

Graduate Art Therapy and Counseling Program

Policies and Procedures 2022-2023

Last updated August 4, 2022

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Description of the Graduate Art Therapy and Counseling Program

Program Overview

The Graduate Art Therapy and Counseling Program is a founding program of Eastern Virginia Medical School and the School of Health Professions. The program was founded in 1973 at the opening of EVMS with our first graduating class in 1975. The program evolved from a certificate program to one that offers a Master of Science in Art Therapy and Counseling, with the first master's degree students graduating in 1982. The program was accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on September 20, 2020.

Located on the campus of EVMS, the Graduate Art Therapy and Counseling Program utilizes innovative instructional methods in conjunction with our community's diverse resources to provide students with outstanding educational opportunities. The curriculum provides graduates with the knowledge and skills needed to participate in the delivery of mental health care as art therapists and counselors who are leaders in a changing healthcare industry.

The EVMS Graduate Art Therapy and Counseling Program is a rigorous academic program based in growth oriented and reflective classroom, studio, community and clinical experiences. EVMS' program is unique in its balance in clinical practice, art making, and research. Our nationally and internationally renowned faculty have been preparing world class art therapists and counselors who are culturally responsive, community-involved, and ethical professionals with successful careers for over 45 years.

- Students are encouraged to develop their own informed theoretical approach to the practice of art therapy and counseling.
- Pre-internship & practicum clinical practice in assessment and basic skills with simulated patients.
- Internships provide students with three semesters (child, adolescent and adult) of hands-on experience in over 50 choices of settings throughout Hampton Roads.
- The completion of a master's Capstone Project allows students to apply knowledge in the continuum of practice in art therapy and counseling, specialty areas of focus and research.
- Areas of art therapy and mental health counseling specialty include art therapy in the schools, medical art therapy trauma informed care, research, and cultural humility.
- Personal art making is required and supported by our fully-stocked, 2,000 square foot art-making studio which is conveniently located on campus and open to students around the clock.

Employment after Graduation

The GATCP supports the employment search of graduates through specific training in professionalism, resume writing, interviewing, and support with managing job search resources. The GATCP advertises job openings through emails to alumni and postings on social media. Art Therapists and counselors are employed throughout the Hampton Roads region. Because we have a long-standing reputation in the community many graduates over the past 45 years have been hired in a variety of mental health, school, and hospital settings. The region in Hampton Roads is receptive to hiring art therapists and counselors in many mental health settings, however, the area receives much support from art therapy and counseling interns which may pose some limitations in obtaining employment. The GATCP does not guarantee employment because multiple factors contribute to an individual's preparedness for employment.

Registered Art Therapist Credential

As a program that is accredited by CAAHEP and considered an accredited program by the Art Therapy Credentials Board (ATCB). Our graduates have an advantage over non-approved programs as they pursue professional credentials through the Art Therapy Credentials Board. The Graduate Art Therapy and Counseling program prepares graduates for seeking the Registered Art Therapist (ATR) credential and Board Certification (BC). We do not guarantee individuals will attain ATR or ATR-BC because pursuit of the professional credentials begins after graduation. Our graduates can pursue the ATR-P, which is a provisional credential on the path to seeking the ATR.

Licensure

The EVMS Graduate Art Therapy Program prepares graduates to apply for licensure as professional counselors in Virginia and other states. We provided curriculum aligned with the eight core curriculum areas of counselor education. We do not guarantee individuals will attain licensure because there are additional requirements beyond the scope of the program in order to attain licensure and the requirements vary by state.

The field is evolving and there is currently a national initiative for stand-alone Professional Art Therapist licensure. Some states have achieved this license, but currently it does not exist in Virginia.

Graduates often secure employment in positions that do not require credentials or licensure throughout the U.S.

Program Creed and Touchstone

EVMS Art Therapy

Community Focus. World Impact.

We are committed, prepared, and driven towards excellence.

We learn, create, grow, and serve others with compassion.

We engage in reflective practices to develop depth and complexity.

We embrace collaboration.

We honor diversity.

We invest in our profession.

We trust the creative process and accept the challenge of change!

Mission

As passionate, creative, and highly skilled educators, our mission is to provide comprehensive, engaging, and in-depth art therapy and counselor education. Our students develop strong counselor-artist-therapist identities through growth-oriented and reflective classroom, studio, community, and clinical experience. We prepare world class art therapists and counselors who are culturally responsive, community-involved, ethical professionals with successful careers.

Vision

The Graduate Art Therapy and Counseling Program will be recognized for excellence, integrity, and innovation in art therapy and counselor education.

Core Values

Integrity	We adhere to high standards in which we accept responsibility for conducting ourselves as moral, rational professionals who are accountable stewards and ethical in our practices as counselors, art therapists and art therapy and counselor educators.
Creativity	We foster a climate of energy and openness to explore using the creative process which brings new knowledge and new connections to self, others, and our world.
Self-Awareness	We value self-awareness and the capacity for reflection as intrinsic to effective art therapy and counseling practice and professional identity development. We strive to maintain these attributes within ourselves and to instill them in our students.
Humanity	We dedicate ourselves to cultivating a learning environment that embraces diverse perspectives and lived experiences, developing capacity for empathic understanding, and providing compassionate service to individuals, the community and our world.
Collaboration	We embrace collaboration as a fundamental practice to build a professional community based on support and encouragement of individual and collective expression of ideas for learning, best practice, and growth.
Depth	We value a richness and intensity in developing ourselves to be competent in breadth of understanding about the complexity of the human experience which includes the unconscious, passion for healing, and connections to soul.

Goals and Objectives

- Prepare competent entry-level Art Therapists and Counselors in the cognitive (knowledge), awareness, psychomotor (skills), and affective, attitudes (behavior) learning domains.
- Prepare art therapists and counselors with clinical competence in assessment, diagnosis, and treatment planning, which includes fostering skills in therapeutic use of a broad range of art processes and materials, integrative theoretical approaches, and requisite education needed for counseling licensure.
- Prepare art therapists and counselors to speak and write professionally about mental health services.
- Encourage students to develop an innovative, professional, ethical, research minded, and culturally responsive approach to art therapy and counseling through academic inquiry and personal art making and self-reflection for self-awareness.

Accomplishment of our goals will serve the:

- **Student**, by fostering personal and professional discovery and development with the skills to become life-long learners.
- **Client/patient**, through student preparation to provide competent client/patient-centered primary and specialty care.
- **Institution**, by contributing to a seamless learning environment which fosters the development of competent and compassionate mental healthcare professionals.
- **Community**, by graduating professionals who understand the importance of community service, forging community alliances, and understanding culturally appropriate care.
- **World**, by graduating culturally competent professionals who practice across the globe and contribute to research and social action.

CAAHEP Student Learning Outcomes

Student learning outcomes highlight knowledge, skills and affective/behaviors critical to successful entry-level job performance of an Art Therapy program graduate. Achievement of learning outcomes upon completion of the program is demonstrated by a graduate's knowledge and ability to:

- a. Understand the historical development of Art Therapy as a profession, Art Therapy theories and techniques, as a foundation for contemporary Art Therapy professional practice.
- b. Distinguish among the therapeutic benefits of a variety of art processes and media, strategies and interventions, and their applicability to the treatment process for individuals, groups, and families.

- c. Recognize that Art Therapy, from a multicultural perspective, takes into consideration the specific values, beliefs, and actions influenced by a client's race, ethnicity, nationality, gender, religion, socioeconomic status, political views, sexual orientation, geographic region, physical capacity or disability, and historical or current experiences within the dominant culture.
- d. Select culturally and developmentally appropriate assessment and evaluation methods and administer and interpret results to identify challenges, strengths, resilience, and resources for Art Therapy treatment planning.
- e. Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
- f. Know federal and state laws and professional ethics as they apply to the practice of Art Therapy.
- g. Recognize and respond appropriately to ethical and legal dilemmas using ethical decision-making models, supervision, and professional and legal consultation when necessary.
- h. Recognize clients' use of imagery, creativity, symbolism, and metaphor as a valuable means for communicating challenges and strengths and support clients' use of art-making for promoting growth and well-being.
- i. Recognize the legal, ethical, and cultural considerations necessary when conducting Art Therapy research.
- j. Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.
- k. Understand professional role and responsibility to engage in advocacy endeavors as they relate to involvement in professional organizations and advancement of the profession.
- l. Continuously deepen self-understanding through personal growth experiences, reflective practice, and personal art-making to strengthen a personal connection to the creative process, assist in self-awareness, promote well-being, and guide professional practice.
- m. Pursue professional development through supervision, accessing current Art Therapy literature, research, best practices, and continuing educational activities to inform clinical practice.
- n. Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.
- o. Understand the basic diagnostic process and the major categories and criteria of mental disorders, corresponding treatments, and commonly prescribed psychopharmacological medications

Counseling Student Learning Outcomes

The ATC program addresses counselor education through development and support of Counseling Professional Counseling Identity. The program integrates standards of learning from the eight common core areas which represent the foundational knowledge required of *all* entry-level counselor education graduates. The foundational standards and standards comprising the eight required core curriculum areas are:

1. Professional counseling orientation and ethical practice
2. Social and cultural diversity
3. Human growth and development
4. Career development
5. Counseling and helping relationships
6. Group counseling and group work
7. Assessment and testing
8. Research and program evaluation

Curriculum and Course Sequence

Course Pre-requisites, Co-requisites, and/or Other Restrictions

Students are expected to complete the designated curriculum in the sequence specified.

Each semester's course work is to be considered prerequisite to the next semester.

Students may not enter the program with advanced standing, regardless of education or work experience, and no accelerated curriculum or course waivers are offered. Student may complete the sequenced program as a full-time or part-time student. Students may not continue to Internship and Practicum courses if the preceding semester coursework results in failing grades or below a 3.00 GPA. Students may not continue to internship if they do not pass the oral comprehensive exam at the end of the first semester.

“Full-time” status in the program is identified as enrolled in the full-time course sequence below. However, the Office of Financial Aid may determine full-time status differently. Students are responsible to understand their aid, number of credits enrolled related to aid, and the differences in the status with the program.

Full-time Course Sequence

SEMESTER 1 (19 credits; Fall)

AT 502	Basic Counseling & Art Psychotherapy Skills (3)
AT 521	Individual Counseling & Psychotherapy (3)
AT 524	Processes & Materials of Art Psychotherapy I (3)
AT 528	Theories of Human Psychological Development (3)
AT 530	Psychopathology (3)
AT 534	Introduction of the History & Theory of Art Therapy (1)
AT 548	Assessment (3)

SEMESTER 2 -(12-18 credits; Spring)

AT 505	Advanced Counseling & Art Psychotherapy Skills I (1)
AT 513-3	Research Methods & Program Evaluation (3)
AT 520	Group Counseling & Psychotherapy (3)
AT 549	Processes & Materials of Art Psychotherapy II (3)
AT 550	Practica Fieldwork (1)
AT 655	Trauma Informed Art Psychotherapy & Counseling (1)
AT 632	Addictions (3)** (required for counseling degree)
AT 634	Career Counseling (3)** (required for counseling degree)

SEMESTER 3 (6.5 credits; Summer)

AT 529	Case Presentation Skills (1)
AT 547^^	Individual Supervision I (1)
AT 576^^	Practicum & Internship I (3)
AT 567^^	Group Supervision Counseling & Psychotherapy w/Children (1.5) or
AT 670^^	Group Supervision Counseling & Psychotherapy w/Adolescents (1.5) or
AT 667^^	Group Supervision Counseling & Psychotherapy w/Adults (1.5)

SEMESTER 4 (11.5- 14.5 credits; Fall)

AT 605	Advanced Counseling & Art Psychotherapy Skills II (1)
AT 607	Capstone Project (1)***
AT 615	Family Counseling & Psychotherapy (3)** (required for counseling degree)
AT 616	Clinical Case Conference II (1)
AT 659	Cultural Humility (3)
AT 646^^	Individual Supervision II (1)
AT 677^^	Practicum & Internship II (3)
AT 569^^	Group Supervision Counseling & Psychotherapy with Children (1.5) or
AT 672^^	Group Supervision Counseling & Psychotherapy with Adolescents (1.5) or
AT 669^^	Group Supervision Counseling & Psychotherapy with Adults (1.5)

SEMESTER 5 (13.5 credits, Spring)

AT 607	Capstone Project (1)***
AT 617	Ethics & Professionalism (3)
AT 649	Creativity, Symbolism, & Metaphor (3)
AT 647^^	Individual Supervision III (1)
AT 678^^	Practicum & Internship III (3)
AT 571^^	Group Supervision Counseling & Psychotherapy with Children (1.5) or
AT 674^^	Group Supervision Counseling & Psychotherapy with Adolescents (1.5) or
AT 673^^	Group Supervision Counseling & Psychotherapy with Adults (1.5)
AT 680	Trauma & Neuroscience Informed Counseling & Art Psychotherapy (2)

SEMESTER 6 (Summer 2nd Year)

AT 607	Capstone Project (1)
AT 675	Internship (1)

^ Semester 6 is only for 2nd years students who need to complete any of the above listed graduation requirements, all other outstanding coursework must be completed as offered.

^^Internship and related courses may be repeated for internship and supervision credit when students are enrolled in the program to complete degree requirements and there has been a disruption in the semester sequence, such that students may complete degree requirements in a timely manner and as soon as possible, rather than waiting for the next sequenced internship to occur.

Part-time Study

The part-time course sequence is designed for successful completion of degree requirements within 3 years. Any student enrolled in full-time or part-time study will have up to 5 years to complete the degree requirements. Part-time students have the full

responsibilities and access to program resources as full-time students. Any student not enrolled in the full-time (total) course sequence, in the lens of the program, will be considered a “part-time” student, which, again may differ from the financial aid status, if it applies. However, the Office of Financial Aid may determine part-time status differently. Students are responsible to understand their aid, number of credits enrolled related to aid, and the differences in the status with the program.

