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 become a part of it. The faculty and the art department is 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 with 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 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. Today, faculty consists of the Director, Clinical Assistant Professor Stephanie Wise, ATR- BC ATCS, LCAT and Ashley Hartman, Ph.D., ATR as well as other highly qualified adjunct faculty. Members of our faculty bring their unique philosophic, clinical, and educational skills and experience to the program thus providing a rich and diverse foundation for our students. 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.

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 Department of Visual Arts and Graduate Art Therapy Program wishes you well as you pursue your graduate education. The doors to the faculty’s offices are almost always open. Don’t hesitate to drop by.

Art Therapy Program Faculty
Fall 2018 – Spring 2019
Faculty and Staff Contact Information

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

**Faculty**  
Ashley Hartman Ph.D. ATR  
ahartman@maryu.marywood.edu

**Part-time Graduate Assistant**  
Jenna Edmonds  
jredmonds@m.marywood.edu

**Visual Arts Administrative Assistant**

**Visual Arts Secretary**  
K’Sandre Cooke  
kcook@maryu.marywood.edu
The Mission of the Graduate Art Therapy Program at Marywood

The Mission of the Graduate Art Therapy Program at Marywood is built upon artistic, ethical, and spiritual values and a tradition of service to humankind. With this focus, there is an ongoing commitment to the integration of students’ personal artistic growth, academic study, and development of clinical skills so that they may enter the job market as competent art therapists. The program provides a framework that enables students to develop a deep understanding of the therapeutic qualities of art making and how these qualities foster growth and healing in the treatment of diverse people. 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

The program is housed in the Department of Visual Arts 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, 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 program. Please refer to the degree candidacy form on page 16 of this document.
**Curriculum**

The Masters of Art program in Art Therapy 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 Approved Educational Program of the American Art Therapy Association. The course of study combines art therapy theory and technique, psychology, clinical practicum and supervision, and personal artistic involvement 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 in 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:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>GPA</th>
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<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>4.0</td>
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<tr>
<td>A-</td>
<td>92-96</td>
<td>3.67</td>
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<tr>
<td>B+</td>
<td>88-91</td>
<td>3.33</td>
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<tr>
<td>B</td>
<td>84-87</td>
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<tr>
<td>B-</td>
<td>80-83</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>F</td>
<td>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.</td>
</tr>
<tr>
<td>I</td>
<td>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.</td>
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<td>Grade</td>
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<td>Withdraw Officially</td>
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<td>X</td>
<td>Temporary Delay</td>
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GRADUATE ART THERAPY PROGRAM COURSE LISTINGS

60 Credits Required:
Art Therapy - 36 Credits
Art Therapy Electives – 9 Credits
500 Level Studio Art - 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
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

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 Sandtray 3
AT 606B Art Therapy in Alternative Settings 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.

In your final semester, you must enroll in DEAN 072 Graduate Degree Candidacy, College of Arts and Sciences.
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 (can be Spring break studio art trip) 3

MAY MESTER – an Art 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 Department Administrative Assistant in room SAC-119.
**Exam dates for the 2017-2018 academic year will be available in the fall. All are on are Saturday from 8:30am to 1pm.

In the final semester, student must take DEAN 072 Graduate Degree Candidacy, College of Arts and Sciences to signal the Dean and University that the student is ready for graduation.
# Master of Art in Art Therapy Course Sequence

