

The background of the cover is a photograph of a Gothic-style building facade. The top half shows a large, ornate stone archway with intricate tracery. Below this, on the right side, is a statue of a standing figure, possibly a saint or scholar, in a white robe. The bottom half of the image shows more of the building's facade, including a series of vertical stone columns or pilasters.

FSU | DEPARTMENT OF ARTS LEADERSHIP,
EDUCATION & THERAPY

MS ART THERAPY HANDBOOK

2026-2027

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DEAR STUDENTS,

Welcome to the Art Therapy Program at Florida State University!

We are delighted to welcome you into a community dedicated to growth, creativity, and service. Over the next three years, our goal is to help you develop the self-awareness and theoretical foundation necessary to support clients through the power of art therapy. You will learn to create research-informed interventions that honor symbolic meaning and meet the unique needs of those you serve.

As you embark on this rewarding path, this handbook will serve as your guide to the curriculum and our community resources. You are supported by a dedicated network: your fellow students, your academic advisor, and Elizabeth Graham-Anderson, our Clinical Coordinator, who will assist with your practicum and internship placements. We are here to mentor you as you develop leadership potential and a commitment to ethical practice within our community.

Please know that we are here to make this graduate art therapy program the very best learning experience we can provide for you. The university offers many resources. Your job is to take advantage of all that is available while maintaining a healthy lifestyle that balances mind, body, and spirit. You have chosen to begin your pursuit toward an extremely rewarding and challenging human services profession. We are here to help make that possible.

With warmth and support,



DR. DONALD
Ph.D., ATR-BC,
LMFT-S

Assistant Professor
Art Therapy
Program



DR. GUSSAK
Ph.D., ATR-BC

Teaching Faculty
Art Therapy Program



DR. MALHOTRA
Ph.D., ATR-BC, LPC

Assistant professor
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DR. GERBER
Ph.D., ATR-BC

Specialized Teaching
Faculty
Art Therapy Program



**DR. GRAHAM
ANDERSON**
Ph.D., ATR-BC, LPC

Teaching faculty &
clinical coordinator
Art therapy program

WELCOME TO TALLAHASSEE!

Welcome to the “Big Bend” of Florida. Tallahassee, the seat of government for the state, is nestled among the rolling hills of Florida’s panhandle. Located about a half hour’s drive from the Gulf of Mexico, and just south of Georgia, Tallahassee is fondly referred to as “Florida with a Southern accent.” The city’s name is from “talwa” and “ahasee,” Apalachee Indian for “land of the fields” or “old town.”

Tallahassee boasts a collection of natural and historic attractions, cultural activities including symphony, theater performances, and visual art exhibits, as well as home-town pride in collegiate athletics. Additionally, small towns in the surrounding area offer day trips to explore underground caverns, antique shops, and historic sites. Annual festivities and attractions include the Chain of Parks Art Festival, Springtime Tallahassee, and the renowned FSU Flying High Circus.

While in Tallahassee, enjoy a walking tour of historic downtown, visit historic Tallahassee treasures, dine in unique, casual restaurants such as the Sweet Shop, Momo’s Pizza, or Sweet Pea Cafe, and take advantage of the variety of cultural events sponsored by FSU and FAMU (often free to students!), wander around the Downtown Farmer’s Market on a Saturday morning, stroll around Lake Ella and get coffee at the Black Dog Café, take in a Broadway show at the Civic Center, participate in the FSU Arts Festival Opening Nights on campus, or get on an elevator to the top floor of the Capitol Building and see the city from a different perspective!

See our **recommendations page (46)** for more!

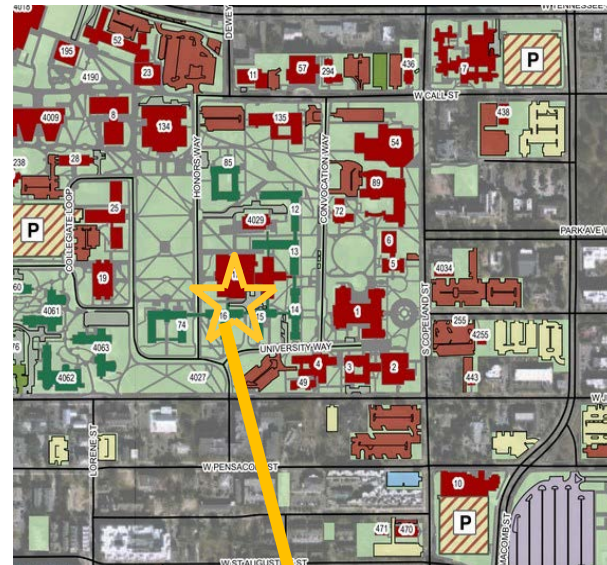
There’s something for everyone. We hope that these materials help you to feel at home. We’re glad you’re here!

For additional information, visit:

Visitor’s Information Center

106 East Jefferson Street
(phone: 850-413-9200)

www.tallahassee.com.



FSU Main Campus Map

Art Therapy classes are primarily held in the William Johnston Building (WJB), indicated by the gold star.

Nearby Parking Includes:

- Traditions Way Garage
- Call Street Garage
- St. Augustine Street Garage

ABOUT OUR PROGRAM

OVERVIEW

MISSION

VISION

GOALS

DIVERSITY VISION

PEOPLE TO KNOW

PROGRAM OVERVIEW

The Department of Arts Leadership, Education & Therapy at Florida State University, in which the art therapy program resides, is the oldest of its kind in the South. It is considered one of the most productive and comprehensive art education departments in the United States. The department has provided outstanding leadership in theory and research for many years. It is composed of full-time and part-time faculty with earned doctorates, and departmental offerings in art therapy are enhanced on an ongoing basis by visiting faculty with board certification (ATR-BC) with the Art Therapy Credentials Board.

The program is designed to expand knowledge of vulnerable populations, the use of art therapy as a means of reconciling conflicts and fostering self-awareness and personal development. Emphasis is placed on exploration of artistic and psychological development and the application of therapeutic art techniques. The program structure adheres to the Accreditation Council for Art Therapy Education (ACATE) through the Commission on Accreditation of Allied Health Education Programs (CAAHEP) educational standards and has been accredited with CAAHEP since January 2019. See the CAAHEP website for additional information at [CAAHEP.org](https://www.caahep.org)

As the FSU Master of Science in Art Therapy is a CAAHEP accredited program, it is designed to prepare graduates for competent entry level practice as art therapy professionals. As a CAAHEP accredited program, the MS Art Therapy degree meets educational requirements for national art therapy credentials offered by the [Art Therapy Credential Boards](#) and entry level art therapy licenses offered by individual states.

Although the MS Art Therapy Program is not designed to prepare graduates for counseling licenses and career tracks, many graduates successfully pursue this option in various states. The MS in Art Therapy prepares students for Provisional Registration (ATR- P) which may lead to Registration (ATR) and Board Certification (ATR-BC) of art therapists with the [Art Therapy Credentials Board](#) processes based on post-graduate professional work, supervision, and successful completion of the Art Therapy Board Certification Exam (ATCBE).

Elective courses offered by other departments and colleges on campus may assist with courses that may fulfill counseling licensure requirements in various states. These courses may be taken following the completion of the MS in Art Therapy degree as well. It is important to note that Florida has changed its requirements for LMHC Intern license applications as of July 2025. Please see the [Florida Board of Clinical Social Work, Marriage & Family Therapy and Mental Health Counseling Webpage](#) for the most recent requirement information. Current efforts are underway to establish Art Therapy licensure within the state of Florida. Please ask how you can be involved in this effort!

Students should consult with their faculty advisors regarding licensure interests, requirements, and course load considerations throughout their time in the program. You may also find art therapy licensure information for states and US territories at <https://java.odl.fsu.edu/Licensure/>.

The following pages in this section will outline course requirements for completion of the graduate program. Please note that all required courses must be successfully completed to graduate. In addition, answers to frequently asked questions, which evolved from reflections by previous graduate students, have been included; please take advantage of the answers provided to some frequently asked questions.

MISSION

THE MISSION OF THE FSU MS ART THERAPY PROGRAM IS TO PREPARE COMPETENT ENTRY LEVEL ART THERAPY PROFESSIONALS BY PROVIDING EDUCATIONAL, CLINICAL, AND SUPERVISORY EXPERIENCES SO GRADUATES MAY APPLY THE VISUAL ARTS WITHIN THERAPEUTIC RELATIONSHIPS TO PROMOTE INDIVIDUAL AND COMMUNITY WELLNESS WITH CULTURAL HUMILITY.

VISION

ESTABLISH THE FSU ART THERAPY PROGRAM AS THE PREMIERE PROGRAM FOR DEVELOPING ART THERAPY PRACTITIONERS, SCHOLAR, EDUCATORS, AND LEADERS OF THE ART THERAPY PROFESSION.



COMMUNITY VISION

In the Art Therapy Program, we are more than just students and faculty, we are a group of creators and learners grounded in care, curiosity, and kindness. To us, inclusion is not just a goal; it is the way we work and develop together every day. We know that our best ideas happen when we listen to every voice and honor ways of knowing.

Whether it is through a town hall meeting, a casual coffee chat, or a professional program review, we are committed to breaking down barriers and making sure there is always a place for you to be heard. We do not have all the answers, and we view this as an ongoing journey. We are dedicated to listening, staying open to change, and building a space where everyone feels truly at home and empowered to create.

For more programs, opportunities, and the values of the Graduate School, please see the Graduate School's handbook.



PEOPLE TO KNOW

Program Faculty

Karina Donald

Assistant Professor & Director

Dave Gussak

Professor

Director AATI (Arts & Art Therapy with the Imprisoned)

Nancy Gerber

Teaching Faculty

Bani Malhotra

Assistant Professor

Administration

Sara Scott Shields

College of Fine Arts

Associate Dean, Academic Affairs

Professor, Art Education

Rachel Fendler

*Department of Arts Leadership,
Education, & Therapy*

Chair & Professor,
Art Education

Staff

Meredith Rubin

Administrative Specialist,

Department of Arts Leadership, Education & Therapy

Jennie Christensen

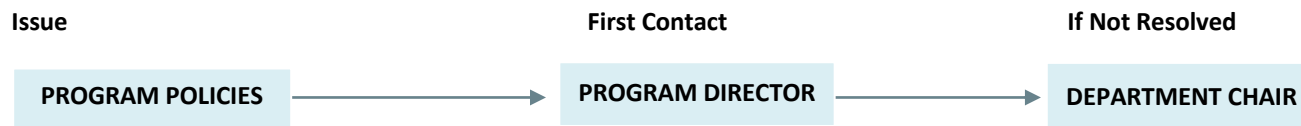
Academic Program Specialist,

Department of Arts Leadership, Education & Therapy



Who to Contact?

When navigating your journey in the Art Therapy program, it is important to remember; you are not expected to figure everything out alone. There is a clear network of support designed to help you at every step.

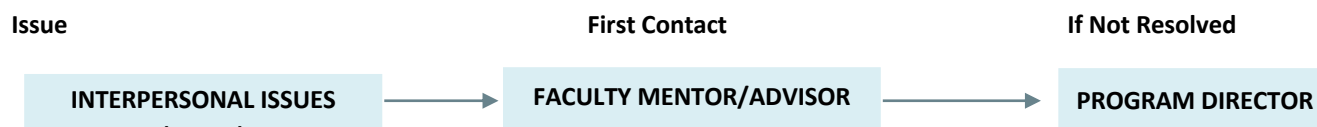


If you're making decisions about courses beyond program requirements or reflecting on your overall progress, your faculty mentor is a great first point of contact. They can help you think through options and align your choices with your goals.

