



School of the Art Institute
of Chicago

Program Guide and
Admissions Application Information

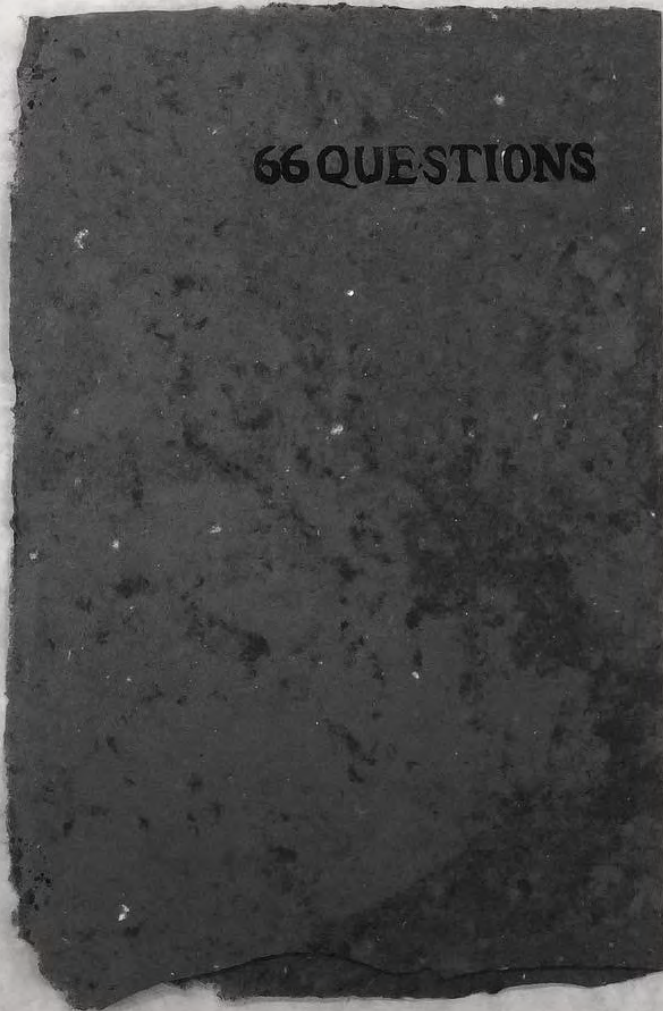
Master of Arts in
Art Therapy
and Counseling
2020-2021

Art Therapy and Counseling

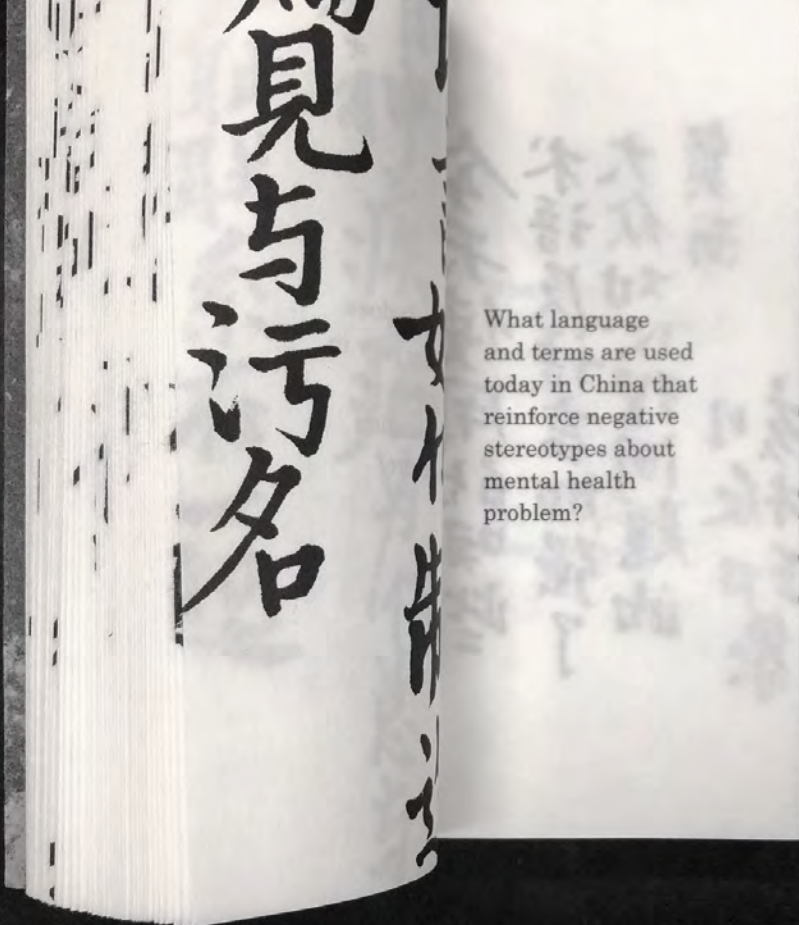
School of the Art Institute of Chicago

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Revised December 2020



66 Questions
artist book
Yunyuan Shi, MAATC 2020



What language and terms are used today in China that reinforce negative stereotypes about mental health problem?

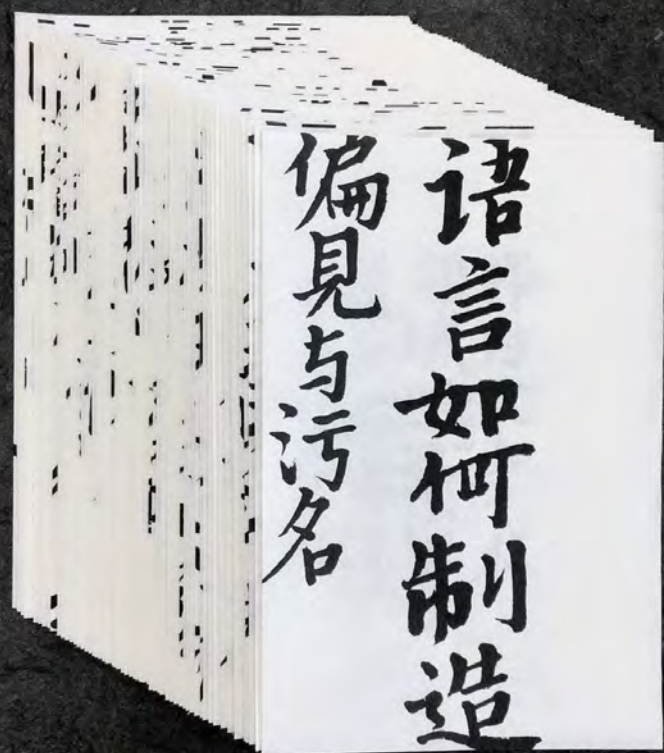
About the Cover Image Graduate Project

66 Questions

artist book

Yunyuan Shi, MAATC 2020

In this project, I created an artist book containing 66 unanswered questions written in Chinese calligraphy with English translations. I chose an auto-ethnographic approach for this project, which reflects my experience of learning, translating, and thinking about returning to China with my U.S. training as an art therapist. Through recollection and insight, this artist book embodies the challenges and necessity of linguistic, cognitive, and cultural translation. Although this project is created in a way that mirrors my experience as a sojourner art therapy student, the poetic features allow for expansion beyond a specific situation to a broader significance for art therapists with plans to return to their home countries to apply their knowledge.



