

1. 1. GENERAL PROVISIONS

Some sections of the 1996 Educational Standards have been adapted from the American Art Therapy Association Inc. Education Standards (April 30, 1994), with their permission. The standards presented in this document are an updated version of the 1996 standards.

The column on the left displays the articles of the educational standards. The column on the right provides explanations and examples.

STANDARDS:

- 1.1 The QATA requires that its professional members hold a Master's in art therapy or equivalent. Diploma equivalencies are described in the QATA Rules on educational equivalents.
- 1.2 The Educational Standards are applicable to master's-level art therapy programs that are offered in universities, as well as to clinical and institutional programs.
- 1.3 Program directors who wish to have their programs approved by the QATA must prove that said programs respect these standards.
- 1.4 Students registered in QATA-approved programs, in equivalent programs or in CATA (Canadian Art Therapy Association)- or AATA (American Art Therapy Association)-approved programs may achieve the status of QATA students.
- 1.5 Graduates from QATA-approved programs can achieve the status of professional members of the QATA.
- 1.6 Professional members of the association can use the title of professional art therapist of Quebec (PATQ).
- 1.7 In this document, one (1) credit equals fifteen (15) hours spent in class.

COMMENTS:

- 1.7 The credit requirement takes into account a student's combined work, in the form of lectures, seminars, participation in conferences, laboratories, workshops, practice periods and practical research. This includes, where appropriate, the number of hours allocated to personal work, as defined by the university. More specifically, a credit is considered to represent a minimum of forty-five (45) hours devoted by the student to educational work as described above. This is in keeping with the recommendation by the Quebec Council of Universities and is in effect in all universities in Quebec (as defined in the Rapport du Conseil des Universités sur les Diplômes Universitaires).

As such, for every hour of class time, two hours of educational work are allocated outside of class. For example, a three (3)-credit course equals forty-five (45) hours in class, or a total of one hundred and thirty-five (135) hours of educational work by the student, including work both in class and outside of class.

2. ADMISSION TO AN ART THERAPY PROGRAM

STANDARDS:

- 2.1 Students admitted to a program are required to hold a bachelor's degree from an accredited institution in Canada or the United States, or an equivalent academic degree from an institution outside of North America.
- 2.2 Students registered in an art therapy program that does not award a graduate degree must already hold a master's degree or equivalent.
- 2.3 Prior to admission or in the course of the program, students are encouraged to gain useful experience in the visual arts, either as part of a university degree, a certified art class and/or via the submission of a portfolio of original artwork.
- 2.4 Prior to admission or in the course of the program, students are required to have completed at least 15 credits in psychology (and/or to possess an equivalent degree or clinical experience) consisting of the following topics:
 - a) human developmental psychology
 - b) psychopathology

COMMENTS:

- 2.1 A bachelor's degree is generally considered a prerequisite for admission to graduate studies. Inadequate preparation of the student body can jeopardize its success, be detrimental to the program's credibility, and lower the quality of training when compared to that of other professions.
- 2.2 Here is an example of an equivalence: a member of a related professional association has accumulated at least 1000 hours of supervised clinical practice. This provision allows for otherwise qualified and experienced psychotherapists who are already working in the mental health field, but who are unable to undertake a master's program for personal or professional reasons, to join our profession.
- 2.3 This requirement ensures that an applicant possesses the basic art skills necessary to practice art therapy.
- 2.4 Examples of similar programs or clinical experience include psychotherapy, social work, psychoeducation, and sexology.

3. FACULTY

STANDARDS:

- 3.1 The director of the program is responsible for the program's continuity, stability, and constant evolution.
- 3.2 In the case of a master's program, the director must be a full-time professor at the institution that offers said program.
- 3.3 The faculty must ensure to have an adequate number of members of staff to carry out the teaching and the supervision of students enrolled in the art therapy program.
- 3.4 When possible, the core curriculum of the art therapy program must be taught by professional art therapists.
- 3.5 At least half of the professors in charge of teaching art therapy courses must:
 - (a) have professionally practiced art therapy within the last five (5) years, and
 - (b) be professional art therapists.
- 3.7 The other members of faculty are required to have the necessary qualifications in their respective disciplines. These qualifications must match the content of the courses that they teach.