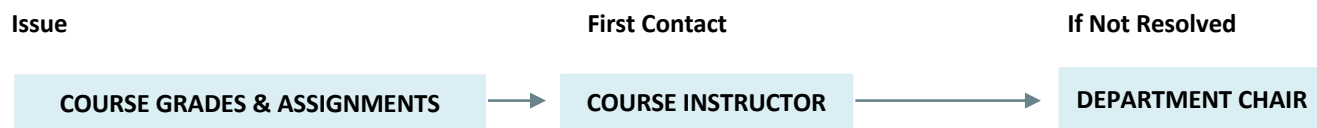
When in doubt, reach out! We are here to support your success



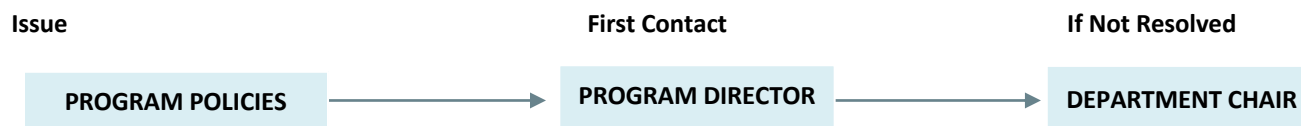
For technical or registration-related concerns, contact the Academic Program Specialist. They can assist with system issues and enrollment in required courses.



If you experience challenges within your cohort, reach out to your faculty mentor/advisor. If additional support is needed, the Program Director is available to help facilitate resolution.



Start with your course instructor for any questions about course topics, grades, or assignments. Most concerns can be resolved through direct communication. If needed, you may follow up with the Department Chair.



For questions about program policies or requirements, contact the Program Director. If further clarification is needed, the Department Chair can assist.

Above all, we encourage you to communicate early and often. Reaching out is a sign of engagement and professionalism, not a burden.

And if what you are experiencing is more personal or affecting your well-being? Additional support is available beyond the program. You can connect with FSU Counseling & Psychological Services, seek academic support through tutoring services, or work with the Office of Accessibility Services to ensure you have the resources you need.

You are supported, academically, professionally, and personally, and there is always someone ready to help with your success

STUDENT EXPECTATIONS

STUDENT CONDUCT & BEHAVIOR

DISTANT LEARNING EXPECTATIONS

COMMUNICATION EXPECTATIONS

CLASSROOMS & MATERIALS

STUDENT CONDUCT

Central to the process of becoming an art therapist is learning about yourself in relation to others. Observing your own perceptions, cognitive and emotional reactions, and behavior within an interpersonal context is essential to understanding how people feel, think, and express themselves under various conditions and in different situations. Learning about ourselves within these interpersonal contexts and situations requires attentiveness, reflection, introspection, courage and discussion.

Parallel in many ways to the interpersonal nature of the therapy session, the classroom setting provides a fertile environment for self-observations, self-awareness, and group discussions, which yield important insights. For that reason, we ask that you use the classroom as a place to practice your ability to be emotionally present, attentive to the internal and external experiences in the moment, reflective and curious about times that you might become distracted, bored, or anxious. These responses are all part of the human condition and that is what we study as art therapists – how we as humans perceive, respond to, and process the world and people around us based upon our own personal histories and narratives. With that self-knowledge we can then better understand and empathize with the experiences and reactions of those whom we seek to help. So please consider being emotionally present and attentive in classes as a central aspect of your education.

For this reason, we ask that you do not use excessive distractions, such as knitting in class, creating art when peers are presenting, or escaping on your computer as ways to deal with your emotional responses. Rather reflect upon and notate these urges, try to understand them, bring them into relevant class discussions and supervision, and perhaps keep a journal of your own artistic and narrative reflections. We think you will be surprised how much you can learn!

If you have questions about expectations regarding activities that may or may not be conducive to your personal or class learning experience, please speak to each course instructor to clarify rules and expectations.



DISTANCE LEARNING EXPECTATIONS

On occasion, when classes are listed as ONLINE, you will have the opportunity to engage in classwork via distance learning structures such as Zoom. When enrolled in such courses, please follow these outlined expectations:

- Be aware of your physical presentation. Dress and groom as if you were going to class in person.
- Be aware of your surroundings and what people in the class will see. You can always use a virtual background if you wish to protect your personal environment from visibility.
- Find a private and quiet place with a closed door where you can be undisturbed during class.
- Respect the confidentiality of your classmates so maintain a private space during class.
- Please refrain from using screen shots. If you wish to take a screenshot, please ask the instructor and classmates for permission. Do not post any images from class on social media.
- If you live with people, please ask them not to enter that space while you are in class.
- If you do not have a private room or space to attend class, please use headphones and turn the monitor in such a way that is not accessible to anyone who walks by.
- It is preferable to use a laptop or desktop computer for Zoom classes if you have one.
- Please stay seated and focused during class--do not walk around or engage in any other activities during class.
- Intermissions or breaks should be built into the class but if you need a break, please ask the teacher.
- While on a break turn off your video and mute your microphone
- Come prepared if you are giving a presentation--have your PowerPoint files open and ready to share.
- Use hand raising and chat functions to participate to minimize disruptions.
- Mute your microphone unless you are speaking (unless otherwise requested)
- Please contribute to class discussions via the chat function but avoid "side-chat" conversations as they detract from group discussion experiences.



COMMUNICATION EXPECTATIONS

As a master's student you will be in a position to direct and be responsible for your education. However, in that role you are also a co-collaborator with your advisor (either assigned or chosen committee chair). As co-collaborator, you are responsible for communicating with your advisors to track and monitor your progress through the program, ensure your completion of all coursework develop and propose your thesis, and ensure your timely progression through the thesis process (if you select the thesis track). Communication can occur in multiple ways, via face-to-face meetings, zoom, email, phone, or scans. Regardless of how the meetings occur, students should follow the guidelines below and speak with their advisors regarding the establishment of regular advisory meeting times.

Email

Complementary to or instead of face-to-face or video conferencing meetings, email can be used for communication between you and your advisor, classmates, and the program. You will receive a Florida State University email account when you enroll in the master's program at FSU. Please use this email account to communicate with your faculty academic advisor, program, and Department. Do not forward FSU emails to another account. Please check your FSU email account daily and make sure you are receiving incoming emails, as this is the main way you will receive important announcements from the program as well as your advisors/instructors. At the same time be mindful of responding to emails requiring a response in a timely manner.

Face-to-face Meetings

Face-to-face meetings are an important way to establish a relationship by providing a hands-on environment for working on multiple aspects of your education. However, face-to-face meetings may not be possible due to either public health issues or geographic proximity. So, discuss these issues with your advisor and make the appropriate adjustments and arrangements.

Zoom

Multiple video conferencing options seem to provide the most accessible forms of communication which transcend public health concerns and geographic challenges. FSU has secure Zoom platforms that are available for all students and faculty, so it is recommended that students use those video conferencing venues. For more information on zoom conferencing see the [University ITS Website](#).

Telephone

Telephone meetings can also be used as a means of communication. With current cell phone technology either audio or video communications can occur through teleconferencing. Please confer with your advisor and/or committee members to discuss the telephone numbers they would prefer to use in their communications with you.

Scanning

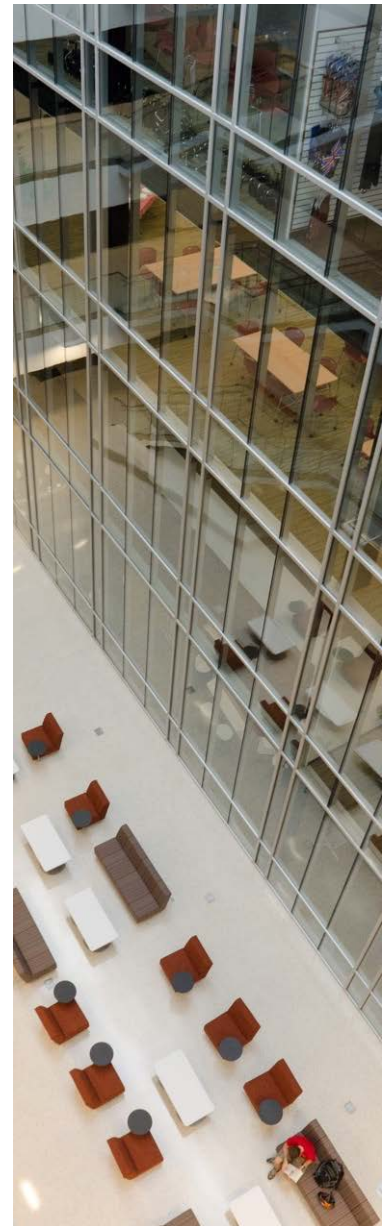
Scanning is another mode of communication if students need to submit hard copy documents or assignments which for some reason cannot be submitted through other electronic means. Please be sure to check with your Faculty Academic Advisor to determine if original documents are required.

CLASSROOMS & MATERIALS

As a student in the Department of Arts Leadership, Education & Therapy you share responsibility for maintaining classrooms 3002 and 3003 in the WJB, as well as 3002A, the Materials Supply Room. These spaces should be maintained as a clean, organized, and welcoming spaces. These guidelines are designed to support a productive learning environment where everyone can create, collaborate, and feel respected. By caring for shared materials, properly managing your artwork, and contributing to the upkeep of the studio, you help ensure that the space remains functional and accessible for all

Classroom Guidelines:

- Take care of and respect the classroom space as it is a communal environment, help each other to maintain the space, as we all use it, and it belongs to all of us.
- Once you complete an artwork and it will no longer need it for in-class discussion, take it home with you or discard it properly.
- If a work in progress must be left in the classroom, make sure you label it with a note stating, “save until (date)”; which will be the date the artwork will be saved in the classroom. There will be periodic classroom/studio cleansings, and artwork not marked with a “save until (date)” label will be discarded.
- Return all art supplies and tools that have been used in the proper place, in room 3002A/ materials supply-room.
- Be a part of the classroom “management” team. If you see something out of place and you know no one is using it, please help by returning the materials to 3002A/materials supply- room, to their proper place as identified by cabinet labels. If there is garbage lying around, please toss it away.
- Leave the room as GOOD AS OR BETTER THAN HOW YOU FOUND IT.
- Please put any unused materials back where you found them in a neat manner.
- When recycling materials, place them in the appropriate recycling container/bin.
- Be mindful of where you put art materials or objects. The floor space should be available to assure mobility and wheelchair accessibility.
- Throw away any food related item, such as wrappers or used tea bags. Be mindful to keep the counter clear of food related garbage.
- If you have made coffee, be sure to turn off the coffee pot after it is emptied. If you notice someone else has left the coffee pot on, please turn it off.
- Keep the microwave clean. Clean up immediately after you have used it.



Materials Room: Safety Instructions

The Materials Supply Room, located in 3002A, is a shared creative space that requires careful attention to safety, proper handling, and respectful use of all supplies and tools. Following these safety guidelines helps prevent injuries, protects your health, and ensures that materials remain in good condition for everyone. Always use materials as intended, clean up thoroughly after use, and be mindful of others working around you.