MAATC 3 Year Course Sequence

Studio Elective

Second Year

Fieldwork I
Ethics I
Family Therapy
Human Growth and
Devlp

Fieldwork II
Ethics II
Substance Use
Research

First Year

Counseling Techniques
Materials and Media
Psychopathology
History and Theory

Group Therapy Assessment
and Evaluation Cultural
Dimensions Community
Practice

Third Year

Fieldwork III
Graduate Projects or
Thesis I

3rd Year Exhibition

Fieldwork III
Thesis II Professional
Devlp & Career
Counseling

Studio Elective

A MAATC Student's Reflection: Art Therapy and Telehealth during COVID-19

In March of 2020, I received an email from SAIC that stated that all classes would be online for the remainder of the semester. Following this news, I learned that I would have to terminate in person contact with clients at my second-year fieldwork site. I recall feeling a strange mixture of anxiety and relief. In addition to these feelings, I wondered what the field of art therapy might look like in the near future.

On one hand, I understood and supported the school's decisions. I lived with an immunocompromised partner; if I continued to attend in person classes and internship, I could expose my partner and vulnerable community members to coronavirus. On the other hand, I worried that I would not receive the same quality of education online.

Much to my surprise, I appreciated some elements of remote learning. During the early stages of the outbreak, my Fieldwork II professor generously offered to host a Zoom meeting with our class over spring break. During the meeting, my five classmates and I processed our feelings around terminating in person contact at our internship sites. All in all, this meeting made the transition to online learning easier, because my professor demonstrated that she cared about the thoughts, feelings, and experiences of her students.

Overtime, I adjusted to remote learning. To complete my coursework and boost my emotional health, I maintained a schedule which included designated time for studying, exercise videos, and spending time with family. As the weeks passed, I relished the extra sleep that I gained from not having to commute to class. As a person who holds two jobs and an internship, any time that I can dedicate to self-care is valued.

Terminating in person sessions with my clients at my fieldwork site also presented challenges. I interned at Asian Human Services (AHS), a community-based nonprofit that specializes in serving immigrants and refugees who have Medicaid insurance. Through AHS, I met with middle school-aged clients for weekly, individual art therapy sessions. At the time that the pandemic began, I had been working with my clients for six months. I had built relationships with each of my clients, and I worried that they would feel abandoned if I suddenly disappeared from their lives during the pandemic.

Thankfully, I was able to stay in contact with my clients via teletherapy sessions. Unfortunately, I was forced to adapt my art therapy practice to suit online formats with little training on how to do so. While research on teletherapy is fairly common, online art therapy is an emerging practice. I read several articles related to teletherapy and reviewed all of the literature on the topic of online art therapy that I could find. In addition to these resources, I drew from my experience teaching English to children online. I adjusted my art therapy practice to make teletherapy as consistent and interactive possible. Clients met with me at regular times each week. When I gave art therapy directives, I encouraged my clients to describe their artwork and their feelings about their work in detail as they created it.

Although AHS provided me with Health Insurance Portability and Accountability Act (HIPPA) compliant video chatting software, I could not guarantee confidentiality with my clients during online therapy sessions. My clients were at home with their families and had little privacy. Sometimes parents or younger siblings would nonchalantly enter the client's room and overhear sessions or see the artwork that clients were making. I informed each of my clients of these confidentiality limitations.

The depth of conversations between clients and I varied online. Having therapy at home allowed for productive discussions for some clients. During one session, a client explained a conflict with her mother to me, and then immediately chose to talk to her mother about the issue directly. Other clients

seemed to shy away from talking about their interpersonal struggles in detail, perhaps out of fear that they would be overheard by another member of their household.

The greatest challenge of providing telehealth services was working with children financially and emotionally impacted by the pandemic. Some of my clients worried about running out of art materials or food, and others experienced increased instances of overt, racial aggressions. I gave clients' parents lists of food pantries and requested that AHS mail the children art supplies, but beyond those actions all I could do was listen and validate my clients' pain.

Taking online courses and providing online art therapy services to clients during the COVID-19 pandemic has taught me three primary lessons. First, traditional, in person therapy and education may not always be viable. Pandemic aside, online therapy and remote learning may be the only option to receive services for some individuals, particularly those with chronic physical illnesses. Second, in some circumstances, confidentiality is more difficult to maintain over the internet than in person, and it is important that clients and students be made aware of confidentiality's limitations. Lastly and most importantly, we as art therapists must be able to adapt our practices to suit the present needs of our clients, and sometimes we must take the steps to educate ourselves and blaze the trail.

-Jessica Walters
Third-Year MAATC Student

**MASTER OF ARTS IN ART THERAPY AND COUNSELING
PROGRAM GUIDE AND
ADMISSIONS APPLICATION INFORMATION**

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PROGRAM DESCRIPTION

Philosophy

The Master of Arts in Art Therapy & Counseling (MAATC) program at the School of the Art Institute of Chicago provides an education for students interested in counseling and art therapy. The program focuses on critically examining the personal, psychological, cultural, and social perspectives of art therapy practice and ideas. Students learn to ask questions about how race, class, gender, sexuality and disability, among other social factors that impact the therapeutic relationship and practice of art therapy. The program prepares students to function as knowledgeable, ethical, and skilled professionals within specialized social service contexts.

History of the program

The Master of Arts in Art Therapy and Counseling (MAATC) at SAIC is an American Art Therapy Association (AATA) approved graduate art therapy program that is located within a school of art and design. Art therapy courses have been offered at SAIC since the early 1970s. In 1979, Don Seiden, a Chicago artist, educator, and art therapy pioneer, founded the post-baccalaureate certificate. In 1979 a thirty-six-credit post-baccalaureate certificate program was launched; its success paved the way for the sixty-credit graduate program that opened in 1985, making the MAATC at SAIC the longest established professional art therapy program in Illinois and the first MA program at the School. Since 1989 the MAATC has been an approved program, as designated by the Education and Program Approval Board of the American Art Therapy Association.

