	Art Therapy / Standard and SLO (see comment)	sse much	gat Bereit of Spirit	A B LIGHT'S LIGHT SHIFT	delegate of the delegate of th	and the state of t	A Writing and	Performed and Lea	die de la constante de la cons	The Theory of the Control of the Con	Traduction 1	de Grand	de besternest	Telling to profit	particular de la constitución de	parts of the state	get ture of the state of the st	Market of the Tree of the Control of	SPA CHEET TO CHEET STORE OF SPACE OF SP	A RABBERGH SELECT	Be Bet Aspertment	THE OF SUPERINE	petropolist	edan katakatakata	general de de la companya de la comp	a before the tree	The left of the fact of the fa	St. Hender	the transfer of the state of th	the fast of the fa
CAAHEP Standard	Art Therapy Curriculum																													
	History and Theory of Art Therapy Identify major contributors and contributions that shaped the field of Art Therapy and how they influenced your professional identity																I, R									А				
	Identify the relationship between art therapy approaches and theories from					s											р													
a.K.2	psychology, counseling and related fields Compare and contrast approaches to Art Therapy unique to the field: a) art psychotherapy; b) art-as-therapy; c)																р													
	open studio and studio based approaches; d) art-based clinical theories; e) community based																P													
	approaches Demonstrate how theory informs art			1																р										-
a.S.1	therapy assessment and treatment planning Value the historical antecedents the			1																P										
a.A.1	current professional art therapy practice Professional Orientation, Ethical and																р													
	Legal Issues Define the professional role and																r													4
	function of an Art Therapist Recognize the ethical principles of practice of the American Art Therapy Association and the Art Therapy Credentials Board, as well as those of							R									P I												A	
	related fields Describe the purpose and goals of supervision, including models, practices and processes						S	Р																						
b.K.4	Define the role and processes of professional Art Therapists advocating on behalf of the profession							S									р													
b.K.5	Identify professional organizations and membership benefits, activities, services to members, and current issues																р													
1	Summarize roles and responsibilities as members of interdisciplinary community outreach and emergency																													
	management response teams Describe how ethical principles guide the use of technology in professional practice (i.e. electronic records,							p																						-
b.K.7	professional and social networking, and distance therapy and supervision Demonstrate how to apply decision-																													4
b.S.1	making models and legal principles to ethical dilemmas			1				р							-				+	+										4
b.S.2	Demonstrate how to complete professional documentation required in clinical mental health settings such as treatment plans and progress notes													р															s	
b.S.3	Practice conducting job search, resume writing and professional interviewing skills to prepare for the transition from student role to professional practice																												р	
	Acknowledge the value of developing a strong professional Art Therapist identity founded in ethical practice							р									s													
	Recognize the importance and impact of professional credentialing (Registration, Board Certification and licensure) and the effects of public policy on these Issues																S												p	
	Value advocacy processes to address barriers that block access and equity to mental health and related services																					S	р							
	for patients/clients Recognize the need for collaboration and consultation within and among arrangizations. Including interagency																												р	
b.A.4	organizations, including interagency and inter-organizational collaboration Recognize the impact of personal and professional development through																													-
h A 5	supervision, self-care practices appropriate to the Art Therapist professional role, and continuing education																									s			р	
с	Materials and Techniques of Art Therapy Practice Describe theory of specific properties																													
c.K.1	and effects of art processes and materials informed by current research such as the Expressive Theraples Continuum																ı				R								A	
	Identify toxic materials, safety issues with select populations, allergies reactions																S				Р	S								
c.k.3	Identify requirements for studio set-up and maintenance Identify resources and programs for using technology as it relates to																				P P								S	=
	creating artwork Identify ethical and safe storage methods for client artwork							Р													s									-

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	Develop therapeutic goals and art- based interventions based on the therapeutic effect of art making, including the benefits, limitations and															Р	s								S
c.S.1	contraindications of art materials Develop strategies to effectively manage resistance to creative															S									P
c.S.2	expression Demonstrate understanding of therapeutic utility and psychological															Р									
c.S.3	properties of a wide range of art processes and materials Adapts tools and materials for clients with disabilities															Р	s								
	Incorporate ethical and cultural considerations in materials selection and therapeutic applications															S		Р							
c.A.2	Formulate the potential value of and contraindications for public display of client artwork					Р										S									
