



EUROPEAN ACADEMY

For Anthroposophic Arts Therapies (EA)

Handbook for the
Accreditation of
Further Training Courses
Authorizing graduates to apply
Anthroposophic Arts Therapy
In their own profession

june 2018

Content

1 Introduction	Fehler! Textmarke nicht definiert.
2 The accreditation process.....	3
2.1 Outline.....	4
2.2 The (re)accreditation process in seven steps.....	6
3 Fees	6
4 Arbitration.....	6
5 Appendices.....	7
5.1 EA Bylaws	8
5.2 EA List of Competences.....	12
5.3 Application form	19
5.4 Course questionnaire	20
5.5 Student questionnaire	26

1 Introduction

The **European Academy for Anthroposophic Arts Therapies** (*“European Academy”* or *“EA”* for short) is an association of international qualifying training or further training courses.¹ The EA pursues the following aims:

- Sharing experiences and developing methods in the field of arts therapy
- Assuring the quality of competences and their development in arts therapy trainings
- Promoting research.

The European Academy is recognized by, and sees its work in relation to, the Medical Section of the School of Spiritual Science at the Goetheanum (Dornach, Switzerland)².

Anthroposophic Arts Therapy has various specialist fields:

- Painting, drawing, modelling and sculpting
- Music and singing
- Speech and drama.

The European Academy sees as its main task the teaching and further development of these forms of therapy and their deepening through research.

This handbook describes the process of quality assurance.

The accreditation of qualifying schools and further training courses is carried out by the European Academy as an organ of the Medical Section. The EA sees Accreditation as a mutual process of quality development, a binding equality-based cooperation that allows for shared learning and opens up new opportunities for taking action. The List of Competences constitutes the basis for the evaluative process of mutual accreditation.

The accreditation process described here serves the mutual recognition of further training courses in anthroposophic arts therapy within the Medical Section of the School of Spiritual Science at the Goetheanum, and corresponds to the accreditation processes of other professional groups within the field of Anthroposophic Medicine.

Further training courses seeking accredited membership in the European Academy recognize the EA’s Council, its Advisory Board³ and bylaws, and they agree to appoint a delegate to the Advisory Board once they have attained EA accreditation.

¹ Training here means any form of basic study course.

² See Appendix 1: EA Bylaws

³ The Advisory Board consists of delegates sent by the accredited training and further training institutions. These are usually the heads of schools. The Advisory Board meets once a year.

2 The Accreditation Process

2.1 Outline

Application

Further training courses seeking EA accreditation must apply in writing. They will submit all necessary admission documents to the Coordination of Anthroposophic Arts Therapies at the Medical Section. All documentation must be in English or German.

Evaluation

Evaluation consists in

- Self-assessment: applicants collate documents that convey an overall picture of their training based on an accreditation questionnaire.
- Evaluation of the self-assessment by the Coordination of Anthroposophic Arts Therapies at the Medical Section.
- Evaluation of the completed student questionnaires.

The necessary documents are listed in the **Course Questionnaire** (see Appendix 4).

The completed Questionnaire and required attachments must show that

- the further training conveys the necessary competences to its students (as set out in the EA List of Competences)
- the further training has a successful examination structure based on its curriculum.

Documents prepared previously for other (national) recognition processes may be submitted as long as they correspond to the Course Questionnaire.

Further training courses applying for **reaccreditation** may use documents they submitted previously (as long as they are still valid), **in conjunction with their updated papers.**

The documents are examined for completeness and, if necessary, the applying further training will be asked to carry out amendments or corrections.

In communication with the Council, the further training may be invited to present itself at the EA conference in January.⁴

This gives the Advisory Board the possibility to get to know the further training and ask questions, before making its decision together with the Leadership of the Medical Section. The applying further training will be notified of this decision in writing.

Accreditation Certificate

After successful accreditation the applying further training will receive an EA certificate that includes the following statement:

The further training course is a member of the European Academy for Anthroposophic Arts Therapies. It adheres to EA guidelines and is recognized by the Medical Section of the School of Spiritual Science at the Goetheanum in Dornach, Switzerland.

⁴ Guidelines for such presentations will be made available.

Certificate for graduates

Once the students have successfully completed the further training, the training centre will first send a draft certificate to the Coordination Office for examination.

In a second step the training centre will advise the Coordination Office of the graduate's name, first name(s), date of birth, and original occupation and will receive free of charge for each graduate a separate document to be handed over to the graduates with their graduation document, and which contains the following statement:

Mr/Mrs/Ms/Miss xxxxx has taken part in, a certified further training course, and is therefore authorized to apply the acquired measures and methods of arts therapy in his/her profession as

The further training school is a member of the European Academy for Anthroposophic Arts Therapies. It adheres to EA guidelines and is recognized by the Medical Section of the School of Spiritual Science at the Goetheanum in Dornach, Switzerland.

