



WHITECLIFFE

COLLEGE OF ARTS & DESIGN

TE WHARE TAKIURA O WIKIRIWHI

Course Information

Master of Arts in Arts Therapy 2010

(Two year qualification)

Master of Arts in Arts Therapy (Clinical) 2010

(Three year qualification)

This degree is approved by the New Zealand Qualifications Authority under the provisions of the Education Act 1989 and Whitecliffe College of Art and Design is accredited to offer it.



Contents

Master of Arts in Arts Therapy

| | |
|--|----|
| The Arts Therapy Profession in New Zealand | 3 |
| The Whitecliffe Commitment to Arts Therapy in New Zealand | 4 |
| Programme Aims..... | 4 |
| Programme Outcomes | 4 |
| Courses required of all students (180 credits)..... | 5 |
| Fourth Semester Elective (60 credits)..... | 5 |
| Online Learning..... | 8 |
| Normal Progress | 8 |
| Requirements for Award of the Qualification | 8 |
| Minimum and Maximum Duration of the Programme..... | 8 |
| Monitoring/External Assessment..... | 8 |
| Whitecliffe Facilities, Access and Postgraduate Privileges | 9 |
| Transfer Credit | 10 |
| Fees..... | 10 |
| Dates for Year 2010 – 2011 Admission..... | 12 |

Master of Arts in Arts Therapy (Clinical)

| | |
|--|----|
| Objectives and Outcomes Statements for the Clinical Year | 13 |
| Student Placement and Supervised Practice | 14 |
| Placement considerations..... | 14 |
| Placement Supervision | 14 |
| Supervision | 16 |
| Seminars | 17 |
| Experiential Arts Therapy Group | 17 |
| Programme Delivery Schedule | 20 |
| Contact Information | 21 |

NB: For students who successfully complete the first two years, gaining a Master of Arts in Arts Therapy, they will undergo a second interview in order to gain entry to the clinical year. If anyone who is not currently a student applies for the final year only they will need to already have a Master of Arts in Arts Therapy degree or equivalent.



Master of Arts in Arts Therapy (Two year qualification)

Course Description

National Qualifications Framework (NQF) Level: Nine(9)

NQF Credits: 240

Exit qualification: Master of Arts in Arts Therapy

Qualification Code: PC3426

Duration: 2 years low residency

Next Intakes: 23 July, 2010, 11 February, 2011 and 22 July, 2011

Application deadline dates: 01 March for July Intakes, 01 October for February intakes

Campus: Main Campus, 24 Balfour Road, Parnell, Auckland 1010, New Zealand

Master of Arts in Arts Therapy (Clinical) (Three year qualification inclusive of 2 year MA above)

Course Description

National Qualifications Framework (NQF) Level: Nine(9)

NQF Credits: 360

Exit qualification: Master of Arts in Arts Therapy (Clinical)

Qualification Code: PC3427

Duration: 3 years low residency (inclusive of 2 year MA above)

Next Intakes: 02 July, 2010, 14 January, 2011 and 15 July, 2011

Application deadline dates: 01 March for July Intakes, 01 October for January intakes

Campus: Main Campus, 24 Balfour Road, Parnell, Auckland 1010, New Zealand

Master of Arts in Arts Therapy (Two year qualification)

The Master of Arts in Arts Therapy is a two-year course, which requires, as a prerequisite for matriculation, an appropriate undergraduate degree or equivalent educational and professional experience. It is approved by the New Zealand Qualifications Authority under the provisions of the Education Act 1989.

It is designed to enable students with demonstrated commitment, experience and ability to build on their maturity as creative and caring individuals.

It is designed to provide a solid foundation of knowledge for the pursuit of careers in Arts Therapy as professional Arts Therapists, in academic research, in Arts Therapy administration or as practising artists.

It is built around a comprehensive programme of theoretical readings, weekend seminars, formal assignments, guest speakers, fieldwork and case studies, creative studio, professional practices and professional electives.

The Arts Therapy Profession in New Zealand

Although it has long been established overseas, Whitecliffe recognises that the Arts Therapy profession in New Zealand is new and dynamic. In the last decade we have seen many changes in New Zealand:



- the emergence of consumer and client based organisations;
- the growing drive to build strong cultures within the “extra-ordinary communities” (mental health, justice, gifted children, at risk youth, older adults, people with disabilities, substance abuse, refuge survivors, etc.);
- recognition of the effectiveness of Arts Therapy methods that are based upon Maori and Pacific Island cultures;
- the constant redefinition of “therapy” and the role of the “therapist”;
- an understanding that the arts can be therapeutic in themselves;
- a growing interest by the wider community in Arts Therapy for self-development; and
- a growing number of new Arts Therapy techniques and interventions that have not yet been tested by research.

