



## **PROFESSIONAL BOARD FOR OCCUPATIONAL THERAPY, MEDICAL ORTHOTICS/PROSTHETICS AND ARTS THERAPY**

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### **MINIMUM STANDARDS OF TRAINING FOR ARTS THERAPY STUDENTS**

#### **INTRODUCTION**

In South Africa the discipline of arts therapy consists of four professions: art, dance movement, drama and music therapy. These professions refer to the therapeutic use of the mediums of art, dance movement, drama and music to promote mental health in the individual and in their ability to relate to others within multi-cultural and diverse social contexts.

Arts therapy embraces diverse theoretical and practical approaches, which are informed by psychological theory and practice and rooted in the conceptual and methodological practice of the arts medium. Although each profession has a variety of approaches, the registered professional must adopt a coherent approach to their practice and appropriate to the specific setting, including how theory, research and practice work together, as well as relevant aspects of connected disciplines. Theory and method are intrinsically interrelated in the clinical observation, planning, practice, explanation and assessment of arts therapy.

#### **PURPOSE OF THE MINIMUM STANDARDS:**

The purpose of the minimum standards is;

- Ensure that graduates are competent practitioners who can deliver contextually appropriate services within local and international contexts.
- Inform the basis of the development of curricula in terms of the minimum requirements for the training of Arts Therapies students.
- Serve as both an internal and external quality control measure.

- Form the basis for evaluation and accreditation of existing and new training programmes respectively.

## **PURPOSE OF TRAINING PROGRAMMES:**

The programmes will provide the qualifying graduates with the unique ability to work therapeutically through an arts medium; and to apply therapeutic skills in an intentional and systematic way in order to achieve therapeutic goals in a range of settings and contexts.

Graduates credited with this Master's qualification will be able to:

- Undertake the safe and effective practice of arts therapy, in which the creative modalities play a central role in the context of psychotherapeutic relationships.
- Meet the requirements for practice and registration as an arts therapist in ways that encompass the professional scope of practice and those of conduct, performance and ethics.
- Use their knowledge, range of theories and transferable skills to practice effectively and ethically in what are often complex and unpredictable specialised settings in the public and/or independent sector.
- Play a leading role in the development of arts therapy services.
- Conduct quality research, monitoring and evaluation in arts therapy.
- Work effectively as part of multi-disciplinary teams where appropriate and relevant.

## **COMPONENTS OF THE PROGRAMME:**

### **1. ENTRY REQUIREMENTS**

- 1.1. Demonstration of competence in the relevant modality.
- 1.2. 4<sup>th</sup> year or honors degree in the modality of the art medium, arts therapy or related field.
- 1.3. 3<sup>rd</sup> year Psychology. After consideration a concession may be given for the student to complete these requirements over the course of the Master's training.
- 1.4. Demonstration of modality specific embedded knowledge.

Minimum Standards – Arts Therapy

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- 1.5. Demonstration of ability to use the medium therapeutically.
- 1.6. Evidence of applied experience.
- 1.7. Personal insight, life experience, maturity and ability to develop rapport.
- 1.8. Must meet the relevant tertiary institutions academic requirements for Master's level.

## 2. ESSENTIAL COMPONENTS OF THE PROGRAMMES

- 2.1. The educational objectives should reflect the core values of the profession as well as being flexible enough to respond to changes in our society and advances in the arts therapy nationally and internationally.
- 2.2. The course of study should enable students to think critically and to foster receptivity to change and interest in continuing education after qualification.
- 2.3. Training programmes may construct their own curriculum provided that they contain the core content inclusive of theory, research and supervised clinical practice. It should unfold in a logical, effective and integrated manner over the course of the programme.
- 2.4. Subjects / modules must be taught by lecturers who are appropriately qualified.
- 2.5. Completion of the requirements for the degree programme allows the graduate to register with the HPCSA.
- 2.6. Course content must be aligned to NQF 9 level descriptors.
- 2.7. The programme is comprised of 3 different sections; Core Theoretical Outcomes, Core Practice Outcomes and Core Research Outcomes:

### 2.7.1. CORE THEORETICAL OUTCOMES:

- 2.7.1.1. Ability to deeply and critically engage with and, apply the theories inherent to the specific arts therapy modalities.
- 2.7.1.2. Ability to deeply and critically engage with and apply general theoretical concepts that are applicable to reflexive arts therapy practice from African psychology, psychoanalysis, psychodynamic

theory, humanistic theories, behavioural/cognitive theories, social theories, critical theories, systems/ecological theories, group theories and community psychology theories.

- 2.7.1.3. Critically understand clinical pathology including developmental conditions, adolescent conditions, adult and geriatric psychiatry, neurological and medical conditions and conditions that arise as a result of socio/political/economic factors including HIV and trauma in a variety of cultural contexts.
- 2.7.1.4. Knowledge of and ability to apply research methodologies and the application of the research processes, principles and methods that promote meaningful arts therapy research.
- 2.7.1.5. An understanding of and ability to engage and collaborate knowledgeably with complementary studies including neuropsychology and psychiatry, occupational therapy, speech therapy, physiotherapy, remedial teaching, clinical psychology, educational psychology, counselling, African traditional healing and related arts therapy and applied arts practitioners.
- 2.7.1.6. Identify ethical dilemmas and distinguish between ethical and non-ethical behaviour in a professional context to be able to make ethical decisions autonomously.
- 2.7.1.7. Develop knowledge and practice of professional conduct, confidentiality, ethics in practice, research and professional development.
- 2.7.1.8. Conduct oneself in a professional and ethical manner in all professional contexts.
- 2.7.1.9. To be able to engage critically and reflectively with and make use of clinical supervision.

