

# Program Handbook 2023-2024

## Seton Hill University

### Master of Arts in Art Therapy with a Specialization in Counseling



This Program Handbook serves as a reference guide regarding the program's policies, procedures and services. The [Seton Hill University Catalog](#) also contains policies, procedures and information for graduate students and should be used in conjunction with this program-specific handbook. In addition, students completing Practicum/Internship should also be familiar with the policies and requirements in the Practicum/Internship Handbook.

**Updated June 2023**

## MESSAGE FROM THE DIRECTOR

### Welcome to the Seton Hill University Master of Arts degree Art Therapy with a Specialization in Counseling.

When you study Art Therapy with Counseling at Seton Hill you participate in a voyage of self-discovery. You learn how to create art that draws on sensory/bodily exploration along with unconscious feelings and thoughts. You learn how to interact with images in ways that elicit their deeper meanings, and you learn how to respond to your own art and the art of others in ways that engender trust and encourage further self-exploration. You will be educated and trained to question the basis of current mental health care practice, and to challenge prevailing models and assumptions. The entry-level curricula also reflect the importance of effective team participation in an inter-disciplinary and rapidly changing mental health care environment. Throughout, you learn a lot about yourself and the natural gifts you have to bring to a helping practice.

The 63-credit course of graduate study is academically challenging and personally demanding. Faculty who teach in the program strive to maintain an environment in which future helping professionals learn from experience what it is like to be challenged and supported at the same time. We hope that any student who attends Seton Hill comes expecting to participate in co-creating a compassionate, nurturing and challenging environment.

The program can be completed in as few as eight semesters with most, though not all, classes meeting in the evenings and four are fully online. Classes are taught by credentialed professionals in the fields of art therapy, counseling, and marriage and family therapy. The Seton Hill program faculty base their teaching upon research studies, clinical service, supervision and participation in their respective professional associations. Consequently, students are exposed to state-of-the-art curricula, which are continually being reviewed.

Students are encouraged to place an emphasis on their personal and professional development and to participate in professional practice and professional organizations and networks outside of the program, to fully engage in experiential learning activities embedded in the curriculum, and to be reflective and reflexive on self in relation to course content. The faculty adheres to the codes of ethics of their respective professional credentialing associations. ( American Art Therapy Association, Art Therapy Credentials Board, American Counseling Association, American Association for Marriage and Family Therapy)

The Seton Hill University M.A. degree in Art Therapy with a Specialization in Counseling has been continuously Approved by the American Art Therapy Association (AATA) since 2000. Graduates of the program have become Registered and Board Certified (ATR-BC) by the Art Therapy Credentials Board (ATCB) and have become Licensed as Professional Counselors (LPC) in the state of Pennsylvania.

The faculty extend best wishes and good luck to you as you start your professional preparation and academic program. We also offer our knowledge, support, and guidance while you work towards the successful completion of your Master's degree.

We welcome you here as you combine your love of art and your love of engaging with and supporting others into a meaningful and creative career and we look forward to working with you.



**FACULTY AND STAFF CONTACTS**  
(see the program website for our bio's)

<https://www.setonhill.edu/academics/graduate-programs/art-therapy-ma/>

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Graduate Program Director

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Administrative Assistant

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**Additional Adjunct Faculty**

Consist of credentialed Art Therapists, Marriage and Family Therapists and Counselors.

**Paige Beckwith, ATR-BC, LPC**

**Brittany Edge, LMFT**

**Stephanie Hamilton-EL, MA, ATR-P**

**Jessica Higo Walbridge, MA, ATR-BC, LPC**

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**Library Resources**

Adam Pellman

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**Dean of the School of Visual and Performing Arts**  
(oversees all art programs, including Art Therapy)

Dr. Kellee Van Aken

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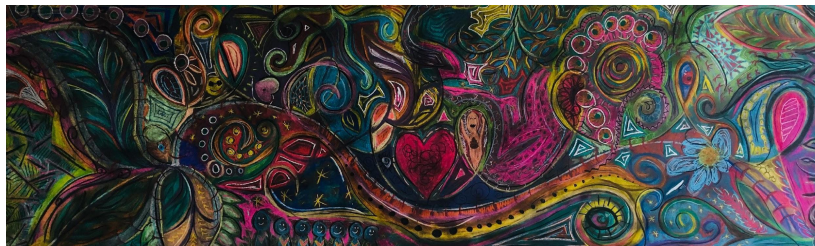


Figure: Life of the Group Class closing mural contributed by class of 2019

## PROGRAM AIMS

*"Tell everyone about art therapy, sing its praises, and be willing to explain what it is many, many times over. Find your passion either within or on the fringes of the field. And then make things happen. Don't expect your dream job to fall into your lap, but be willing to advocate and fight and create and educate and search and work and fail and try again to make your professional dreams come true."*

- Catherine Hyland Moon, ATR-BC

Moon, C. (2015). Letters to a young art therapist. In M. B. Junge (Ed.), *Becoming an art therapist*. (p. 143). Charles C. Thomas.

### **Mission Statement**

We develop clinically competent, ethical, and compassionate practitioners of tomorrow who care for the whole person, think and act critically and creatively, embrace collaboration and flexibility, and are committed to transforming the world

### **Program Goals: (What faculty aim to achieve)**

- To holistically prepare Art Therapists who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession. Graduates will be adept in facilitating culturally responsive art therapy approaches infused by thoughtful assessment and ethical decision-making.
- To foster insight and self-improvement through strategies for reflection, feedback, self-care and personal art making. The capacity of students and graduates to think clearly, creatively, and with curiosity about new possibilities will allow vital insights about service participants, art therapy processes, and the helping process to occur.
- To prepare innovative scholar-practitioners who are able to observe, analyze, critique, and evaluate the discipline, its current research, research methodology, and the relationship between its theory and practice. Graduates will establish a professional philosophy which incorporates responsibility to an equitable and just society in their professional work.
- To prepare human service professionals who practice collaboratively and with flexible and adaptable responsiveness to systemic needs of a variety of settings. The quality of mental health and wellness supports provided within the region will be enhanced through inclusion of creative approaches.
- To ensure students and graduates become active participants in their community. Graduates will be committed to lifelong learning, professional identity development and ongoing responsibility to both the art therapy and counseling profession.

### **Educational Objectives: (What students will aim to achieve )**

Upon completion of the Master of Arts in Art Therapy with Specialization in Counseling, students:

1. Critically analyze research literature and field-related research, its application to practice, and evaluation of services.
2. Conduct case-conceptualization and treatment planning that integrates a biopsychological perspective.

3. Integrate theory and current approaches from art therapy, counseling, and family systems to develop effective assessment, diagnostic processes and corresponding treatments.
4. Apply strategies of ethical and legal reasoning, including ethical standards of the art therapy and counseling professions to arrive at principled decisions.
5. Critique how theories, methods and the intersectionality of power, privilege and oppression either help or hinder practicing anti-oppressively.
6. Create effective therapeutic relationships with attention to visual, verbal, behavioral and metacommunication between the therapist, client(s) and artwork.
7. Identify, examine, and address self-of-the-therapist issues as they arise.
8. Distinguish among the therapeutic benefits of a variety of art processes, media potentials, therapy structures and therapeutic environments adapted to personal, family, group, and community concerns.
9. Design and deliver art therapy programs that include a focus on interprofessional collaboration along a continuum of care.
10. Complete and evaluate self-directed participation in professional organizations, extra-curricular training and service activities to enhance lifelong professional identity development and learning.

## PLAN OF STUDY

### Required Courses

#### **M.A. in Art Therapy with a Specialization in Counseling (63 Credits/21 courses)**

<b>Course #</b>	<b>Title</b>	<b>Terms offered</b>	<b>#Credits</b>
SAT 500	AT Theory and Practice	Fall	3
SPY 515	Counseling: History and Practice	Fall	3
SPY 520	Interpersonal Processes	Fall	3
SPY 590	Prof/Leg/Eth Issues	Spring	3
SAT 585	Multicultural Therapy	Spring	3
SAT 525	AT with Children	Spring	3
SAT 540	AT with Groups	Fall	3
SAT 555	AT Studio	Summer	3
SAT 565	AT with Adults	Spring	3
SAT 570	Issues in AT Practice	Fall	3
SAT 595	Couples and Family Systems	Fall online	3
SPY 915	Intro to Research	Summer hybrid	3
SPY 500	Psychopathology	Summer online	3
SPY 510	Lifespan Development	Spring	3
SPY 525	Assessment	Fall	3
SAT 560	Trauma Theory and Practice	Spring	3
SPY 565	Voc and Career Counseling	Summer online	3
SAT 575	Addiction and Recovery	Summer online	3
SAT 600	Practicum/Internship 1	Fall/Sp	3
SAT 601	Internship 2	Fall/Sp/Sum	3
SAT 930	Culminating Project	Fall/Sp	3

**Course descriptions can be found on the program website:**

<https://www.setonhill.edu/academics/graduate-programs/art-therapy-ma/>

The 63-credit program is comprised of twenty-one 3-credit courses. At minimum 15 are courses that are taught by board certified art therapists (SAT Art Therapy courses) and nine are more commonly taught by professionals in related mental health fields, though in some instances art therapists who are dual credentialed in both art therapy and a related mental health profession may be teaching the material (such as for some SPY Psychology courses).

All course content meets current educational curriculum standards for becoming Registered and Board-Certified (ATR-BC) as an Art Therapist and Licensed as a Professional Counselor (LPC) in the state of Pennsylvania.

We strive to create a learning environment that is scholarly and rigorous. The curriculum is a blend of knowledge and practical experience. In addition to acquiring specific knowledge and skills, students are also provided with opportunities for self-explorations and personal growth. Learning to be a “reflective practitioner” will allow you to facilitate growth in others partnered with a high degree of self-awareness and a desire to explore avenues for continued growth and feedback. Learning to be a “critically reflexive” practitioner will foster your ability to unpack assumptions, bias, and what you don’t know you don’t know.

The Seton Hill program is theoretically "integrative" in approach and also gives students grounding in systems thinking as some classes are taught by Marriage and Family Therapists. An emphasis on the self-of-the-therapist is woven throughout. Students are exposed to a wide range of theoretical paradigms and also the continuum of settings within which art therapists work and are encouraged to integrate them in ways that make sense for work with the populations of their choosing.

