



EUROPEAN ACADEMY
For Anthroposophic Arts Therapies (EA)

Handbook for the Accreditation of
Qualifying Training, Study and
Further Training Courses in
Anthroposophic Arts Therapy

March 2018

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1 Preface

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

- Sharing experiences and developing methods in the field of art therapy
- Assurance of quality and competence in art therapy trainings and study courses
- 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)¹.

Anthroposophic Art 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.

Accredited qualifying schools and study courses share comparable quality standards, which are assessed in accordance with the individual specialization based on a list of competences². The EA List of Competences derives from the International Professional Profile of Anthroposophic Arts Therapy³. Anthroposophic Arts Therapy schools and study courses relate furthermore to the professional profiles in the various countries and the competences specified therein.

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 of qualifying schools and study courses is carried out by the European Academy as an organ of the Medical Section.

The accreditation of schools and study courses serves a number of purposes and helps

- students or candidates to choose a school or training centre
- schools wishing to assure training quality and teacher competence
- schools working together on quality promotion
- the Medical Section’s cooperation with the EA
- professional associations with regard to the competences of their members.

Accredited EA membership cannot replace national accreditation. All schools and study courses are subject to the relevant national laws and conditions. These laws and conditions form the foundation for schools and study courses seeking state-recognition for their training and their graduates. The accreditation process described here serves the mutual recognition of anthroposophic arts therapy schools and study courses within the Medical Section of the School of Spiritual Science at the Goetheanum, and corresponds to the accreditation processes of other professional groups within Anthroposophic Medicine.

¹ See Appendix 5.1: EA Bylaws

² See Appendix 5.2: List of Competences

³ See: International Umbrella Organization of professional associations for Anthroposophic Art Therapy (DAKART)
www.icaat-medsektion.net

Schools and training centres seeking accredited membership in the European Academy recognize the EA's Council, its Advisory Board⁴ and bylaws, and they agree to appoint a delegate to the Advisory Board once they have obtained EA accreditation.

2 The Accreditation Process

2.1 Outline

Application

Schools and study courses seeking EA accreditation must apply in writing. They will submit all necessary accreditation documents to the European Academy's **(Re-) Accreditation Commission**⁵ (RAK) (see 2.2).

All documentation must be in English or German.

The RAK allocates auditors to the applying school/study course and passes the application documents on to these auditors.

Before submitting their application, applying institutions may wish to consult an (EA approved) mentor to advise them on the accreditation criteria and process.

Evaluation

Evaluation consists in

- Self-assessment: applicants collate documents that convey an overall picture of their school or study course based on an accreditation questionnaire.
- Peer evaluation: the auditor visits the training centre to gain an impression of its way of working
- Evaluation of self-assessment and audit report by the RAK.

The necessary documents are listed in the **Accreditation Questionnaire** (see Appendix 5.4).

The completed Questionnaire and required attachments must show that

- the school/study course conveys the necessary competences to its students (as set out in the EA List of Competences)
- the curriculum of qualifying schools/study courses specifies a minimum of 3000 training units (@ 45 minutes), 1500 of which must be contact lessons.
- the curriculum of qualifying further training courses/further study courses specifies a minimum of 1500 training units (@ 45 minutes), 750 of which must be contact lessons.
- the school, study course, or further training course can demonstrate a successful examination based on its curriculum.

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

Schools applying for reaccreditation may submit former documents, if they are still valid, in conjunction with their updated papers.

The auditors examine the documents and make sure that the quality is satisfactory and the documents are complete. If necessary, they ask the responsible persons at the applying training centre for amendments or corrections.

⁴ The Advisory Board consists of representatives of the accredited training courses. It meets at least once every year.

⁵ The (Re-)accreditation Committee is appointed by the Advisory Board and is responsible for the (re)accreditation process. It carries out the accreditation together with the applying training course.

Audit and auditors' report

At least one of the two auditors must attend a work meeting on the premises of the applying institution. A personal meeting with the lecturers and students should be possible. Conversations will be conducted in accordance with the **Guidelines for Auditors** (see Appendix 5.5)

Based on the documentation submitted and the auditor's visit, the auditors write an **Audit Report** which is then sent to the applying school/study course (see Appendix 5.6: Audit Report Form). The auditors discuss the audit report with the training institution and, as part of this process, adjustments can be made to the training/study curriculum and structure in cooperation with the school. The time frame for this adjustment process is agreed with the auditors and documented. The applying school/study course and the auditors then adjust the Audit Report until a consensus is reached, and present the resulting report to Council. This report forms the basis for the recommendation to grant accreditation, grant accreditation on certain conditions, or withhold accreditation.

