

**MA ART PSYCHOTHERAPY
PRACTICE**

**PLACEMENT
HANDBOOK**

**FOR ART THERAPY STUDENTS AND
SUPERVISORS**

MA ART PSYCHOTHERAPY PRACTICE

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Art Therapy Practice Experience Module

Practice Experience Modules A and B provide opportunity for you to use your growing knowledge, learning and skills acquired in the theoretical and practice based modules (Theoretical approaches to Art Therapy & Contextualising Art Therapy practice) and apply these to your therapeutic practice on an art therapy placement.

Practice modules enable the trainee to appreciate roles and responsibilities within a health and social care/other placement setting, to start to develop their knowledge, skills, and professional experience through their art therapy practice with service users, and to observe and develop appropriate relationships with colleagues to facilitate collaborative working. Art Therapy placements are supported by the student's participation in supervision groups with a registered art psychotherapist on the course.

Learning Outcomes

LO1 Apply clinical reasoning through the process of service user assessment, formulation and treatment planning, and deliver safe and effective art therapy intervention with a range of service users.

LO2 Apply a proactive approach in establishing and maintaining safe practice environments and prioritizing and managing own caseloads.

LO3 Apply effective verbal, non-verbal and written communication skills to develop and sustain the therapeutic relationship and contribute effectively to multi-disciplinary team (MDT) working.

LO4 Provide evidence of attending regular supervision to observe, experience and review effective reflection and share practice knowledge. Consider how this contributes to professional development of self and others as well as in service delivery and enhancing the outcomes for service users.

LO5 Evaluate current practice learning needs using reflective learning and develop an action plan for personal continuous professional development.

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Fitness to Practise

Fitness to practise covers the expectations of professional standards for practising Art Therapists/Art Psychotherapists and what you need to *be* and/or *do* to meet them.

Fitness to practise is the ability to meet professional standards; it is about **character**, **professional competence**, and **health**.

According to the Health and Care Professions Council (HCPC), someone is fit to practise if they have '*the skills, knowledge, **character** and **health** to practise their profession safely and effectively*'.

Being able to maintain fitness to practise is to:

- understand the need to maintain high standards of personal and professional conduct:
 - good timekeeping
 - professional and inter-professional communication
- safeguarding
- information sharing both written and verbal
- confidentiality within the team
- clear, concise note keeping
 - legal requirements
- relates to safeguarding and includes behaviour outside of work contexts, e.g. police warnings, criminal record, use of social media
 - ethical requirements
- BAAT
- HCPC
 - limits to competence: skills, knowledge, and experience
 - regular use of supervision and extra supervision when needed
- understand the importance of maintaining their own health:
 - physical
 - emotional and psychological
 - use of personal therapy when needed
- understand both the need to keep skills and knowledge up to date and the importance of career-long learning:
 - reading
 - lectures
 - workshops
 - seminars
 - peer discussion
 - training courses
 - other CPD activities
- recognise that the obligation to maintain fitness to practise includes engagement in their own arts-based process.

See HCPC Standards (<https://www.hcpc-uk.org/>) for Conduct, Performance and Ethics

Art Therapy Placement Allocation Process

Art therapy placements team meet with prospective placement providers to discuss course requirements and organise formalisation of agreement

Placement
Audit
facilitated by
member of
staff team



Student completes **placement profile form** prioritising interest in placements with **adults, children & young people**, or **both**. Care needs/other additional needs indicated and submitted to the placement team.

Placement
Profile Form
submitted by
the student to
the
professional
placements
team



Priority based on geographical location, additional needs, and above preferences. Placements are allocated.



Name of trainee, experience & interest sent to placement supervisor



Allocation of placements individually emailed to students who email their supervisor to agree mutually suitable date for pre-placement interview/visit.



Student contacts the Placement Supervisor prior to commencement of placement to agree:

- **date & time for pre-placement visit/interview**
- **placement day pattern**
- **start date**
- **date and time for first placement supervision session**

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The Placement Profile form

Art therapy students are required to complete a placement profile form indicating:

the location from which they'll travel to placement

previous work and volunteering experience

interests including service-user group

whether they have a learning contract in place and support needs care needs

Full-time trainees start their placement in their 1st year of the course, after the spring break and continuing throughout the course.