c.A.3	Evaluate the potential appropriateness of various venues for display of artwork Creativity, Symbolism and Metaphor					Р											S								s
d.K.1	Describe theories and models of creativity											Р				s									
d.K.2	Describe theories and models for understanding symbolism, metaphor and artistic language Apply understanding of artistic											Р	S				S								
	language, symbolism, metaphoric properties of media and meaning across cultures and within a diverse															S		Р							
	society Practice skills for developing awareness and insight into art processes and images											s	S			Р	S	S	s						
	Demonstrate the belief in the value of using art-making as a method for exploring personal symbolic language											1				R					А				
	Recognize the need for awareness of and sensitivity to cultural elements which may impact a client's															Р	s	s							
d.A.2	participation , choice of materials and creation of imagery Value the benefits of student/therapist reflective art-											s	s	s		S	s	s	s		s			s	P
d.A.3 E	making to inform clinical practice Group Counseling and Group Work Describe the theoretical foundations												,	,		,	,	,			,			3	
e.K.1	with group work with an emphasis on group art therapy Explain dynamics associated with													P I, R											A
e.K.2	group process and development List therapeutic factors and how they influence group development and													P											
e.K.4	effectiveness Identify types of groups and group formats Develop approaches to forming													Р			S								
e.S.1	groups, including recruiting, screening and selecting members Describe theory of specific													P											
	pro+B52pertiers and effects of art processes and materials informed by current research such as the													Р											
	Expressive Therapies Continuum Considers purpose, goals, population characteristics, when designing art													P			s								
e.S.3	therapy groups in a variety of settings Facilitate ethical and culturally responsive group practices, including													P				s							
e.S.4	informed approaches for designing and facilitating diverse groups Incorporate critical thinking and defend rational of art processes and																								
e.A.1	media selection for the group art therapy context Evaluate the experience of art-making													P											
e.A.2	on group development and effectiveness Recognize the value of participating in	Š												P											
e.A.3	a group and engaging in group process, group stages, and group dynamics Art Therapy Assessments						S							P							_				
f.K.1	Discuss definitions and purpose of art therapy assessments Describe historical development of art														Р										
f.K.2	therapy assessments and current assessment applications Compare and contrast terminology														Р										
	used in Art Therapy assessments such as, but not limited to, test and assessments that are standardized,							s							Р										
	non-standardized, norm-referenced, criterion referenced, group and individual testing and assessment, behavioral observations, and symptom							3																	
f.K.3	checklists Differentiate between assessment and testing, and appropriate							P																	

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	Art Therapy / Standard and SLO (see comment)	/	nes di la regionale	delay & Oster		eten Partrolo	Sesional purior	a di Pertodes Antiques Ethics Sed.	Addition States & Les	ted Interviewing	ALL (Predicted of	ate (Group)	a the see speed	A Treatment Production	Street Course	the stranger tree	god as Counseline	St. Arthe	Spylor Children's Auto	E GOT STEEL	A Regestrated and	A Studio: Medi	a trade in ar the s	or the age	Le hard cartes to	Standard Caree	Detelopment	to he the defend	ged Sentiner in Co	general Spirit	are in her the
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f.S.2	Demonstrate the ability to administer and apply appropriate art therapy assessments																		-												А
	present purposes of summative and formative art therapy assessments in																														
f.S.3	art therapy practice and research Assess purposes of art therapy assessments to establish treatment												Р							,											
f.S.4	goals Gite methods to determine validity											s																			
	and reliability of art therapy assessments Execute methods to interpret data											3										s									
f.S.6	from art therapy assessments Display ethical, cultural, and legal																					-									
f.A.1	considerations when selecting, conducting and interpreting art therapy and related mental health fields' assessments							S												,											
	Incorporate critical thinking skills when determining the role of assessment in diagnosis and												Р																		
f.A.2	diagnosing in the field of art therapy Thesis or Culminating Project																														
- 4.1	Organize academic and field experience documents related to their area of specialization as the basis for an culminating professional portfolio				S																									Р	
	Create an in-depth study of one aspect of art therapy or an integration of knowledge and clinical skill in art																														
	Complete the professional portfolio that is based on the successful																														
	culmination of experience-based materials and reflective information that demonstrates various dimensions of graduate students work, philosophy,																										А		1	R	
	academic and clinical skills and attitudes. The portfolio will be a synthesis of professional growth and program specific learning outcomes.																														