Part-time Course Sequence

SEMESTER 1 (7 credits; Fall)

- AT 521 Individual Counseling & Psychotherapy (3)
- AT 528 Theories of Human Psychological Development (3)
- AT 534 Introduction of the History & Theory of Art Therapy (1)

SEMESTER 2 –(7 credits; Spring)

- AT 520 Group Counseling & Psychotherapy (3)
- AT 617 Ethics & Professionalism (3)
- AT 655 Trauma Informed Art Psychotherapy & Counseling (1)

SEMESTER 3 (6 credits; Summer)

- AT 502 Basic Counseling & Art Psychotherapy Skills (3)
- AT 548 Assessment (3)

SEMESTER 4 (9 credits; Fall)

- AT 524 Processes & Materials of Art Psychotherapy I (3)
- AT 530 Psychopathology (3)
- AT 659 Cultural Humility (3)

SEMESTER 5 (9 credits, Spring)

- AT 505 Advanced Counseling & Art Psychotherapy Skills I (1)
- AT 513-3 Research Methods & Program Evaluation (3)
- AT 549 Processes & Materials of Art Psychotherapy II (3)
- AT 680 Trauma & Neuroscience Informed Counseling & Art Psychotherapy (2)

SEMESTER 6 (6.5 credits, Summer)

- AT 529 Case Presentation Skills (1)
- AT 547 Individual Supervision I (1)
- AT 576 Practicum & Internship I (3)
- AT 567 Group Supervision Counseling & Psychotherapy w/Children (1.5) or
- AT 670 Group Supervision Counseling & Psychotherapy w/Adolescents (1.5) or
- AT 667 Group Supervision Counseling & Psychotherapy w/Adults (1.5)

SEMESTER 7 (8.5 credits, Fall)

- AT 605 Advanced Counseling & Art Psychotherapy Skills II (1)
- AT 607 Capstone Project (1)***
- AT 616 Clinical Case Conference II (1)

- AT 646 Individual Supervision II (1)
- AT 677 Practicum & Internship II (3)
- AT 569 Group Supervision Counseling & Psychotherapy with Children (1.5) or
- AT 672 Group Supervision Counseling & Psychotherapy with Adolescents (1.5) or
- AT 669 Group Supervision Counseling & Psychotherapy with Adults (1.5)

SEMESTER 8 (8.5 credits, Spring)

- AT 607 Capstone Project (1)***
- AT 649 Creativity, Symbolism, & Metaphor (3)
- AT 647 Individual Supervision III (1)
- AT 678 Practicum & Internship III (3)
- AT 571 Group Supervision Counseling & Psychotherapy with Children (1.5) or
- AT 674 Group Supervision Counseling & Psychotherapy with Adolescents (1.5) or
- AT 673 Group Supervision Counseling & Psychotherapy with Adults (1.5)

ELECTIVES FOR FULL-TIME & PART-TIME STUDENTS**

- AT 615 Family Counseling & Psychotherapy** (3)(Fall)
- AT 632 Addictions (3)**(Spring)
- AT 634 Career Counseling (3)**(Spring)
- AT 638 Countertransference/Jung (1)(Fall)
- AT 639 Exploration of the Psyche (1)(Spring)
- AT 685 Community Art (1) (Spring)
- AT 535/635 Art Therapy in the Schools (1)(Spring)
- AT 562/652 Medical Art Therapy (1)(Spring)
- AT 533/633 Clinical Specialties (varies)
- AT 658 Independent Study Research Methods (1)
- AT675 Internship (1)
- AT 701/702 Applied Cultural Sensitivity in Counseling & Art Psychotherapy (4) (Study Abroad)

*Number in parentheses designates number of credits

**Electives are optional coursework, therefore additional tuition and fees may apply. Electives that are designated as specializations and become part of your degree requirements once designated will be a part of your tuition and fee schedule and may be eligible for federal financial aid. Electives for LPC are required to be within your degree for most states to meet counseling education standards for education requirements for licensure.

*** Degree requirement (1) credit Capstone; may be completed in the Fall or Spring semesters of 2nd year.

CERTIFICATES

Certificates for continuing education are intended to advance the knowledge of community art therapy and counseling professionals and provide opportunities for professional development.

Trauma & Neuroscience Informed Art Psychotherapy

Semester 2 – Spring (1)

AT 655 Trauma Informed Art Psychotherapy & Counseling (1)

Semester 2/5 – Spring (2)

AT 680 Trauma & Neuroscience Informed Counseling & Art Psychotherapy (2)

Total Curriculum: 3 credit hours

Trauma & Neuroscience Informed Therapy

Semester 3 – Summer (3)

AT 705 Trauma & Neuroscience Informed Therapy (3)

Total Curriculum: 3 credit hours

Advanced Cultural Humility

Semester 1/4 – Fall (3)

AT 659 Cultural Humility (3)

Semester 3/6 – Summer (4)

AT 701 Applied Cultural Sensitivity in Counseling & Art Psychotherapy (4) (Study Abroad)

Total Curriculum: 7 credit hours

Course Descriptions

AT 502: Basic Counseling & Art Psychotherapy Skills (3)

Students will learn and develop basic counseling and art psychotherapy skills through didactic lectures, readings, in class role plays, and practica fieldwork to experience therapeutic and client relationships. Students will facilitate intake, risk assessment, art therapy assessment, and basic counseling and art psychotherapy skills with Standardized Patients. Students will experience the client role through process groups. Students will attend clinical case presentations and additional preparatory trainings.

AT 505: Advanced Counseling & Art Psychotherapy Skills I (1)

This course combines academic discussion and in-class practical applications of advanced counseling and art psychotherapy skills. Students will demonstrate knowledge in micro-skills: self-disclosure, challenge and confrontation, accurate empathy, and immediacy, client selection, crisis intervention, case management, case formulation, and theoretical orientation. Students will demonstrate the ability to integrate theory with advanced counseling and psychotherapy skills via weekly in-class practical applications and three reflective papers.

AT 513-3: Research Methods & Program Evaluation (3)

This course introduces the student to basic tenets of planning, conducting, and evaluating research. Aspects of research which are specific and unique to art therapy are introduced and discussed. Basic designs and components of research methods are explored.

AT 520: Group Counseling & Psychotherapy (3)

This course includes the study of group counseling and psychotherapy techniques and practice. Emphasis is on use of group dynamics, process illumination, and stages of group development. Cultural and ethical issues are explored.

AT 521: Individual Counseling & Psychotherapy (3)

This course explores various theoretical approaches to individual psychotherapy and their relation to art psychotherapy approaches. The therapist's values and ethics are addressed. The goal of the course is to provide the student with an opportunity to continue the development of an approach to individual psychotherapy.

AT 524: Processes & Materials of Art Psychotherapy I (3)

This course is designed so that the student will directly experience the therapeutic usefulness and understand the psychological implications of a variety of materials and processes. Students become familiar with the language of art and the range of possible therapeutic responses. Students learn the theory and application of the Expressive Therapies Continuum (ETC).

AT 528: Theories of Human Psychological Development (3)

Following a family life cycle perspective, students explore human psychological development from birth to death. Students are exposed to various theories of personality development. Cultural and environmental influences are addressed.

AT 529: Case Presentation Skills (1)

Students develop presentation skills and learn to effectively communicate clinical case material. This course is designed to prepare the student for the case conference course in the second year.

AT 530: Psychopathology (3)

Students learn descriptive criteria for psychiatric diagnoses, the use of the DSM V, and theories of psychopathology. A goal of the course is for students to develop an ability to recognize behavioral and art indicators of functional and organic disorders.

AT 533/633: Clinical Specialties (varied)

Clinical Specialties are clinical and professional development topics that you attend outside of your regularly scheduled coursework. Clinical Specialties are credits earned for attending additional education offerings, clinical case presentations, psychiatry department grand rounds, educational seminars, workshops, symposiums, trainings, and other educational experiences offered by the GATCP, EVMS, professional trainings, seminars, or other professionally documented trainings. The course is designed to encourage participation in ongoing education beyond the required curriculum of the GATCP. The clinical specialties course intends to offer and award credit for student initiative in expanding his/her knowledge to become a well-rounded art therapist.

AT 534: Introduction to the History & Theory of Art Therapy (1)

This course offers an overview of the history and growth of art therapy as a discipline, along with an overview of theoretical approaches that have evolved from the founding practitioners in the field. Students develop a specific definition of art therapy that conveys a personal approach, as well as a clear understanding of the role of art therapists in various work settings. Current developments and future directions within the field are also explored.

AT 535/635: Art Therapy in the Schools (1)

This elective course introduces principles underlying comprehensive school art therapy service delivery. Topics explored include special and alternative education settings, program development, and research supporting art therapy in schools. Permission of program director is required.

AT 548: Assessment (3)

Students explore the fundamentals of psychological testing and art therapy assessment and become familiar with a variety of specific instruments and procedures used in appraisal and evaluation. Students learn to administer and document Art Therapy-Projective Imagery Assessments and to formulate treatment goals and objectives based upon assessment findings.

AT 547: Individual Supervision I (1)

AT 646: Individual Supervision II (1)

AT 647: Individual Supervision III (1)

The student receives one hour of individual supervision per week from a registered art therapist. Supervision provides opportunities for integration of didactic information with clinical experience. Through supervision, students explore verbal, behavioral, and artistic communication along with assessment and treatment dynamics.

AT 549: Processes & Materials of Art Psychotherapy II (3)

This course is a continuation of 524 Processes and Materials of Art Psychotherapy I.

AT567/569/571: Group Supervision: Child Internship (1.5)

AT670/672/674: Group Supervision: Adolescent Internship (1.5)

AT667/669/673: Group Supervision: Adult Internship (1.5)

Students meet in a supervision group (no more than 1:8 for 1.5 hours), with a registered art therapist, to discuss clinical topics related to the treatment of children/adolescents/adults and couples and their families in various settings. Students use case examples from their internship sites to explore art expression, assessments, treatment planning, treatment approaches, relationship dynamics, and treatment team interactions.

AT 576: Practicum & Internship I (3)

Students attend practicum experience for 100 hours over 10 weeks during the semester to engage and learn about different treatment settings. Students work with clients for minimum of 40 hours of direct contact over the 100 hours and 10 weeks.

Students continue at the setting for internship to begin counseling practice for 4 weeks. Students attend internship 20-32 hours per week up to 14 weeks. Students provide counseling, counseling interventions, assessments, Art Therapy Projective Imagery Assessments, individual, group and/or family counseling and art therapy for an average minimum of 9 hours per week. The art therapy internship coincides with the counseling practicum and internship. The other hours at the facility are for students to attend team meetings, inservice conferences, and all related milieu activities, and to complete documentation. Students rotate through one site per semester in order to obtain experience with children, adolescents, and adults. A minimum of one placement in a mental health (psychiatric) setting is required.

AT 656: Practicum & Internship II (3)

AT 657: Practicum & Internship III (3)

Students attend internship 18 hours per week for 16 weeks. Students provide assessments, individual, group and/or family art therapy and counseling for an average minimum of 9 hours per week. The other hours on site are for students to attend team meetings, inservice conferences, and all related milieu activities, and to complete documentation. Students rotate through one site per semester in order to obtain experience with children, adolescents, and adults. A minimum of one placement in a mental health (psychiatric) facility is required.

AT 605: Advanced Counseling & Art Psychotherapy Skills II (1)

This course combines academic discussion and in-class practical applications of advanced counseling and art psychotherapy skills. Students will demonstrate knowledge in assessment, treatment planning, case formulation, theoretical orientation, and advanced application of counseling and art psychotherapy skills through integration with application of the Expressive Therapies Continuum. Students will demonstrate the ability to integrate theory with advanced counseling and psychotherapy skills.

AT 607: Capstone Project (1) (*repeated for 2 semesters or until completion)

In this course the student develops the Capstone proposal. The student finalizes and implements the Capstone proposal. The student completes, defends, and submits the Capstone Project.

AT 616: Clinical Case Conference II (1)

Students demonstrate the ability to effectively communicate clinical material and integrate theory and practice through structured case presentations.

AT 617: Ethics & Professionalism (3)

This course addresses professional identity, professional ethics, and the ethical practice of counseling and art psychotherapy. Students prepare to enter the job market and review the requirements for professional credentialing.

AT 638: Countertransference/Jung (1)

This elective course facilitates through reading and discussion the exploration of the impact of transference and countertransference in work with patients. The impact on

the therapist is explored with depth and implications for informing work with patients is explored. Permission of program director is required.

AT 639: Exploration of the Psyche (1)

This elective course aims to enliven the students' understanding of the psyche and its processes, and to increase their understanding of the psychic processes both in the therapeutic process and in their own lives. Permission of program director is required.

AT 649: Creativity, Symbolism & Metaphor (3)

This course reviews various theories regarding the types, formation and roles of symbolism and its relation to psychopathology and mental health. Students explore the function and interpretation of symbols in dreams and artwork and examine the role of symbolism in assessment and art therapy. Students develop a deeper understanding of symbolic language in order to enhance their understanding of inner experiences. Students develop an understanding of the nature of creativity, creativity research, and the impact of mental illness upon the creative process.

AT 652: Medical Art Therapy (1)

This elective course provides an introduction to the use of art therapy in a medical setting. Topics explored include developmental perceptions of illness, death and dying, hospitalization, and body image throughout the life span as well as research supporting art therapy as a treatment modality for persons with medical illnesses. Permission of program director is required.

AT 655 Trauma Informed Art Psychotherapy (1)

The course will review and engage students in the current literature of Trauma Informed Art Therapy Practices and resources of trauma informed care (assessments, workbooks, & art-based practices). The objective is for the student to build skills in understanding how to treat survivors of trauma, understand the etiology of behaviors, emotions, and functioning related to trauma, and develop age-appropriate treatment plans based in best art therapy practice.

AT 685 Community Art (1)

This course introduces students to philosophies, theories, and practices of community art and socially engaged art in various community settings and projects.

AT 658: Independent Study: Research Methods (1)

This elective course provides the opportunity for students to engage in advanced research and program evaluation techniques on special projects and faculty projects.

AT 659: Cultural Humility (3)

This course supports the development of culturally humble art therapists and counselors through multicultural orientation with regard to intersecting identities including age, gender, sexual orientation, ethnicity, nationality, socio-economic status, developmental ability, physical ability, education, family values, and religious

and spiritual values. Through review of the current literature, application to clinical practice, and self-assessment, students will explore culture and their own unintentional biases, develop strategies for working with diverse individuals, groups, and communities, foster critical thinking skills, and explore the role of the art therapist in culturally alert and responsive practices for art therapy, social justice, and advocacy.

AT675 Internship (1)

Students attend internship at least 5 hours per week for 14 weeks. Students provide Art Therapy Projective Imagery Assessments, individual, group and/or family counseling and art therapy for 3-4 hours per week for 50 direct client contact hours. The other hours on site are for students to attend team meetings, inservice conferences, and all related milieu activities, and to complete documentation. Students may enroll in Internship (1) credit with the approval of the Program Director for either internship extensions or to earn hours towards a specialty. Specialty coursework must be taken before engaging in the Internship (1) credit.

AT 680: Trauma & Neuroscience Informed Counseling & Art Psychotherapy (2)

This course will review and engage students in the current literature of Trauma and Neuroscience Informed Counseling & Art Psychotherapy Practices and additional materials. The objective is for the student to build skills and understanding how to treat survivors of trauma, understand the etiology of behaviors, emotions, and functioning related to trauma, and develop age-appropriate treatment plans based in best art therapy practice. In addition, students will develop an understanding of brain based science and neuro informed practices in counseling and art psychotherapy.