## **2.7.2. CORE PRACTICE OUTCOMES:**

- 2.7.2.1. Students will reflect a range of different practice placements that require the students to integrate and apply knowledge, skills and attitudes over an appropriately diverse set of contexts.
- 2.7.2.2. The range of student experiences will always include:
- Diverse range of client groups
  - Individual, community and group approaches;
  - Diverse range of settings
- 2.7.2.3. Through arts therapy practice, the candidate will develop competency in modality specific arts therapy skills.
- 2.7.2.4. The placement and clinical studies component will develop documentation, evaluation, assessment and monitoring skills related to practice
- 2.7.2.5. The ongoing development of students' own creative arts practice.
- 2.7.2.6. All practice must be conducted under direct supervision of a registered arts therapist. Under exceptional circumstances for the on-site supervision component and in the absence of an arts therapist, the work can be conducted under the guidance of an appropriately qualified and registered healthcare professional.
- 2.7.2.7. All students must complete 1000 hours of practice, under supervision over the course of the Master's training and internship (if required). The record of the 1000 hours practice must be documented and verified by the tertiary educational institution. Refer to Internship Manual (03 F 160 AT IN) if required.

### **2.7.3. CORE RESEARCH OUTCOMES**

- 2.7.3.1. Advanced scholarship and research in the modality specific field.
- 2.7.3.2. Dissertation (this can entail and include arts-based research)
- 2.7.3.3. Scope of knowledge, in respect of which a learner can demonstrate specialist knowledge to enable engagement with and critique of current research or practices, as well as advanced scholarship or research in a particular field, discipline or practice. 

- 2.7.3.4. Knowledge literacy, in respect of which a learner can demonstrate the ability to evaluate current processes of knowledge production, and to choose an appropriate process of enquiry for the area of study or practice. <sup>[L]</sup><sub>[SEP]</sub>
- 2.7.3.5. Method and procedure, in respect of which a learner can demonstrate a command of and the ability to design, select and apply appropriate and creative methods, techniques, processes or technologies to complex practical and theoretical problems. <sup>[L]</sup><sub>[SEP]</sub>

### 3. CRITICAL CROSS FIELD OUTCOMES

The critical cross-field outcomes include, but are not limited to:

- 3.1. Identifying and solving problems by using critical and creative thinking.
- 3.2. Working effectively with others as co-therapists, as a member of a team or group, within an organisation/institution, and/or community.
- 3.3. Organising and managing oneself and one's activities responsibly and effectively.
- 3.4. Collecting, analysing, organising and critically evaluating information.
- 3.5. Communicating effectively in the modes of oral and/or written persuasion.
- 3.6. Using professional relational skills; showing responsibility towards the environment and health of others.
- 3.7. Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
- 3.8. Contributing to the full personal development of each learner and the social and economic development of society at large by making it the underlying intention of any programme of learning to make an individual aware of the importance of:
- 3.9. Reflecting on and exploring a variety of strategies to learn more effectively;
- 3.10. Participating as responsible citizens in the lives of local, national and global communities;
- 3.11. Framing theoretical and practical content within a human rights discourse;
- 3.12. Being culturally and aesthetically sensitive across a range of social contexts;

- 3.13. Exploring education and career opportunities; and
- 3.14. Developing entrepreneurial opportunities.

#### **4. ASSESSMENTS**

- 4.1. Integration of the modules presented in the curriculum must be evident in the performance of the students in the final examinations.
- 4.2. The prescribed examinations may be arranged at the discretion of the education authority, provided that the professional specific content is included in the final qualifying examinations.
- 4.3. At least two examiners, internal and an external examiner must participate in the final evaluation of each qualifying module. The external examiner must not have participated in their instruction in any way.
- 4.4. A range of forms of assessment and assessment opportunities must be offered.
- 4.5. No candidate shall be awarded the degree in one of the arts therapy modalities unless:
  - They have completed/obtained 180 credits as a registered arts therapy student at a tertiary institution.
  - They have passed all course requirements.
  - They have completed 1,000 hours of practical learning/ placement within the scope of the training programme and internship, if required.

#### **5. GENERAL RULES:**

- 5.1 Registration with HPCSA as a student is compulsory.
- 5.2 Student must be in the possession of a valid 1st aid certificate for the qualification to be issued.
- 5.3 It is strongly advised that the student attends personal psychotherapy throughout the duration of the training.
- 5.4 Lecturers who deliver profession specific subjects or modules must be registered Arts Therapists with the HPCSA.
- 5.5 No candidate shall be registered by the Health Professions Council, unless they have completed their Masters level qualification and required clinical practice hours.