	Practice in opportunities and support for sharing thesis or culminating project outcomes in a public forum																										Р				
g.A.1	(e.g., thesis presentations, published article, submission of a grant application) Human Growth and Development																														
	Compare and contrast theories of individual and family development across the lifespan, including, but not limited to typical and atypical cognition, personality, human sexuality, moral and creative		1															R													A
h.K.1	capacities Examine theoretical and biopsychosocial roots of developmental crises, trauma,																	S				s									
h.K.2	disabilities, addiction, and exceptionality on development across the lifespan																	3				3									<u> </u>
h.S.1	Assess developmental stages in artwork, including typical, atypical, and exceptional characteristics for all group ages																	S		,		S									
	Integrate contextual/ecological factors bearing on human development such as cultural identities, spiritual,																	s				s	s	s							
h.S.2	systemic within and outside family nucleus, physical, neurological, biological, and physiological				-																										<u> </u>
	Justify methods of advancing wellness and actualization of potential, coping capacity, creativity, and optimal development throughout life																					s									Р
I	Helping Relationships and Applications																														
i.K.1	Identify evidence based strategies and clinically grounded approaches for assessment and treatment																		1												
i.K.2	Describe approaches to crisis intervention Describe trauma-focused art therapy interventions																					s									-
i.K4	Describe theories, assessment and treatment of addictive behaviors and disorders																					Р									
	Review therapeutic process (relationship building; mid-phase; termination) Identify theories of effective programs																					S									P
i.K.6	in various settings including strategies for program development and evaluation	Р																													<u> </u>
i.K.7	Demonstrate understanding of a systems approach (family, community, political)														Р			S													
i.S.1 i.S.2	Utilize art materials and processes within the context of building the therapeutic relationship Perform interview skills													R			1														А

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	and SLO (see comment)	/	ad Research Al Projected Co.	Trental Park	igns of Agree	der podest	Taive Theory thous	Cthics and I	Ethic & L Inte	rate w. Individi	ar, (Group)	155855Freth	Treatment Sprach	stree to cou		Counseling	ions of Art. The	apy for Chir	Art The Papy	apy Assess.	apy Studio.	A Option Day I The Land Late In	The Productive to by	of Care we hoppose	/ 200	d Servinat Servina ion	o Field Externation for the	at the rate the st
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	Demonstrate case conceptualization	/ 400	\ \dst_ \ \ \dst_2	474	/ 51¢	R R	/ 9x	/ 3x	422	30 / 3º	43	436	/ 45	gati.	481	' sp*	/ 45 ^t	/ 43	/ \$ ³	/ 48	/ 4 ⁵	/ \$ ⁸ / \$ ⁸	484 4	8 4 \ E.	Bra.,		45° / 45°	
	skills Formulate treatment planning/goal											P															P	1
	setting Identify the steps of suicide risk																											
	Develop relevant sensory-based art																			Р								
	therapy interventions Integrate evaluation of treatment											P																
i.S.8	Provide examples of referral processes and accessing community resources																											
	Plan clinical interventions for the treatment of children, adolescents,																											
	adults, couples and families in a variety of settings including, inpatient,											P					S	S			S							İ
i.S.9	outpatient, partial treatment, aftercare																											
	Recognize and display a professional commitment to art therapist															Р												
i.A.1	characteristics that promote the therapeutic process																											ŀ
	Respond to clinical and ethical implications for incorporating one's																											1
	own art-making process in a session to develop therapeutic rapport, facilitate creative expression, and															S				S							S P	
i.A.2	promote the therapeutic process																											1
	Value the development of a personal approach to the practice of art therapy					<u>L</u>	L						<u>L</u>	L		Р]
i.A.4	Acknowledge transference and counter-transference																				S						P]
i.A.5	Value consultation, collaboration and inter-professional teamwork																											1
	Psychopathology and Diagnosis Identify major categories and criteria		P																									
j.K.1	of mental disorders according to the current DSM and/or the ICD		r																									
	Understand the potential for substance use disorders to mimic and/or co-occur with a variety of																				P							İ
	neurological, medical, and psychological disorders																											
	Describe basic classifications, indications and contraindications,																											
	among commonly prescribed psychopharmacological medications																											
j.K.3	for appropriate referral and consultation]
	Understand neuroscience theory as applies to art therapy interventions																							Ι Α			R	4
	Apply the use of diagnostic process in treatment planning											P							S		S							
	Exhibit a basic understanding of art- based indicators of mental disorders/psychopathology in		1																R								A	
j.S.2	patient/client artwork Demonstrate understanding of basic																											ł
j.S.3	diagnostic process, including differential diagnosis										Р																	
	Demonstrate the use of behavioral observations as indicators of mental										S								Р									
	Describe applications of neuroscience																											
	theory and research to art therapy practice Value cultural factors impacting the																											-
	diagnostic process and concepts of health/illness																					Р						1
j.A.2	Critique use of diagnosis in treatment and intervention											Р]
	Display sensitivity to the prevalence of mental illness and impact on																7	7				Р						1
	individuals and society Display sensitivity when considering																				P							
	the impact of crisis on individuals with mental health diagnosis																				-							l
к	Psychological and Counseling Theories Describe the tenets of psychotherapy																											1
k.K.1	and counseling theories Apply theory to practice through case					P							1										+				_	1
k.S.1	analysis or critique of clinical scenarios																				S						P	1