The graduation certificate is recognized by the European Academy.

This statement is only valid in conjunction with the graduation certificate.

The further training centre may NOT include this passage in their own certificates. If required, students may, in addition, apply for a certificate signed by the Medical Section leader. A fee applies for this service.

Qualifications that are accepted as a basis for the further training include occupations related to the art in question or to education, social work or therapy.

Once a further training has been admitted, its representatives demonstrate their willingness to cooperate with the Medical Section by attending the meetings of the EA Advisory Board.

Accreditation is granted for a period of ten years, after which further trainings need to apply for reaccreditation. Further training courses which happen to undergo changes after ten years can apply for an extension of up to two years.

Accreditation also expires when essential changes are made to the further training concept, the qualification of its teachers, or its methods or conditions. Re-application is required in such cases.

2.2 The (Re-) Accreditation process in seven steps

1. Dispatch of application (EA Application Form) and relevant documents (completed course questionnaire with attachments, see Section 5) in electronic form to the EA's Coordination Office, FAO Simone Lindau (lindau.s@gmx.de). The documents **must** be submitted in the order specified in the questionnaire.
2. Payment of accreditation fee into the EA training account

Name of bank: Triodos Bank NV
Address of bank: Utrechtseweg 44, Postbus 55, NL-3700 AB, Zeist
Account name: Stichting Europese Akademie Akt
BIC: TRIONL2U
IBAN: NL76 TRIO 0198552238
3. Examination of documents and quality assessment by an auditor appointed by the re-accreditation team (RAK)
4. Active feedback process between the auditor and the further training.
5. Recommendation of accreditation sent to the Council. The Council makes a decision in agreement with the Leadership of the Medical Section.
6. The applicant will be notified of the accreditation in writing. The further training centre will receive a certificate. The EA Coordination Office receives the final version of the further training centre's documentation in electronic and hard copy form.
7. Because the Medical Section has to document all the confirmations issued in its name, copies of all certificates issued are required. The further training will supply the Coordination Office with copies of all certificates issued to their graduates.

3 Fees

The accreditation process is financed by the accreditation fees. Further training centres must pay their fee into the EA account as soon as the required documents have been dispatched.

If a further training withdraws its application it has to inform the European Academy of this decision at once in writing. The fee still applies.

For information on fees see the current fee schedule (see attachments)

4 Arbitration

In case of a conflict an Arbitration Commission acceptable to both parties is appointed. Please contact the coordinator. This Commission establishes its own way of proceeding. The outcome of the arbitration process is binding for both parties.

5 Appendices

- 5.1 EA Bylaws
- 5.2 List of Competences
- 5.3 Application form
- 5.4 Course questionnaire
- 5.5 Student questionnaire

5.1 EA Bylaws

Foundation:

Today, on 5 January 1996, appeared before me, Marie Alexander van Rijn, lawyer and notary in Zeist, Mr Theodorus Wilhelm van Zantwijk, teacher, born in Amsterdam on 23 June 1943, married, a resident of Veenendaal, 3904 NN, Regge 12; national passport number 152514 W, mandated by the following institutions:

1. "Gemeinschaft zur Förderung Heilpädagogischer Maltherapie e.V.", Berlin, Germany;
2. "Hibernia School of Artistic Therapy", Stroud, Gloucestershire, Great Britain;
3. "Fördergemeinschaft der Künstlerischen Therapie e.V.", Blaubeuren, Germany;
4. "Trägerverein Künstlerisches Therapeutikum Hamburg e.V.", Hamburg, Germany;
5. "Alanus Hochschule und Bildungswerk GmbH", Bonn, Germany;
6. "Musiktherapeutische Arbeitsstätte e.V.", Berlin, Deutschland:

The applicants declared their wish to form a foundation governed by the following bylaws:

Name, domicile, duration:

Article 1

1. The name of the Foundation shall be "**Stichting Europese Akademie voor Antroposofische Kunstzinnige Therapien**" ("**European Academy for Anthroposophic Art Therapies**")
2. Its legal domicile is Zeist, Holland
3. The Foundation is formed for an indefinite period of time

Aims:

Article 2.

1. The Foundation aims to promote training and research in the art therapies in Europe.
2. The Foundation tries to achieve this by
 - a. promoting and maintaining the cooperation of art therapy schools;
 - b. pursuing and monitoring quality standards of training, diplomas and certificates;
 - c. coordinating curricula on the basis of an international List of Competences;
 - d. sharing knowledge and experience;
 - e. promoting recognition and the professional practice of art therapists;
 - f. employing all available legal means to achieve these objects.

Funds:

Article 3.

The Foundation is funded through contributions from members, income from activities, donations, legacies, and similar income.

Membership:

Article 4.