They commit a minimum of 2 days per week to placement.

Part-time trainees start their placement at the beginning of their 2nd year, and continue throughout the course.

They commit a minimum of 1 day per week to placement.

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Notes for Placement Supervisors and Trainees

Introduction

The staff team want to thank all the people involved in supporting art therapy placements. They contribute to student learning and to the development of art therapy in a wide range of settings. Although we do not pay for placements, we hope you'll find that art therapy trainees offer a valuable contribution to your service. We also think it's important to acknowledge the extent of the commitment (for which they are not paid), made by our trainees during their placements.

Course and Placement Structure

The course is offered on a full-time basis over 2 years, or on a part-time basis over 3 years. Art therapy trainees carry out **one to two placements** during their training, with each placement being 50 days. Placements are in addition to attendance on the course.

Placements

Students are required to complete a minimum of **80 to 100 days** of placement overall during their training. We expect them to fit in with the requirements of the placement setting; a placement day is to replicate a working day in the organisation. In circumstances where the distance traveled is long, some allowance for travel may be made, though this would be for the supervisor and trainee to discuss and agree from the outset of the placement.

We ask for a period of induction at the beginning of student placements; this is helpful to both the trainee and the placement. Trainees should become familiarised with the organisation's policies and procedures including those of note-keeping and referrals. They should meet with and shadow staff members, attend team meetings and find out about the client group.

- **Full-time trainees** begin their placements after the spring break. They commit 2 days a week to placement, with their first placement taking place during their 1st year on the course, and their final placement during their 2nd year on the course.
- **Part-time trainees** begin their placements at the beginning of their 2nd year on the three-year course, in January. Part-time trainees commit at least 1 day a week to placement, with their second placement taking place during their final year on the course.

Placements are intended *both* to enable trainees to function in an organisational setting and to provide experience of psychotherapeutic relationships involving image-making. Placement providers include private, independent, and voluntary sector organisations, schools and NHS settings including CAMHS, forensic and psychiatric hospitals.

The University requires that students meet Occupational Health screening, including health assessment, immunisation, DBS checks and Fitness to Practise, prior to placement commencement. Students are also required to complete the university's mandatory training package for trainee art psychotherapists.

The Organisation of Placements

The Placements Team are involved in the organisation and allocation of Art Therapy placements. The art therapy placement learning leads are your main point of contact regarding the student's progress on placement, or any concerns arising.

MA ART PSYCHOTHERAPY **Mandatory Training**

In addition to occupational health screening, students are **required** to undertake the university's mandatory training for art psychotherapy placement:

Level 1: (online)

Safeguarding Children

Safeguarding Adults

Infection Prevention & Control

Resuscitation

Equality, diversity and human rights

Conflict resolution

Data Security Awareness

Fire Safety

Health, Safety & Welfare

Moving & Handling

Preventing Radicalisation

Level 2: (online)

Safeguarding Children

Safeguarding Adults

Infection Prevention & Control

Resuscitation

In-person trainings

In addition to the above online package, clearance for placement requires student participation in:

Basic Life Support (BLS)

Moving and Handling (M & H)

Please keep a record and be able to share with your placement provider, the mandatory training you've undertaken.

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Checklist for Supervisor to consider with the Trainee

The list has been developed in response to HCPC Standards of Proficiency for Arts Therapists, (2013) and the HCPC Standards of conduct, performance, and ethics (2016)

- Attendance and conduct.
- Clear and effective communication with placement supervisor, team colleagues, service users and family/carers.
- Clear and effective written communication including note-writing, record keeping, formulations, letters, and reports). The course asks trainees to follow the protocols normally used in the placement setting. The Course also asks trainees to develop a collaborative form of communication alongside the client/service user. Wherever possible, reports and letters about therapeutic work are written with the client/service user.
- Understanding and employing concepts of confidentiality appropriate to the setting.
- Adapting practice to the needs of client/service user group and setting.
- Awareness of differences e.g., gender, disability, ethnicity, age, culture and class and the importance of non-discriminatory practice
- Fitness to practice: ability to work safely, legally, and ethically within their scope of practice.
- The ability to use supervision visually and verbally in an open and self-aware way; including bringing client images and their own reflective images to be discussed.
- The ability to develop a reflexive practice.
- Awareness of the aims, objectives, and outcomes of therapeutic work.
- A sense of their developing professional judgement.
- Working therapeutically with images considering relevant theories and philosophies.
- Considering where Art Therapy sits and fits within the service.

