

# **The Institute for Continuing Education In Art Therapy (ICE/AT)**

## ***Author Kit***

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# The Institute for Continuing Education In Art Therapy (ICE/AT)

## *Author Kit*

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## **The Institute for Continuing Education In Art Therapy (ICE/AT)**

### **I. Introduction**

The American Art Therapy Association's *Institute for Continuing Education in Art Therapy (ICE/AT)* program is now accepting courses from approved authors. ICE/AT will provide online distance learning to the Association's members, as well as others interested in courses in art therapy theory and practice.

The courses will provide participants with Continuing Education Credits (CECs) to assist in keeping credentials current and increase knowledge about the field of art therapy.

The program has been developed by the Distance Learning Committee along with staff support from the American Art Therapy Association's executive staff team.

### **II. Author Eligibility Requirements**

At this time, the ICE/AT is only soliciting course material from active members of the American Art Therapy Association, who have course material which has already been 'peer reviewed' and approved for acceptance under the Continuing Education provider status of the American Art Therapy Association through the National Board for Certified Counselors (NBCC).

Courses will be accepted from the following sources:

- Articles published from 2004 to present, in *Art Therapy: The Journal of the American Art Therapy Association*.
- 2007, 2008 or 2009 Annual Conference Courses, Advanced Practice Courses, Workshops or Papers.

In the future, the Association may broaden its scope to add additional sources for course material.

### **III. Course Guidelines and Specifications**

Please review the information included in this kit related for course development and submission guidelines including: course categories, CEC credit requirements; development of resource and learning materials.

## **A. Course Categories**

Categories for courses have been established by the Distance Learning Committee, and are listed below. If your course does not fit within one of the stated categories and you would like to recommend an additional one, please contact Barbara Florence via email at [bflorence@arttherapy.org](mailto:bflorence@arttherapy.org) to present your suggested category.

Established course categories include:

- Art Therapy and Assessment/Diagnosis
- Art Therapy and Ethics
- Art Therapy and Multiculturalism/Diversity
- Art Therapy with Various Populations (including: Adults, Children, Adolescents, Couples, Families, Elderly, Persons with disabilities, Veterans, etc.)
- Art Therapy and Supervision
- Art Therapy in Various Settings (including: Schools, Hospitals both Psychiatric and Medical, Community Settings, Drug and Alcohol Inpatient and Outpatient, Prisons, Shelters, Employee Assistance Programs, Hospice, Day Treatment for Individuals with Mental Retardation and the Elderly, etc.)
- Art Therapy and Trauma (including: Brain Injury, Post Traumatic Stress Disorder, Sexual Abuse, etc.)
- Art Therapy Theory, Practice and Techniques
- Art Therapy Professional Practice Issues

## **B. Continuing Education Credit Requirements**

The American Art Therapy Association has been approved by the National Board for Certified Counselors, (NBCC) as a provider of Continuing Education Credits. The Association must follow the policies and procedures set forth by the NBCC. All courses submitted to the Institute will be assigned the appropriate CEC credit units by the Distance Learning Committee.

In order to be considered for CEC credit, courses must be developed using didactic principles, and include learning objectives and a written test.

The Institute will use the NBCC guidelines for the assignment of CECs as follows:

- Courses with learning materials which consist of approximately 4,000 words will be assigned 1 CEC.
- Courses based on 8,000 words will be assigned 2 CECs.
- Courses based on 16,000 words will be assigned 3 CECs.
- Courses based on material longer than 16,000 will be evaluated to determine the number of CECs assigned.

## C. Resource and Learning Materials

Course resource and learning materials should be submitted electronically to the attention of: Barbara Florence, [bflorence@arttherapy.org](mailto:bflorence@arttherapy.org). Templates and samples have been included with this kit to provide assistance to authors in course development.

All courses submitted must include the following components:

1. **A PowerPoint Presentation** (*See \*Tab 1 for template*) to include the following material:
  - Title Slide (Includes About the Author)
  - Course Description
  - Course Materials
  - Learning Objectives
  - Introduction
  - Course Subject Matter
  - Summary or Conclusion
  - References

*\*If you would like a PowerPoint file format template, please email Barbara Florence at [bflorence@arttherapy.org](mailto:bflorence@arttherapy.org)*

2. **Online Test and Key** (*See Tab 2 for Template*)

3. **Optional Materials**

Additional learning materials may also be submitted including:

- Journal Articles.
- Videos (*No more than 5 minutes in length*). Required file format includes: MPEG format (NTSC broadcast quality).