1. Membership in the Foundation is open to European art therapy schools⁵.
2. The Foundation was established with the following members:
 - ALANUS HOCHSCHULE der Künste, Fachbereiche Künstlerische Therapie, located in Alfter near Bonn, Germany (ALANUS Hochschule und Bildungswerk GmbH);
 - ANNY-VON-LANGESCHULE, Fachschule für Musiktherapie a.a.G., located in Hamburg, Germany (legal entity: Künstlerisches Therapeutikum Hamburg e.V.);
 - ARTABAN Schule für künstlerische Therapie, located in Berlin, Germany (Gemeinschaft zur Förderung Heilpädagogischer Maltherapie e.V.);
 - SEMINAR FÜR KÜNSTLERISCHE THERAPIE, located in Blaubeuren, Germany (Fördergemeinschaft der Künstlerischen Therapie e.V.);
 - MUSIKTHERAPEUTISCHE ARBEITSSTÄTTE e.V., Berufsausbildung zum Musiktherapeuten a.a.G., located in Berlin, Germany;
 - HIBERNIA SCHOOL OF ARTIATIC THERAPY, located in Stroud, Gloucestershire, Great Britain;
 - STICHTING ACADEMIE DE WERVEL, located in Zeist, Holland.
3. The Council decides on the admission and withdrawal of members based on the recommendations of the Advisory Board.
Council decisions require the majority of all acting Council members, based on requirements which need to be met by training of the member in question.

Council:

Article 5.

1. The Foundation's Council consists of a minimum of three natural persons.
2. The Council appoints members on recommendation of existing members for a duration of three years; withdrawing Council members can once be directly reappointed.
3. If the number of Council members drops below the statutory minimum, the remaining Council member(s) will form a legal Council on condition that the empty positions are filled within eight months.
4. If the Council does not appoint new Council members, the Advisory Board can appoint them.

Article 6.

The Council elects from among its members a chairperson, a secretary and a treasurer and their deputies; the offices of secretary and treasurer may be held by one person.

Council meetings:

Article 7.

1. The Council meets at least once every year, or more often if the chairperson **or** two council members consider this necessary.
2. Council decisions need a majority vote of all acting Council members.
3. The Council can make decisions orally or in writing, if all Council members decide in favour of the proposal in question.

⁵ Since 2010 schools from around the world have been accepted.

Council responsibilities/representation:

Article 8

1. The Council is responsible for undertaking all legal acts; these include the acts stated in Article 291 paragraph 2 of Book 2 of the (Dutch) Civil Code.
2. In legal and other dealings the Foundation is represented exclusively by the Council, or by two Council members acting jointly.

Cessation of Council membership:

Article 9

Council membership ceases

- a. when the term of office comes to an end;
- b. with a member's resignation
- c. with a member's death
- d. when a member is voted out following a Council decision.

Fiscal year:

Article 10

1. The Foundation's fiscal year is identical with the calendar year.
2. The Foundation's account books are closed at the end of the fiscal year and the treasurer will provide a finance report showing the debit and credit situation for that year.
3. If the Council agrees on the finance report mentioned under 2. the treasurer will be discharged.

Advisory Board:

Article 11

1. The Council appoints an Advisory Board consisting of members proposed for this role by other members.
2. The Council may add no more than two persons not representing a member to the Advisory Board.
3. The Advisory Board advises the Council whether or not the Council asks for advice.
4. Council and Advisory Board membership are mutually exclusive.
5. The Advisory Board meets at least once a year.
6. The Advisory Board appoints its own chair.
7. The Advisory Board decides with a majority of votes of all acting members on condition that all submit their vote in writing or by fax.

Amendments to the Bylaws/dissolution:

Article 12

1. The Foundation's Bylaws can be amended and the Foundation be dissolved on unanimous decision of the Council.
2. The decision mentioned under 1. requires the agreement of the Advisory Board.
3. The decision to dissolve the Foundation includes the appointment of liquidators.
4. Any remaining funds will, if possible, be used for one of the aims set out in Article 2.

Arbitration:

Article 13

1. Any conflicts within the Council or the Advisory Board, or between Council and Advisory Board (including conflicts that are only seen as such by one of the parties involved), must be decided by an Arbitration Commission consisting of three persons, two of which are named by the two main opponents and the third by the Medical Section of the School of Spiritual Science (Dornach, Switzerland).
2. The Arbitration Committee decides how the conflict is to be dealt with and makes every effort to bring the conflict to an impartial and just conclusion.

Article 14

The Council decides in all cases not covered by these Bylaws.