Curriculum

The MAATC degree is composed of a rigorously structured, 60-credit course sequence that addresses the educational standards of both the Education and Program Approval Board (EPAB) of the American Art Therapy Association (AATA) and the two-tiered Illinois professional counselor license as outlined by the Illinois Department of Financial and Professional Regulation (IDFPR). Upon graduation, graduates are able to apply for their LPC (Licensed Professional Counselor). Upon completion of 1000 hours of direct client hours graduates are able to gain their ATR (Art Therapist Registered) and upon completion of 3000 hours, graduates are able to sit for their and LCPC (Licensed Clinical Professional Counselor). Between the AATA and IDFPR standards, the degree requirements are closely monitored to enable graduates to be eligible for the Illinois state mental health licensure and art therapy registration.

The educational standards of the American Art Therapy Association are mirrored in the content areas outlined in the Illinois Counseling Licensure standards. The IDFPR required thirteen content areas (listed below) represent the knowledge base that has been adapted as core classes within our curriculum. All required content areas are taught by art therapists.

- A. Human Growth and Development
- B. Counseling Theory
- C. Counseling Techniques
- D. Group Dynamics, Processing and Counseling
- E. Appraisal of Individuals
- F. Research and Evaluation
- G. Professional, Legal and Ethical Responsibilities Relating to Professional Counseling, Including Illinois Law
- H. Social and Cultural Foundations
- I. Lifestyle and Career Development

- J. Practicum/Internship
- K. Psychopathology and Maladaptive Behavior
- L. Substance Abuse
- M. Family Dynamics

In addition to the content areas listed above, the program provides opportunities for students to engage and deepen their artistic practice. Students are able to engage in two capstone experiences included in the third-year of the MAATC program; MAATC exhibition, and the MAATC thesis or graduate project.

MAATC students are expected to build their academic, artistic, writing, research, interpersonal, and ethical skills that are central to art therapy and mental health professional practice requirements.

PROGRAM MISSION

Mission statement

To provide an art therapy and counseling education that prepares artist-art therapists to practice in specialized settings within a socio-cultural context.

Critical engagement within socio-cultural contexts

The MAATC curriculum encourages students to examine the social, political, and cultural contexts within which art therapy and other counseling practices have developed and are practiced. Students engage with a critical understanding of how factors such as race, class, gender, sexuality, and ability/disability affect the systemic nature of power, privilege, and oppression in society. Students are encouraged to critically examine the social and cultural forces that have shaped their identities, to recognize the implications of their social positions and to question dominant discourses within human service institutions and the field of art therapy. The goal of such a critical inquiry is to enable students to confront their own complicity in systems of inequality; and to challenge modes of knowledge construction that unsettle mainstream discourses and perspectives that promote prejudice and discrimination.

Preparation of art therapists in specialized settings

The MAATC curriculum is designed to provide students with a solid foundation in art therapy and counseling theory and methods while cultivating an understanding of the unique contributions of an art-based approach to treatment. Students are introduced to a range of theoretical perspectives in the program. Informed by both classic and contemporary models, students bring a critical lens to art therapy practice to select, adapt, or develop the strategies that are most appropriate for specific art therapy and client settings. Although medical models of therapy are presented, postmodern approaches such as narrative therapy, critical psychology, and feminist therapy are covered, as are approaches arising from disability studies and social justice. These methodologies serve our mission to address the social and cultural facets of clinical practice and to provide approaches that are responsive to the complexity of contemporary society.

Development of the artist-art therapist

SAIC provides a fertile environment for students' exploration and development of their identities as artists-therapists. While many art therapy classes focus on developing this hybrid identity, students take 6 credits of art electives to engage in school wide dialogues on contemporary art discourses; exploration of the relationship of art to identity, subjectivity, representation, and meaning-making; and investigation of the materials, media, and practices that constitute contemporary art. Students are encouraged to explore their conceptual and material relationship to art making, as well as the relationship of the art process to therapeutic practice and everyday life.

To support students' artistic practices as one component of their professional development as art therapists, students will take 6 credit hours in studio electives from among SAIC's extensive undergraduate offerings and a 3 credit graduate-level course *Special Topics in Art Therapy and Counseling: Art, Community Practice, and Helping Relationships*. Additionally, students examine the interrelationship between the art and art therapy as a central component of the Art Therapy Fieldwork III course in preparation for the third-year MAATC exhibition. This exhibit provides an opportunity for students to examine the clinical, ethical, and aesthetic implications of exhibiting client artwork.

PROGRAM HIGHLIGHTS

Practical Experience: Practicum & Fieldwork

Extensive practical experience is an integral part of the program and provides students with the opportunity to apply academic concepts to real world experience. Students complete a minimum of 1000 practical hours prior to graduation. Field experience begins during the second year with observation and structured interaction with participants at fieldwork sites. This is complimented with focused classroom assignments and both on-site and SAIC art therapy supervision.

All fieldwork hours are supervised by faculty at the school who are Registered Art Therapists and Board Certified (ATR-BC). In addition, students are also supervised by professionals at their fieldwork site who are licensed therapists and/or registered art therapists. In order to ensure that students gain experience in working with diverse populations, they are required to undertake their practical learning at a minimum of two distinct fieldwork sites. A broad experience is encouraged, with one site focused on children or adolescents and one focused on adults or older adults. The MAATC Placement Coordinator assists students in selecting sites uniquely suited to the student's educational goals.

Graduate Project or Thesis

As a culminating feature of the curriculum, each student completes a 3-credit graduate project or 6-credit thesis on an art therapy topic of their choosing under the guidance of an instructor. Students are required to consider their topic through the three components of the program's mission statement. A faculty advisor works closely with each thesis or graduate project student through one (graduate project) or two (thesis) semesters. A formal presentation of the project is required of all students. *Advisor approval needed before enrolling for thesis.

Faculty

The professional knowledge and experience of the faculty ensures that students in this program are provided superior instruction in the areas of studio art, art therapy, and counseling. The faculty of the art therapy program have a range of scholarly and studio interests, as evidenced by their publications, research, professional presentations, exhibitions, innovative developments in practice, curatorial projects, involvement in state and national professional associations, service on editorial boards of professional journals, and ongoing involvement in professional practice. See list of faculty profiles and bios at http://www.saic.edu/degrees/resources/gr_degrees/maat/index.html - faculty

Preparation for registration and licensure

The MAATC program meets or exceeds all educational guidelines of the American Art Therapy Association. It also provides the current academic requirements necessary for graduates to apply for national Registration/Board Certification (ATR-BC) with the Art Therapy Credentials Board and to apply for the Illinois Licensed Professional Counselor (LPC) and Licensed Clinical Professional Counselor (LCPC) exams offered through the Illinois Department of Financial and Professional Regulations. Completing the MAATC is the first step toward obtaining professional credentials. Students should anticipate additional post-graduate requirements including application fees and processes, documentation of supervised professional experience, and examination(s).

