



Job Analysis Report

Professional Art Therapist 2017

This document presents results of a national job analysis of the professional art therapist, conducted for the Art Therapy Credentials Board in October, 2017.

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Executive Summary for the 2017 ATCB Job Analysis

The Center for Credentialing and Education, Inc. (CCE) administered a job analysis survey for the Art Therapy Credentials Board (ATCB) between May 15 and June 15, 2017. The purpose of the job analysis was to ensure the Art Therapy Credential Board Examination (ATCBE) reflected current practice, by identifying professional art therapists' most prevalent job tasks. The results of the data analysis were used to update the content outline and examination framework for the ATCBE.

The ATCB Job Analysis Advisory Committee (AC), comprised of ATCB nominated experts in the duties and activities associated with the profession, was responsible for developing the 2017 ATCB job analysis survey. Their responsibilities included, but were not limited to, crafting survey items, reviewing the format of the instrument, and identifying job tasks. Development on the ATCB job analysis survey was completed at CCE's secure facilities, and the AC approved all aspects of the survey.

The ATCB JA was distributed via email invitation to 8,055 credentialed (Provisional Registered Art Therapists (ATR-Provisional), Registered Art Therapists (ATR), Board Certified Art Therapists (ATR-BC), and Art Therapist Certified Supervisors (ATCS)) and non-credentialed professional art therapists on May 15. Of the 8,055 sent invitations, 2,505 invitations were undeliverable. Two thousand three hundred and eighty six (2,386) surveys were returned via internet submission for an overall response rate of 29.62 percent (42.99 percent when controlling for undeliverable invitations).

The survey asked respondents to provide demographic data and identify items/tasks they most often incorporate into their practice. Participants had the opportunity to evaluate 193 items (including clinical issues and theoretical approaches); however, the functionality of the electronic instrument allowed respondents to skip sections for which they were not applicable, or refused to provide responses.

A mixed methods approach was endorsed during the analysis of the survey data; a combination of qualitative (concept mapping and coding) and quantitative (frequency analyses, z-score calculations, multidimensional scaling) methods were used to summarize results. Aggregate survey and concept mapping results were presented to the AC, along with recommendations for a revised content outline, during a facilitated meeting on August 24, 2017 at CCE's secure facilities. All recommendations were reviewed and deliberated upon, until consensus was achieved on August 25, 2017.

The final content outline, approved by the AC, is composed of seven distinct categories, encompassing a total of 125 tasks. The most notable enhancements to the content outline are the addition of a dimension to the ATCBE (Diagnoses and Populations), the inclusion of specific assessment and evaluation instruments, and modifications to the theoretical approaches assessed (The following were removed: Gestalt, Cognitive Therapy, Psychoanalytic, and Feminist/Rational. The following were added: Art Therapy Theory, Group Therapy Theory, and Attachment Theory).

As a result of the modifications to the content outline, the exam specification framework was also updated. Each category of the content outline is proportionately reflected on the exam (as tasks associated with a category increases, the number of items related to that category (on the ATCBE) increases). Therefore, the largest proportion (22 percent) of items is related to 'Intake and Evaluation', and the smallest proportion (6 percent) of items is associated with 'Art Therapy Environment'.