DRAWING MATERIALS

- Graphite pencils
 - Avoid running with sharp pencils
- Colored pencils
 - Avoid running with sharp pencils
- Crayons
 - Store in a temperature-controlled space to avoid melting
- Oil pastels
 - Store in a temperature-controlled space to avoid melting
- Chalk pastels
 - Remove excess dust by tapping, not blowing, to prevent inhalation
- Washable markers
 - Do not ingest and minimize use on skin
- Permanent markers
 - Do not ingest or inhale
 - May be flammable, keep away from high temperatures
- Paint pens
 - Use in well-ventilated areas
 - May be flammable, keep away from high temperatures
- Tempera paint sticks
 - Do not ingest or use on skin
 - Ensure lids are fully on to prevent drying out
- Charcoal
 - Remove excess dust by tapping, not blowing, to prevent inhalation

PAINTS & TOOLS

- Watercolor paints
 - Do not ingest or use on skin
- Oil paints
 - Use in well-ventilated areas
 - Keep solvents and mediums away from high heat
 - Do not ingest or use on skin
- Acrylic paints
 - Do not dispose of excess paint in the sink. Wipe excess paint with a paper towel before washing to prevent clogs
 - Do not ingest or use on skin
- Brushes, sponges, mixing spatula, and other tools
 - Clean brushes with soap and water

CLAY

- Air-dry clay
 - Keep stored in an airtight, sealed plastic bag away from sunlight or heat to prevent it from drying out
- Oven-bake clay
 - Follow the appropriate baking instructions to ensure safety
- Earthenware
 - Use the wet technique to smooth the surface and minimize dust inhalation
 - When returning after use, add some water and re-wedge it before putting it back into the plastic bag/container
- Clay tools
 - Clean tools with water after use to minimize dust exposure, and avoiding putting any clay sludge in the sink to avoid clogs
 - Exercise caution to avoid injuries with sharp tools

PRINT SUPPLIES

- Linoleum block
 - Place a linoleum block on the bench hook to prevent sliding while carving
- Carving tools
 - Use carving tools appropriately, pushing away from the body to prevent injuries
- Ink
 - Do not wash large amounts of ink down the sink
 - Use soap and water for water-based inks
 - Use solvents for oil-based inks
- Gelli plate
 - Ensure the plate is clean before returning to the cabinet
 - Keep away from dust, sharp tools, and extreme heat

CUTTING TOOLS

- Scissors
 - Do not run with scissors and walk with them pointed down
- X-acto knives
 - Ensure it is closed or the lid is on prior to returning to the drawer
 - Cut away from the body
- Rotary cutter
 - Ensure it is closed prior to putting it away
- Paper cutter
 - Fully close the paper cutter after using and before trashing scraps
 - Ensure only the paper you want cut is lined up under the blade.

ADHESIVES

- School glue
 - Do not ingest
- Tape
 - Choose the correct tape for the job
 - Some tapes may require cutting; do so in a safe way
- Mod podge
 - Apply in thin layers and allow ample time to dry
 - Use a brush to apply
- Spray adhesive
 - Use in a well-ventilated area or outdoors due to the risk of inhalation
- Rubber cement
 - Highly flammable— keep away from high heat
- Hot glue gun
 - Unplug when not in use
 - Do not leave unattended when hot
 - Nozzle and glue may become extremely hot; avoid contact with skin

OTHER MATERIALS

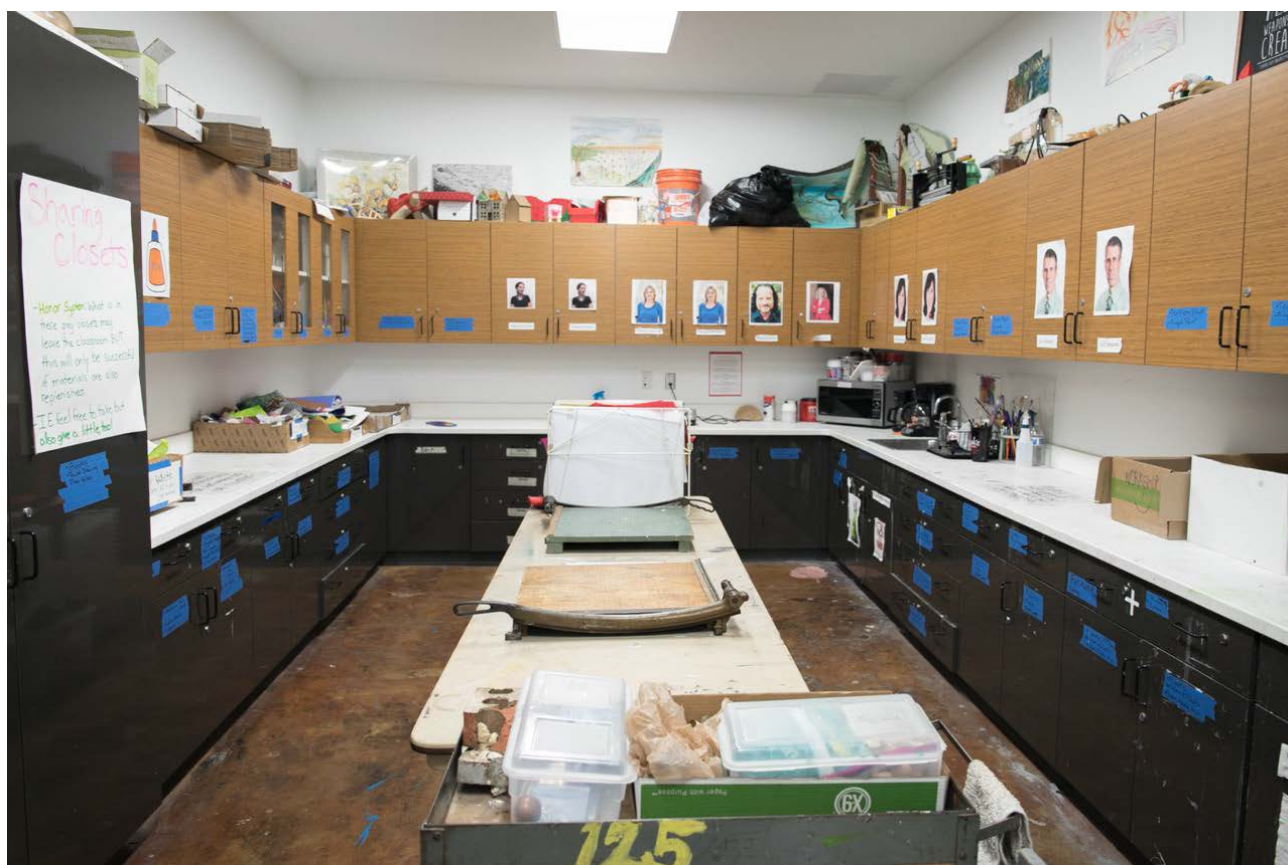
- Magazines
 - Return magazines to the cabinet in an organized fashion to prevent things from falling out of the cabinet or causing possible accidents
- Beads
 - Do not ingest
- Mirrors
 - Keep in a cool, dry place to prevent warping and fading
 - Handle with care to avoid possible injury
- Spray paints & other spray cans
 - Use in a well-ventilated area or outdoors due to the risk of inhalation. Store in a cool, dry, well-ventilated area away from heat
- Plaster bandages
 - Use in a well-ventilated area or outdoors due to the risk of dust inhalation
 - Have access to water to prevent dust inhalation
 - When casting body parts, use Vaseline to minimize skin irritation and remove it if becoming uncomfortable
 - Choose appropriate paper or canvas for materials to ensure the best outcome
 - Many materials do not have specific safety precautions (examples: scrap fabric, ribbon, sequins), but to avoid possible accident or injuries, it is important to exercise caution and use all materials appropriately

Materials Room: Cleaning & Disposal

Maintaining a clean and organized workspace is essential for both safety and respect within the shared studio environment. Proper cleaning and disposal practices help prevent hazards, protect equipment, and ensure that the classroom remains a functional and welcoming space for all users.

- Use a wet-mop or wet-wipe to clean surfaces after using dusty materials such as chalk pastels, charcoal, and earthenware. Please make sure to clean off any spilled material from surfaces, tables, or the floor. Wash any tools, containers, or palettes used
- Dispose of any material residue inside the garbage before attempting to clean off tools or containers in the sink to avoid clogs
- When cleaning brushes, please make sure that the water runs clear before putting them on the dryer rack
- Place appropriate materials in the recycle bin to reduce waste
- Throw away any scraps or trash to keep the room clean and prevent the build-up of trash
- Return supplies to their proper place to maintain organization and ensure supplies are properly stored to avoid any safety concerns
- Place sharps in the appropriate disposal

For any questions or concerns, please reach out to tcopeland@admin.fsu.edu for custodial concerns or Meredith Ruben at mr11h@fsu.edu



GRADUATE PROGRAM

COURSE REQUIREMENTS & DESCRIPTIONS

CONSIDERATIONS & OPTIONS

COURSE REQUIREMENTS

Fall Semester 1

ARE 5382 INTRODUCTION TO COUNSELING FOR ART THERAPISTS

3 CREDIT
HOURS

This course examines the uniqueness of artistic expression in therapy. Implications for practical applications are presented for varying therapeutic needs. Methods of interactions with clients are explored with emphasis on building rapport, establishing trust, facilitating communication, initiating problem solving, and implementing termination of treatment.

ARE 5649 THEORIES OF ART THERAPY

3 CREDIT
HOURS

This basic theoretical course for the art therapy program is designed to provide an overview of the history and development of the major approaches in art therapy. There is a strong emphasis on developmental theory across the life span (cognitive, emotional, and graphic development), the Expressive Therapies Continuum and Media Dimensions Variables, and how these theories interface with clinical issues including performance indicators in managed care. Other significant personality theories in the field are explored: psychoanalytic, psychoeducational, humanistic, behavioral and cognitive. All theories are investigated in relation to ethical and cultural issues in therapy.

ARE 5547 HUMAN DEVELOPMENT I: ART THERAPY WITH CHILDREN & ADOLESCENTS

3 CREDIT
HOURS

This course integrates theoretical foundations with practical applications to examine human development in children and adolescents through the lens of art therapy. Students will explore how biopsychosocial, contextual, and cultural factors shape developmental processes and therapeutic practices. The course covers typical and atypical development, with attention to family dynamics, disabilities, medical conditions, and age-appropriate art media.

Students will engage in service-learning hours to integrate academic experiential learning as they apply developmental theories to real-world art making activities, focusing on how these factors impact children and adolescents.

Spring Semester 1

ARE 5551

3 CREDIT
HOURS

ART THERAPY & GROUP COUNSELING

Group leadership is learned through experiencing both group membership and leadership opportunities. There are two components: classroom didactics and experiential group art therapy experiences. Students analyze group art therapy experiences and become familiar with the theoretical knowledge, skills and models of group art therapy.

ARE 5548

3 CREDIT
HOURS

HUMAN DEVELOPMENT II: ART THERAPY WITH ADULTS

This course integrates theory and practice to explore human development in art therapy from emerging adulthood to late adulthood, examining psychological, cultural, environmental, and artistic influences, as well as developmental crises, disabilities, and exceptionalities. Emphasis is on using art therapy techniques to address adulthood's mental, emotional, physical and social challenges. Students apply developmental theories in service-learning, focusing on typical and atypical development, activities of daily living, and creative expression.

ARE 5745

3 CREDIT
HOURS

RESEARCH SURVEY

The survey course is a basic introduction to the fundamentals of social science research applicable to investigations in art education, art therapy and arts administration. Content includes what research involves, what methods exist, and what processes are involved in designing and conducting research.

Summer Semester 1

ARE 5588

3 CREDIT
HOURS

NEUROSCIENCE INFORMED ART THERAPY FOR STRESS & TRAUMA

This course introduces students to neuroscience concepts and how these concepts may inform art therapy interventions. Concepts of stress and trauma, as well as stress and trauma responses, are examined. Interventions designed by art therapists to address symptoms and causes of stress and trauma, along with research outcomes regarding art therapy's effectiveness with diverse populations are examined.

ARE 5460

3 CREDIT
HOURS

THERAPEUTIC ARTMAKING: STUDIO, MEDIA, & SELF-CARE

This course explores the therapeutic use of art materials across various settings and integrates studio techniques and self-care concepts. Students engage with diverse media, such as drawing, painting, clay, collage, and digital art, to understand their therapeutic applications. Emphasis is placed on creative self-reflection, treatment planning, and the role of art in fostering well-being. Additionally, students examine the value and ethics of exhibit participation for themselves and clients, reinforcing artmaking as a tool for both personal and professional growth.

ARE 5971

3 CREDIT
HOURS

MASTER'S THESIS (NOT MANDATORY)

Prerequisite: ARE 5705 Research Survey

A research interest is identified and subsequently a research proposal is approved by a graduate faculty committee. The research is implemented, and the process is viewed through qualitative and/or quantitative methods. The product of this research is a thesis. Students typically take 3 credits of ARE 5971 in their first academic summer and take the final 3 credits of thesis in the final summer semester.

