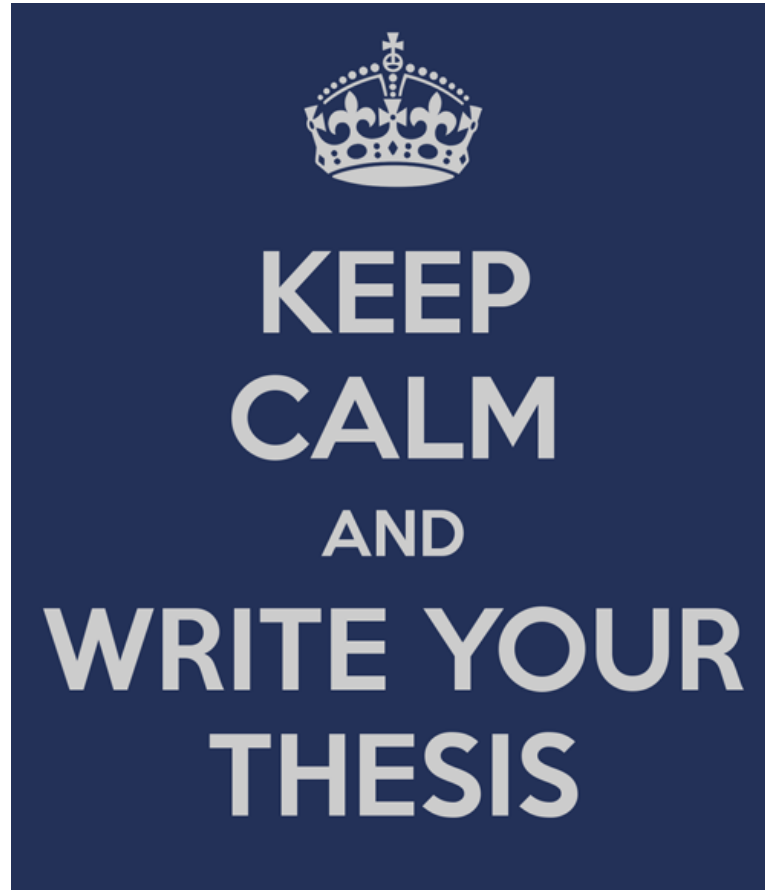
1. Complete your Master's Degree at Marywood University
2. When you are offered a position, apply for your Provisional ATR (P-ATR) from ATCB.
3. Complete 1000 hours of supervised clinical client contact experience (after you have graduated from Marywood)
4. Apply for registration (ATR) with the Art Therapy Credentials Board
5. After you receive your ATR, you will be eligible to sit for the national certification examination.
6. Pass the Board Certification Exam!!! You are now an ATR-BC!!!

You may contact the ATCB for a very helpful brochure titled: *Professional credentials: A Guide for Students and Recent Graduates*.

Visit www.atcb.org for more information.

NOTE: Please refer to the ATCB website for specific processes required for registration/board certification and the new supervisor credential.

The Code of Professional Practice is also available on the ATCB website Please download and refer to this document.



OR

Professional Contribution

Thesis or Professional Contribution

Students have the option of doing a research thesis or professional contribution. It is the capstone accomplishment of the master's degree in Art Therapy. This experience serves as a final academic opportunity to explore a topic of choice combining critical and creative thinking. Students often choose to do an original research project individually or in small groups subject to the approval of our Institutional Research Board (IRB). Alternatively, there are opportunities for students to develop rigorous professional contributions incorporating concepts of art therapy, creativity, and current trends within the profession. Both thesis and professional contributions require lengthy papers – usually about 60 pages – to support and elucidate the research process including development of new perspectives and ideas. All graduate students are required to take the 3 credit course, AT 533 Art Therapy Research & Assessment as well as 3 individual credits over 3 semesters of AT Thesis 595 (1,2,3) in order to complete the writing and projects. Discussion about these options will take place throughout your time in the program. All theses and professional contributions are subject to approval of the Director of the Art Therapy Program.

GUIDELINES FOR THESIS

The paper should be approximately 40-50 pages of text. All work should be 12 point (Times New Roman), double-spaced, and with 1 ½” left margin and 1”right, top, bottom margins. The Thesis must be proofed and submitted in APA format. Confidentiality of subjects must be maintained in the writing and the art.

Title Page

Table of Contents

Acknowledgements (optional)

List of Figures (if you are using graphs)

List of Images (This is the listing of artwork)

Abstract 120 words. Summarize the thesis.

CHAPTER I Introduction. Define the topic, problem and specific thesis question (2-3 pages) or culminating concept.

CHAPTER II Literature Review. Present a synthesis of scholarly, academic literature about your topic drawing from what others have written and discovered about this topic. (15-20 pages)

CHAPTER III Methodology. Describe how you studied the problem or project area, how you approached your inquiry and what your research strategy and design was. Include: Site description, Participants, Apparatus, Procedure, limitations known at beginning of study, Research Stance.

This section is written in the past tense. (3-4 pages)

CHAPTER IV Results. Present results and/or project.

Art will be depicted in Appendix.

No interpretation or discussion of literature.

This is a presentation of the data. (10-15 pages)

CHAPTER V Discussion. Interpret and discuss the results. It is an analysis with support from references in Lit review. This should be an integration of what has occurred, and should demonstrate your knowledge of the process and findings. (10-15 pages)

CHAPTER VI Conclusion. This section will review the entire thesis/paper. Thesis - You should include your assessment of the thesis, limitations, the implications for practice as well as recommendations for future study. You may also include here any other questions that were raised during or as a result of your research. (2-3 pages)
Culminating project – understanding of key concepts as supported by the creative project summarized.

REFERENCES Any sources cited in the text.

BIBLIOGRAPHY Any sources that were read and relevant but not cited.

APPENDICES:

Appendix A: Images of artwork from client.

Appendix B: Blank copy of the consent form used.

Appendix C: Instruments, surveys, questionnaires, interview guidelines.

Appendix D: Reproduction of any other artwork / fine art images used.

GUIDELINES FOR PROFESSIONAL CONTRIBUTION

The Professional Contribution (PC) should be approximately 40-50 pages of text. All work should be 12 point (Times New Roman), double-spaced, and with 1 ½” left margin and 1” right, top, bottom margins. The PC must be proofed and submitted in APA format.

- i. **Title Page**
- ii. **Table of Contents**
- iii. **Acknowledgements** (optional)
- iv. **List of Figures** (if you are using graphs)
- v. **List of Images** (This is the listing of artwork)

- vi. **Abstract** 120 - 200 words. Summary of what’s to come

- CHAPTER I** **Introduction.** Define the topic, problem and specific thesis question (2-4 pages)

- CHAPTER II** **Literature Review.** Present a synthesis of scholarly, academic literature about your topic drawing from what others have written and discovered about this topic. (20-25 pages)

- CHAPTER III** **Project Planned.** This section includes detailed description of the project including all aspects of design, implementation, costs (if there will be a grant), layout and prototype. (10-15 pages)

- CHAPTER IV** **Reflection.** Written and visual responses to aspects of the project. Images may be integrated within the text or depicted in Appendix. (6-10 pages)

- CHAPTER V** **Conclusion.** This section will review the entire thesis. You should include your assessment of the thesis, limitations, the implications for practice as well as recommendations for future study. You may also include here any other questions that were raised during or as a result of your research. (2-3 pages)

- REFERENCES** Any sources cited in the text.

- BIBLIOGRAPHY** Any sources that were read and relevant but not cited.

- APPENDICES:**
 - Appendix A:** Images of personal artwork.
 - Appendix B:** Blank copies of forms created.
 - Appendix C:** Instruments, surveys, questionnaires, interview guidelines.
 - Appendix D:** Reproduction of any other artwork / fine art images used.

SAMPLE TITLE PAGE

FULL TITLE IN ALL CAPS: ADDING A SUB-TITLE IF IT IS WARRANTED

by

Author first and last name

(Pick 1) A Thesis **Or** A Professional Contribution

Submitted to the Faculty of
Marywood University
in Partial Fulfillment of the Requirements for the Degree of
Master of Arts in Art Therapy

Student

Date

Program Director Approval

Date

**MARYWOOD GRADUATE ART THERAPY
Volunteer PC/Thesis Reader Evaluation Form**

Student name(s) _____

Volunteer Reader _____

READER: Thank you for volunteering to be a Graduate Art Therapy PC/Thesis Reader. Please read the Thesis carefully and rate the paper from 1 to 5 (1 being lowest and 5 being highest) and provide written feedback for each area.

1. Art Therapy Topic is relevant to contemporary issues in the therapeutic disciplines and is appropriate in scope.

1 2 3 4 5

Comments:

2. Literature Review appears comprehensive representing art therapy and related disciplines equally.

1 2 3 4 5

Comments:

3. Overall PC/Thesis and presented concepts are well supported by explanations and examples.

1 2 3 4 5

Comments:

4. Rigor Academic and/or Originality demonstrated in Focus Area. (Research, Creativity)

1 2 3 4 5

Comments:

5. Organization, Flow, Grammar, Spelling

1 2 3 4 5

Comments:

6. Compliance to APA 6th Edition Formatting

1 2 3 4 5

Comments:

Overall Comments and Recommendations:

Signature _____

Date: _____



Practicum/Internship

REMINDER: All activities required in the program must be educational and students must not be substituted for staff.

