



OFFICIAL PREPARATION GUIDE

FOR THE

ART THERAPY CREDENTIALS BOARD EXAMINATION (ATCBE)

This preparation guide was developed by the Art Therapy Credentials Board, Inc. (ATCB) to provide information to art therapists who plan to take the ATCBE. Its purpose is to assist art therapists develop their respective individual approaches in preparation for taking the ATCBE; however, enhanced performance on the examination is neither expressed nor implied. The ATCB does not endorse, nor recommend any study guide published by any other group or individual not directly related to the ATCB. For all inquiries, we invite you to contact the ATCB National Office directly, at atcb@nbcc.org (or by calling 877-213-2822) for assistance or additional information.

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ART THERAPY | **ATCB** **CREDENTIALS BOARD, INC.**

Dear Registered Art Therapist:

Thank you for your interest in becoming a board certified art therapist. The ATR-BC distinguishes those who have met and continue to satisfy standards defined by the profession. Possessing this credential demonstrates your commitment to providing quality services to your clients as well as indicates a commitment to the art therapy profession.

It is our hope that the following information will guide you through the certification process from completing the application for the ATR-BC through the maintenance of your ATCB credentials. In this guide, you will find information about:

- the ATCB,
- board certification,
- application process,
- special test arrangements,
- examination scores,
- maintenance of credentials, and
- the examination.

The Art Therapy Board Certification Examination (ATCBE) is administered at several test sites on a specified date each year. Please see the ATR-BC application form for specific information.

Please note that licensing boards may also administer the ATCB exam for state credentialing purposes. Those interested in state licensure are encouraged to contact their state certification board for specific information regarding this process. Passing the ATCBE to become licensed in a particular state does not automatically qualify you for ATR-BC (board certification with ATCB).

If you have any questions, please contact the ATCB National Office toll free at 877-213-2822 or e-mail us at atcb@nbcc.org.

Sincerely,

The ATCB Board of Directors

THE ART THERAPY CREDENTIALS BOARD, INC. (ATCB)

Founded in 1993 as an art therapy credentialing organization, the ATCB creates and maintains standards associated with earning art therapy credentials.

ATCB Mission

to protect the public by promoting the competent and ethical practice of art therapy

In response to its mission, the ATCB offers two (2) credentials:

- the Registered Art Therapist (ATR), and
- the Board Certified Art Therapist (ATR-BC).

A third credential, the Supervisor Credential, is in development and is expected to be available soon. ATCB credentials are solely owned and granted by the ATCB. Credential holders must adhere to the ATCB's Code of Professional Practice. The ATCB protects the public by reviewing and adjudicating ethical complaints made against credential holders as warranted and outlined by the Code of Professional Practice.

THE PURPOSE OF BOARD CERTIFICATION AS AN ART THERAPIST

The purposes of the ATR-BC include:

1. providing national standards of professional practice in art therapy,
2. recognizing art therapists who have met national professional art therapy standards as defined by the profession,
3. promoting professional accountability, and
4. requiring continuing professional growth and development.

ATCBE APPLICATION PROCESS

The ATCBE is offered at several locations throughout the country on the national examination date. The date and locations of the examination are selected by the ATCB Board of Directors and based upon an assessment of geographic need. Information about the upcoming test date and locations can be found on the current ATR-BC application form. This form is available on the ATCB Web site, www.atcb.org. Should you have difficulties accessing or downloading the application form, please contact the ATCB National Office at atcb@nbcc.org or at 877-213-2822 (toll free).

Candidates must complete the current ATR-BC application form to apply for board certification through the ATCB. Please read all information included in this booklet and follow all instructions carefully. Applicants are strongly encouraged to retain a copy of all submitted materials.

ELIGIBILITY REQUIREMENTS

You are eligible to apply for the ATR-BC if you are a current ATR through the ATCB.