AT 701/702: Applied Cultural Sensitivity in Art Psychotherapy & Counseling (4)

This elective course will engage students in cultural immersion to learn about cultural similarities and differences in art, the arts, and art psychotherapy, and varied aspects of the impacts of trauma (war trauma, trauma experiences of families, combat trauma, survivors of sex trafficking, and historical trauma). Students will engage in content and experientials that explore art expression, role of art, artists, therapists, and art therapists in society, art/crafts processes, preferences or prohibitions to various art processes or media, and conventional/cultural symbolism; cultural appropriation in art therapy; and cultural sensitivity to the use of art processes and materials in art therapy for trauma informed approaches integrated into art psychotherapy and counseling in various community settings.

Post-graduate electives:

The below electives are designed to provide continuing education opportunities to non-degree seeking students and students who wish to pursue counseling in their degree. These courses meet the requirements for licensure for Licensed Professional Counselor (LPC) in many states and must be a part of the degree to meet requirements for LPC in most states. These courses are not required by CAAHEP for art therapy education standards.

AT 615: Family Counseling & Psychotherapy (3)

Students develop a thorough understanding of current family systems theory, the family life cycle, evaluation, and practice. Students improve their objectivity as family psychotherapists as they develop insights about their own families of origin. This course prepares the students to administer verbal and projective imagery family evaluations and to conceptualize family dynamics from various theoretical perspectives.

AT 632: Addictions (3)

This three-credit course provides an overview of the field of Addiction Studies. Topics that will be covered include drugs and society, substance and process addictions, evidence-based best practices for the substance abuse counselor, assessment, the recovery process, addiction and the family, and prevention strategies. This course covers diagnosis and treatment of addictive disorders and includes an overview of the philosophies and evidenced-based best practices, policies, and outcomes of the most generally accepted models of treatment, recovery, relapse prevention, and continuing care for addictions and other substance abuse related problems. Students also gain awareness of the impact of drug abuse on society and an appreciation of the cultural context within which addiction and recovery occurs.

AT 634: Career Counseling (3)

This course includes the study of theory and process of career counseling. Students will acquire skills to incorporate career development theory into the practice of counseling. Students will be introduced to career assessment tools and occupational methods.

AT 705: Trauma & Neuroscience Informed Therapy (3)

The course will review and engage students in the current literature of Trauma Informed Practices, neuroscience as it applies to trauma work in art psychotherapy and counseling, and resources of trauma informed care (assessments, workbooks, & practices). The objective is for the student to build skills in understanding trauma informed care and of neuroscience concepts applied to the treat survivors of trauma, understand the etiology of behaviors, emotions, and functioning related to trauma, and develop treatment plans based in practice.

Tracks (CACREP Designations)**Mental Health Track in Counseling**

To earn a degree in Counseling students in the EVMS Art Therapy and Counseling, MS program are considered to be in a counseling mental health track for learning and concentration of their course content across the curriculum of their degree. The student's primary focus is in mental health counseling, and in all internship facilities, the student as an intern is considered a mental health professional providing assessment, individual, group, and family art therapy and counseling, and related services.

Specializations (CAAHEP Designations)

Any student may earn a Specialty designation on her/his degree by taking the combination of elective coursework and/or designated internship and with Program Director approval as stated in the electives policies. Specialty areas of study are recommended by the Education Program Approval Board (AATA) revised standards "Specializations." The GATCP supports specializations to build comprehensive and specialty skills in multiple areas of practice and study. A credentialed Art Therapy Faculty and/or credentialed specialist in counseling or other subject area may teach specializations. A student may designate and earn any or no specializations.

Electives which are designated as Specializations will become a degree requirement^ if the student follows policies and procedures (subject to continued satisfactory academic progress, eligible enrollment, and Program Director approval). Some space per specialization may be limited based on internship availability and approval of specializations is at the discretion of the program director. Application Due Dates: Spring (Oct. 15) Summer (Mar. 15) Fall (Jun. 15). *Coursework is a part of the regular course sequence; coursework is paired with elective(s) for specialization. ^Contact Financial Aid for more information.

Areas of Specialization:

School Art Therapy

Requirements:

AT 535/635 Art Therapy in the Schools (1)
School Practicum & Internship Placement*

Medical Art Therapy

Requirements:

AT562/652 Medical Art Therapy (1)
Medical Practicum & Internship Placement*

Geriatric Art Therapy

Requirements:

Coursework or Independent Study (1)
Geriatric Practicum & Internship Placement*
Independent study at a partnering facility (1)

Trauma Informed Art Therapy

Requirements:

AT 655 Trauma Informed Counseling & Art Psychotherapy (1)
AT 680 Trauma & Neuroscience Informed Counseling &
Art Psychotherapy 2)
Residential Practicum & Internship Placement*

Advanced Cultural Humility

Requirements:

AT 701/702 Cultural Sensitivity in Art Psychotherapy

& Counseling (4)

Depth Psychology

Requirements:

AT 638 Countertransference (1)
AT 639 Exploration of the Psyche (1)
Self-Study Capstone Project* or Depth Psychology Paper

Advanced Research

Requirements:

AT 658 Independent Study: Research Methods (1) Work on faculty research, research project, work on existing research or Prepare Manuscript to submit for publication

Licensure Prepared*

Requirements:

AT 615 Family Counseling & Psychotherapy (3)
AT 632 Addictions (3)
AT 634 Career Counseling (3)

Admissions

Students are admitted to the program after completing the admissions process. Students are matriculated as a cohort each August.

Registration

All courses in the course sequence are required, except elective courses. Registration is completed through the Student Portal.

Steps for Registration

STEP 1: Navigating to MySIS

Go to MyPortal.evms.edu to log in using your EVMS credentials, then click on the ***MySIS*** link. Once at the MySIS login page, you will need to enter your EVMS credentials to access the system.

STEP 2: Completing Required Documents

Once you are logged in, you will notice that your account has a ***HOLD*** in place. This ***HOLD*** prevents you from registering for courses until you review and acknowledge the items listed in the ***My Documents*** tab.

Go to ***My Documents*** and open the Document Center. There, you will find:

- a. AM – Honor Code
- b. AM – Technical Standards for your program
- c. SA – Financial Acknowledgement
- d. AD – Bio Sig
- e. SA – Health Insurance Waiver

Select the document you want to review and the ***Click Here*** link. A new window will open with the Honor Code, Technical Standards and Financial Acknowledgement. These documents are linked so that the system can move you from one to the next.

A new window will open to display the document. Once you have read it, close the window and you will be returned to the acknowledgment screen.

To acknowledge the document, check the box indicating you are digitally signing, then click **NEXT** and you will move to the next document on the list. Please note that each of the forms works in the same way.

Once you have completed the Honor Code, Technical Standards and Financial Acknowledgement, you will receive a confirmation message. You may then close the confirmation window and return to **My Documents/Document Center**, refresh your screen and note that you will have 2 other documents to review and acknowledge. Select the **Bio Sig**

Registration – School of Health Professions

document to review and acknowledge. Finally, select the Health Insurance Waiver to review and acknowledge. You must answer at least 1 question to remove the hold for the waiver. You will get another page to confirm your submission.

Close this page and you will be returned to your **Document Center**. Refresh your screen again and you should see that all five (5) of the required documents have dropped off the list and your hold has been released.

STEP 3: Registering for Courses

Navigate to **Academics, Registration** where you will see the program(s) in which you are currently enrolled. You will need to select the term your courses are in.

Once the term is selected, click **REGISTER** to see the appropriate courses. You can either search for a course in the top box of the screen, OR move down to the middle of the screen and select from the courses available for you.

To select a course, click **ADD** on the left-hand side, and the course will move under the **Selected Courses** area. Once you have all the courses you want in the **Selected Courses** area, click **Register/Drop** in the upper right-hand corner. The screen will refresh with all your selected courses.

To complete your registration, you must click **Register/Drop** in the lower right-hand corner of the screen. Your screen will refresh with your course schedule displayed at the top. The attendance and withdrawal policy will be visible in the middle of the screen.

Please note, you will receive a bill 30 days prior to the term start.

Required Courses

At registration, matriculated full-time students are automatically enrolled in the required courses for that academic year. All courses are required in sequence and are considered prerequisites and co-requisites for each semester.

Part-time students are to register for recommended classes based on the part-time course sequence.

Electives

Students in good academic standing are permitted to take elective courses. Students may enroll in offered electives at the discretion of the Program Director. The Program Director in

coordination with the Program Coordinator distributes memorandum to students announcing elective(s) and deadline(s) for requesting registration and designating specializations. Students interested in taking elective courses must request permission from the Program Director, who is authorized to approve the request and notify the Program Coordinator. The Program Coordinator registers students and notifies students of course dates, times, tuition, fees, and meeting place.

Students must meet all deadlines with the program regarding designating electives towards specialization. Students who timely complete the process may be eligible for federal financial aid subject to federal regulations and institutional policies and procedures.

^Contact Financial Aid for more information.

*Electives are billed at the current per credit hour tuition rate. Tuition and fees are subject to change.

Dropping a Course

1. A student who wishes to drop a course must present a written request to do so to the course director and to the Program Director. The request must state the reason for dropping the course and any plans for retaking the course on the EVMS Add/Drop Form and submitted via email. In order for the request to be accepted, it must be approved by both the course director and the Program Director.
2. If a student drops a course after the semester begins, the notation of withdrawal (W) will be placed on the transcript. No indication will appear as to whether the individual withdrew passing or withdrew failing.
3. No student may drop a course after the eighth week of the semester, except at the discretion of the Program Director.
4. Students who drop courses may be de-celerated in the program. Some courses and the course sequence are prerequisites for Oral Comprehensive Exams and Practicum & Internship courses. Thus, students will only be eligible for Oral Comprehensive Exams and Practicum & Internship courses once prerequisites have been successfully completed and approval to continue in the program is received from the Student Progress Committee.
5. EVMS tuition fees, payments, and refund policies apply to dropped courses. Students are responsible for financial aid received for dropped courses. Student should consult with the Office of Business Management and Financial Aid before dropping a course.
6. A student who wishes to remove a Specialization from her/his degree requirements must submit a written request to the Program Director. The Program Director will review the request, approve/disapprove the request, and notify the Program Coordinator, the registrar, financial services, and financial aid when applicable.

Withdrawal from a Required Course

All courses, except elective courses, are required.

Students may be required to withdraw from a course based on the Professional Performance Review, Academic Probation status, Leave of Absence, or at the discretion of the Program Director. Students withdrawing from a course will be required to retake the course to meet degree requirements. Students who withdraw from a course will be responsible for tuition and fees for repeating the course. Due to the sequential nature of the curriculum, students must wait until the course is offered again to retake it.

When a student misses 3 or more classes of any 16 week or less course, the student may be withdrawn from the course, fail the course, asked to repeat the course, or other remedial work as approved by the Program Director. The student will be responsible for tuition and fees for repeating the course or completing additional coursework.

Evaluation

General Principles and Purposes of Evaluation

The Program Director and course directors will regularly review the academic achievement of each student. The purpose of this review is to identify any student whose academic progress is marginal or unsatisfactory before a course is actually failed, so that the faculty and student together can develop an appropriate plan to address academic difficulties.

Candidates for the Master of Science degree in Art Therapy & Counseling must exhibit the requisite knowledge, skills, and behaviors to complete the prescribed course of study and must demonstrate the personal qualifications and attributes deemed necessary to perform the duties of an art therapist. All students are expected to adhere to the “Ethical Principles for Art Therapists” and the EVMS Honor Code. The Professional Performance Review is an ongoing process that includes weekly monitoring and discussion of students by the faculty. A written evaluation is performed each semester (more frequently if necessary).

1. All students are expected to exhibit unimpaired judgment and behavior consistent with the responsibilities of the art therapy profession including respect for ethnic and cultural diversity. Thus, in addition to the usual academic evaluations for each course, students are evaluated with regard to professional demeanor, professional conduct, concern for the welfare and dignity of clients, concern for the rights of others, responsibility to duty, trustworthiness, ethical conduct, and any general or specific conduct meriting concern. These include, but are not limited to, professional behaviors, substance abuse, sexual assault, and sexual harassment.
2. The evaluation of student progress through the curriculum is the responsibility of the faculty. The overall evaluation of student progress is supervised by the Program Director. Evaluation of performance in each course is the responsibility of the course faculty and Program Director acting within the institutional policies and procedures described herein.

3. The purpose of evaluation is to certify the art therapy student for graduation by documenting his/her competence. Evaluation serves to:
 - a. Assure essential competence of the student in knowledge, skills, and attitudes.
 - b. Provide for early detection of unsatisfactory or marginal performance in order to help the student:
 - i. meet acceptable standards as defined by the institution and the program, or
 - ii. redefine educational and career goals.
 - c. Document superior performance in a manner that benefits the student's further education and career planning.
 - d. Document didactic and clinical progress toward short- and long-range educational goals and objectives; provide information necessary to modify the curriculum in terms of those goals and objectives.
4. Evaluation is based upon measurable goals and objectives of the curriculum, including broad institutional goals and specific objectives for each course.
5. Evaluation is based upon a mastery of fundamental concepts and principles and the ability to integrate the material into clinical practice.
6. The evaluation system defines the individual student's strengths and weaknesses in order to give students an opportunity to build on strengths and correct weaknesses.
7. Evaluation includes and is not limited to academic performance, internship performance, and professional performance. Other areas of non-academic performance may impact a student's standing in the program if it is below expectations, violates EVMS Student Code of Conduct and/or the Student Handbook Policies and Procedures, places patients/client at risk, or places the faculty or program at risk for liability claims.

Student Responsibilities

Each student is responsible for:

1. Complying with evaluation requirements of each course.
2. Completing the comprehensive examination requirements established by the program.
3. Ascertaining his/her own evaluation results.
4. Seeking faculty assistance in correcting unsatisfactory or marginal performance.

5. Initiating the program appeals process if the student objects to the program's response to his/her failure to meet the program's academic and professional standards.
6. Completing an evaluation of each course and course director(s) (each faculty in team taught courses), supervisor, and internship.
7. Attending all scheduled class meetings as noted on course syllabi.
8. Attending mandatory program meetings as announced by the program.

Class Attendance and Participation

Attendance Policy

Evaluation of student performance in each course is the responsibility of the course faculty and the Program Director. The purpose of this evaluation is to document student competence.