<table>
<thead>
<tr>
<th>1st Year FALL</th>
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<tbody>
<tr>
<td>AT 520 Intro to Art Therapy</td>
<td>3.0 cr.</td>
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<tr>
<td>AT 545 Developmental Dynam AT</td>
<td>3.0 cr.</td>
</tr>
<tr>
<td>AT 536 Art Therapy Studio</td>
<td>3.0 cr.</td>
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<tr>
<td>PSY 531 Psychopathology</td>
<td>3.0 cr.</td>
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<tr>
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<tbody>
<tr>
<td>AT 540A Practicum A</td>
<td>3.0 cr.</td>
</tr>
<tr>
<td>AT 533 AT Research &amp; Assessments</td>
<td>3.0 cr.</td>
</tr>
<tr>
<td>AT 529 Ethics in Art Therapy</td>
<td>3.0 cr.</td>
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<tr>
<td>PSY 501 Research Methods</td>
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<table>
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<tr>
<th>Summer 1</th>
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<tbody>
<tr>
<td>AT 540B Practicum B</td>
<td></td>
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<tr>
<td>AT 595A Thesis I</td>
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<tr>
<th>Summer 2</th>
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<tbody>
<tr>
<td>AT 540B Practicum B</td>
<td>3.0 cr. over SU 1&amp;2</td>
</tr>
<tr>
<td>AT 595A Thesis I</td>
<td>1.0 cr. over SU 1 &amp; 2</td>
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<tr>
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<tbody>
<tr>
<td>AT 537 Group Process in AT</td>
<td>3.0 cr.</td>
</tr>
<tr>
<td>AT 540C Practicum C</td>
<td>3.0 cr.</td>
</tr>
<tr>
<td>AT 595 B Thesis II</td>
<td>1.0 cr.</td>
</tr>
<tr>
<td>PSY 532 Child Psychopathology</td>
<td>3.0 cr.</td>
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<tr>
<th>2nd Year SPRING</th>
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<tbody>
<tr>
<td>AT 540D Practicum D</td>
<td>3.0 cr.</td>
</tr>
<tr>
<td>AT 595C Thesis III</td>
<td>1.0 cr.</td>
</tr>
<tr>
<td>AT 534 Multicultural AT</td>
<td>3.0 cr.</td>
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<tr>
<td>DEAN 072 Graduation</td>
<td>0 cr.</td>
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<tr>
<th>May Mester</th>
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<th>Summer 1</th>
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**Required during Program:**
- 500 Level Studio Art 3.0 cr.
- 500 Level Studio Art 3.0 cr.
- AT Elective 3.0 cr.
- AT Elective 3.0 cr.

**TOTAL Program = 60 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 560 AT in Treatment of Addictions 3.0 cr.
- AT 561 Intro to Jungian Sandplay 3.0 cr.

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

Revised 04/11/18
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.

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

**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 will 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, 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 including, but is not limited to, monopolizing a hospital or clinic computer with personal business when others need to access to 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 one’s self 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.
MARYWOOD UNIVERSITY
APPLICATION FOR ADMISSION TO CANDIDACY FOR A
MASTER OF ARTS DEGREE IN ART THERAPY

ALL PREREQUISITES MUST BE FULFILLED PRIOR TO APPLICATION FOR
CANDIDACY

I hereby apply for admission to candidacy for the Master of Arts degree in ART THERAPY.

I have fulfilled the requirements as indicated below:

1. Completion of eighteen (18) credit hours taken at Marywood _____

2. Maintenance of a “B” average or better _____

3. Successful completion of Practicum (to date) (Indicate # of hours)
   *After 300 hours of practicum experience, the student will be re-evaluated.

___________________________________ _______________________
Student’s Signature      Date

___________________________________________________________
PRINT NAME                                                 Phone

___________________________________________________________
ADDRESS (include zip code)

Approved: _________________________________ ________________
Director, Art Therapy Program    Date

Approved: _________________________________ ________________
Chair, Dept. of Visual Arts       Date

REMINDER:
You must pass the COMPREHENSIVE EXAMINATION before graduation.
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:
The AATA 49th Annual Conference will be held October 31st - November 4th, 2018, in Miami, FL and the theme will be Honoring Yesterday, Celebrating Today, Building for Tomorrow. Please see www.americanarttherapyassociation.org for more information. There are limited funds for students planning to attend.

Delaware Valley Art Therapy Association (DVATA) is now Pennsylvania Art Therapy Licensure Council (PAATLC) and is the local AATA Affiliate Chapter. You are strongly encouraged to become a student member and to attend this annual conference as well. DVATA can be contacted at dvataorg@gmail.com and may be found on the web: http://dvata.org.

Marywood University Student Art Therapy Association (MUSATA)
In addition to the AATA and the DVATA you are expected to be an active member of our program 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, an art exhibit in Scranton. The 2018-2019 president of MUSATA is Jenna Edmonds. 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 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.