Applicants to the program are encouraged to research licensure standards in the state or country in which they plan to practice because requirements for licensure application and the availability of licensure vary by jurisdiction. SAIC cannot guarantee that graduates of the MAATC program will be eligible to apply for professional practice licenses in other states or countries. Students applying for licensure in states other than Illinois or countries other than the U.S. should anticipate additional post-graduate requirements as noted above, as well the possibility of additional coursework, documentation, or supervision requirements. Students receiving transfer credits toward the MAATC from previous graduate coursework are advised to make sure that the licensure board in the state or country in which they plan to practice will count the transfer credits toward the total number of credits needed to fulfill requirements for licensure application.

It is the responsibility of the student to maintain careful records of all syllabi and applicable fieldwork and professional hours. The rules in these areas can change at any time and vary state by state. Reconstructing a complete professional dossier years later may be difficult if not impossible.

It is strongly recommended that graduates who choose to apply for the Licensed Professional Counselor exam in Illinois or a similar professional counselor exam in other states do so immediately following completion of the MAATC degree, as the requirements for these exams are periodically revised. Those graduates who pursue the licensure option after graduation are advised to make use of the many study manuals and test-preparation courses available, as the MAATC program covers the content areas required by the licensure board, but does not "teach to the test" in regard to specific content.

The Art Therapy department has a Credentialing Specialist available to assist MAATC alumni with documentation of their educational experience and with addressing issues that arise relative to obtaining registration or licensure.

DEVELOPMENT OF PROFESSIONALISM

Students and faculty in the SAIC art therapy program abide by following the professional ethical codes of the following organizations:

American Art Therapy Association's *Ethical Principles for Art Therapists*
<http://www.arttherapy.org/aata-ethics.html>

Art Therapy Credentials Board's *Code of Professional Practice*
<https://www.atcb.org/Ethics/ATCBCCode>

American Counseling Association's *Code of Ethics*
<http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Art Therapy Multicultural / Diversity Competencies
<http://www.arttherapy.org/aata-multicultural.html>

PERFORMANCE STANDARDS AND EVALUATION

Academic coursework

The School of the Art Institute of Chicago maintains a credit/no credit (CR/NCR) grading system. For graduate students, "CR" means maintaining the equivalent of "B" level work or better. Students are encouraged to make use of the School's Writing Center and Disability and Learning Resource Center for assistance with academic work.

The courses in the MAATC program are arranged in a sequential manner in which learning builds upon previous information and experiences. This fact makes it necessary to wait a full year in order to retake a failed course. In keeping with the School's statute of limitations policy, all coursework for the MAATC degree must be completed within **five years** of the date of matriculation.

Practicum/Fieldwork

Student evaluations are completed by on-site fieldwork supervisors, in consultation with the student, at the midpoint and end of each semester. The faculty member teaching the student's Art Therapy Fieldwork course visits the site at least once during their fieldwork experience to observe the student in action and to discuss the student's progress during a meeting with the on-site supervisor and student.

Overall evaluation

A formal Professional Progress Review (PPR) supplements ongoing course-specific evaluation by the MAATC faculty. In the first year, this review includes a formal process, in which students:

- 1.) complete a self-evaluation form;
- 2.) receive an evaluation form completed by each of their instructors from that term; and
- 3.) meet with their faculty advisor to discuss their overall progress in the program.

All aspects of the curriculum (clinical and cultural competence, interpersonal/professional skills, and academic performance) are reviewed. In subsequent years of the MAATC program, students will meet with their advisors once per semester to informally review their overall progress.

The PPR includes the following designations related to students' progress: satisfactory, marginal, unsatisfactory or failed. A satisfactory performance evaluation denotes approval to advance to the next phase of the educational program. A marginal performance denotes that the student is expected to address specific concerns and develop a follow-up plan with their MAATC advisor. An unsatisfactory performance denotes significant concerns and requires a follow-up PPR meeting that includes the Program Director or Department Chair.

Continuing students will move to the formal process, involving the above mentioned steps, only if a student has had 1.) course progress issues in one or more classes, 2.) a marginal status for two consecutive semesters, or 3.) an unsatisfactory status for one semester. At the follow-up meeting, a determination is made as to whether the student will a) continue in the program with a plan to resolve concerns, b) take a leave-of-absence, c) be placed on academic probation, or d) be dismissed from the program. A failed PPR can also result from serious and/or repeated professional, interpersonal, or academic deficiencies, as outlined below. A failed PPR results in the student either being placed on probation or dismissed from the program.

Academic warning, probation, and dismissal

The following conditions warrant a formal meeting with faculty to re-evaluate the student's status in the program:

- * A grade of "NCR" in any of the art therapy classes.
- * Two or more Class Progress Reports (written academic warnings) in a semester.
- * An "unsatisfactory" or "failed" Professional Progress Review in which the faculty panel identifies serious

- professional, interpersonal, or academic deficiencies.
- * Failure in any of the Fieldwork courses.
- * Justifiable expulsion, based on performance, from a placement site.

Among the possible outcomes of such a meeting is academic probation or dismissal from the program. A student who fails any of the Fieldwork courses or is justifiably expelled from a placement site may be immediately terminated from the graduate art therapy program. Students are referred to the Academic Review Committee for appeals.

CONTRIBUTIONS OF GRADUATES

SAIC graduates have made outstanding contributions in many areas of the arts, health, and human service professions. They work as art therapists in geriatric care facilities, medical centers, therapeutic schools, physical rehabilitation programs, psychiatric hospitals, community mental health centers, correctional institutions, community-based studios, and other sites. As active professionals, they have made contributions in the areas of research, exhibitions, conference presentations, publications, organizational leadership, journal editorial review boards, and teaching. MAATC students, faculty, and alumni have been influential in the development of the art therapy profession in the Midwest, nationally, and internationally.

MAATC CREDIT SUMMARY

| AREA | CREDITS |
|--|--------------------|
| Art Therapy Core | 42 |
| Art Therapy Fieldwork | 9 |
| Art Therapy Thesis I & II <i>OR</i> | 6 |
| Art Therapy Graduate Project | 3 |
| Studio Electives (or other approved course) | 6 or 3* |
| Total Credit Hours: | 60 or 63 ** |

* Students electing the Thesis option can choose to substitute 3 credits of Thesis for a studio elective. Advisor approval needed before enrolling for thesis.

