**Canadian Art Therapy Association**

CATA-ACAT Education Standards Matrix Student (Fillable form)

This form is provided for graduates of training programs which are not approved by CATA-ACAT to complete in support of their application for professional designation with CATA-ACAT.

**Please provide appropriate documents to support what is filled in:**

-Program calendar and/or Syllabus

-Transcript, unofficial

-Supervisor attestation letter

Please ensure all documents are in English. Official transcription will be required for documents not in English.

**Only submit information that applies to art therapy training.** Please refer to the CATA website for the introduction, rationale and codes for the standards.

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Title of Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Does this program have affiliation with other art therapy associations (e.g ANZACATA, BATA, AATA)? YES NO

Title/ credential conferred (e.g diploma, certificate, MA, PhD): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| CATA EDUCATIONAL STANDARD | HOW \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ MEETS THE STANDARD |
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| 1.0 INSTITUTIONAL ACCREDITATION  1.1 The school/program is accredited by applicable governmental accrediting bodies. | Describe how this program meets the standard: |
| 2.0 ADMISSION PREREQUISITES  2.1 Students must have an undergraduate degree in fine arts, psychology, social work or counselling. If the undergraduate degree is in another area, a Prior Learning Assessment (PLA) will be used to determine appropriate equivalencies. The PLA is required to be a rigorous document with a clear process. | For each section describe how this program meets the standard. |
| 2.2 Students are able to demonstrate an interest and rudimentary understanding of the creative process in the visual arts. This may be in the form of a portfolio, interview, or be ascertained via a clear discretionary process. |  |
| 2.3 (a) Where provincial standards for public institutions allow, programs promote participants' personal therapy with an art therapist or certified counsellor. This may involve individual or group processes. |  |

| 2.3 (b) When possible, the personal therapy will be done during the course of training and prior to completion of the program. However, it may be done prior to entering the program. Sufficient hours may vary at the discretion of the school, but should be enough to foster deep personal awareness and understanding of the therapeutic process. |  |
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| 3.0 FACULTY  3.1 The Director and all faculty that are teaching subjects related to art therapy must be registered art therapists. | List the director of the program and their credentials: |
| 3.2 At least half of the faculty have practiced art therapy within the last five years and/or demonstrate continuing competence and current knowledge. | List: |
| 4.0 REQUIRED CURRICULUM  CATA recognizes that universities and diploma programs may differ in the way they allocate units or credits. The following content must be taught by a registered art therapist.  4.1 Course content (a minimum of 500 total hours) that must be covered to ensure students are competent and knowledgeable in each area are: | For each section describe how this program meets the standard and provide applicable documents (e.g syllabus, course curriculum etc.)  Duration of program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Total # of art therapy course hours completed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 4.1 (a) History and theory of art Therapy. This involves a thorough study of the historical development of the profession in Canada. |  |
| 4.1 (b) Techniques of practice in art therapy with experiential components shared with peers and supported by faculty. |  |
| 4.1 (c) Application of art therapy with different populations. |  |
| 4.1 (d) Experiential group work, theory and practice. |  |
| 4.1 (e) Art therapy assessment  4.1(f) Ethical and legal issues in art therapy practice. |  |
| 4.1 (g) Professional Practice: Includes developing knowledge of professional organizations, public policy, advocating for clients and the profession, and  preparation to enter the job market, resume writing and interviewing skills. |  |
| 4.1 (h) Cultural and social issues in art therapy. |  |
| 4.1 (i) Research methods |  |
| 4.1 (j) Special topics with experiential components. |  |
| 4.1 (k) Thesis, major project or art-based research, with  a written component abiding by APA guidelines. |  |
| 4.2. **Required curriculum in related areas**, or documented completion prior to graduation (These courses are in addition to 500 hours of art therapy training.) | For each section describe how this program meets the standard: |
| 4.2 (a) Psychopathology and the DSM 5. |  |
| 4.2 (b) Human growth and development. |  |
| 4.2 (c) Counselling and psychological theories. |  |
| 4.2 (d) Research methods. |  |
| 4.2 (e) Studio art. |  |