1. Due to the sequential format and fast pace of each course, students are expected to attend all classes.
2. The student who misses class due to unavoidable circumstances is responsible for making up classwork in order to be eligible for the full range of grades.
3. Students may work with the Course Director to fulfill course objectives.
4. After 15 minutes late, a student will be considered absent and the following (5.b.) deductions will be implemented at the time of a second tardy.
5. Students who miss classes (missed class sessions or scheduled meetings) will receive points deductions from the final course grade as follows:
 - a. 1st missed class = 0-5 pts deducted from final grade
 - i. 0 pts will be deducted for documented emergent situations and adequate notification directly from the student to the Course Instructor before the class begins.
 - ii. 0 pts will be deducted for program approved absences such as: internship orientation or other assigned coursework. Communication in advance must document approval from both the Course Instructor and the Program Director.
 - iii. 5 pts will be deducted for missed classes with no communication directly from the student
 - b. 2nd missed class = 5 pts deducted from final grade
 - i. 0 pts will be deducted for program approved absences such as: internship orientation or other assigned coursework. Communication in advance must document approval from both the Course Instructor and the Program Director.
 - ii. 5 pts will be deducted for missed classes
 - c. 3rd missed class = 5 pts deducted from final grade

- i. 0 pts will be deducted for program approved absences such as: internship orientation or other assigned coursework. Communication in advance must document approval from both the Course Instructor and the Program Director.
 - ii. 5 pts will be deducted for missed classes
6. Students who miss 3 classes or more (without written approval from the Program Director) may be withdrawn from the course, fail the course, asked to repeat the course, or other remedial work as assigned by the Course Instructor and approved by the Program Director. The student will be responsible for tuition and fees for repeating the course or completing additional coursework.

Attendance Formats

In person attendance is expected for all class meetings. If a student has circumstances that takes them away from in person attendance, the student may ask classmates or the faculty for information that was missed during class. The faculty are not required to seek out students who miss classes or provide accommodations to attend class virtually for illness, student preferences, or schedule conflicts.

For students who are by EVMS Student Health or Student Affairs administratively asked not to attend classes in person for health conditions, the program will provide reasonable assistance to attend classes online or virtually provided the institution and program has adequate notice, resources, and technology to do so.

The program does not provide online or virtual learning as a regular course of action.

Any accommodations should be determined by the Office of Disabilities, documented in writing, and submitted to faculty prior to absences if accommodations are required.

Any agreement to provide an online or virtual attendance option is up to the individual discretion of faculty and courses. Of note, these opportunities may vary from faculty to faculty and within a course due to notice, faculty resources, and availability. Online and virtual options should not be expected.

Class Participation

Evaluation serves to:

- Assure minimum competence of the student in knowledge, skills, and attitudes considered essential for the master's degree in art therapy and counseling,
- Provide for early detection of unsatisfactory or marginal performance,
- Document superior performance.
- Document academic and clinical progress.

Class participation provides the faculty with a means of assessing student mastery in an ongoing fashion, apart from other evaluation methodology such as papers, tests, presentations, and projects. Each course may value the percentage weight of class participation differently and adjust the participation expectations based on the competencies of the course.

Self-Awareness and Disclosure

A core value of the EVMS Graduate Art Therapy and Counseling program faculty is self-awareness. We value self-awareness and the capacity for reflection as intrinsic to effective art therapy practice and professional identity development. We strive to maintain these attributes within ourselves and to instill them in our students. Therefore, through the course of study in the program, students will engage in a variety of education exercises that may result in personal disclosure of life events including: successes, meeting milestones, experiences of challenge, trauma, and growth, family dynamics, and personal beliefs and values. Students are encouraged to disclose when appropriate and with professional boundaries. Students are responsible for their own disclosure. Because evaluation is a part of training, it is imperative that faculty are able to evaluate a student's capacity for and application of self-awareness. Understanding one's self is a valued part of art therapist identity and ethical treatment of clients which promotes appropriate therapeutic alliances with clients. Sometimes disclosure causes discomfort. However, the faculty are not responsible for the mental wellness of students and do not provide therapy to students. The faculty will refer students to student affairs academic support and/or mental health services as appropriate.

Course Deadlines

1. All assignments are due by the class time and date indicated on course syllabi and as notified by any designee of the GATCP.
2. All assignments are to be submitted to Blackboard including: papers, evidence of journal completion, evidence of presentations, etc.
3. All assignments should be submitted in Microsoft Word format. Assignments submitted in other formats may be considered late or not graded.
4. Assignments turned in after the due date (paper, projects, art form, etc.)
 - a. drop 4 points or 4% of the total points for each day late
 - i. For example: an earned 100 paper which is 1 day late receives a 96; same paper 3 days late receives an 88; same paper 7 days late receives a 72.
 - ii. Another example: an earned 88 project is 3 days late receives a 76; same project 5 days late receives a 68.
 - b. The Course Instructor with approval from the Program Director may offer remedial work or additional assignments congruent with late behaviors or coursework missed not to exceed a passing grade of 84 for the assignment.
 - c. Multiple late assignments may result in course failure.
 - d. It is at the discretion of the Student Progress Review Committee and approved by the Program Director to offer remedial work or additional

assignments congruent with late behaviors for multiple assignments such that a student may earn a grade for the course not to exceed an 80 (B-).

- e. Assignments not completed and turned in during orientation may result in a Notification of Warning.
5. Class presentations are due to be presented at class time indicated on course syllabi. Lack of preparedness earns a 0 (F) grade.
- a. Remediation of a failed grade due to a lack of preparedness is at the discretion of the course director and availability of time remaining in the course to accommodate such remediation needs. It is not mandatory for the course director to accommodate remediation in cases of lack of preparation or missed work.
6. Examination dates are indicated on course syllabi. Students are expected to take examinations on the scheduled day and hour(s) of the class.
- a. Permission to take an examination at a time other than scheduled will be granted only for extremely pressing and urgent reasons (e.g. documented hospitalization, serious illness, or death in the immediate family). Such permission will not be granted merely for the student's convenience or because of conflict with the student's external schedule (e.g. social event, work schedule).
 - b. The student must request in writing at least 2 weeks in advance and be granted permission from the course director and the program director to take an examination at other than the scheduled time. If both approve the request, the course director will notify the student when the examination is to be taken.
 - c. Students who fail to take an examination and have not obtained approval from the Course Director and Program Director for a delay will receive a zero (0), (F) for the examination. Exceptions to this policy may be urgent and/or unavoidable circumstances and only reviewed and approved by faculty and the program director.
 - d. Missed examinations may be given only at a time which will not conflict with other scheduled responsibilities for both the student and the course director.
9. Capstone Project
- a. All assignments related to the Capstone Project are due in compliance with the course syllabus and as negotiated and established by the student and the Capstone Course Director.
 - b. The Student is responsible for due diligence in managing the project to completion with the Capstone Course Director.

- c. Ultimately, it is the student's responsibility to complete the Capstone Project, a requirement of graduation, and complete each segment of the project as suggested by the Capstone Project Manual with excellence and depth.
- d. Students not completing each segment of the Capstone Project as described in the manual and in compliance with the Capstone Course Director will be evaluated for the work completed when work is due. The Capstone Course Director may assign a grade for the quality and quantity of the work completed.
- e. In rare cases, students may have insufficient quantity of work completed to assign a grade. If due to unusual circumstances (i.e. medical or health concerns) and the Capstone Course Director after Student Progress Committee review with other faculty and Program Director, deems it applicable, an "I" incomplete may be assigned. The student and the Capstone Course Director will then follow procedures for assigning "I" incomplete grades.

Student Challenge of Evaluation Methodology or Evaluation Grade

1. A student may comment or challenge any examination question in writing at the time of an examination.
2. Students may follow up the challenge of any evaluation item or evaluation grade within one week after notification of grades. Challenges should be made in writing to the course director.

Course Director Responsibilities

In the GATCP, the Course Director is the primary Instructor for the course except as noted in the listing after the course director responsibilities. The course director is responsible for developing and overseeing the curriculum and evaluation process of students for that course. Course director's responsibilities include:

1. Develop and revise the Course Syllabus using the EVMS SHP template annually or each semester the course is taught.
2. Course Director will submit and/or post any and all revisions to course syllabi to the Program Director, to the Program Coordinator, and on Blackboard. When major changes occur, the course syllabus may be submitted to the EVMS SHP Curriculum Committee for approval.
3. Document standard of learning and student outcomes in compliance with CAAHEP accreditation standards and counseling accreditation standards.
4. Developing written objectives and methods of grading which are communicated in writing to students in the course syllabus and upon which all evaluation is based.

5. Predetermining and communicating in writing the relative weight of each method of grading (e.g., examination, quiz, paper, presentation, special project) used to determine the final grade for the course and documented on course syllabus.
6. Create rubrics for all course assignments using the GATC program template that includes growth-oriented language, post and when possible use rubrics within Blackboard for grading and feedback to students.
7. Inform any student in writing when marginal performance is recognized, giving him/her an opportunity to respond to identified deficiencies, and developing with the student a plan for improving performance. Report marginal performance and concerns in faculty meetings, to faculty advisors, and to the program director.
8. Documenting student attendance and notifying the Program Director if/when a student misses 2 or more classes within 24 hours of the missed class.
9. Documenting student progress, which is reported to the Program Director and student within one week of the end of the course.
10. Providing course faculty in team-taught courses with rubrics and the results of the course evaluation.
11. Consulting with the Program Director in developing, administering, and interpreting evaluation procedures and results.
12. Post all course syllabi, course rubrics, required materials, assignments, feedback to students, and grades for assignments and course in Blackboard.
13. Obtain acknowledgment from all students that they have read the course syllabus, it has been reviewed with them, and they have had the opportunity to ask questions in Blackboard.
14. Document any changes to the course in a revised syllabus, post the syllabus, notify students of changes via email or Blackboard announcements, and submit a copy to the Program Coordinator to file.

The following degree requirements may have Course Directors and Instructors:

Practicum & Internship: The Practicum & Internship Course Director coordinates internship placements and maintains positive relationships with internship partners. The Internship Course Director will mediate any concerns not resolved by the student under supervision of the individual Clinical Supervisor and On-site Supervisor.

Individual Supervision: The Individual Supervision Course Director assigns students to Individual Clinical Supervisors (Instructors) and reports results of evaluations to the Program Director and Program Coordinator for documentation of completion of Internships.

Basic Counseling & Art Psychotherapy Skills: The Course Director schedules a variety of observation & participant observation experiences across the curriculum, in the community, and provides direct instruction with a variety of faculty. Faculty supervising observations report attendance to the course director.

Clinical Specialties: The Clinical Specialties Course Director coordinates dates, times, and presenter's (Instructors) for Clinical Specialties documented in a course syllabus and reviews and awards credits for student's earning Clinical Specialties credit.

Capstone Project: The Capstone Project Course Director's roles and responsibilities are described in the Capstone Project Manual. Capstone Chairpersons are considered Course Instructors.

Preparation of Evaluation Methods

1. Course format, objectives, and method of grading are communicated to students at the beginning of each course and posted on Blackboard.
2. Examinations, papers, presentations, and projects address achievement of stated course objectives and
 - a. are constructed according to recognized principles of evaluation design.
 - b. are consistent with program standards for length and difficulty.
 - c. meet reasonable criteria for reliability and validity.
 - d. are reviewed by course director and Program Director prior to and immediately following administration.
3. Examinations may cover any material included in the course and may be derived from lectures, discussion, experiential exercises, and required readings. The number of questions will be based roughly on the course director's assessment of the relative importance of the material covered.
4. Guidelines for papers, presentations, and projects are designed as additional methods of evaluation of student knowledge and skills related to course content.
5. Examination questions and directives for papers, presentations, and projects are composed by the course director and reviewed by the Program Director for: appropriateness of content and types and levels of skills tested (e.g., problem solving, synthesis, analysis, critical thinking, attitudes, and growth throughout the course).
6. Methods of evaluation and due dates are identified on course syllabi, reviewed the first day of each course, and posted on Blackboard.

7. Evaluation criteria for each practicum and internship placement are distributed to students at the beginning of the practicum and internship and posted on Blackboard.

Administration of Examinations

The course director is responsible for the administration and scoring of the examination.

Review of Evaluation Results

1. Students will be notified of scores by the course director within one week after the examination or due date.
2. Each course director will make opportunity for students to review examinations available.
3. Graded short projects and presentation feedback will be available one week after the due date.
4. Graded papers will be returned within two weeks after the due date.
5. Comprehensive examination scores will be made available by the Program Director within one week of examination.
6. The Program Director reviews the overall evaluation results.

Program Director Responsibilities

1. The Program Director coordinates, reviews, and administers evaluation policies and practices and recommends or makes changes as necessary.
2. The Program Director:
 - a. Provides assistance to the faculty in developing, administering, and interpreting evaluation procedures and results.
 - b. Provides a program to orient the faculty to evaluation policy and procedures.
 - c. Coordinates the results of course evaluations to the course directors.
 - d. Disseminates the results of student evaluations to the art therapy and counseling site supervisors.
 - e. Disseminates the results of practicum and facility evaluations to internship placements and facility supervisors.

Grading System

1. Course education format, method of grading, and objectives are communicated in writing on the course syllabus to students at the initiation of each course.
2. The requirements for grades are based on course policy and institutional guidelines. These requirements are communicated to students at the initiation of each course as documented on the course syllabus.
3. Grades affecting Grade Point Average (GPA)

Number Grade	Letter Grade	GPA
100-94	A	4.00
93-90	A-	3.67
89-87	B+	3.33
86-84	B	3.00
83-80	B-	2.67
79-77	C+	2.33
76-74	C	2.00
73-70	C-	1.67
69-67	D+	1.33
66-64	D	1.00
63-60	D-	0.67
59 or less	F	0.00

*Bold grades are considered passing

Mathematical rules for rounding to the nearest whole number based on two decimal places apply. For example, a final grade of 93.45 would round to a 94 (A). A final grade of 93.44 would round to a 93 (A-).

4. Grades not affecting GPA
 - W = Official Withdrawal
 - P = Pass
 - I = Incomplete
 - Au = Audit

Reporting of Grades

1. The course instructor(s) document grades in and provides constructive feedback in Blackboard.
2. The course director reviews, approves, and verifies final grades in Blackboard and notifies the Program Coordinator via email that the grades for a course are verified.

3. The final grades are entered into the grade data base and transferred onto student transcripts.
4. An Incomplete may be recorded for any graded or pass/fail course following the policies and procedures for “Incomplete” with an included Action Plan.
5. The standard for successful completion of this graduate program is a GPA of 3.00 or better.

Progress Review

The Program Director and course directors will regularly review the academic achievement of each student. The purpose of this review is to identify any student whose academic progress is marginal or unsatisfactory, so that the faculty and student together can develop an appropriate written action plan to address academic difficulties. Another purpose is to identify students whose academic progress is excellent and may require more challenge.

Student progress for those excelling and challenged will be reviewed during faculty meetings. A Student Progress Review Committee may be convened to review and document student progress or standing in the program.

Evaluation of Student Professional Performance

The Professional Performance Review (PPR) will be completed at the minimum, one time each fall and spring semester on every student in the Art Therapy and Counseling Program.

If deficiencies in student performance are noted on the Professional Performance Review the students may receive a written notification of warning, be placed on academic warning or probation, or be dismissed from the program. If a student's conduct compromises unacceptable standards of patient care or jeopardizes the welfare of patients under his/her care, the Program Director has the option of immediately suspending the student from clinical duties until such time as an appropriate investigation of the allegations can occur. The Dean of the School of Health Professions, the Associate Dean of the School of Health Professions, the Associate Dean for Student Affairs, and the Registrar must all be notified when a student is placed on probation.