Practicum Site Affiliation Agreements

In order to participate in practicum experiences, it is required that a standing Practicum Affiliation Agreement between the site and Marywood University is in place. Please contact the Practicum Coordinator, Dr. Ashley Hartman, for a list of sites with standing Affiliation Agreements or if you would like to have an agreement sent to a potential practicum site.

Supervision

Students must have both individual and group supervision and must receive one hour of clinical supervision at the site placement per every ten hours of practicum experience. In addition, students must also participate in group supervision sessions connected to a course with a Marywood University art therapy faculty member on campus each week of the semester.

Background Screenings and Drug Testing

It is recommended that students complete criminal background checks, child abuse clearances, and fingerprinting on a yearly basis. Specific practicum sites may require additional screenings, vaccinations, and drug testing.

- Pennsylvania Criminal Background Check: <https://epatch.state.pa.us/Home.jsp>
- Child Abuse History Clearance: <https://www.compass.state.pa.us/cwis/public/home>
- Fingerprinting: https://www.pa.cogentid.com/index_dpwNew.htm

Liability Insurance

Marywood University provides each student enrolled in the practicum course with malpractice insurance – There must be an Affiliation Agreement on file in order for your coverage to begin.

If needed, please request a copy of Student Liability provided by Marywood for the academic year 2022-2023 from Internship/Practicum Coordinator or Program Director.

A few sites require students to purchase additional malpractice insurance. One source for student malpractice is the American Art Therapy Association. ***It is your responsibility to check with your Practicum Site Supervisor in advance of the practicum beginning to identify any forms, medical tests, or training sessions needed, and the dates so that you can start your practicum experience in a timely manner.***

Practicum Checklist

- Talk to Internship Coordinator about available practicum sites**
- Complete child abuse clearances
- Complete criminal background check
- Set up an interview with site supervisor**
- Does supervisor have ATR/required credentials
- Make note of your supervisors' availability/discuss hours you will be supervised
- Discuss with supervisor what you need

Depending on site requirements you may need to:

- Request Director for insurance form to take to site
- Receive a list of vaccinations from your doctor
- Drug screening
- TB Test Results
 - Important note:** there are two different types of tests (1 session test or 2 session test)
- Site Orientation
 - Discuss with supervisor date, time and location

Once your Practicum Site is finalized:

- Print out appropriate practicum packet from the art therapy handbook
- Review packet yourself and with your supervisor

MARYWOOD UNIVERSITY

Graduate Art Therapy Program
INTERNSHIP TIMESHEET

We now offer Time2Track as the most efficient means to tracking hours. You will receive extensive information about this in the mandatory Town Hall meeting on August 25, 2022, at 11am in room 218 if the Visual Arts Center.

Incase you need to use paper, see the form below:

Student Intern _____

Practicum Site _____

Practicum Supervisor _____

Week Ending:	_____	Direct Hours	Indirect Hours	On-Site Supervision Hours	Total Internship Hours
	Date				
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					
SUNDAY					

Total On-Site Supervision Hours for This Week _____

Total Practicum Hours for This Week _____

Total Practicum Hours for the Term _____

Student Intern's Signature _____

Date _____

On-Site Supervisors' Signature _____

Date _____

Time is to be calculated in 15 minute increments (0.0, 0.25, 0.5, 0.75), please make sure dates, times, and hours are documented accurately and completely prior to submitting.

Submit this form to the faculty supervisor in class EVERY WEEK.

Marywood University
Graduate Art Therapy Program
Client Release of Artwork Form
Authorization to Release Information

I give permission to _____, art therapy student, for my art products and comments about these products to be used for educational and scientific purposes and shared with a consulting professional.

I understand that my art products will provide information for assessment, individual, and/or group art therapy.

Yes / No (please circle your choice)

I have been assured that strict adherence to professionalism and confidentiality will be observed by anyone using the art products or comments about the products for the purpose of research, scientific, or educational study.

Yes / No (please circle your choice)

I understand that I may verbally and/or in written form revoke this permission at any time.

Yes / No (please circle your choice)

Name _____

Signature _____

Legal Guardian _____

Date _____

Marywood University
Graduate Art Therapy Program
Client Release of Information Form
Authorization to Release Information

I hereby grant permission for the release of information relating to my psychological and physical history and status to _____, art therapy student.

This information may include test results, diagnostic evaluations, and any information specifically relating to perceptual and visual problems.

I grant permission to _____ to contact my physician or therapist for consultation purposes before and during my participation in art therapy. I have been assured that strict adherence to professionalism and confidentiality will be observed.

I understand that I may verbally and/or in written form revoke this permission at any time.

Yes / No (please circle your choice)

Name _____

Signature _____

Legal Guardian _____

Date _____

MARYWOOD UNIVERSITY
Graduate Art Therapy Program
PRACTICUM SITE EVALUATIONS

Please complete at the end of semester after every site experience and return to Practicum Coordinator.

Student _____ Entry Date _____ End Date _____

Practicum Site _____

Practicum Supervisor _____

Please comment on the following:

Availability of patients/clients

Quality of supervision that you received

Was one hour of supervision provided for every 10 hours of clinical contact? _____

Was supervision scheduled at a regular time each week? _____

How would you rate the availability of art materials? _____

Did this practicum site contribute to your competency regarding the practice of art therapy?

What are the strengths of this practicum site?

How could this site improve?

Additional Comments

First Practicum/Internship - AT 540a

Guidelines (200 hours)

During the first practicum experience students are expected to observe and participate in individual and group art therapy sessions. They are to learn about the role the art therapist plays in the setting. During the first practicum it is expected that students will be at a site under the direct supervision of a **board certified / registered art therapist (ATR-BC) or a licensed professional in a related field (e.g., creative arts therapy, social work, psychology, marriage and family therapy, psychiatry, or counseling.)** Students will be expected to observe and/or co-lead art therapy sessions during at least 50% of the practicum experience.

- Each student is expected to read charts and other resources, attend staff meetings and clinical in-services, and have at least one hour of clinical site supervision for every ten hours of practicum experience.
- Each student is to document their work in accordance with practicum site norms. The practicum site supervisor will review the documentation.
- Each student must obtain signed releases from all those individuals whose artworks may be the focus of group supervision experiences, or who may be the subject of a written case study.
- Each student is to maintain the confidentiality of patients/clients at their site and only discuss the clinical experience with their site supervisor, appropriate staff at the site, the faculty supervisor and members of the academic supervision group. Identity of a client may be released only when the client is in immediate danger of causing harm to themselves or others and then the student must give appropriate information to the site supervisor who will demonstrate ethical responsiveness.

Particular experiences in the clinical setting should not be discussed with classmates unless the student has been given permission to do so by the placement supervisor and the faculty supervisor.

Students must receive one hour of clinical supervision at the site placement per every ten hours of practicum experience. In addition, students must also participate in group supervision sessions with a Marywood University faculty member on campus each week of the semester.

Midterm and final evaluations are part of the learning process and help in professional development. They are intended to help students become effective practitioners as art therapists. It is expected that site supervisors will go over their comments and grading with their supervisees.

**Art
Therapy** **Marywood University**
Practicum A
Midterm Evaluation
100 Hours

Student's Name

Hours Completed

Placement Site

On-Site Supervisor's Name &
Credentials

On-Site Supervisor's Contact
Information

Email

Phone

Date

Course Supervisor

Overall Professionalism

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Adherence to practicum site policies	1	2	3	4	N A
Reliability	1	2	3	4	N A
Attendance	1	2	3	4	N A
Punctuality	1	2	3	4	N A
Initiative	1	2	3	4	N A
Contacts supervisor in a timely manner if schedule challenges arise	1	2	3	4	N A
Complies to dress code expectations	1	2	3	4	N A
Understands site policy on confidentiality	1	2	3	4	N A
Understands site policy on the boundaries of the professional relationship	1	2	3	4	N A
Understands site policy and protocol on reporting client safety concerns	1	2	3	4	N A
Understands role of art therapy in practicum setting	1	2	3	4	N A
Understands role as student within setting	1	2	3	4	N A
Understands rights and responsibilities as a supervisee	1	2	3	4	N A
Engages with practicum site staff in a professional manner	1	2	3	4	N A
General investment in & reflection on learning experience	1	2	3	4	N A

Based upon the above criteria what recommendations for growth and development do you have for the student?

How would you describe the student's initial response & relationship to this program population?

Please include your general perception of the student's response to clients both individually and in groups, and any specifics as to how the student supports the existing routines of the art therapy program and placement at large.

Clinical Skills

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Demonstrates accurate observation skills	1	2	3	4	N A
Communicates understanding of demonstrated art interventions	1	2	3	4	N A
Demonstrates facility with a variety of art materials	1	2	3	4	N A
Able to teach art techniques and skills as needed	1	2	3	4	N A
Demonstrates sensitive and appropriate interactions with participants	1	2	3	4	N A
Demonstrates understanding of the characteristics and needs of population served	1	2	3	4	N A
Able to conceptualize art therapy treatment goals and interventions with population	1	2	3	4	N A

What 3 recommendations and/or goals will address the student's clinical growth and development for the final evaluation period?