COMMENTS:

- 3.1 The director must have the necessary expertise and be available to provide guidance to the program. They are responsible for ensuring that students obtain professional, high caliber training. They are tasked with seeing through the success of the program on all levels.
- 3.2 If the position of director is not a tenured position or one leading to tenure, it is important that the institution clarifies the situation and ensures the highest degree of stability possible to the position.
- 3.3 The faculty shall include a sufficient number of members to carry out the diverse responsibilities related to the program: teaching, advising, supervision, research, administration, etc. It is important that students are exposed to different approaches and a variety of expertise.
- 3.4 To ensure the program performs with the responsibility required in professional training, it is of primary importance that art therapy classes be taught by experienced art therapists.
- 3.5 Professional training is based on an integration of theory and practice. Faculty members must possess cutting edge knowledge in these two domains. They must also meet the basic skill requirements of the profession.
- 3.6 The commitment of the program to provide its students with high caliber education is conveyed by the expertise and professionalism of all of its faculty members.

4. 4. ACADEMIC PROGRAM

STANDARDS:

- 4.1 A minimum of 21 university credits in art therapy (or 315 hours of class) are required.
- 4.2 No less than two years or four full-time semesters shall be allocated to completing the program. The main theoretical concepts, particularly the ethical standards, must be taught in class before clinical training.
- 4.3 The program must include the study of the following topics:
- (a) The history and theoretical foundations of art therapy;
 - b) The art therapy technique, creative techniques, and art therapy assessment procedures;
 - c) Theoretical approaches and intervention models in art therapy in various practical contexts;
 - d) Standards of practice, ethics, and legal issues in art therapy;
 - e) Diversity and its impact on the practice of art therapy;
 - f) Research in art therapy.
- 4.4 The art therapy program must include the submission of a thesis or equivalent.
- 4.5 In addition to the required courses, the program can provide specialization in practical sub-domains of art therapy.

COMMENTS:

- 4.1 The 21 credits of required courses equals 7 classes of 3 credits each, representing 15 hours of class per credit.
- 4.2 The distribution of classes over a period of 2 years allows students to acquire a greater depth of knowledge and achieve better progress in their studies.
- 4.3 The different topics must be covered so as to allow students to acquire knowledge and evaluation and intervention skills in art therapy while taking into account practical standards as well as diversity and context-based approaches. Beyond the subjects of study, the program must help students engage in self-awareness and self-reflection, which will allow their continuous progression in their studies.
- 4.4 The submission of an essay or a thesis will help ascertain that graduating students have achieved the expertise required for basic research, and that they can contribute to broadening the scientific knowledge specific to the profession.
- 4.5 Specialization allows for students to gain expertise in a particular area of interest beyond the basics included in the core curriculum. This can be done through elective courses, internships, and/or research projects.

5. SUPERVISED INTERNSHIPS

STANDARDS:

- 5.1 At least 600 hours of supervised art therapy internships are required. Of these, at least 300 hours must be direct client contact therapy. Up to half of these hours can be recognized as a supervised equivalent of clinical experience for professional counselors.
- 5.2 The client contact hours shall be allocated so as to allow for the practice of art therapy with:
- a) individuals, and
 - b) groups, families, and/or couples.
- 5.3 A maximum of 300 of these 600 hours are designated for various internship-related activities and tasks, such as supervision and record-keeping. These activities can also include case studies, reading, reflective analysis, formulating treatment plans, participating in team and committee meetings as well as in shadow internships, etc.
- 5.4 Internships must allow students to acquire experience with a diverse set of clients and/or different intervention contexts.

COMMENTS:

- 5.1 This requirement is essential in respect to the clinical objectives of art therapy. The amount of hours of internship and of direct contact must be sufficient to allow for the acquisition, in the structured setting of the internship, of the skills necessary to the profession. Counseling professionals who already have the skills common to therapy approaches (common factors of success, ethics, know-how, etc.), but who lack the skills necessary for the use of art supplies, the creative process and the image, half the hours are required so as to acquire these specific skills.
- 5.2 This requirement provides diverse clinical experience to prepare students for the realities of the profession. Art therapy hours practiced with individuals, groups/families/couples, are recorded in the same way.
- 5.3 Practice-related activities and tasks allow students to familiarize themselves with the various aspects of clinical work in art therapy. A sufficient number of hours should be allocated to these activities. The list of activities provided in this document is not exhaustive.
- 5.4 This requirement serves to broaden students' skills and knowledge of art therapy.

