



Marywood University Graduate Art Therapy Program Handbook 2025-2026

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

Artwork by Alyssa Zerba '26

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. I am pleased that you have decided to take this exciting journey with us! The art therapy faculty and the art department are deeply committed to supporting your growth and development as both an artist and a therapist. The program will provide you with a creative integration of academic and clinical education as well as active artistic engagement. The Marywood University Art Therapy program is founded in 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 professional scholar artists as Shaun McNiff, Myra Levick, Don Jones, David Henley, Pat Allen, Arthur Robbins, Bruce Moon, and others. We are accredited by 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.

Our present faculty consists of Jackalynn Wilson, MA, ATR-BC, LPC, PMH-C, Program Director, Instructor of Practice; Abigail Oxford, MA, ATR-BC, LPC, Instructor of Practice; and Practicum Coordinator Alicia Grunder-Laughlin, MPS, ATR-BC, LCAT. Other highly qualified and credentialed art therapists serve as our adjunct faculty instructors and 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 for 2025-2026 Carmen Popovici, providing an important bridge between students and faculty.

Please review the materials contained in this handbook. The Student Handbook has been developed to help you make the transition into this new chapter of your life as a graduate art therapy student. You are responsible for familiarizing yourself with the information contained herein. Review of the handbook will occur during your first semester of your Graduate programing.

Please feel free to contact Jackalynn Wilson via email at jlwilson@maryu.marywood.edu (preferred communication), or by phone 570-

963-8114 Ext. 4554, you have any questions about the program. The art therapy profession is a creative, complex, 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 success as you pursue your graduate art therapy education. Faculty are always accessible to you and welcome questions, concerns, or simply visits for a chat.

Thank you for being here, welcome!

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[she/her/hers]
Program Director of Art Therapy
Instructor of Practice
Marywood University
REAP College of Creative & Professional Studies
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Scranton, PA 18509
Office - Insalaco Center for Studio Arts, 315
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FACULTY & STAFF CONTACT INFORMATION

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Faculty & Staff

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Adjunct Instructors

Amanda Burnside, MA, ATR-BC, LPC, ATCS
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Graduate Assistant

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MARYWOOD UNIVERSITY MISSION STATEMENT

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.

ART DEPARTMENT MISSION

The programs in Art are designed to help students attain full development as creative people 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/their 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.

GRADUATE ART THERAPY PROGRAM MISSION

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 arts-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.*

OVERVIEW OF THE PROGRAM

Housed within the Art Department of the Reap College of Creative & Professional Studies and the School of Visual & Performing Arts, 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 “arts-based” approach to graduate level art therapy education. Generally, most art therapy classes meet in room 255 of the Insalaco Center for Studio Arts (aka “The Art Therapy Studio”). 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 and demonstrate critical thinking skills
- Develop a deep understanding of therapeutic qualities of artmaking
- Demonstrate an ability to formulate questions and hypotheses, synthesize and apply knowledge and generate 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 their master's degree.

Forty-eight (48) credits in art therapy (39 required credits and 9 elective credits), six (6) studio art credits and six (6) psychology credits complete the degree credit requirements.

Each student must:

- Complete 800 hours of practicum experience (200 per semester over 4 semesters of Practicum I, II, III & IV)
- Maintain a 3.0, or higher, GPA
- Design and execute a Professional Thesis/Professional Contribution
- Successfully complete the Art Therapy Comprehensive Examination

Curriculum

The Graduate Art Therapy 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 (CAAHEP). 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. 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 factor into the overall grades. Students must maintain a B average, or higher, in order to graduate from the program.

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

A	95-100	4.0
A-	90-94	3.67
B+	88-89	3.33
B	85-87	3.0
B-	80-84	2.67

In graduate school, a B- is the lowest grade that is considered passing.

F	Unofficial Withdrawal (Failure to resolve I or X)	The grade of F indicates that the student has not obtained any credit for semester's work. If this is a required course, it must be retaken.
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 grade I. This grade must be resolved within 1 month after the beginning 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.