| 5.0 SUPERVISED PRACTICUM/INTERNSHIP  5.1 In addition to coursework, students need to develop art therapy and counselling skills through practical experience. | For each section describe how this program meets the standard. |
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| 5.2 The minimum requirement for all practicums is 700 hours. At least 300 of these hours should involve direct client contact. | This program requires (#)\_\_\_\_\_\_\_\_\_\_\_\_ practicum hours for completion.  Total # of Direct client contact hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Total # of all indirect hours \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 5.3 The other hours should involve practicum related tasks, including observation, case studies, supervision meetings, recording and notes, planning and developing treatment goals. | Describe placement setting(s) and population(s) |
| 5.4 Ideally, there is more than one practicum for broader exposure to a variety of agencies and client population groups or diverse settings. | Does this program require multiple practicum sites? |
| 6.0 SUPERVISION  6.1 Students should have an opportunity for both individual and group supervision. A greater proportion of individual supervision is recommended. | For each section describe how this program meets the standard. |
| 6.2 Supervision may take place either individually or in a small group. When the supervision is in the form of a small group, the ratio of four students per supervisor for every two hours of supervision must not be exceeded.  Groups shall not exceed 8 participants. |  |
| 6.3 The minimum ratio for supervision is as follows: one hour individual supervision for every ten hours of client contact (10:1), and two hours group supervision for every ten hours of client contact (10:2). | #\_\_\_\_\_\_\_\_\_\_\_ total supervision hours completed in 1:1  # \_\_\_\_\_\_\_\_\_\_ total supervision hours completed in group.  Groups consisted of # \_\_\_\_\_\_\_\_\_\_\_\_\_\_ participants |
| 6.4 The supervisor must be a registered art therapist. | List Supervisors and credentials: |

| 7.0 EVALUATION  Student Evaluation  7.1 Students are evaluated regularly and there are procedures to monitor student achievement and progress in courses and professional competencies | For each section describe how this program meets the standard. |
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| 7.2 The program is responsible to maintain a secure and confidential record of each student’s evaluation and progress indicators regarding coursework and supervision. |  |
| 7.3 The school has an evaluation policy and procedure for students to evaluate instruction, courses, internship and supervision. Where appropriate, recommendations are considered in order to improve program delivery and effectiveness. |  |
| 8.0 FACILITIES & EQUIPMENT  8.1 The program has regular access to Classrooms; Studio space for working with art materials; Appropriate office and private space for advising/  supervising students.  8.2 The program has access to Audio-visual aids for classroom instruction; Appropriate art studio equipment and supplies; Office equipment and supplies, as needed; Computer and internet access, where  appropriate. | For each section describe how this program meets the standard. |
| 8.3 Students and faculty have access to a thorough collection of art therapy literature, both historical and contemporary, journals and databases, and have the opportunity to research broader mental health and expressive arts issues. |  |
| 9.0 STAFF SUPPORT  9.1 Administrative/clerical support is required for the Director and faculty. |  |
| 10.0 DISTANCE LEARNING PROGRAM  A hybrid, blended, or online model of art therapy training will be required to maintain all other sections of the Canadian Art Therapy Associations Education Standards as listed above, as well as:  10.1 Provide an up-to-date, online, interactive learning system for students to interact with cohort members and faculty.  10.2 Experiential courses must be synchronous delivery.   * Students and faculty are required to have access to internet connection and possess basic computer skills.   (b) Distance learning students should be familiar with audio/video conferencing equipment.   * Programs must highlight security, confidentiality and other ethical considerations for online therapies. * Programs will hire and/or train instructors for online delivery. Instructors should be competent in providing online therapy, technologies and securities. | Program was delivered   * In person * Online * Hybrid   For each section describe how this program meets the standard. |