## IV. Course Approval

The American Art Therapy Association is committed to professional development. The Distance Learning Committee, supported by the Association staff, will review each course submitted to ensure that the NBCC and the Institute for Continuing Education in Art Therapy guidelines are met.

Approval of courses and inclusion into the Institute assures participants that programs meet professional continuing education standards and provide participants with continuing education credit for the following:

- Renewal of state licensure or certification.
- Voluntary professional certification.
- Recertification requirements.
- Continuing education requirements.

## **V. Author Release and Compensation Agreement**

The authors of all approved courses will be provided with a Release Form for signature. The signed release will grant the exclusive right to the American Art Therapy Association to print, publish, distribute and sell in any form the course and learning resources. Courses for which a signed release cannot be obtained will not be included in the Institute for Continuing Education in Art Therapy, and all course materials will be returned to the author.

Authors will receive a 10% share of the revenue for each course purchased by online participants. The courses will be priced at \$18 per credit for Association members; and \$25 per credit for non-members.

We encourage you to list the course and the link to the Institute for Continuing Education in Art Therapy on your web site and in your other promotional materials to encourage participation. Once your course is included in the course catalog, the Association staff will provide descriptive information and the link to you for this purpose.

## **VI. Key Contacts**

### **Association Staff Liaison to Distance Learning Committee:**

Barbara Florence, [bflorence@arttherapy.org](mailto:bflorence@arttherapy.org); (703) 548-5863

### **Distance Learning Committee:**

Chair: Rebecca Wilkinson, MA, ATR-BC, [raw1717@yahoo.com](mailto:raw1717@yahoo.com)

Gioia Chilton, ATR-BC, [giofo@aol.com](mailto:giofo@aol.com)

### **Board Liaison:**

Dr. Ellen G. Horovitz, LCAT, ATR-BC, RYT, [ehorovi4@zimbra.naz.edu](mailto:ehorovi4@zimbra.naz.edu)

## **VII. Appendix (see Attachments, Tab 1 and Tab 2)**

# Tab 1: PowerPoint Template (Instructions and Guidelines)

- A PowerPoint Presentation is required for all courses in the Institute for Continuing Education in Art Therapy to communicate the key points of the course. Additional course resource materials and aids may also be included.
- The PowerPoint has the following required components:
  - Title Slide (includes About the Author)
  - Course Description
  - Course Materials
  - Learning Objectives
  - Introduction
  - Course Subject Matter (multiple slides)
  - Conclusion or Summary Slide
- This file contains a template or shell of the required components with additional instructions on each section regarding format, style and length.
- Authors should use this PowerPoint slide as the 'template' which includes the American Art Therapy Association's logo and the name of the Distance Learning Program as the footer. Authors may make individual color selections for the title bar.

# Tab 1: PowerPoint Template (Instructions and Guidelines)

- Authors may insert graphics, diagrams and drawings (for which they hold a full release) into the Presentation. It is the author's responsibility to ensure that a full and complete release has been received for all materials presented.
  - Authors should use an easy to read font (suggested fonts include: Calibri, Arial, Times New Roman, Tahoma, Verdana). For approval on additional font selections, please contact the Association staff contact, Barbara Florence ([bflorence@arttherapy.org](mailto:bflorence@arttherapy.org)). Please keep all fonts to a minimum size of 14.
  - For additional details on course specifications and guidelines, please review the Author Kit.
- ***Next Step - Please review the PowerPoint Template Slides to develop your course presentation.***

## Title Slide:

Enter the name of your course here.

## The Author:

**Enter Your Name Here**, Enter your credentials here. Include a brief description about your background. (80 words maximum)

# Course Description

Enter a description of your course here, using a maximum of 150 words, or less. [100 to 125 is recommended).

Describe the course in clear, concise language. Include a brief synopsis of major program features.

# Course Materials (Resources)

- PowerPoint Presentation
- *List any additional course material that you will provide to the Institute for Continuing Education in Art Therapy, for use in this course, including a Journal Article, or other material.*
- Online Test

# Learning Objectives

*In this section the author should state what the successful learner will know or be able to do at the end of the course.*

**After completing this course, participants will be able to:**

- Enter two to three objectives in clear, specific and concise language.
- Objectives should only be related to the course material presented and/or made available as a course resource or aid.