### **Full-time and Part-time Study**

Full-time study at the graduate level is 9 credits (3 courses) per semester. Students taking fewer than 9 credits are considered part-time.

*Please be aware that lending institutions (for student loans) typically consider graduate students to be "full-time" when taking 5 or 6 credits. If you are borrowing money/using student loans to pay for your graduate education, please check with your lending agency about how they define full-time and part-time, and also what is needed to continue to defer any undergraduate loans.*

We are often asked why students may only take up to 9 credits (3 courses) per term. The program is very labor-intensive. There can be 6 to 8 hours of preparatory work required outside of class time for each course with weekly in-class time as well. Graduate art therapy programs are mostly 60 credit programs at minimum, but some others entail students not working and thus involve more classes each term. Our program is established to allow students to develop a work-academic balance. As such, our program is at minimum completed over the span of almost three years, essentially a 27-month program, or 8 terms.

Please plan your work schedule to allow for 3 hours of in-class time and 6 hours of outside of class preparation time weekly for each course. **Three courses a term can entail a total of around 25-27 hours weekly time devoted to academics.** Given this, we do not recommend student who are taking three classes a term attempt to work full-time in an employment setting. Part-time employment better allows students to manage the intensity of academic responsibilities. For students who wish to or need to be employed full-time while in graduate school we recommend taking two classes a term

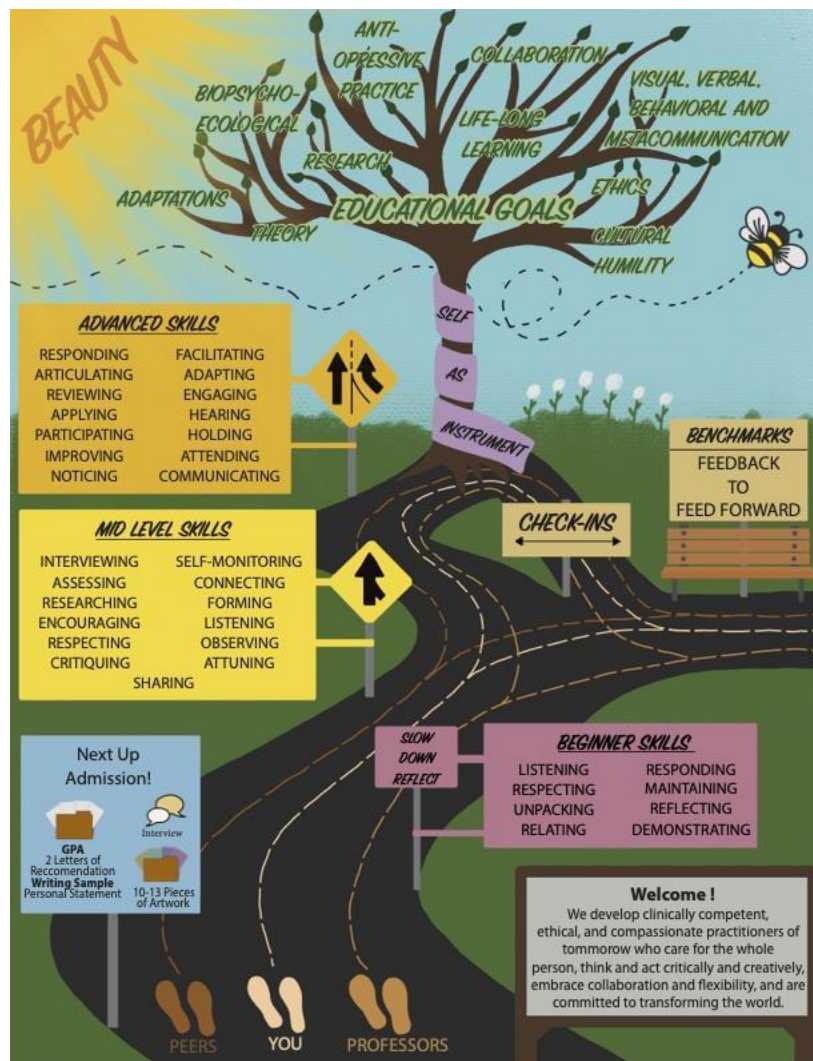
You may find the recommended course sequences for full-time and part-time study on the [“Art Therapy FAQ” tab of the program website](https://www.setonhill.edu/academics/graduate-programs/art-therapy-ma/)

<https://www.setonhill.edu/academics/graduate-programs/art-therapy-ma/> Please note that because most

of the courses are planned according to a meaningful unfolding of skills and learning, it is not possible to complete the program in less than eight semesters.

Each term the graduate program director, who is also your advisor, will meet with you to discuss your progression in the program, your felt and observed sense of learning, any concerns you would like to discuss and will also work with you to plan the next term of classes. You will be able to enroll in the next term of classes with confidence you are moving through the program effectively. Should a change in the required sequencing of classes be needed, this will be discussed during your advising meetings.

## How does a student progress through the program?



Expectations for knowledge and skill development are communicated to students by way of the program's Learning Objectives, written Plans of Study, Syllabi, assignments, and also the following explanations of developmental learning which are discussed with students on an ongoing basis.



*Stepping Forward: Ashley Abigail Ressoreccion*

**Year one** begins with review of foundational skills in self-awareness, responsiveness to others, cultural competency and ethical practice, including examination of one's own assumptions. Guided interactions with peers and community volunteers are related to theoretical material being read and discussed in class. Students engage in art making processes and learn to reflect on and learn from their own imagery as well as the imagery of others. Students also revisit their assumptions about artmaking and the story of themselves as artists during a Summer Studio which involves weekend intensives.

**Mid-level students** further work with peers in classes and with "volunteers" who provide written, informed consent to participate in out-of-class exercises. Students are required to reflect on their interactions with others and on the assessments and techniques used. Further clinical skill development incorporates case conceptualization, treatment planning, the assessment process and diagnostics. Students continue to integrate these experiences with related readings and class discussions and use their own artmaking as a learning tool even as they continue to practice facilitative artmaking with community volunteers and mock clients from undergraduate majors at Seton Hill. Artmaking continues to be woven into a number of classes.

**At a more advanced level** students work with clients, under supervision, at practicum and internship sites. It is at this stage in the program that students pursue their specializations. Students process their practicum and internship experiences with a faculty member in small groups of peers. During supervision they are exposed to a wide range of client needs, differing art therapy approaches that meet those needs, and academic and professional material that relates to those differing needs and approaches. Weekly responsive artmaking occurs within Internship supervision class as a way of fostering understanding of and empathy for client needs.

**The final term** of the program entails the culminating integrative thesis. Students return to core knowledge/skill/attitudes at successively deeper levels as they progress through the program and master new skills along with deeper understanding and continuing reflection on their work. The culminating project is an integration of the student's experiences as an art therapist-in-training. Students are required to focus on an area of specialization or interest to them. Each student must create a product that reflects their unique integration of reflective and scholarly approaches to art therapy practice. Art-based inquiry is a core model for thesis development and the final oral presentation results in the student sharing the long-term progression of their artwork through video or in-person oral presentation.

**Research, Literature Review and Information Fluency skills are fostered throughout the program**

During year one, students complete an Introduction to Research course where they learn to be consumers/readers of research and to understand processes for collection and analysis of data. These skills are further applied throughout all program classes and are utilized during writing of the culminating thesis.





## **How will I know when classes start each term, and when the term ends?**

The Academic Calendar for each term is posted to the program CANVAS page and will be provided to you during Advising Meetings in which you will discuss courses to register for in the upcoming term. If you wish to locate the Academic Calendar on your own, it can most easily be found on the Seton Hill website landing page, under the “Academics” tab. The Art Therapy program follows what is known as the “Traditional” calendar.

## **Academic Advising and Registration**

During each term, you will meet with your advisor (the program director) 1:1 to participate in an evaluation process and self-assessment along with your academic advising. The evaluation process serves three primary functions: (a) To provide students with direct feedback relative to their progress that will enable them to enhance their strengths and identify opportunities for growth in their academic, professional and personal development (b) To provide faculty with information about student progress which facilitates decisions in the best interest of students and the profession (c) To offer students a chance to share any concerns they are experiencing with the program design, teaching practices and learning activities.

## **Practicum and Internships**

Practicum/Internship 1 (SAT600) and Internship 2 (SAT601) occur during the last two semesters of the program. Prior to enrolling in SAT600 students have had mini-practica working with "volunteers" in courses such as SAT525 AT with Children (includes a 4-week mini-practicum with a volunteer child); SAT565 AT with Adults (includes several sessions with volunteer adults); SAT570 Issues in AT Practice (includes a workshop with Physician Assistant students at Seton Hill)

Practicum/ Internship 1 (SAT600) and Internship 2 (SAT601) require a total of **700 hours**.

SAT600 includes a 100-hour practicum and a 250-hour internship.

SAT601 includes a 350-hour internship.

SAT 602 can be taken for 1 – 3 credits if more time is needed to complete 700 clinical hours beyond two terms.

Typically **25 hours per week** must be allotted in order to complete the hours required for each semester of Internship. These hours include: direct client contact hours at the selected agency (usually 12 - 13 hours per week); supervision at the agency (1 hour per week); supervision on campus (3 hours per week); and assorted administrative (non-direct client contact) hours.

While it is possible to continue working while completing the practicum/internship experience, it is not recommended to attempt to work full-time during this final third year of studies. The importance of mastering clinical skills through extensive hours at site, coupled with coursework in other classes, entails a focused commitment. In addition, supervision with art therapy faculty occurs during a three hour daytime/weekday course on campus and cannot be rescheduled to an evening slot, due to need for resources in the classroom which is used for other evening courses. You will need to arrange your work schedule to allow for completion of site hours, and also attendance at campus supervision once per week during regular daytime work hours.

## **Setting up Practicum and Internships**

Prior to enrolling in SAT600 students attend an Internship Information Workshop. At that time students are provided with all the guidelines and resources needed for identifying and setting up practicum and internship sites.