Notification and Warning occurs when deficiencies are noted and does not meet expectations by the Professional Performance Review standards as evaluated by the Faculty Advisor or Program Director. The faculty advisor will work with the student to implement an action plan, which may include referral to support services. The faculty advisor will refer the student and continued or unresolved concerns to the Program Director. The student will meet with the Program Director (in consultation with other faculty) to discuss the deficiencies and concerns noted. There will also be a written action plan outlining the stipulations for remediation and the timeline for review. The action plan will be placed in the student file. (Depending upon the level of deficiencies the student could immediately be placed on Academic Probation or an Administrative Leave of Absence at the discretion of the Program Director and Associate Dean for Student Affairs).

Probation may occur when the deficiencies noted continue, there is failure to meet the Stage 1 action plan for remediation requirements, or when deficiencies negatively impact the academic climate, student welfare, or patient welfare. Written documentation will be placed in the student file stating that further non-compliance or lack of change will result in dismissal. The student will be notified formally in writing of the action necessary to avoid dismissal from the program.

Continued deficiencies to meet the remediation requirements may result in dismissal from the program. Any student dismissed will be notified in writing and made aware of his/her right to appeal the decision.

Nonacademic Issues

Students are expected to comply with all EVMS policies at all times, including but not limited to the *EVMS Code of Conduct*, *Code of Student Conduct*, *Standards of Conduct for the Teacher-Learner Relationship*, *Honor Code*, and program technical standards. Disciplinary action related to nonacademic matters may include warning, counseling, corrective action plan, probation, or dismissal based on the circumstances and judgment of the Program Director. Nonacademic deficiencies may be documented in the Professional Performance Review or via emails from the Faculty Advisor and/or Program Director.

Individual Supervision, Practicum, & Internship Evaluation

Standard evaluations are used by the clinical site supervisor and the facility supervisor in all placements to measure the achievement of clinical and professional performance.

Incompletes

When an instructor assigns a grade of "I", a written agreement is prepared and signed by the instructor and student that specify the work remaining to be completed in a designated time frame. The work should be completed as soon as possible, but not later than the mid-point of the following grading period/semester unless special written approval is granted by the Course Director and Program Director for extraordinary circumstances. Unless the Course Director and the Program Director have approved an extension, the "I" will convert to either an "F" or the grade as specified by evaluation of the work completed per the written agreement.

Incompletes may be negotiated on an individual student basis when extenuating circumstances for incomplete work occur and, in most cases, proactive notification has been given to the course instructor, director, and program director.

Failing Grades

1. Students may seek remediation of any grade of 69 or lower for any class evaluation criterion from the course director within one week of notification of the grade. The course director will designate the remedial work deadline.

- a. 84% of the grade earned for the remedial work will be substituted for the failed grade.
- b. Students may only remediate one (1) evaluation per course. If more than one failing grade is assigned, the student may initiate a meeting with the Course Director/Instructor to develop a Learning Improvement Plan (LIP) to ensure remediation of course content and competencies prior to the next evaluation.
- c. Once the student receives their exam grade, it is the student's responsibility to seek out the course director to initiate the LIP.
 - i. This process may take one of several forms: instructor and student may review exam questions to determine areas of misunderstanding and/or how to approach test questions, a group or individual oral presentation that demonstrates competence in the areas tested, OR some combination of the above the method(s) employed in the LIP will be selected based on the needs of the student and are at the discretion of the course director.
- d. A student will receive a notification of warning from the Program Director for the first failed assignment in a semester across all courses. The student will meet with the Program Director and Faculty Advisor to develop a supportive learning plan targeted to help the student succeed. The program will link the student to EVMS supports.
- e. A student will be placed on Academic Probation for the second failed assignment in a semester across all courses. The student will meet with the Program Director and Faculty Advisor to develop an Academic Probation Plan targeted to help the student succeed. The program will link the student to EVMS supports.
- f. Students who turn in copied work, work that is not original and not in compliance with APA 7 guidelines for original work will receive a zero (0) for the appropriate portions of the assignment that are copied.
- g. **TIMING:** Except in unusual circumstances, the remediation process must be started and completed within five (5) school days after the grades of the test or assignment have been posted.
- h. **FINAL EXAMS/ASSIGNMENTS:** Final Examinations/Assignments are not subject to this policy as the material would have been covered in individual modules during the semester. However, a student who performs poorly on a cumulative final exam may request a meeting with the course director to review content.
- i. **END OF FIRST SEMESTER:** In the event a student has to participate in the LIP process at the end of the first semester, he/she may not start their clinical

internships until the course director/instructor determines that the student has sufficient grasp of the evaluated material.

- j. **APPEALS:** Any student who does not agree with the assessment of the course director/instructor during the LIP process may appeal directly to Program Director.
 - k. **COMPLIANCE:** Failure to comply with the LIP requirement may be grounds for disciplinary action, up to and including, warning, academic probation, and/or dismissal from the program.
2. Remediation of a failed grade due to a lack of preparedness is at the discretion of the course director and based on availability of time remaining in the course to accommodate such remediation needs. It is not mandatory for the course director to accommodate remediation in cases of lack of preparation.
 3. Students must complete all coursework with a “B” or better and an overall GPA 3.0 or above.
 4. Students who failed a course by earning a C+ or below may be required to re-enroll in that same course at the discretion of the Program Director. Due to the course sequence, students who failed a course must wait to retake it until the next time the course is offered.
 - a. Students may repeat a course only once.
 - b. Students are responsible for all tuition and fees for a course that is repeated. The tuition and fees will be based on the current per credit hour rate (see also Degree Timelines).
 5. Students who fail (earn a C+ or below) more than one course per semester may be expected to repeat up to the full semester of courses to ensure adequate retention of content and competencies. All tuition and fees will apply. Students repeating coursework will be on Academic Probation and have an Academic Probation Plan.
 6. Students who fail any course (earn a C+ or below) may not be eligible to take the Oral Comprehensive Exam. Students will be reviewed by a Student Progress Committee to determine eligibility to sit for the Oral Comprehensive Exam.
 7. The grade earned for the repeated course will appear on the transcript with the previously failed course grade.
 8. Students unable to improve a failing grade after re-taking a course may be dismissed from the Graduate Art Therapy and Counseling Program.

Academic Probation

1. Students may be placed on academic probation if their term or cumulative grade point average drops below 3.0.
2. Students who earn a C+ for any course will be placed on academic probation. Any course grade of D, F, or NP, may result in academic dismissal from the program.
3. Students may be placed on academic probation for two or more failed assignments.
4. Students may be placed on academic probation for non-academic concerns for student conduct, professional performance, or not meeting technical standards for the profession.
5. Students may be placed on academic probation for failure to comply with the attendance policy or assignments for required orientation, program events/meetings, and or class attendance.
6. Students who remediate Academic Probation must remain in good standing. Students who after remediation of Academic Probation fail a course (C+ or below) may be dismissed from the program.
7. Students who are placed on Academic Probation for didactic courses may not remediate academic probation with an internship semester, unless it is their final semester in the program or they have completed all didactic courses.
8. When there are extenuating circumstances leading to the failure, the student may be invited to repeat the course in the following academic year, at the discretion of the faculty and Program Director.
9. The student progress committee can review and recommend one of the following options to the Program Director:
 - a. Dismissal from the program
 - b. Opportunity to return to restart the program or repeat coursework
 - c. Decelerated course of study
10. If there are extenuating circumstances, the committee can recommend a remediation plan tailored to the student's individual weaknesses and, if successful in remediation, the student may be allowed to continue in a probationary status.
11. Students on probation or at risk for probation must meet frequently with their faculty advisor or student affairs academic development office to discuss academic progress, study habits, test-taking skills, and professional progress.

12. Students who have been found to be in violation of the Academic Integrity Standards or Honor Code during the didactic portion of the program may be placed on academic probation or academically dismissed from the program, depending on the results of the Honor Council investigation and/or trial. A conviction by the Honor Council will be handled in accordance with existing rules for any academic result of the conviction. In the case of a course failure related to an Honor Council conviction, the student may receive a suspension or be dismissed from the program, depending on the nature of the honor council findings and penalties.
13. Students who disclose protected health information are subject to consequences of partnering agencies in addition to academic consequences from the GATCP. Academic consequences may include and are not limited to: grade reductions, warnings, action plans, academic probation, and/or dismissal from the GATCP.
14. Students on academic warning or probation will meet with the Program Director to develop a written action plan.
15. Students who do not complete academic action plans (remediation, warning, or probation) may be dismissed from the program.
16. Students are responsible for all tuition and fees to retake courses for remediation and to fulfill requirements of academic action plans to satisfy degree requirements.
17. The student may be notified by the Program Director in writing at the end of the academic semester that he/she has one semester to increase the grade point average to 3.0 or above.
18. Students unable to increase their grade point average to 3.0 or above during the semester of academic probation may be dismissed from the Graduate Art Therapy and Counseling Program.
19. Students on Academic Probation for non-academic concerns may be dismissed from the program if they do not fulfill the requirements of the academic action plan.

Academic Probation Due to Failed Grade for an Internship

If a student receives a non-pass (NP or F) grade for an internship, the following may occur:

1. The student may initially receive an incomplete (I) grade for the course pending an extension at the same internship site, or continuation or repeat of the internship at a different site.
2. The student may immediately be placed on academic probation as a result of the non-pass for the internship.
3. The student may be dismissed from the program if the student has violated the EVMS Code of Student Conduct, performed below expectations on the Professional Performance Review, received an extension for a previous internship, and/or risked patient/client safety or faculty/program liability.

4. If the student chooses to challenge the grade received, follow the procedure outlined on page 41 above.
5. Additionally, a non-pass grade in the repeated internship or any subsequent internship may result in dismissal from the program.

Remediated Progression to Succeeding Semesters in the GATCP

Each semester is considered prerequisite for the following semester coursework. All of the practicum and internships are graded on a “pass –non-pass” system that awards Pass (P), of Non-pass (NP) for each course. As such, the grade point average for the entire program is established at the end of semester 5 of the program. The Program has traditionally required a cumulative grade point average (GPA) of 3.00 in order to graduate from the program (as is customary at most graduate training programs). Therefore, under normal circumstances, in order to continue after each semester of practicum and internship, the cumulative GPA must be 3.00 or higher at the conclusion of each semester.

The GATCP Program Student Progress Committee (Core Faculty) may exercise limited discretion in this regard when they believe that extenuating circumstances affected a student’s ability to achieve the required cumulative GPA at the end of the each semester. Consideration for remediated progress to the next semester would require the following:

1. A cumulative GPA between 2.90 and 2.99 at the end of any semester of the program
2. Extenuating circumstances affecting the student’s achievement
3. A consensus of the Student Progress Committee that the student has the requisite skills and knowledge to progress in spite of their grades, after a period of remediation.

Note: Except in very rare circumstances, a student who has already been decelerated or who was on probation one time in 3 semesters, would not be eligible for this consideration.

The Student Progress Committee would meet at the end of each semester to determine if the Student Progress Committee and Program Director should develop an individualized plan of remediation for a student or students.

Decision for remediation or dismissal from the program

Note: as always, GPAs will be calculated to 3 decimal places and rounded to 2 decimal places.

1. Students whose cumulative GPA rounds to 2.89 or less would likely be dismissed from the program
2. Students whose cumulative GPA rounds to 2.90 to 2.99, would be considered for a remediated progression if the Progress Committee agrees that:
 - a. Extenuating circumstances exist(ed) for the student

- b. The progress committee agrees that the student has (or will have) the requisite skills and knowledge to progress in spite of their grades, after a period of remediation.
 - c. The student has taken advantage of opportunities for recommended student support services
3. Student academic records will be reviewed for efforts by faculty advisors to support the student during all four semesters.
4. Students who have documented referrals for tutoring, study and testing evaluations, or other student support services (i.e. academic support, student mental health, or counseling) will be evaluated by the progress committee in terms of whether they took advantage of available student support services.
5. Failure to follow through on recommendations may be viewed unfavorably by the committee when determining eligibility for remediation or continuation in the program.

Remediation through Independent Study

1. A remediating student will not progress to practicum and internship with their classmates if core foundational coursework is not completed successfully or there are deficiencies displayed in the oral comprehensive exam. Up to one semester may be devoted to their remediation efforts. Independent Study variable credits will be subject to tuition and fees.
2. An individual remediation plan will be tailored to the needs of the student, based on evaluation of academic performance and Professional Performance Review throughout the previous semesters of the program.
3. The individual remediation plan will outline the following in detail:
 - a. Content, knowledge, skills, behaviors, and attitudes to be remediated
 - b. An instruction and study plan
 - c. Method each component will be assessed
 - d. A schedule for each activity
 - e. A schedule for each assessment
 - f. Evaluation criteria for each form of assessment, and
 - g. What the result of unsatisfactory remediation would be (i.e. dismissal)
4. Students who successfully progress to the next semester by remediation will also enter the following semester on academic probation. This probationary status would be taken into consideration if the student were to receive a non-passing grade on a future practicum or internship.
5. Remediated Progression to the practicum and internship part of the Program is meant to be a rare occurrence based on the judgments of the GATCP Student Progress Committee's best efforts to evaluate and acknowledge the strengths and weaknesses of individual students. It would not likely be offered to students who

have struggled throughout their training, had one or more semesters on probation, or who had already been decelerated.

6. The GPA parameters outlined above would trigger a review of a student's record and consideration for remediation. The standard of performance for students in this program is to maintain a 3.00 GPA or better.
7. Students will not be automatically offered an opportunity to remediate. There must be some individual circumstance that hindered satisfactory progress.
8. The effect of the grade from this remediation course will be factored into the cumulative GPA.
 - a. It is essential that the resulting cumulative GPA is 3.00 or higher in order to successfully progress to the next semester of the program.

Practicum and Internship Remediation through extension credits

1. Students are expected to earn 120 direct client contact hours per 3 credits of Practicum and Internship (1 practicum, 3 internships). Students who do not earn 120 direct client contact hours will be evaluated and likely fail the internship.
2. Remediation of Practicum and Internship is at the discretion of the Internship Course Director and options are:
 - a. **Request an extension (up to 2 weeks)**
 - b. **Request an Incomplete "I"** and remediate unearned hours for the term by the mid-point of the next semester. Interns will be required to earn all of the next semester hours by end of the term. (The incomplete is typically reserved for extenuating circumstances such as illness or personal emergencies.)
 - i. You may request an Incomplete if you have **20 hours or less** to earn for the term. If you have more than 20 hours of direct client contact to earn, you may fail the internship course.
 - ii. If you do not remediate the Incomplete by the mid-point of the fall semester an "F" will be recorded on the transcript. Interns will be required to remediate any F (due to lack of direct client contact hours) with a learning plan, registration in additional internship course, and delayed graduation date, or may be dismissed from the program.
 - iii. If an intern has an incomplete for term "1", an incomplete for the next term "2 or 3" may not be considered or permitted for internships, unless specifically approved by the Student Progress Committee. All hours will be required by the mid-point of the next term "2" to pass for incomplete term "1". All hours will be required to pass the next semester "2 or 3".
 - iv. Interns may register and pay tuition and fees for any unearned credits (unearned direct client contact hours will be converted to credits needed for your degree requirements) for internship for the term following your expected course sequence (without any breaks in programming; LOA, etc.)