Our degree responds to these changes, encourages creativity, new ideas and new practices. At the same time, we insist on intellectual rigour and high academic standards.

The Whitecliffe Commitment to Arts Therapy in New Zealand

We work from a very broad understanding of Arts Therapy.

We include all of the arts (music, drama, creative writing, dance and movement, visual arts, Maori and Pacific traditional arts, etc.) and a variety of therapeutic contexts. We serve the “extraordinary communities” of mental health, justice, gifted, people in substance recovery, older adults, youth at risk, people with disabilities, refuge survivors and others. We stress the alignment of Arts Therapy theory with the academic disciplines of psychology, psychiatry, sociology, cultural anthropology, arts criticism and aesthetics, education and arts administration as well as wider arts access contexts. We are committed to four distinct Arts Therapy career paths:

- a career as a professional Arts Therapist;
- a career in Arts Therapy education and research;
- a career in Arts access/Arts Therapy administration; or
- a career as a practising artist.

Programme Aims

The principal aims of the Master of Arts in Arts Therapy programme are to:

- prepare students for a range of leadership roles in the Arts Therapy professions;
- encourage students to apply their creative and scholarly abilities to healing and self development through the arts;
- explore the relationship between theories about the human psyche and Arts Therapy practice
- equip students with a knowledge base for effective Arts Therapy research;
- enable students to extend their creative abilities in the arts; and
- develop students’ critical skills and foster a mature understanding of the relationships between their work and society.

Programme Outcomes

By the end of the MA Arts Therapy course successful students should be able to:

- articulate the principles of best professional practice for Arts Therapists;
- discuss social science theories as they apply to Arts Therapy;
- identify appropriate research methods and conduct a number of types of research;
- make art works informed by Arts Therapy theories, insights and symbols;
- formulate focussed questions and identify and implement appropriate research methods to gather, analyse and report data in support of directed inquiry; and



- having identified a career path, complete one of the Semester Four Research Electives (Clinical Research, Non-clinical Research, Organisational Research or Studio Research).

Courses required of all students (180 credits)

| | | |
|------|--------------------------------|------------|
| 5043 | Creative Studio | 30 credits |
| 5042 | Social Aspects of Arts Therapy | 30 credits |
| 5044 | Psychology of Arts Therapy | 30 credits |
| 5045 | Research Methods | 30 credits |
| 5041 | Professional Practices | 30 credits |
| 5046 | Education and Arts Therapy | 30 credits |

Fourth Semester Elective (60 credits)

| | | |
|------|-------------------------------------|------------|
| 5049 | Clinical Research Elective OR | 60 credits |
| 5050 | Non-Clinical Research Elective OR | 60 credits |
| 5051 | Organisational Research Elective OR | 60 credits |
| 5052 | Studio Research Elective OR | 60 credits |



Taught Courses

5041 Professional Practices

A comprehensive examination of the Arts Therapy profession in New Zealand, with reference to overseas models. Emphasis is placed on the developing nature of the Arts Therapy industry in New Zealand, the interrelationships of influential structures and organisations, and the development of robust local models of professional ethics and best practice.

5042 Social Aspects of Arts Therapy

An advanced examination of social structure and cultural theory to develop an understanding of the diversity of issues which impact cultural and policy decisions in New Zealand effecting arts organizations and arts related businesses OR extraordinary communities.

5043 Creative Studio

The purpose of this module is to provide students with the opportunity to experience Arts Therapy from the position of a client, to engage in the critical analysis of the self through the creative therapeutic process and relate this experience to the theoretical literature.

5044 Psychology of Arts Therapy

An advanced examination of the psychological and psychotherapeutic theories underpinning Arts Therapy. Central to this examination are: the differences, in terms of theory and practice, between the various extraordinary communities (mental health, justice, substance abuse, at risk youth, the gifted, the disabled, older adults, refuge survivors, etc.) and the differences between the various arts modalities (visual, Maori and Pacific, music, dance, drama and writing.) The course will also examine theories about the therapeutic relationship, and links between psychology and the creative arts therapies

5045 Research Methods

Advanced study in research methodology, research ethics, critical analysis and scholarly and professional presentation of research findings.

5046 Education and Arts Therapy

An in-depth examination of the interrelationship of Arts Therapy theory with educational theory and the impact of these theories on Arts Therapy practice. The application of theory to practical educational problems will be critically examined:

Research Electives

5049 Elective - Clinical Research

An extensive project of supervised clinical research directed towards the advancement of Arts Therapy theory and practice. This degree will not in itself prepare graduates to be Arts Therapy practitioners. But in appropriate circumstances a registering body may recognize this supervised client contact as counting towards clinical practice hours for registration.