- \* Students are expected to contact agencies directly, using guidelines provided.
- \* Students may request to work at agencies that currently employ an art therapist or ones that do not have an art therapist, but have as an alternative a licensed mental health professional willing to supervise.
- \* Students may request to work at agencies that have hosted Seton Hill art therapy interns in the past, or ones that have never had an art therapy program and are interested in developing one.
- \* The Practicum/Internship Coordinator assists students with arrangements for the internship and, along with the program director, gives final approval of all sites.

## **Culminating Project and Oral Presentation**

Students complete a **Culminating Project** in SAT 930 which are typically related to the student's chosen area of specialization and summarize the work the student has done personally, academically, and professionally while in the program.

Competencies integrating readiness for graduation and entry-level work as an art therapist are synthesized in the culminating project. Students identify an area of focus in the proposal stage; two advisors and the program director approve the proposal; an advisory committee then uses a rubric that is populated with competencies and core skills to assess the student's ability to integrate and synthesize. An electronic version of the culminating project is included as part of the permanent collection of the SHU Reeves Memorial Library.

Students also offer an **Oral Presentation** of the material contained in the Culminating Project, presented in a creative way. Oral Presentations are usually given through Zoom in order to encourage attendance by not only faculty, but other students and peers (friends and family may be invited too).

## **PERSONAL, PROFESSIONAL AND ARTISTIC GROWTH TOUCHPOINTS**

### **Artistic Growth**

While you are a student in the art therapy program you are expected to maintain active involvement in your own personal art making. Please plan your weekly schedule so that you have ample time for your studies, and your artistic endeavors. Studios and Classrooms throughout the SHU ARTS Building are open to Art Therapy students for studio work anytime classes are not being held in a room. Schedules of when rooms are available are posted to each door and to the program Canvas page. Please enjoy and take full advantage of the SHU ARTS building! Almost any supply you might need is available here, and the light and large open spaces inspire.

Many art supplies are provided to students through course fees and donations, however, you are encouraged to supplement those supplies as needed. Students may store personal artworks in progress in the core art therapy classrooms and may store personal supplies in a locker on the third floor of SHU ARTS if you wish.

## **What sort of Professionalism Development Growth is Expected?**

Non-academic abilities are essential for meeting the demands of a graduate training program and for the delivery of safe, effective client care. The following Professionalism Behaviors are reviewed and reflected on by students and assessed by faculty throughout the program. Early LEVEL ONE courses in the program are considered opportunities for formative assessment while LEVEL TWO courses are considered higher level assessment. Student **Strengths** and also **Opportunities for Growth** are a part of this ongoing review.

Feedback from a variety of faculty will be provided to students by use of the following rubric. The rubric will be completed in Tevera, where students will be able to see and sign-off on the feedback, and conduct follow-up discussion on their professional growth at touchpoints throughout the program.

1	2	3	4	5	<i>N/O</i>
Insufficient or harmful level of competency. Immediate attention to improvement needed.	Limited competency. Intentional and committed plan for improvement needed.	Near expectations. Developing toward competency with potential for further consistency and room for growth as a student. .	Meets competency regularly and consistently, with room for continued growth as a student.	Displays exemplary consolidation of professionalism at level of readiness for entry level into practice. Identifies opportunities for continued development throughout career.	Not observed-no rationale for scoring

### **IN ORDER TO ENHANCE PROFESSIONAL EFFECTIVENESS, A STUDENT IS EXPECTED TO :**

#### 1) DEMONSTRATE SENSITIVITY

*Inattentive [1] to Attentive [5]* [ 1 2 3 4 5 ]

Demonstrates compassion and concern for others by attending to the feelings, experiences and perceptions of others. Manifests alertness to how personal attitudes, values, and behaviors affect others. Attends and responds to social cues and team dynamics in order to work effectively with others. Seeks to enhance professional communication and establish rapport through give-and-take communication flows. Manages conflict and initiates difficult conversations when needed in order to better handle personal reactions in relationships, more effectively navigate interpersonal differences and manage potential for triangulation (gossip).

#### 2) DEMONSTRATE INTEGRITY

*Inattentive [1] to Attentive [5]* [ 1 2 3 4 5 ]

Complies with standards, policies and practices set forth in course syllabi, university catalogue and program handbooks. Integrates professional ethics into one's repertoire of professional behaviors. Maintains sensitive and confidential interpersonal relationships with peers and clients. Maintains confidentiality and security in email and social media communications. Consistently uses open, honest and accurate statements in dealing with others.

#### 3) DEMONSTRATE ACCOUNTABILITY

*Inattentive [1] to Attentive [5]* [ 1 2 3 4 5 ]

Arrives to class-time and field experiences demonstrating preparedness. Turns in thoroughly completed assignments on time and takes responsibility for missed work. Makes strong effort to obtain feedback and integrates constructive criticism given in classroom and field settings. Self-driven ability to be aware of and accountable for personal reactions to classmates, faculty, clients and treatment process. Monitors self for potential impairment and communicates with supervisors or instructors if concerns arise. Communicates with program director regarding symptoms or behaviors of significant impairment or personal distress which have potential to impact delivery of safe client care. Takes initiative in addressing professional weaknesses in measurable ways.

#### 4) DEMONSTRATE MOTIVATION AND CURIOSITY

*Poor Initiative [1] to Strong Initiative [5]* [ 1 2 3 4 5 ]

Demonstrates creative thinking and openness to new perspectives when engaging with reflective exercises (art, writing, peer discussions). Embraces risk-taking in these processes in order to broaden potential for learning. Makes obvious and significant contributions to class discussions and on projects that involve others in order to actively contribute and promote own and other student's learning. Asks questions and offers responses that show inquisitive interest in other's concerns and ideas. Self-directed in taking in diverse knowledge beyond the classroom by independently exploring new resources to extend learning and strengthen professional skills.

5) DEMONSTRATE EMOTIONAL STABILITY

Unable [1] to Able [5] [ 1 2 3 4 5 ]

Maintains professional behavior and demeanor when faced with challenging situations. Monitors personal well-being and responds proactively to one’s own personal stress, emotional needs and reactions that interfere with professional functioning. Identifies and responds to personal limitations, triggers and situational impairments that have potential to lead to professional impairment. Actively addresses symptoms or behaviors of sufficient dysfunction or personal distress which have potential to compromise client/therapist integrity. (Rather than implying only “positive” emotions are valuable, we wish to emphasize that the entire range of emotions are welcomed and respected for the vital intelligence they carry. Being emotionally regulated allows us to control the expression of emotional response and maintain a responsive stance of client-centered and safe care.)

6) DEMONSTRATE FLEXIBILITY

Inflexible [1] to Flexible [5] [ 1 2 3 4 5 ]

Adapts to changing environments, unexpected events and new situations. Willing to abandon non-productive strategies, consider new approaches and novel ideas. Able to “read the room and flex” effectively. Values collaboration and willing to help in return. Learns to function in the face of uncertainties inherent in the concerns of many clients and the therapeutic relationship. Has the flexibility to function effectively under stress, including emergency situations

7) DEMONSTRATE DEVELOPING SELF-AWARENESS

Inattentive [1] to Attentive [5] [ 1 2 3 4 5 ]

Practices self-awareness as not merely a ‘state of knowing” but also a manner of personal development that includes reflecting upon experiences, reflecting on the meaning of experiences, and engaging in an active process of intentionally working towards personal growth. Exhibits a willingness to engage in self-examination, challenge personal assumptions and apply corrective feedback. Monitors professional competency in order to demonstrate an accurate awareness of personal strengths and areas for growth.

STUDENT’S STRENGTHS:

STUDENT’S OPPORTUNITIES FOR GROWTH:

\*\*\*\*\*

*Items scoring below competency (below a three) for the first time will be addressed through a verbal discussion with the student’s advisor and a self-reflection from the student on a written plan for improvement.*

*If a student scores below a three in the same category a second time, the student and the Program Director will create a written Performance Improvement Plan which will be accompanied by review from the Progress Review Committee (composed of Core Faculty and the Dean)*

*Items scoring below a three a third time will result in the student being placed on Program Probation with formal written notification from the Dean and Program Director. Lack of improvement in deficient areas may result in dismissal from the program.*

*\* This document is not intended to address issues of student impairment that fall under the purview of the Americans with Disabilities Act (ADA). Any student having an illness or physical disability that affects his/her ability to function satisfactorily in these areas must contact the Office of Disability Services in order to document and request appropriate accommodation.*

**Our Commitment to a Supportive yet Challenging Training Environment**

The Seton Hill Art Therapy program fosters a community learning environment where student’s competencies are seen as a developmental learning process. Faculty and supervisors take an active role in assisting the student in increasing their awareness, acquiring skills, and applying knowledge to develop competent practices when working with diverse populations. Students as well as faculty are engaged in ongoing commitment to increasing knowledge, skills and awareness through self-reflexivity. A **self-reflexive** person goes back over their life and reflects on where they may not have been totally honest or aware in what they said or did. The purpose is to build awareness of the impact we are having on others, which may be effective or ineffective in terms of getting needs met while tending to the needs of others.

But insight is not just developed by looking within or looking back. Feedback from others about the impact

we make on them can also be an important part of developing awareness.

## **Our Culture of Feedback and Feedforward**

Our Culture of Feedback and Feedforward includes the expectation that we will “tell one another the truth” within psychologically safe and confidential spaces such as classes and advising meetings. It also includes channels for feedback to leaders, including instructors teaching your classes, as well as with the Program Director on an ongoing basis. Feedback is viewed as a gift, and allows for a deepened sense of self. Insight and self-awareness occur through internal explorations within oneself, along with the reflection that others can convey regarding their experience of us and our impact on them. Internal and external feedback combine to create insight, self-awareness and accountability.



*Figure: The Guardian- Beginning  
by Patricia Ghubril*

## **The Program’s Position on Personal Therapy:**

Many classes in the Art Therapy with a Specialization in Counseling program require students to engage in self-reflective activities that occasionally tap into deep-seated personal issues. Students must be aware that the purpose of these activities is educational, not therapeutic, and that the class is not designed to address these issues as follow-up if they arise. All students are encouraged to participate in on-going personal therapy, either individually or in groups, with trained professionals who have no relationship to the Seton Hill University training programs.