- v. The last internship semester may have up to 1 week extension to earn 120 hours for on-time graduation.
- vi. Students with any remaining hours after the last day of the last semester will be required to register for summer term for internship and individual supervision. All tuition and fees will apply for credits required.
- vii. A minimum of 1 credit of Individual Supervision & Internship courses- (tuition and fees will be charged). Interns will be charged for individual supervision because interns may not perform in internship without clinical supervision.

Disclaimer: This process does not change the student's ability to appeal academic decisions by the GATCP Student Progress Committee. A student may still appeal academic decisions to the Dean of Health Professions as indicated in the Student Handbook.

Degree Timelines

Students will automatically have five years to complete the degree requirements. Students should write a letter to petition for permission to continue taking coursework to meet degree requirements. Permission for an extension must be granted by the Program Director based on extenuating circumstances (e.g., financial problems, life crisis). All policies remain in effect during the extension, including 1 credit registration and tuition/fees until completion (for Capstone completion) during the fall, spring, and summer semesters.

Student Professional Performance Review

Purpose

All students are expected to exhibit unimpaired judgment and behavior consistent with the responsibilities of the art therapy and counseling professions and in accordance with the EVMS Student Code of Conduct. Thus, the purpose of this review is to identify any student whose professional performance (including but not limited to demeanor, attire, trustworthiness, respect for diversity, professionalism, behavior, maturity, interpersonal relationships, emotional regulation, and attitude) is marginal or needs remediation. The results of the review will be shared by the Program Director (in consultation with other faculty) with the student to address the difficulties and avoid warning, probation, or dismissal from the program. The education team, core faculty lead by the Program Director, will monitor student progress towards meeting all graduation requirements. Faculty will openly communicate about student progress and challenges for the purpose of monitoring and designing action plans to assist the student in meeting graduation requirements. Faculty will present student progress and challenges either during faculty meetings or in writing to the Program Director.

The Professional Performance Review (PPR) will be completed each spring and fall semester (and more frequently if necessary or in times of student challenges) on every student in the Graduate Art Therapy and Counseling Program. The categories considered for students displaying professional and personal capacity as an art therapist are:

- Observation Skills
- Communication Skills
- Critical Reasoning Skills
- Motor and Sensory Function
- Academic
- Interpersonal
- Personal

Student Responsibilities

The student should be familiar with the expectations of an individual with the identity and role of an art therapist and counselor. The students should conduct herself/himself as a professional at all times in accordance with the EVMS Student Code of Conduct and the American Art Therapy Association Code of Ethics. The student should demonstrate proficiency in managing interpersonal conflicts, boundaries in relationships, ethical practices with mature sound judgment, and manage life stressors with positive coping strategies. The student as a professional in training should refrain from substance abuse.

The student should complete as a self-assessment a copy of the Professional Performance Review before meeting with the faculty advisor.

Advisor Responsibilities

Each student will have a faculty member assigned as her/his Advisor during program orientation.

1. Initial Advisor/Student Meeting: In the first semester of the program, each student must schedule an initial meeting with her/his faculty advisor during weeks 1-4 of the program so that both the student and faculty member can become acquainted.
2. Mid-term faculty/student meeting: In all semesters (1 through 5) students MUST schedule an appointment with their assigned advisor during weeks 7-9 of each semester. This appointment should be made with the faculty advisor. The student should be prepared to discuss her/his grades and professional performance (self-assessment PPR) up to that point in the semester, as well as maintain a list of her/his grades to review with her/his advisor.
3. Professionalism Performance Review evaluation: the student should complete the PPR evaluation form prior to each meeting. It will be compared to an identical instrument completed by the faculty advisor with input from the entire faculty.
4. The Professional Performance Review will be completed by a Graduate Art Therapy and Counseling Program Faculty member (Advisor), submitted to the Program Director, and kept on file. The student will meet no less than one time each semester with the faculty member to complete the Professional Performance Review.
5. Students who are experiencing difficulties in their courses or who are experiencing life events that impact their progress or performance in the program may schedule an appointment with their advisor or the Program Director whenever the need arises.
6. Students must be aware of the importance of self-monitoring their GPA and Professional Performance in order to ensure they will meet graduation requirements.

7. The Faculty Advisor will document in writing action steps with students to improve performance or receive assistance related to deficiencies noted in the Professional Performance Review.
8. The Faculty Advisor will make appropriate referrals to Student Affairs, Office of Accommodations and Disabilities, Student EAP, Student Mental Health, or other resources.
9. The Faculty Advisor will communicate success and concerns with the Program Director.

Program Director Responsibilities

The Program Director will monitor student progress through regular contact with faculty advisors.

The Program Director will enforce policies and procedures to assist students to remediate performance to meet the competencies for the Professional Performance Review.

The Program Director will meet with a student requiring remediation to develop a formal action plan and monitor the action plan when the student and faculty advisor have completed at least one attempt for an action plan.

The Program Director will document in writing action steps for students to improve performance or receive assistance related to deficiencies noted in the Professional Performance Review.

The Program Director will monitor and evaluate progress towards remediation of deficiencies noted in the Professional Performance Review and action plan.

The Program Director will make appropriate referrals related to action plans to assist students in remediating deficiencies in Professional Performance.

Oral Examination Policies & Procedures

1. Students must achieve an 84 (out of 100) or better on the Oral Examination.
2. To be eligible to sit for the Oral Examination, a student must pass the first semester coursework with a B- or above and be in good standing academically (3.0 or greater GPA) and on the Professional Performance Review. Some courses are required before Oral Exams may be completed. Required courses:

AT 502	Basic Counseling and Art Psychotherapy Skills (3)
AT 528	Theories of Human Psychological Development (3)
AT 521	Individual Counseling & Psychotherapy (3)
AT 524	Processes & Materials of Art Psychotherapy I (3)
AT 530	Psychopathology (3)
AT 534	Introduction of the History & Theory of Art Therapy (1)
AT 548	Assessment (3)

3. The Oral Examination will be given at the end of the first semester or completion of the above requirements to be eligible to proceed to internship.
4. Students who receive an 83 or less have one opportunity to increase their grade to 84 or better or to complete remedial work as assigned by the education team and Program Director.
5. The Student Progress Committee will determine sections of the oral examination that received a score of 83 or below and need remediation. Students must retake the section(s) within one month of the original oral examination date.
6. Students who do not pass the Oral Exam may be decelerated in the program to increase comprehension and understanding of key concepts.
7. Students who are unable to achieve a grade of 84 or better after two attempts may be dismissed.
8. The Oral Examination grade(s) will appear on the transcript.
9. If a student is unable to take the oral examination due to extenuating circumstances such as extreme illness or injury, the student must make a written request to the Program Director to reschedule the oral examination.
10. Students withdrawing from the Graduate Art Therapy and Counseling Program after completion of the first semester, yet prior to the oral examination, will have a W (withdraw) notation on their transcript (i.e., Oral Examination - W).
11. Students who take a Leave of Absence (LOA) at the end of the first semester or before completing requisite courses may not continue in the program until successful completion of the Oral Exam.
12. Students may not progress to the next semester or internships without successful completion of the Oral Exam or Individual Learning Plan.

Internship Policies & Procedures

Student

Students are expected to attend the 240 hours of training (of which 120 hours are direct patient contact) and 15 hours of Individual Clinical Site Supervision, and 22.5 hours of Group Clinical Site Supervision for each of the 3 assigned semesters. (720 hours total) for art therapy education standards (CAAHEP). Students are required to complete a 100 hour practicum during the first Practicum and Internship which includes 40 hours of direct client contact and services over 10 weeks and 600 hours with 240 direct client contact hours over remaining weeks/semesters to meet counseling education standards (CACREP).

1. Students who are absent must call the internship's facility supervisor and the art therapy site supervisor the morning of the internship and/or supervision day.
2. Students must have sufficient guarantee that the facility supervisor will notify the assigned unit of the cancellation of assessments, individual, group and/or family art

psychotherapy; otherwise the student additionally must call other unit staff at the facility to ensure proper notification.

3. Students who do not complete the required practicum and internship hours during the time frame of the semester may receive a failing grade, be referred to the Program Director for an action plan, and may be placed on academic probation.
4. Students must seek written approval from the Program Director to continue working in an internship beyond the designated timeframe of the semester.
5. Students must continue to receive individual Clinical Site Supervision during the completion of any internship hours accrued beyond the last day of the semester.
6. Students must notify the Clinical Site Supervisor of any personal mental health or medical concerns that may impact patient/client safety, including and not limited to: being treated for a mental or medical illness.
7. Students who are at risk of failing the internship and supervision will be extended if eligible. The art therapy site supervisor and Program Director will make this decision with input from the facility supervisor and the facility.
8. Reason for failing an internship may include and not be limited to the following:
 - a. Unsatisfactory completion of required internship hours
 - b. Unsatisfactory completion of direct client contact hours
 - c. Unsatisfactory completion of individual art therapy site supervision hours
 - d. Unsatisfactory completion of progress notes, assessments, and/or treatment plans.
 - e. Performing below the minimum score designated each semester based on the competencies as noted on the internship evaluation.
 - f. Performing below the acceptable range on the Professional Performance Review
 - g. Placing patients/clients at risk for harm or faculty/program at risk for liability claims.
9. If the failing performance occurs, the Non-pass (NP) will be recorded on the transcript and the student will be placed on Academic Probation until he/she is able to pass the internship and art therapy site supervision performance evaluations.
10. If a failing performance occurs, students may be dismissed from the program.
11. The Pass grade earned for the repeated internship and/or supervision will appear on the transcript with the previously non-pass grade.
12. Students unable to achieve a passing evaluation after the prescribed remedial work will be dismissed from the Graduate Art Therapy and Counseling Program.

Facility Supervisor

Each internship experience includes a written mid-semester and end-of-semester evaluation by the individual Clinical Site Supervisor, Group Supervisor, and facility supervisor(s) which documents performance and identifies any improvements necessary to achieve satisfactory evaluation at the end of the practicum. These evaluations are reviewed with the student and the student receives a copy.

Clinical Site Supervisor

Clinical Site Supervisors communicate periodically during the internship with the appropriate facility supervisor to:

1. Discuss student progress
2. Document the progress of each student
3. Identify problem areas
4. Plan supplementary strategies, if necessary
5. Assess the effectiveness of supplementation
6. Ensure active student participation in the above process

The Clinical Site Supervisor must contact the facility supervisor within the first three (3) weeks of the internship placement to discuss the adjustment of the intern to the setting, expectations, and population.

The Clinical Site Supervisor must complete at least one (1) site visit to observe the student intern in the act of providing art therapy services and review at least two (2) verbatim transcriptions or complete direct observations via three (3) video or audio recordings.

The Clinical Site Supervisor must monitor and provide for patient/client welfare and safety, including and not limited to supervision of the intern's assessment, case formulation, treatment planning, treatment implementation, termination, and documentation.

Program Director

The Program Director is the Internship Course Director and coordinator. The Program Director is responsible for securing and assigning interns to internship sites. The Program Director builds positive working relationships with external publics by responding to inquiries and concerns. The Program Director with the support of the Program Coordinator, Art Therapy Outreach Specialist, and EVMS Experiential Learning office facilitates internship agreements and assignments.

Capstone Policies & Procedures

The Capstone project is a degree requirement of the Graduate Art Therapy and Counseling Program (1 credit required; research capstone requires 2 credits; may be repeated for 1 semester or until completion). The Capstone project is a culminating project in which the student integrates knowledge with regard to the professions of Art Therapy and Counseling, including literature in the fields. The project may include a depth exploration of clinical practice, research methods, innovative methods of inquiry, or a synthesis of clinically based personal and professional growth that includes review of relevant literature applied to the practice of art therapy and counseling.

Primary Investigators: Primary Investigators are considered the designers of research. For our program, students conducting research as a part of their capstone projects are the primary investigators of their works. The designation in IRB manager of primary investigator is not the official designee of the capstone research project. The official designee/primary investigator is the student. Faculty or students may be primary investigators in IRB manager, which should be negotiated between the student and faculty and does not supersede program policy that students are the primary investigators of their works. This designation is in effect immediately and policies and procedures apply to current and past students.

Procedures:

1. Students may complete a variety of projects to meet the degree requirement of Capstone which include and are not limited to: Research, Clinical Case Paper, Portfolio, or other designed project.
2. All proposals will be reviewed by the Program Director before submission for faculty approval, IRB approval, or IRB determination.
3. All proposals are due to the Program Director as documented on the course syllabus and Blackboard.
4. The Program Director will respond via email to the student and capstone course director instructions for faculty approval, IRB approval, or IRB determination.
5. Proposals may be submitted in the IRB Manager for review by the EVMS IRB Faculty for letters of determination.
6. Self-studies- n=1 is not generalizable and will be reviewed by the Program Director for safety to the student, meeting the requirements for a project of excellence, related to art therapy and counseling, and academic integrity.
7. Self-studies may be considered a data source and if one is to study self-studies another party should de-identify them before meta-analysis occurs by the primary investigator/student. This de-identification procedure should be documented in the proposal. A review of self-studies is considered human subjects research data already collected and should be submitted to the IRB for determination or approval.
8. IRB Manager- studies are to be named with the student name and then title of the study in IRB manager if/when the faculty is the primary investigator in IRB Manager.
9. Students who do not obtain the desired number of participants by the deadlines for data collection completion will report the exact results in Section/Chapter 4 and critically analyze the protocol, including recruitment procedures, benefits, and limitations for Section/Chapter 5.
10. In some cases, the faculty and student progress review committee may recommend a portfolio option to meet the Capstone degree requirement. The portfolio option is

only offered by faculty or a student may petition in writing to complete the portfolio option. Typically, the portfolio option is considered remediation for Capstone or other academic performance in the program and becomes part of an action or learning plan.

Student

The student will demonstrate her/his ability to integrate concepts, theories, and current literature, design and execute a project of excellence, and extrapolate conclusions and implications for further study with art therapy as a focus through completion of a Capstone Project.

Due to the fast pace of research, the student must demonstrate technical proficiency in writing to complete a research Capstone Project. A student's writing that falls below proficient, if submitting a research proposal, will be denied the opportunity to conduct research, required to complete the case paper (or other assigned option) for capstone, and referred to Student Affairs Academic Development.