** Students have a maximum of five years to complete the degree, including time off for approved leaves-of-absence.

MAATC COURSE SEQUENCE

3-Year MAATC Course Sequence effective Fall 2020¹

| | | | |
|---------------------------------|--------|---|-------------------------|
| Semester I (Fall) | 3 cr | Materials & Media in Art Therapy (ARTTHER 5001) | |
| | 3 | Psychopathology (ARTTHER 5002) | |
| | 3 | History & Theory of Art Therapy (ARTTHER 5003) | |
| | 3 | Counseling Techniques (ARTTHER 5025) | 12 – Total |
| Semester II (Spring) | 3 cr | Assessment & Evaluation in Art Therapy (ARTTHER 5008) | |
| | 3 | Group Art Therapy (ARTTHER 5019) | |
| | 3 | Cultural Dimensions in Art Therapy (ARTTHER 6008) | |
| | 3 | Community Practice and Helping Relationship | 12 – Total |
| Semester III (Fall) | 1.5 cr | Art Therapy Fieldwork I (ARTTHER 5020) ² | |
| | 1.5 | Ethical & Legal Issues I (ARTTHER 6002) | |
| | 3 | Human Growth & Development (ARTTHER 5010) | |
| | 3 | Family Art Therapy (ARTTHER 6018) | |
| | 3 | Studio Elective ¹ | 12 – Total |
| Semester IV (Spring) | 1.5 cr | Art Therapy Fieldwork II (ARTTHER 6001) ² | |
| | 1.5 | Ethical & Legal Issues II (ARTTHER 6003) | |
| | 3 | Research in Art Therapy (ARTTHER 5009) | |
| | 3 | Substance Use (ARTTHER 6007) | |
| | 3 | Studio Elective ¹ | 12 – Total |
| Semester V (Fall) | 3 cr | Art Therapy Fieldwork III (ARTTHER 6020) ² | |
| | 3 | Graduate Thesis I: Art Therapy (ARTTHER 6010) ³ | |
| | | -OR- | |
| | | Art Therapy Graduate Project (ARTTHER 6019) | 6 – Total |
| Semester VI (Spring) | 3 cr | Art Therapy Fieldwork III (ARTTHER 6020) ² | |
| | 3 | Professional Development & Career Counseling (ARTTHER 6006) | |
| | (3) | Graduate Thesis II: Art Therapy (ARTTHER 6011) ³ | 6 (or 9) – Total |

TOTAL CREDIT HOURS: 60 (or 63)

¹ Students may choose to complete studio classes during the summer or winter terms. With the prior approval of the Department Chair, an elective non-studio course may be substituted for 1 studio. ALL course days and times are subject to change.

² SAIC's MAATC program requires a minimum of 1000 hours of field experience over the course of four semesters. International students with F-1 visa status are required to turn in a Curricular Practical Training (CPT) form to the International Affairs Office for *each* practicum/fieldwork site prior to the start of *each* semester of practicum/fieldwork experience. Failure to do so jeopardizes the student's visa status.

³ Students taking the Thesis I & II option may do so in lieu of 1 studio elective or as an additional 3 credits. Advisor approval needed before enrolling for thesis.

NOTE: Financial aid award letters indicate how many credits for which the aid is packaged. Students who will be taking fewer credits in a given semester than is indicated in their award letter should notify the Student Financial Services Office.

ART THERAPY GRADUATE* COURSE DESCRIPTIONS —

**Note: All graduate art therapy courses are open only to MAATC students, except with special permission from the instructor.*

MATERIALS & MEDIA IN ART THERAPY

ARTTHER 5001

This course is an examination of the qualities and properties of art materials, media, and processes, and their applications in the context of art therapy. Socially constructed understandings of the significance of materials and media, as well as the relevance of contemporary art practices to art therapy, are investigated through lecture, discussion, and experiential formats. (3 cr)

PSYCHOPATHOLOGY

ARTTHER 5002

This course presents the central concepts of contemporary mental health diagnosis (DSM-V). Emphasis is placed on etiology, terminology, and symptom profiles. This material provides art therapy students with a conceptual foundation shared by a variety of medical and mental health practitioners. (3 cr)

HISTORY & THEORY OF ART THERAPY

ARTTHER 5003

This course introduces the art therapy student to the field's historical and theoretical aspects. The semester begins with investigations of historical events (e.g., "outsider art", art education, the history of mental health care) that laid the groundwork for what would develop into the field of art therapy. Topics presented include early pioneers of the field and contemporary theorists who use art in psychotherapy and counseling. (3 cr)

ASSESSMENT & EVALUATION IN ART THERAPY

ARTTHER 5008

In this course students explore the fundamental concepts of assessment and evaluation, including both formal standardized instruments and informal approaches. Particular emphasis is placed on concepts of assessment in art therapy, but also included are principles and clinical applications drawn from psychology and counseling. These applications include the administration and interpretation of formal assessments, informal observations, written and verbal assessment reports, and treatment plans. (3 cr)

RESEARCH IN ART THERAPY

ARTTHER 5009

In this course the student will explore the theories, principles, methods, and techniques used for conducting research in art therapy. Various models of qualitative and quantitative research from art therapy and related fields will be presented and discussed. (3 cr)

HUMAN GROWTH & DEVELOPMENT

ARTTHER 5010

This course investigates psychological, sociological, cognitive, cultural and neurobiological approaches to human development. Historical and current theories are examined in light of the implications they have for art therapy theory and practice. Course content addresses the role of the cultural production of personal experience in lifelong development, including how issues of race, class, gender, ethnicity and sexual orientation affect human development. (3 cr)

GROUP ART THERAPY

ARTTHER 5019

This course provides students with an introduction to the theory and methods of group work in art therapy. The material is presented through lectures, discussion, audio-visual presentations, and experiential learning. Topics include: techniques and training in group leadership; setting group norms; methods for exploring the significance of clients' art; group conflict; stages of group development; and applications with varied settings, cultures, and populations. (3 cr)

ART THERAPY FIELDWORK I**ARTTHER 5020**

This course provides group supervision for students' fieldwork experiences and complements the individual supervision students receive at their field sites. Students spend twelve hours per week in observation at their sites, with increasing levels of direct participation with clients. Basic clinical skills, counseling techniques, sensitivity to diverse populations, ethics, & standards of practice are emphasized, in addition to processing the emotional complexities of early professional development. (1.5 cr)

COUNSELING TECHNIQUES**ARTTHER 5025**

This course addresses the integration of verbal and nonverbal counseling methods within the practice of art therapy. Empathic listening, assessment skills, and treatment planning are emphasized, along with ethical standards and cultural competence. (3 cr)

COMMUNITY PRACTICE and HELPING RELATIONSHIP**ARTTHER 5135**

This multi-level course draws from arts and counseling perspectives to critically examine helping relationships, community care work, socially engaged art practice, cultural curation, and research through service learning. Students will learn various models of collaboration with community members and an interdisciplinary team of mental health practitioners, artists, designers, organizers, educators, scholars and researchers. In addition to weekly classroom lectures and discussions, students are expected to participate in community engagement outside of regular scheduled classes. Regular off campus meetings, planning, and experiential research are required.

