

Undergraduate

# Art Therapy

Educators



# NEWSLETTER

## WINTER 2026

Welcome to the 2026 Winter Edition of the Undergraduate Art Therapy Educators Newsletter. This biannual publication—released each summer and winter—aims to support and connect those involved in undergraduate art therapy education. Inside, you'll find information on upcoming events, emerging trends, pedagogical topics, and program highlights. We invite contributions and reflections from a diversity of voices, and hope this newsletter fosters a sense of community, collaboration, and shared purpose in our field.

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# LETTER FROM THE EDITOR

Dear Colleagues,

We hope this winter season finds you well and settled into the rhythms of the academic year. As the semester progresses and we move into a time of reflection and planning, I am pleased to share this winter issue of the Undergraduate Art Therapy Educators Committee newsletter.

This issue welcomes Debra Kahler, MAAT, ATR-BC, LPC, adjunct professor at Carlow University in Pittsburgh, PA to the newsletter as editorial assistant. The issue highlights service learning and cultivating identity resources for students. Together, these contributions reflect the ways undergraduate education continues to expand, adapt, and thoughtfully prepare students for the evolving field of art therapy. I am grateful to the authors who shared their experiences, insights, and initiatives, and I appreciate the care and intention evident in each submission.

The Undergraduate Education Committee has also been hard at work this year, particularly in the development of the Undergraduate Educators Guidelines. We look forward to hearing your feedback and engaging in continued dialogue as these guidelines move forward. Your perspectives as educators are essential in shaping shared standards that support students, programs, and the future of our profession.

This newsletter exists as a platform to uplift diverse voices, share timely information, and highlight the innovative and meaningful work taking place across undergraduate art therapy programs. Whether exploring pedagogical approaches, strengthening professional identity, or creating global learning opportunities, our collective efforts help cultivate connection and collaboration within our community.

Thank you for reading, sharing, and being an engaged part of this vibrant community.

Krystal Demaine, PhD, REAT, MT-BC, RYT  
Professor of Expressive Therapies, Endicott College  
Editor, Undergraduate Art Therapy Educators Newsletter



Photo of Krystal Demaine

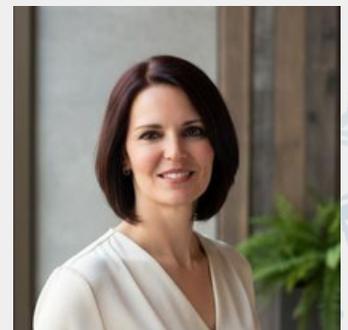


Photo of Debra Kahler

# AATA UNDERGRADUATE COMMITTEE UPDATES

***AATA's Undergraduate Committee (UG) has been actively working on several initiatives to support and advance undergraduate art therapy education. Here is a brief update on our current projects:***

**Undergraduate Guidelines Working Group** (Workgroup Chair: Heather Denning): After receiving approval of the guidelines from the AATA Board, this dedicated workgroup presented the guidelines to the AATA community in November. A recording of this virtual session is available for viewing through the AATA Online Learning Academy. (UG Guidelines Working Group: Heather Denning, Delanie Due, Cathy Goucher, Jennifer Schwartz, Molly O'Neill Haaga, Michelle Pate).

**Career Options Working Group** (Workgroup Chair: Heather Denning): The Undergraduate Guidelines Workgroup has reconfigured and begun reviewing and revising a career options document (formerly Draft Appendix A of the UG Guidelines) for undergraduate students. (Career Options Working Group: Heather Denning, Jennifer Schwartz, Michelle Pate, Jonathon Haag, Ryan Kirkpatrick)

**Graduate School Education:** (Seung Yeon Lee, Ashley Hartman, and Cathy Goucher): The committee will continue to gather information from graduate programs about admissions priorities and expectations for prospective applicants, to inform undergraduate educators and students. Additionally, the committee will examine how graduate programs are currently structured and how they facilitate culminating projects. Finally, the working group plans to monitor and report on changes related to ACATE standards and graduate program admissions practices, with updates anticipated in Spring–Summer 2026. We will also oversee the application process for our new call for undergraduate student representatives.

**Early Career Art Therapy Educators** (Ryan Golden Kirkpatrick, and Mary Ellen Hluska): Ryan is transforming the Early Career Art Educator infographic into a pamphlet by adding a predetermined set of information to the back. Mary Ellen is providing feedback on the document. Ryan has begun the process of writing a journal article that highlights the unique skillset that Art Therapy Master's graduates possess that makes them particularly suited to be Undergraduate Art Therapy Educators.