5050 Elective – Non-Clinical Research

The purpose of this elective is to give the student an opportunity to pursue scholarly research on a chosen topic to an advanced academic level. Students are required to master high-level primary or theoretical research methods under supervision and present a written dissertation.

5051 Elective – Organisational Research

Students working toward a career in Arts Access/Arts Therapy management or administration might choose the Organisational Research Elective for their fourth semester. This elective will use applied research methods for an extensive project that examines one or more Arts Therapy organisations. The aim for this Elective is to critique one or more Arts Therapy organisations in order to develop a new understanding of best practice for the Arts



Therapy profession. The findings from this research will be presented as an advanced academic or professional report.

5052 Elective – Studio Research

An extensive project of creative research to produce professional-level creative work. This research will be in one of the therapeutic arts areas such as visual art, music, dance, movement, drama, writing, Maori arts or traditional arts. The Studio Research Elective uses the Arts Therapy experience as material for the production of art works or artefact. It will be influenced and informed by Arts Therapy theories and directed toward deepening the ongoing critical analysis of the self through therapeutic and creative exploration. Students will examine the nature of creativity in an Arts Therapy context and explore ways for a practicing artist to work in the Arts Therapy community. The results of this research would be presented as an exhibition, public performance, or educational resource supported by a short supporting document that describes the underpinning theories, the creative processes of the project and critically examines the contribution of the artwork/artefact to the Arts Therapy community.

Semester Format

Two courses will be taught sequentially in each semester. There are two semesters each year.

| | | | | | | | | | | | | | | | |
|---|--|--|---------|--|--|--|--|--|---------|--|--|---------|--|--|--|
| | | | | | | | | | | | | | | | |
| Orientation and Commencement of first course for the semester | | | Seminar | | | Seminar and Commencement of second course for the semester | | | Seminar | | | Seminar | | | |

Programme Delivery

The Master of Arts in Arts Therapy is a low-residency course of study. Its major seminars are scheduled monthly, in the weekends, to provide flexibility for students in the work place or travelling from out of Auckland.

The design and delivery of course documentation, the use of telephone, fax, internet and e-mail for communication and supervision, the nature of assignment topics, the readings supplied to students and the intensive weekend seminars are all designed for the benefit of low-residency students.

Programme delivery, in the first three semesters, aims to develop a range of skills. At the end of this time, the successful student will be able to:

- analyse and summarise a range of academic and professional readings;
- conduct research projects that use a range of methodologies;
- critique the design of effective Arts Therapy sessions;
- deliver a presentation, chair a seminar;
- produce art works influenced by Arts Therapy; and
- write reports and academic papers in a variety of styles.

Programme delivery in the fourth semester is self-directed. The student, as is appropriate to this level of education, is expected to be self-motivated, to set goals, to manage time and to arrange supervision appointments in consultation with, rather than under the direction of, faculty.



Attendance is required at two seminars during the fourth semester.

Online Learning

Blackboard.com is the platform for our online delivery. Online Learning is an essential tool in student communication with programme faculty. In addition, it provides a valuable mechanism for exchange of ideas, networking and engagement in discussion between monthly seminars, and meets the need for low residency students to maintain contact with their peer group.

Attendance at Seminars

Students are required to make at least one contact with their lecturer each week (so that the student can report progress with research and assignments and be briefed about course activities). Students are required to attend each semester Orientation. Students are required to attend both days of each weekend seminar (so that they can contribute to discussions, profit from guest speakers and participate in class-work briefings). A student who attends only part of a weekend seminar will be marked absent for the whole class period. Students are required to attend scheduled activities external to Whitecliffe (so that they can profit from and document the experience).

Normal Progress

The two-year full-time programme starts with three semesters of taught courses (two courses per semester) followed by a research elective semester. A student makes “normal progress” from semester to semester by sustaining an overall grade point average of “C-”.

Normal progress into the fourth semester research elective requires written permission from the Dean of Research and Postgraduate Studies. This permission is required because the last semester demands a level of research skill, professionalism and self-motivation beyond that required in the first three semesters.

Requirements for Award of the Qualification

Award of the Master of Arts in Arts Therapy qualification is dependent on the student achieving the required minimum number of credits (240), with a grade of C- or better on their end-of-course assessment.

Minimum and Maximum Duration of the Programme

The Master Of Arts Degree is a two-year full-time course (a total of 240 credits). All Whitecliffe qualifications require the completion of a minimum of 120 credits (one year of equivalent full time study) at Whitecliffe. Furthermore, award requirements must be met within four years of initial matriculation on the course.

Monitoring/External Assessment

The Master of Arts in Arts Therapy programme is monitored not only internally, by established Whitecliffe review processes, but also by a NZQA Monitor. At various times throughout the programme students may be required to give feedback to the NZQA Monitor. The New Zealand Qualifications Authority also regularly reviews the quality of Whitecliffe's programmes generally, and students may also be required to present their feedback to a NZQA review panel.