In addition to this procedure, the school/study course presents itself at the EA conference in January⁶. This gives the Advisory Board the possibility to get to know the school/study course and ask questions, before making its decision together with the Leadership of the Medical Section. The applying school/study course/institution will be notified of this decision in writing.

Accreditation Certificate

After successful accreditation the applying school/study course will receive an EA certificate which entitles the school/study course to use the following designation for its course and in its graduation document:

This training/ university course is registered with the European Academy of Anthroposophic Arts Therapy. It applies EA guidelines and is recognized by the Medical Section of the School of Spiritual Science at the Goetheanum, Dornach, Switzerland.

Once a school/study course has been admitted, its representatives declare their readiness to work with the Medical Section by taking part in the meetings of the Advisory Board.

Accreditation is granted for a period of ten years, after which schools/study courses need to apply for reaccreditation. In exceptional cases, schools/study courses which happen to be in a period of change after ten years can apply for an extension.

Accreditation also expires when essential changes are made to an institution's training concept, qualification of teachers, methods or conditions. In such cases a new application needs to be submitted.

A charge is due to cover the expenses of the RAK and the auditors (see **Chapter 4: Fees**).

⁶ Guidelines for the presentation of schools will be made available.

2.2 The (Re-)Accreditation process in 9 steps

1. Dispatch of application (EA Application Form, see Appendix 3) and required documents to the European Academy:
 - Completed Questionnaire with appendices (see Appendix 4)

Coordinator's address:

Simone Lindau
Poststr. 10
D – 79730 Murg
lindaus@gmx.de

All documents must be submitted in duplicate: two hardcopies plus one electronic copy, with page numbers and in the order specified in the Questionnaire. (Please also number the electronic version in the order of the hardcopies, for instance 1 Application Form, 2 Questionnaire, 3 Extra Sheet regarding point... etc.).

2. Payment of accreditation fee into the EA training account.
Bank details:

Triodos Bank NV
Account holder: Stichting Europese Akademie Akt
BIC: TRIONL2U
IBAN: NL76 TRIO 0198552238

3. Examination of documents and quality check through the auditors.
4. The auditors visit the school.
5. Filling in of audit check lists and form. Drawing up of Audit Report which is then despatched to the school with the possible conditions (see Appendices 5 and 6).
6. Active feedback process between auditors and applying school.
7. Presentation of the school during the EA Conference at the Goetheanum (see Appendix 7).
8. Recommendation for accreditation sent to Council. Council makes its decision in agreement with the Medical Section leader.
9. Written confirmation of the accreditation is sent to the applying school. The school receives a certificate. The EA receives a final version of the school's documentation in electronic form.

The accreditation process tends to take at least one year and may take longer in individual cases, depending on the completeness of documents, the outcome of the audit and the feedback process.

3 Qualification of Auditors

The accreditation process is carried out by two auditors who must both be heads of EA registered schools. One of the auditors must have specific expertise in the audited school's specialization.

The auditors are able to assess a school's subject-specific, educational and medical-scientific qualification and its teaching staff.

All auditors should have undergone training to carry out accreditations of arts therapy schools/study courses within the Medical Section.

They are experienced instructors working in EA-recognized schools and competent in their specific subject, the relevant medical-therapeutic field and adult education.

4 Fees

The RAK is funded through the fees charged for accreditation. This fee must be paid into the EA account as soon as the required documents have been dispatched.

Travel costs and expenses for mentors and visiting auditors are paid by the applying school/study course. If a school/study course withdraws its application it has to immediately inform the European Academy of this decision in writing. The fee still applies.

For details of fees see up-to-date fee schedule.

5 Arbitration

In case of a conflict regarding the accreditation process or between schools/institutions or within an institution, an Arbitration Commission acceptable to all parties is appointed. In such cases the EA should be contacted via its Coordination Office (lindau.s@gmx.de).

The Arbitration Commission decides on the further process. The result of the arbitration is accepted by all parties involved.