In order to have your application considered, you must:

1. submit a completed current ATR-BC application (see above information about how to obtain),
Important note: If you are interested in taking the ATCBE for state licensure, you must comply with your state's licensure process. Please contact your state licensure board for specifics.
2. provide approved form of payment (see below for specifics),
3. include a copy of your current ATR certificate or ATR card, and
4. mail the complete ATR-BC application packet (forms, fee, and documentation) to the:

**Art Therapy Credentials Board, Inc.
3 Terrace Way
Greensboro, NC 27403**

APPLICATION FEE

The application fee for taking the certification examination is noted on the application form. Applicants submit a money order, check, or credit card (Visa or MasterCard) payable to the Art Therapy Credentials Board, Inc. No other form of payment will be accepted.

REFUND POLICY

After completing the ATR-BC application and submitting payment, if the applicant cannot take the examination, he or she may request a refund by submitting a certified, return-receipt letter to the ATCB National Office. This letter must be sent a **minimum of 30** days before the examination date. This request will be reviewed by the ATCB Board of Directors and will be allowed only at their discretion.

Requests for refunds due to emergencies which are verified by documentation will be decided upon on a case-by-case basis, at the discretion of the ATCB Board of Directors. There will be no refund for “no shows.”

THE FORMS

It is important that your application form be completed carefully and accurately. The information you provide on the application and any accompanying documents that are required will be used by ATCB to determine your eligibility to sit for the examination.

Type or print clearly all information requested except signatures. Check off the location where you will be taking the examination. Your acknowledgment, admission packet, and examination results will be sent to the mailing address indicated on the application form.

Application Checklist:

- Completed ATR-BC Application Form.
- Money order, credit card, or check payable to the Art Therapy Credentials Board, Inc.
- Copy of ATR certificate or current ATR card.

The above items are required in order to meet eligibility requirements.

ADMISSION PACKET

You will receive an admission packet approximately 20 days before the examination date. It will contain your identification (ID) number, the test date, reporting time, the test center address, as well as your Admission Document. **Your Admission Document must be presented in order to enter the examination site.** Please keep a record of your ID number as you will need it when you report to the test center.

Contact the ATCB National Office if:

- you lose your Admission Packet, or
- you have not received your Admission Packet ten (10) days before the examination date

SPECIAL TEST ARRANGEMENTS

ADA ACCOMMODATIONS

In compliance with the Americans with Disabilities Act (ADA), ATCB makes reasonable special testing arrangements for candidates with professionally diagnosed disabilities. Under the ADA, a *disability* is defined as “a physical or mental impairment that substantially limits one or more major life activities” (e.g., caring for one’s self, performing manual tasks, walking, seeing, breathing, learning and working). An applicant must have a documented disability as defined by the ADA in order to request special testing accommodations.

Persons with “transitory” or “temporary” conditions (e.g., sprains, fractures, and medical emergencies) who desire accommodations should contact ATCB as soon as possible. While ATCB is not required by the ADA to accommodate “transitory” or “temporary” conditions, accommodations for candidates with such conditions will be considered on an individual basis.

An applicant requesting accommodation(s) must make the request in writing to the ATCB National Office. The request must include a letter from the applicant’s healthcare provider documenting the disability and the requested testing accommodations. Such documentation must be professionally prepared and appear on the professional’s stationery. The healthcare professional must be a licensed or otherwise qualified professional whose credentials are appropriate to diagnose and evaluate the applicant’s disability. Regardless of when the original diagnosis of a disability was made, the healthcare professional must have knowledge within the last three (3) years of the candidate’s disability and must have diagnosed, evaluated, treated, or consulted with the candidate within the last three (3) years.

For a learning disability or mental disorder, the professional’s report must include the applicant’s current Diagnostic and Statistical Manual of Mental Disorders (DSM) classification. The diagnosis of a disorder with a DSM classification does not necessarily mean that the applicant has a disability as defined in the ADA which must be accommodated by ATCB.