Whitecliffe Facilities, Access and Postgraduate Privileges

Postgraduate students are encouraged to make use of Whitecliffe facilities, including the staff room and library during the seminar period and at other times when visiting Whitecliffe.

Postgraduate students are entitled to attend and participate in undergraduate (and graduate) courses subject to space and availability at no extra cost, on an “auditing” basis. Postgraduate students doing so will receive no credit for undergraduate/graduate courses on this basis, and are not required to complete assignments etc. Attendance however does imply participation, the degree of which must be negotiated with the lecturer and/or Head of Department for the course. Material and other course related costs must be met by the student.

ADMISSION REQUIREMENTS

Students applying for admission to the programme should have an undergraduate diploma or degree qualification equivalent to Level Seven on the NZQA Framework.

Students without a Level Seven Qualification or from a non-arts-related background will be assessed on an individual basis in order to determine their potential for successful completion of the programme. In appropriate cases, Whitecliffe recognises relevant professional experiences as potential preparation for advanced study.

Personal Prerequisites for the Programme Include The Following:

- Some ability in the visual or performing arts
- High level of computer literacy for purposes such as word processing, email and searching the Internet. Ability to work competently with current Microsoft Office for Word software e.g. Vista. NB. If you need to brush up your computing skills before coming on the course, we suggest that you try out the free BBC [Webwise Online Course](http://www.bbc.co.uk/webwise/course/). <http://www.bbc.co.uk/webwise/course/>
- Some understanding of Arts Therapy
- Interpersonal skills (e.g. teamwork, personality, problem solving)
- Study and work behaviour – independent learning, time planning, responsibility etc
- A clear understanding of the aims and objective of the Masters programme

Specific Requirements For Admission Include:

- A completed Whitecliffe Application Form
- Official transcripts of baccalaureate degree and/or other academic qualifications
- A current curriculum vitae
- Three letters of reference
- A letter of intent/description of reasons for applying to the programme
- Evidence of academic writing ability which reflects the potential for successful study at the graduate level (examples of previous academic writing may be submitted)
- Prospective students must have a current email address and Internet access and be familiar with the use of computers for these purposes (if you want to brush up your computing skills before coming on the course, we suggest that you try out the free BBC Webwise Online Course: <http://www.bbc.co.uk/webwise/course/>)
- Applicants whose first language is not English are required to provide satisfactory evidence of proficiency in the English language, such as a minimum score of 625 on the TOEFL test, or 7.5 on the IELTS
- Department for Courts – Copy of personal Information (police check)

**Your Letter of Intent**

The letter of intent is an important part of your application process and needs to be composed to with care and consideration. The Admissions Board will use the letter of intent when considering your application for acceptance on to the MA programme. It will give a preliminary indication as to whether you are able to participate at the required level in the theoretical and practical components of the course. The letter will also be used to make an initial assessment of your ability to communicate in a style appropriate to the academic demands of the programme. The information you provide will inform the decision made by the Admissions Board and then assists the Director of the Programme to advise you more effectively.

When Whitecliffe is in receipt of completed information, applicants will be required to attend a formal individual interview as well as a creative group interview. Senior Faculty will review their applications in order to determine the suitability of the programme to their needs and their ability to successfully complete the programme. Assessment of candidates may include identification of any areas of additional study considered necessary, either to strengthen skills or to meet pre-requisites, which will be required as a condition of matriculation or advancement in the programme.

Transfer Credit

Whitecliffe Regulations (<http://www.whitecliffe.ac.nz>) outline procedures for evaluation and granting of transfer credit. In the case of the Master of Arts in Arts Therapy degree, transfer credit may be granted for work undertaken at the postgraduate level in accredited institutions in New Zealand or overseas.

Fees

Please see current application form for Course Fee details. Membership in the Student Association is encouraged but not required. Materials and supplies expenses will vary from student to student, and are the responsibility of the student.