**[Sample Objective:** *Understand the premise of attachment theory and identify the three categories of insecurity in children, and adults.***]**

# Introduction

- This section provides a course overview, in greater detail than the course description.
- It typically includes a highlight of key themes and topics for the course.
- One slide is generally sufficient to capture this information.

# Course Subject Matter

- The next series of slides should contain the key information for your course and can include words, graphics and charts.
- Your course may also contain additional learning aids such as a Journal Article, in which case, the PowerPoint presentation is a detailed exploration of the key and salient points of the materials.
- Your PowerPoint should convey the material upon which the test will be based.

# Summary or Conclusion

- This slide should summarize the key points from the course and provide outcomes from studies, if applicable and next or suggested steps on the subject matter.

# References

- Please list sources which were cited in your course.
- If the references are included within another course learning aid, such as a Journal article, you do not need to repeat them in the PowerPoint presentation.

**The Institute for Continuing Education  
In Art Therapy (ICE/AT)**

Test: [*Insert Course Name Here*]

**Support**

If you have questions or need additional information related to the development of the test, please contact Barbara Florence via email at [bflorence@arttherapy.org](mailto:bflorence@arttherapy.org).

**Test Format**

The Institute for Continuing Education in Art Therapy will use a multiple choice question format for the online test components of all courses. The participants need to answer all questions correctly and achieve 100% in order to pass the test. They will have access to all course materials while taking the test and may repeat the test until they pass it. The main objective is the transfer of knowledge and information presented in the course materials to participants.

**Question Format**

Please develop a set of multiple choice questions that reinforces the learning objectives, main topics and the material presented in your course. You may use a variety of multiple choice formats. Please refer to the examples below.

**Length of Test**

The number of questions will vary for each course. Please use your best judgment to determine the number of questions required in order to effectively evaluate the participants' understanding of the material presented. As a general guideline, there should be several questions for each of the course learning objectives. The overall goal is to ensure that the essence of the course material has been sufficiently transferred to the participants.

The following is a *guideline* to help you determine the number of questions for the test for your course:

- For one credit courses, a minimum of 10 questions is recommended; not to exceed 15.
- For two credit courses, a minimum of 15 questions is recommended; not to exceed 20.
- For three credit courses, a minimum of 20 questions is recommended; not to exceed 25.

**Answer Key**

When writing your test, be sure to include the answer. You are not required to provide the supportive information related to the answer. However, it is strongly recommended. There are several examples below of test questions, some of which include the supportive information, some that do not. Please list your Answer at the end of each multiple choice list (see samples below).

## **SAMPLE QUESTIONS:**

- 1. What is a primary underlying principle cited in the course for the combination of Cognitive Behavioral Therapy (CBT) and art therapy in the treatment of sexually abused children?**
- No other combined treatment methods have been studied.
  - The two treatments are actually identical.
  - Cognitive behavioral therapy (CBT) offers clear goals for trauma-focused therapy and art therapy helps the traumatized child quickly focus on critical issues in a way that talk therapy alone cannot because art therapy does not rely strictly on a verbal mode of communication.
  - There are no research studies that prove that the treatments should not be combined.

**Answer: C** - Cognitive behavioral therapy (CBT) offers clear goals for trauma-focused therapy and art therapy helps the traumatized child quickly focus on critical issues in a way that talk therapy alone cannot because art therapy does not rely strictly on a verbal mode of communication.

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- 2. How does art therapy help in the process of stimulating the cognitions (or jogging the cogs) of a traumatized child?**
- Children actually prefer to talk about their trauma experiences, and art therapy simply supplements the language therapy process.
  - The use of imagery directly contributes to cognition by increasing concentration on trauma specific issues and provides quicker access to and processing of information—a critical issue in brief trauma-focused therapy.
  - Art making assists the therapist in accessing cognitive abilities of the traumatized child.
  - None of the above.

**Answer: B** - The use of imagery directly contributes to cognition by increasing concentration on trauma specific issues and provides quicker access to and processing of information—a critical issue in brief trauma-focused therapy (Lusebrink, 1990).

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- 3. How does ‘mapping’ the trauma narrative assist trauma victims?**
- It is a highly structured intervention that is especially effective in organizing the traumatic events into chronological order.
  - The road is tangible, so it can be “walked” as many times as is necessary to reduce the stress associated with the abuse.
  - The very act of creating a map tends to “jog” memories and aid cognition by providing added information and details, making it a technique that is in keeping with what is known about how children tell about abuse.
  - All of the above.

**Answer: D** – All of the above.