For candidates with physical or health-related disabilities (e.g., blindness, deafness, diabetes), copies of medical records are not necessary; however, the candidate must provide sufficient documentation from a physician that confirms the diagnosis of a physical or health-related “disability that substantially limits a major life activity.” To demonstrate this, the individual must show that he or she experiences substantial impairment in such activity as caring for one’s self, hearing, seeing, learning, or walking, in more than one setting (e.g., work, school, socially).

Pregnancy is not a disability; however, if a candidate is pregnant and has a resulting medical complication that results in her being disabled, she may be eligible for special testing accommodations.

Testing accommodation recommendations should be reasonable and appropriate for the candidate’s documented disability and cannot fundamentally alter the measurement of the knowledge and skills that the examination is intended to assess. Prior testing recommendations

and any history of accommodations will be considered, but do not guarantee accommodations on the ATCBE.

Once an accommodation request has been received, it will be reviewed by the national office, in consultation with the Board of Directors and/or legal counsel as appropriate. If additional information is required in order to consider a special accommodation request, the applicant will be notified.

Candidates requesting nonstandard testing accommodations must send their written request and supporting materials to the ATCB National Office at least **60** days prior to the scheduled examination date. All requests are reviewed individually and are subject to ATCB approval. If an applicant's accommodation request is approved, the applicant and the testing center will be notified of the special accommodation. If an applicant's accommodation request is denied, the applicant will be given the opportunity to appeal to the Board of Directors. Any such appeal must be in writing and must be postmarked no later than seven (7) days after receiving the denial notice. The decision on appeal is final.

RELIGIOUS REASONS

An applicant may request accommodation for religious reasons in order to have the examination administered outside the regularly-scheduled timeframe. In order to make this request, the candidate should submit a completed application and all applicable fees. At least **60** days prior to the original examination date, the candidate must submit a written request to take the examination on another day due to religious reasons and documentation from the applicant's clergy. (This documentation must be written and provided on official letterhead.) The written request and supporting documentation should be sent to the ATCB National Office who will notify the candidate if it is approved or denied. If the request is accepted, the ATCB National Office shall set up an alternate examination date that adheres to the applicant's religious requirements. Alternate dates are determined by the ATCB and the examination administration site.

TEST-ON-DEMAND

An applicant may request to have the board certification examination administered outside the regularly scheduled timeframe by requesting a Test-on-Demand. In order to make this request, the candidate must submit a written request to the ATCB National Office. The request must include **all** of the following:

1. a specific reason for the Test-on-Demand,
2. a \$300 Test-on-Demand fee (this fee is in addition to the regular examination fee),
3. three (3) dates that the candidate is available to sit for the examination (the earliest date shall be at least **60** days later than the date of the request),
4. a time preference (morning or afternoon), and
5. the names of local community colleges and/or universities in or near the requested test location.

TEST CENTER REGULATIONS

Strict security measures are maintained throughout all phases of ATCB examination development and administration. All candidates will be required to present an Admission Document and photo identification in order to enter the testing center. Trained proctors will supervise the administration of the examination and maintain strict security throughout the testing period. Irregularities observed during the testing period, such as creating a disturbance, the giving or receiving unauthorized information or aid, or attempting to remove test materials or notes from the testing room, will be sufficient cause to terminate candidate participation.

Please note:

1. All candidates must present an admission document and photo identification from a government agency at the test center in order to take the examination. **No exceptions to these requirements will be made.**
2. Candidates must arrive at the test center **30 minutes** prior to the testing time. Late arrivals cannot be admitted to the test center.
3. Devices with memory capabilities; books, papers, and notes; and large personal possessions such as briefcases or backpacks will not be permitted in the examination area. They must be left with a proctor.
4. Beepers, cellular phones, and calculators are **NOT** allowed in the testing room. Eating and drinking are also not allowed in the testing room.

EXAMINATION SCORING AND REPORTING

The ATCB will mail candidates their examination results in approximately eight (8) weeks. **Results will not be given over the telephone.**

CERTIFICATION

Each candidate who meets current ATR-BC application requirements and passes the examination will receive a certificate suitable for framing and will be allowed to designate himself or herself as a Board Certified Art Therapist (ATR-BC).