The student will follow the guidelines and deadlines in the Capstone Project Manual including completion of the document, editing, producing copies, and turning in all raw data and study related materials.

Students receiving an (I) Incomplete in AT 607 Capstone may be ineligible to enroll in elective courses, and must meet with their Faculty Advisor and the Capstone Course Director to develop a remediation plan.

Capstone Course Director

The Capstone Course Director/Faculty or the student may actively assume the responsibilities as the principal investigator. The faculty coordinates with the Capstone Committee to monitor the progress of the project. The faculty complies with and mentors the student to comply with the EVMS policies and procedures for research. The faculty follows procedures established by the Capstone Course Director and Program Director.

Students are always the primary investigators of their works; therefore, the following is required:

1. Faculty are to obtain written permission from the Program Director to publish students' or alumni's works.
2. Once approved, any final article should be submitted to the Program Director for review before submitting to a journal to insure the integrity and quality of the work represents the standards of the GATC program, SHP, and EVMS per EVMS policies.
3. Faculty are to obtain written permission from students and alumni when publishing their works. Ideally, based on principles of professionalism, faculty would mentor students and alumni to publish their works as sole authors or primary authors, with the faculty being a second or third author, commensurate with editing versus conducting the research.
4. Faculty are to obtain written permission from the Program Director to keep students' IRB studies open.

5. It is recommended that studies be replicated and not remain open to maintain professionalism and integrity of research.
6. Faculty are to obtain written permission from students and alumni to keep IRB studies open and submit to Program Director to keep on file.
7. In general, all students' IRB studies should be closed at the conclusion of the studies and no later than students' graduation dates.

Capstone Course Director

The Capstone Course Director, in collaboration with the Program Director, assigns Chairpersons/Methodologists to students at the end of the Research Methods and Program Evaluation course. The Capstone Course Director monitors compliance and student progress in capstone project completion. The Capstone Course Director reports progress and concerns to the Program Director. The Capstone Course Director mentors Capstone Chairpersons/Methodologists and Capstone Committee Members to comply with the procedures in the Capstone Manual. The Capstone Course Director is the liaison to the EVMS IRB for part-time faculty in the role of Capstone Chairpersons/Methodologist.

Program Director

The Program Director complies with, supports, and enforces policies and procedures in the Capstone Project Manual. The Program Director arbitrates conflicts that may arise between a student and the Capstone Committee.

The Program Director will review proposals for appropriate alignment with the capstone requirements for graduation, focus on art therapy and counseling, and academic integrity.

The Program Director will review and approve all amendments that request a change in PI.

Accommodations for testing

Reasonable Accommodations: Eastern Virginia Medical School is committed to diversity and to attracting and educating students who will make the population of healthcare professionals' representative of the national population. We provide confidential and specialized disability support and are committed to excellence in accessibility; we encourage students with disabilities to disclose and seek accommodations. Students who, after review of the technical standards determine that they require accommodation(s) to fully engage in the program, should contact the Student Disability Services Department (StudentDisability@EVMS.edu) to confidentially discuss their accommodations needs. Accommodations are never retroactive; therefore, timely requests are essential and encouraged.

Students who need a reasonable accommodation for testing must consult with the EVMS Student Disability Officer. 757-446-5638; StudentDisability@EVMS.EDU

1. The Student Disability Officer will review any documents supporting your request for accommodation and issue a letter outlining the approved accommodations to the Program Director.
2. Please note that the Student Disability Officer does not reveal the reason for the accommodation to program personnel.

3. The Program Director and/or her/his designee will ensure that conditions of each student's accommodation are met.
4. Students with an approved request for Accommodation:
 - a. The program will ensure that students with an accommodation will have a quiet and secure space for testing and that the conditions of the approved accommodation are met.
 - b. Students with accommodations will be instructed when and where they are to go at their designated testing time. The time of testing may be different than the scheduled testing time depending on the nature of the accommodation.
 - c. The staff or faculty member who accompanies the student to her/his designated test location will ensure that the student is settled. Then the staff or faculty member will remain at least long enough to ensure that the student starts the computer-based exam at the designated time.
 - d. Accommodated testing may be monitored or proctored at the discretion of the course director.
 - e. If a student chooses not to take advantage of her/his approved accommodations for a specific examination, the student MUST inform the course director prior to the test.

Professional Behavior Expectations

1. Students will be required to demonstrate full compliance with the technical standards to the degree students attested to on their admission statements.
2. Students will engage in their didactic training and supervised practice in a professional manner with behavior that is patient-centered and reflective of the Ethical Principles for Art Therapists and Ethical Principles for Counselors and in keeping with standards for professional conduct set by the state licensing board.

Ethical Principles For Art Therapists

American Art Therapy Association's Code of Ethics

<https://arttherapy.org/wp-content/uploads/2017/06/Ethical-Principles-for-Art-Therapists.pdf>

Art Therapy Credentials Board Code of Professional Practice

<https://www.atcb.org/wp-content/uploads/2020/07/ATCB-Code-of-Ethics-Conduct-DisciplinaryProcedures.pdf>

Ethical Principles For Counselors

2014 American Counseling Association's Code of Ethics

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>

3. Students are expected to attend all classes and program required events.
4. Students are required to treat their classmates and all EVMS faculty, students, and staff with respect. Students with conflicts or concerns should first endeavor to resolve the concern with the classmate.
5. Students with concerns regarding classroom activities should first endeavor to resolve the concern with the instructor and/or advisor.
6. If concerns are not addressed or resolved by the instructor, the student should then address their concern with the Program Director as appropriate.

Scholarly Expectations

Work Submissions

All work should be submitted to Blackboard in designated assignments. All work should be submitted using Microsoft Word for word processing.

Use of Video Conferencing

Students are expected to display camera or video streaming showing their faces for participating and verification of attendance during classes that are facilitated on video conferencing platforms such as Blackboard Collaborate, Zoom, and BlueJeans.

Writing style (APA)

In general, the style requirement for formal writing assignments will be: *APA Style, 7th Edition* as outlined in: American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Plagiarism

Students are expected to do their own work. Turning in a written assignment that is believed to be another person's work, collaboration, or self-plagiarism will be considered cheating or plagiarism. The student will be referred to the EVMS Honor Council.

PowerPoint Presentations, other electronic or printed materials, in the classroom and on Blackboard Printed matter, videos, and other electronic materials to include all PowerPoint presentations viewed on Blackboard or in the classroom are copyrighted materials owned by the author(s) and/or Eastern Virginia Medical School. These materials are never to be copied or transferred electronically outside of the program or the school for any reason without the written permission of the author of the presentation(s). Doing so, risks violation of US copyright laws with resulting legal action or other reasonable sanctions from the program or school.

Student Participation in Evaluation of the Program

The GATCP Program is committed to delivering a curriculum that will prepare the student to deliver optimal mental health care in an ever-changing environment. In our commitment to the process of continuous quality improvement, students are involved in course evaluations, supervised clinical practice evaluations, and faculty evaluations at the closure of each semester all which contribute to comprehensive program evaluation for growth and maintaining accreditation. As a future health care provider, the evaluation process will be a part of every continuing education course in which the practitioner participates to maintain her credentials.

1. Students are required to complete these evaluations for didactic courses and Supervised Clinical Practice experiences.
2. Semester or clinical rotation grade reports may be withheld pending completion of course evaluations.

Studio Policies and Procedures

Student

Students are expected to use the studio responsibly. The space is shared with the entire art therapy student body and faculty; consideration should be given to others. The studio is also part of a community of artists; students should be aware of proper etiquette for communal space.

1. Loud music and inappropriate language are inconsiderate of others who may be working in the building.
2. Supplies are purchased for student use and **are not to be used for internship**. Students may remove supplies only for use on personal art projects. No tools or equipment are to be taken from the studio.
3. Students may consult the Studio Director for recommendations for supplies and use of special items.
4. Students must follow all procedures for cleaning and sanitizing spaces as documented in the studio procedures posted on Blackboard and in the AT Studio.
5. Limited storage space is available in the hall lockers for works in progress. Students must purchase their own padlocks for the lockers.
6. Completed work should be removed from the studio as frequently as possible.
7. All unclaimed work will be recycled at the end of each semester.
8. Permission from the course director of Processes and Materials should be sought before adding found materials to the supplies available.
9. Safety precautions are to be maintained at all times. Sprays and fixatives must be used in approved areas.
10. Misuse of furnishings and tools, sloppy use of materials, failure to clean work areas, abandonment of dirty brushes and clay tools, inappropriate storage of paper and other supplies, flagrant waste, misuse of recycling containers, and any unsafe practices will not be tolerated and considered a violation of the EVMS Student Code of Conduct.
11. Studio access will end for graduating students at the end of the final semester. All artwork and personal art making items should be removed from the studio and drawers and documented on the Graduation Checklist.

Studio Director

The Studio Director is a faculty member responsible for managing the art therapy studio.

1. The Studio Director in collaboration with the Program Director may identify student(s) to manage various aspects of maintaining the studio.
2. The Studio Director manages the supply of materials, space, and organization of the studio.
3. The Studio Director reports concerns to the Program Director.
4. The Studio Director provides assignments for student assistants and notifies the Program Coordinator.
5. The Studio Director monitors the alignment of task completed with hours worked.

Program Director

The Program Director monitors the use of and access to the studio through the report of the Studio Director. The Program Director allocates the budget to support the maintenance of the studio.

Exhibition of Artwork Policies & Procedures

Exhibition Areas

1. Lewis Hall
2. Lester Hall
 - a. Gallery space outside of Room 107
 - b. Meghan Kirkpatrick Art Wall
 - c. Lobby outside Health Professions
 - d. Hallway adjacent to the Graduate Art Therapy and Counseling Program offices
3. Other areas approved by Student Affairs and/or the GATCP Program Director

Students Exhibiting Artwork

Criteria for Exhibition

1. In order to be considered for display, students must submit a release for exhibition.
2. Submitted artwork should be accompanied by the student exhibit form and the one-page statement provided to the course director.
3. Works on paper must be properly framed. The program will provide frames for the poster assignments. Students may inquire about availability of frames owned by the program.

4. Space for 3-D art pieces is limited.
5. The Gallery Director reserves the right to decide which pieces will be exhibited, where they are placed, and how long they remain on display.
6. Inquiries regarding purchase will be referred to the student.

Gallery Director

1. The Gallery Director will be responsible for the layout and methods of installation.
2. The Gallery Director monitors and facilitates the display of artwork in designated areas at EVMS each semester.
3. The Gallery Director provides assignments for student assistants and notifies the Program Coordinator.
4. The Gallery Director monitors the alignment of task completed with hours worked.

Program Director

The Program Director approves budget requests for items necessary to implement the mission of displaying artwork throughout the buildings at Eastern Virginia Medical School. The Program Director provides mentorship and monitoring to the Program Coordinator for managing the Gallery Assistant.

The Program Director enforces policies and procedures related to the display and ownership of artwork.

1. Program will not be held responsible for damage or loss for any artwork.
2. All unclaimed artwork will become the property of the program.

Facilities Use

Students must request to use any EVMS or GATCP facilities and space. Students may reserve EVMS and GATCP facilities for student activities, academic assignments, and capstone project work (workshops, groups, individual clinical work).

1. Submit letter describing need for space, dates, and times to the Program Director
2. Once approval is given in writing from the Program Director, students may request assistance in reserving space from the Program Coordinator.

Student E-mail Accounts

All students will be assigned an EVMS e-mail account upon matriculation to the GATCP. These email accounts are used by all school departments for timely communication with students (not just the program). These accounts are essential to facilitate this communication. Students are required to check their EVMS email accounts at least five (5) times a week, with daily review recommended, and are responsible for knowledge of all

school or program information contained in the e-mails. All students must use EVMS e-mail for correspondence to faculty or the EVMS.sendIt link on the EVMS website to send larger files. Assignments should not be submitted via email unless it is to document a problem with Blackboard. Assignments must be submitted to Blackboard and technical problems resolved to archive all assignments. Email is not a documented solution to archive assignment submissions.

Class Officers

President

The class president is the main contact person for the class and acts as a liaison to the faculty, officials in the School of Health Professions, and Eastern Virginia Medical School. (S)he links with all the other class presidents regarding information that needs to be communicated to the class related to EVMS community events (community care day, haunted hallway, health professions health fair, the retreat). (S)he is in direct contact with the SGA student council representative. The president organizes the monthly class meetings to discuss class business and communicate class concerns to the program director and faculty as needed. (S)he attends any necessary committee meetings to represent the art therapy class, is in contact with the EVMS media, and keeps current on events at EVMS, in the community, and other benefits to students.

Secretary

The secretary communicates with the class and president to create the agenda for the class meetings. (S)he takes meeting minutes and sends the meeting minutes to classmates. The secretary may communicate with faculty and staff as needed. The secretary sends class meeting minutes to the Program Director for review and comments.

Treasurer

The treasurer is responsible for maintaining an accurate balance of the funds allotted annually to each class from student fees. These funds are deposited into a Bank of Hampton Roads account. The money is typically used for the class graduation party. The funds may be accessed for other events (e.g. The AT students are hosting a meeting for SGA Student Council and decide to provide food). The treasurer would also collect and record any funds raised and/or donated by the class. The treasurer would make payments to class designated vendors. The treasurer works closely with the Office of Student Affairs, the class president, and the graduation representative.

Honor Council Representative

The Student Body of EVMS conducts its affairs by means of an honor system. This is done in the belief that responsible professional behavior in the Health Professions is developed and nurtured in a maturing process of student self-government. In the spirit of human values in healthcare philosophy, and implicit in such an honor system, is the fostering of a sense of trust in the EVMS community. Each student subscribes to the honor system by signifying in writing his/her support at the time of matriculation. On entering EVMS, each student shall sign and abide by the Honor Code and rules of enforcement.

The Honor Council representative attends the meetings of the Honor Council and participates in the decision-making process enforcing the EVMS Honor Code. Representatives of the Honor Council serve as the jury for trials that determine the innocence or guilt of students who are accused of dishonesty or honor code violations. The Honor Council representative adheres to the EVMS Honor Code and Honor Council policies and procedures while respecting the rights of students' privacy.

Social Chair

The Social Chairperson shall organize periodic social functions for the class. The social chair should work with the other class social chairpersons to organize social functions that encourage participation of multiple classes and programs. The social chair should be assertive in collaborating with other students and with students from other programs. The social chair should act in the best interest of all class members by being inclusive and welcoming. The social chair should take the opportunity to facilitate celebrations for the class and support class members (i.e. Birthdays, milestones, bereavement, graduation celebration). The social chair should consult with class officers, specifically, the treasurer to ensure fiscal responsibility in the development of and payment for social events.