The appeared is known to me, the Notary

Signed: T.W. van Zantwijk – M.A. van Rijn. b

5.2 EA List of Competences

New List of Competences (as of July 2017)

The following list, including the specified hours, applies to qualifying training courses and includes competences required in Anthroposophic Arts Therapy trainings (full-time/ basic training). The list can be adapted as required for further training courses aimed at other professionals and the number of hours can be reduced accordingly. **It must, however, contain all the competences required for the application of specific anthroposophic measures (depending on the further training's specific orientation or focus).**

Further training courses for the application of Anthroposophic Arts Therapies in other professions have to demonstrate a minimum of 750 hours⁶ (375 of them contact hours. The rest can be self-directed study and work experience.)

Foreword

The main purpose of the European Academy is to provide quality assurance for anthroposophic arts therapists by creating basic and globally applicable standards for anthroposophic arts therapy trainings. At the same time these need to remain flexible so that training and study courses can respond creatively to the differing conditions that exist in each country.

How the skills and competences are taught is for the particular university or training establishment to decide. The methodological and didactic approaches used can be quite different as can the basic resource literature. This is particularly relevant when considering national legal conditions – see point 10.

What is non-negotiable, however, is the anthroposophical orientation and the anthroposophic-medical foundation of the further training concept. They are fundamental to the profession of anthroposophic arts therapists and must be taught.

It is highly desirable for anthroposophic arts therapists to have an (interdisciplinary) understanding of other therapeutic treatments used in anthroposophic medicine. It is equally important for them to know about procedures (outside the anthroposophical approach) that are currently applied in their profession.

The hours that are indicated should be considered as reference points. The total number of hours *should not be less* than that stipulated. Training courses have different learning criteria to those of universities and specific fields of study may therefore require a greater or smaller number of learning hours.⁷ Each training/study course is free to set criteria that *exceed* the minimum required learning hours.

The European Academy has agreed the following guidelines for professional training and study courses:

One teaching unit (lesson) lasts 45 minutes

Training centres/universities offering training to become an EA recognised anthroposophic arts therapist will provide their students with the following basic competences:
(the distribution of learning hours⁸ leaves scope for flexibility).

⁶ This is the minimum of demonstrable hours. There is no upward limit.

⁷ In Switzerland, for example, 250 hours of practical professional experience are considered sufficient while in Germany 1000 hours are required.

⁸ These are guidelines that can vary depending on the particular specialization of a training or study course. All competences must be demonstrably conveyed however.

Competences	hours = teaching units of 45 min. (= 60 min.units)
<p>5.2.1 Acquiring and integrating basic anthroposophical concepts⁹ (foundation for practising the profession of an anthroposophic arts therapist)</p> <p>5.2.1a. A basic understanding of the anthroposophical conception of the world and the human being.</p> <p>5.2.1b. The capacity independently to explore the anthroposophical conception of the world and the human being (e.g. through the study of original texts and resources).</p> <p>5.2.1c. Graduates are able to reflect on the anthroposophical conception of the world, relate it to other approaches and identify the differences and similarities between them.</p>	50 (37.5)
<p>5.2.2 Basic artistic competences (required for the practice of arts therapy)</p> <p>5.2.2a. Graduates can demonstrate an adequate level of artistic competency in a professional field (speech, music, painting, sculpture) both practically and theoretically.</p> <p>5.2.2b. Graduates have knowledge of arts history and the historical context of their professional field.</p> <p>5.2.2c. Graduates can master the artistic media that are relevant to their specialist field</p> <p>5.2.2d. Graduates are able to reflect on and assess their own artistic skills and expertise.</p> <p>5.2.2e. Graduates treat the materials and instruments they use in a professional and respectful manner.</p>	250 (187.5)
<p>5.2.3 Using the artistic process therapeutically (fundamentals of anthroposophic arts therapy)</p> <p>5.2.3a. Graduates have learned to recognize the effects of the materials and artistic media they are using and know when they should be applied.</p> <p>5.2.3b. Graduates have acquired sufficient experience in using the materials of their arts for therapy and therapeutic exercises.</p> <p>5.2.3c. Graduates can classify and differentiate between artistic and therapeutic processes.</p> <p>5.2.3d. In looking at and experiencing a piece of arts work¹⁰, graduates are able to recognize and understand its artistic potential whether it is their own or another person's work.</p> <p>5.2.3e. Graduates can use their knowledge and experience to apply the skills of their profession in a direct and focused way¹¹.</p>	600 (450)