APPEALS

Any candidate who fails to meet current application requirements or pass the ATCB examination is entitled to an appeal. To appeal, the candidate must submit a written letter to the ATCB National Office detailing the reasons for the appeal (providing all relevant documentation) within **30** days from receiving notice of his or her examination results.

Appeals will be reviewed by the ATCB Board of Directors in accordance with their policies and procedures.

MAINTENANCE OF THE ATR-BC CREDENTIAL

To maintain the ATR-BC credential, the certificant must do all of the following:

- pay the annual maintenance fees,
- complete a recertification process every five (5) years, and
- adhere to the Code of Professional Practice.

The ATCB reserves the right to revoke certification of anyone who does not comply with the above.

FEES

Paying annual fees is required to maintain ATCB credentials. Since the ATR is a prerequisite for the ATR-BC, board certified art therapists must also maintain the ATR credential. These fees support the continued updating of the credentialing processes, the adjudication of ethical issues, daily operational costs, and activities that promote the professional practice of art therapy.

Recognizing the value of participation in professional membership organizations, ATCB grants current ATCB certificants a discount on their ATCB maintenance fees if they can demonstrate current membership with in the American Art Therapy Association (AATA). Since the membership cycle for the AATA follows a calendar year from January to December, ATCB sends out invoices for annual maintenance fees in May. This structure was determined by AATA and the ATCB so that individuals associated with both organizations would not be billed by both organizations at the same time.

RECERTIFICATION

Every five (5) years following the ATR-BCs certification date, a recertification process must be completed. This process is defined by the ATCB Board of Directors. A copy of the recertification standards is provided at the time of certification and prior to the recertification date. However, it is the responsibility of ATR-BCs to be knowledgeable about the requirements and any revisions to the recertification process or procedures. Any changes to the recertification changes will be published on the ATCB Web site and/or in the organization's newsletter. A copy of the current recertification standards is available at www.atcb.org.

ATR-BCs are encouraged to maintain a file containing the continuing education credits completed. Items recommended for inclusion are: ATCB recertification standards, the ATCB continuing education credit (CEC) log, and approved audit documentation.

Ninety (90) days prior to the recertification deadline, the ATCB National Office will send recertification application packets to the address provided to the national office by candidates. ATR-BCs are responsible for keeping their contact information accurate with the ATCB National Office. Changes to contact information must be provided in writing. A maximum of ten percent (10%) of those eligible to recertify will be randomly selected for audit. These

candidates will receive a different packet. Recertification candidates must submit all required documentation. Only audited candidates must submit documents verifying continuing education activities.

Each candidate will be notified of the outcome of his/her recertification application review. If approved, a new certificate will be sent. This new certificate will be mailed to the address the applicant has provided in writing.

If an application for recertification is determined by the ATCB to contain deficiencies, the candidate will be notified by mail. The candidate will have 90 days to provide additional information regarding the CECs submitted for recertification and/or any CECs earned since being notified of existing deficiencies.

Recertification candidates who have been notified of deficiencies will be placed on probationary status during the 90 day period mentioned above. If documentation that verifies compliance with ATCB requirements is submitted within that time frame, such probation will be removed and recertification granted.

Candidates who are not recertified by the ATCB through the above process will be required to apply for certification through a new application process and meet current requirements in order to become board certified again.

Any request for a recertification extension must be submitted in a written letter to the ATCB National Office. The letter must provide detailed information regarding the need for an extension and be accompanied by a recertification extension fee of \$50.00. The National Office will forward the request to the Board of Directors for their review and consideration. Once a determination as been made, the recertification applicant will be notified in writing.

NONDISCRIMINATION POLICY

The ATCB does not discriminate against any person on the basis of age, gender, sexual orientation, race, religion, national origin, medical condition, physical disability, or marital status.

QUESTIONS

Any questions concerning application procedures should be addressed to the ATCB National Office. You can email your questions to atcb@nbcc.org, fax to 336-482-2852, or call 877-213-2822 (toll-free) between 8:30A.M. and 5 P.M. ET, Monday through Friday.