6 Appendices

- 6.1 EA Bylaws
- 6.2 List of Competences
- 6.3 Application form
- 6.4 Questionnaire
- 6.5 Guidelines for auditors
- 6.6 Audit report form
- 6.7 Guidelines for the presentation of schools

6.1 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 Anthroposophical 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 schools⁷.
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.

⁷ Since 2010 schools from around the world have been accepted.

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.

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 Board⁸:

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.

⁸ Consists of representatives (usually the heads) of all schools

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

6.2 EA List of Competences

New List of Competences (July 2017)

Key competences

Foreword

In accordance with the aims listed on page 3 of the European Academy in cooperation with the Medical Section at the Goetheanum, the competences below serve to provide quality assurance for anthroposophic arts therapists by creating basic and globally applicable standards.

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 school or university to decide. Methods and teaching approaches may vary considerably as may 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 education colleges and specific fields of study may therefore require a greater or smaller number of learning hours. Each training/study course is free to set criteria that *exceed* the minimum required learning hours.

Practical work experience is a necessary and indispensable part of any training or study course. Minimum hours as specified by the EA apply here, too. Again, requirements may differ in the various countries⁹ and may *exceed*, but not be less than the hours specified.

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

One teaching unit (lesson) lasts 45 minutes.

The training/study course should be spread across three years (if full-time), part-time courses *can* be four years or longer.

A minimum number of 3000 hours is expected, made up of 1500 hours of contact lessons, 1000 hours of self-directed study with supervision and 500 hours of practical work experience under the guidance of a mentor. The number of hours may exceed the number specified, but must not be less. Lower numbers need to be adequately explained.

⁹ In Switzerland, for example, 250 hours of work experience are considered sufficient, while 1000 hours are required in Germany.

Student assessment by schools/universities:

A school or university may acknowledge competences gained by students in former professions and activities and allocate students to courses accordingly. The institutions can decide which courses to allocate their students to and whether to waive specific subjects for them. The training institution is responsible for making sure that the competences specified have been attained by the end of the training or study course. Previous (artistic, medical, anthroposophical, therapeutic) achievements may count towards the 1500 contact lessons required and the training/study course may be reduced accordingly.

Work Experience can consist of a combination of practical experiences. The 500 hours minimum must include at least 250 hours of direct patient contact. The following is a list of (optional) components:

1. Observation
2. Volunteering (with a salutogenic orientation)
3. Project work (good preparation for creating a work place)
4. **Self-directed, supervised work with patients in the medical field. A minimum of 150 hours are required!**

Mentors must be anthroposophic arts therapists who are (if possible) members of the professional association in their country.

Students must submit at least one case documentation from their work experience (as part of their school/university's examination requirements).¹⁰

A. Competences required for the qualification as Anthroposophic Arts Therapists (full-time/basic training)

Training centres/universities offering training to become EA recognised anthroposophic arts therapists will convey the following basic competences to their students:

(the distribution of learning hours¹¹ leaves scope for flexibility).

Competences	hours = teaching units of 45 min. (= 60 min.units)
6.2.1 Acquiring and integrating basic anthroposophical concepts¹² (foundation for practising the profession of an anthroposophic arts therapist)	50 (37.5)
6.2.1a. A basic understanding of the anthroposophical conception of the world and the human being.	
6.2.1b. 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).	
6.2.1c. Graduates are able to reflect on the anthroposophical conception of the	

¹⁰ The EA will provide the necessary guidelines.

¹¹ These are guidelines that can vary depending on the particular specialization of a training or study course. All competences must be demonstrably conveyed however.

¹² A resource list of literature will be presented by the training centre/university