ATTENDANCE POLICY

Attendance is mandatory. A significant portion of the learning process is experiential in nature. Class participation is a significant component of the overall grade and learning experience. We recognize that serious illness and other factors may affect attendance. Students are responsible for informing the professor/instructor directly via phone and/or email of their absence. Informing the professor/instructor of your absence is not the same as having that absence excused. Please clarify with the professor/instructor if your absence is excused or not. If you are absent, you will still be responsible for all assigned content and completion of required assignments.

Please see the **Attendance & Participation Rubric** in Brightspace for further information.

- One excused absence is allowed with communication with the professor/instructor and assigned make-up assignment(s) successfully completed.
- Any further absences will significantly impact your overall grade.
- More than 2 absences will result in failure of the course.

GRADUATE ART THERAPY PROGRAM COURSE LISTINGS

60 Credits Required:

Art Therapy Required – 39 Credits

Art Therapy Electives – 9 Credits

500 Level Studio Art – 6 Credits

Psychology – 6 Credits

Art Therapy Courses: 39 Credits Required **Credits:**

AT 520	History & Theory of Art Therapy	3
AT 529	Ethical Considerations in Art Therapy	3
AT 533	Arts-Based Research Methods (Prerequisite for Professional Thesis)	3
AT 534	Cultural Humility in Art Therapy	3
AT 536	Media & Materials: The Art of Art Therapy	3
AT 537	Group Dynamics in Art Therapy	3
AT 540	Practicum I	3
AT 541	Practicum II	3
AT 542	Practicum III	3
AT 543	Practicum IV	3
AT 545	Developmental Dynamics in Art Therapy	3
AT 601A	Assessment & Appraisal in Art Therapy	3
AT 595	Master's Thesis	3

Studio Art Courses: 6 Credits Required

Art 500	Level Studio Art Course	3
Art 500	Level Studio Art Course	3

Psychology Course: 6 Credits Required

PSYC 531	Psychopathology	3
PSYCor		
COUN	Psychology or Counseling Elective	3

Elective Art Therapy Courses: 9 Credits Required

AT 521	Expressive Arts Therapies Workshop	3
AT 527	Trauma & Resiliency in Art Therapy	3
AT 531	Introduction to Family Art Therapy	3
AT 560	Art Therapy in the Treatment of Addiction	3

AT 561	Introduction to Jungian Sandplay	3
AT 606B	Art Therapy in Alternative Settings	3
AT 598D	Museum-Based Art Therapy	3
AT	Art Therapy with Children	3
AT	Art Therapy with Adolescents	3
PSYC 532	Child Psychopathology	3

EXAMPLE SEQUENCE OF COURSES

Masters in Art Therapy

(For completion in 2 years including one summer)

1st Year

Fall Semester: 15 credits

AT 520	History & Theory of Art Therapy	3
AT 536	Media & Materials: The Art of Art Therapy	3
AT 545	Developmental Dynamics in Art Therapy	3
PSYC 531	Psychopathology	3
500 Level	Studio Art Course	3

Spring Semester: 15 credits

AT 540	Practicum I	3
AT 537	Group Process in Art Therapy	3
AT 601A	Assessment & Appraisal in Art Therapy	3
	Art Therapy Elective	3
500 Level	Studio Art Course	3

Summer 1 & 2 or Summer 1 & 3 or Summer 2 & 3: 6 credits

PSYC or

COUN	Psychology or Counseling Elective	3
AT 541	Practicum II	3

2nd Year

Fall Semester: 12 credits

AT 542	Practicum III	3
AT 533	Arts-Based Research Methods	3
AT 534	Cultural Humility in Art Therapy	3
AT	Art Therapy Elective	3

Spring Semester: 12 credits

AT 595	Professional Thesis	3
AT 543	Practicum IV	3
AT 529	Ethical Considerations in Art Therapy	3
	Art Therapy Elective	3

DEAN 072 (Graduation)		0
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The Art Therapy Comprehensive Examination must be successfully completed prior to graduation.

Please see page 36 for further information.

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 in preparation for the integration of your identities as an artist & therapist. Please plan your weekly schedule so that you have ample time for your academic studies and your artistic endeavors.