Suggested reading for MA Arts Therapy students

- Allen, Pat B. (1995). *Art is a way of Knowing*. New York: Shambhala
- Axline, Virginia. (2001). *Dibs: In Search Of Self: Personality Development In Play Therapy*. Boston: Houghton Mifflin.
- Case, Caroline & Dalley, Tessa. (1992). *The Handbook Of Art Therapy*. London: Tavistock/Routledge.
- Cattanach, Ann. (1999). *Process In The Arts Therapies*. London: J. Kingsley.
- Gilroy, Andrea & McNeilly, Gerry. (Eds.) (c2000). *The Changing Shape of Art Therapy*., London: Jessica Kingsley Publishers.
- Halprin, Daria. (2003). *The Expressive Body In Life, Art And Therapy*. London: Jessica Kingsley Publishers.
- Hillman, James & Pozzo, Laura. (c1991). *Inter Views: Conversations with Laura Pozzo on Psychotherapy, Biography, Love, Soul, Dreams, Work, Imagination, and the state of the culture*. Woodstock. Conn.: Spring Publications.
- Jennings, Sue., Cattanach, Ann., Mitchell, Steve., Chesner, Anna., & Meldrum, Brenda. (1994). *The Handbook Of Dramatherapy*. London: Routledge.
- Johnson, David Read. (c1999). *Essays On The Creative Art Therapies*. Springfield, Ill.: Charles C Thomas, Publisher.
- Lewis, Penny & Johnson, David Read. (Eds.). (2000). *Current Approaches in Drama Therapy*. Springfield, Ill.: Charles C. Thomas, Publisher
- McNiff, Shaun. (c1992). *Art as Medicine : Creating a Therapy of the Imagination*. Boston: Shambhala.
- Moon, Catherine. (2002). *Studio Art Therapy*. London: Jessica Kingsley Publishers Ltd.
- Rubin, Judith Aron. (1984). *Child art therapy: understanding and helping children grow through art*. New York: Van Nostrand Reinhold.
- Rubin, Judith Aron. (Ed.). (2001). *Approaches to art therapy : theory and technique*. Philadelphia: Pa.: Brunner-Routledge.
- Schaverien, Joy. (1992). *The Revealing Image*. London: Jessica Kingsley Publishers.
- Sutton, Julie. (Ed.). (2002). *Music Therapy and Trauma: International Perspectives*. London: Jessica Kingsley Publishers.

**Dates for Year 2010 – 2011 Admission**

| Semester Starting | Preferential Application Deadline Dates | Interviews Commence |
|--------------------------|--|----------------------------|
| 23 July 2010 | 01 March 2010 | 01 May 2009 |
| 11 February 2011 | 01 October 2010 | 30 October 2010 |
| 22 July 2011 | 01 March 2011 | 01 May 2011 |

Note: Applications received after the preferential application deadlines will still be considered for entry subject to places being available.



Master of Arts in Arts Therapy (Clinical) (inclusive of 2 year Master of Arts Therapy programme)

The third year clinical programme can be entered following successful completion of the requirements for the two-year Master of Arts in Arts Therapy programme. Completion of this year leads to a Master of Arts in Arts Therapy (Clinical) Degree and provides a pathway to professional registration as an arts therapist. This clinical year involves a supervised placement as a trainee arts therapist, as well as intensive training on campus. The year has three components with associated assignments; student placement, supervision and participation in two intensive week-long seminars and two intensive three-day seminars during the year.

The third year clinical programme supports students to further experience, research, practice and develops their own interest and reflection upon the therapeutic potential of Arts Therapy. From this they will develop their own approach to working as an Arts Therapist based on their preferred theoretical perspective. They are encouraged to develop skills that are transferable to many settings, to develop a flexible and creative approach in order to be able to adapt to varied and changing work circumstances.

Objectives and Outcomes Statements for the Clinical Year

The principal objectives of the clinical year of Master of Arts in Arts Therapy (Clinical) programme are:

- to build on the successful outcomes of the Master of Arts in Arts Therapy programme OR to build on qualifications and experience offered by students who hold Masters degrees in related fields and who have significant arts therapy experience; and
- to provide additional clinical instruction and supervision required by associated professional bodies to enable the graduates to become members of these approved associations.

By the end of the Master of Arts in Arts Therapy (Clinical) programme successful students will be able, at an advanced level, to:

- Work effectively using Arts Therapy with individuals and with groups of people seeking help with a variety of presenting problems.
- Meet the registration criteria for appropriate professional bodies that include supervised client contact hours.
- Engage in self directed learning and advanced study through completion of related assignments such as case studies, observational study and online discussions.
- Demonstrate intellectual independence, analytical rigour, and the ability to understand and evaluate new knowledge and ideas that include the application of different psychotherapeutic theories that underpin the arts therapies, participation and insight of group process and clarity of ethical considerations.
- Demonstrate the ability to identify topics for original research, plan and conduct research, analyse results and communicate the findings to the satisfaction of subject experts by creating therapeutic plans, writing reports, proposals for specific diagnoses and /or related topics such as sexual abuse, domestic violence.

The third year has three components with associated assignments.

1. Student placement and supervised practice.
2. Supervision.
3. Seminar attendance and participation.



Student Placement and Supervised Practice

Students will be on pre-approved placements with agencies that have agreed to provide a safe environment which enables the student to observe, and to have supervised client contact so that professional skills can be developed. All placement agencies or organisations will have their own code of practice and ethics in place. These may differ slightly, according to the different disciplines, however all will have an emphasis on safety for the clients as well as the practitioners. All placements will be notified to Whitecliffe's Research and Ethics Committee for discussion and notification of exceptions to contracts.