**Undergraduate Awards** (Michelle Pate):

Michelle has created the language for the educator and student awards. The committee reviewed the language and offered edits that will be approved. In addition to this, Michelle created the eligibility, application

# AATA UNDERGRADUATE COMMITTEE UPDATES

## **Newsletter** (Krystal Demaine, Debra Kahler):

Krystal published the summer newsletter and is preparing the February edition. Thanks to those who submitted articles. We welcome additional brief articles about your programs, teaching ideas, students, and more. Debra will be assisting in the newsletter editing.

## **UG Conference Coordinator** (Jennifer Schwartz):

We had lots of visitors to our undergraduate education table at the conference, where we shared pre-art therapy education resources and information, including AATA's recently published undergrad education guidelines. Our interactive notebook received 39 entries on the theme "Best advice you received as an undergraduate." We were also excited to promote undergrad education conference sessions and give away commemorative clear rulers celebrating the new Guidelines. Please contact Jen if you would like provide support at the next AATA conference and/ or have information you would like to share.

### **Additional Projects:**

Creative Ways to Teach Neuroscience, June 2026 with Dr. Chris Strang  
Virtual Student Poster Session  
Fundraising for Student Memberships

### **Join us on Social Media:**

Facebook: <https://www.facebook.com/groups/129415107777576>  
Instagram: [https://www.instagram.com/undergraduate\\_arttherapy/](https://www.instagram.com/undergraduate_arttherapy/)

We invite you to connect with us—share ideas, offer feedback, or get involved.

Warmly,  
Meera Rastogi (meera.rastogi@uc.edu)  
Chair, AATA Undergraduate Committee

Cathy Goucher  
Vice-Chair 2025-2026

Jackie Wilson  
Vice-Chair 2026-2028



Photo of Meera Rastogi   Photo of Cathy Goucher   Photo of Jackie Wilson

# COMMITTEE ROLES & RESOURCES

## ABOUT THE AATA UNDERGRADUATE EDUCATION COMMITTEE

The AATA Undergraduate Education Committee **supports educators** in enhancing the quality and accessibility of undergraduate art therapy education.

The committee focuses on **pedagogy, teaching resources, developing and maintaining academic curricula, and evidence-based practices** for undergraduate education in art therapy.

**We welcome all educators** to join our committee, attend our meetings, and access our resources.

### OUR GOALS

1. **Support** AATA's strategic plan and mission.
2. **Abide** by the AATA Committee Manual.
3. **Facilitate** collaboration and resource sharing among educators.
4. **Support** faculty development and program growth in pre-art therapy education.
5. **Develop** initiatives as determined by committee membership.

### WORKING GROUPS & SUBCOMMITTEES

1. **Chairperson:** Oversees meetings, serves as the primary representative of the committee, and coordinates activities.
2. **Vice-Chairperson or Co-Chair:** Assists the Chairperson and serves in their absence.
3. **Note Taker, Archivist, Recorder:** Maintains records, minutes, and handles communication.
4. **Early Career Representative:** Advocates for the needs and perspectives of individuals who are in the early stages of their professional careers.
5. **Graduate School Educator Representative:** Provides insights from an academic standpoint, ensuring the committee considers the preparation expected for graduate-level education.
6. **Student Representative:** Provides insights from an academic standpoint, ensuring the committee considers the needs and expectations of undergraduate-level students.
7. **Newsletter Editor:** The newsletter editors seek articles from members related to undergraduate students, programs, or teaching ideas. The newsletter should be sent at least twice a year.
8. **Conference Coordinator:** The AATA Conference Coordinator(s) propose and implement undergraduate education-focused programs and resources at the annual conference.
9. **Research Committee Liaison:** Work with the research committee to discuss undergraduate education research, poster sessions, and develop a virtual poster session.
10. **Awards:** Oversees the undergraduate awards.

## UNDERGRADUATE EDUCATOR RESOURCES

### COLLABORATE

We are here to offer support!  
Join our community of Undergraduate Art Therapy Educators.

We share resources, ideas, and provide support.

### CONTRIBUTE

Let us hear about your perspectives, successes, challenges, & solutions.

Reach out to Ryan at [ryan.g.kirkpatrick@asu.edu](mailto:ryan.g.kirkpatrick@asu.edu)  
Consider joining the committee to share your needs and ideas.

### SHARE

Want to learn about, or contribute to, the literature on UG education?

Share your research ideas or read our research studies in Art Therapy: Journal of the American Art Therapy Association

### GUIDE

Need help advocating for or organizing your UG AT program?

Be sure to check out our Undergraduate Guidelines for a comprehensive and foundational document to help guide your process.