ART THERAPY FIELDWORK II**ARTTHER 6001**

This course provides group supervision for students in intermediate and advanced stages of clinical internships. Students spend from twelve to twenty-four hours per week advancing their clinical skills in treatment and assessment, with individuals and groups. This class builds on the skills acquired in Fieldwork I and furthers the student's understanding of the therapeutic relationship involving the client, their art, and the therapist. Prerequisite: ARTTHER 6000. (1.5 cr)

ETHICAL & LEGAL ISSUES IN ART THERAPY I**ARTTHER 6002**

In this course students explore basic legal and ethical standards of practice in art therapy and counseling. Responsibilities relating to the use of client artwork in presentation, publication, and exhibition are emphasized, in addition to processing the moral complexities of early professional development. (1.5 cr)

ETHICAL & LEGAL ISSUES IN ART THERAPY II**ARTTHER 6003**

This course is a follow-up to Ethics in Art Therapy I, with a focus on deepening the clinical understanding and application of legal and ethical standards of practice in art therapy and counseling. The application of these principles in art therapy settings forms the basis for discussion. (1.5 cr)

PROFESSIONAL DEVELOPMENT & CAREER COUNSELING**ARTTHER 6005**

This course engages the student in examining career development from both personal and professional perspectives. Studio work provides the basis for the student's self-reflexive examination of his or her developing artist/art therapist identity. Readings, lectures, discussions, and experiential learning address the theory and methods of career counseling, including educational and career histories; evaluation of occupational interests and aptitudes; and the development of skills for gaining and maintaining employment. (3 cr)

SUBSTANCE USE**ARTTHER 6007**

This course presents information on the epidemiology and etiology of drug and alcohol abuse and reviews the negative impact of substance abuse on physical, psychological, social, and vocational functioning. The various categories of abused substances will be discussed along with fundamental assessment methods and art therapy intervention skills for work with abusing or dependent populations. (3 cr)

CULTURAL DIMENSIONS IN ART THERAPY**ARTTHER 6008**

This course is focused on the development of cultural competency in the art therapist. Aspects of culture including gender, race, ethnicity, class, religion, sexual orientation, and disability are addressed as they relate to the socio-cultural context of the therapy relationship. (3 cr)

GRADUATE THESIS I: ART THERAPY**ARTTHER 6010**

The focus of the course is the refinement of the student's scholarship and writing skills relative to their chosen thesis topic. Students initiate their investigation by developing a literature review, proposal, and method and beginning their data collection. (3 cr) Advisor approval needed before enrolling for thesis.

GRADUATE THESIS II: ART THERAPY**ARTTHER 6011**

This course continues the Thesis I process with the production of the results, discussion, and conclusion sections. In addition to finishing the thesis in written form, students are required to give a public presentation of their research. Prerequisite: ARTTHER 6010. (3 cr)

FAMILY ART THERAPY**ARTTHER 6018**

This course focuses on the expression of family dynamics in art therapy. Contemporary definitions of "family" are explored from traditional, multicultural, single parent, & alternative parenting perspectives. A variety of theoretical approaches including narrative, feminist, strategic, & structural are presented. (3 cr)

ART THERAPY GRADUATE PROJECT**ARTTHER 6019**

This course focuses on the development and presentation of a creative project that demonstrates the student's integration of knowledge in the field of art therapy. Students will: 1) develop a project proposal, 2) implement and document the project, and 3) offer a formal presentation to peers and faculty. (3 cr)

ART THERAPY FIELDWORK III**ARTTHER 6020**

This course provides group supervision for students in intermediate and advanced stages of clinical internships. Students spend from twelve to twenty-four hours per week advancing their clinical skills in treatment and assessment with individuals and groups. This class builds on the skills acquired in Fieldwork I and II, and furthers the student's understanding of the therapeutic relationship involving the clients, their art, and the therapist. (3 cr)

SPECIAL PROJECTS IN ART THERAPY AND COUNSELING**ARTTHER XXXX**

This course examines current topics and trends in the field of art therapy, special needs of a diverse range of populations, including diverse methodologies of practice as they relate to art therapy and counseling. Issues pertaining to the art therapist in specialized settings are explored. (1-3 cr).

ART THERAPY FACULTY

Core Faculty:

Deborah DelSignore, MA, ATR-BC
Leah Gipson, MAAT, MTS, ATR- BC, LCPC
Eva Marxen, MA, PhD
Catherine Moon, MA, ATR-BC
Savneet Talwar, PhD, ATR-BC

Fieldwork Placement Coordinator
Assistant Professor, Program Director
Assistant Professor
Professor
Professor, Chair

Part-Time Faculty:

Valorie Adrio, MA, ATR-BC, LMFT
Michael Applegate, ATR-BC, LCPC
Nicole Bailey, MA, ATR, LCPC, CADC
Dayna Block, MAAT, ATR
Jackie Bousek, MAAT, ATR, LCPC
Cal Calvird, MA, LPC
Theresa Dewey, ATR-BC, LCPC
Aram Han Sifuentes, MFA
Craig Harshaw, MFA
Shawné Michelle Holloway, MFA
Katharine Houpt, MAAT, ATR-BC, LCPC
Owen Karcher, ATR, LPC
Katie Kamholz, MAAT, ATR-BC, LCPC
Ferderica Malone, ATR-BC, LCPC
Melissa Raman Molitor, MAAT, ATR-BC, LCPC
Trang Nguyen, LPC
Johannil Napoleon, ATR- BC, LCPC
Joanne Ramseyer, MA, ATR-BC, LCPC
Rochele Royster, MAAT, ATR-BC
Suellen S. Semekoski, MA, ATR-BC, LCPC
Valery Shuman, MAAT, ATR-BC, LCPC
Asha Iman Veal, MFA
Maia Wheeler, MAAT, ATR-BC, LCPC
Sandie Yi, MAAT, MFA, ATR