It is particularly recommended that aspiring therapists participate in therapy services during their time here, as becoming a therapist requires an understanding of the client experience and entails significant personal growth and development. The opportunity to “be in the other chair” and to gain first-hand experience in the counseling setting can be invaluable for future art therapists. The program’s Progress Review Committee also reserves the right to require counseling for a student in order to remain in the program. Students must engage therapists with no teaching, supervisory or administrative duties in the program.

Seton Hill also provides short-term counseling to students for free through the Counseling Center (**see bottom of MY SHU**). Additionally, the Blackburn Center for Domestic and Sexual Violence provides counseling to students. **(24 hours): 1-888-832-2272** Information revealed in sessions is treated as confidential and services are provided by people who ARE NOT involved in the faculty decision-making process regarding a students’ program advancement.

Additionally, a list of **Art Therapists** in the area, including in the Pittsburgh and Greensburg region, is also available from the Program Director with no questions asked, or via the program’s CANVAS page.

## **Opportunities To Observe Art Therapy In Action:**

During the academic years leading up to Practicum/Internship experiences, many students benefit from observation of art therapists. A list of individuals who may be willing and able to allow observation is

maintained by the program director and also made available on the program CANVAS page. Students are encouraged to initiate observation or shadowing opportunities.

In addition, Reeves Library includes film streaming as part of what is made available to students as part of a subscription package. One such resource, available to registered students to stream from campus or home, is the Film Library of Expressive Media. <https://www.expressivemedia.org/filmlibrary/> . This e-learning resource makes available over 125 hours of films about the Creative Arts in Healing, including clinical sessions, conference presentations and interviews with experts on the topics. Art, Drama, Dance, Music & Play in Therapy are covered.

## UNIVERSITY AND PROGRAM POLICIES

### **University Catalogue Graduate Academic Policies- located on MYSHU**

The **University Catalog** may be accessed by going to MySHU, scrolling to the bottom and locating the link to the University Catalog, along with a number of other Campus and Student Services. Via the University Catalog, locate the section for [Academic Policies](#)

There you will find descriptions of important information in regards to the following areas.

- \* Academic Standing
- \* Academic Integrity Policy
- \* Disability Statement
- \* Grievances and Complaint Processes
- \* Leave of Absence
- \* Withdrawal from a Course or University
- \* Military Call-Up
- \* Time Limit for Completion of Work
- \* Transfer of Coursework
- \* Request for an Incomplete Grade
- \* Disclosure of Student's Personal Information or Records and the Family Educational Rights Privacy Act (FERPA)
- \* Tuition Refund Policy - located on the university website > Student Accounts > (use the search engine to find this department) > Forms and Policies > Refund Policy. If needed, the process for requesting a medical appeal of this policy may be obtained from the Student Accounts Department.

### **Additional Program and University Policies and Resources to take note of**

#### **CANVAS Portals:**

As you settle into your studies and the program, please remember you have been invited into a Canvas portal for **new** students and which can be accessed at <https://shu.instructure.com/enroll/694DHK>. This CANVAS page provides a list of services most often used by Graduate Students.

In addition , there is a CANVAS page specifically for the Graduate Art Therapy program which provides a variety of information and resources as a “one-stop-shop” in order to ensure your success as a student and **member of the community**. You can locate this Graduate Art Therapy program page under “my courses” on CANVAS, once you have accepted the invitation to join.

#### **Additional Fees**

Throughout the course of the program, students will be required to pay additional fees for:

- Clearances and TB testing for course field experiences, for Internship and for Student Liability Insurance during Practicum and Internship. The fees are not determined by the department and are subject to change.

- Course Fee for Art Supplies: Basic art supplies, for use in class and with volunteers, are purchased in bulk by the program using course fees you have paid for in some, though not all, classes. If a class has a course fee, it is indicated in the course description and syllabus.
- Course Fee for Student Administered Psychological Assessment: The Course Fee for the Assessment class covers the purchase of materials for practice training in the use of psychological and art therapy assessment.
- The Mobile Learning @ the Hill program provides students with a Macbook Air laptop. Students will have complete access to this technology for classes as well as for personal use, and retain the technology upon completion of the degree. The technology fee paid each semester for this includes wireless campus and internet connection, email and calendar, Canvas LMS, tech support, printing, and ability to purchase Apple products at a discounted price.
- Tevera Fee (see below)

**Tevera Fee** <https://tevera.com/>

In addition, there is a \$200 fee during your first term for purchase of access to Tevera. This one-time purchase is valid for life. Tevera will allow you to:

- Search for approved field sites in your area that complement your professional interests and personal strengths.
- Complete your SHU field application and preliminary assignments.
- Apply for and confirm your field placements online.
- Track your hours toward graduation and licensure after graduation
- Run time tracking reports for your field instructors to sign.
- Automate the process for submitting course field assignments, site evaluations, and other program assessments.

**Clearances, TB Test, Liability Insurance Program Policy**

Art Therapy programs at Seton Hill University have instituted a Clearances Policy for background checks as mandated by the Commonwealth of Pennsylvania in Act 24 of 2011, Act 34 of 1985, and Act 114 and Act 151 of 2006.

Additionally, current laws generally permit a state/national licensing/certification board or agency to deny a license/certificate to practice if the applicant has been convicted of a felony or other specified crime. Clearances are required by the program in order to ensure that students' have followed through on their responsibility to know whether they are eligible for licensure/certification. If you have been convicted of a crime, it is your responsibility to find out if your background will prohibit you from being licensed/certified and to be employed in your specific field. Seton Hill University and the Graduate Programs' faculty and staff are NOT able to provide legal advice.

The Art Therapy Program Clearances Policy requires that all graduate students enrolled in Seton Hill's Art Therapy courses that require class Field Experiences with volunteers or as part of Internship submit updated copies of the following clearances to the Program Director. Results of student clearances and TB tests will not be disclosed to other faculty in the program.

- Pennsylvania State Police Criminal History Record (Act 34),
- Pennsylvania Department of Public Welfare Child Abuse History Clearance (Act 151),
- Federal Criminal History Background Check (FBI/fingerprint check) (Act 73),
- P.P.D. (TB) Test , (please note an Internship site may require the 2-step TB, not just one step)
- Graduate students completing Practicum/Internship must also obtain Liability Insurance

Further directions, with step-by-step instructions for obtaining these clearances and materials are available on the "Graduate Art Therapy" program CANVAS portal.

**Non-Discrimination Statement**

As an assurance that Seton Hill and program faculty are committed to treating students in a fair and non-discriminatory manner, the Seton Hill non-discrimination policy states:

*Seton Hill University prohibits and will not engage in discrimination or harassment on the basis of race,*

*color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran, or a veteran of the Vietnam era. Further, the University will continue to take affirmative steps to support and advance these values.*

Within the Seton Hill University Art Therapy program, it is expected that students become aware of their biases towards others to prevent possible client harm in the future. Discrimination towards clients, other students, or faculty whether it is based on attitudes pertaining to race, ethnicity, socioeconomic status, age, sex, gender identity and expression, sexual orientation, familial status, disability or religious affiliation will not be tolerated.

The American Art Therapy Association Ethical Principles for Art Therapists (2013) states: (7.1 Multicultural and Diversity Competence) *Art therapists do not discriminate against or refuse professional service to anyone on the basis of age, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, socioeconomic status, or any basis proscribed by law.*

The 2014 American Counseling Association Code of Ethics states: (c.5. Nondiscrimination) *Counselors do not condone or engage in discrimination against prospective or current clients, students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law.*

### **Gender Pronouns**

The Art Therapy program affirms people of all gender expressions and gender identities. Please let your course instructors know the appropriate gender pronoun to use for you. Also, if you would like to be called a name other than what is on the class roster, please let your instructor know. If you have any questions or concerns, do not hesitate to contact your instructor.

### **Title IX:**

Seton Hill University is committed to keeping our campus community safe. As a result, you should know that university faculty and staff are required to notify the Title IX Coordinator of any instances of discriminatory harassment or sexual harassment - including sexual assault and other forms of sexual violence, dating violence, domestic violence and stalking. Sharing this information ensures that those harmed are provided appropriate resources, support and their options. What this means is that your *professor/instructor*, is required to report any incidents of sexual misconduct that are directly disclosed to them, or of which they are somehow made aware.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to a faculty member, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now, or in the future.

**Blackburn Center (24 hours): 888-832-2272/ SHU Counseling Center: See MY SHU / SHU Campus Ministry – 724-830-1075**

### **Disability Statement**

If you have a disability that may require consideration by the instructor, you should contact Kimberley Bassi-Cook, the Director of Disability Services at 724-552-1607 or [kbassicook@setonhill.edu](mailto:kbassicook@setonhill.edu) as soon as possible to develop a plan of accommodation. You should schedule a meeting with your instructor so that you can be supported in an informed manner. It is not necessary to disclose to your instructor the nature of your disability. If you need accommodations for successful participation in class activities prior to your appointment at the Disability Services Office, you should offer information in writing to your instructor which includes suggestions for assistance in participating in and completing class assignments.

### **Attendance**

Learning in a graduate professional program is based in large part on the interaction that occurs between instructors and students in the classroom. Regular attendance at class is an expected professional responsibility. All students will be expected to attend and participate in each class instructional period and to miss no more than 22% of overall course time during the term in order to pass each class. Given the experiential and interactive nature of many classes in the program, students must understand that, depending on the course design and learning outcomes, a substitute assignment for a missed class session may not be appropriate. In addition, faculty are under no obligation to approve zoom attendance requests.



**Class Arrival:** Just as we would not show up to a client's session late, we expect that students will be fully present for each class and participate for the duration of the required time. This expectation is critical to ensuring the integrity of the educational process, the academic credentials a graduate of the program receives, and is included in the Seton Hill Academic Engagement Policy. Please arrive on time to class and be ready to start on time and participate the entire time. Late arrival is defined as arriving more than five minutes after class begins. Overall course assessment includes participation and attendance and half a letter grade will be deducted for each late arrival/early departure that is the third occurrence or higher.

**Grading Scheme for courses in the graduate program:**

All Art Therapy students must maintain a minimum semester GPA and a cumulative GPA of at least a 3.0 during all phases of the graduate program. What this means is that students must maintain a B average or better in order to progress through and graduate from the program. Students falling below a B average in any term will be placed on Academic Probation and develop an accompanying plan for remediation. All graduate art therapy academic performance is reviewed through the Graduate Academic Status Committee each semester.