EXAMINATION INFORMATION

On a regular basis a national practice analysis survey is conducted by the ATCB, Inc to define the role of the art therapist and describe the responsibilities, tasks, and knowledge necessary to practice the profession. The survey is mailed to all current ATRs and ATR-BCs. The analysis of

the survey data is used to ensure that the examination accurately assesses the knowledge base and skills required of art therapists. The certification examination is typically composed of 200 multiple-choice questions. Of these, approximately 170 are used for scoring purposes. The remaining items are in development for future examinations. These development items are not identified to the examinee. **Candidates have four hours to complete the examination.**

PREPARING FOR THE EXAMINATION

The following checklist is provided to candidates to help guide preparation.

- Examine the knowledge areas covered by the examination.
- Answer the sample questions in this guide to familiarize yourself with the nature and format of the questions that will appear on the examination.
- Review the references listed in “Suggested Reading” in this guide. The reference list is not a complete reading list of the materials necessary for mastery in the field of art therapy, but it can be used to review material that may be covered on the exam.

DEVELOP AN EFFECTIVE STUDY PLAN

- Identify your own best methods of studying (for example: alone, with others, in the morning, at home, with pizza, etc.).
- Organize all information about the testing procedure and the topics covered by the exam.
- Become familiar with the type of questions (see sample questions), the length of the exam, and specific topics. Outline and categorize the information in ways that are helpful to you.
- Prioritize concepts and topics to study. Be systematic; determine what material you need to review and what material you need to concentrate on more in depth.
- Manage your time. Allow maximum time to prepare and study, stop when you are too tired, and take breaks. Be sure to schedule study sessions often enough to avoid cramming for the exam.

PREPARE TO TAKE EXAMINATION

- Think positively. Banish any negative and defeating thoughts, listen to encouragement, and believe you will be successful.
- Assess your level and type of anxiety. Review successful strategies you have used in the past for coping with anxiety.
- Reduce stress. Practice stress reduction techniques, rest, go for a walk, eat properly, make art, meditate, and/or daydream. Learn to be aware of your stress level so you can lower it when necessary.
- Give yourself the leading edge. Get enough sleep the night before the exam.

RECOMMENDATIONS FOR THE DAY OF THE EXAMINATION

- Eat a healthy breakfast, maintain a positive attitude, and arrive prepared at the test site and in ample time.
- Remember to take your Admission Document and have your ID handy.
- Read and follow directions carefully.
- Budget your time.
- Keep moving at a steady pace; come back to difficult questions later.
- Read and consider all answer alternatives for each question.
- If the correct answer is not immediately obvious, eliminate the clearly implausible.
- Even if all the answers have some merit, choose the BEST of all the options.
- Guess if you do not know the answer.
- Go back and rethink particularly tough questions.
- Check for errors on the answer sheet.
- Check for completeness.

KNOWLEDGE AREAS

The following section includes an outline of the major content areas of the examination. The major content areas were determined by the results of a national art therapy practice analysis survey.

You should be able to apply the knowledge included in each content area to the various practice dimensions. The knowledge covered by the certification examination will be tested at three (3) cognitive levels. These levels are:

- basic understanding (recall),
- application, and
- mastery (analysis, synthesis, and evaluation).

Each section contains sample questions which are no longer in use. The answers to the sample questions may be found on page 24.

I. ADMINISTRATIVE FUNCTIONS AND THERAPEUTIC ENVIRONMENT

This content area demonstrates the art therapist's competency in daily administrative functions such as documentation and communication with other professionals. It assesses one's ability to develop and maintain an inviting, safe, and confidential art therapy environment - including the selection, use, and storage of art supplies appropriate to the population and setting.