USEFUL INFORMATION

For questions regarding the program or to arrange for an informational meeting, contact:

Graduate Art Therapy and Counseling Program
The School of the Art Institute of Chicago
37 South Wabash Ave. Suite 713, Chicago, Illinois, 60603-3103
(312) 899-7481, Fax: (312) 899-1477
arttherapy@saic.edu, <http://www.saic.edu>

For general information about the art therapy field, contact:

American Art Therapy Association (AATA)
4875 Eisenhower Avenue, Suite 240
Alexandria, VA 22304
(888) 290-0878 (Toll-free), (703) 548-5860
(703) 783-8468 (Fax)
<http://arttherapy.org/>, info@arttherapy.org

Art Therapy Credentials Board (ATCB)
3 Terrace Way, Suite B
Greensboro, NC 27403-3660
(877) 213-2822 or (336) 482-2856
Fax: (336) 482-2852
<http://www.atcb.org/>, atcbinfo@atcb.org

For affiliate chapters of the American Art Therapy Association in your area, see:

<http://arttherapy.org/aata-chaptersmain/>

To learn more about the profession check out these journals:

Art Therapy: Journal of the American Art Therapy Association:
<http://www.tandfonline.com/loi/uart20#.VdfVJyxViko>

International Journal of Art Therapy (formerly Inscape):
<http://www.tandfonline.com/loi/rart20#.VdfUnCxViko>

Canadian Art Therapy Association Journal:
<http://www.tandfonline.com/loi/ucata20#.V6D2CSMrJ5Z>

SCHOOL OF THE ART INSTITUTE OF CHICAGO

MASTER OF ARTS IN ART THERAPY AND COUNSELING

ADMISSIONS PREPARATION & APPLICATION

The MAATC program is based on a three-year curricular model to allow students the time to effectively integrate and reflect on course content and to balance the demands of graduate school with maintaining a healthy lifestyle. The Course Sequence presented in this *Program Guide* outlines this 3-year curriculum.

Application to the Master of Arts in Art Therapy and Counseling program is open to any person who has received a bachelor's degree from an accredited institution and has the required prerequisite courses (see below). Students enter the program in the fall semester only. **The final deadline for application for the 2021–2022 academic year is January 10, 2021.** All candidates must participate in an Online Interview Day as part of the application process. (Applicants residing in another country at the time of the application deadline may schedule a Skype interview as an alternative.)

PREPARATION FOR GRADUATE EDUCATION IN ART THERAPY

Whereas the undergraduate experience tends to be broad and exploratory, the focus of a graduate education is specific to professional development in a particular discipline. In light of this distinction, persons interested in the MAATC program are encouraged to think beyond mere application to the program and concentrate on their active *preparation* for professional education in art therapy. This preparation includes building a background of excellence in the classroom, studio, and workplace. The following are recommendations for preparing to pursue a graduate degree in art therapy:

- Complete all prerequisite coursework (see below).
- Read art therapy literature to become familiar with the field.
- Engage in ongoing artistic development through courses or independent work.
- Gain *substantial* volunteer or paid experience with special populations in human service settings.
- Talk with professionals in art therapy to gain a better understanding of the nature of the field.
- Attend a Graduate SAIC Days session hosted by the Admissions Office at SAIC or attend a similar event at another educational institution, to learn about graduate education in art therapy.
- Read available information about a variety of art therapy graduate programs to better understand the philosophical, theoretical, and practical differences among them.
- Engage in life experiences that expand cultural awareness, sensitivity, and knowledge.
- Participate in personal therapy/counseling—with an art therapist if possible.
- Attend educational and organizational activities of state and national art therapy associations and related fields.

These and other activities not only strengthen a candidate's application, but also lay the foundation for an enriching graduate education experience. They enable the candidate to:

- Expand knowledge about the art therapy field.
- Deepen self-awareness.
- Develop a better understanding of work in human service settings.
- Evaluate personal strengths and weaknesses relative to work in human service contexts.
- Gain first-hand experience of the profession.
- Enhance academic and artistic preparedness for graduate school.
- Make an informed decision about pursuing graduate education in art therapy, based on awareness of personal interests, abilities, strengths, and weaknesses.

PREREQUISITES

Program admission prerequisite courses may be taken as part of a bachelor's degree or independent of a degree program, as long as they are taken for undergraduate credit through an accredited college or university. The *minimum* program course prerequisites consist of 30 semester-hour (or equivalent) credits in the following subject areas. These courses must be successfully completed *prior to* the start of the first MAATC semester. Candidates with nine or more outstanding credits at the time of application should consider postponing their application in order to complete the missing courses.

- Studio Art proficiency (18 credits total)
- Foundational Theories of Psychology (required Developmental Psychology and Abnormal Psychology courses; 12 credits total)

Courses in the following areas of study, though not required, are strongly recommended to strengthen candidacy:

- Gender and Women's Studies
- Queer Studies
- Disability Studies
- Race and Ethnic Studies
- Visual and Critical Studies
- Art History
- Sociology
- Cultural Studies

While candidates may be enrolled in some of this coursework at the time of application, all prerequisites must be successfully completed *prior to* entering the program. Candidates are asked to document any missing or in-process prerequisites as part of their online application.

EVALUATION OF APPLICANTS

The primary goal of the MAATC application and admission process is to ensure the best possible match between the program's requirements and offerings, and the candidate's strengths, professional interests, and educational needs. In order to achieve this match, candidates are carefully evaluated in the following areas: studio prerequisites and portfolio, academic performance, relevant human service experience, interpersonal skills, and overall readiness for graduate education in art therapy. It is the responsibility of the applicant to ensure that each of these areas is directly and adequately addressed in the application materials submitted. Given the competitive nature of the admission process, significant deficiencies in one or more of these areas is likely to undermine an applicant's chances for acceptance into the MAATC program.

Studio Prerequisites and Portfolio

The applicant must have a *minimum* of 18 semester credits in studio art courses. Studio art courses are those focused on experiential learning in the media, tools, and methods of art. Equivalency of non-academic studio art experience is considered only in exceptional circumstances. The applicant must submit an electronic portfolio of 15 images that documents focused artistic development in one or two areas of studio work. Evaluation of this portfolio includes consideration of technical skills, conceptual and expressive abilities, and the development of a cohesive body of work. Artwork concentrated in a single medium or with a particular thematic focus is often the best way to demonstrate these abilities. (See MAATC Application checklist below for details about submitting an electronic portfolio.)