The Insalaco Center for Studio Arts are open to Art Therapy students for studio work each evening and on weekends with swipe card access.

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. Please utilize the Writing Center located in the Learning Commons for writing assistance.

You can learn more information and to schedule an appointment here:

<https://www.marywood.edu/academics/success/writing-center/>

Inclusive Language

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

Ethical Principles for Art Therapists

The Ethical Principles for Art Therapists, set forth by the American Art Therapy Association (AATA), is 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:

<https://arttherapy.org/wp-content/uploads/2017/06/Ethical-Principles-for-Art-Therapists.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. Utilization of the numerous library resources will significantly support your success in the program.
 - Link to Marywood Library:
<https://www.marywood.edu/academics/library/>
- Journal of the American Art Therapy Association (AATA)
 - 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 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 (see below for further information). 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 that compromise the client/therapist integrity

1. Addressing Programming Concerns

The Art Therapy program meets their students where they're at, providing students a chance to reflect on the situation to explore options for self-correction, growth, and development. Please see the following action steps to be employed should a problematic situation occur and the steps that will be taken should the situation continue:

1. Course instructor meets with student: discussion of the situation and options for resolution, documenting who is responsible and what steps will be taken.
 - a. Course instructor informs Program Director of concerns.
2. Course instructor and Program Director meet with student if the problem continues: revisiting the document previously created to explore further concerns, barriers and/or limitations.
 - a. Program Director discusses continued concerns with Art Department Chair.
3. Program Director and Art Department Chair will meet with the student if concerns persist.
 - a. Consultation with the Dean will additionally occur at this level.
4. If after all previous steps have been exhausted, a meeting with the Dean will be scheduled.

2. Addressing Practicum Concerns

The Art Therapy program recognizes there can be challenges/concerns that arise throughout a student's practicum experience. To provide support to both the site supervisor and student, the program has developed a system to be utilized to navigate and problem-solve any challenges/concerns that may arise:

1. Site supervisor addresses student/challenges
2. Site supervisor brings challenges/concerns to in-class instructor
3. In-class instructor and Practicum Coordinator meet to discuss further

3.5 Concerns brought to Program Director

4. Site supervisor, Practicum Coordinator, and Program Director meet with student

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 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 that are a cause for concern.
- 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 Marywood 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.

Please see page 41 for the Practicum Professional Checklist.

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 X, 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 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 to engage in social networking.
- You may not represent yourself as an art therapist.

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 class 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.

There is a zero-tolerance policy for reporting to a practicum site/placement under the influence. This is grounds for dismissal from the program.

Communication

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

Please communicate with professors/instructors, regarding class specific inquiries/communications (i.e. inquiries about an assignment or an absence from class) through Marywood email. You have the option to set up your Brightspace email so that it copies all emails to your Marywood email account.

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) just outside of the Art Therapy Studio – Insalaco, 255. 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 Marywood Counseling Center staff is bound by ethical and legal guidelines to protect a student's right to confidentiality (HIPAA). No information, written or spoken, is released to other people 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.

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 visit www.arttherapy.org for more information. There are limited university funds for students planning to attend.

Pennsylvania Art Therapy Association (PAATA)

PAATA is the local AATA Affiliate Chapter. You are strongly encouraged to become a student member and to attend this annual conference as well. Please visit www.paarththerapy.org for more information.

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 2025-2026 Executive Officers of MUSATA are:

- President – Emily Evans
- Vice-president – Joseph Kovach
- Treasurer – Anna Napoli
- Secretary – Tatiana Amaral
- Public Relations – Emma Brooks

Please contact Emily at erevans@m.marywood.edu for any information on MUSATA. 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 and credentialing of art therapists and administers the national certification examination.

Sequence of Credentialing:

1. Completion of Master's Degree at Marywood University
2. Application for your Provisional ATR (ATR-P) with the ATCB (required).
3. Completion of 1000 hours of supervised clinical client contact experience post-graduation
4. Application for Registration as an Art Therapist (ATR) with the ATCB.
5. Post-acquisition of the ATR, registration and successful completion of the Art Therapy Board Certification Exam.
6. Successful completion of the Board Certification Exam allows one to utilize the credential ATR-BC.