Examples of tasks measured by this content area include, but are not limited to:

- Provide staff trainings and in-services
- Document initial assessment, treatment plan, termination
- Encourage the development of an environment that follows health and safety regulations

Sample Question 1-1

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) established national standards for

- A. deciding health insurance benefits for the uninsured.
- B. maintaining security and privacy of health data.
- C. maintaining equity among healthcare providers.
- D. setting the minimum standards for healthcare.

Sample Question 1-2

When working with children and people with developmental disorders, the most important feature of the media used is that it be

- A. multi-sensory.
- B. easy to clean up.
- C. non-toxic.
- D. simple to use.

II. INITIAL INTERVIEW AND EVALUATION

This content area involves the art therapist's ability to obtain information necessary for initial evaluation, treatment planning, and referral.

Examples of tasks measured by this content area include, but are not limited to:

- Evaluate appropriateness of art therapy as a modality
- Address the client's treatment needs by selecting initial interventions (*e.g.*, art, verbal, written, and/or other expressive modalities)
- Provide the client with clear guidelines for participation (*e.g.*, use of materials, interpersonal behaviors, confidentiality, and other ethical/legal considerations)

Sample Question 2-1

In an initial assessment, a 14-year old female client is asked to make a drawing. The bottom edge of the paper is used as a baseline. Based on this information, which of the following should be explored further?

- A. depressed mood
- B. self esteem issues
- C. dependency issues
- D. gender identity issues

Sample Question 2-2

A 20-year-old male is referred to an art therapist for a provisional diagnosis. After making a scribble drawing, he shares that "I see bats feeding in the tropical trees." In order to complete the provisional diagnosis, which of the following actions should the art therapist initiate next?

- A. Administer a second structured art assessment.
- B. Ask what kind of bats he has drawn.
- C. Administer a corroborating Rorschach or TAT.
- D. Inquire about drug and alcohol use.

III. ASSESSMENT

This content area includes the art therapist's ability to design, administer, analyze and evaluate art therapy assessments. This section assesses the art therapist's awareness of standardized psychological drawings and the ability to identify and apply Diagnostic and Statistical Manual of Mental Disorders (DSM-IV-TR) criteria.

Examples of tasks measured by this content area include, but are not limited to:

- Assess client's developmental phases (*e.g.*, cognitive, psychosocial) through art and behavior
- Evaluate the art product and process and other data derived from the assessment
- Analyze and interpret results (*e.g.*, process, form, and content of art)

Sample Question 3-1

An assessment requires using semi-hard, square-edged pastels on 18x24 white paper. For what reason are these materials required?

- A. standardization
- B. economy
- C. durability
- D. clarity

Sample Question 3-2

When working with adolescents from mixed ethnic backgrounds who are resistant to art-making, which of the following would be the most appropriate assessment for art therapists to consider?

- A. Kinetic Family Drawing Assessment
- B. Bridge Drawing Assessment
- C. Landgarten Photo Collage Assessment
- D. Levick Emotional and Cognitive Art Therapy Assessment

IV. ART THERAPY TREATMENT AND SERVICES

This content area assesses an art therapist's understanding and application of the art therapy process. This includes establishing therapeutic relationships, observing dynamics, and collaborating with treatment teams. This section assesses the art therapist's knowledge of individual, family, couple, and group therapy techniques. Inherent in this section is the understanding that art therapy is built upon the integration of the fine arts and psychology.

Examples of tasks measured by this content area include, but are not limited to:

- Address the client's evolving treatment needs by continually adapting interventions (*e.g.*, art, verbal, written, and/or other modalities)
- Use art therapy skills to facilitate expression and exploration of feelings, thoughts, perceptions, and behaviors (*e.g.*, witnessing, intention setting, art directives)
- Maintain ongoing communication and coordinate services with other relevant professionals and treatment team members

Sample Question 4-1

A 63 year old woman in a residential facility is referred for individual art therapy since she had previously benefited from this modality, and particularly enjoyed painting. She has multiple medical conditions including paralysis in her left hand and partial use of her right hand due to muscle atrophy of Multiple Sclerosis (MS). The most appropriate goal for art therapy would be to:

- A. facilitate expression of feelings about her helplessness.
- B. encourage use of bright colors and positive subject matter.
- C. provide opportunities for client to make decisions and choices.
- D. provide opportunities for art appreciation through slides.