1.

2.

3.

Supervision Skills

Please rate the student 1-4 in each of the following categories and comment as needed.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Assertively seeks supervision	1	2	3	4	N
					A
Utilizes supervision time to ask challenging therapy questions and concerns	1	2	3	4	N
					A
Keeps an art journal and shares journal as a tool within supervision	1	2	3	4	N
					A
Identifies their own personal supervision needs	1	2	3	4	N
					A
Integrates feedback into clinical behavior from weekly supervision meetings	1	2	3	4	N
					A

List the major successes and challenges the student has identified in clinical supervision:

Documentation Skills

What documentation skills have been taught at this site?

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Familiar with site documentation system	1	2	3	4	N A
Documentation accurately reflects patient status	1	2	3	4	N A
Documentation concise and clear	1	2	3	4	N A

What recommendations and/or goals will address the student's documentation skill for the final evaluation period?

Any additional comments:

Evaluation Acknowledgement

This evaluation has been reviewed by:

Supervisor Signature / Date

Student Signature / Date

Art
Therapy Marywood University
Practicum A
Final Evaluation
200 Hours

Student's Name

Hours Completed

Placement Site

On-Site Supervisor's Name &
Credentials

On-Site Supervisor's Contact
Information

Email

Phone

Date

Course Supervisor

Overall Professionalism

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Adhered to practicum site policies	1	2	3	4	N A
Reliability	1	2	3	4	N A
Attendance	1	2	3	4	N A
Punctuality	1	2	3	4	N A
Overall initiative as a professional	1	2	3	4	N A
Contacted supervisor in a timely manner if schedule challenges arise	1	2	3	4	N A
Complied to dress code expectations	1	2	3	4	N A
Understood site policy on confidentiality	1	2	3	4	N A
Understood site policy on the boundaries of the professional relationship	1	2	3	4	N A
Understood site policy and protocol on reporting client safety concerns	1	2	3	4	N A
Understood role of art therapy in practicum setting	1	2	3	4	N A
Understood role as student within setting	1	2	3	4	N A
Understood rights and responsibilities as a supervisee	1	2	3	4	N A
Engaged with practicum site staff in a professional manner	1	2	3	4	N A
Overall investment in and reflection on learning experience	1	2	3	4	N A

What recommendations for growth and development do you have for the student's overall professionalism?

How would you describe the student's overall effectiveness in working with this population?

Clinical Skills

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Demonstrated accurate observation skills	1	2	3	4	N A
Communicated understanding of demonstrated art interventions	1	2	3	4	N A
Demonstrated facility with a variety of art materials	1	2	3	4	N A
Able to teach art techniques and skills as needed	1	2	3	4	N A
Ability to set up the art therapy room/space and utilize it effectively	1	2	3	4	N A
Demonstrated understanding of the characteristics and needs of population served	1	2	3	4	N A
Demonstrated sensitive and appropriate interactions with participants	1	2	3	4	N A
Ability to pace the appropriate length and level of art activities	1	2	3	4	N A
Able to conceptualize art therapy treatment goals and interventions with population	1	2	3	4	N A

What is your overall impression of the student's clinical growth and development?

What recommendations do you have for the student's future clinical growth & development?

1.

2.

3.



Supervision Skills

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Assertively seeks supervision	1	2	3	4	N
					A
Utilizes supervision time to ask challenging therapy questions and concerns	1	2	3	4	N
					A
Keeps an art journal and shares journal as a tool within supervision	1	2	3	4	N
					A
Integrates feedback from weekly supervision meetings	1	2	3	4	N
					A

What readings, experiences, conferences and/or lectures do you recommend for the student to enhance his/her clinical knowledge of this population?

Documentation Skills

Please list the types of documentation the student has learned this semester:

What additional documentation skills does this student need to learn?

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Familiar with site documentation system	1	2	3	4	N
					A
Documentation accurately reflects patient status	1	2	3	4	N
					A
Documentation concise and clear	1	2	3	4	N
					A

Please describe your overall impression of the student's ability to effectively document clinical experiences:

Any final comments:

Evaluation Acknowledgement

This evaluation has been reviewed by:

Supervisor Signature / Date

Student Signature / Date

Second Practicum/Internship - AT 540b

Guidelines (200 hours)

During the second practicum it is expected that students will be at a site under the direct supervision of a **board certified / registered art therapist (ATR-BC) or a licensed professional in a related field (e.g., creative arts therapy, social work, psychology, marriage and family therapy, psychiatry, or counseling.)** During the second practicum students will be expected to be in direct contact with clients at least 50% of the time at these sites.

Students are to be given responsibility to lead art therapy groups and conduct individual sessions at the discretion of the placement supervisor. Students are also expected to administer and document art therapy assessments during this practicum at the discretion of the placement supervisor.

- Each student is expected to read charts and other resources, attend staff meetings and clinical in-services, and have at least one hour of clinical site supervision for every ten hours of practicum experience.
- Each student is to document their work in accordance with practicum site norms. The practicum site supervisor will review the documentation.
- Each student must obtain signed releases from all those individuals whose artworks may be the focus of group supervision experiences, or who may be the subject of a written case study.
- Each student is to maintain the confidentiality of patients/clients at their site and only discuss the clinical experience with their site supervisor, appropriate staff at the site, the faculty supervisor and members of the academic supervision group. Identity of a client may be released only when the client is in immediate danger of causing harm to themselves or others and then the student must give appropriate information to the site supervisor who will demonstrate ethical responsiveness.

Particular experiences in the clinical setting should not be discussed with classmates unless the student has been given permission to do so by the placement supervisor and the faculty supervisor.

Students must receive one hour of clinical supervision at the site placement per every ten hours of practicum experience. In addition, students must also participate in group supervision sessions with a Marywood University faculty member on campus each week of the semester.

Midterm and Final evaluations are part of the learning process and help in professional development. They are intended to help students become effective practitioners as art therapists. It is expected that site supervisors will go over their comments and grading with their supervisees.

**Art
Therapy** Marywood University
**Practicum B
Midterm Evaluation
100 Hours**

Student's Name

Hours Completed

Placement Site

On-Site Supervisor's Name & Credentials

On-Site Supervisor's Contact Information

Email

Phone

Date

Course Supervisor

Overall Professionalism

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Adherence to practicum site policies	1	2	3	4	N A
Reliability	1	2	3	4	N A
Attendance	1	2	3	4	N A
Punctuality	1	2	3	4	N A
Initiative	1	2	3	4	N A
Contacts supervisor in a timely manner if schedule challenges arise	1	2	3	4	N A
Complies to dress code expectations	1	2	3	4	N A
Demonstrates appropriate time management	1	2	3	4	N A
Understands site policy on confidentiality	1	2	3	4	N A
Understands site policy on the boundaries of the professional relationship	1	2	3	4	N A
Understands site policy and protocol on reporting client safety concerns	1	2	3	4	N A
Understands role of art therapy in practicum setting	1	2	3	4	N A
Understands role as student within setting	1	2	3	4	N A
Understands rights and responsibilities as a supervisee	1	2	3	4	N A
Engages with practicum site staff in a professional manner	1	2	3	4	N A
General investment in & reflection on learning experience	1	2	3	4	N A

Based upon the above criteria what recommendations for growth and development do you have for the student?

How would you describe the student's initial response & relationship to this program and population?

Please include your general perception of the student's response to clients both individually and in groups, and any specifics as to how the student supports the existing routines of the art therapy program and placement at large.

Clinical Skills

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Reports/documents accurate observations of participant engagement	1	2	3	4	N A
Demonstrates effective art interventions	1	2	3	4	N A
Communicates rationale of art interventions	1	2	3	4	N A
Demonstrates facility with a variety of art materials	1	2	3	4	N A
Able to teach art techniques and skills as needed	1	2	3	4	N A
Able to set-up the art therapy room/space and utilizes it effectively	1	2	3	4	N A
Demonstrates sensitive and appropriate interactions with participants	1	2	3	4	N A
Demonstrates understanding of the characteristics and needs of population served	1	2	3	4	N A
Able to implement art therapy treatment goals and interventions with population	1	2	3	4	N A
Demonstrates leaderships skills in group treatment	1	2	3	4	N A

What 3 recommendations and/or goals will address the student's clinical growth and development towards the final evaluation period?

1.

2.

3.



Supervision Skills

Please rate the student 1-4 in each of the following categories and comment as needed.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Assertively seeks supervision	1	2	3	4	N
					A
Utilizes supervision time to ask challenging therapy questions and concerns	1	2	3	4	N
					A
Keeps an art journal and shares journal as a tool within supervision	1	2	3	4	N
					A
Identifies their own personal supervision needs	1	2	3	4	N
					A
Ability to identify transference issues and discusses in supervision	1	2	3	4	N
					A
Ability to identify counter-transference issues and discusses in supervision	1	2	3	4	N
					A
Integrates feedback into clinical behavior from weekly supervision meetings	1	2	3	4	N
					A

Please describe how the student integrates feedback from weekly supervision meetings into clinical behavior:

Documentation Skills

What assessment tools have been taught at this site?