A = 96 – 100 points

Work is consistently exceptional and crystal clear. Marked by originality, sophistication and insight. Integrates depth of personal thought/insight with clear understanding of lecture/readings etc. Excellent integration of course material (lecture, readings, activities).

A- = 90- 95 points

High quality work. Reasonable, clear, sound, and novel contributions. Solid working knowledge and integration of course material and clear personal investment in work

B+ = 87 - 89 points

Work is promising, organized and marked by good understanding of concepts, and investment in the assignments. Could use increased clarity, originality and depth.

B = 83 - 86 points

Satisfactory work which addresses the elements of assignments but may be unclear, or lacking in insight or originality. Understands major concepts/ideas.

B- = 80 - 82 points

Work is inconsistent at times. Misses elements of the assignments on occasion and indicates superficial understanding of major concepts/ideas.

F = 79 and below

**Request for an Incomplete Grade**

Please consult the University Catalog or Program Director for a description of the policy relating to this area. If extenuating circumstances appear as if they will prevent you from completing all of your coursework by the time final assignments are due, contact the Art Therapy Program Director by email, and copy your instructor, to receive directions for requesting an Incomplete. 80% of coursework must be planned to be finished before a Request for an Incomplete can be granted. An "I" appears as the grade until all final materials are received according to a set timeline, and at that time the official final grade is recorded by the instructor and then appears on your transcript. Requests for an incomplete grade may not be requested for the capstone thesis culminating project.

**Dispute Resolution Policy**

If students have questions or concerns about their courses (assignments, instructor feedback, etc.), it is best practice to address the course instructors as an informal resolution (ACA, 2014, Standard I.2.a.). Presenting such course-related disputes to other students, faculty, the Program Director, or the Dean without first trying to resolve the issue with the course instructor could be construed as triangulation. Furthermore, if students are discussing concerns with each other, it can be toxic to the learning environment and considered unprofessional conduct (gossiping) rather than going directly to the faculty member to solve the concern(s). Please also note that complaints about fellow-students, faculty or classes which are aired on social media, or through social media apps, will be considered a breach of

trust and ethics.

If students go to other faculty to discuss concerns, they will be redirected back to their instructors. If a student believes their questions or concerns have not been resolved after speaking with their course instructor(s), then students are encouraged to follow the due process guidelines which are described on the following pages.

If students have concerns about their fellow classmates, then they are encouraged to first attempt addressing such concerns with the respective classmate prior to consulting with their faculty. If attempts to remediate with classmates are unsuccessful, please contact the faculty to set up a meeting. Our profession is one that we need to hold each other accountable and provide each other constructive feedback in order to grow into competent counselors. If feedback cannot be received openly (from faculty and peers) and integrated continuously, this is a professional disposition concern.

### **Resolution of Student Concerns Involving a Faculty Member:**

At the end of every course, students are asked to complete the online/anonymous course evaluations to provide feedback each semester about their experience with teaching and learning practices and assessments.

Seton Hill strives to provide students with a positive, collaborative and healthy approach to solving disputes with faculty. We encourage you to discuss any concerns directly with the faculty member, and in doing so you will be practicing the very skills you are learning to foster in others. Begin by reaching out to and requesting an appointment to speak with the faculty member of your course to discuss the problem or concern. The only exception to a direct meeting with the faculty member is if the student feels in physical danger from the individual. If instead you have a concern about how an approved disability accommodation is being addressed, discuss your concern first with the instructor then if not resolved, with the Office of Disabilities.

If the student has met with the faculty member and is still not satisfied, you may schedule a meeting with the Program Director to discuss an approach to more directly communicating your concerns with faculty. If the instructor is the Program Director, the student should make an appointment with the Dean.

In summary, follow these steps:

- First speak to the faculty member directly and work to achieve resolution
- If conflict still persists, consult with the Program Director
- If conflict is still present, consult with the Dean
- If a concern involves a disability accommodation, reach out to the Office of Disabilities after speaking with the instructor.

If a student is in need of a formal communication pathway for violations of student rights, review the **Formal Academic Grievance process**, commonly related to perception of unfair grading processes, or the **Informal Resolution process** commonly related to concerns about a faculty member. Review Section IV Academic Policies/ Grievances located within the University Catalog which can be accessed via link at bottom of MYSHU. At any point in the process, the student may consult with the Program Director or Dean to fully understand the steps.

### **Written Endorsement for Recommending Students/Graduates for Credentialing and Employment**

Students must have a signed FERPA form on file with the program in order to request faculty provide written letters of reference for employment, ongoing studies or for credentialing purposes. All requests must waive the right to review or see any reference letters which faculty write.



### **Tech and Net-iquette:**

Your MAC will be brought to class so you can join any review of online resources, but please be mindful of when it is important to close the lid and focus on others speaking instead. There are times in the class when we expect students to be present, attentive to whoever is speaking, practicing

skills in metacommunication, and not taking notes or otherwise engaged with online material. For example, completion of class art experientials with related reflection, or review of actual client case material and artwork would be times that are considered a “no notetaking, no tech” zone. Lectures, presentations or review of course assignments would be appropriate times to take notes or politely use technology.

With advanced technologies, there are many new tools available such as voice-to-text or recording apps, in addition to written note-taking. There may be students in a class that are approved by the Office of Disability Services for lecture recording as an alternative to written note-taking and as an accommodation to ensure equal access to class content. Unless formal pre-approval has been obtained from ODS, and discussed with the course instructor, students may not use recording tools or apps to capture class content.

Please be aware, however, that prior to sharing personal/disclosing information with the class, you are responsible to monitor your level of self-disclosure and to state your comments should be “off the record” if you do not want the information captured in any notes (regardless of whether written or recorded). Instructors may also request periods where notes are not taken such as during discussions, art experientials, or review of actual client case material.

### **What about Cohort Social Media Apps and Groups?:**

A significant part of interactions on social media or apps involves passing along interesting content, announcements about social events, or linking to helpful resources. We do not permit student use of social media/apps to back channel specifics of what occurred during class, thoughts or feelings about other students/the instructor, reactions to class discussions or information about any clients. Complaints or concerns are not to be posted but rather taken directly to the person you need to be communicating with, rather than “gossiping or complaining” in an indirect way. Concerns regarding class material should be brought directly to the instructor, while class discussions are to remain private to the in-class process.

We do understand students may use these tools to seek out chances to connect and decompress outside of class or to share and celebrate their professional growth. **Feel free to connect with others on social media or apps about your own artwork, cats, fun events, food, politics, whatever! (just not specific class discussions or anything about other students)**. You are free to utilize your own social media to post your own artwork made in a class activity and thoughts about your own emerging professional identity if you wish (just be mindful of the implications of sharing personal material with the public) In other words, **tell your own story, not others.**

## **STUDENT RETENTION POLICY AND PROCEDURES**

### **Rationale and Procedures:**

Due process ensures that decisions made about a student's progress in the program are not arbitrary or personally biased and requires that programs identify specific evaluative procedures that are applied to all students. This process provides appropriate appeal procedures to students so that the student may challenge the program's action.

The purpose of this section is to delineate the procedures used by the Art Therapy program to a) clarify what is required to graduate from the program b) evaluate student performance c) respond to problematic or inadequate student performance/behavior d) describe the remediation process and ensure that due process is accorded to all parties during the evaluative and review process. The Art Therapy program has a responsibility to assess the progress of each student in order to facilitate academic, professional and personal growth. The process allows the program to provide feedback to students in a timely manner, to encourage student self-assessment and insight, and to offer remediation plans if needed.

### **Responsibilities of all students regarding their academic/professional performance:**

- \* To adhere to the professional code of ethics of the American Art Therapy Association and the American Counseling Association. Students are also expected to adhere to Seton Hill's Academic Integrity Policy.
- \* Knowledge of academic/professional standards.
- \* Acquisition of relevant academic skills and professional competencies.
- \* Graduate students must maintain a 3.0 GPA in order to stay in the program.
- \* Effective management of personal concerns as they relate to academic/professional functioning.
- \* Continuous self-assessment and openness to feedback in regards to growth in personal or emotional characteristics and qualities related to successful performance in a helping profession (Professionalism Behaviors).
- \* Meeting commitments and dates delineated in any Performance Improvement Plan that has been developed

### **Responsibilities of the program in assisting students to attain a level of academic and professional competency:**

- \* Commitment to providing an environment that assists students in meeting their academic/professional goals.
- \* Overall student learning outcomes and related areas of knowledge, skills and values are provided to students and mentored throughout the program.
- \* Faculty and the Program Director are available to address student concerns regarding academic/professional progress.
- \* Continuous evaluation of and feedback to students is provided in regards to a) demonstration of academic competence and b) the student's continued growth in personal or emotional characteristics and qualities related to successful performance in a helping profession .
- \* The program collects input from multiple sources regarding student performance including grades, classroom behavior, practicum/internship evaluations, review of progress during advising meetings, student self-assessment.



*Figure: Synchronicity and Mindfulness by Jessica Higo Walbridge*

### **Responsibilities To Monitor for Professional Impairment:**

Students are expected to maintain open communication with their supervisors and seek assistance on any personal problems that may reach the level of professional impairment or prevent them from performing their field related activities with clients or class volunteers in a competent and safe manner. Faculty and supervisors are required to monitor the services provided by supervisees.

\* As conveyed in the Program's Professionalism Behaviors, we are not implying only "positive" emotions, such as happiness or enthusiasm, have any use or value in the professional sphere. We wish to emphasize that the entire range of emotions are welcomed and respected for the vital intelligence they carry. At the same time, being emotionally regulated allows us to maintain a responsive stance of client-centered and safe care.

Students and faculty in the Seton Hill Art Therapy program are responsible to the codes of ethics for both the American Art Therapy Association (2013) <https://arttherapy.org/ethics/> and the American Counseling Association (2014) <https://www.counseling.org/resources/aca-code-of-ethics.pdf> (If a faculty member is instead licensed as an LMFT under the Marriage and Family Therapy regulations, they follow the code of ethics for their license as well)

These Codes identify ethical considerations relevant to developing and current professionals (inclusive of art therapists/counselors-in-training and their supervisors) and provide guidance intended to inform ethical practice. Several areas of the codes directly set forth ethical obligations of students and their supervisors in regards to responsibilities to clients and monitoring oneself in support of client safety.