The placement may be in different sites each semester; however a total minimum of 600 hours will need to be logged by the student. Students will have already accumulated a minimum of 150 hours of relevant experience during the previous two years of the Master of Arts in Arts Therapy degree programme and these will be added to the 600 to give a total of 750 hours that is required for registration purposes.

Over the academic year of 44 weeks, the required hours could be achieved by working 20 hours = 2 ½ days per week (640 hours total) or 16 hours = 2 days per week for 40 weeks (640 hours total).

Due to the nature of some of the placements, it is anticipated that some students may require an extension of time to complete this requirement.

Placement considerations

An ideal situation would be for the student to have a placement within an organisation that already employs an Arts Therapist. At this time there are very limited opportunities for students to have this mentoring and supervisory opportunity. Placements can be contracted for one or two semesters and this will depend partly on the requirements of the organisation. It is advisable for students to gain as much experience with different client groups and organisations as possible; therefore some students will have a different placement for their second semester.

It is important that the placement acknowledges that the student is studying Arts Therapy and the placement experience encompasses an opportunity for the student to be in the role of Arts Therapist. This is particularly important to define if the student is currently working in a suitable organisation but holds a different role (e.g. employed as a social worker or nurse or teacher). In a scenario such as this, the clinical placement hours would have to be clearly separated out and documented so that there was no confusion with holding two job descriptions or roles within the one placement.

Placement Supervision

Supervisors facilitate and support the clinical work undertaken by the student in accordance with the programme requirements and guidelines. Holloway¹ (1995) notes that to supervise is to "oversee, to view another's work with the eyes of the experienced clinician, the sensitive teacher, and the discriminating professional." A fundamental purpose of the placement supervision is to help students with their learning while on placement and to guide their work with clients:

A Supervisor may support the student in relation to:

- Learning to be a competent team member and to maintain a professional and competent identity as an Arts Therapist
- Assisting with presentations and possibly in-service trainings to peers and other professionals to help with the understanding of Arts Therapy

¹ Holloway, E. (1995). Clinical supervision: A systems approach. Thousand Oaks, CA :Sage



- Encompassing different theoretical perspectives within the umbrella of Arts Therapy
- Learning the most updated concepts and working with an increasingly widened population
- Exploring the supervisee's feelings and reactions to clients

The Programme Directors will have overall responsibility for the student placement and the process will be as follows:

- A verbal agreement will be established with the student and agency and an individual contract will be drawn up based on generic requirements. At this point the agency may define specific conditions of placements, restrictions on clinical work or any other issues that relate to that particular agency.
- An on-site visit will be conducted by Whitecliffe faculty with the agency representative, supervisor and student and the contract will be signed. Communication lines will be established.
- The relationship between the supervisor and student on placement is usually one of mentoring as well as overseeing client cases. The supervisor usually provides a generic contract that has specific and personal goals which are negotiated with the student/supervisee. This contract will be signed and a copy sent to Whitecliffe College of Arts & Design.
- Complaints and disciplinary procedures will in the first place be addressed by the supervisor, the agency will be advised and if a resolution cannot be reached, then the Programme Director will be involved. In some cases the dispute may result in the student withdrawing from the placement. In addition to agency complaints and disciplinary procedures, Whitecliffe has similar policies and procedure which are outlined in the Student Handbook/Whitecliffe Regulations.

Generally, payment is not made to agencies, students and their agency-based supervisor.

The agency where the student is placed provides a suitable supervisor, who may, or may not be an Arts Therapist. A contract will be established between the supervisor and supervisee that defines responsibilities, goals and a clear pathway for the resolution of any practice issues that cannot be solved within the existing supervisor/supervisee relationship. Often agencies or individual supervisors will have their own supervision contract forms which will be acceptable as long as they cover the points in the Whitecliffe Placement Supervisor-Student Supervision Contract.

The extent of the contact between the student and placement Supervisor may vary considerably, depending on the needs and experience of the student. In the normal course of events, the total number of hours spent in all activities involved in supervision will be in the range of 1 hour for every 10 hours of agency and client contact time. Both student and supervisor must be careful to schedule their time effectively. It is the student's responsibility to make sure that contact is maintained, that they attend appointments timely and are well prepared.

The Supervisor will act as an advocate for the student and will be expected to complete evaluation forms at the end of each semester – see Placement Assessment form (next section). The student will undertake a self evaluation of their progress through the semester - see Placement – Student Self Assessment form (next section). These evaluations will assist with the final assessment of the placement and supervision components of the programme.