9 A resource list of literature to be presented by the training centre/university

10 Visual and temporal arts have distinctly different possibilities

11 Differentiated under point 5.2.6

<p>5.2.4 The medical foundations and anthroposophical understanding of the human being</p> <p>5.2.4a. Graduates have an adequate knowledge of general medical principles (anatomy, physiology, embryology) for their specialist field, as well as a familiarity with the theories of health and illness and the current state of medicine including psychology.</p> <p>5.2.4b. Graduates are familiar with the anthroposophical understanding of the human being that underpins anthroposophic medicine. Their understanding is such that they can find linkages with current medical practice and use it as a foundation for their specialist work as anthroposophic therapists.</p> <p>5.2.4c. Graduates have a basic knowledge of the anthroposophic pharmacology and view of substances. They have learnt how the various members of the human organization might be affected.¹²</p> <p>5.2.4d. Graduates have a basic knowledge of pharmacology (of for example the effects and side-effects of psychotropic, analgesic and cardiovascular drugs and cytotoxic agents)¹³ and know how to obtain further information if necessary.</p> <p>5.2.4e. Graduates can understand the similarities and differences between anthroposophic and mainstream medicine and put them into context.</p> <p>5.2.4f. Graduates are able to discuss this in various contexts.¹⁴</p> <p>5.2.4g. Graduates have a good grasp of medical terminology.</p>	<p>150/300 (112.5/225)</p>
<p>5.2.5 Basic knowledge and understanding of human development, biography, education and psychology</p> <p>5.2.5a. Graduates have up-to-date knowledge of human development.</p> <p>5.2.5b. Graduates are familiar with the anthroposophical approach to human development and are able to relate it to mainstream ideas.</p> <p>5.2.5c. Graduates have a basic understanding of biographical development (in the light of anthroposophic biography work).</p> <p>5.2.5d. Graduates are able to identify and evaluate crisis situations in themselves and in others. (They also know where to look for help).</p> <p>5.2.5e. Graduates have a general understanding of education. They also have a broad grasp of anthroposophically oriented education, curative education and social therapy and can apply this knowledge in particular areas of their professional work.</p> <p>5.2.5f. Graduates have acquired insights into various approaches to psychiatry and psychotherapy and are able to relate these to the anthroposophical image of the human being.</p>	<p>120 (90)</p>
<p>5.2.6 Professionalizing therapeutic measures and procedures (general (diagnostic) procedures¹⁵, planning therapies, therapeutic goals)</p>	

¹² Examples in lessons, guidelines for the study of sources, specialist literature.

¹³ Overview, sources of information, necessary understanding that is relevant to the condition of a particular patient.

¹⁴ For example communicating with doctors, other therapists, the wider public etc.

¹⁵ In Italy (possibly also in other countries) only physicians are permitted to establish a diagnosis. Differentiation is therefore necessary. Art therapists can speak of their analysis of pictorial composition, form, or – in the temporal arts – expression.

<p>5.2.6a. Graduates are able to use basic anthroposophical principles, such as threefoldness and fourfoldness, as the foundation of their therapeutic work, apply them professionally and integrate them into existing contexts.¹⁶</p> <p>5.2.6b. Graduates know about the various stages of the therapeutic process and understand the laws that underlie them (e.g. the transformation of the seven life processes specified by Rudolf Steiner into stages of a therapeutic process)¹⁷,</p> <p>5.2.6c. Graduates know the importance of hearing a patient's history before creating a therapy plan¹⁸.</p> <p>5.2.6d. Graduates are able to identify and differentiate signs of somatic, psychosomatic and psychiatric disorders, developmental disorders, biographical crises and the process of group dynamics.</p> <p>5.2.6e. Graduates are able to apply and carry out basic diagnostic procedures in their professional work.</p> <p>5.2.6f. physician's prescription, the medical history, the assessment of a client and through diagnostic exercises.</p> <p>5.2.6g. Graduates are able to formulate a client's general need for therapy in terms of specific anthroposophical, medical and therapeutic goals, set up a therapeutic plan and communicate it.</p> <p>5.2.6h. Graduates know how important it is to document the therapeutic process and can do so proficiently (create a patient file).</p> <p>5.2.6i. Graduates can successfully implement a therapeutic treatment plan.¹⁹ They can bring the treatment plan to a conclusion in a professional way and produce a factually detailed therapeutic report.</p>	250 (187.5)
<p>5.2.7 Professional behaviour, conversation techniques, reflection and supervision</p> <p>5.2.7a. Graduates have learnt how to lead professional conversations²⁰ and understand the need for a professional approach.</p> <p>5.2.7b. Graduates know about transference and counter-transference in the therapeutic context. They can recognize and deal with projections and resistance appropriately.</p> <p>5.2.7c. Graduates have learnt to behave professionally²¹ and appropriately and to reflect on the therapeutic process.</p> <p>5.2.7d. Graduates can assess the effect they have on others and reflect on their own actions and attitudes.</p>	30 (22.5)

16 Differing images of the human being, images of illness and disorders, biographical phases, preventative and salutogenic aspects must be known. Information about scientific knowledge can be obtained.

17 For example Marianne Altmeier 1995: Der kunsttherapeutische Prozess

18 Fundamental principles for implementing this in a professional way are conveyed.

19 The course of treatment depends on the client's requirements from a medical and anthroposophical point of view and is always to the client's benefit.