world, relate it to other approaches and identify the differences and similarities between them.	
<p>6.2.2 Basic artistic competencies (required for the practice of arts therapy)</p> <p>6.2.2a. Graduates can demonstrate an adequate level of artistic competency in a professional field (speech, music, painting, sculpture) both practically and theoretically.</p> <p>6.2.2b. Graduates have knowledge of art history and the historical context of their professional field.</p> <p>6.2.2c. Graduates can master the artistic media that are relevant to their specialist field</p> <p>6.2.2d. Graduates are able to reflect on and assess their own artistic skills and expertise.</p> <p>6.2.2e. Graduates treat the materials and instruments they use in a professional and respectful manner.</p>	250 (187.5)
<p>6.2.3 Using the artistic process therapeutically (fundamentals of anthroposophic art therapy)</p> <p>6.2.3a. 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>6.2.3b. Graduates have acquired sufficient experience in using the materials of their art for therapy and therapeutic exercises.</p> <p>6.2.3c. Graduates can classify and differentiate between artistic and therapeutic processes.</p> <p>6.2.3d. In looking at and experiencing a piece of art work¹³, graduates are able to recognize and understand its artistic potential whether it is their own or another person's work.</p> <p>6.2.3e. Graduates can use their knowledge and experience to apply the skills of their profession in a direct and focused way¹⁴.</p>	600 (450)
<p>6.2.4 The medical foundations and anthroposophical understanding of the human being</p> <p>6.2.4a. 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>6.2.4b. 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>6.2.4c. 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.¹⁵</p>	150/300 (112.5/225)

13 Visual and temporal arts have distinctly different possibilities

14 Differentiated under point 6.2.6

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

<p>6.2.4d. Graduates have a basic knowledge of pharmacology (of for example the effects and side-effects of psychotropic, analgesic and cardiovascular drugs and cytotoxic agents)¹⁶ and know how to obtain further information if necessary.</p> <p>6.2.4e. Graduates can understand the similarities and differences between anthroposophic and mainstream medicine and put them into context.</p> <p>6.2.4f. Graduates are able to discuss this in various contexts.¹⁷</p> <p>6.2.4g. Graduates have a good grasp of medical terminology.</p>	
<p>6.2.5 Basic knowledge and understanding of human development, biography, education and psychology</p> <p>6.2.5a. Graduates have up-to-date knowledge of human development.</p> <p>6.2.5b. Graduates are familiar with the anthroposophical approach to human development and are able to relate it to mainstream ideas.</p> <p>6.2.5c. Graduates have a basic understanding of biographical development (in the light of anthroposophic biography work).</p> <p>6.2.5d. Graduates are able to identify and evaluate crisis situations in themselves and in others. (They also know where to look for help).</p> <p>6.2.5e. 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>6.2.5f. 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>	120 (90)
<p>6.2.6 Professionalizing therapeutic measures and procedures (general (diagnostic) procedures¹⁸, planning therapies, therapeutic goals)</p> <p>6.2.6a. 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.¹⁹</p> <p>6.2.6b. 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)²⁰,</p> <p>6.2.6c. Graduates know the importance of hearing a patient's history before creating a therapy plan²¹.</p> <p>6.2.6d. Graduates are able to identify and differentiate signs of somatic, psychosomatic and psychiatric disorders, developmental disorders, biographical</p>	250 (187.5)

¹⁶ Overview, sources of information, necessary understanding that is relevant to the condition of a particular patient.

¹⁷ For example communicating with doctors, other therapists, the wider public etc.

¹⁸ 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.

¹⁹ Differing images of the human being, images of illness and disorders, biographical phases, preventative and salutogenic aspects must be known. Information on scientific knowledge can be obtained.

²⁰ For example Marianne Altmeier 1995: *Der kunsttherapeutische Prozess*

²¹ Fundamental principles for implementing this in a professional way are conveyed.

<p>crises and the process of group dynamics.</p> <p>6.2.6e. Graduates are able to apply and carry out basic diagnostic procedures in their professional work.</p> <p>6.2.6f. physician's prescription, the medical history, the assessment of a client and through diagnostic exercises.</p> <p>6.2.6g. 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>6.2.6h. Graduates know how important it is to document the therapeutic process and can do so proficiently (create a patient file).</p> <p>6.2.6i. Graduates can successfully implement a therapeutic treatment plan.²² They can bring the treatment plan to a conclusion in a professional way and produce a factually detailed therapeutic report.</p>	
<p>6.2.7 Professional behaviour, conversation techniques, reflection and supervision</p> <p>6.2.7a. Graduates have learnt how to lead professional conversations²³ and understand the need for a professional approach.</p> <p>6.2.7b. Graduates know about transference and counter-transference in the therapeutic context. They can recognize and deal with projections and resistance appropriately.</p> <p>6.2.7c. Graduates have learnt to behave professionally²⁴ and appropriately and to reflect on the therapeutic process.</p> <p>6.2.7d. Graduates can assess the effect they have on others and reflect on their own actions and attitudes.</p> <p>6.2.7e. Graduates have knowledge of stress management techniques and can identify stress factors in clients and in themselves²⁵</p> <p>6.2.7f. Graduates understand the importance and relevance of supervision in their professional field and if necessary will ask for it.²⁶</p>	30 (22.5)
<p>6.2.8 Innovation and Research (further development of anthroposophical arts therapy and future perspectives)</p> <p>6.2.8a. Graduates may have an interest in the development of arts therapy in general and use this interest to benefit anthroposophical arts therapy as a whole.</p> <p>6.2.8b. In this context graduates can find motivation to explore new questions.</p>	30 (22.5)

22 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.