Fall Semester 2

ARE 5552	ASSESSMENTS FOR THE PRACTICE OF ART THERAPY
3 CREDIT HOURS	This course emphasizes the use of projective and art-based assessment instruments for the art therapist. Students learn to write reports based on individual assessments and become familiar with medical charting, record keeping, and treatment planning.

ARE 5941	PRACTICUM IN ART THERAPY
3 CREDIT HOURS	This course provides supervised clinical experience across diverse settings and age groups. Under on-site supervision from qualified professionals and on-campus group supervision led by faculty, students will engage in direct client work. Emphasis is placed on understanding the intricacies of clinical practice through the development of self-awareness, observational skills, goal setting, and therapeutic interaction strategies. Students will learn to integrate client artwork into assessment and clinical decision-making, while also exploring ethical considerations and intervention strategies relevant to art therapy. A minimum of 150 supervised practicum hours is required, including at least 75 hours of direct client contact.

ARE 5889	PSYCHOPATHOLOGY IN ART THERAPY & COUNSELING: DIAGNOSIS & TREATMENT
3 CREDIT HOURS	This course provides an in-depth exploration of psychiatric diagnoses and etiology through the lens of the DSM. Students will critically evaluate diagnostic indicators, differential diagnoses, and relevant literature while examining cultural and environmental influences on classification and treatment. Psychological frameworks for intervention will be analyzed, with an emphasis on developing art therapy and counseling treatment strategies.

Spring Semester 2

ARE 5558	MULTICULTURAL ISSUES IN ART THERAPY
3 CREDIT HOURS	This course addresses a broad spectrum of cultural factors as they pertain to understanding human behavior. Students gain knowledge in several areas related to multicultural trends and issues. Additionally, students are challenged to explore their beliefs and experiences relating to being a part of a multicultural society and develop self-awareness of how this affects them professionally. Through pedagogical instruction, class readings, resultant group discussions as well as personal reflections, students learn about multicultural sensitivities, developing appropriate counseling behaviors.

ARE 5557	INTERPRETING & USING SYMBOLS IN ART THERAPY
3 CREDIT HOURS	In this course the emphasis is on the universal, cultural and personal aspects of symbols as they manifest meaning through artistic expression and provide pathways to understanding self and others. A therapeutic focus expands study through the exploration of psychological frameworks, social contexts, and etiological and developmental references. The study of ethical issues related to symbolic art expression informs interpretation and practice related to client art. Instructional format is varied with lectures, discussions, case studies and art experiences illuminating theoretical and practical applications of the significance of art symbols.

Spring Semester 2 continued:

ARE 5942	INTERNSHIP I
3 CREDIT HOURS	Building on the foundations of Practicum I, this course provides clinical experience across diverse settings and age groups. Students will engage in on-site supervision with experienced professionals and participate in on-campus group supervision led by art therapy program faculty. Supervision sessions will focus on refining assessment skills, treatment planning, goal setting, therapeutic interaction patterns, and integrating client artwork into clinical decision-making. Additional emphasis will be placed on ethical considerations, termination processes, treatment evaluation, and professional identity development as students deepen their clinical understanding and prepare for more autonomous practice. A minimum of 200 supervised practicum hours is required, including at least 100 hours of direct client contact.

Summer Semester 2

ARE 5585	FAMILY ART THERAPY
3 CREDIT HOURS	This course is designed to assist art therapists and other human service professionals comprehend and work with families in need through the use of art therapy informed by a family systems framework. Normative family developmental processes and challenges faced throughout the family life cycle will be addressed. Family art therapy theories, assessments, and interventions will be presented.

ARE 5586	CAREER DEVELOPMENT & ART THERAPY
3 CREDIT HOURS	The goal of this course is to provide art therapy and counseling students with an understanding of how career development occurs from various theoretical standpoints, while also taking into consideration the unique contribution of other life aspects to career development. In addition, students will be exposed to various career instruments, counseling, and art therapy interventions that may be used in career counseling.

Fall Semester 3

ARE 5910	SUPERVISED RESEARCH (PROJECT)
3 CREDIT HOURS	Research and development of a grant or project is the focus of this individualized study. A proposal is designed and implemented by the student. The student and the graduate faculty committee agree upon the subject. The product of this research effort is the culminating report paper and a presentation to the student body.

ARE 5971	MASTER'S THESIS
3 CREDIT HOURS	Prerequisite: ARE 5705 Research Survey A research interest is identified and subsequently a research proposal is approved by a graduate faculty committee. The research is implemented, and the process is viewed through qualitative and/or quantitative methods. The product of this research is a thesis. Students typically take 3 credits of ARE 5971 in their first academic summer and take the final 3 credits of thesis in the final summer semester.

Fall Semester 3 continued:

ARE 5943	INTERNSHIP II
3 CREDIT HOURS	This course provides advanced clinical experience across diverse settings and age groups, allowing students to practice with greater autonomy while refining their professional identity as art therapists. Students will receive on-site supervision from experienced professionals and engage in on-campus group supervision led by art therapy program faculty. The course emphasizes professional identity development, adaptability in diverse therapeutic environments, which may include technology-mediated relationships in clinical practice. Students will deepen their competencies in assessment, treatment planning, ethical decision-making, and interdisciplinary collaboration, while enhancing their clinical judgment and intervention strategies. A minimum of 250 supervised internship hours is required, including at least 125 direct client contact hours.

3 CREDIT HOURS	ELECTIVE
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Spring Semester 3

ARE 5640	ETHICS AND PROFESSIONAL ISSUES
3 CREDIT HOURS	Course content incorporates the code of ethical responsibility of the American Art Therapy Association. This course addresses the responsibility, competence, qualifications, standards, continuing education, confidentiality, client welfare, use of client expressions, and professional relations in art therapy. Current issues related to the national certification exam and licensure of art therapists in Florida provides insight for professional development.

ARE 5945	INTERNSHIP III
3 CREDIT HOURS	This course provides advanced clinical experience across diverse settings and age groups, allowing students to further refine their competencies in the application of art therapy. Students will receive on-site supervision from experienced professionals and participate in on-campus group supervision led by faculty. The course emphasizes professional identity development, expanded practice of theory-informed case conceptualization and approaches, and adapting art therapy practices to varied clinical settings. Special focus is placed on understanding the role of supervision and consultation, distinguishing between arts-based and verbal supervision, and developing advocacy skills within the field. Through reflective practice, students will assess the impact of supervision on their clinical growth, decision-making, and professional development. A minimum of 250 supervised internship hours is required, including at least 125 direct client contact hours.

3 CREDIT HOURS	ELECTIVE
-------------------	-----------------

ARE 8976	THESIS DEFENSE
0 CREDIT HOURS	Students enroll in this course in their final semester when students are ready to defend their thesis. This enrollment allows students to access the final processes of defending and submitting their thesis.

Spring Semester 3 continued:

ARE 8966

0 CREDIT

HOURS

COMPREHENSIVE EXAM

This exam covers all content from the student's program of studies. Students will take an oral exam during the spring semester of their second year and are expected to demonstrate a comprehensive knowledge of the theories and clinical skills used in art therapy. Students must pass the exam with a satisfactory grade to graduate from the program.

Direct art therapy practicum and internship experiences under the supervision of Board Certified (ATR-BC) faculty is required. The combined experience must total at least 850 supervised hours of practicum with 425 hours of direct contact. Additional supervised practicum/internship hours may be needed for counseling license qualification in some states. Please refer to the "Practicum Handbook" for further information.

IMPORTANT NOTICE: Clinical Hours & Supervision Policy

Student readiness to begin clinical training (practicum and internship) is evaluated through a structured professional review process aligned with program standards and institutional policies. This includes successful completion of first-year coursework (Fall, Spring, and Summer semesters) and demonstration of professional dispositions as listed in the [**Professional Progress Review**](#). Students who do not meet these expectations will be provided with a Student Success/Remediation plan to support their continued development.

Students are expected to complete both client contact and non-contact hours for ARE 5941, ARE 5942, ARE 5943, and ARE 5945 (Practicum in Art Therapy; Internship I, II, and III) during the semester in which each course is taken. Through these experiences, the FSU Art Therapy Program provides ongoing supervision and support.

If you are unable to complete the required hours during the designated semester due to unforeseen circumstances (e.g., illness, family emergencies, or delays in meeting site requirements), you will be required to enroll in a 1-credit Practicum Supervision course. This course allows you to complete outstanding hours under the supervision of program faculty. Please note that enrollment in this additional course will incur separate tuition costs.



CONSIDERATIONS & OPTIONS

Practicum/Internship Considerations

Students are responsible for reporting to both the FSU Art Therapy Program Clinical Coordinator and the FSU Supervisor regarding challenges with onboarding and/or completing contact or non-contact hours during the traditional semester period.

Length of Program

The M.S. in Art Therapy is designed to be completed in three years, including two summers. Students must enter the program in the fall semester. Students with background deficiencies must complete prerequisites **before** they begin the first year of the program.

Elective Course Options

Because the curriculum parallels closely that of a degree in counseling, students may choose to complete additional courses that address counseling license requirements applicable in some states. Such content may include SOW 5712 Substance Use and Misuse, and SOW 5153 Human Sexuality. Students may elect to take the licensure-related classes as early as the Summer of their first year. The courses are not required for graduation. Students should consider the additional workload and consult with their advisor to determine their timing for completion of these elective courses. Please review state and/or territory counseling licensing board websites for current regulations and policies that inform eligibility options.

Course Performance Standards

Students need to maintain a 3.0 or B average to continue in the program. If you receive a C+ or lower, in any art therapy course, you will be required to take that course again.



IMPORTANT POLICIES

PROGRAM POLICIES

FSU & CFA POLICIES & PROCEDURES

PROGRAM POLICIES

The program is committed to supporting each student's development while also preparing graduates for the responsibilities of clinical practice. The following policies are designed to promote student success, uphold professional standards, and help students understand how they will be evaluated throughout the program. These guidelines also support ongoing self-assessment across the three years of training.

Students who do not meet minimum grade expectations or who are not making adequate academic progress may be placed on a Student Success/Remediation Plan, which outlines specific goals and timelines for improvement. This process is intended to provide structured support and promote student success. If satisfactory progress is not made, whether due to repeated unsatisfactory grades or unsuccessful completion of a [Student Success Plan](#), the student's progression in the program may be discontinued.

Per Florida State University policy, graduate students must maintain a minimum cumulative GPA of 3.0 to remain in good academic standing. Students whose GPA falls below 3.0 will be placed on Academic Probation by the University. If a student's GPA remains below 3.0 for two consecutive semesters, they will be academically dismissed from the University.

Grades

Per FSU Policy, graduate students need to maintain a 3.0 or B average to continue in the program. Additionally, if you receive a C+ or lower, in any art therapy courses, you will be required to take that course again.

Professional Progress Review

Students must also demonstrate professional and ethical behavior to remain in the M.S. in Art Therapy program. Professionalism is evaluated in every course and formally reviewed during the program progress review process. During this review, faculty assess each student's ability to navigate academic expectations, professional responsibilities, and interpersonal interactions. (See the Professional Progress Review form in the appendices at the end of this handbook.)

If concerns are identified in any of these areas, they will be discussed with the student and a Student Success/Remediation Plan will be developed and implemented. Failure to meet the expectations outlined in the plan may result in program termination.

For more information on expectations related to professional conduct and procedures for dismissal beyond GPA-based concerns, please consult the [College of Fine Arts Student Handbook, Professional Conduct section \(page 18\)](#).

Clinical Readiness

Clinical readiness reflects the Art Therapy Program's commitment to preparing students for ethical, reflective, and effective clinical practice. Because practicum experiences involve direct work with clients and community partners, readiness for clinical placement extends beyond academic achievement alone. Students must demonstrate the professional, interpersonal, and dispositional capacities necessary to engage responsibly in therapeutic relationships and clinical environments.

The standards and procedures outlined below are intended to support student development while ensuring the well-being of clients, practicum sites, and the broader professional community. Readiness for practicum is evaluated holistically and includes consideration of academic performance, participation and engagement, professionalism, responsiveness to feedback, and the ability to engage thoughtfully with diverse perspectives and experiences.