20 Introduction to basic conversation techniques

21 Assessing personal weaknesses and strengths, work experience

<p>5.2.7e. Graduates have knowledge of stress management techniques and can identify stress factors in clients and in themselves²²</p> <p>5.2.7f. Graduates understand the importance and relevance of supervision in their professional field and if necessary will ask for it.²³</p>	
<p>5.2.8 Innovation and Research (further development of anthroposophic arts therapies and future perspectives)</p> <p>5.2.8a. Graduates may have an interest in the development of arts therapy in general and use this interest to benefit anthroposophic arts therapy as a whole.</p> <p>5.2.8b. In this context graduates can find motivation to explore new questions. They can discover new aspects of their own profession.</p> <p>5.2.8c. Graduates are able to accompany the processes they experience in themselves and in others with a spirit of enquiry and interest.</p> <p>5.2.8d. Graduates are competent in studying the relevant literature resources and have a basic knowledge of Goethean phenomenology and related scientific research.²⁴</p> <p>5.2.8e. Graduates are able to make their own contributions to research in their specialist field and can assess and evaluate them²⁵</p> <p>5.2.8f. Graduates are able to process, interpret and professionally present research results and findings.</p>	30 (22.5)
<p>5.2.9 Personal development²⁶, life-long learning, further training</p> <p>5.2.9a. Graduates are able to identify gaps in their knowledge. They are aware of lacking or insufficient skills or competences and can make use of professional development opportunities.</p> <p>5.2.9b. Graduates can formulate and implement goals for their own development and learning.</p> <p>5.2.9c. Graduates are aware of their own limitations and resources.</p> <p>5.2.9d. Graduates are aware of possibilities for life-long learning and of the importance of making use of professional development opportunities.</p>	10 (7.5)
<p>5.2.10 Legal context of professional practice²⁷: Professional status, ethics, legalities</p> <p>5.2.10a – d Professional status</p> <p>5.2.10a. Graduates know how arts therapy has grown and developed historically.</p>	20 (15)

22 Graduates should be able to evaluate these factors and apply the necessary measures to overcome them.

23 The training centre is required to offer experience through supervision during the course.

24 Evaluated differently in a university context to a training centre

25 Case reports, scientific assignments, project research etc.

26 For example a number of training centres work with Rudolf Steiner's six subsidiary exercises during training (in Italy)

27 This is the way in which the specific legal requirements of each country apply to the therapeutic profession.

<p>5.2.10b. Graduates can place the development of anthroposophic arts therapy as an independent approach within the general historical context and speak about it if needed.</p> <p>5.2.10c. Graduates are suitably knowledgeable with regard to their professional practice as anthroposophic arts therapists and the wider context of anthroposophic medicine and therapy.</p> <p>5.2.10d. Graduates know about all the specialist fields of anthroposophic arts therapy and are able to use their particular specialization (speech, music, visual arts) effectively.</p>	
<p>5.2.10e Professional ethics</p> <p>5.2.10e. Graduates have understood the ethical requirements of their profession and aim to ensure that their professional (and private) life is transparent and above board.</p>	10 (7.5)
<p>5.2.10f – o Professional rights (national laws)</p> <p>5.2.10f. Graduates are aware of the existence of specialist and professional associations and know how important they are for the practice of their profession in their country.</p> <p>5.2.10g. Graduates know their legal rights and responsibilities within the legal medical framework of their country. They are particularly aware of the national conditions that apply to practitioners of anthroposophic therapy and how they affect their ability to practise their profession.</p> <p>5.2.10h. Graduates have a good grasp of the media and materials they use and the time they invest in their work (professional economy) and are aware of the national rules concerning the promotion of the healing professions.</p> <p>5.2.10i. Graduates know about the applicable rates of remuneration in their national health system.</p> <p>5.2.10j. Graduates know about the insurance they will need in order to practise their profession.</p> <p>5.2.10k. Graduates know about data protection laws in their country and how to use them in order to protect the privacy of their clients.</p> <p>5.2.10l. Graduates know about the need to observe client confidentiality.</p> <p>5.2.10m. Graduates are familiar with national copyright laws for art works.</p> <p>5.2.10n. Graduates know how to act professionally and prudently in emergency situations or accidents²⁸</p> <p>5.2.10o. Graduates are familiar with regulations concerning hygiene and notifiable diseases²⁹</p>	20 (15)

²⁸ First aid training or an emergency assistance module need not necessarily be provided by the training establishment. They can be undertaken elsewhere and then verified.

²⁹ National disease control laws and the requirements surrounding notifiable diseases must be known.