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Guidance for Supervisors

- Ground rules for the supervisory relationship and any relevant administrative issues should be discussed and agreed at the initial meeting. The trainee is asked to bring along their DBS and any Learning Support Plan they may have in place.
- The trainee has the responsibility to inform the placement supervisor and placement learning lead of anything that might affect their practice as a trainee on placement.
- It is essential that trainees are aware of the need to request consent to use clients' images if they intend to include these within their academic writing.
- Letters, note writing and reports should be written with the service user in mind, and as far as is possible, a collaboration between trainee art therapist and service user.
- Being respectful of privacy and clear on the organisation's procedures of confidentiality, including the limits of confidentiality applying to clients and their clinical material (including images).
- Knowing how to present themselves appropriately to clients and how to initiate therapeutic work, including coping with interruptions, absences, and boundary testing.
- Understand how the client's artmaking may connect with their life experiences.
- Understand how to use the supervisory relationship.

It will be helpful if the **placement supervisor** addresses the following factors:

- The pacing of the trainee's observational introduction to the organisational setting and the situation of Art Therapy and/or Art Psychotherapy within it.
- The establishment of a small trainee caseload which includes up to three individual clients in a day, or one individual client and a small group per day.
- The availability of an appropriate range of contacts with other staff and opportunities for multi-disciplinary team meeting.
- The gradual introduction of the trainee to the supervisor's style of therapy and theoretical models, without being unduly prescriptive.
- The familiarisation of the trainee with mechanisms of referral (including safe-guarding and data protection), follow-up of missed appointments, assessment, formulation and note writing.
- The evaluation of the trainee's progress at levels appropriate to the beginning, middle and final stages of the placement.
- Helping the trainee negotiate endings with clients and with the placement.

These notes have been prepared to provide information about placements and their objectives. Should you need further clarification please contact the art therapy placement learning lead.

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Guidance on possible contract arrangements for individual art therapy training placement supervision

Practicalities and meeting arrangements

We agreed that we would meet every (week/two weeks) during the period of your placement – except when either of us is on annual leave or absent.

| | |
|-----------------|--|
| Placement name: | |
|-----------------|--|

We agreed that generally we will meet for an hour – but either one of us can re-schedule if necessary.

| | | | | | |
|-------|--|-----|--|-----|--|
| From: | | On: | | At: | |
|-------|--|-----|--|-----|--|

Boundaries

We agreed that your personal material might come into the supervision work, and that our focus will be on exploring issues from your client work. You understand that I may suggest that you take personal material to your personal therapy sessions.

You have understood that I have a duty to report to my line manager and the university placement co-ordinator if I am concerned about any aspect of your conduct in the client work or if I am concerned about your fitness to practice in the event of illness or stress. I will also celebrate your success with them.

I will treat everything that you share with me with professional respect, and this includes any image work you make in the session or bring in to share with me.

Working Alliance

We agreed that image work, both your own and that of your clients, offers us as Art Therapists a unique resource in attending to the work of supervision. You have understood that I may:

- invite image making during supervision sessions, or
- encourage image making after working with a client
- request that client's images be brought into supervision as a way of gaining insight into any issues that you bring or that are emerging within the supervisory relationship.

Our working alliance will provide opportunities for education, facilitation, and challenge. It is my intention that our working alliance will be supportive and can continue to change and develop in response to regular reviews.

Part of my role, as your supervisor, is to provide a placement report to the University. This placement report does require me to make observations and judgements on your competencies and fitness to practise during your placement with me. If I have any concerns about your practice during the placement, I will share this concern with you. I will also inform you of any course of action that I feel I need to take, e.g., arranging a three-way meeting with the art therapy placement learning lead.

Session format

We agreed that you would take time to prepare before supervision sessions and give thought to what you want from the time we have.