23 Introduction to basic conversation techniques

24 Assessing personal weaknesses and strengths, work experience

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

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

<p>They can discover new aspects of their own profession.</p> <p>6.2.8c. Graduates are able to accompany the processes they experience in themselves and in others with a spirit of enquiry and interest.</p> <p>6.2.8d. Graduates are competent in studying the relevant literature resources and have a basic knowledge of Goethean phenomenology and related scientific research.²⁷</p> <p>6.2.8e. Graduates are able to make their own contributions to research in their specialist field and can assess and evaluate them²⁸</p> <p>6.2.8f. Graduates are able to process, interpret and professionally present research results and findings.</p>	
<p>6.2.9 Personal development²⁹, life-long learning, further training</p> <p>6.2.9a. 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>6.2.9b. Graduates can formulate and implement goals for their own development and learning.</p> <p>6.2.9c. Graduates are aware of their own limitations and resources.</p> <p>6.2.9d. 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>6.2.10 Legal context of professional practice³⁰: Professional status, ethics, legalities</p> <p>6.2.10a – d Professional status</p> <p>6.2.10a. Graduates know how art therapy has grown and developed historically.</p> <p>6.2.10b. Graduates can place the development of anthroposophic art therapy as an independent approach within the general historical context and speak about it if needed.</p> <p>6.2.10c. Graduates are suitably knowledgeable with regard to their professional practice as anthroposophic art therapists and the wider context of anthroposophic medicine and therapy.</p> <p>6.2.10d. Graduates know about all the specialist fields of anthroposophic art therapy and are able to use their particular specialization (speech, music, visual arts) effectively.</p>	20 (15)
<p>6.2.10e Professional ethics</p> <p>6.2.10e. 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)

27 Evaluated differently in a university context to a training centre

28 Case reports, scientific assignments, project research etc.

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

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

<p>6.2.10f – o Professional rights (national laws)</p> <p>6.2.10f. 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>6.2.10g. 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>6.2.10h. 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>6.2.10i. Graduates know about the applicable rates of remuneration in their national health system.</p> <p>6.2.10j. Graduates know about the insurance they will need in order to practise their profession.</p> <p>6.2.10k. 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>6.2.10l. Graduates know about the need to observe client confidentiality.</p> <p>6.2.10m. Graduates are familiar with national copyright laws for art works.</p> <p>6.2.10n. Graduates know how to act professionally and prudently in emergency situations or accidents³¹</p> <p>6.2.10o. Graduates are familiar with regulations concerning hygiene and notifiable diseases³².</p>	<p>20 (15)</p>

B. Competences required for a (qualifying) further training as Anthroposophic Arts Therapists

Competences that lead to the recognition as Anthroposophical Arts Therapists need to be verified, including for graduates undergoing further training aiming to practice professionally as Anthroposophic Arts Therapists.

Qualifying further training courses require 1500 hours in all and are only open to applicants who have been practising professionally in the corresponding field of therapy before or who show particular aptitude in the corresponding artistic or artistic-educational field. Schools offering full-time or the relevant further training may assess their applicants and allocate them to courses accordingly.

³¹ 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.

³² National disease control laws and the requirements surrounding notifiable diseases must be known.

6.3 Application Form

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

1. Information about the applying school

School name

Address

.....

Country.....

Phone/fax/ email.....

Date of application.....

Languages spoken by the school's directors

.....

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).

6.4 Questionnaire

Questionnaire for the Accreditation of Anthroposophic Arts Therapy Schools

European Academy for Anthroposophic Arts Therapy (EA)



6.4.1 School

Name

Legal entity

Year established

Address
.....

Phone

Fax

Email

Homepage

Contact (name and email):

.....