Work Experience can consist of a combination of practical experiences; the further training centre can specify a minimum of hours. The following is a list of (optional) components:

1. Observation
2. Volunteering (with a salutogenetic orientation)
3. Project work (a good way of securing a work place)
4. Independent, supervised work with patients in the student's chosen specialization

Mentors should be anthroposophic arts therapists who, if at all possible, are members of the professional association in their country.

In their final assignment graduates of further training courses wishing to use Anthroposophic Arts Therapy in their own profession should make a connection between the use of arts therapy and their own professional activity.

The EA recognizes the following professions as a suitable basis for further training in arts therapy:

Educational, medical, therapeutic professions (teachers, educators, special needs teachers, social therapists, nurses, physicians, psychologists, psychotherapists) as well as artists in the relevant specialist areas. Applicants with a business background can only obtain EA recognition if they have previously trained as coaches, instructors or supervisors.

Students from other professional backgrounds cannot obtain EA recognition, but will receive a certificate of attendance from the further training. Training centres must explain this clearly and unambiguously on their homepage!

5.3 Application Form

Application for membership in the European Academy for Anthroposophic Arts Therapies (EA)

1. Information about the applying further training

Name of the further training.....

Address

.....

Country.....

Phone/fax/ email.....

Date of application.....

Languages spoken by the heads of the further training

.....

2. Please enclose the documents in the order specified in the Handbook

3. Please pay the application fee when you have sent off your documents to us (form enclosed).

5.4 Course Questionnaire

**Questionnaire for the
Accreditation of Anthroposophic Arts Therapy
Schools and Further Training Courses
European Academy for Anthroposophic Arts Therapies (EA)**

1. Further Training

Name

Legal entity

Year established

Address

.....

Phone

Fax

Email

Homepage

Contact (name and email):

.....

2. Aims and objectives of the further training course

2.1 We train arts therapists for the following fields of arts therapy (e.g. specializations, particular fields of work etc.):

.....
.....
.....
.....

2.2 What are the aims of the further training course, which qualifications or competences does your training convey? Please enclose handbook of modules or list of key competences.

2.3 How do these aims relate to the requirements of your graduates' present or future fields of work (How relevant is your further training to the professional practice)?

2.4 Please enclose your further training concept/ vision statement³⁰.

3. Who can apply for the further training?

3.1 Which educational qualifications do your applicants need (minimal requirements)?

.....
.....

3.2 What previous vocational training do your applicants need?

3.3 Do your applicants need to have completed a previous vocational training? yes / no³¹

3.4 Do applicants have a personal interview? yes / no

3.5 Is there a minimum age for students? years

3.6 Do your applicants need to complete a period of work experience before starting further training? yes / no

Minimum duration of work experience

3.7 Are there any other conditions?

.....

4. The further training process

4.1 What form of further training do you offer?³²

a. Full-time or part-time

³⁰ or other suitable documents that describe the training objectives

³¹ Delete as appropriate

³² Definition of forms of training:

Full-time training: students are unable to pursue any other professional activity during their training.

Part-time training: students can pursue other professional activities during training.

Foundation course: the training qualifies students for a profession.

Further training or development: the training conveys particular methods that build on an earlier foundation training (e.g. Collot d'Herbois module, Dr Hauschka module etc.).

b. Qualifying or further training / professional development

4.2 How long is the further training? years

4.3 How many parallel further training courses are you running?

4.4 How many further training places do you offer?

4.5 What is your time schedule (number of lessons)?³³

Theory lessons: lessons @ 45 mins

Specific practical training: lessons @ 45 mins

Practical further training: lessons @ 45 mins

Total further training lessons: lessons @ 45 mins

Of which verifiable self-directed studies: lessons @ 45 mins

4.6 What is the ratio of contact lessons, guided self-directed study and free self-directed study during the further training? Reasons for this?

4.7 Which curriculum does the further training follow? (Please enclose curriculum or summary.)

4.8 Describe your methods and particular approach³⁴

.....
.....
.....
.....

4.9 How do you mentor your students?

.....
.....

4.10 How can the students contribute to the further training?

.....
.....
.....

5. Completing the further training

5.1 Do you have your own or state examination procedures to assess the successful conclusion of your training?

No exams

Own exams

State or academic exams

³³ Applies to the entire further training period

³⁴ Please enter key words or add a separate sheet

Please enclose your exam regulations and other evaluation documents and describe your assessment procedures during training.

- 5.2 When and how do you inform your students of the exam regulations?
- 5.3 What are the criteria that determine whether or not a final exam has been passed?
- 5.4 What happens when candidates fail the exam?
- 5.5 Are there intermediate exams? What form do they take?
- 5.6 What are the exact formal terms for your final dissertation/paper?
- 5.7 Give an exact description of your oral and practical final exams?

5.8 Graduates are state recognized and receive the following qualification (original name):

5.9 Graduates are recognized by the following institutions (e.g. EA, professional associations, Medical Section, etc.)

Please enclose a copy of the report forms you use.