### MEET

American Art Therapy Association Conference  
*Special Int Group, Exhibition Hall Table, Presentations, Social Gatherings*

Committee Meetings (monthly)  
Discussion Groups (semester)

### JOIN

**MYAATA:** Undergrad Educator Shared Interest Group  
**FB:** Undergraduate Art Therapy Educator Resources  
**Instagram:** [undergraduate\\_arttherapy](https://www.instagram.com/undergraduate_arttherapy)  
**Email:** [undergraduate-art-therapy-educators@googlegroups.com](mailto:undergraduate-art-therapy-educators@googlegroups.com)



Submitted by Ryan Golden Kirkpatrick, LAC, ATR-P  
Assistant Professor of Art Therapy, Arizona State University  
AATA UG Ed Committee

# REFLECTIONS ON PEDAGOGY

## *~Service Learning Abroad~*

***This past winter break, I had the opportunity to travel to Cusco, Peru...***

...with a small group of undergraduate students from Mercyhurst University through United Planet. "United Planet is a non-profit organization with a mission to create a global community, one relationship at a time" (retrieved from <https://unitedplanet.org/about>). We immersed ourselves in the culture of Peru by volunteering at an afterschool program, Corazón de los Apus, and explored cultural and natural sites, further deepening our appreciation of the history and beauty of Peru.

***Service learning can be an important component of undergraduate art therapy education, whether local or abroad.***

Service learning can be an important component of undergraduate art therapy education, whether local or abroad. The topics of service learning and expressive arts therapies will be highlighted in a forthcoming book, *Service Learning Through Cultural Exchange and Expressive Arts Therapy*, written and edited by Dr. Katherine Jackson (Ursuline College), being published in spring 2026.

I have written a chapter specific to undergraduate education, "Planting the Seeds in Helping Professions: Service-Learning in Undergraduate Education". In this chapter, I share personal experiences that sparked my passion for service learning as an educator. Additional content areas outline the similarities and differences between undergraduate and graduate students in service-learning and practical considerations for educators embarking on a service-learning experience with students. The photo at Rainbow Mountain below captures our joy and enthusiasm in this cultural immersive experience.



Pictured Mercyhurst students at Palyoco Rainbow Mountain, Cusco Region, Peru

Reference: Jackson, K. (Ed.). (2026), *Service learning through cultural exchange and expressive arts therapy*. [Unpublished Book]. Routledge.



Submitted by,  
Heather Denning, MA, LPAT, ATR-BC,  
ATCS, LSW  
Mercyhurst University, Erie, PA  
Undergraduate Art Therapy Program  
AATA UG Ed Committee

# REFLECTIONS ON PEDAGOGY

## *The AI-Resistant Pedagogy Studio*

**Created by Dr. Stacy Ybarra Evans**, this incredible resource helps faculty create AI-resistant assignments. She uses the Community of Inquiry framework: “meaningful learning occurs in a community through the interaction of social, cognitive, and teaching presence.”

Click on the “Toolkit” tab and (1) select your assignment, (2) identify the Bloom’s level goal, (3) select how you want the assignment redesigned, (4) click “Generate MyRedesign.”

<https://ynaqbxzy.manus.space/>

## The AI-Resistant Pedagogy Studio

### An Interactive Toolkit for Assignment Redesign

*This is a living document, regularly updated with the latest research and best practices in pedagogy. Citation: Evans, Stacy Ybarra. The AI-Resistant Pedagogy Studio: An Interactive Toolkit for Assignment Redesign. 2025. (Updated January 13, 2026).*

Overview

In The News

Tool Landscape

Framework

Strategies

Best Practices

Toolkit

Case Studies

Activities

Resources

Welcome! We are navigating a transformative era in education. As generative AI becomes a permanent fixture in the professional and academic landscape, our role as educators is undergoing a fundamental shift. We are no longer merely gatekeepers of information; we are architects of human-centric learning experiences. By focusing on pedagogy as a form of intentional design, we can foster the human capacities that resist automation: critical empathy, ethical nuance, and original synthesis. This studio is designed to help you reclaim the classroom as a space where the process of learning is just as valuable as the final product.

### The Current Landscape of Assignment Design

The rise of generative AI has forced a widespread re-evaluation of how we assess student learning. For decades, the take-home essay, the research paper, and the report have been the mainstays of assessment. These are primarily product-based assignments, where the final artifact is the primary object of evaluation.



Submitted by Meera Rastogi, PhD, ATR-BC, MAAT  
Professor of Psychology & Pre-Art Therapy Coordinator  
University of Cincinnati, Clermont College  
Chair, AATA UG Ed Committee

# REFLECTIONS ON PEDAGOGY

## ***Just outside my office is a small but well-loved bookshelf filled with resources for students***

The bookshelf carries everything from internship opportunities and graduate school information to several of the seminal texts in the field of art therapy. This space is intentionally informal and accessible, designed to invite curiosity, conversation, and exploration around professional identity and future pathways.

One of the things I love most about attending conferences, expos, and site visits with students is connecting with vendors and professionals in the field. During these experiences, I make a point to collect business cards, brochures, and—if I'm lucky—the occasional keychain or coffee mug. These tangible items often become conversation starters and help make the profession feel more real, personal, and attainable.