6.4.2 The School's aims and objectives

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

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

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

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

6.4.2.4 Please enclose your training concept/ vision statement³³.

6.4.3 Who can apply for school entrance?

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

.....
.....

6.4.3.2 Do your applicants need to have former professional training? yes / no³⁴

6.4.3.3 Do applicants have a personal interview? yes / no

³³ or other suitable documents that describe the training objectives

³⁴ Delete as appropriate

6.4.3.4 Is there a minimum age for students? years

6.4.3.5 Do your applicants need to complete a period of work experience before joining your school?
yes / no Minimum duration of work experience

6.4.3.6 Are there any other conditions for school entrance?
.....

6.4.4 The training process

6.4.4.1 What form of training do you offer?³⁵

- a. Full-time or part-time
- b. Qualifying or further training

6.4.4.2 How long is the training? years

6.4.4.3 How many parallel training courses are you running?

6.4.4.4 How many training places do you offer?

6.4.4.5 What is the time schedule for your training (number of units)?³⁶

Theory: lessons @ 45 mins

Specialist practice: lessons @ 45 mins

Practical training and activity: lessons @ 45 mins

Total lessons in training: lessons @ 45 mins

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

³⁵ 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.).

³⁶ Refers to the duration of the entire training

6.4.4.6 What are the proportions of contact lessons, guided self-directed study and free self-directed study during the training? Reasons for this?

6.4.4.7 Which curriculum does the training follow? (Please enclose curriculum or summary. The individual curriculum items must relate to the corresponding competences on the EA List of Competences)

6.4.4.8 Describe your methods and particular approach³⁷

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

6.4.4.9 How do you mentor your students?

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

6.4.4.10 How can the students contribute to the structure of their training?

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

³⁷ Please enter key words or add a separate sheet

6.4.5 End of training

6.4.5.1 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

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

6.4.5.2 When and how do you inform your students of the exam regulations?

6.4.5.3 What are the criteria that determine whether or not a final exam has been passed?

6.4.5.4 What happens when candidates fail the exam?

6.4.5.5 Are there intermediate exams? What form do they take?

6.4.5.6 What are the exact formal terms for your final dissertation/paper?

6.4.5.7 Give an exact description of your oral and practical final exams?

6.4.5.8 The graduates are state recognized and receive the following qualification (original name):

.....
.....

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

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

Please enclose a copy of the reports you use.

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

.....

.....

.....

.....

6.4.5.11 In a given 5-year period: how many students were enrolled in your training, discontinued the training, graduated, took a break, were in work experience, completed the 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						

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

.....

.....

6.4.6 Faculty

6.4.6.1 Who is your head of school?³⁸

.....

6.4.6.2 Are the competences of leading staff adequately defined?

(e.g. written agreements?)

.....

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

<u>name</u>	<u>profession / degree</u>	<u>range of duties</u>	<u>number of lessons</u>
-------------	----------------------------	------------------------	--------------------------

permanent staff ³⁹	_____	_____	_____
-------------------------------	-------	-------	-------

permanent lecturers/guest lecturers ⁴⁰	_____	_____	_____
---	-------	-------	-------

occasional guest lecturers ⁴¹	_____	_____	_____
--	-------	-------	-------

6.4.6.4 Are there unresolved conflicts among your staff? How do you deal with them?

Which external consultants do you use for internal conflicts?

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

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

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

³⁸ Please include your management structure and heads of training

³⁹ Permanent staff members are in part- or full-time employment

⁴⁰ Permanent lecturers/guest lecturers teach regularly at the school, but are not employed by it

⁴¹ Occasional guest lecturers: teach occasionally at the school

6.4.7 Premises and teaching resources

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

6.4.7.2 Which media, resources, materials do you provide?

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

6.4.8 Quality development

6.4.8.1 Do you use a quality development tool? Is your school certified according to a particular procedure (EA, for instance)?

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

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

6.4.8.3 Do the teachers use supervision and peer review?

6.4.8.4 How do you document evaluation results?

(Please include your student questionnaires)

6.4.9 Cooperation / Networking

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

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

6.4.9.2 Are you a member of any national associations? Which ones?

Please submit written confirmation from the national association or physicians' association in question.