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, and is important to keep for your own records.
Thesis or Professional Contribution

Students have the option of doing a research thesis or professional contribution to validate development and 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 and current trends within the profession. Both thesis and professional contributions require lengthy papers – usually about 40-50 pages – to support and elucidate the research process including development of new perspectives and ideas. All graduate students are required to take AT 533 Art Therapy Research & Assessment and AT Thesis 595 (1,2,3) at the appropriate time. 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.
**Thesis**

**Components and Requirements**

**Guidelines**
The paper should be approximately 40-50 pages of text. All work should be 12 point (Times New Roman), double-spaced, and with 1½” 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. (10-15 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.

Professional Contribution

Components and Requirements

Research Question/Thesis Statement/Introduction (1st stage of Professional Contribution)

The research question should be posted in the form of a strategic question. This should not be a question easily answerable by yes/no. In addition to the research question, students must provide a Thesis Statement. Students must submit a 1 page 12 point, Times New Roman font introduction of why this research is important, current statistics, and/or practical implications related to the thesis. A reference page should be included using APA style with APA citation used throughout the text.

Background and Title Page

The Title Page should be submitted in APA format. The background section should summarize the population, incidence, psychopathology being investigated, clinical presentation, diagnostic evaluation, differential diagnosis, treatment, prognosis and prevention of the topic. This should concentrate on the section most important to your topic (For example, if your question is about a particular aspect of trauma, the treatment section of your background should be the most comprehensive). The background should be a minimum of 5 pages with a maximum of 10 pages, 12 point font, Times New Roman. A revised introduction should be included. A reference page should be included using APA style with APA citation used throughout the text.

Discussion of Articles: Summary and Critical Analysis (2nd stage of Professional Contribution)

This review should be comprised of at least 5 current peer reviewed articles or texts related to the research question and comprehensively reviewed (published within the past 5 years). The articles should be summarized and then critically analyzed. Additional published case study material and documents related to the topic should be researched and included. The
discussion of the articles should be a minimum of 5 pages with a maximum of 8 pages, 12 point font, Times New Roman. A revised introduction, background, title page, and reference page should be included. A reference page should be included using APA style with APA citation used throughout the text.

**Methods Section (2nd stage of Professional Contribution)**

This section will discuss the inclusion and exclusion criteria used to select articles. The level of evidence chosen should be discussed and an explanation of why certain articles were chosen. The methods section should be a minimum of 1 paragraph with a maximum of 1 paragraphs, 12 point font, Times New Roman. A revised introduction, background, title page, discussion of articles and reference page should be included. A reference page should be included using APA style with APA citation used throughout the text.

**Conclusions/Implications/ Areas for Future Research related to the Professional Contribution (3rd/final stage of Professional Contribution)**

This section will provide any and all conclusions derived by the student related to the research area. In addition, the students will discuss areas for further inquiry or research and the important of future research. This conclusion section must be at least 3 pages in length not to exceed 5 pages. In addition, all previous sections must be submitted with necessary revisions per faculty feedback. This document should include your PICO question and thesis statement, a title page, introduction, background section, discussion of articles, methods section, and conclusion with future related to PC with appropriate headings. One copy of your final paper are to be submitted as email file. All written work must be completed in current APA style.

**Art Interpretation of PC experience**

Students will be expected to have completed a significant work of art related to the Professional Contribution experience/topic. This artwork will be shown to the 2 faculty members at the time of the official presentation.

**Presentation of the Final Professional Contribution**

Students are to give a presentation of their professional contribution. Students are to present the main findings of their research to 2 faculty members. Students are expected to be knowledgeable about their topic and to answer questions that the faculty members have regarding their research. Students are able to prepare using note cards. No power point presentations will be utilized. Students have a maximum of 10 minutes to present.
Sample Title Page

Running Head: SHORT TITLE

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

by

Author first and last name

A Thesis or A Proposal 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, Art, Case Examples, etc.)
   1  2  3  4  5
   Comments:
5. Organization, Flow, Grammar, Spelling

1  2  3  4  5

Comments:


1  2  3  4  5

Comments:

Overall Comments and Recommendations:

Signature  ____________________________

Date:  _______________________________
Practicum/Internship

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 Coordinators, Stephanie Wise and Ashley Hartman, for a list of sites with standing Affiliation Agreements. If you would like to have an agreement sent to a potential practicum site, please contact the Director of the Art Therapy Program, Stephanie Wise.

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 with a Marywood University faculty member on campus each week of the semester.