What documentation skills have been taught at this site?



Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Familiar with site documentation system	1	2	3	4	NA
Documentation accurately reflects patient status	1	2	3	4	NA
Documentation of patient status is appropriate, accurate and professional	1	2	3	4	NA

Please provide two (2) recommendations which will address the student's documentation skills for the final evaluation period?

1.

2.

Any additional comments:

Evaluation Acknowledgement

This evaluation has been reviewed by:

Supervisor Signature / Date

Student Signature / Date

**Art
Therapy** **Marywood University**
Practicum B
Final Evaluation
200 Hours

Student's Name

Hours Completed

Placement Site

On-Site Supervisor's Name & Credentials

On-Site Supervisor's Contact Information

Email

Phone

Date

Course Supervisor

Overall Professionalism

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is unsatisfactory or needs improvement in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Adherence to practicum site policies	1	2	3	4	N A
Reliability	1	2	3	4	N A
Attendance	1	2	3	4	N A
Punctuality	1	2	3	4	N A
Initiative	1	2	3	4	N A
Contacted supervisor in a timely manner if schedule challenges arise	1	2	3	4	N A
Demonstrated appropriate time management	1	2	3	4	N A
Complied to dress code expectations	1	2	3	4	N A
Understood site policy on confidentiality	1	2	3	4	N A
Understood site policy on the boundaries of the professional relationship	1	2	3	4	N A
Understood site policy and protocol on reporting client safety concerns	1	2	3	4	N A
Understood role of art therapy in practicum setting	1	2	3	4	N A
Understood role as student within setting	1	2	3	4	N A
Understood rights and responsibilities as a supervisee	1	2	3	4	N A
Engaged with practicum site staff in a professional manner	1	2	3	4	N A
Overall investment in & reflection on learning experience	1	2	3	4	N A

What recommendations for growth and development do you have for the student's overall professionalism?

How would you describe the student's overall effectiveness in working with this population?

Clinical Skills

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is unsatisfactory or needs improvement in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Reported/document accurate observations of participant engagement	1	2	3	4	N A
Demonstrated effective art interventions	1	2	3	4	N A
Communicated rationale of art interventions	1	2	3	4	N A
Demonstrated facility with a variety of art materials	1	2	3	4	N A
Taught art techniques and skills as needed	1	2	3	4	N A
Set-up the art therapy room/space and utilized it effectively	1	2	3	4	N A
Demonstrated sensitive and appropriate interactions with participants	1	2	3	4	N A
Demonstrated understanding of the characteristics and needs of population served	1	2	3	4	N A
Implemented art therapy treatment goals and interventions with population	1	2	3	4	N A
Demonstrated leadership skills in group treatment	1	2	3	4	N A

What is your overall impression of the student's clinical growth and development?

What recommendations do you have for the student's future clinical growth and development?



Supervision Skills

Please rate the student 1-4 in each of the following categories and comment as needed.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Assertively sought supervision	1	2	3	4	N
					A
Utilized supervision time to ask challenging therapy questions and concerns	1	2	3	4	N
					A
Kept an art journal and shared journal as a tool within supervision	1	2	3	4	N
					A
Identified their own personal supervision needs	1	2	3	4	N
					A
Identified transference issues and discusses in supervision	1	2	3	4	N
					A
Identified counter-transference issues and discusses in supervision	1	2	3	4	N
					A
Integrated feedback into clinical behavior from weekly supervision meetings	1	2	3	4	N
					A

What readings, experiences, conferences and/or lectures do you recommend for the student to enhance his/her clinical knowledge of this population?

Documentation Skills

How would you characterize the student's ability to handle the assessment tool(s) utilized this semester?

Please describe the effectiveness of the student's documentation skills



Any additional comments:

Evaluation Acknowledgement

This evaluation has been reviewed by:

Supervisor Signature / Date

Student Signature / Date

Third Practicum/Internship – AT 540c

Guidelines (200 hours)

During the third practicum it is expected that students will be at a site under the direct supervision of a **board certified / registered art therapist (ATR-BC) or a licensed professional in a related field (e.g., creative arts therapy, social work, psychology, marriage and family therapy, psychiatry, or counseling.)** At least 50% of the student's time must be spent in direct contact with clients. During the third practicum it is expected that students will provide leadership in group art therapy sessions, conduct individual art therapy sessions, and administer and document art therapy assessments.

Students should be given those responsibilities that will offer an opportunity to demonstrate that they will be sufficiently skilled to work independently as an art therapist when they complete this practicum.

It is required that the student provides an in-service training for some segment of the staff on site. Please refer to the In-service Evaluation Form below. You are to distribute these evaluation forms to all individuals who attend the in-service, and collect the completed forms upon completion.

- Each student is expected to read charts and other resources, attend staff meetings and clinical in-services, and have at least one hour of clinical site supervision for every ten hours of practicum experience.
- Each student is to document their work in accordance with practicum site norms. The practicum site supervisor will review the documentation.
- Each student must obtain signed releases from all those individuals whose artworks may be the focus of group supervision experiences, or who may be the subject of a written case study.
- Each student is to maintain the confidentiality of patients/clients at their site and only discuss the clinical experience with their site supervisor, appropriate staff at the site, the faculty supervisor and members of the academic supervision group. Identity of a client may be released only when the client is in immediate danger of causing harm to themselves or others and then the student must give appropriate information to the site supervisor who will demonstrate ethical responsiveness.

Particular experiences in the clinical setting should not be discussed with classmates unless the student has been given permission to do so by the placement supervisor and the faculty supervisor.

Students must receive one hour of clinical supervision at the site placement per every ten hours of practicum experience. In addition, students must also participate in group supervision sessions with a Marywood University faculty member on campus each week of the semester.

Written evaluations will be provided by the student in accordance with the practicum section to be turned in to the faculty supervisor.

**Art
Therapy** Marywood University
Practicum C
Midterm Evaluation
100 Hours

Student's Name

Hours Completed

Placement Site

On-Site Supervisor's Name & Credentials

On-Site Supervisor's Contact Information

Email

Phone

Date

Course Supervisor

Overall Professionalism

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Adherence to practicum site policies	1	2	3	4	N A
Reliability	1	2	3	4	N A
Attendance	1	2	3	4	N A
Punctuality	1	2	3	4	N A
Takes initiative and works independently in the full capacity of providing art therapy in practicum setting	1	2	3	4	N A
Contacts supervisor in a timely manner if schedule challenges arise	1	2	3	4	N A
Complies to dress code expectations	1	2	3	4	N A
Demonstrates appropriate time management	1	2	3	4	N A
Understands site policy on confidentiality	1	2	3	4	N A
Understands site policy on the boundaries of the professional relationship	1	2	3	4	N A
Understands site policy and protocol on reporting client safety concerns	1	2	3	4	N A
Understands role as student within setting	1	2	3	4	N A
Understands rights and responsibilities as a supervisee	1	2	3	4	N A
Engages with practicum site staff in a professional manner	1	2	3	4	N A
Ability to analyze situations and arrive at an appropriate decision	1	2	3	4	N A
Sense of professional identity	1	2	3	4	N A
Demonstrates ability to take responsibility for own professional and psychological growth	1	2	3	4	N A

General investment in & reflection on learning experience 1 2 3 4 N
A

Based upon the above criteria what recommendations for the development of professional identity do you have for the student?

How would you describe the student's working knowledge of this program and population?

Clinical Skills

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Overall Therapy Skills					
Reports/documents accurate observations of participant engagement	1	2	3	4	N A
Demonstrates effective art interventions	1	2	3	4	N A
Communicates rationale of art interventions	1	2	3	4	N A
Demonstrates facility with a variety of art materials	1	2	3	4	N A
Successfully teaches art techniques and skills as needed	1	2	3	4	N A
Initiates set-up in the art therapy room/space and utilized it effectively	1	2	3	4	N A
Demonstrates appropriate design of art activities for the clients with regard to ability, skill, pathology and potential	1	2	3	4	N A
Establishes appropriate boundaries with the clients	1	2	3	4	N A
Skills in Individual (1:1) Art Therapy					
Opens 1:1 sessions with appropriate clinical decisions	1	2	3	4	N A
Demonstrates sensitive and appropriate interactions with participants	1	2	3	4	N A
Formulates art therapy treatment goals and appropriate therapeutic interventions with population	1	2	3	4	N A
Demonstrates skill to bring closure to 1:1 sessions	1	2	3	4	N A
Skills in Art Therapy Groups					
Successfully opens groups with appropriate clinical decisions	1	2	3	4	N A
Demonstrates leaderships skills in group treatment	1	2	3	4	N A
Formulates appropriate group art therapy interventions for this population	1	2	3	4	N A

Facilitates closure of group sessions with sensitivity to participants
concerns and ability

1

2

3

4

N

A

What 3 recommendations and/or goals will address the student's clinical growth and development towards the final evaluation period?

1.

2.

3.