Art Therapy Program Student Representatives

The student representatives communicate the mission of the Graduate Art Therapy and Counseling Program to prospective students. The student representatives participate in giving campus tours to include the program offices, the art therapy classroom, and art therapy studio. The student representatives attend orientation events and other EVMS sponsored events to welcome new and prospective students, as well as share the experience of graduate education at EVMS and living in the local area. Student representatives may be called up to share their experiences with prospective students during student recruitment sessions. The student representatives promote the field of art therapy and have a strong identity as developing art therapists.

Student Council Representatives

As representatives of the student body, the Student Council strives to be a resource for students in promoting the ideals of leadership, responsibility, and achievement. SC represents the students to the administration, faculty, and staff of EVMS. Each graduating class of each program will have a minimum of two SC representatives with voting rights. The class selects the SC representatives. The SC representatives attend monthly meetings with the Dean/Provost, Associate Dean for Academic Affairs, and student representatives from the School of Medicine and School of Health Professions to receive updates and discuss current issues and EVMS events, participate in student government, participate and advertise opportunities and events for students, and review other relevant items such as student clubs. The SC representatives deliver reports from the meetings to the members of their art therapy class.

Phoenix Committee Representative

The Phoenix Committee helps students with mental health concerns such as anxiety, depression, substance abuse, eating disorders, and family concerns. Phoenix maintains complete confidentiality in any assistance sought. The Phoenix Committee Representative is an advocate who exemplifies integrity through clear boundaries and confidentiality.

Student Affairs Representative

The Office of Student Affairs works closely with students in both the School of Health Professions and the Medical School to promote student life and a positive campus climate. The Student Affairs Representative participates in monthly meetings to monitor, discuss, and recommend improvements to EVMS faculty and leadership for the benefit of EVMS campus life.

Work Study and Employment Opportunities

Student assistants must remain in good academic standing in the Graduate Art Therapy and Counseling Program. Students who fall out of good academic standing may be asked to resign or be terminated from employment in the program.

Program Teacher Assistant

- maintains organization and cleanliness of the claywork and kiln supplies and equipment and operates the firing of the kiln.
- works with the Studio & Gallery Director to plan and hang/install art exhibitions (typically two per semester) in designated areas.
- works with the Studio & Gallery Director to maintain organization and cleanliness of the studio, the classroom, the art supplies, and the equipment.
- A student may be employed in the role of Teacher Assistant at the discretion of the Studio & Gallery Director and the Program Director.
- The Teacher Assistant reports directly to and receives assignments from the Program Coordinator.

Research Assistant(s)

The Research Assistant is ideally familiar with arts-based research and current practices in the field of art therapy. The research assistant assists full time art therapy faculty researchers in carrying out their research endeavors through work on and contributions to collaborative research teams. The Research Assistant reports directly to the Program Coordinator.

Student Employment

Due to the academic and clinical demands of the GATCP curriculum, the GATC Program recommends that students not be employed during their time in the GATC Program. The following guidelines are meant to help the student in making decisions about work during participation in the GATC Program.

1. Students should keep in mind that while they may be able to work during breaks in curriculum, variable schedules and travel associated with clinical placements during the clinical internships may make balancing employment and the demands of the program difficult.
2. Students who choose to work are encouraged to make this known to their faculty advisor.

Degree Requirements

Requirements for Graduation are:

1. Complete all coursework with a B/3.00 average or above,
2. Complete the Oral Exam with a score of 84 or above,
3. Complete all individual supervision, group supervision, and internship requirements,
4. Complete a Capstone Project,
5. Meet expectations on the Professional Performance review in all areas,
6. Be recommended for graduation by the Program Director and GATCP Faculty,
7. Complete all course evaluations each semester,
8. Student must file the appropriate graduation application,
9. Student must have paid all debts to the school, returned all borrowed books, and
10. Complete the Graduation Checklist.

Graduation

Students meeting the requirements for graduation are able to participate in the graduation ceremony to receive their diploma. Students and their families are invited to attend a graduation ceremony held by Eastern Virginia Medical School. Students graduate with fellow students from both the School of Medicine and the School of Health Professions.

Awards, Honors, & Scholarships

Student Awards

Altruism

Altruism is a core value in the identity of an art therapist and counselor. Altruism is the practice of concern for the welfare of others, often giving back selflessly to the community and/or profession. The recipient of the Altruism Award must have demonstrated altruistic behavior through altruistic care, concern and generous service to Graduate Art Therapy and Counseling Program, Eastern Virginia Medical School, and/or community. The recipient is nominated and selected by her/his peers in the cohort. Members of the graduating class send nominations to the Program Director, who presents the award to the recipient.

Leadership

The Leadership Award honors the student who has demonstrated innovative, motivational leadership impacting his or her academic, clinical, cohort, and/or community environments. The student has served as a class officer and/or as a committee representative. The recipient of the Leadership Award must have demonstrated contribution to leadership within the Graduate Art Therapy and Counseling Program, Eastern Virginia Medical School, and/or community. The recipient is nominated and selected by her/his peers in the cohort. Members of the graduating class send nominations to the Program Director, who presents the award to the recipient.

Program Honors & Awards

Academic Honors

Honors are bestowed as recognition of outstanding academic achievement and as a means to further encourage sound scholarship. They are awarded to every art therapy and counseling graduate student attaining the required proficiency. Students also receive certificates. The Graduate Art Therapy and Counseling Program supports academic achievement and is pleased to recognize and reward graduate students whose performance merits special attention. The recipient(s) of this honor have achieved a minimum GPA of 3.85 and have demonstrated depth understanding of curricular content, exceptional class participation, and timely response to deadlines for assignments.

Qualifications:

GPA 3.85 or above

Faculty Nomination

Majority Vote from Faculty

Capstone Honors

Honors are bestowed as recognition of outstanding completion of a capstone project that demonstrates the student's ability to integrate foundational knowledge, clinical practice, and investigative and evaluative practices in art therapy and counseling. The recipient(s)

have followed deadlines, demonstrated skill in writing and making citations in APA style, designed and executed a project of original excellence, and have extrapolated implications and conclusions relevant to Art Therapy and Counseling. The Capstone Project contributes to the field of art therapy and counseling, the community, or the world.

Qualifications:

Core faculty nominations

Earned an average of 96 or above on components of the Capstone Project

Paul Fink Outstanding Art Therapist Award

The Eastern Virginia Medical School Graduate Art Therapy Program began at the birth of the medical school in 1973. Paul J. Fink, M.D., first Chair of the EVMS Department of Psychiatry, an internationally known psychiatrist, and past president of the American Psychiatric Association, began the art therapy program within the Department of Psychiatry and Behavioral Sciences. The Paul Fink Outstanding Art Therapist Award honors a tradition of excellence in clinical practice, scholarship, and academics.

Paul Fink Award: The recipient of the Paul Fink Outstanding Art Therapist Award is granted to the student who has excelled in clinical practice, capstone, and academics. S(he) has demonstrated the core values of integrity, creativity, self-awareness, humanity, collaboration, and depth as an Art Therapist.

Qualifications:

Faculty Nomination

Excellence in Clinical Practice- recommendations from Clinical Site Supervisors and review for consensus from core faculty

Excellence in Capstone -recommendation from Capstone Course Director and review for consensus from core faculty

Excellence in Academics- GPA 3.85 or above

Electives & performance

Professional Performance Reviews

Demonstrated the core values of *integrity, creativity, self-awareness, humanity, collaboration, and depth* Majority Vote from Faculty

Scholarships

Students interested in applying for scholarships should consult with the Office of Financial Aid to determine eligibility.

James J. Consoli Art Therapy Scholarship

This scholarship is awarded by the EVMS Graduate Art Therapy & Counseling Program to one rising second year student (a student in good standing who has completed a minimum of 30 credits) who demonstrates financial need, academic excellence, and an outstanding depiction of his/her artist-therapist identity in artwork and written commentary. The

monetary value of the scholarship varies yearly and is dependent upon the growth of the funding source. The scholarship is awarded as tuition remission.

History/Biography

This scholarship was created in 1997 in memory of art therapist James J. Consoli, ATR-BC, LPC (1956-1997) and substantial additional funds were given in 2014 in memory of Meghan Kirkpatrick (1987-2014).

Jim Consoli earned a Master of Arts in Art Therapy from George Washington University. He was a Registered and Board Certified art therapist, a National Certified Counselor, a Licensed Professional Counselor in TN and VA, and an AAMFT approved supervisor. He held a faculty position at EVMS from 1990-1997. At the time of his early passing he was the Assistant Director of the EVMS Graduate Art Therapy Program and an Associate Professor of Psychiatry and Behavioral Sciences. He served a term as President of the Virginia Art Therapy Association. He presented locally, nationally, and internationally and was an instructor on the American Art Therapy Association Family Art Therapy Regional symposium team. James Consoli is best remembered for his strong artist-therapist identity and playful sense of humor, and interests in family therapy, hypnosis and visualization, and the creation of educational videos. He was instrumental in his contributions to a major curriculum revision of the Graduate Art Therapy Program in 1990, which included a new studio course in Processes and Materials of Art Psychotherapy, the development of the family therapy specialization track, and alignment of coursework with the potential for licensure of graduates as professional counselors. In his 1991 film, *Psychimagery*, he used a technique he called "ushered imagery" to gently allow patients to serve as their own guide in order to create personal solutions through their own empowerment. Jim served as the first video reviewer for *Art Therapy: Journal of the American Art Therapy Association*. He is now remembered through the *Jim Consoli Video/Film Award* given by AATA in recognition of a video or film of high quality that adds to the existing fund of knowledge about the field of art therapy.



Meghan displayed through her self-awareness and creativity her artist-therapist self, while in the EVMS Graduate Art Therapy and Counseling Program. From a very early age, Meghan Kirkpatrick discovered her joy and talent were connected to art. That led her to obtain a Bachelor of Arts degree at Dennison University. Upon graduation, unsure of how to best utilize her education, she worked almost 2 years at a graphic design company. During her time there she came to realize that this was not going to be her career. During her time there, she realized that graphic design did not fulfill her desire to help others. In the fall of 2011, she entered the EVMS Graduate Art Therapy and Counseling program. The classes, fellow students, and faculty confirmed her belief that becoming an art therapist was exactly what she wanted to be doing with her life. Always a compassionate person, she looked forward to the opportunity to impact others' lives through

art therapy. She was a gifted and inspired student and a fiber artist. Unfortunately, after the completion of her first year at EVMS, the cancer that Meghan had battled as a child recurred and ended her hopes of returning to complete her degree. She passed away March 10, 2014. It is hoped that this award will help art therapy students with the same aspirations as Meghan to complete their studies and allow them to pursue this worthy career.

Scholarship Criteria

1. A student progressing into the second year of the Graduate Art Therapy & Counseling Program at EVMS. (a student in good standing who has completed a minimum of 30 credits)
2. Student must have a GPA of at least 3.5.
3. Student needs to demonstrate financial need, as determined by the Office of Financial Aid based on the evaluation of submission of the following:
 - a. Financial Aid Application
 - b. FASFA forms
 - c. EVMS Supplemental Scholarships

All applicable forms are available on the Student Portal or the Financial Aid website <http://www.evms.edu/financial-aid/office-of-financial-aid.html>. **Please note deadlines posted on the financial aid website.**

4. Submission of the completed James J. Consoli Scholarship Award Application.
5. Submission of a qualifying art piece and accompanying written statement. The artwork should conceptualize the development of your **artist-therapist identity**.
 - a. In any media/style that conforms with the following criteria:
 - i. Size:
 1. No less than- 12" x 12"
 2. No larger than- 72" x 72"
 - b. The accompanying written statement [one page] (i.e. prose, poetry, dialogue) should describe what you sense, feel, think and know about your artist-therapist identity.
 - c. The artwork should be delivered to the program office and the commentary should be submitted in hard copy and by email to the program.

Scholarship Award Process and Criteria

The James J. Consoli Scholarship Committee, comprised of the Graduate Art Therapy and Counseling Program Director and Core Faculty, will select the winner based on completeness of the application and the evaluation of the following:

1. The artwork's ability to stand on its own merit as a work of art.

2. The congruency between the written statement and the artwork.
3. Conceptualization of the theme: Depiction of your artist-therapist identity.

The GATCP Faculty will select and announce the winner. The Financial Aid office will process the scholarship award during the summer. The winner of the scholarship award will receive a certificate, a financial tuition remission, and will have his/her artwork and written statement prominently displayed on campus for one year.

Louis & Mary Haddad Foundation Scholarship

Criteria: Art Therapy student. Preference is given to students who have overcome academic challenges in their academic careers. The student to submit a 250-500 word essay describing academic challenges. Challenges include dyslexia, attention-deficit disorder, dysgraphia, or any similar disorders. Renewable to an Art Therapy student in good academic standing.

EVMS School of Health Professions Scholarship

History

Established in January 2011 in tandem with the Inaugural EVMS Scholarship Reception, this fund was endowed by the close of the fiscal year ending on June 30, 2011. The first award was made to a student in 2011.

Criteria: The scholarship will be awarded annually on a rotating basis to a student enrolled in one of the following programs at EVMS: Master of Physician Assistant, Master of Public Health, Master of Science in Art Therapy & Counseling, and Master of Science in Biomedical Sciences Research.

Andrew J. and Jean W. Mitchell Jr. Scholarship

Criteria: Provide one scholarship each fiscal year to an EVMS School of Health Professions student from Hampton Roads with the greatest financial need. Renewable if the student still demonstrates the greatest need.

Thomas M. and Angela Taylor Health Professions Scholarship

Criteria: Female, minority student from Hampton Roads enrolled in one of the following programs: Physician Assistant, Art Therapy & Counseling, Contemporary Human Anatomy, Pathologists Assistant, Surgical Assisting, Medical Masters 1 year program, and Medical Masters 2 year Program. If no students are eligible from Hampton Roads, the following order will be: 1) a minority student from VA, including graduating from VA high school or college, 2) minority female student from anywhere in the US, 3) a female student from VA,

including a graduate of a VA high school or college, 4) female student from anywhere in the US.

EVMS Administrative Resource Council Scholarship

History

The fund was established in 1990 by various donors comprised of EVMS administrative staff. The Administrative Resource Council has held many fundraisers on campus over the years and directs the proceeds to this scholarship.

Criteria: The scholarship will be awarded annually to a student enrolled in one of the health professions programs on a rotating basis.

Ethics

Ethical Principles For Art Therapists

American Art Therapy Association's Code of Ethics

<https://arttherapy.org/wp-content/uploads/2017/06/Ethical-Principles-for-Art-Therapists.pdf>

Art Therapy Credentials Board Code of Professional Practice

<https://www.atcb.org/wp-content/uploads/2020/07/ATCB-Code-of-Ethics-Conduct-DisciplinaryProcedures.pdf>

Ethical Principles For Counselors

2014 American Counseling Association's Code of Ethics

<http://www.counseling.org/resources/aca-code-of-ethics.pdf>