5.10 Graduates are qualified to work in the following professional fields:

5.11 In a given 5-year period: how many students were enrolled in your further training, discontinued further training, graduated, took a break, were in work experience, completed further training in a regular way? What was your total number of students per year?

Period under inquiry	Admissions	drop outs	taking a break	doing work experience	graduated	total students
1 st year						
2 nd year						
3 rd year						
4 th year						
5 th year						

5.12 The qualification entitles graduates to study for the following higher qualifications

6. Faculty

6.1 Who is in charge of your further training?³⁵

³⁵ Please include your management structure and heads of training

6.2 Are the competences of leading staff members adequately defined?
(e.g. written agreements?)

.....

6.3 Please enclose a list of faculty members as shown below:

name	profession / degree	range of duties	number of lessons
permanent staff ³⁶			
permanent lecturers/guest lecturers ³⁷			
occasional guest lecturers ³⁸			

6.4 Are there unresolved conflicts among your staff? How do you deal with them?
Which external consultants do you use for internal conflicts?

6.5 Please enclose your job description for lecturers and your stipulations for their ongoing professional development.

6.6 Does mentoring also take place outside the contact hours? To what extent? Who are the mentors?

6.7 How are the mentors (who are co-responsible for the training) involved in the school?

7. Premises and teaching resources

7.1 What are your rooms (size) and infrastructure like?

7.2 Which media, resources, materials do you provide?

7.3 How do ensure use of and access to the various media (literature, internet etc.)?

8. Quality development

8.1 Do you use a quality development tool? Is your further training certified according to a particular procedure (for instance EA)?

.....
.....
.....

8.2 Do you interview your students at the end of each module?

8.3 Do the teachers use supervision and peer review?

8.4 How do you document evaluation results?
(Please include your student questionnaires)

³⁶ Permanent staff members are in part- or full-time employment

³⁷ Permanent lecturers/guest lecturers teach regularly at the school, but are not employed by it

³⁸ Occasional guest lecturers: teach occasionally at the school

9. Cooperation / Networking

9.1 Which schools are you working with? What form does this collaboration take?

.....
.....
.....

9.2 Are you a member of any national further training associations? Which ones?
Please submit written confirmation from the national association or physicians' association in question.

.....
.....
.....

9.3 Do your staff members serve on any further training committees (e.g. Council)?

.....
.....
.....

10. Outlook

10.1 What necessary steps, changes and chances do you see for future development, in the short and medium term?

.....
.....
.....
.....

11. List of enclosures

- Mission statement/ concept
- Curriculum
- School history
- Further-training leaflets
- Certificates of state/ academic recognition
- Documents about your examination procedure
- Report form
- Staff list
- Annual reports (if available)
- Written confirmation from national professional association and physicians' association
-
- Questionnaires for students
-
- Lecturers' range of duties and stipulations regarding ongoing professional development
-



European Academy for Anthroposophic Arts Therapies (EA)

QUESTIONNAIRE

**For further training students from other professions
(part of the accreditation process for EA membership)**

Training centre

Year of graduation

Dear students,

You have attended a further training course in arts therapy that enables you to use therapeutic measures and procedures in your original profession. As the certifying institution we are interested to hear how you have experienced your training and whether you feel well prepared for the work you have in mind. Please help us improve by answering the following questions. questions if possible in German or English) and send your answers (without names) to the coordination office fao lindau.s@gmx.de or by post to Simone Lindau, Poststr. 10, 79730, Germany.

(Please circle as follows: from 1= 'don't agree at all' to 5= 'fully agree')

1. I liked the further training overall.	1 2 3 4 5
2. I found the inspirations and insights gained in the further training valuable and enriching.	1 2 3 4 5
3. I felt that my individual needs as a student on this further training course were taken seriously.	1 2 3 4 5
4. I feel I am well prepared for applying the newly acquired knowledge and skills	1 2 3 4 5
a) in practice in my own work	1 2 3 4 5
b) with regard to the theoretical specialist knowledge involved	1 2 3 4 5
c) therapeutically (reflection, supervision)	1 2 3 4 5
Comments:	

<p>5. How did you experience</p> <p>a) The expertise of the lecturers</p> <p>b) The competence of the course management</p> <p>c) The structure and quality of teaching</p> <p>Comments:</p>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>
<p>6. How did you find</p> <p>a) the advice given by the providers (with regard to the applicability of the study content)</p> <p>b) the professional provision (onesided, diverse?)</p> <p>c) the support during assignments or self-directed study</p> <p>d) the premises and learning materials (i.e. projector, blackboard, etc.)</p> <p>Comments:</p>	<p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p> <p>1 2 3 4 5</p>
<p>7. What are your wishes for the future of the further training course?</p>	

Thank you for your help.

Date, place