## ***Supporting student professional identity through shared resources, field connections, and community.***

I regularly update the resource bookshelf with new materials and encourage students to stop by, browse, ask questions, and take resources that resonate with their interests. Adjacent to the bookshelf is a corkboard featuring rotating flyers and postings for calls for art, scholarship opportunities, internships, conferences, and upcoming events. Together, these shared resources support students as they imagine and shape their next steps, supporting student professional identity through shared resources, field connections, and community.

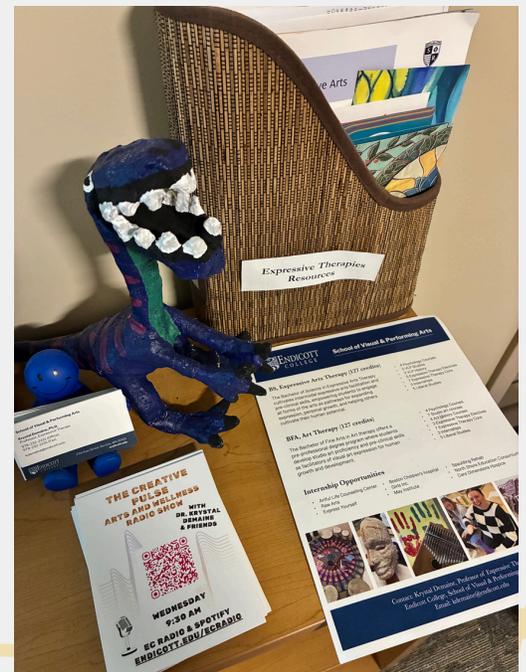
I'm curious about how other programs cultivate similar spaces.

Do your students actively engage with shared resource areas?

How do you continue to refresh these spaces as new programs, conferences, and opportunities emerge?



Submitted by Krystal Demaine, Ph.D.  
Professor of Expressive Therapy, Endicott College  
AATA UG Ed Committee, Newsletter Editor



# REFLECTIONS ON PEDAGOGY

## *Creating Paths in the Snow ...*

*Here is a photo of me trying to get to school in the snow in Philadelphia. A weird cross-country groove in the city through piles and piles of snow. It reminds me of neuroscience and plasticity and the work it takes to create a new groove after one has already been used so many times.*

*– Delaine Due*



*Delaine Due, MA, ATR-BC,  
LAT, LPC  
AATA UG Ed Committee*



# UPCOMING EVENTS

***Save the dates for the SPARK Conference, to be held virtually on Friday, August 14, 2026, and Saturday, August 22, 2026***

The mission of this event is to provide the spark that encourages sharing, learning, and co-creating that is accessible to all art therapy educators, with the intention that collaboration serves students and the profession. Session topics include: ethical perspectives on artificial intelligence in education and supervision, assessing clinical learning and outcomes, and arts-based research. There will also be opportunities to join resource rooms with other art therapy educators to discuss topics such as recruitment of students, retention of students, and current challenges faced as educators. Stay tuned for updates and registration information.

***SAVE the dates for Educators Events at the AATA Conference October 14-17, 2026***

***Sheraton Lo Meridian Hotel, Charlotte, NC***

- Educators' discussion on Wednesday, October 14, morning. Details TBD.
  - UG Educator Dinner, Wednesday, October 14 evening. Details TBD.
  - Marketplace Fundraiser for Student AATA Memberships
- Contact [meera.rastogi@uc.edu](mailto:meera.rastogi@uc.edu) with ideas, comments, concerns.

# CALL FOR SUBMISSIONS

**THE CREATIVE  
PULSE  
ARTS AND WELLNESS  
RADIO SHOW**

WITH  
DR. KRystal  
DEMAINE  
& FRIENDS



**WEDNESDAY  
9:30 AM**

**EC RADIO & SPOTIFY  
ENDICOTT.EDU/ECRADIO**

The Creative Pulse Radio Show and Podcast is a live faculty and student-run radio program at Endicott College in Beverly, MA. The 30-minute weekly show airs live each week and is available anytime on Spotify.

Please get in touch with [kdemaine@endicott.edu](mailto:kdemaine@endicott.edu) if you would like to be considered as a show guest!

Please send us your material for the **Summer 2026 newsletter.**

We accept text and imagery on a wide array of topics, including upcoming events and announcements, reflection on teaching, new initiatives, and creative endeavors.

Submissions for the Summer 2026 issue are due on August 15.

Please upload your submission <https://forms.gle/JpfuqG8q6iNcJXR9>



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**Call For  
Newsletter  
Submissions**



\*300 words max/ image: png or jpeg  
Link: <https://forms.gle/2Zqz25Hof2pYB5cU6>  
Newsletter Editor: Krystal Demaine | [kdemaine@endicott.edu](mailto:kdemaine@endicott.edu)