OBJECTIVES

Throughout this module students will:

- Develop enhanced professional skills and communication skills;
- Demonstrate an understanding of the dynamics of individual/group client contact and therapeutic skills;
- Implement treatment planning; and



- Within the geographical area of the placement, students will be expected to explore networks with whānau, hapū and iwi that include Māori health, social and educational organisations.

OUTCOMES:

At the completion of this module, the successful student will be able, at an advanced level, to:

- Demonstrate arts therapy clinical skills with specific populations
- Demonstrate personal capacities appropriate to the role of arts psychotherapist
- Observe and participate in a variety of mental health, general medical, educational and other human services systems and cultures
- Develop a professional clinical base with experience in multidisciplinary teams and the generic functions of professional practice such as report writing, case presentations and clinical review.
- Identify clients for the case study research component of the course.
- Develop reflective practice skills through supervision

Supervision

The supervision component is designed to meet requirements of professional bodies for the status of registered therapist. This is generally for between 600 and 800 hours of supervised practice. Supervision is to enable and teach therapists to reflect on their practice, and to become ethical and effective practitioners in their work.

It is anticipated that student placements in the first few years of the programme being offered that placements will be unable to provide a supervisor who is a professional Arts Therapist so Whitecliffe College of Arts & Design will provide group supervision that runs parallel to the placement and becomes a regular forum to which the student can bring issues and concerns arising from the placement experience. These supervision groups will be led by an Arts Therapist or a suitably qualified person who will be contracted by Whitecliffe. This group will meet regularly during the semester and attendance will be mandatory. The student will be assessed on participation, ability to make meaning of situations and issues, demonstration of effective and ethical skills and their ability to self critique. This evaluation will be completed at the end of each semester and will assist in the final assessment of the supervision component of the programme.

Regional Group Seminars

Regional group seminars will occur mid semester with a four day programme and may be held in conjunction with on site observations of students on placement by faculty. Their content will support and further enhance the programme as well as provide a group supervision format. The students will present video extracts of their work for critique and discussion. Student attendance will be mandatory and the student will be assessed on participation, ability to make meaning of situations and issues, demonstration of effective and ethical skills and their ability to self critique. In addition, the faculty observation of the student working with a client in the placement will be evaluated and assessed using the Evaluation of Placement Experience form as a template. This evaluation will be completed at the end of each semester and will assist in the final assessment of the supervision component of the programme.

Personal Supervision / Therapy

It is strongly recommended that students receive regular, ongoing, personal therapy for the duration of their art therapy training, including their time on placement. Should a student need psychotherapy or counselling then it should be encouraged in such a way to deepen personal awareness. This therapeutic engagement should be obtained from outside the training institution, although advice should be sought from the institution regarding suitability and frequency of personal therapy and /or additional personal supervision.

Supervision

Objectives : The student will develop an advanced understanding of:

- The nature and value of clinical and professional supervision;
- Supervisor responsibilities;



- Supervisee responsibilities;
- Ethical practice.
- Group therapy process - Therapeutic Relationship;
- Diagnosis and treatment plans;

Outcomes:

- Understand the nature and value of clinical and professional supervision of therapeutic work with clients;
- Understand group therapy dynamics and processes;
- Demonstrate experience in critiquing their own clinical work and that of fellow students; and
- Understand the nature of clinical supervision using the creative arts therapies.

Seminars

Each semester will commence with a 5-day programme delivered on site at Whitecliffe in Auckland. The seminar programme will require seminar attendance and participation in skill building, group process, research opportunities, discussion and presentations. The proposed modes of delivery are lectures, role plays, experiential group processes, video presentations of arts psychotherapy practice, guest presenters, observations both on and off-site, and attendance at relevant exhibitions and performances. The content will include an in-depth examination and practical demonstration of the theories underpinning arts therapies and how these theories impact on arts therapy practice. The application of these theories to practical problems will be critically examined and applied to theoretical cases. Students will participate and experience being members of an ongoing psychotherapeutic arts group to enable them to explore group process and self awareness within this setting.

Between the seminars, students have to read, think, prepare assignments and do preliminary research for their case studies as well as attending to the placement requirements.

The seminars will be oriented towards directed activities; however there will be some provision for self directed research. Typical seminar sessions will include:

- Assignment seminars, where the lecturer explains an assignment brief or discusses a returned assignment;
- Evening sessions. Attendance may be required for an event related to the day's session during the evening;
- Experiential workshops, where arts psychotherapy will be facilitated and processed from a variety of approaches;
- Seminar guests, who talk about arts therapy, its theory and practice.
- Skills workshops. Sometimes students need to be taught skills or information in order to improve their academic performance. Skills workshops might include sessions about academic writing, study methods, lateral thinking, elective research, law, ethics, funding, etc.;
- Student-led seminars, where students present assignments, case studies or theoretical lectures;
- The understanding of placement and supervision requirements;
- Further development of professional skills;
- Enhance communication skills; and
- Practice and participation in individual/ group client contact, therapeutic skills and treatment planning.