The review process is designed not as a punitive measure, but as a developmental and supportive framework that helps students identify strengths, address areas for growth, and prepare for the responsibilities of clinical practice. Students must meet all the following criteria to be approved for practicum:

ACADEMIC REQUIREMENTS

- Minimum grade of B- in all required Year 1 courses in the Art Therapy MS program

DISPOSITIONAL COMPETENCIES

- Self-awareness and reflective capacity - insight into personal reactions and interpersonal impact; engagement in ongoing self-reflection
- Engagement with difference - respectful engagement with diverse perspectives
- Use of feedback - openness to feedback and ability to apply it constructively
- Professionalism and interpersonal conduct - appropriate boundaries, respect, and collaboration

PARTICIPATION & ENGAGEMENT

- Consistent attendance
- Active participation in coursework and discussions
- Demonstrated preparation and engagement with course materials

REVIEW PROCESS

- Student readiness will be evaluated by the Art Therapy faculty. The student's advisor or Program Director will provide a summary of readiness that includes:
- Evaluation of academic performance
- Assessment of participation from their class, and dispositional competencies
- Faculty consultation and, when appropriate, program-level consensus

REMEDIATION

Students who do not meet one or more eligibility criteria will be required to participate in a remediation process to support their continued development. The remediation process includes:

- Identification of specific areas of concern
- A formal remediation plan which includes goals and ongoing monitoring
- Re-evaluation of readiness following completion of remediation

DETERMINATION OF READINESS

Following review, students will receive one of the following determinations:

- Ready for Practicum
- Not Ready for Practicum (remediation required prior to re-evaluation)

ACCOMMODATIONS AND CLINICAL PRACTICE

The Art Therapy Program is committed to supporting students with disabilities through reasonable accommodations in accordance with University policy.

Students are encouraged to work with the Office of Accessibility Services (OAS) and program faculty to identify accommodations that support their learning and success.

As students transition into practicum, they must be able to demonstrate the essential functions of clinical practice, including the ability to provide consistent and reliable engagement in client care. In practicum settings, where client welfare is central, some accommodations may be limited if they would impact the ability to provide stable, continuous, and ethical care.

In these situations, the program will engage in individualized, thoughtful, and collaborative decision-making with the student to support both student success and client well-being.

Expectations related to attendance and reliability in clinical settings are further outlined in the Attendance Policy below.

Class Attendance

Students are expected to attend all classes on time. If you are ill or have an emergency, you must notify your instructor by email to initiate documentation for excused absence. In cases of prolonged illness or injury resulting in multiple consecutive absences, you must notify both the Program Director and your instructors. They will work with you to coordinate appropriate accommodations, such as extensions on assignments or the rescheduling of exams.

Attendance at Practicum and Internship Placements

Students are required to establish a schedule with their on-site practicum supervisor to ensure timely completion of all practicum course requirements. Attendance expectations for practicum placements are equivalent to those for academic courses. If you are unable to attend your practicum site due to illness or an emergency, you must contact your on-site supervisor directly. If this initial contact is made via phone or text, you must follow up with an email to document the communication. You should also inform your faculty supervisor of the absence.

Failure to meet the required number of practicum hours due to attendance issues may result in delayed program completion. In such cases, students will be required to enroll in additional coursework in a future semester to complete their practicum course requirements. Please refer to the Plan of Study section earlier in this handbook for details on practicum and internship hour requirements and sequencing.

If you experience a prolonged illness, injury, or personal emergency that may interfere with your practicum or internship schedule, you must immediately inform both your faculty and site supervisors. The faculty supervisor, in coordination with the site supervisor, will assist in determining appropriate next steps in alignment with program expectations.

Students who need accommodations should register with the Office of Accessibility Services (OAS). While OAS-approved accommodations will be honored in accordance with University policy, it is important to note that reasonable accommodations cannot directly conflict with the professional and ethical expectations of practicum and internship responsibilities. Students should work closely with OAS, their program director, and faculty supervisor to ensure alignment between accommodations and practicum/internship expectations.

FSU & CFA POLICIES & PROCEDURES

College of Fine Arts Policies & Procedures

Please review the College of Fine Arts Student Handbook, located at this link:

<https://cfa.fsu.edu/student-success/>

Academic Performance Expectations

See the [College of Fine Arts Student Handbook](#), pp. 16 and 19

Graduate students need to maintain a 3.0 GPA or B average to continue in the program. If you receive a C or lower in any of the core art therapy courses, you will be required to take that course again.

Academic Integrity

See the [College of Fine Arts Student Handbook](#) p. 20

Grade Grievances & Appeals Process

See the [College of Fine Arts Student Handbook](#), pp. 21-22

FSU Reporting Systems

It is important to note that if you believe the situation is an emergency requiring immediate attention, you should first call **FSUPD at (850)-644-1234**

See more information regarding FSU Reporting Systems in the [College of Fine Arts Student Handbook](#), p.23

Violations of the FSU Academic Honor Code

Students who violate the [FSU Academic Honor Code](#) are subject to the policies and procedures of the university. Sanctions for violating the code can range from receiving a failing grade for an assignment or course to dismissal from the university. We work closely with the Dean of Students and the Dean of Faculty when students violate university codes.

Advising & Support

See the [College of Fine Arts Student Handbook](#), p. 25

Graduate Resource Center

To learn more and access resources, please visit: <https://provost.fsu.edu/gsrc>

STUDENT ART THERAPY ASSOCIATION (SATA)

LETTER FROM THE PRESIDENT

MISSION STATEMENT & GOALS

LEADERSHIP

BENEFITS

ACTIVITIES

Welcome, incoming Art Therapy graduate students at Florida State University!

On behalf of the Student Art Therapy Association (SATA) at FSU, congratulations on your acceptance. We look forward to seeing how each of you take ownership of this exciting new opportunity. As president of SATA, I am confident you will find your time here to be insightful, enriching, and rewarding. Your education here will serve to connect you not only with your peers, but also with the community, with future colleagues, and with *yourself* which will ultimately set you up for success as a future art therapist. Rich coursework, community service, guidance from faculty, as well as hands-on practicum and internship experiences will all provide ample opportunity for you to get your feet wet and explore what this program and profession has to offer.

SATA is here to help you make the most of this upcoming journey by providing support for your professional, interpersonal, and emotional wellbeing. As an enrolled first year student, you are now one piece of SATA, which is composed fully by art therapy graduate students at FSU. As a member, you have the opportunity to

- 1) Attend events that foster networking with professionals in the field and students from other graduate programs.
 - a) The annual American Art Therapy Association National Conference provides the opportunity to strengthen expertise in the field, participate in art-making experientials, and connect with art therapists from around the world. This year, the conference will be held October 14-17, in Charlotte, North Carolina.
 - b) The annual SATA Spring workshop includes a lecture and an art therapy experiential from a recognized expert in the field.
- 2) Become a part of the community through art therapy related outreach and service, as well as fundraising events.
- 3) Build your social support network and connections via tailored self-care events hosted by SATA.
- 4) Shape SATA through your continuous input: How might we adapt to the needs and wants of our current student body?

For smooth and supportive experience as you transition into the program, we encourage you to use this program handbook and become involved in what SATA has to offer. We look forward to meeting and working with you in the Fall! If you have any questions or concerns, please reach out to me. We are excited to introduce you to SATA and to our program!

Sincerely,

Sydney Nichols

sn25i@fsu.edu

MISSION STATEMENT & GOALS

The mission of the Student Art Therapy Association (SATA) is to advocate for future professional art therapists through research, leadership, and community service. SATA aims to lead FSU graduate and undergraduate students in advancing the art therapy profession through artmaking, education, & community engagement.

The goals of this organization are to prepare for professional art therapy practice; to encourage research in the field of art therapy; to model the values of leadership, professionalism, and community service; to promote communication between colleagues; to assist each other while we pursue our individual goals; and support each other as we make the transition from art therapy students to professional Registered Art Therapists (ATRs).

LEADERSHIP

2026-2027 Officers of SATA at FSU

Executive Board

- President: Sydney Nichols
- Treasurer: Penelope Donetti
- Secretary: Evia Fleming
- Member-At-Large: Joy Ju
- AATA Conference Chair: All

Committee Chairs

- Community Outreach Chair: Stefani Murillo
- Fundraising Chair: Em Rollins
- First Year Class Liaison: Emily McCarthy
- Social Media Chair: Malea Burroughs
- Self-Care Chair: Veronica Butt
- Intersectional Chair: Paulina Sanchez-Gonzalez



STUDENT ART THERAPY ASSOCIATION (SATA) AT FSU

SATA at FSU is a student organization that works in conjunction with the art therapy program to provide students with social, academic, and emotional support, in addition to community service activities and professional development. We meet once per month to discuss upcoming community service and fundraising events and to encourage educational and professional opportunities for our members.

BENEFITS OF SATA AT FSU

- Preparing members for professional art therapy practice
- Encouraging research in the field of art therapy
- Modeling the values of leadership, professionalism, and community service
- Promoting communication between colleagues
- Supporting each other through the transition from graduate students to professional Registered Art Therapists (ATR)
- Dedication to the Tallahassee community through arts service

ACTIVITIES OF SATA AT FSU

- SATA at FSU partakes in community events including but not limited to: Artmaking with local Cultural and Arts Centers; The Friendship Walk; and Sports Ability.
- SATA at FSU encourages members to engage in self-care activities including but not limited to dinners, football games, and coffee/tea study sessions.
- SATA at FSU hosts educational activities such as an annual art therapy workshop featuring a visiting speaker. Members also attend the state and national AATA conferences.



We're happy to provide interested students with more information, meeting times, and membership details. For more information, like us on Facebook (www.facebook.com/ATAFSU), follow us on Instagram (@SATAFSU), or e-mail fsuarttherapy@gmail.com.

FAQs

TEXTBOOKS

PARKING

TRANSPORTATION

REGISTERING FOR CLASSES

SELF-CARE

PROGRAM REQUIREMENTS

RESOURCE ROOM

LIBRARIES

As a new student at Florida State University, you will have questions about how to get around campus, where to get your books, etc. You will find answers to many of your questions on the [FSU website](#). This list of frequently asked questions will also be helpful for you:

WHERE DO I BUY MY TEXTBOOKS?

The professors in the program order books from the [FSU Bookstore](#) or [Bill's Bookstore](#). Books may also be ordered on-line through booksellers such as Amazon or Abe.com.

Many books are available through the FSU libraries online and at the libraries as well. Books can also be borrowed from the Art Therapy resource room.

OTHER THAN COURSE TEXTS, WHAT OTHER BOOKS WILL I NEED?

Buy an APA manual (7th Edition) as soon as possible (What is an APA manual? Visit <http://www.apastyle.org> to find out more). Some books will appear multiple times over the course of the program; the Wiley handbook and the DSM are a couple which will be used repeatedly.

HOW DO I GET A PARKING PERMIT?

Parking fees are included in the tuition and activities fees. However, to park on campus, you are required to have a permit. Student parking permits are now virtual and there is an on-line process for receiving your permit. Learn more on the transportation website for parking [permits](#).

WHERE DO I PARK?

Parking lots marked for students with permits are free but fill up quickly. Student spaces are white; do not park in the red faculty/staff spaces.

Traditions garage is the closest, though it routinely fills up before 8. You may choose to park in the parking garage on St. Augustine Road and Copeland, which is relatively close to WJB. Alternatively, if the garage is full, try parking in the garage on Call and Macomb near the Fine Arts Building or along Pensacola Street (where there are parking meters). The FSU Tranz app can show you which garages have open spaces. In addition to the garages there are some student lots on Woodward, Jefferson, and Pensacola which are close to WJB.

Do not leave your car in the garage overnight unless you are on an overnight floor of that garage. Do not leave your car in the garages designated as game day parking on game weekends. If you are parked on campus at night, please be alert, stay in well-lit areas, and go to your car with a buddy.