**The Code of Ethics of the American Counseling Association include the following areas:**

F.1.a. Client Welfare. A primary obligation of counseling supervisors is to monitor the services provided by supervisees. Counseling supervisors monitor client welfare and supervisee performance and professional development. To fulfill these obligations, supervisors meet regularly with supervisees to review the supervisees' work and help them become prepared to serve a range of diverse clients. Supervisees have a responsibility to understand and follow the *ACA Code of Ethics*.

F.5.b. Impairment. Students and supervisees monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.

**The Ethical Principles for Art Therapists of the American Art Therapy Association include the following areas:**

1.0 Responsibility To Clients

*Art therapists endeavor to advance the welfare of clients, respect the rights of those persons seeking their assistance, and make reasonable efforts to ensure that their services are used properly.*

1.5 Art therapists refrain from engaging in an activity when they know or should know that there is a substantial likelihood that their personal problems will prevent them from performing their work-related activities in a competent manner.

1.6 Art therapists refrain from taking on a professional role when (a) personal, professional, legal, financial, or other interests and relationships could reasonably be expected to impair their competence or effectiveness in performing their functions as art therapists, or (b) expose the person or organization with whom the professional relationship exists to harm or exploitation.

1.7 Art therapists seek supervision or consultation when feeling discomfort or encountering personal and client problems about which they have questions or about which they are confused or uncertain regarding their ability to understand and/or adequately cope.

**Gatekeeping Responsibilities:**

The Graduate Art Therapy Program is committed to taking its responsibilities to client welfare seriously while also creating an environment in which students have appropriate access to resolution of academic or interpersonal problems. This requires honest, open, and assertive communication with all parties involved. Decisions regarding student progress are not arbitrary or subjective. General expectations of students exist and are reviewed throughout the program. Processes and program policies for assessment of concerns, remediation and gatekeeping may be reviewed as follows:

**Level 1:** When a faculty member has an initial concern that a student is experiencing a serious academic or interpersonal difficulty or is engaging in behavior that is potentially problematic for the class or the program, the faculty will first communicate directly with the student about this concern. At any point a faculty member can request a meeting for student remediation. Remediation planning is designed to assist the student in developing options available to correct any academic deficiencies or trainee

impairment. We recognize that students are in a developmental learning process and value students who are open, receptive and reflective.

**Level 2:** If the concern continues or worsens, a **Faculty Concern Form** is submitted to the Program Director and the student is required to meet to develop a written Performance Improvement Plan. This has been designed to document a serious concern that has the potential to interrupt a student's progress through the program. Failure of a class in any given term or if a student is given a score below a 3 in a category on their Professionalism Behaviors rubric for a second time, the student and the Program Director will create a written Performance Improvement Plan which will be accompanied by review from the Progress Review Committee (composed of Core Faculty and the Dean)

The **formal Level 2** review process regarding student remediation may be initiated by any faculty member, internship site supervisor or the program director who evaluates student behavior/performance as 'inadequate' in the area of academic/professional standards, competency or functioning.

Decisions regarding student progress are not arbitrary or subjective. General expectations of students and the program exist. It is the experience of the faculty that the majority of students engage fully in the program and progress in this way. Many of our students excel in all areas of their development. However, at times there are students who need additional help. Faculty, including site supervisors, are ethically obliged and legally bound to gatekeep as a requirement of our credentials and licenses. Gatekeeping occurs at student selection, retention, remediation, and dismissal.

### **The Following Procedures are in Place for Students Needing Further Remediation and Progress**

Following submission of a Faculty Concern Form, failure of a class or repeated low scores on the Professionalism Behaviors rubric, a meeting is set up between the student, the Art Therapy Program Director and the faculty member if relevant. At that meeting a written Performance Improvement Plan for remediation will be developed. The student has the right to submit their comments regarding the content of the plan. The plan allows the students to have the program's goals/expectations in writing and clearly outlined.

Possibilities for courses of action include but are not limited to:

- \* Increased supervision with a faculty member
- \* Reduction in coursework or retaking coursework
- \* No further action if the issue is sufficiently resolved
- \* Written Performance Improvement Plan
- \* Recommendation for personal therapy for the student
- \* Recommending a leave of absence when appropriate
- \* The student may be placed on institutional or program probation
- \* If the processes of probation and remediation fail, dismissal from the program may occur

### **Level 3: Probation, De-acceleration and Dismissal**

Students may be put on Program Probation, their progress through the program may be stopped or de-accelerated or they may be dismissed from the program for the following conditions. All students shall have an opportunity to correct deficiencies during an appropriate period before dismissal is instituted, except in the case when the violation justifies immediate dismissal.

- \* Failure to meet course grade requirements to continue to progress through the program
- \* Failure to resolve faculty concern
- \* Failure to meet required competency levels of the Professionalism Behaviors
- \* Failure to complete Performance Improvement Plans
- \* Violation of the American Art Therapy Association and the American Counseling Association Code of Ethics and/or the University's Academic Integrity Policy
- \* Violation of the policies and regulations laid out in the University's Student Handbook
- \* Failure to pass PY 520 and AT 500 with a B or better in their second attempt (dismissal)
- \* Failure to maintain an overall GPA of 3.0.

**University Academic Probation:** A student must have a cumulative GPA of at least a 3.0 at the end of their prescribed curriculum to receive the Master's degree. Any student whose cumulative grade point average falls below 3.0 in any term will be placed on university academic probation with a formal written

letter. According to the Seton Hill University catalog, In order to remain in good academic standing, a graduate student must not be on institutional probation. Any student whose cumulative grade point average falls below 3.0 will be placed on probation, sanctioned, suspended, or dismissed. A student is allowed one probationary semester while matriculating for the degree. In addition, any student with unsatisfactory performance, as outlined in the program handbook, in any semester or in the program of study may incur [program] probationary status. Failure to raise the cumulative grade point average to 3.0 or significantly improve the level of performance may result in suspension or dismissal from the program. The progress of a student on university academic probation is reviewed by the Graduate Academic Status Committee. All students shall have an opportunity to correct deficiencies during an appropriate period before dismissal is instituted, except in the case when the violation justifies immediate dismissal.

**Program Probation:** Any student who fails a class in any semester or who demonstrates unsatisfactory performance in regards to professional dispositions/professional impairment may incur probationary status established by the program's Progress Review Committee. Failure to significantly improve the level of performance may result in suspension or dismissal from the program.

Final authority regarding continuance in the Program rests with the Provost and Dean of the College of Visual and Performing Arts based on the recommendation of the Art Therapy Program Director.

A student may challenge a suspension or dismissal by petitioning, in writing, the Provost. The appeal must be received in the Provost's Office within fourteen (14) calendar days following the date of the letter informing the student that she or he has been suspended or dismissed. The Provost will review the petition. The decision of the Provost is final.

**Requirements for Graduation** The University grants a Master of Arts degree to those Program students who meet the following requirements:

- a. students must achieve candidacy for the program by passing SPY 520 and SAT 500 with a B or better and may not continue to progress through the program until this has been achieved.
- b. students must achieve a B- or better, or a P if Pass/Fail in all other classes in the program or retake the class. Two attempts are the maximum allowed to achieve these minimum grades.
- c. completion of the required curriculum for the Art Therapy Program
- d. cumulative overall grade point average of 3.0 or better
- e. meeting the Professionalism Behaviors standards of the program at competency benchmarks.
- f. approval to begin Practicum is achieved through successful completion of the skills course (SAT 565) as a pre-internship review benchmark
- g. passing all clinical education requirements including meeting benchmarks for skills rubrics, successful completion of a 700 hour Internship, Culminating Project and Oral Presentation
- h. formal application for degree submitted to the Registrar's Office at least 60 days prior to the anticipated graduation date with the graduation fee paid to the Student Accounts Office



**Where will my career lead me?**

-photo credit Jess Minckley

## AFTER GRADUATION

Six months following graduation from the program, you will receive a survey inquiring about your satisfaction with the program and the education you received. We are interested in learning what ways graduates were prepared for what employers expect and need. The data, with names removed, will be discussed by faculty and the program Advisory Committee so that we can continuously improve the program, and will be included in an Annual Program Review to the Dean.

The Seton Hill M.A. in Art Therapy with a Specialization in Counseling prepares students to obtain professional credentials in two disciplines: Art Therapy and Counseling. The SHU program prepares students for art therapy credentials (which are national) and for art therapy licensure in states which offer it. In addition, the SHU program prepares students for Counseling licensure in the state of Pennsylvania. (licensure is specific to each state) Students who wish to live and practice as counselors in states other than Pennsylvania should check with the state counseling licensure board in their state of choice which may be accessed from this link from the American Counseling Association website: <https://www.counseling.org/knowledge-center/licensure-requirements> Required coursework and required postmaster's experience varies from state -to- state for counseling licensure.