- **Practicum A & B**: students will be at a site under the direct supervision of a registered art therapist (ATR)
- **Practicum C & D**: students will be at a site under the direct supervision of a registered art therapist (ATR) or a licensed professional in a related field (e.g., creative arts therapy, social work, psychology, marriage and family therapy, psychiatry, or counseling).

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](https://epatch.state.pa.us/Home.jsp)
- Child Abuse History Clearance: [https://www.compass.state.pa.us/cwis/public/home](https://www.compass.state.pa.us/cwis/public/home)
- Fingerprinting: [https://www.pa.cogentid.com/index_dpwNew.htm](https://www.pa.cogentid.com/index_dpwNew.htm)

Liability Insurance
Marywood University provides each student enrolled in the practicum course with malpractice insurance – Your contract must be on file in order for your coverage to begin.

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 to identify any forms or trainings needed, and the date of those trainings so that you can start your practicum experience in a timely manner.*
Practicum Check List

☐ 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:

☐ Download insurance form from handbook and 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
CERTIFICATE OF LIABILITY INSURANCE

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFER NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Willis of Pennsylvania, Inc.
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P.O. Box 305191
Nashville, TN 372305191 USA

INSURED
Marywood University
2300 Adams Avenue
Scranton, PA 18509 USA

CONTACT
NAME: [Redacted]
FAX (A/C, No): 1-888-467-2378
E-MAIL ADDRESS: certificates@willis.com

INSURER(S) AFFORDING COVERAGE
NAIC #
INSURER A: United Educators Insurance a Reciprocal Ri
10020

COVERAGES
CERTIFICATE NUMBER: #6766990
REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

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<th>TYPE OF INSURANCE</th>
<th>ADDL.</th>
<th>SUBR.</th>
<th>WWD</th>
<th>POLICY NUMBER</th>
<th>POLICY EFF (MM/DD/YYYY)</th>
<th>POLICY EXP (MM/DD/YYYY)</th>
<th>LIMITS</th>
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<td>COMMERCIAL GENERAL LIABILITY</td>
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<td>OCCUR</td>
<td>GENL AGGREGATE LIMIT APPLIES PER:</td>
<td>POLICY</td>
<td>PROJ</td>
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<tr>
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<td>ANY AUTO</td>
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<td>SCHEDULED</td>
<td>AUTOS</td>
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<td>NON-OWNED</td>
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<td>WORKERS COMPENSATION AND EMPLOYEES' LIABILITY</td>
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Y/N A

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Student Blanket Malpractice - Student Intern Programs: Art Therapists

CERTIFICATE HOLDER

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Evidence of Insurance

© 1988-2015 ACORD CORPORATION. All rights reserved.
MARYWOOD UNIVERSITY  
Graduate Art Therapy Program  
INTERNSHIP TIME SHEET

Student Intern ____________________________________________

Practicum Site ____________________________________________

Practicum Supervisor ______________________________________

<table>
<thead>
<tr>
<th>Week Ending:</th>
<th>Date</th>
<th>Time In</th>
<th>Time Out</th>
<th>On-Site Supervision Hours</th>
<th>Total Internship Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MONDAY</td>
<td></td>
<td></td>
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<tr>
<td>TUESDAY</td>
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<tr>
<td>WEDNESDAY</td>
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<tr>
<td>THURSDAY</td>
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<tr>
<td>FRIDAY</td>
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<tr>
<td>SATURDAY</td>
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<tr>
<td>SUNDAY</td>
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</tbody>
</table>

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 EVALUATION

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 it is required that students will be at a site under the direct supervision of a registered art therapist (ATR). Students will be expected to observe and/or co-lead art therapy sessions during at least 50% of the practicum experience. 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.

- 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.
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 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.