Sample Question 4-2

Which of the following interventions with patients in an inpatient psychiatric hospital would be most effective in reducing inhibitions and liberating spontaneous imagery?

- A. watercolor painting
- B. colored pencil-drawing
- C. photo collage
- D. scribble technique

V. PROFESSIONAL PRACTICE AND ETHICS

This content area assesses the art therapist's knowledge and application of codes of ethical and professional practice. The art therapist must also be knowledgeable of supervision, consultation, multicultural competence, research, and personal and professional limitations relevant to providing art therapy services.

Examples of tasks measured by this content area include, but are not limited to:

- Adhere to the ATCB Code of Professional Practice
- Comply with federal, state, and local regulations in the practice of art therapy
- Adhere to guidelines governing the use of human participants in research

Sample Question 5-1

A client in a partial hospitalization program reported to the clinical director of the facility that she and her primary therapist had become involved in an intimate relationship. When confronted, the therapist admitted to the violation. Which of the following actions should the director take?

- A. Ask the therapist to take a leave of absence until the client's discharge.
- B. Process the situation with the therapist and the client individually.
- C. Refer the therapist and the client to couples therapy outside the center.
- D. Report the therapist to her professional board and terminate her.

Sample Question 5-2

An art therapist cannot refuse professional services to anyone on the basis of the patient's race, gender, religion, or sexual orientation. What consideration may prevent a therapist from working with a patient fitting one of these descriptions?

- A. Therapist request
- B. Patient's request
- C. Treatment team's request
- D. Insufficient skills or training

VI. THEORY AND THERAPEUTIC APPLICATION

This content area focuses on the art therapist's knowledge of clinical theories, treatment strategies, and their integration into the art therapy practice. The art therapist should be able to apply a variety of theoretical perspectives to diverse settings and populations.

Such theoretical orientations may include, but are not limited to:

- Cognitive
- Developmental
- Family therapy
- Psychodynamic
- Solution-focused

Sample Question 6-1

When discussing the artwork a client has created during a Gestalt art experience, the client becomes angry with the art therapist. How would the therapist best address this transference, consistent with a Gestalt perspective?

- A. The transference should be discussed with the client.
- B. The transference should not be discussed with the client.
- C. The transference should be interpreted for the client.
- D. The transference should not be taken as a reflection of the client's feelings

Sample Question 6-2

A client is reluctant to participate in an art therapy session. She states: "I feel nothing, I am nothing." Which of the following represents an existential art therapy approach?

- A. Suggest making a symbol of personal strength.
- B. Offer to work together on a "life collage."
- C. Ask her to create a mandala drawing titled "something."
- D. Ask her to draw or paint what "nothing" looks like.

SUGGESTED READING

Applicants should be advised that this list represents the range of content that could be included in the exam. The list is not comprehensive nor is it meant to indicate that these are necessarily the best works in the field. Applicants are also advised to consult appropriate professional journals such as *Art Therapy: Journal of the American Art Therapy Association*; *The Arts in Psychotherapy*; and *Inscape*.

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The following documents and books are published by and available through the AATA Web site, www.arttherapy.org:

- *Ethical Principles for Art Therapists*
- *The Convocation of Art Therapy Educators (CATE) Multicultural Resource List*
- *A History of Art Therapy in the United States* (Junge & Asawa, 1994)
- *A Guide to Conducting Art Therapy Research* (Wadson (Ed.), 1992)

The following document is available through the ATCB Web site, www.atcb.org:

- *Code of Professional Practice*

ANSWERS TO SAMPLE QUESTIONS

Content Area I:

1. B
2. C

Content Area IV:

1. C
2. D

Content Area II:

1. C
2. B

Content Area V:

1. D
2. D

Content Area III:

1. A
2. C

Content Area VI:

1. B
2. D