Supervision Skills

Please rate the student 1-4 in each of the following categories and comment as needed.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Assertively seeks supervision	1	2	3	4	N
					A
Utilizes supervision time to ask challenging therapy questions and concerns	1	2	3	4	N
					A
Identifies their own personal supervision needs	1	2	3	4	N
					A
Ability to identify transference issues and discusses in supervision	1	2	3	4	N
					A
Ability to identify counter-transference issues and discusses in supervision	1	2	3	4	N
					A
Integrates feedback into clinical behavior from weekly supervision meetings	1	2	3	4	N
					A

Please describe how the student integrates feedback from weekly supervision meetings into clinical behavior:

In-Service Presentation

Please indicate the (planned or implemented) date of the In-Service Presentation:

If the In-Service Presentation was completed in the first half of the semester, please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

The In-Service Presentation was appropriate to the needs of the setting	1	2	3	4	N
					A
The student demonstrated initiative and worked independently in planning the art therapy In-Service Presentation	1	2	3	4	N
					A
Successfully advocated for the art therapy profession through presentation	1	2	3	4	N
					A

General investment in & reflection on the learning experience 1 2 3 4 N
A

Please provide specific feedback from the In-Service Presentation:

Art Therapy Assessment Skills

What are the facilities and programmatic structures that are in place to make this site appropriate for art therapy assessments?

What (art or non-art based) assessment tools have been taught at this site?

What additional art therapy assessment tools are appropriate for this site?

Please rate the student 1-4 in each of the following categories and comment as needed. Use "Not Applicable" (NA) as your answer if the practicum site DOES NOT utilize art therapy assessments. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Comprehends art based assessment tools	1	2	3	4	NA
Understands site policies and procedures for reporting	1	2	3	4	NA
Demonstrates clinically appropriate timing for assessment in treatment	1	2	3	4	NA
Documentation of patient status is appropriate, accurate and professional	1	2	3	4	NA
Successfully demonstrates what is revealed through the art therapy assessment into clinical terms	1	2	3	4	N A

Comments:

Documentation Skills

What documentation skills have been taught at this site?

Please rate the student 1-4 in each of the following categories and comment as needed. Use "Not Applicable" (NA) as your answer if the practicum site DOES NOT utilize any clinical documentation. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Familiar with site documentation system	1	2	3	4	NA
Documentation of patient status is appropriate, accurate and professional	1	2	3	4	NA
Successfully demonstrates what is revealed through the art making process and product into clinical terms	1	2	3	4	N A
Able to articulate goals and appropriate therapeutic interventions for treatment plan	1	2	3	4	N A
Identifies therapeutic need to	1	2	3	4	N A

Please provide two (2) recommendations which will address the student's documentation skills for the final evaluation period?

1.

2.

Any additional comments:

Evaluation Acknowledgement

This evaluation has been reviewed by:

Supervisor Signature / Date

Student Signature / Date

**Art
Therapy** Marywood University
**Practicum C
Final Evaluation
200 Hours**

Student's Name

Hours Completed

Placement Site

On-Site Supervisor's Name & Credentials

On-Site Supervisor's Contact Information

Email

Phone

Date

Course Supervisor

Overall Professionalism

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Adherence to practicum site policies	1	2	3	4	N A
Reliability	1	2	3	4	N A
Attendance	1	2	3	4	N A
Punctuality	1	2	3	4	N A
Takes initiative and works independently in the full capacity of providing art therapy in practicum setting	1	2	3	4	N A
Contacts supervisor in a timely manner if schedule challenges arise	1	2	3	4	N A
Complies to dress code expectations	1	2	3	4	N A
Demonstrates appropriate time management	1	2	3	4	N A
Understands site policy on confidentiality	1	2	3	4	N A
Understands site policy on the boundaries of the professional relationship	1	2	3	4	N A
Understands site policy and protocol on reporting client safety concerns	1	2	3	4	N A
Understands role as student within setting	1	2	3	4	N A
Understands rights and responsibilities as a supervisee	1	2	3	4	N A
Engages with practicum site staff in a professional manner	1	2	3	4	N A
Ability to analyze situations and arrive at an appropriate decision	1	2	3	4	N A
Sense of professional identity	1	2	3	4	N A
Demonstrates ability to take responsibility for own professional and psychological growth	1	2	3	4	N A

General investment in & reflection on learning experience 1 2 3 4 N
A

Based upon the above criteria what recommendations for the development of professional identity do you have for the student?

How would you describe the student's working knowledge of this program and population?

Clinical Skills

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Overall Therapy Skills

Reported/documented accurate observations of participant engagement	1	2	3	4	N
					A
Demonstrated effective art interventions	1	2	3	4	N
					A
Communicated rationale of art interventions	1	2	3	4	N
					A
Demonstrated facility with a variety of art materials	1	2	3	4	N
					A
Successfully taught art techniques and skills as needed	1	2	3	4	N
					A
Initiated set-up in the art therapy room/space and utilized it effectively	1	2	3	4	N
					A
Demonstrated appropriate design of art activities for the clients with regard to ability, skill, pathology and potential	1	2	3	4	N
					A
Established appropriate boundaries with the clients	1	2	3	4	N
					A

Skills in Individual (1:1) Art Therapy

Opened 1:1 sessions with appropriate clinical decisions	1	2	3	4	N
					A
Demonstrated sensitive and appropriate interactions with participants	1	2	3	4	N
					A
Formulated art therapy treatment goals and appropriate therapeutic interventions with population	1	2	3	4	N
					A
Demonstrated skill to bring closure to 1:1 sessions	1	2	3	4	N
					A
Competently terminated client relationship in a therapeutically appropriate manner	1	2	3	4	N
					A

Skills in Art Therapy Groups

Successfully opened groups with appropriate clinical decisions	1	2	3	4	N
					A
Demonstrated leaderships skills in group treatment	1	2	3	4	N
					A

Formulated appropriate group art therapy interventions for this population	1	2	3	4	N A
Facilitated closure of group sessions with sensitivity to participants concerns and ability	1	2	3	4	N A
Competently terminated client relationship in a therapeutically appropriate manner	1	2	3	4	N A

What is your overall impression of the student's clinical growth and development?

What recommendations do you have for the student's future clinical growth and development?

Supervision Skills

Please rate the student 1-4 in each of the following categories and comment as needed.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Assertively sought supervision	1	2	3	4	N
					A
Utilized supervision time to ask challenging therapy questions and concerns	1	2	3	4	N
					A
Identified their own personal supervision needs	1	2	3	4	N
					A
Ability to identify transference issues and discussed in supervision	1	2	3	4	N
					A
Ability to identify counter-transference issues and discussed in supervision	1	2	3	4	N
					A
Integrated feedback into clinical behavior from weekly supervision meetings	1	2	3	4	N
					A

What readings, experiences, conferences and/or lectures do you recommend for the student to enhance his/her clinical knowledge of this population?

In-Service Presentation

Please indicate the (planned or implemented) date of the In-Service Presentation:

If the In-Service Presentation was completed in the first half of the semester, please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

The In-Service Presentation was appropriate to the needs of the setting	1	2	3	4	N
					A
The student demonstrated initiative and worked independently in planning the art therapy In-Service Presentation	1	2	3	4	N
					A
Successfully advocated for the art therapy profession through presentation	1	2	3	4	N
					A

General investment in & reflection on the learning experience 1 2 **3** 4 N
A

Please provide specific feedback from the In-Service Presentation:

Art Therapy Assessment Skills

What (art or non-art based) assessment tools were taught at this site?

Please rate the student 1-4 in each of the following categories and comment as needed. Use "Not Applicable" (NA) as your answer if the practicum site DOES NOT utilize art therapy assessments. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Demonstrated comprehension of art based assessment tools	1	2	3	4	NA
Understands site policies and procedures for reporting	1	2	3	4	NA
Demonstrated clinically appropriate timing for assessment in treatment	1	2	3	4	NA
Documentation of patient status was appropriate, accurate and professional	1	2	3	4	NA
Successfully demonstrated what is revealed through the art therapy assessment into clinical terms	1	2	3	4	N A

How would you characterize the student's ability to handle the assessment tool(s) utilized this semester?

Documentation Skills

Please describe the effectiveness of the student's documentation skills:



Please rate the student 1-4 in each of the following categories and comment as needed. Use "Not Applicable" (NA) as your answer if the practicum site DOES NOT utilize any clinical documentation. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Familiar with site documentation system	1	2	3	4	NA
Documentation of patient status is appropriate, accurate and professional	1	2	3	4	NA
Successfully demonstrates what is revealed through the art making process and product into clinical terms	1	2	3	4	N A
Able to articulate goals and appropriate therapeutic interventions for treatment plan	1	2	3	4	N A
Identifies therapeutic need to	1	2	3	4	N A

Please provide two (2) recommendations which will address the student's documentation skills as a future clinician:

Final comments:

Evaluation Acknowledgement

This evaluation has been reviewed by:

Supervisor Signature / Date

Student Signature / Date

Fourth Practicum/Internship - AT 540d

Guidelines (200 hours)

All scores must be “3” or better to receive a “Satisfactory” Grade.

During the fourth practicum it is expected that students will be at a site under the direct supervision of a **board certified / registered art therapist (ATR-BC) or a licensed professional in a related field (e.g., creative arts therapy, social work, psychology, marriage and family therapy, psychiatry, or counseling.)** At least 50% of the student’s time must be spent in direct contact with clients. During the fourth practicum students will be expected to co-lead and/or lead art therapy group sessions, conduct individual art therapy sessions, and administer and document art therapy assessments.