<table>
<thead>
<tr>
<th>1 = Unsatisfactory</th>
<th>2 = Needs Improvement</th>
<th>3 = Appropriate</th>
<th>4 = Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates accurate observation skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Communicates understanding of demonstrated art interventions</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates facility with a variety of art materials</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Able to teach art techniques and skills as needed</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates sensitive and appropriate interactions with participants</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrates understanding of the characteristics and needs of population served</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Able to conceptualize art therapy treatment goals and interventions with population</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assertively seeks supervision</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Utilizes supervision time to ask challenging therapy questions and concerns</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Keeps an art journal and shares journal as a tool within supervision</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Identifies their own personal supervision needs</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Integrates feedback into clinical behavior from weekly supervision meetings</td>
<td>1 2 3 4 NA</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiar with site documentation system</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Documentation accurately reflects patient status</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Documentation concise and clear</td>
<td>1 2 3 4 NA</td>
</tr>
</tbody>
</table>

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
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

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

<table>
<thead>
<tr>
<th>Category</th>
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<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
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<tr>
<td>Adhered to practicum site policies</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Reliability</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Attendance</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Punctuality</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Overall initiative as a professional</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>NA</td>
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<tr>
<td>Contacted supervisor in a timely manner if schedule challenges arise</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>NA</td>
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<tr>
<td>Complied to dress code expectations</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>NA</td>
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<tr>
<td>Understood site policy on confidentiality</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>NA</td>
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<tr>
<td>Understood site policy on the boundaries of the professional relationship</td>
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<td></td>
<td>3</td>
<td>4</td>
<td>NA</td>
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<tr>
<td>Understood site policy and protocol on reporting client safety concerns</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Understood role of art therapy in practicum setting</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Engaged with practicum site staff in a professional manner</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Overall investment in and reflection on learning experience</td>
<td></td>
<td></td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

**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

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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assertively seeks supervision</td>
<td>3</td>
</tr>
<tr>
<td>Utilizes supervision time to ask challenging therapy questions and concerns</td>
<td>3</td>
</tr>
<tr>
<td>Keeps an art journal and shares journal as a tool within supervision</td>
<td>3</td>
</tr>
<tr>
<td>Integrates feedback from weekly supervision meetings</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiar with site documentation system</td>
<td>1</td>
</tr>
<tr>
<td>Documentation accurately reflects patient status</td>
<td>2</td>
</tr>
<tr>
<td>Documentation concise and clear</td>
<td>3</td>
</tr>
</tbody>
</table>

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 required that students will be at a site under the direct supervision of a registered art therapist (ATR). 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.

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adherence to practicum site policies</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Reliability</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Attendance</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Punctuality</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Initiative</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Contacts supervisor in a timely manner if schedule challenges arise</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Complies to dress code expectations</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Demonstrates appropriate time management</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Understands site policy on confidentiality</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Understands site policy on the boundaries of the professional relationship</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Understands site policy and protocol on reporting client safety concerns</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Understands role of art therapy in practicum setting</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Understands role as student within setting</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Understands rights and responsibilities as a supervisee</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Engages with practicum site staff in a professional manner</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>General investment in &amp; reflection on learning experience</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assertively seeks supervision</td>
<td>3</td>
</tr>
<tr>
<td>Utilizes supervision time to ask challenging therapy questions and concerns</td>
<td>3</td>
</tr>
<tr>
<td>Keeps an art journal and shares journal as a tool within supervision</td>
<td>3</td>
</tr>
<tr>
<td>Identifies their own personal supervision needs</td>
<td>3</td>
</tr>
<tr>
<td>Ability to identify transference issues and discusses in supervision</td>
<td>3</td>
</tr>
<tr>
<td>Ability to identify counter-transference issues and discusses in supervision</td>
<td>3</td>
</tr>
<tr>
<td>Integrates feedback into clinical behavior from weekly supervision meetings</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiar with site documentation system</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Documentation accurately reflects patient status</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Documentation of patient status is appropriate, accurate and professional</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

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:

______________________________ / Date
Supervisor Signature

______________________________ / Date
Student Signature
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

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

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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
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<tbody>
<tr>
<td>Reported/documented accurate observations of participant engagement</td>
<td>1</td>
</tr>
<tr>
<td>Demonstrated effective art interventions</td>
<td>2</td>
</tr>
<tr>
<td>Communicated rationale of art interventions</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrated facility with a variety of art materials</td>
<td>4</td>
</tr>
<tr>
<td>Taught art techniques and skills as needed</td>
<td>NA</td>
</tr>
<tr>
<td>Set-up the art therapy room/space and utilized it effectively</td>
<td>NA</td>
</tr>
<tr>
<td>Demonstrated sensitive and appropriate interactions with participants</td>
<td>NA</td>
</tr>
<tr>
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<td>NA</td>
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<tr>
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<td>NA</td>
</tr>
<tr>
<td>Demonstrated leaderships skills in group treatment</td>
<td>NA</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Supervision Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>3</td>
<td>Appropriate</td>
</tr>
<tr>
<td>4</td>
<td>Exceptional</td>
</tr>
<tr>
<td>NA</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rating</th>
<th>Assertively sought supervision</th>
<th>Utilized supervision time to ask challenging therapy questions and concerns</th>
<th>Kept an art journal and shared journal as a tool within supervision</th>
<th>Identified their own personal supervision needs</th>
<th>Identified transference issues and discusses in supervision</th>
<th>Identified counter-transference issues and discusses in supervision</th>
<th>Integrated feedback into clinical behavior from weekly supervision meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

**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 registered art therapist (ATR) 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 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.
<table>
<thead>
<tr>
<th>Student’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Hours Completed</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Placement Site</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>On-Site Supervisor’s Name &amp; Credentials</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>On-Site Supervisor’s Contact Information</td>
</tr>
<tr>
<td>Email</td>
</tr>
<tr>
<td>Phone</td>
</tr>
<tr>
<td>Date</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Course Supervisor</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adherence to practicum site policies</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Reliability</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Attendance</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Punctuality</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Takes initiative and works independently in the full capacity of providing art therapy in practicum setting</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Contacts supervisor in a timely manner if schedule challenges arise</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Complies to dress code expectations</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Demonstrates appropriate time management</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Understands site policy on confidentiality</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Understands site policy on the boundaries of the professional relationship</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Understands site policy and protocol on reporting client safety concerns</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Understands role as student within setting</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Understands rights and responsibilities as a supervisee</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Engages with practicum site staff in a professional manner</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Ability to analyze situations and arrive at an appropriate decision</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Sense of professional identity</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>Demonstrates ability to take responsibility for own professional and psychological growth</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>General investment in &amp; reflection on learning experience</td>
<td>1 2 3 4</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>2</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>3</td>
<td>Appropriate</td>
</tr>
<tr>
<td>4</td>
<td>Exceptional</td>
</tr>
</tbody>
</table>

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

### Skills in Individual (1:1) Art Therapy
- Opens 1:1 sessions with appropriate clinical decisions: 1 2 3 4 NA
- Demonstrates sensitive and appropriate interactions with participants: 1 2 3 4 NA
- Formulates art therapy treatment goals and appropriate therapeutic interventions with population: 1 2 3 4 NA
- Demonstrates skill to bring closure to 1:1 sessions: 1 2 3 4 NA

### Skills in Art Therapy Groups
- Successfully opens groups with appropriate clinical decisions: 1 2 3 4 NA
- Demonstrates leaderships skills in group treatment: 1 2 3 4 NA
- Formulates appropriate group art therapy interventions for this population: 1 2 3 4 NA
- Facilitates closure of group sessions with sensitivity to participants concerns and ability: 1 2 3 4 NA

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

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  NA
The student demonstrated initiative and worked independently in planning the art therapy In-Service Presentation 1  2  3  4  NA
Successfully advocated for the art therapy profession through presentation 1  2  3  4  NA
General investment in & reflection on the learning experience 1  2  3  4  NA

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
- Understands site policies and procedures for reporting
- Demonstrates clinically appropriate timing for assessment in treatment
- Documentation of patient status is appropriate, accurate and professional
- Successfully demonstrates what is revealed through the art therapy assessment into clinical terms

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.

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiar with site documentation system</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Documentation of patient status is appropriate, accurate and professional</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Successfully demonstrates what is revealed through the art making process</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>and product into clinical terms</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Able to articulate goals and appropriate therapeutic interventions for</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>treatment plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies therapeutic need to</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adherence to practicum site policies</td>
<td></td>
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<tr>
<td>Reliability</td>
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<td>Attendance</td>
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<tr>
<td>Punctuality</td>
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<tr>
<td>Takes initiative and works independently in the full capacity of</td>
<td></td>
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<tr>
<td>providing art therapy in practicum setting</td>
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<tr>
<td>Contacts supervisor in a timely manner if schedule challenges arise</td>
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<tr>
<td>Complies to dress code expectations</td>
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<td>Demonstrates appropriate time management</td>
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<tr>
<td>Understands site policy on confidentiality</td>
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<tr>
<td>Understands site policy on the boundaries of the professional relationship</td>
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<td></td>
</tr>
<tr>
<td>Understands site policy and protocol on reporting client safety concerns</td>
<td></td>
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<tr>
<td>Understands role as student within setting</td>
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<tr>
<td>Understands rights and responsibilities as a supervisee</td>
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<tr>
<td>Engages with practicum site staff in a professional manner</td>
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<tr>
<td>Ability to analyze situations and arrive at an appropriate decision</td>
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<td></td>
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<tr>
<td>Sense of professional identity</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates ability to take responsibility for own professional and</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>psychological growth</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>General investment in &amp; reflection on learning experience</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