6. SUPERVISION

STANDARDS:

- 6.1 Supervision shall be carried out by a professional art therapist who has a minimum of five years of experience in art therapy and one year of experience in supervision or training in supervision.
- 6.2 In the absence of an art therapist, other professionals who hold at least a master's degree, such as psychologists, psychiatrists, social workers, occupational therapists, or psychoeducators, may provide supervision up to a maximum of fifty percent (50%) of the total supervision hours.
- 6.3 Supervision can take place on site or outside of the internship setting.
- 6.4 For every twenty (20) hours of practice, two (2) hours of supervision are required. For every ten (10) hours of direct client contact in art therapy, one (1) hour of supervision is required.
- 6.5 Supervision may take place either individually or in small groups. Whether in groups or individually, one (1) hour of contact with a supervisor is recorded as one (1) hour of supervision.
- 6.6 Should the supervision take place in a group setting, a student-to-supervisor ratio of four (4) or five (5) is considered optimal.
- 6.7 At least thirty (30) hours of supervision must be in the form of individual sessions. Appropriate supervision contributes to maintaining the quality of the program, which in turn improves student performance and learning and allows for more effective therapy while preventing legal issues.

COMMENTS:

- 6.1 In addition to imparting clinical knowledge, the supervisor must be a role model for interns. It is of primary importance that supervisors be art therapists with both clinical experience and experience in supervising interns.
- 6.2 It often happens that there is no art therapist working at the place of internship. For this reason, up to half of the internship can be supervised by professionals in mental health-related fields. Such supervision can be used as an opportunity for exploring a specialization and for fostering relationships with other professionals.
- 6.3 While the policies and structure of supervision reflect the philosophy of the program, most programs offer students both supervision by members of faculty as well as by related mental health professionals.
- 6.4 The supervision sessions must be both proportionate and timely in relation to the internship and client contact hours, in order to ensure appropriate practical learning.
- 6.5 Supervision with peers in small group settings can be an excellent teaching aid. A combination of individual and group supervision is generally viewed as the most optimal method for practical learning.
- 6.6 Larger groups can limit students' active participation and the supervisor's attention to individual concerns or cases.

7. ASSESSMENT

STANDARDS:

Student assessment:

- 7.1 Students are to be evaluated regularly on their performance and progress in course work and clinical proficiency.
- 7.2 Program directors must maintain a record of the evaluation of students in their classes and in supervised internships.

Program assessment:

- 7.3 The program must set and maintain an evaluation procedure for courses, practical training, faculty members, supervisors and administrators, evaluation procedures which will be used by current and graduate students, faculty, and supervisors. are evaluated by students, graduates, faculty members, and supervisors.
- 7.4 Program assessments must be used to improve the quality of the program. Suggestions must be implemented when relevant.

COMMENTS:

Student assessment (articles 7.1 and 7.2):

The need for regular assessment is based on the principle that the learning process must be supported by feedback to guide the student. Each program can involve its students in a process appropriate to the

program's learning goals and teaching style. Assessments must help students understand their strengths and weaknesses and evaluate their progress. The regular assessment of students ensures that students and faculty become aware of potential problems as well as of achievements.

Assessments can take many forms, including grades and feedback on take-home or in-class assignments; supervisory evaluations can be made during internships and fieldwork. A more formal, general assessment may take place after the first academic year or before undertaking supervised practice or advanced classes. Evaluation tools are used by faculty, supervisors, and, when appropriate, by students for self-assessment.

Program assessment:

An internal, continuous assessment provides important data for the program's development and improvement. It is expected that constructive recommendations will be implemented.

8. FACILITIES AND EQUIPMENT

STANDARDS:

- 8.1 The program faculty must have regular access to the following spaces:
- (a) Classrooms, both real and virtual
 - (b) Studio spaces for working with art materials.
- 8.2 Faculty must have regular access to the following equipment:
- (a) Audiovisual equipment for classroom instruction;
 - (b) Arts and crafts supplies, and;
 - (c) Office supplies for documents needed for teaching and record-keeping.
- 8.3 Students and faculty members must have access to a collection of art therapy literature, including book publications, articles, and journals.

COMMENTS:

- 8.1 Safe, well-lit, and ventilated surroundings are conducive to learning. Faculty members and students must have adequate and appropriate space available for their various academic activities. Privacy and confidentiality are particularly important for advisory and supervisory activities where client-related matters will be discussed.
- 8.2 Quality in artwork, therapeutic work, learning, and teaching are supported by the use of appropriate equipment and materials. They help promote the professional performance of students and staff.
- 8.3 For graduate studies, access to art therapy literature is of utmost importance. This includes historical references as well as recent publications, along with literature in related fields. In addition to literature, library resources can allow access to digitized databases and the Internet.

Education and Research Committee

Quebec Art Therapy Association Inc.
911 Jean-Talon Est, office 307-B
Montreal (Quebec) H2R 1V5

514-990-5415
info@aatq.org
<https://aatq.org>