HOW DO I GET TO CAMPUS IF I DON'T HAVE A CAR?

While many students drive to campus, there is a bus system that connects with many of the apartment complexes and popular areas. Check the [transportation website](#) to learn about the routes in and around campus. The Transloc rider app will also help you track buses and routes. Many apartment complexes are also in walking or biking distance to campus.

HOW DO I REGISTER FOR CLASSES EACH SEMESTER?

The program director will send you registration information for each semester. For general graduate student information, visit: <http://www.gradstudies.fsu.edu>

To register for classes, visit: <http://my.fsu.edu>

Specific registration instructions:

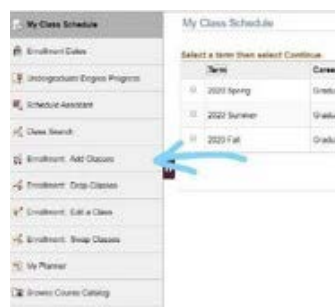
1.) Click on the student central icon in the top left-hand corner of your my.fsu.edu homepage.



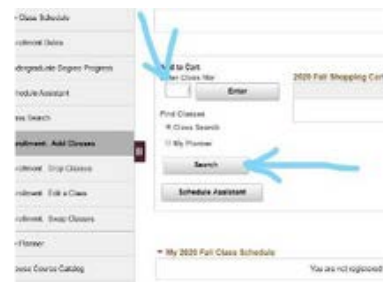
2.) Choose the “my classes” window of student central



3.) Select the “enrollment: add classes” window and the appropriate term.



4.) You can either search for the classes or enter the class numbers (class numbers are different than course numbers)



5.) If using the search function be sure you are in the correct term and looking at graduate courses. The subject abbreviation for Art Therapy courses is ARE. On the search page you can select courses. Be sure you are registering for the appropriate number of units (credit hours).



6.) After adding classes to your cart, you then have to complete registration.



**WHAT SHOULD I DO
IF I GET STRESSED
OUT WITH THE
INTENSITY OF MY
SCHEDULE?**

There are many ways to cope with stress. Here are some ideas for you:

- Communicate with your colleagues in the program, they too experience stress, and it may be comforting to know you're not alone. Talk with your second-year buddy; they have made it through the first year already and can be a great resource. Also join in the activities that are planned for you through the FSU Art Therapy Association.
- Take advantage of the [University Counseling Center](#): everyone in the program is encouraged to experience the process of therapy. For a list of community resources outside of FSU see any of the Art Therapy Faculty.
- Get physical! Take advantage of your FSU student status and use the recreational facilities, such as the [Leach Center & FMC](#) and the Fitness and Movement Clinic in the Health and Wellness Center.
- Take some time to be in nature. Tallahassee has many parks and trails; the beach is about an hour away, Wakulla Springs is just down the road from campus, and FSU has its own outdoor area called the [FSU Lakefront Park](#).
- Examine other aspects of wellness with the [Center for Health Advocacy](#) and Wellness. They provide services and information related to physical wellness, like nutrition and sleep, relationship wellness and more.
- CREATE ART!!! Keep a visual journal. Take some time to dive into your preferred medium. Get some classmates together and create. We know that art making is centering and healing, so let's practice what we preach!

**HOW WILL I KNOW
IF I'M ON SCHEDULE
WITH MY PROGRAM
REQUIREMENTS?**

Have regular meetings with your advisor to check your progress. Also, be sure to clarify expectations for progress. When you meet with your advisor, be sure to write down any questions you have, and take notes. Use the advisement sheet that is included in this handbook and available on the arted.fsu.edu website to keep track of classes. Also, buy or create a journal (either hard copy or electronic) for keeping track of observation/participation and interning hours. Document your site visitations, client assessments, and activities. Use the time sheet to keep track of hours during each practicum and use the practicum verification form to document completed hours at the end of each practicum.

You will also track your practicum hours through the practicum placement system, InPlace, used by the FSU Art Therapy Program. You will find more information on the InPlace system in the FSU Art Therapy Program Practicum Handbook, which you will review in the Field Studies class during your 1st semester. A new handbook for 2024-2025 is forthcoming!

**WHAT IS THE
RESOURCE ROOM?**

The resource room is located in the William Johnston Building Room 1041. The resource room is a private study, work, and research area for the art therapy program. It houses a collection of many books on a wide variety of topics pertaining to art therapy. Students are encouraged to explore the many books and journals when doing research or looking for further learning opportunities. The resource room is located on the first floor in the hall by the faculty offices. To access the room, you will need to "swipe" your FSU student ID, in the access device outside of the room.

**WHERE CAN I FIND
INFORMATION
ABOUT THE FSU
LIBRARIES?**

You will likely have questions about the libraries, such as hours of operation, etc. All of the info that you need to know about the libraries can be found on: www.lib.fsu.edu. The Dirac Library, located near the FSU Bookstore, houses some of the art therapy books. You will probably also make use of the Strozier library, which is located on Landis Green and also has Art Therapy texts. The Art and Design library, located on the second floor of WJB, can be a good place to work or study. [Leah Sherman](#) is our library liaison, and she has created a [research guide](#) if you need help getting started finding resources.

Some [resources and services](#) the library provides include:

- OneSearch which searches many online databases for journals, books, and other publications.
- Interlibrary Loan which allows you to access materials from other libraries.
- Technology borrowing
- Citation management with tools like RefWorks and Mendeley
- Printing
- Study rooms
- Tutorials
- [Virtual computer lab](#)
- [Video streaming](#)

ANYTHING ELSE?

Yes...the faculty of the FSU Art Therapy Program endorses and urges you to become involved in the art therapy profession by joining the FSU Art Therapy Association, the [American Art Therapy Association](#), and the [Florida Art Therapy Association](#). We also encourage you to become a registered art therapist-provisional (ATR-P) registered (ATR) and board certified art therapist (ATR-BC) after graduation through the [Art Therapy Credentials Board](#). We also encourage you to work towards licensure as a counselor or art therapist in your state.



RESOURCES

IMPORTANT CONTACTS

FINANCIAL RESOURCES

ART RESOURCES

WEB RESOURCES

DISABILITY & SPECIAL CIRCUMSTANCES

SELF-CARE

LOCAL RECOMMENDATIONS

IMPORTANT CONTACTS

Department

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Campus

Campus Police	850-644-1234
Registrar	850-644-1050
University Counseling Center	850-644-8255
University Health Services	850-644-6230

FSU Libraries	850-644-2706
Bill's Bookstore	850-244-3178
FSU Book Store	850-644-2072
Congress of Graduate Students	Contact link

Off-Campus

Emergency	911
Mental Health Emergency	988
Tallahassee Memorial Hospital	850-431-1155
Capital Regional Medical Center	850-325-5000
Tallahassee Police	850-891-4200
Tallahassee Utilities Office	850-891-4968

Parks & Recreation	850-891-3866
Tallahassee Area Visitor Info	850-606-2305
Star Metro (Bus schedule)	850-891-5200
Emergency Vet Service at Allied Veterinary	850-222-0123

FINANCIAL RESOURCES

Office of Graduate Fellowships and Awards

Assists current FSU students with articulating their interests and ambitions in support of identifying and applying for external fellowships, scholarships, grants, and awards.

Student Awards & Grants

Website offers different resources and opportunities to receive awards and grants through research projects, professional development, and workshops.

Office of Financial Aid

There are multiple types of financial aid you can receive at Florida State University as a student, from scholarships and grants to federal Stafford loans and Work Study. For federal and institutional aid (loans, grants, and Work Study), the most important step is to complete a Free Application for Federal Student Aid (FAFSA).

Free Application for Federal Student Aid

Federal Student Aid is responsible for managing the student financial assistance programs authorized under Title IV of the Higher Education Act of 1965. These programs provide grants, loans, and work-study funds to students attending college or career school.

Tuition & Fees

Breaks down the in-state and out of state tuition required for courses.

Controller's Office

Assist students with any financial and accounting needs.

ART RESOURCES

Art Supplies

Michaels Arts & Craft Store

Chain retailer carrying art & hobby supplies plus home decor (most offer classes & custom framing).

1524 Governors Square Blvd, Tallahassee, FL 32301

Hobby Lobby

Chain carrying a variety of arts & crafts materials, plus party supplies, fabric & home- decor items.

3483 Thomasville Rd, Tallahassee, FL 32309

Dick Blick

Amazon

Walmart



Art Galleries

Museum of Florida History

U.S. state of Florida's history museum, housing exhibits and artifacts covering its history and prehistory.

Railroad Square Art Park

Hosting more than 50 studios, galleries, and small shops, Railroad Square is the creative haven of many Tallahassee artists and other small businesses. Railroad Square operates at its own quaint pace most of the month and then puts on the city's most exciting "First Friday Gallery Hop" on the first Friday of each month.

FSU Museum of Fine Art (MoFA)

Enriches the university and the community by exhibiting works of art which expand the understanding of art today and of the past, and serves as a teaching instrument for art instruction, particularly by holding exhibitions of informational value to students and the public and by providing student artists with an arena to exhibit their work.

Venvi Art Gallery

"An exclusive gallery showcasing works of upcoming and master artists."

Gadsden Arts Center & Museum

"The Gadsden Arts Center & Museum's mission is to foster understanding and appreciation of the visual arts to improve the quality of life in Gadsden County and the region. The organization works to enhance arts education, provide cultural opportunities, and stimulate economic growth in the community."

Art Making Community Spaces

Making Awesome

Making Awesome is a nonprofit maker's space run by volunteers. They have a wood shop, an e-shop, 3D printers, laser cutters, and a jewelry shop. They offer classes and membership (\$25.00 per month) which includes opportunities for working within the space.

2818 Industrial Plaza Dr., Suite H. Tallahassee, FL

Signature Art Gallery

"Since 1996, Signature Art Gallery has offered a broad selection of original artwork including landscape, abstract, figurative, still life and photography. Three-dimensional works include blown glass, fused glass, turned wood, raku, porcelain, clay and steel sculpture."

Carnaghi Arts Building

This is primarily a workspace for grad students from the college of fine arts, but it also houses the MFA Gallery and the Phyllis Straus Gallery where students often present their work.

Apalachicola Center for History, Culture & Art

"Develops opportunities for all residents and visitors to expand their knowledge through exhibits, programs and presentations by local and guest artists, educators and performers."

Foster Tanner Fine Arts Gallery

FAMU's fine art museum features a collection of work from Africa, Artalks, and other exhibits.



Related Arts & Cultural Events

Chain of Parks Art Festival

This spring festival hosts numerous artists, local food trucks, performances, and more in Tallahassee's downtown parks.

COCA: Council of Culture & Arts

Tallahassee Arts guides for art and cultural events.

Culture Builds Florida

Promotes arts and culture as essential to quality of life for all Floridians. Providing diverse resources including arts in education, local arts agency, state service organization, theater, dance, folk arts, literature, media arts, museum, multidisciplinary, music, sponsor/presenter, and visual arts programs and projects.

Farm Tour

Visit local farms and learn about sustainability in Tallahassee. You can see a variety of animals, crops, and techniques including dairy cows, sugar cane, urban farming, and much more!

First Friday

This monthly event is held in Railroad Square "providing a lively, enjoyable experience with open galleries/shops, live music, and food." Thomasville also has a First Friday event with free concerts.

Florida Folk Festival

"A three-day celebration of the music, dance, stories, crafts and food that make Florida unique."

Greek Food Festival

"For 35 years, we've brought delicious homemade food, vibrant music, and the rich culture of Greece to our community. Big, joyful tables filled with good food and wine, surrounded by families and friends: this is how you immerse yourself in the history and tradition of Greece right here in Tallahassee."

Theatre Tallahassee

Intimate, dual-stage theater presenting Broadway-style productions as well as independent shows.

Havana Reggae Fest

"We are here to share the rich mix of cultures with our community and our children so that it may be enjoyed, honored and passed on. In music, dance, poetry, arts & craft, and by our faith in God we endeavor to accomplish our goals. Held on the pristine grounds of 5F Farm Event Center in Havana, Florida, 30 minutes northwest of Tallahassee, we welcome you to our family."