Academic Performance

The applicant's transcripts are reviewed for completion of prerequisite course work, as well as for overall academic achievement, with special attention paid to success in studio art and psychology courses. Letters of reference from college or university faculty are also taken into consideration relative to accomplishments in the academic realm. For students who have been out of school for some time, workplace references may be more relevant.

**NOTE: Candidates missing and not currently enrolled in three or more prerequisite courses at the time of application should consider delaying application until the following year in order to allow for sufficient time to complete undergraduate coursework.*

Human Service Experience

Sustained employment or volunteer experience working directly with participants in one or more human service settings greatly helps to assess an applicant's temperament for this type of vocation, solidify the intent to pursue art therapy as a profession, and enhance readiness for graduate level education in art therapy. For these reasons, experience in working with people in counseling, social service, recreation, or education programs is considered *essential* to preparation for graduate study in art therapy. Experience hours totaling 500 is considered minimum, and strong candidates have in excess of 900 hours. In addition, engagement in one's own personal therapy is viewed as valuable experience. The candidate's resume, human service summary (see MAATC application checklist below), statement of purpose, letters of recommendation, and interview are the primary means of assessing the human service dimension.

Interpersonal skills

The ability to interact productively with others, to express oneself, and to listen are essential capacities for a therapist. In light of this, the applicant's interpersonal skills are evaluated through review of the letters of recommendation, and through the applicant's active participation in the Group Interview. Consideration is given to the applicant's maturity, relational skills, experience in personal counseling, self-awareness, emotional stability, and readiness for the personal demands of graduate education, professional practice in art therapy, and making therapeutic connections with others.

Overall readiness for graduate education in art therapy

The applicant's overall readiness for the program is evaluated in terms of each of the four areas noted above. In addition, enriching life experiences that do not fall under these four categories and diverse cultural experiences reflect favorably on the applicant's readiness for graduate school. A well-rounded preparation not only strengthens a candidate's application, but also enhances her or his ability to benefit from the educational opportunities offered through the Master of Arts in Art Therapy and Counseling program. The Statement of Purpose and interview are appropriate vehicles for the applicant to highlight factors relating to overall preparedness.

MANDATORY GROUP INTERVIEW

All candidates must attend an Online Group Interview Day scheduled on February 20, 2021.* Applicants will be asked to confirm their attendance while filling out the on-line application. An application is not considered complete without the interview. All candidates will receive additional email communication regarding instructions for their participation in interview day.

The Online Interview Day will be schedule from 8:30 am. to 4 pm on Feb. 20, 2021. Candidates will only be required to attend a portion of the day. Each candidate will receive a scheduled interview during this time frame. Notice of individual interview times will be provided within a week of interview day. Interviews will consist of a 20 minute discussion of the application materials with a panel of 3 faculty members. In advance of interview day, candidates will be sent a pre-recorded program overview of the curriculum and research projects. Candidates will also have the option to meet with students and faculty during morning welcome and Q & A sessions. This format provides the opportunity for mutual scrutiny of candidates and the program.

Note: The only exception made for attending the Online Group Interview Day is for applicants residing in another country at the time of the group interview. These applicants must contact the Art Therapy office by the January 10 deadline in order to set up a video-call or in-person interview on an alternate date/time.

ADDITIONAL INFORMATION

Transfer credits

A minimum of 48 credit hours must be completed in residence at the school. Up to 12 graduate transfer credits (from a previous master's degree in a related area) may be requested *at the time of application for admission* and are subject to approval at that time. No transfer credit will be permitted after a student is admitted. (Note: Approved "transfer" credits replace coursework within the MAATC degree coursework. This is distinct from "prerequisite" coursework that constitutes an admission requirement.)

Financial aid

The MAATC program annually awards a select number of New Artist Society Scholarships for 50% to 100% tuition and Dean's Scholarships for 25% of tuition. These awards are based on merit and potential, as demonstrated through application materials and interviews. Application to the MAATC program serves as the application for these departmental scholarships. As part of the overall applicant review process, the Art Therapy Department faculty determines the scholarship recipients. Applicants are notified about these awards in writing as part of their admission letter.

Additional financial information may be obtained by contacting the Student Financial Services Office at (312) 629-6600. Website: http://www.saic.edu/life/financial/financial_aid/index.html

Also, see <http://arttherapy.org/aata-awards/> for details regarding American Art Therapy Association scholarships. (Open to AATA student members only.)

Residence life

Most MAATC students find off-campus accommodations in the city; however, dormitory space also may be available. For information on housing options contact the Residence Life Office at (312) 629-6870.

Website: <http://www.saic.edu/life/housing/index.html>

Another useful resource for housing options is *The Chicago Reader* newspaper that lists rental properties throughout the metropolitan area.

Website: <http://marketplace.chicagoreader.com/reader-marketplace/category/Rentals>

International student services

Questions relating to immigration, visa status, and other international student concerns should be directed to the International Student Services Office at (312) 629-6830.

Website: http://www.saic.edu/admissions/int_admiss/index.html

Please note that undergraduate prerequisite courses are not considered part of the MAATC degree. International applicants who intend to take these courses in the U.S. must apply for a separate visa for that purpose. Please allow enough time to complete this entire process. Contact International Student Services for more information.

If English is not your native language and if you do not have a degree conferred by a college where English was the language of instruction—whether you live abroad or reside in the United States—you must take the Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS). You must achieve a minimum score of 600 (250 on the computer version or 100 on the Internet-Based version) on the TOEFL and 7 on the IELTS prior to full admission.

MAATC APPLICATION CHECKLIST

For specific details on the entire application process please visit:

www.saic.edu/admissions/grad

- Submit the online application and all supplemental materials by 11:59pm (CST) on January 10.
 - Submit official college transcripts to verify degrees awarded and prerequisite coursework.
 - Submit two letters of reference.
 - Submit your SlideRoom ePortfolio by 11:59pm (CST) on January 10 including:
 - (A) Portfolio of 15 images or eight minutes of time-based work, or a combination of the two, documenting current studio work
 - (B) Statement of purpose 500 words
 - (C) Current résumé
 - (D) Human Service Summary for *each* volunteer or employment experience:
 - Name of site
 - Type of setting (hospital, after school program, etc.)
 - Population served (older adults, children with autism, etc.)
 - Roles and responsibilities
 - Dates of service
 - Total number of hours at that site
- Also, please note the GRAND TOTAL of human service contact hours.
- (E) Documentation of in-process prerequisite courses in which applicant is enrolled at the time of application or a plan for how missing courses will be completed prior to beginning the MAATC.
- Attend an online interview

Please contact Graduate Admissions at 800-232-7242 / 312-629-6100 or gradmiss@saic.edu with any questions.