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

6.4.9.3 Are your staff members actively involved in any training committees (e.g. Council)?

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

6.4.10 Outlook

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

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

6.4.10 List of Appendices

- Mission statement/ concept
- Curriculum
- School history
- School flyers
- 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
-

6.5 Guidelines for Auditors

Guidelines for Auditors: the audit report as part of the accreditation process

Status and purpose of the audit report within the accreditation process

The audit report is part of the auditing process. The auditors compile the audit report after visiting the applying school and send it to the Council no later than two weeks after the audit. If the audit report is shown to contain errors, the auditors will correct these immediately. Responsibility for the audit report lies with the first auditor, in consultation with the second auditor.

Before the audit report is finalized, a feedback process takes place between the school and the auditors. This feedback process forms the basis on which the auditors recommend the granting or withholding of EA accreditation to the Council.

Guidelines for formulating the audit report

The audit report gives a brief description of the auditing process (around 600 words = one A4 page). It acknowledges the individual intention of the applying school, the application, the auditor's visit to the school and the mood during the audit conversation. The summary of the audit outcome is entered into the Audit Report Form.

Recommendation to the School

If weaknesses in the training are discovered during the audit, the auditor will describe these and give recommendations for improvement. The individual recommendations will be numbered for the sake of clarity. The recommendations are meant to support the applying school's further development. The school is free to find its own solutions to the problem revealed by the audit.

Conditions

If a school does not meet all the crucial criteria set out in the handbook, conditions will be drawn up to remedy this deficit. The conditions will be numbered for the sake of clarity. The conditions will leave the school free to find its own ways of dealing with the deficit in question. A suitable time frame for meeting the conditions is agreed with the school.

6.6 Auditing Report Form

Name of school:

Name of first auditor:

Name of second auditor:

Date:

Basis for decision (recognition criteria)		yes	no
1.	Application documents have been submitted in full		
2.	The main teachers have experience as instructors in Anthroposophic Arts Therapy		
3.	The teachers use supervision and peer review		
4.	The school can reach its aims with the tools and methods listed		
5.	Tuition fees, premises and resources are adequate		
6.	The training evidently includes 3000 training units (@ 45 minutes), of which 1500 units are contact lessons		
7.	Internal curriculum based on list of competences		
8.	The syllabus covers all fields of practice (target groups) of Anthroposophic Arts Therapy. The individual fields need not be covered exhaustively		
9.	There are clear forms of ongoing evaluation (demonstration lessons, intermediate examination)		
10.	There are regular conversations with students about their progress		
11.	Mentoring for students is in place		
12.	The exam regulations correspond to the List of Competences		
13.	The training ends with an external examination of acquired skills and knowledge based on the List of Competences		
14.	The students have been informed in writing about the procedure following the failing of the exam		
15.	Practical work experience in line with the curriculum and corresponding guidelines is guaranteed		
16.	Tuition fees including fees for the examination and diploma are made known to students when they begin their training		
17.	The school aims to give out diplomas in cooperation with the Medical Section		
18.	The school works with the national professional associations		
19.	The school's head can describe steps for further development		
20.	The school's head is sufficiently informed about the diploma procedure applied by the Medical Section		

Auditor's signature:

6.7 Guidelines for the presentation of Schools

Guidelines for the presentation of schools

during the International Conference of the European Academy at the Goetheanum

The presentation consists of a **talk** (with optional reports from students/graduates) and subsequent **discussion** and **exhibition**.

- **The talk will last for about one and a half hours and consist of the following parts:**

1. Introduction: short history of the training initiative
2. Presentation of the training concept: artistic and art-therapeutic focus and methods: **How does the school develop the skills and knowledge needed in arts therapy?**
3. Current training courses: Full-time/part-time training, contact lessons/self-study, number of graduates, work experience, supervision and peer review, examples of work from all training years
4. The school's cooperation with the Medical Section /European Academy for Anthroposophic Arts Therapy, regional professional associations, regional physicians' associations.
5. Self-assessment: strengths/weaknesses? What is still missing? What kind of support does the school wish for?
6. Outlook and development: What are the next steps?

The talk is followed by a 15-minute discussion with all present heads of schools.

- **The presentation is accompanied by:**

- An exhibition of works from all training years, showing the progress of the training
- A display of examples of the students' written work, such as course records, course work, written dissertations
- Written documents about the school: school flyers, study regulations, work experience regulations, exam regulations, student guidelines, training handbooks etc.

Display stands and tables will be available for the presentation.