LeMoyne Center for the Visual Arts

Promotes and advances education, interest, and participation in the contemporary visual arts in the Tallahassee area through different art events and festivals.

Meek-Eaton Black Archives Research Center and Museum

"The Carrie Meek - James N. Eaton, Sr. Southeastern Regional Black Archives Research Center and Museum is a specialty museum and archives which houses regalia and printed material relevant to the history of Africans and African Americans. Of particular interest are the collection, preservation, and dissemination of information significant to African Americans and their experiences and contributions in Florida and throughout the Southeastern United States."

Mule Days

"Enjoy a big parade with mules, horses and antique tractors; contests, and all-day entertainment, while remembering Mule Day is to celebrate the mules' significant contribution to the area's agriculture."

Opening Nights

Provide meaningful artistic and professional experiences to students on and off of Florida State University's campus, including providing master classes, lectures, and question and answer sessions for students by visiting artists and performers.

Quincy Music Theatre

"Located less than 30 minutes west of the heart of Tallahassee, Quincy Music Theatre is North Florida's largest and only all-musical community theater."

Saturday Market

“Hotspot for local favorites every Saturday from March through November at Ponce de Leon Park from 9 AM to 1 PM.”

Springtime Tallahassee

“The festival includes a lot of fun for families and friends, such as: Springtime Tallahassee Music Festival on Kleman Plaza featuring national entertainment, the Grand Parade, Jubilee in the Park, Children’s Park, and the entertainment stages throughout the Jubilee with local entertainment. Be sure to check out our fantastic group of arts, crafts and food vendors that offer a variety of items.”

Tallahassee Museum

“The Tallahassee Museum offers about 30 permanent exhibits, ranging from the historic Big Bend Farm to Jim Gary’s Twentieth Century Dinosaurs to the indigenous Wildlife Florida displays. Museum exhibits seek to ignite excitement, curiosity, and understanding in our visitors about our region’s natural and cultural heritage and resources.”

Tallahassee Clay Arts

“a resource for ceramic clay artists in the Big Bend Area. From the beginner to the professional artist, we bring together people who want to learn and explore the creative art of working in ceramic clay. Through this organization you can buy clay, take a class or join club activities.

Tallahassee Film Festival

“Each year the festival brings the latest remarkable films in independent cinema along with many attending filmmakers, actors, and other industry professionals. Past years have included Barry Jenkins (Moonlight), Zoe Lister-Jones (The Craft), and Kat Candler (Queen Sugar). This year will be no exception.”

WEB RESOURCES

The American Art Therapy Association

The website for the National Association for Art Therapy. Here you can have access to research, register for the yearly conference, contact professionals in the field, and much more!

The Art Therapy Credentials Board (ATCB)

protects the public by promoting the competent and ethical practice of art therapy through the credentialing of art therapy professionals.

The Florida Art Therapy Association

Local state chapter of the American Art Therapy Association. To become a member, you must also be a member of the American Art Therapy Association. Provides contact for local art therapists and job opportunities in the state of Florida.

Mental Health Counseling License in the State of Florida

Provides a handbook and resources of the necessary requirements to become a Licensed Mental Health Counselor in the state of Florida.

Art Therapy Research

A listing of art therapy outcome and single subject studies useful for purposes of research, grant writing, demonstrating support for your art therapy program, and as evidence of the effects of art therapy with various client populations.

DISABILITY & SPECIAL CIRCUMSTANCES

Disability Resources

The Office of Accessibility is responsible for disability services within the university. The office works with students with a variety of needs including but not limited to:

- Attention Deficit/Hyperactivity Disorders (ADHD)
- Learning Disabilities (LD)
- Psychological Disabilities (e.g. depression, anxiety, bipolar disorder, eating disorders, etc.)
- Autism Spectrum Disorders
- Medical & Chronic Disabilities
- Mobility Disabilities
- Blind and Visually Impaired
- Deaf and Hard of Hearing
- Traumatic Brain Injuries (TBI)
- Intellectual Disabilities
- Temporary Disabilities

You can learn about the application [here](#) and specific accommodations [here](#).

The APA has a [guide for graduate psychology students with disabilities](#) which addresses issues including practicum and self-advocacy.

The [National Center for College Students with Disabilities](#) offers resources and information.

Special Circumstances Resources

Students who experience special circumstances which impact their education can work with [Case Management](#) “to provide emotional support, counseling, advocacy, and to identify immediate needs, making appropriate referrals to campus and community resources.”

If a student’s circumstances reach a point where they can no longer continue their education at FSU, due to issues including “personal, family, medical or mental health reasons, and/or other crisis,” they can work with the [Office of Withdrawal Services](#) for support and guidance through the withdrawal process



SELF-CARE RESOURCES

Physical & Mental Health Treatment

FSU University Counseling Center

Provide one-on-one counseling.

FSU Psychology Clinic

The Psychology Clinic is a mental health service, training, and research center operated by the Department of Psychology at Florida State University. They provide empirically supported treatment and assessment services to Tallahassee and surrounding communities.

FSU Human Services Center

HSC Offers free individual, couples and family counseling to students and the community. The center can help you facilitate psychological health, personal growth and resolve inner turmoil in a safe and confidential environment.

FSU Nutritional Counseling

Assist to improve your nutrition to be healthier, prevent disease, enhance body tone, lose/gain weight, or have any other nutrition related concerns such as diabetes, irritable bowel, high blood pressure, high cholesterol, etc.

UHS Psychiatry Clinic

Provides quality psychiatric health care for Florida State University Students. Psychiatric care is provided by doctors and nurses who specialize in the treatment of mental, emotional, or behavioral disorders.

Anxiety & Behavioral Health Clinic

Is committed to the development and provision of state-of-the-art treatments for individuals suffering from anxiety-related problems.

The clinic's mission involves the prevention and amelioration of anxiety-related pathology.

Wellness Coaching

An individualized educational program that provides students with the skills necessary to improve their overall well-being and academic performance.

Wellness coaches employ active listening skills to understand students' concerns and collaborate to devise an action plan to address their wellness goals.

Recreational Parks & Outdoor Activities

See the local recommendations for more

FSU Campus Recreation

Facilities on campus for fitness, recreational sports, and outdoor adventures.

FSU Lakefront Park

The Florida State University Reservation is a 73-acre facility, with 10 active acres, located on beautiful Lake Bradford. It's a unique natural setting where you can enjoy canoeing, kayaking, picnicking, swimming, sand volleyball, disc golf, and many other activities.

Visit Tallahassee

Website for upcoming events in the local Tallahassee area, including performing arts, outdoor, and nature activities.



LOCAL RECOMMENDATIONS

Grocery Stores

Publix at Ocala Corners

Probably the closest to campus, but also has a lot of student traffic, the wait for sandwiches and deli items is often very long.

800 Ocala Rd Tallahassee, FL 32304

Publix at Lake Ella Plaza

This is closer to midtown, but still close to campus. There are usually fewer students, and generally less patrons here.

1700 N Monroe St Tallahassee, FL 32303

Walmart on Tennessee St

This is a good place for all the essentials, though it is farther from campus than the Publix location.

4400 W Tennessee St, Tallahassee, FL 32304

Trader Joes

Farthest from campus closer to the north side of town, but a favorite for many.

3425 Thomasville Rd #19, Tallahassee, FL 32309

Greenwise Publix

New branch of Publix which features natural and health products.

625 West Gaines St, Tallahassee, FL 32304



Restaurants

[Midtown Caboose](#)

[Madison Social](#)

[Red Eye Coffee](#)

[Township](#)

[The Sweet Shop](#)

[Bowden's](#)

[Gordos](#)

[Coosh's](#)

[Ur Bowl](#)

[Tally Cat Café](#)

[Lucky Goat](#)

[El Jalisco](#)

[Au Peche Mignon](#)

[Table 23](#)

[Uptown Café](#)

[Hopkins](#)

[Habana's Boardwalk](#)

[Donut Kingdom](#)

[Black Dog Café](#)

[Pho 7](#)

[Essence of India](#)

[Brooklyn Pizza](#)

[Canopy Roads Café](#)

[Lofty Pursuits](#)

[Maple Street Biscuit](#)

[Bradley's Country Store](#)

[Jeremiah's Italian Ice](#)

[Kool Beans Cafe](#)

[Vene Bites](#)

Parks & Outdoor Attractions

[Phipps Park](#): hiking and mountain biking

[Panama City Beach](#)

[Wakulla Springs](#): swimming and river boat tours

[Wacissa River](#): canoeing

[Leon Sinks](#): hiking

[Ichetucknee Springs State Park](#): tubing

[Miccosukee Greenway](#): hiking

[J. R. Alford Greenway](#): hiking, fishing, mountain biking, and playgrounds

[Florida Caverns](#): cave tours and hiking

[Torreya State Park](#): hiking

[Lake Hall](#): swimming, fishing, and canoeing

[Goodwood Museum & Gardens](#): walking and museum





APPENDIX

APPENDIX A: ACADEMIC ADVISEMENT FORM: ADMISSIONS

APPENDIX C: PROFESSIONAL PROGRAM PROGRESS STUDENT REVIEW

APPENDIX D: THESIS OR PROJECT DECISION TREE

ACADEMIC ADVISEMENT FORM

Art Therapy Master's Degree, Page 1

Student Name:

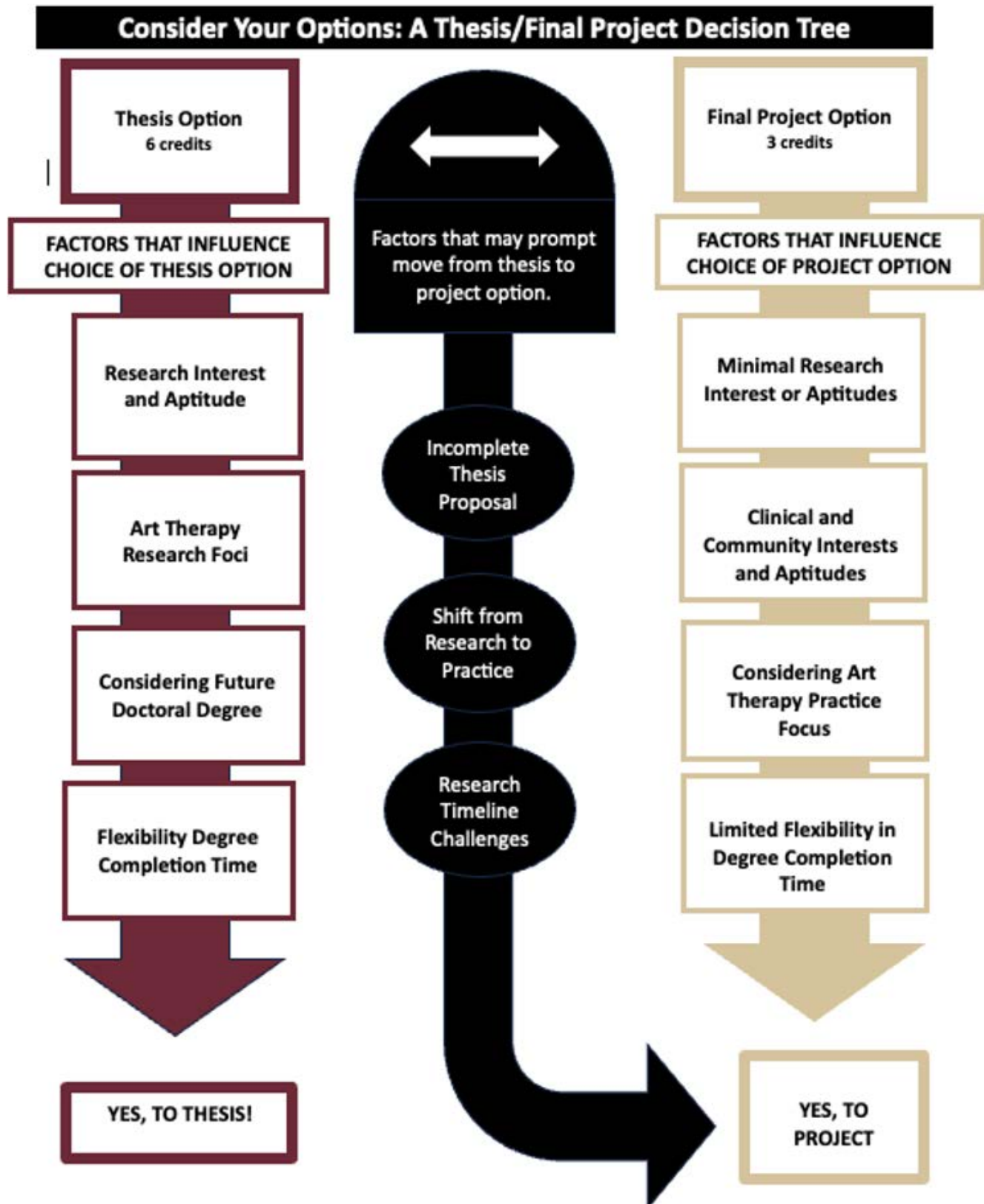
Graduation Date:

COURSE NUMBER & NAME		HRS	GRADE	INSTRUCTOR	SEMESTER /YR TAKEN	NOTES
MASTERS CORE REQUIREMENTS						
ARE 5745	Research Survey	3				
ARE 5910r	Supervised Research (Project) OR	3				
ARE 5971r	Master's Thesis	6				
ARE 8966r	Master's Comp. Exam	0				
MASTERS CORE REQUIREMENTS						
ARE 5382	Intro. To Counseling for Art Therapists	3				
ARE 5547	Human Dev. Art Th I: Child/Adolesc.	3				
ARE 5548	Human Dev. Art Th 2: Adults	3				
ARE 5649	Theories of Art Therapy	3				
ARE 5551	Art Therapy & Group Counseling	3				
ARE 5941	Practicum in Art Therapy (150 hrs.)	3				
ARE 5552	Assessments for Art Therapy	3				
ARE 5588	Neuroscience & Art Therapy	3				
ARE 5460	Therapeutic Art & Self-Care	3				
ARE 5586	Career Development & Art Therapy	3				
ARE 5557	Interpreting & Using Symbols in AT	3				
ARE 5942	Internship I (200 hrs.)	3				
ARE 5589	Psychopathy AT & Counsel	3				
ARE 5558	Multicultural Issues in Art Therapy	3				
ARE 5640	Ethics & Professional Issues	3				
ARE 5943	Internship II (200 hrs.)	3				
ARE 5585	Family Art Therapy	3				
ARE 5945	Internship III	3				

Art Therapy Master's Degree, Page 2

PREREQUISITE/REMEDIAL COURSES NUMBER & NAME		HRS	GRADE	INSTRUCTOR	SEMESTER /YR TAKEN	NOTES
<i>Psychology (Four, 3 credit courses required)</i>						
		3				
		3				
		3				
		3				
GRADUATE OR UNDERGRADUATE PSYCHOLOGY COURSE MAY INCLUDE THE FOLLOWING: PSY 2012: General Psych; CLP 4143: Abnormal Psych; PPE 3004: Intro to Psych of Personality; DEP 3103: Child Psychology; DEP 3305: Psych of Adolescent Development; DEP 204: Psych of Exceptional Children; PSY 5605: History & Systems of Psych; CLP: 5195: Theories of Psych; DEP 5165: Developmental Psych						
<i>Art Courses (18 credits)</i>						
Art History (One, 3 credit course required)						
		3				
GRADUATE OR UNDERGRADUATE ART HISTORY, CRITICISM, OR AESTHETICS COURSES MAY INCLUDE THE FOLLOWING: ARH 2050: History & Criticism of Art I; ARH 2051: History & Criticism of Art II; PHI 3800: Philosophy of the Arts						
Art Studio (Five, 3 credit courses required)						
		3				
		3				
		3				
		3				
		3				
Miscellaneous art course						
		3				
GRADUATE OR UNDERGRADUATE ART STUDIO COURSES MAY INCLUDE THE FOLLOWING: ART 1300c: Drawing; ART 3000 LEVEL: Painting; ART 4112c: Wheel Throwing; ART 3110: Ceramics						

ARE YOU WONDERING HOW TO DECIDE BETWEEN THESIS AND PROJECT?



Sustained Professional Standing

The purpose is to ensure clinical readiness as the primary outcome of the FSU M.S. Art Therapy program, supported by ongoing professional review across the three-year curriculum. This process affirms that students are prepared to enter, progress through, and complete clinical training in alignment with Commission on Accreditation of Allied Health Education Programs (CAAHEP) standards.

Clinical readiness is evaluated developmentally at key points in the program:

1. Pre-Practicum Review (Year 1 Spring mid-semester) - determines readiness to begin clinical training
2. Professional Program Progress Student Review (Year 2 Fall) - evaluates continued development of clinical competencies and professional standing
3. Professional Program Progress Student Review (Year 3 Spring) - confirms readiness for entry-level professional practice

CLINICAL READINESS EXPECTATIONS

Students must demonstrate the ability to provide care that prioritizes:

- Client safety
- Continuity of care
- Ethical and professional practice

Readiness is determined through the following areas:

1. Academic Requirements
 - Minimum of B- in all required Year 1 courses
2. Applied and Dispositional Competencies

Students are expected to demonstrate readiness through the following:

- Self-awareness and reflective capacity - insight into personal reactions and interpersonal impact; engagement in ongoing self-reflection
 - Engagement with difference - respectful engagement with diverse perspectives
 - Openness to and integration of feedback - actively seeks out and incorporates supervisory and instructional feedback into evolving clinical and academic work
 - Professionalism and interpersonal conduct - appropriate boundaries, respect, and collaboration
3. Participation as a Clinical Responsibility
 - Consistent attendance - maintain consistent attendance as a demonstration of reliability and respect for the therapeutic space
 - Clinical engagement - active participation in coursework, discussions, creative activities are required to assess a student's ability to engage in the collaborative nature of therapeutic work
 - Professional reliability - demonstrated preparation and engagement with materials are viewed as important indicators of a student's ability to manage future clinical caseloads and client responsibilities

REVIEW AND DETERMINATION

Student progress will be evaluated by the Art Therapy faculty. The student's faculty advisor/mentor or Program Director will provide a summary of each review that includes:

- Evaluation of academic performance
- Assessment of applied learning, participation, and dispositional competencies
- Faculty consultation and, when appropriate, program-level input

Students may receive one of the following determinations:

- In good professional standing
- Not in good professional standing (Student Success Plan required)

SUPPORT AND REMEDIATION

Students who do not meet expectations will engage in a Student Success Plan, which includes:

- Identified areas of concern
- Targeted goals and timelines
- Ongoing faculty monitoring
- Re-evaluation of progress

PROFESSIONAL RESPONSIBILITY

Students must demonstrate the essential functions of clinical practice throughout the program. While reasonable accommodations are supported in accordance with university policy, requirements related to client care, reliability, and ethical practice must be maintained.

PROFESSIONAL PROGRAM PROGRESS STUDENT REVIEW

This review is a chance for you to reflect on your growth as an art therapy student and future clinician. You will consider how you are developing the academic, professional, interpersonal, and dispositional competencies of a future art therapist, including the attitudes, values, and behaviors that support ethical and effective clinical practice.

Through this self-assessment, you will explore how you are connecting art therapy theory to practice, building clinical skills, and using creativity and relationships in your work. Your reflections will help faculty provide feedback, advising, and goal setting as you continue to develop in line with the ethical, professional, and dispositional standards of the field.

Important: If any concerns come up during the year, you may also be asked to complete a focused review of specific skill areas before the annual review.

Student Name: _____

A. Academic Skills

Reflect on your academic development. Rate yourself on each skill and provide at least one specific example that illustrates your strengths and challenges.

Rating: 1-Unsatisfactory; 2-Appropriate; 3-Exceptional

SKILL AREA	RATING	EXAMPLE(S)
Follows faculty instructions with attention to detail and accuracy		
Identifies relevant research, terminology, and concepts in assignments		
Applies theoretical knowledge to classroom discussion and personal art processes		
Demonstrates time management and organizational strategies in meeting academic expectations		

Engages respectfully with different perspectives, integrating learning into practice		
Critically examines art therapy literature and identifies implications for clinical work		
Differentiates between theoretical models and evaluates their relevance to client populations		
Uses feedback to assess and improve academic performance and scholarly writing		
Assesses ethical considerations and cultural dynamics within art therapy case material		
Reflects on the co-relationship between personal creative process and clinical insight		
Justifies decisions in academic and clinical scenarios using scholarly support		
Creates coherent, well-organized academic work that integrates theory, research, and practice		
Constructs articulate presentations that integrate verbal clarity with thoughtful visual representation		
Demonstrates scholarly writing with appropriate APA citation, logical structure, and originality		

Strengths: Add strengths in your *Academic Skills* that are not listed:

Challenges: Add challenges in your *Academic Skills* that are not listed:

B. Professional Skills

Reflect on your professional behavior and clinical skills. Rate each skill and describe at least one example how you apply these skills in academic and clinical contexts.

Rating: 1-Unsatisfactory; 2-Appropriate; 3-Exceptional

SKILL AREA	RATING	EXAMPLE(S)
Demonstrates understanding of ethical principles and professional standards in art therapy		
Recognizes the importance of maintaining personal and professional boundaries		
Articulates the role of art therapy within broader interdisciplinary and clinical contexts		
Consistently meets clinical and academic responsibilities in a timely and accountable manner		
Integrates feedback from supervision with openness and reflective engagement		
Navigates interpersonal and professional dynamics with increasing confidence and clarity		
Demonstrates self-reflexive awareness of clinical strengths, limitations, and areas for growth		
Manages stress, frustration, and emotional reactivity with grounding and regulation strategies		
Collaborates effectively with peers, faculty, supervisors, and across interdisciplinary teams		

Uses artmaking as a reflective tool to explore transference and countertransference		
Attends closely to client communications, verbal, non-verbal, and artistic		
Facilitates meaning-making processes around client imagery with cultural sensitivity and emotional presence		

Strengths: Add strengths in your *Professional Skills* that are not listed:

Challenges: Add challenges in your *Professional Skills* that are not listed:

C. Interpersonal Skills

Reflect on your interpersonal relationships with peers, faculty, and clients. Rate each area and describe how your communication and relational style supports your therapeutic work.

Rating: 1-Unsatisfactory; 2-Appropriate; 3-Exceptional

SKILL AREA	RATING	EXAMPLE(S)
Demonstrates maturity and professionalism in all interpersonal interactions		
Communicates clearly and respectfully, with awareness of tone, timing, and audience		
Recognizes the role of interpersonal dynamics in therapeutic relationships		

Listens actively and empathetically in both academic and clinical settings		
Collaborates with classmates, co-facilitators, and clinical teams		
Maintains appropriate emotional presence while respecting professional boundaries		
Exhibits openness to feedback and integrates it into relational behaviors		
Reflects on how verbal and non-verbal communication impacts others		
Navigates interpersonal challenges with accountability, curiosity, and emotional regulation		
Adapts communication style across varied contexts and populations		
Uses personal artmaking to reflect on interpersonal processes and emotional responses		
Demonstrates a commitment to lifelong learning and interpersonal growth as part of a professional identity		

Strengths: Add strengths in your *Interpersonal Skills* that are not listed:

Challenges: Add challenges in your *Interpersonal Skills* that are not listed:

D. Goals for Overall Professional Development

Reflect on your professional identity and evolving role as an art therapist. Identify meaningful goals that support your clinical, academic, and personal development through short-term, intermediate, and long-term aspirations.

Short-Term Goal (Next 3-6 months):

Intermediate Goal (Next 6-12 months):

Long-Term Goal (Beyond 1 year):