Experiential Arts Therapy Group

The experiential arts therapy group will run throughout the residential seminar. Its purpose is to provide an opportunity for effective, interpersonal learning through a training group. Students will be encouraged to engage in the group process at a personal, participatory level as well as sharing and discussing insights and feelings as they emerge.



The group facilitators will be attentive to the interaction of the group, and when appropriate offer ideas, suggestions and/or insights about what they see happening and how this could be helpful to the understanding of various group and interpersonal dynamics.

The aim of the group is educational rather than therapeutic, although it is expected that the interpersonal relationships and sensibility between students will be positively enhanced. It is hoped that each student will gain a heightened understanding of the various enhancing, and/or interfering forces which operate within a group dynamic, and their place within this dynamic.

An additional goal is to develop among students a comfort level with the group process through personal involvement and practice so that they gain confidence to lead arts therapy groups.

Journal

Students are encouraged to reflect and discuss the learning experience of the group process and later, their placement, in order to critically analyse the experience. The journal is to document and to reflect on personal art making and relate this to the group/work situation. It should contain thoughts or insights that may arise and for the student to make meaning of the experience, linking to theory where relevant. As part of this reflection, student will be asked to consider the understanding of transference and counter transference. The keeping of a journal is an opportunity for students to notice and consider how their own habitual ways of responding may emerge in the training process which in turn will give the student better awareness and understanding.

At the completion of the seminar component of this module, the successful student will be able, at an advanced level, to:

- Have a greater understanding of different psychotherapeutic theories that underpin the arts therapies;
- Have experienced workshops that directly relate to and demonstrate how a particular psychotherapeutic theory is facilitated within an arts therapy session;
- Create therapeutic plans for clients with specific DSM IV diagnosis, that will be based on a particular psychotherapeutic theory, have measurable goals, indicate the modalities that will be employed and suggest the direction of therapy;
- Address topic related approaches e.g. domestic violence, family court work and how the arts therapies could facilitate work on these issues;
- Have had the experience of being a member of a Psychotherapeutic Arts Group, to be able to explore the resulting group process and reflect on their own reactions and contributions;
- Further develop micro-skills such as reflective listening, communication and open ended questioning to assist with processing the creative expression that occurs in arts therapy sessions;
- Learn from guests that are arts facilitators or therapists from a wide variety of settings and with specific populations;
- Become skilled in writing professional reports; and
- Develop practice within ethical guidelines provided by professional bodies such as ANZATA and NZAC.



Credit Allocation for Third Year

| Student Placement | Hours | Credits |
|---|--------------|----------------|
| Student Placement | 600 | 60 |
| Plus researching, preparation, planning & supervised practice | 100 | 10 |
| Total | 700 | 70 |
| Supervision | | |
| On site (weekly) preparation & evaluation | 100 | 10 |
| External creative arts therapist (monthly + preparation) | 20 | 2 |
| Regional Group supervision, attendance & video presentation - per semester | 30 | 3 |
| Total | 150 | 15 |
| Seminar Attendance & Participation | | |
| Semester One (1 week) | 40 | 4 |
| Researching, reading, presentation, evaluation | 35 | 3.5 |
| Semester Two (1 week) | 40 | 4 |
| Researching, reading, presentation, evaluation | 35 | 3.5 |
| Total | 150 | 15 |
| Assignments | | |
| Journal-log & reflections on placement | 60 | 6 |
| Observational study, Individual Research Project or Cross-cultural assignment | 30 | 3 |
| Blackboard Assignments (2) | 20 | 2 |
| Case Study # 1 | 40 | 4 |
| Case Study #2 | 50 | 5 |
| Total | 200 | 20 |
| Grand Total | 1200 | 120 |



Programme Delivery Schedule

1. **Application deadlines are as for the Master of Arts in Arts Therapy Programme.**
2. Direct entry to the Clinical Year will only be considered for applicants who hold a Masters Degree in a related field and who have significant arts therapy experience.

| Clinical Year - Seminar Dates | |
|--|-------------------|
| 2010 | |
| Semester One 2010: 15 Jan – 1 July | 15 Jan – 20 Jan |
| | 12 Apr – 15 April |
| Semester Two 2010: 2 July – 25 Nov | 30 June – 7 July |
| | 25 Sept – 28 Sept |

The third year of the Master of Arts in Arts Therapy (Clinical) course is a full time programme, at Level 9 on the National Qualifications Framework, delivering 120 credits, where 1 credit = 10hrs learning time. Learning hours include both directed and self directed study as is appropriate for this level and include direct contact time, student placement, supervision, studying, preparing and presenting assignments, as well as the time spent in assessment.



Contact Information

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