Students should be given those responsibilities that will offer an opportunity to demonstrate that they will be sufficiently skilled to work independently as an art therapist when they complete this practicum.

It is required that the student provides an in-service training for some segment of the staff on site. Please refer to the Inservice Evaluation Form below. You are to distribute these evaluation forms to all individuals who attend the in-service, and collect the completed forms upon completion

- Each student is expected to read charts and other resources, attend staff meetings and clinical in-services, and have at least one hour of clinical site supervision for every ten hours of practicum experience.
- Each student is to document their work in accordance with practicum site norms. The practicum site supervisor will review the documentation.
- Each student must obtain signed releases from all those individuals whose artworks may be the focus of group supervision experiences, or who may be the subject of a written case study.
- Each student is to maintain the confidentiality of patients/clients at their site and only discuss the clinical experience with their site supervisor, appropriate staff at the site, the faculty supervisor and members of the academic supervision group. Identity of a client may be released only when the client is in immediate danger of causing harm to themselves or others and then the student must give appropriate information to the site supervisor who will demonstrate ethical responsiveness.

Particular experiences in the clinical setting should not be discussed with classmates unless the student has been given permission to do so by the placement supervisor and the faculty supervisor.

Students must receive one hour of clinical supervision at the site placement per every ten hours of practicum experience. In addition, students must also participate in group supervision sessions with a Marywood University faculty member on campus each week of the semester.

Written evaluations will be provided by the student in accordance with the practicum section to be turned in to the faculty supervisor. The placement supervisor will evaluate the student with the

understanding that the student should be demonstrating skills that are necessary to work independently as an art therapist.



Marywood University
Practicum D
Midterm Evaluation
100 Hours

All scores must be “3” or better to receive a “Satisfactory” Grade.

Student’s Name

Hours Completed

Placement Site

On-Site Supervisor’s Name & Credentials

On-Site Supervisor’s Contact Information

Email

Phone

Date

Course Supervisor

Overall Professionalism

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Adherence to practicum site policies	1	2	3	4	N A
Reliability	1	2	3	4	N A
Attendance	1	2	3	4	N A
Punctuality	1	2	3	4	N A
Takes initiative and works independently in the full capacity of providing art therapy in practicum setting	1	2	3	4	N A
Contacts supervisor in a timely manner if schedule challenges arise	1	2	3	4	N A
Complies to dress code expectations	1	2	3	4	N A
Demonstrates appropriate time management	1	2	3	4	N A
Understands site policy on confidentiality	1	2	3	4	N A
Understands site policy on the boundaries of the professional relationship	1	2	3	4	N A
Understands site policy and protocol on reporting client safety concerns	1	2	3	4	N A
Understands role as student within setting	1	2	3	4	N A
Understands rights and responsibilities as a supervisee	1	2	3	4	N A
Engages with practicum site staff in a professional manner	1	2	3	4	N A
Ability to analyze situations and arrive at an appropriate decision	1	2	3	4	N A
Sense of professional identity	1	2	3	4	N A

Demonstrates ability to take responsibility for own professional and psychological growth	1	2	3	4	N A
General investment in & reflection on learning experience	1	2	3	4	N A

Based upon the above criteria what recommendations for the development of professional identity do you have for the student?

How would you describe the student's working knowledge of this program and population?

Clinical Skills

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Overall Therapy Skills

Reports/documents accurate observations of participant engagement	1	2	3	4	N
					A
Demonstrates effective art interventions	1	2	3	4	N
					A
Communicates rationale of art interventions	1	2	3	4	N
					A
Demonstrates facility with a variety of art materials	1	2	3	4	N
					A
Successfully teaches art techniques and skills as needed	1	2	3	4	N
					A
Initiates set-up in the art therapy room/space and utilized it effectively	1	2	3	4	N
					A
Demonstrates appropriate design of art activities for the clients with regard to ability, skill, pathology and potential	1	2	3	4	N
					A
Establishes appropriate boundaries with the clients	1	2	3	4	N
					A

Skills in Individual (1:1) Art Therapy

Opens 1:1 sessions with appropriate clinical decisions	1	2	3	4	N
					A
Demonstrates sensitive and appropriate interactions with participants	1	2	3	4	N
					A
Formulates art therapy treatment goals and appropriate therapeutic interventions with population	1	2	3	4	N
					A
Demonstrates skill to bring closure to 1:1 sessions	1	2	3	4	N
					A

Skills in Art Therapy Groups

Successfully opens groups with appropriate clinical decisions	1	2	3	4	N
					A
Demonstrates leaderships skills in group treatment	1	2	3	4	N
					A
Formulates appropriate group art therapy interventions for this population	1	2	3	4	N
					A

Facilitates closure of group sessions with sensitivity to participants
concerns and ability

1	2	3	4	N
				A

What 3 recommendations and/or goals will address the student's clinical growth and development towards the final evaluation period?

1.

2.

3.

Supervision Skills

Please rate the student 1-4 in each of the following categories and comment as needed.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Assertively seeks supervision	1	2	3	4	N
					A
Utilizes supervision time to ask challenging therapy questions and concerns	1	2	3	4	N
					A
Identifies their own personal supervision needs	1	2	3	4	N
					A
Ability to identify transference issues and discusses in supervision	1	2	3	4	N
					A
Ability to identify counter-transference issues and discusses in supervision	1	2	3	4	N
					A
Demonstrates appropriate level of self-confidence as a clinician	1	2	3	4	N
					A
Integrates feedback into clinical behavior from weekly supervision meetings	1	2	3	4	N
					A

What is your observation of this person's self-confidence?

Please describe how the student integrates feedback from weekly supervision meetings into clinical behavior:

Ethical Issues in Clinical Practice

Supervisors are requested to identify specific ethical issues related to the population at this setting, and encourage the student to research as well as proactively discuss these issues in supervision.

What ethical issues/topics have been identified as most appropriate to this population?

What resources would you recommend the student independently explore to prepare for this ongoing discussion?



In-Service PRESENTATION

Please indicate the (planned or implemented) date of the In-Service Presentation:

If the In-Service Presentation was completed in the first half of the semester, please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

The In-Service Presentation was appropriate to the needs of the setting	1	2	3	4	N A
The student demonstrated initiative and worked independently in planning the art therapy In-Service Presentation	1	2	3	4	N A
Successfully advocated for the art therapy profession through presentation	1	2	3	4	N A
General investment in & reflection on the learning experience	1	2	3	4	N A

Please provide specific feedback from the In-Service Presentation:

Art Therapy Assessment Skills

What are the facilities and programmatic structures that are in place to make this site appropriate for art therapy assessments?

What (art or non-art based) assessment tools have been taught at this site?

What additional art therapy assessment tools are appropriate for this site?

Please rate the student 1-4 in each of the following categories and comment as needed. Use "Not Applicable" (NA) as your answer if the practicum site DOES NOT utilize art therapy assessments. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Comprehends art based assessment tools	1	2	3	4	NA
Understands site policies and procedures for reporting	1	2	3	4	NA
Demonstrates clinically appropriate timing for assessment in treatment	1	2	3	4	NA
Documentation of patient status is appropriate, accurate and professional	1	2	3	4	NA
Successfully demonstrates what is revealed through the art therapy assessment into clinical terms	1	2	3	4	N A

Comments:

Documentation Skills

What documentation skills have been taught at this site?

Please rate the student 1-4 in each of the following categories and comment as needed. Use "Not Applicable" (NA) as your answer if the practicum site DOES NOT utilize any clinical documentation. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Familiar with site documentation system	1	2	3	4	NA
Documentation of patient status is appropriate, accurate and professional	1	2	3	4	NA
Successfully demonstrates what is revealed through the art making process and product into clinical terms	1	2	3	4	N A
Able to articulate goals and appropriate therapeutic interventions for treatment plan	1	2	3	4	N A
Identifies therapeutic need to	1	2	3	4	N A



Please provide two (2) recommendations which will address the student's documentation skills for the final evaluation period?

1.

2.

Any additional comments:

Evaluation Acknowledgement

This evaluation has been reviewed by:

Supervisor Signature / Date

Student Signature / Date



**Marywood University
Practicum D
Final Evaluation
200 Hours**

All scores must be “3” or better to receive a “Satisfactory” Grade.

Student’s Name

Hours Completed

Placement Site

On-Site Supervisor’s Name & Credentials

On-Site Supervisor’s Contact Information

Email

Phone

Date

Course Supervisor

Overall Professionalism

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Adherence to practicum site policies	1	2	3	4	N A
Reliability	1	2	3	4	N A
Attendance	1	2	3	4	N A
Punctuality	1	2	3	4	N A
Takes initiative and works independently in the full capacity of providing art therapy in practicum setting	1	2	3	4	N A
Contacts supervisor in a timely manner if schedule challenges arise	1	2	3	4	N A
Complies to dress code expectations	1	2	3	4	N A
Demonstrates appropriate time management	1	2	3	4	N A
Understands site policy on confidentiality	1	2	3	4	N A
Understands site policy on the boundaries of the professional relationship	1	2	3	4	N A
Understands site policy and protocol on reporting client safety concerns	1	2	3	4	N A
Understands role as student within setting	1	2	3	4	N A
Understands rights and responsibilities as a supervisee	1	2	3	4	N A
Engages with practicum site staff in a professional manner	1	2	3	4	N A
Ability to analyze situations and arrive at an appropriate decision	1	2	3	4	N A
Sense of professional identity	1	2	3	4	N A
Demonstrates ability to take responsibility for own professional and psychological growth	1	2	3	4	N A

General investment in & reflection on learning experience 1 2 3 4 N
A

Based upon the above criteria what recommendations for the development of professional identity do you have for the student?