	Recognize the implications of applying theoretical foundations to therapeutic			1									R														А	l
L	Appraisal and Evaluation																											1
	Understand the historical perspectives of assessment procedures in treatment										Р																	1
	Describe the concepts of standardized																											1
	and non-standardized testing and assessment throughout the treatment										P																	1
I.K.2	process (intake, treatment planning, diagnosis and termination)																											1
	Demonstrate knowledge of rudimentary statistical concepts										P																	1
I.K.3	related to assessment and testing										Р		S															1
I.K.4	Understand procedures for identifying/reporting suspected abuse Apply risk assessment strategies and										-		,															-
I.S.1	tools (danger to self, others)			1	1			l																				1

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	Display skills for conducting bio- psychosocial assessments, mental												_								R										А
	status exam, and substance abuse disorder assessments for diagnostic and intervention planning purposes												'								к										A
	recognize cultural, social, and co- occurring issues that affect												Р								s		s	s							
	assessment outcomes Value culturally and developmentally appropriate assessment tools and applications to utilization and												Р								S		s	s							
I.A.1	interpretation of results Research																														
m.K.1	Recognize foundational purposes of research with emphasis on applications to the field	Р																													
	Define research methodologies (e.g. quantitative, qualitative, mixed methods) and research design formats	P																													
m.K.2	used in the field Describe art-based research																														
m.K.3	methodologies and program evaluation as related to art therapy Understand concepts of validity, and	R																					1					A			
	reliability and applications to selection and application of assessments and	P																													
	Apply methods used to conduct a review and critique of the literature on a topic of interest	ı																										А			R
m.S.2	Perform basic steps required to design and conduct a research study	Р																													
	Demonstrate basic statistical concepts such as scales of measurement, measures of central tendency,	Р																													
	variability, distribution of data, and relationships among data as applied in research studies																														
	Recognize ethical and legal considerations used to design, conduct, interpret, and report research	ı							R																			А			
m.A.2	Recognize cultural considerations used when conducting, interpreting and reporting research	1																										А			R
	Cultural and Social Issues Identify research addressing characteristics of help-seeking																														
	behaviors of diverse cultural and social groups and implications for responsive																							P							
	Demonstrate an understanding of current issues and trends in a multicultural society																							Р							
	Describe cultural and social diversity theories and competency models including AATA's Multicultural and																							Р							
n.K.3	Diversity Competencies Plan strategies for identifying the																														
	impact of oppression and privilege on individuals and groups and eliminating barriers, prejudices, intentional and unintentional oppression and discrimination																							Р							
	Multicultural counseling competencies: Make use of																														
	experiential learning activities (e.g. a cultural genogram) designed to explore and develop student cultural																							I,R							А
	and social self-awareness including self-assessment of attitudes, beliefs , and acculturative experiences																														
	Apply social and cultural diversity theories and competency models to an																														
	understanding of identity development, empowerment, collaboration, advocacy, and social																							P							
n.S.3	Justice Value strategies for collaborating with and advocating for wellness within																							P							
n.A.1	diverse communities Display a professional commitment to AATA's Multicultural and Diversity																							P							
n.A.2	Competencies																	s						P							
n.A.3	Justify the role of arts in social justice, advocacy, and conflict resolution Contrast connections of student and		-															,			-	-		· ·							
n.A.4	social self-awareness to their view of others, including their cultural assumptions and biases																							Р							
	Studio Art Identify methods and venues for displaying artwork								S													P									
	displaying artwork Incorporate knowledge and skills about art materials and processes																	s				Р									
	Demonstrate personal, hands on contact with the discipline of art								s									S	S	S		Р	s	S	S			s			s s
o.S.2	Recognize personal symbolic language																	Р										s			
o.S.3	(student recognition of theory own imagery as opposed to client imagery) Display a connection to a personal																											A			
0.A.1	creative process and artist identity. Specializations																	1				R						А			

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p.K.1	Demonstrate advanced knowledge of a well-defined, specialized area of clinical or community-based practice																								Р									s	
p.S.1	Describe in-depth experience with specific patient/client populations, practice settings and methods of interventions																								I, R									А	
p.A.1	Display cultural competence in consideration of unique characteristics of specific populations and settings																								Р										
Q	Career Development Define theories and models of career																											_							
q.K.1	planning and decision making																											Р							_
q.K.2	Understand assessment tools and techniques, including art therapy assessments, relevant to career development																						P					s							
	Apply information/resources available to support client choice																											S						Р	
q.S.2	Use approaches for assessing the relationship between career development and client match in terms of lifestyle, life roles and mental health				1																							R						А	
q.A.1	Value multicultural and ethical strategies for facilitating career and educational planning and development with diverse clients																									S									