### **“What’s Next?”**

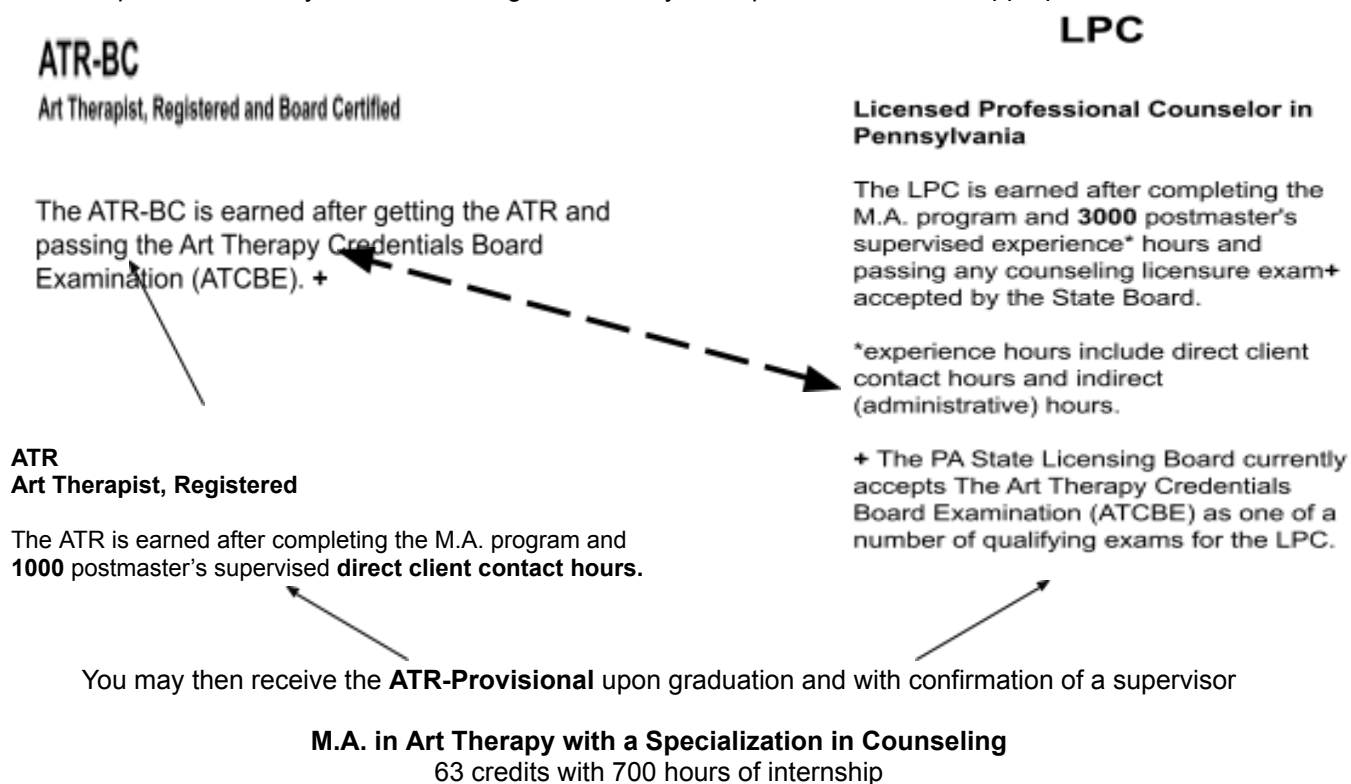
Credentialing and ongoing professional development resources are reviewed in SAT570, Professional Issues in Art Therapy, and several other classes. In addition, a three-hour workshop with related materials will be provided to you prior to graduation. The program director and full-time faculty, along with the Seton Hill Career and Professional Development Center, remain available to you after graduation in order to support career needs.

While the program is not responsible to prepare you for state licensure beyond Pennsylvania, we make every effort to offer a curriculum which can serve this goal and to educate you on variations in state licensure options. During specific classes and prior to graduation students participate in the “What’s Next” workshop to review credentialing and the job search, and the program director is available to also discuss issues related to mental health licensing in other states.



## After Graduation Chart

The chart below illustrates the relationship between the processes required to obtain the separate credentials after graduation. Read the chart from the bottom to the top. **“Double counting” Post-master’s Hours** The 1000 direct client contact hours required for the art therapy credentials may also be counted toward the 3000 hours required for Pennsylvania counseling licensure if your supervisors have the appropriate credentials.



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## Art Therapy Credentials

### ATR-Provisional

Upon completion of the AATA approved 63-credit M.A you may choose to apply for this provisional credential while you work towards full registration. This credential allows you to establish credibility with employers as you continue to work towards full credentialing.

### ATR (Art Therapist - Registered)

After graduating from our 63 credit program **you must complete 1000 supervised, direct client contact hours doing art therapy** to be eligible for ATR status. You may begin counting these hours only after you have completed your master’s degree.

### ATR-BC (Art Therapist - Registered and Board Certified)

After attaining ATR status you are eligible to sit for the Art Therapy Credentials Board Examination (ATCBE). After passing the exam you are an ATR-BC.

*The Art Therapy Credentials Board (ATCB) grants the ATR, designs and administers the Art Therapy Credentials Board Examination, and grants the ATR-BC. See the ATCB website for complete information: [www.atcb.org](http://www.atcb.org).*

## Counseling Licensure

### LPC (Licensed Professional Counselor)

Upon completion of the 63-credit M.A. in Art Therapy with a Specialization in Counseling, **you must complete 3000 supervised experience hours and a qualifying exam** in order to become a licensed counselor in PA. You may begin counting these hours only after you have completed your master's degree.

Currently Pennsylvania accepts the Art Therapy Credentials Board Examination (ATCBE) as one of several qualifying examinations.

*The Pennsylvania State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors determines standards and qualifications for licensing professional counselors. See the State Board website for complete information: [www.dos.state.pa.us](http://www.dos.state.pa.us), then click on Licensing, then Health Related Boards, then Social Workers, Marriage and Family Therapists, and Professional Counselors, then click on FAQ – Application Process*



Figure: Journey's End  
~ by Patricia Ghubril

## PROFESSIONAL ORGANIZATIONS

We stand on other's shoulders. All students admitted to the program are encouraged to become members of national and state organizations. Regardless of whether or not you become a member, all students are bound by the code of ethics of both AATA and ACA.

**AATA + PAATA** : Students are offered reimbursement of half of their professional membership fees if they become members of both the American Art Therapy Association and the Pennsylvania Art Therapy Association. We wish to encourage professional networking and involvement!

### Art Therapy Organizations

**The American Art Therapy Association (AATA)** is a national membership organization that determines art therapy education and practice standards.

Contact: **American Art Therapy Association (AATA)**  
4875 Eisenhower Ave., Suite 240

Alexandria, VA 22304  
1-888-290-0878  
E-mail: [info@arttherapy.org](mailto:info@arttherapy.org)  
Web page: [www.arttherapy.org](http://www.arttherapy.org)

**The Pennsylvania Art Therapy Association (PAATA)** is a state chapter of the American Art Therapy Association and offers training, resources and leadership opportunities to students and alum.

Contact: **Pennsylvania Art Therapy Association (PAATA)**  
Web page: <http://www.paarttherapy.org/>

**The Art Therapy Credentials Board (ATCB)** determines credentialing standards for ATR and ATR-BC, processes applications for Registration (ATR), devises and administers the art therapy credentialing board examination (ATCBE), and grants Art Therapy Board Certification (ATR-BC).

Contact: **Art Therapy Credentials Board (ATCB)**  
3 Terrace Way  
Greensboro, NC 27403-3660  
Toll free: (877) 213-2822 Phone: (336) 482-2856 Fax: (336) 482-2852  
Email: [atcb@nbcc.org](mailto:atcb@nbcc.org)  
Web page: <http://www.atcb.org>

## Counseling Organizations

**The American Counseling Association and the Pennsylvania Counseling Association** are professional membership organizations.

Contact: **American Counseling Association**  
5999 Stevenson Ave.  
Alexandria, VA 22304  
Toll free: 800-347-6647 Fax: 800-473-2329  
Web page: <http://www.counseling.org>

Contact: **Pennsylvania Counseling Association**  
Pennsylvania Counseling Association  
PO Box 23377  
Alexandria, VA 22304  
Phone: 866-519-8166  
Email: [pca@pacounseling.org](mailto:pca@pacounseling.org)  
Web page: [www.pacounseling.org](http://www.pacounseling.org)

**The State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors** determines eligibility requirements for licensure and processes licensure applications.

Contact: **State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors**  
P.O. Box 2649  
Harrisburg, PA 17105-2649  
Phone: (717) 783-1389  
Email: [ST-SOCIALWORK@pa.gov](mailto:ST-SOCIALWORK@pa.gov)  
Web page: <http://www.dos.pa.gov>  
Click on "Professional Licensing", then "Boards and Commissions", then Social Workers, Marriage and Family Therapists and Professional Counselors

## MORE ON RESOURCES

### See the Graduate Art Therapy Program Canvas Page for many more resources!



#### **CANVAS**

The course management system used at Seton Hill is CANVAS. During our orientation you will be introduced to how you find your course, navigate Canvas, and use their Help services if needed. Canvas help support is super nice and patient!

*Figure: Flying Across the Mountains.  
By Dani Moss*

You can also find a number of other resources to learn about the tools Canvas provides by checking out the [Seton Hill Canvas resource center](#), or using the Help link in your Canvas class.

#### **MACBOOK Air**

Students are provided with MacBooks in order to foster successful learning and project completion. There is a "Support" tab on the bottom right of the MySHU page that allows you to receive online help with any problems you encounter with equipment or accessing SHU sites.

Make sure you have chosen "SHU Secure" as your wifi connection when you are on campus.

#### **Printing**

Many if not most assignments are submitted online through Canvas, and no printing is needed, but if you do need to print off of the \$25/term printing amount for students, there are printers (mono and color) in the building for students to airprint and the fee comes from your account. **Install Arts 213 Mono (b/w/printing) and Arts 213 Xerox (color printing)** onto your Mac for the ability to airprint. These printers are located in the Seton Hill Arts Building on 2<sup>nd</sup> floor.

#### **Writing Style**

Written assignments in all courses, with few exceptions, must be prepared and referenced in the style specified in the current edition of the ***Publication Manual of the American Psychological Association, 7<sup>th</sup> edition***. Students are also encouraged to use the online OWL at PURDUE site for confirmation and correction of APA formatting in papers.

Use of online tools to improve your writing is also encouraged. Try> <https://www.grammarly.com>  
Finally, Seton Hill University has a [Writing Center](#) and you can find more information by going to their link on the very bottom of the MySHU page. The writing center will meet with you to review a paper and will give feedback on revisions. If faculty determine your writing is in need of strengthening you may be asked to use the SHU writing center. Students find the writing center to be extremely helpful and working with them has made a real difference for students in the past. Please consider utilizing their services.

#### **Books**

The Seton Hill Bookstore can be located via the SHU website. Go to the main page [www.setonhill.edu](http://www.setonhill.edu). Scroll all the way to the bottom and find the bookstore link. Once you get to that link choose "textbooks", select a course (SAT or SPY), choose the section specifically and you will be able to find the books needed for a class so that you can prepare. Textbooks are generally posted three months before a class begins! You will see options to purchase as a digital version, print version or to rent. Please keep reading per renting.....