How would you describe the student's working knowledge of this program and population?

Clinical Skills

Please rate the student 1-4 in each of the following categories and comment as needed. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Overall Therapy Skills

Reports/documents accurate observations of participant engagement	1	2	3	4	N
					A
Demonstrates effective art interventions	1	2	3	4	N
					A
Communicates rationale of art interventions	1	2	3	4	N
					A
Demonstrates facility with a variety of art materials	1	2	3	4	N
					A
Successfully teaches art techniques and skills as needed	1	2	3	4	N
					A
Initiates set-up in the art therapy room/space and utilized it effectively	1	2	3	4	N
					A
Demonstrates appropriate design of art activities for the clients with regard to ability, skill, pathology and potential	1	2	3	4	N
					A
Establishes appropriate boundaries with the clients	1	2	3	4	N
					A

Skills in Individual (1:1) Art Therapy

Opens 1:1 sessions with appropriate clinical decisions	1	2	3	4	N
					A
Demonstrates sensitive and appropriate interactions with participants	1	2	3	4	N
					A
Formulates art therapy treatment goals and appropriate therapeutic interventions with population	1	2	3	4	N
					A
Demonstrates skill to bring closure to 1:1 sessions	1	2	3	4	N
					A

Skills in Art Therapy Groups

Successfully opens groups with appropriate clinical decisions	1	2	3	4	N
					A
Demonstrates leaderships skills in group treatment	1	2	3	4	N
					A
Formulates appropriate group art therapy interventions for this population	1	2	3	4	N
					A

Facilitates closure of group sessions with sensitivity to participants
concerns and ability 1 2 3 4 N
A

What 3 recommendations and/or goals will address the student's clinical growth and development towards the final evaluation period?

1.

2.

3.

Supervision Skills

Please rate the student 1-4 in each of the following categories and comment as needed.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Assertively seeks supervision	1	2	3	4	N
					A
Utilizes supervision time to ask challenging therapy questions and concerns	1	2	3	4	N
					A
Identifies their own personal supervision needs	1	2	3	4	N
					A
Ability to identify transference issues and discusses in supervision	1	2	3	4	N
					A
Ability to identify counter-transference issues and discusses in supervision	1	2	3	4	N
					A
Demonstrates appropriate level of self-confidence as a clinician	1	2	3	4	N
					A
Integrates feedback into clinical behavior from weekly supervision meetings	1	2	3	4	N
					A

What is your observation of this person's self-confidence?

Please describe how the student integrates feedback from weekly supervision meetings into clinical behavior:

Ethical Issues in Clinical Practice

Supervisors are requested to identify specific ethical issues related to the population at this setting, and encourage the student to research as well as proactively discuss these issues in supervision.

What ethical issues/topics have been identified as most appropriate to this population?

What resources would you recommend the student independently explore to prepare for this ongoing discussion?



In-Service Presentation

Please indicate the (planned or implemented) date of the In-Service Presentation:

If the In-Service Presentation was completed in the first half of the semester, please rate the student 1-4 in each of the following categories and comment as needed. Supervisors are encouraged to identify the strengths of students in their comments; however, please provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

The In-Service Presentation was appropriate to the needs of the setting	1	2	3	4	N A
The student demonstrated initiative and worked independently in planning the art therapy In-Service Presentation	1	2	3	4	N A
Successfully advocated for the art therapy profession through presentation	1	2	3	4	N A
General investment in & reflection on the learning experience	1	2	3	4	N A

Please provide specific feedback from the In-Service Presentation:

Art Therapy Assessment Skills

What are the facilities and programmatic structures that are in place to make this site appropriate for art therapy assessments?

What (art or non-art based) assessment tools have been taught at this site?

What additional art therapy assessment tools are appropriate for this site?

Please rate the student 1-4 in each of the following categories and comment as needed. Use "Not Applicable" (NA) as your answer if the practicum site DOES NOT utilize art therapy assessments. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Comprehends art based assessment tools	1	2	3	4	NA
Understands site policies and procedures for reporting	1	2	3	4	NA
Demonstrates clinically appropriate timing for assessment in treatment	1	2	3	4	NA
Documentation of patient status is appropriate, accurate and professional	1	2	3	4	NA
Successfully demonstrates what is revealed through the art therapy assessment into clinical terms	1	2	3	4	N A

Comments:

Documentation Skills

What documentation skills have been taught at this site?

Please rate the student 1-4 in each of the following categories and comment as needed. Use "Not Applicable" (NA) as your answer if the practicum site DOES NOT utilize any clinical documentation. Supervisors will provide specific recommendations when the student performance is *unsatisfactory* or *needs improvement* in the boxes below.

1 = Unsatisfactory 2 = Needs Improvement 3 = Appropriate 4 = Exceptional

Familiar with site documentation system	1	2	3	4	NA
Documentation of patient status is appropriate, accurate and professional	1	2	3	4	NA
Successfully demonstrates what is revealed through the art making process and product into clinical terms	1	2	3	4	N A
Able to articulate goals and appropriate therapeutic interventions for treatment plan	1	2	3	4	N A
Identifies therapeutic need to	1	2	3	4	N A

Please provide two (2) recommendations which will address the student's documentation skills for the final evaluation period?

1.

2.

Any additional comments:

Evaluation Acknowledgement

This evaluation has been reviewed by:

Supervisor Signature / Date

Student Signature / Date

Practicum In-Service Planning Sheet

Student Name _____

Anticipated Audience:

Identified Need:

Specific GOAL (what)

Objective (how)

Time Available:

Resources Available /Requested

Space

Art materials

Art Examples

Audio-Visual Resources

Preparation Checklist	Ready
1. Outline of activities with times	
2. Hand-Out/ Reading List	
3. Visual Examples	
4. Materials	
5. Evaluation Sheet	

IN-SERVICE EVALUATION

Student Name _____

Date of In-Service _____

In-Service Location _____

Please rate the presentation in the following areas from 1 – lowest to 5 – highest

I. Student clearly identified goal of presentation

1 2 3 4 5

II. Presentation was organized and professional

1 2 3 4 5

III. Presentation clearly related to goal

1 2 3 4 5

IV. Materials/Visuals/Activities aided understanding of topic

1 2 3 4 5

V. In-Service increased my understanding of Art Therapy

1 2 3 4 5

VI. Topic related to work site needs and concerns

1 2 3 4 5

Comments: _____

ART THERAPY COMPREHENSIVE EXAMINATION

STUDY GUIDE 2019-2020

The comprehensive exam will consist of 5 different components. These components relate to 1) Case conceptualization and art therapy treatment planning, 2) Assessment, 3) Ethics, 4) Group art therapy processes, and 5) Research. For each component you'll be asked to select and respond to questions in response to **one of two** scenarios (not both). The instructions will be as follows:

1) Case conceptualization and art therapy treatment planning.

Regarding **one** case you will need to identify and explain your response regarding:

1. Primary diagnostic impression for the identified patient in the case scenario (DSM 5)
2. Multicultural Issues that need to be considered regarding case conceptualization and treatment
3. Developmental considerations that impact case conceptualization and art therapy treatment interventions
4. Two significant treatment goals for the identified patient
5. Specific art therapy interventions that will be used to address treatment goals identified
6. The art therapy theoretical framework that informs your approach with this client
7. An art therapist/art therapy historical figure that promotes/promoted/is identified with the theoretical framework you selected

2) Assessment

Regarding **one** case you will need to identify and explain:

1. Two art therapy assessments that may help you answer the referral question related to the case
2. A description of each of art therapy assessments that you would utilize including
 - a. What each assessment is designed to explore or measure and how they will help you answer the referral question
 - b. The procedures of each selected assessment
 - c. The strengths and limitations of each assessment selected

3) Ethics

Regarding **one** case scenario you will need to identify and explain:

1. The significant ethical issue that is presented in the case scenario
2. The specific ATCB Code of Professional Practice you believe has been violated
3. How you suggest the violation be handled and why

4). Group Art Therapy Process

Regarding **one** described group scenario and setting you will be asked to identify and explain:

1. Group development concerns and goals
2. Overarching treatment issues that need to be addressed within the group
3. An art therapy theoretical model and group approach that would inform your group intervention (address art therapy theories **and** group approaches such as open studio, thematic/ structured, or non-directive approaches)
4. A few lines describing how you would introduce the group process, tasks and materials related to your selected intervention to the group (Write as if you were talking to the group)

5) Research

Regarding **one of the two** described areas of potential art therapy inquiry, you will be asked to identify and explain:

1. A specific research question or hypothesis that would be appropriate for the area of interest/inquiry
2. What research method you would utilize to answer your question or to address your hypothesis (Be specific as you can be within categories of quantitative, qualitative, or other descriptive research methods) and why.
3. Proposed participants for the study (address possible inclusion and exclusion Criteria)
4. The type of data that would be collected
5. A means to collect the research data

Each component will be worth 20 points. The total point value of the comprehensive exam is 100 points.