Please visit www.atcb.org for more information.

The Code of Professional Practice is also available on the ATCB website. Please download and refer to this document: <https://atcb.org/ethics-appeals-lp/code-of-ethics-conduct-and-disciplinary-procedures/>

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

NOTE: State licensure is NOT the same thing as credentialing! Please see specific state requirements for more information.

MASTER'S THESIS/PROFESSIONAL CONTRIBUTION (PC)

A student's Master's Thesis or Professional Contribution 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 may identify and select an original research topic subject to the approval of our Institutional Research Board (IRB). Thesis papers support and elucidate the research process including development of new perspectives and ideas. All graduate students are required to take Arts-Based Research AT 533 prior to completing Thesis AT 595A, AT 595B, and AT 595C. Arts-Based Research AT 533 and Thesis AT 595A, AT 595B, and AT 595C are offered in consecutive semesters and are designed to offer appropriate pacing for the successful completion of a student's Professional Thesis.

All Thesis and Professional Contribution topics are subject to approval by the Director of the Art Therapy Program. All Thesis are additionally subject to the approval the Institutional Review Board (IRB).

VOLUNTEER THESIS READER

Link to Volunteer Thesis Reader

Evaluation: <https://forms.gle/Em5DjEibpQ8AWwu96>

PRACTICUM

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

Practicum Site Affiliation Agreements

All Practicum sites must have an active Affiliation Agreement with Marywood University. Please contact the Practicum Coordinator for a list of sites or if you would like to discuss a potential practicum site.

Supervision

Students must have both individual and group supervision and must receive one (1) hour of clinical supervision at the site placement per every ten (10) 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://www.dhs.pa.gov/KeepKidsSafe/Clearances/Pages/Criminal-Background-Check.aspx>
- Child Abuse History Clearance:
<https://www.compass.state.pa.us/cwis/public/home>
- IdentoGO FBI Fingerprinting Home Page
(PA): <https://www.identogo.com/services/live-scan-fingerprinting>

Liability Insurance

Marywood University provides each student enrolled in the practicum course with malpractice insurance. There must be an active Affiliation Agreement with the Practicum site you are assigned to for you to be covered under this policy.

If needed, please request a copy of Student Liability provided by Marywood University for the Academic Year 2025-2026 from the Practicum Coordinator or Program Director.

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, as well as the dates/time frames so that you can start your practicum experience in a timely manner.

Practicum Timesheet

TheraPulse.ai – New Hours Tracking Platform

Beginning Fall 2025, we will be using **TheraPulse.ai** in place of Time2Track for logging practicum hours. TheraPulse offers an intuitive, user-friendly interface that allows students to track direct and indirect hours and receive electronic signatures from supervisors. The platform streamlines documentation and enhances communication between students, site supervisors, and faculty. More information and login instructions will be provided during orientation.

PRACTICUM GUIDELINES

During the first and second practicum experiences, **Practicum I & II**, 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. Practicum I and Practicum II will be separate practicum site placements to offer observation and experiences with a variety of populations. Students will be expected to observe and/or co-lead art therapy sessions during at least 50% of these practicum experiences. During all practicum experiences, it is expected that students will be at a site under the direct supervision of a **board certified/registered art therapist (ATR-BC)**.

During the third and four practicum experiences, **Practicum III & IV**, as experience in working directly with clients is gained, students are expected to participate in individual and group art therapy sessions. Practicums III & IV can be either a continuous experience at the same practicum site to provide greater opportunities for therapeutic relationship building, client contact, greater observation of client treatment and progress, and increased familiarity with a selected population, or two separate experiences. Students will be expected to co-lead and/or lead art therapy sessions during at least 75% of the third and fourth practicum experiences. Students are expected to design, facilitate and evaluate an In-Service Presentation during both Practicum III & IV that meet the specific needs of their practicum site. During all practicum experiences, 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.)**

- When possible, considering site/placement requirements, 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 recreated 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.