As a program and university, we have many ways we attempt to lower student costs, including that for books. Utilizing books available for free through the Reeves Library E-Book option is one way and many of our classes use books available through this free option (well, library resources are supported by your tuition). However, textbooks are carefully selected to be an important part of your professional growth and ones you will return to on numerous occasions during your career, as being a therapist involves lifelong learning and you will also return to/reuse some of them in a variety of classes. Although we can't require it, we do recommend students purchase, rather than rent textbooks.

Be prepared with your books for the first class each term, as we jump right into learning. One challenge, though, is that publishers do not prepare as many print copies of books as they used to, due to so much moving to digital formats. As a result, the SHU bookstore may run out, and when you go to get books you may be told they are on backorder, and it has been taking an increasingly longer time for bookstores to get additional copies from publishers. In order to avoid this problem, PLACE your order for a book ahead of time, using the bookstore link on MYSHU. Placing your order ahead of time will put you in line and essentially reserves a book for you. It is then recommended you call the bookstore 724-838-4223, or email them [bookstore@setonhill.edu](mailto:bookstore@setonhill.edu) a few days before you go to main campus for the book, and the bookstore will make sure the book is set aside for you. Please do not worry about "bothering them" to check and make sure your book is there. They want to make sure graduate students have what they need, and so do we!

### **Speechify**

You may be the type of student who benefits from "hearing and seeing" what you are reading. Apps such as Speechify are used by many students in the program to "listen" to what they are reading. It really makes the material come alive and stick!

### **Seton Hill Art Center Study Areas and Artmaking Areas**

The art building which houses our classroom is sometimes a very quiet building and sometimes very busy. It is used by undergraduate students and also a community dance program. You will see ballerinas after 4 PM. Our own classroom spaces are used by undergraduate classes as well. In short, finding a place to study is not always as easy as coming to the classroom or using the student lounge (though you are welcome to do both). Your ID card will give you access to any room in the building and class hours are posted on each room door. You are very welcome to use any free classroom or studio for studying.

Artmaking occurs in many classes taught by art therapy faculty and we do have use of our classroom/studio rooms for that. Other studios in the building are used often by undergraduate students but you may use them for your own artmaking with a couple of caveats: **Clay Studio:** An orientation to use of the clay studio is required prior to using the space so that you know what clay and glazes to use, where to stash works in progress, and so on. **Painting Studio:** undergrad students have specific spaces reserved there. If you wish for a space during Fall or Spring term, speak to Dana. During the summer, when undergraduate classes are not in session, you are able to set up a space in the Painting Studio and work as you please. **Woodworking:** You must receive safety training to use the saws and equipment there. **Other studios** such as drawing, printmaking, etc are available for your use if there is not a class and you bring your own supplies.

### **Shadowing an Art Therapist**

Generally, art therapists in the Greensburg/Pittsburgh region are working in clinics and community centers which do not allow observers. There are, however, a few that are willing and interested in having a student shadow them for a one-time shadowing experience or on a more lengthy basis. The program director maintains a list of shadowing opportunities with an art therapist and it is available on the program Canvas page.

### **Student Art Therapy Association**

**Facebook:** <https://www.facebook.com/groups/SATASetonHillUniversity/>

**Instagram:** [https://www.instagram.com/shu\\_sata/](https://www.instagram.com/shu_sata/)

**SHINE:** Accessed from MY SHU and is a portal for all student clubs on campus

The Student Art Therapy Association at Seton Hill University is an organization of students dedicated to

exploring the therapeutic process through the use of visual arts. Our mission is to serve SATA members and the general public therefore promoting the creative healing arts by providing education, networking, social activities, and inspirational dialogue in and around Pittsburgh and SHU's location in Greensburg Pa.

Both graduate and undergraduate students may join the group and alum are highly encouraged to remain in the group as jobs we hear about are posted here. SATA has fostered a regular Open Studio for the SHU community, collaborated on community arts projects, created pop-up wellness events around campus, planned educational events and generally encouraged students to be aware and engaged. We need student leaders!

### **Time Management**

Graduate school is demanding, personally and academically. The expectation is that for every hour of class time, 2 hours of preparation each week occur outside of class. **For a 3 credit class this equates to an expectation of 6 hours of at-home work each week as preparation.** If you have significant others in your life who are accustomed to you being very available it is important to enlist their support for your endeavors as a student. Explain that you will need to schedule your time, and make sure you schedule in time with them! It will be important to schedule your out-of-class time in the same way your classes are scheduled – in predictable blocks – so you will keep up with your classwork and enjoy a sense of accomplishment on a weekly basis. Each of your courses will take a considerable amount of 'extra-curricular' time. Once you gauge what that time is MAKE A SCHEDULE AND STICK TO IT ☺

### **A Word to the Wise**

Create a binder for each course and bring it to class along with your MAC. Also, SAVE EVERYTHING ....every syllabus, every handout, every assignment until you are fully credentialed as an art therapist and fully licensed as a mental health provider. There have been many circumstances that have arisen in which documentation has been required...and you cannot expect Seton Hill to maintain everything you may have to produce (for example, a syllabus that is 10 years old, or proof that you covered certain subjects in a specific course)... Additionally, your notes, assignments and handouts will come in very handy as you study for your art therapy board certification exam.

### **Griff's Food Locker**



If someone is making a choice on whether to buy food or buy gas, or buy food or buy a textbook, that is a Food Insecurity moment. Griff's Food Locker is a "shelf stable" food pantry to assist Seton Hill students who are experiencing Food Insecurity. The Locker will have food items ranging from peanut butter and soup to granola bars and canned fruits and vegetable.

- ANY Seton Hill student with a valid ID card can use Griff's Food Locker. It is a campus resource just like other offices and departments. More information on location and walk-in hours may be located at the bottom of MYSHU-Campus Resources

### **Campus –Wide Alerts**

For all campus-wide emergency announcements, **sign up for SHU Campus Alerts** [alerts.setonhill.edu](https://alerts.setonhill.edu) **e2 Campus Alert Instructions**  
e2Campus is a free text and e-mail messaging system that Seton Hill University will use to notify you when there is a major emergency, crisis situation, disaster, weather emergency, closing or delay at Seton Hill. During emergency situations other forms of communication may be used as well. You may enter into this service or leave this service at any time. Enrollment is voluntary, but highly encouraged. Enrollment takes approximately 2 minutes.

### **Security**

Please note that generally students feel safe in Greensburg but if you are ever in the building working late you may call security and they will escort you to your car or assist with other security or safety needs. Put the SHU Security number in your phone: 724-244-2192

Your campus ID card is remotely 'set' so you can use it to enter the SHAC and any building where you have a class. You will need it to also enter our classroom. While graduate students have access to all rooms in this building (other than the dance studios) undergraduate students do not have access to the art therapy classrooms unless they have a class in our rooms.

### **Parking**

After 4:15 PM and on week-ends you may park at any meters or leased lots anywhere in town without paying. Please do not park in the church parking lot which is next to our building though! Also, some lease spots are marked as 24 spots if connected to an apartment site, but ones in Greensburg owned lots are generally free during these off-business hours.

You may also, with your parking pass, park at any time in the Seton Hill "Lot 131" which is right after you go under the railroad tunnel here on College Street.

### **Student Loans**

Seton Hill provides a way for you to get up-to-date information on your enrollment and student loans. Log on to MySHU> Scroll down to bottom of the page and choose "Clearinghouse Self-Service". Select the item you want, for example, obtain an enrollment certificate.

1. Print enrollment verification certificates (for your insurance company, your employer, your loan agencies, etc.)
2. View your entire enrollment history
3. See when deferment notices were sent to your lenders
4. Get a list of your lenders
5. Questions? Office of Financial Services and Registrar: [helpfinreg@setonhill.edu](mailto:helpfinreg@setonhill.edu) 724-830-1010

## **AND NOW FOR THE FUN STUFF**



By Jonesse Babtiste-Davis

- **St. Clair Park** offers free summer concerts
- **Yoga classes** are offered on campus for students at McKenna Center
- **The Palace Theatre** and also the **Seton Hill Theatre /Dance/Music programs** offer plays, concerts, shows that students can attend for a few bucks or for free !
- **The Westmoreland Museum of American Art**- always FREE admission and only blocks away.

Figure: Edgar R. Matisse III, ATR-BC, A Response to Research.

- **Twin Lakes Park** is a beautiful area not far from campus with walking, relaxing, fishing, canoes, rowboats..the best of western PA.
- **Five-Star Biking Trail** - Five Star Trail is a rail-with-trail that stretches from Lynch Field in Greensburg to Youngwood and is located along the Southwestern Pennsylvania Railroad corridor. The trail also connects to other bike trails in the area, including one that goes all the way to Washington, DC.
- 
- **The Laurel Highlands** – beautiful area of the state for day trips – not that far at all, includes Linn Run State Park, Ohio State park with a waterfall, Hiking and swimming at Keystone State

Park or Laurel Hill State Park,

- **Ollie's Bargain Outlet** at 660 East Pittsburgh Street might be a good place to find apartment things. In addition the Christian Layman thrift store is considered the best in the area. Additional thrift stores and discount outlets are listed on the program Canvas page.
- **Uber Eats** and various other food delivery places will deliver to the building but you have to have them call or text you when they arrive, and go to the front door to get your food. The address of the Seton Hill Arts building is...205 West Otterman Street, Greensburg, PA 15601
- **Student Discounts with your ID Card** at Greensburg restaurants, coffee houses, local businesses



- **Steep Mountain Tea/Coffee House** - one block from our building in historic train station, Super chill place to hang with good vibes
- **The White Rabbit** – great teas and desserts. Good place to people watch
- **DV8 Espresso Bar and Gallery** – Coffees, teas, bands and cool artwork from local emerging artists
- **Sun Dawg Café** – known for its awesome vegetarian food
- **Extra ideas....**tons more offered on the Program Canvas page!
- **Pittsburgh is only 35 miles away (about a 40 minute drive) and there's tons to do, eat, see.**



<https://www.nextpittsburgh.com> online magazine about the people driving change and the interesting things happening in Pittsburgh

<https://www.pghcitypaper.com> weekly paper covering arts, music, food, events and progressive news

<https://www.artsburgh.org/> all sorts of arts related events and happenings in Pittsburgh and the area.