Skills in Individual (1:1) Art Therapy

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opened 1:1 sessions with appropriate clinical decisions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Demonstrated sensitive and appropriate interactions with participants</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Formulated art therapy treatment goals and appropriate therapeutic interventions with population</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Demonstrated skill to bring closure to 1:1 sessions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Competently terminated client relationship in a therapeutically appropriate manner</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

Skills in Art Therapy Groups

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Successfully opened groups with appropriate clinical decisions</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Demonstrated leaderships skills in group treatment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Formulated appropriate group art therapy interventions for this population</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Facilitated closure of group sessions with sensitivity to participants concerns and ability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
<tr>
<td>Competently terminated client relationship in a therapeutically appropriate manner</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>NA</td>
</tr>
</tbody>
</table>

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

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 NA
- The student demonstrated initiative and worked independently in planning the art therapy In-Service Presentation 1 2 3 4 NA
- Successfully advocated for the art therapy profession through presentation 1 2 3 4 NA
- General investment in & reflection on the learning experience 1 2 3 4 NA

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrated comprehension of art based assessment tools</td>
<td>3</td>
</tr>
<tr>
<td>Understands site policies and procedures for reporting</td>
<td>3</td>
</tr>
<tr>
<td>Demonstrated clinically appropriate timing for assessment in treatment</td>
<td>3</td>
</tr>
<tr>
<td>Documentation of patient status was appropriate, accurate and professional</td>
<td>3</td>
</tr>
<tr>
<td>Successfully demonstrated what is revealed through the art therapy assessment into clinical terms</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>1 = Unsatisfactory</th>
<th>2 = Needs Improvement</th>
<th>3 = Appropriate</th>
<th>4 = Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiar with site documentation system</td>
<td>1 2 3 4 NA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation of patient status is appropriate, accurate and professional</td>
<td>1 2 3 4 NA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successfully demonstrates what is revealed through the art making process and product into clinical terms</td>
<td>1 2 3 4 NA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to articulate goals and appropriate therapeutic interventions for treatment plan</td>
<td>1 2 3 4 NA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies therapeutic need to</td>
<td>1 2 3 4 NA</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 registered art therapist (ATR) 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

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

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

### Skills in Individual (1:1) Art Therapy
- Opens 1:1 sessions with appropriate clinical decisions: 1 2 3 4 NA
- Demonstrates sensitive and appropriate interactions with participants: 1 2 3 4 NA
- Formulates art therapy treatment goals and appropriate therapeutic interventions with population: 1 2 3 4 NA
- Demonstrates skill to bring closure to 1:1 sessions: 1 2 3 4 NA

### Skills in Art Therapy Groups
- Successfully opens groups with appropriate clinical decisions: 1 2 3 4 NA
- Demonstrates leaderships skills in group treatment: 1 2 3 4 NA
- Formulates appropriate group art therapy interventions for this population: 1 2 3 4 NA
- Facilitates closure of group sessions with sensitivity to participants concerns and ability: 1 2 3 4 NA

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

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
The student demonstrated initiative and worked independently in planning the art therapy In-Service Presentation
Successfully advocated for the art therapy profession through presentation
General investment in & reflection on the learning experience

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.