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 (1) hour of clinical supervision at the site placement per every ten hours (10) 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.

Sample Evaluation Form

Supervisee Evaluation is to be completed at mid-term and final evaluation. These will be completed at identified dates in the syllabus with a copy provided to the supervisee for submission to their university Practicum Supervisor/Professor.

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

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

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

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	NA
Documentation accurately reflects patient status	1	2	3	4	NA
Documentation concise and clear	1	2	3	4	NA

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

Sample In-Service Presentation 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	

Sample In-Service Presentation 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 EXAM

Students must successfully complete the Art Therapy Comprehensive Exam prior to graduation.

The Art Therapy Comprehensive Exam consists of five components consisting of:

- Case Conceptualization & Treatment Planning
- Assessment & Appraisal
- Ethics
- Group Dynamics in Art Therapy
- Research

The comprehensive exam will be conducted in the Spring of a student's second year.

IMPORTANT LINKS

Link to Graduate Art Therapy Program

Evaluation: <https://forms.gle/3ybgNeP9XsnmjvvY8>

Link to Student Self-Evaluation - Art Therapy

Competencies: <https://forms.gle/sCjCLGzVjRLc8aWY8>

Link to Practicum Site Evaluation: <https://forms.gle/uvxX4CjYqjD3TnKb7>

Link to In-Service Evaluation: <https://forms.gle/dJc26vgTeVsqn3zu7>

American Art Therapy Association <https://www.arttherapy.org/>

Pennsylvania Art Therapy Association <http://www.paarttherapy.org/>

New Jersey Art Therapy Association <https://www.njarttherapy.com/>

Art Therapy Credentials Board <https://atcb.org/>

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

I give permission to _____, art therapy student, for a creation of 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 art a recreation of 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 recreated 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 (*if client is under 18*) or Legal Representative _____

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 _____, art therapy student, 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 (*if client is under 18*) or Legal Representative _____

Date _____

-

Marywood University
Graduate Art Therapy Program
Site Supervisor Receipt of Release of Information (ROI)

Supervisors: Please fill-out the form below as receipt and confirmation the ROI was signed and will be handled appropriately by you/your site/facility.

Students: Please turn this sheet into your in-class instructor along with your assignment.

I, _____, site supervisor for
_____, Marywood University art therapy graduate student,
verify completion of the Release of Information for educational purposes. I sign this receipt
confirming that the information will be securely stored and/or destroyed per my facility/agency's
policies.

Site Supervisor Name _____

Site Supervisor Signature _____

Date _____

Student Name _____

Student Signature _____

Date _____

Marywood University
Graduate Art Therapy Program
Practicum Professionalism Checklist

Supervisors: Please initial next to each item indicating you have reviewed your site's policies and procedures, discussing with your student necessary information relating to professionalism throughout their practicum experience.

Students: Please turn this sheet into your in-class instructor no later than the second class the second week of the semester.

_____ Practicum site policies and procedures

_____ Reliability, attendance, punctuality expectations

_____ Attitude, effort, initiative, language

_____ Site policy on dress code expectations for students (including types of dress, hair, make-up, perfumes, tattoos, jewelry, etc.)

_____ Site policy on confidentiality (including mandated reporting, etc.)

_____ Site policy and protocol on client safety concerns (including physical safety, clothing/hair safety, how to report client safety concerns/emergencies, etc.)

_____ Communication expectations (including methods, appropriateness, timing, emergencies, etc.)

Supervisor Name _____ Supervisor Signature _____

Date _____

Student Name _____ Student Signature _____

Date _____

Marywood University
Graduate Art Therapy Program
Student Handbook Acknowledgement Form

I, _____, acknowledge receipt of the Marywood University Graduate Art Therapy Program Student Handbook.

I understand this document is subject to change, and that I will be notified of any pertinent changes in a timely manner.

I understand I can discuss any questions I have with this handbook with the Program Director.

I have read and understand the material included, and attached to, this handbook.

Printed Name: _____

Signature: _____

Date: _____