YOU WILL NEED TO BRING YOUR DSM 5 AND A PRINTOUT OF THE ATCB CODE OF PROFESSIONAL PRACTICE (Available www.atcb.org) to the exam.

Marywood University
Graduate Art Therapy Program
CURRENT STUDENT PROGRAM EVALUATION (CSPE)

This Current Student Program Evaluation form is to be completed annually by all Graduate Art Therapy Students. This form is **anonymous** and will be used to help us improve the program. Your cooperation and feedback are deeply appreciated.

Rating scale: 1 = inadequate; 2 = poor; 3 = adequate; 4 = good; 5 = excellent

I. **ACADEMIC COURSEWORK** circle #

To what degree:

Does the content of the courses address areas of inquiry significant to your educational needs? 1 2 3 4 5

Do format and structure of courses facilitate your learning process? 1 2 3 4 5

Do instructors present material in a well-organized, thought provoking and understandable manner? 1 2 3 4 5

Does coursework relate directly to practicum experiences? 1 2 3 4 5

What suggestions would you make regarding the academic components of the Marywood University Graduate Art Therapy Program?

II. **PRACTICUM EXPERIENCES**

To what degree:

Do the practicum experiences provide you with appropriate opportunities for educational growth? 1 2 3 4 5

Do the practicum experiences provide you with appropriate opportunities for specialization in an aspect of art therapy of interest to you? 1 2 3 4 5

Do the practicum experiences relate directly to work that you are doing in academic courses? 1 2 3 4 5

What suggestions would you make regarding the practicum component of the Marywood University Graduate Art Therapy Program?

III. SUPERVISION

To what degree:

Do you receive adequate clinical supervision as a student in the program? 1 2 3 4 5

Does the format of group supervision sessions facilitate your
Growth and development as an art therapist? 1 2 3 4 5

What suggestions would you make regarding the supervision component of the Marywood University Graduate Art Therapy Program?

IV. FACILITIES

To what degree:

Do you have adequate access to studio space and materials
while in the program? 1 2 3 4 5

Do you have adequate classroom space? 1 2 3 4 5

Do you have access to adequate library resources? 1 2 3 4 5

V. GENERAL COMMENTS

Do you think your education at Marywood is adequately
preparing you for work as an art therapist? Yes No

The Marywood University Graduate Art Therapy Program advertises that
it is a studio-based art therapy program. Do you think this is an accurate
description of the program? Yes No

What suggestions would you make regarding the Marywood University Graduate Art Therapy Program?

Date:

Rating scale: 1 = inadequate; 2 = poor; 3 = adequate; 4 = good; 5 = excellent

VI. ACADEMIC COURSEWORK circle #

To what degree:

Does the content of the courses address areas of inquiry significant to your educational needs? 1 2 3 4 5

Do format and structure of courses facilitate your learning process? 1 2 3 4 5

Do instructors present material in a well-organized, thought provoking and understandable manner? 1 2 3 4 5

Does coursework relate directly to practicum experiences? 1 2 3 4 5

What suggestions would you make regarding the academic components of the Marywood University Graduate Art Therapy Program?

VII. PRACTICUM EXPERIENCES

To what degree:

Do the practicum experiences provide you with appropriate opportunities for educational growth? 1 2 3 4 5

Do the practicum experiences provide you with appropriate opportunities for specialization in an aspect of art therapy of interest to you? 1 2 3 4 5

Do the practicum experiences relate directly to work that you are doing in academic courses? 1 2 3 4 5

What suggestions would you make regarding the practicum component of the Marywood University Graduate Art Therapy Program?

VIII. SUPERVISION

To what degree:

Do you receive adequate clinical supervision as a student in the program? 1 2 3 4 5

Does the format of group supervision sessions facilitate your
Growth and development as an art therapist? 1 2 3 4 5

What suggestions would you make regarding the supervision component of the Marywood University Graduate Art Therapy Program?

IX. FACILITIES

To what degree:

Do you have adequate access to studio space and materials
while in the program? 1 2 3 4 5

Do you have adequate classroom space? 1 2 3 4 5

Do you have access to adequate library resources? 1 2 3 4 5

X. GENERAL COMMENTS

Do you think your education at Marywood is adequately
preparing you for work as an art therapist? Yes No

The Marywood University Graduate Art Therapy Program advertises that
it is a studio-based art therapy program. Do you think this is an accurate
description of the program? Yes No

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MARYWOOD UNIVERSITY
GRADUATE ART THERAPY PROGRAM
STUDENT SELF-EVALUATION
ART THERAPY COMPETENCIES (SSEATC)

The Marywood University Graduate Art Therapy Program is designed to provide you with the following competencies. **At the end of each academic year, you are required to self-evaluate** your current level of knowledge and skill in Art Therapy. Please submit a copy of the completed form to the Director of the Art Therapy Program at the end of the spring semester.

Each of these competencies is scored on a scale of 1 (low score) to 5 (high score).

1. ART THERAPY HISTORY AND THEORY	Score				
Understanding of art therapy history	1	2	3	4	5
Understanding of different theoretical points of view in the art therapy field	1	2	3	4	5
Understanding of the history of art and the role of art in different cultures	1	2	3	4	5
Understanding of different psychological and philosophical approaches to art and creativity	1	2	3	4	5
Ability to critically evaluate different art therapy methods and approaches with the goal of developing a personal therapeutic style	1	2	3	4	5
Understanding of developmental stages of graphic expression	1	2	3	4	5
Understanding of different applications of art therapy (individual, group, family)	1	2	3	4	5
2. GENERAL PSYCHOLOGICAL THEORY					
Understanding of different psychological theories of human behavior (developmental, psychoanalytic, behavioral existential)	1	2	3	4	5

Theoretical understanding of psychopathology and behavioral disorders	1	2	3	4	5
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Ability to apply psychological theories of motivation, perception, and development to the practice of art therapy	1	2	3	4	5
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3. DIAGNOSTIC/ASSESSMENT

Understanding of basic diagnostic categories of psychopathology and behavioral disorders	1	2	3	4	5
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Understanding of the etiology of emotional disorders observed in clinical practice	1	2	3	4	5
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Ability to approach diagnosis with the goal of assessing the client's strengths and weaknesses	1	2	3	4	5
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Ability to respond to client's preference for art materials and expressive media	1	2	3	4	5
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Ability to assess the developmental level of client's artistic expression	1	2	3	4	5
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Ability to respond to the clients visual symbols	1	2	3	4	5
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Ability to plan and organize art therapy sessions on the basis of continuing assessment of the client	1	2	3	4	5
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Ability to contribute art therapy information and observations to interdisciplinary treatment teams	1	2	3	4	5
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4. ART THERAPY PROCESS

Ability to listen attentively during therapeutic sessions	1	2	3	4	5
-----------------------------------------------------------	---	---	---	---	---

Ability to establish appropriate relationships with clients	1	2	3	4	5
-------------------------------------------------------------	---	---	---	---	---

Ability to provide a safe, predictable art therapy milieu	1	2	3	4	5
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Quality of preparation for art therapy sessions	1	2	3	4	5
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Ability to initiate an art therapy session	1	2	3	4	5
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Ability to provide structure in both artistic activity and					
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general behavior	1	2	3	4	5
Ability to stimulate expressive potential in clients	1	2	3	4	5
Sensitivity to environmental design and the effects of the physical space on the art therapy process	1	2	3	4	5
Ability to conduct individual art therapy sessions	1	2	3	4	5
Ability to conduct group art therapy sessions	1	2	3	4	5
Ability to work with families in art therapy sessions	1	2	3	4	5
Ability to bring about closure in art therapy sessions	1	2	3	4	5
Ability to effectively terminate therapeutic relationships	1	2	3	4	5

5. INTERDISCIPLINARY SKILLS

Ability to integrate art therapy into a total clinical treatment plan	1	2	3	4	5
Ability to present the goals and methods of art therapy to other professional disciplines	1	2	3	4	5
Ability to orally present case materials	1	2	3	4	5
Ability to document art therapy sessions in writing	1	2	3	4	5
Ability to define the role of the art therapist with regard to the total functioning of a specific clinical setting	1	2	3	4	5

6. PROFESSIONAL IDENTITY

Ability to express yourself through art	1	2	3	4	5
Understanding of how different art materials and different procedures affect feeling states	1	2	3	4	5
Level of involvement in personal artistic expression and commitment to on-going artist endeavors	1	2	3	4	5
Ability to critically evaluate professional performance	1	2	3	4	5

Ability to receive and respond to criticism from peers and supervisors	1	2	3	4	5
Understanding of the way in which your personality and behavior affect clients and the therapeutic process	1	2	3	4	5
Ability to expand clinical skills through supervision	1	2	3	4	5
Commitment to continuing education for the purpose of enhancing art therapy skills	1	2	3	4	5

ADDITIONAL COMMENTS:

Student Name / Date Submitted

Art Therapy Director / Date Review