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<thead>
<tr>
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<th>3 = Appropriate</th>
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<tr>
<td>Comprehends art based assessment tools</td>
<td>1 2 3 4 NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands site policies and procedures for reporting</td>
<td>1 2 3 4 NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates clinically appropriate timing for assessment in treatment</td>
<td>1 2 3 4 NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Documentation of patient status is appropriate, accurate and professional</td>
<td>1 2 3 4 NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Successfully demonstrates what is revealed through the art therapy assessment into clinical terms</td>
<td>1 2 3 4 NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

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<tbody>
<tr>
<td>Familiar with site documentation system</td>
<td>1 2 3 4 NA</td>
<td></td>
<td></td>
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<td>1 2 3 4 NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies therapeutic need to</td>
<td>1 2 3 4 NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Student’s Name</th>
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<table>
<thead>
<tr>
<th>Hours Completed</th>
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<table>
<thead>
<tr>
<th>Placement Site</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>On-Site Supervisor’s Name &amp; Credentials</th>
</tr>
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<tbody>
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<table>
<thead>
<tr>
<th>On-Site Supervisor’s Contact Information</th>
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<table>
<thead>
<tr>
<th>Date</th>
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<table>
<thead>
<tr>
<th>Course Supervisor</th>
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</table>
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

<table>
<thead>
<tr>
<th>Category</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adherence to practicum site policies</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Reliability</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Attendance</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Punctuality</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Takes initiative and works independently in the full capacity of</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>providing art therapy in practicum setting</td>
<td></td>
</tr>
<tr>
<td>Contacts supervisor in a timely manner if schedule challenges arise</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Complies to dress code expectations</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Demonstrates appropriate time management</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Understands site policy on confidentiality</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Understands site policy on the boundaries of the professional relationship</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Understands site policy and protocol on reporting client safety concerns</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Understands role as student within setting</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Understands rights and responsibilities as a supervisee</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Engages with practicum site staff in a professional manner</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Ability to analyze situations and arrive at an appropriate decision</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Sense of professional identity</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>Demonstrates ability to take responsibility for own professional and</td>
<td>1 2 3 4 NA</td>
</tr>
<tr>
<td>psychological growth</td>
<td></td>
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<td>General investment in &amp; reflection on learning experience</td>
<td>1 2 3 4 NA</td>
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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 NA
- Demonstrates effective art interventions
  - 1 2 3 4 NA
- Communicates rationale of art interventions
  - 1 2 3 4 NA
- Demonstrates facility with a variety of art materials
  - 1 2 3 4 NA
- Successfully teaches art techniques and skills as needed
  - 1 2 3 4 NA
- Initiates set-up in the art therapy room/space and utilized it effectively
  - 1 2 3 4 NA
- Demonstrates appropriate design of art activities for the clients with regard to ability, skill, pathology and potential
  - 1 2 3 4 NA
- Establishes appropriate boundaries with the clients
  - 1 2 3 4 NA

**Skills in Individual (1:1) Art Therapy**
- Opens 1:1 sessions with appropriate clinical decisions
  - 1 2 3 4 NA
- Demonstrates sensitive and appropriate interactions with participants
  - 1 2 3 4 NA
- Formulates art therapy treatment goals and appropriate therapeutic interventions with population
  - 1 2 3 4 NA
- Demonstrates skill to bring closure to 1:1 sessions
  - 1 2 3 4 NA

**Skills in Art Therapy Groups**
- Successfully opens groups with appropriate clinical decisions
  - 1 2 3 4 NA
- Demonstrates leaderships skills in group treatment
  - 1 2 3 4 NA
- Formulates appropriate group art therapy interventions for this population
  - 1 2 3 4 NA
- Facilitates closure of group sessions with sensitivity to participants concerns and ability
  - 1 2 3 4 NA

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.

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Assertively seeks supervision  1  2  3  4  NA
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Demonstrates appropriate level of self-confidence as a clinician  1  2  3  4  NA
Integrates feedback into clinical behavior from weekly supervision meetings  1  2  3  4  NA

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

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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:

__________________________ / Date

**Supervisor Signature**

__________________________ / Date

**Student Signature**
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**

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<table>
<thead>
<tr>
<th>Preparation Checklist</th>
<th>Ready</th>
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<tbody>
<tr>
<td>1. Outline of activities with times</td>
<td></td>
</tr>
<tr>
<td>2. Hand-Out/ Reading List</td>
<td></td>
</tr>
<tr>
<td>3. Visual Examples</td>
<td></td>
</tr>
<tr>
<td>4. Materials</td>
<td></td>
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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:_____________________________