Professional context:

You understood that our work would adhere to:

- the policies and procedures laid down by _____
- HCPC guidelines
- BAAT code of ethics and principles of professional practice for Art Therapists.
- further relevant legislation

Note-taking

I am aware that the training course asks you to make brief notes during supervision sessions and I might also make some notes for us both to track themes. We will be discussing all your client work with an awareness of issues which might be related to your choice of which clients you bring to supervision and to consider your progress over time.

The course requires you to keep a Supervision Journal and this, alongside reflective image-making and formal note-keeping, will enable us to look at facts, feelings, interpretations, and goals.

We agree to the terms of this contract:

| | | | |
|--------------------------|--|-------|--|
| Signature of Supervisor: | | Date: | |
|--------------------------|--|-------|--|

| | | | |
|-----------------------|--|-------|--|
| Signature of Student: | | Date: | |
|-----------------------|--|-------|--|

This document is intended to be used as an aid in discussion about the supervision the student will be receiving on placement. It is a working document which can be amended to fit the setting and situation.

We ask that both supervisor and student retain signed copies of this contract.

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Placement Induction

The following list gives the Trainee and Supervisor ideas for tasks to be completed during an induction period.

- Reading the Organisation's policies and procedures, including any relevant external policies including safeguarding and data protection.
- Undertaking relevant training additional to the university's mandatory training
- Introduction to and communication within the wider team
- Attending Multi Disciplinary Team meetings
- Establishing regular supervision in diaries
- Observation and shadowing of roles within the organisation
- Understanding referral pathways- how someone comes into and moves through a service and/or on to a different service.
- Appreciating client contexts - social, environmental, cultural

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General Data Protection Regulation

The following Guidelines have been adapted for students from The British Association of Art Therapists' (BAAT) document 'BAAT Guidelines on Informed Consent and sample consent form for Adult Clients' which was produced in June 2018 following the 2018 British Government changes to legislation of Data Protection (GDPR). (Original Doc Ref: CRM:0003341)

This document focuses on the different information that you will need to give to clients to ensure they are properly informed on what they give consent to. Information should be given to clients both in writing and verbally, but never just verbally.

Language

As a general guideline, some of the language will need to be adapted according to clients' age groups, conditions, and cultures.

It's also important that you should use your own language if the phraseology does not sit comfortably with you, so do feel free to edit this to reflect your personality and approach. However, we suggest that you ensure you include most of the domains and headings that relate to your work circumstances.

Complaint policy

Qualified Art Therapists will provide all clients with a complaints policy which is separate from any information document but referenced in it.

As a trainee you should be aware of this and discuss the issues with your placement supervisor.

Once qualified any complaint policy should include the following information:

- Your registration status with the HCPC and membership of professional bodies, including BAAT.
- A statement on your intentions to ensure that your aim is to provide best art therapy, client-centred practice.
- If a client feels dissatisfied by your professional approach, you hope that they will raise the issues with you first, so you can try to resolve these.
- In the event of continuing concerns, clients need to contact your statutory regulator, the Health and Care Professions Council (HCPC at <http://www.hcpc-uk.co.uk/>) where they can access free and impartial advice.

Art Therapy Information Leaflet

Please note, all information must include the term Trainee whilst you are on placement and not yet qualified.

Please consider including the following domains:

- A general welcome message, which should also invite the prospective client to ask the trainee art therapist if anything is unclear and explain that the information in the leaflet is intended to help them make an informed decision on art therapy.

- About art therapy:
 1. A description of what art therapy is and of how this may help them.
 2. A description of possible 'side effects' of art therapy, including information on how unsettling the process of starting therapy may be.

For people who feel a bit daunted by artmaking, it helps to also include information on how being 'no good at art' may make people feel vulnerable and exposed at first although, in time, this changes for most clients.

3. A description of possible contra-indication such as:
 - Being actively involved in several other psychological therapies.
 - Consider carefully whether the level of support offered would be enough.
 - Is there sufficient support to manage any risk?
 - Can we offer helpful treatment within the limitations of time?
 - Would we meet your level of need?
- What is an Art Therapy Trainee?

Art Therapy Trainees are undertaking the MA Art Psychotherapy Course with Sheffield Hallam University.

Once qualified in the UK, Art Therapists/Art Psychotherapists are statutorily regulated by the HCPC and must be on the HCPC register to practise legally.
- About me:
 1. Include your name, Trainee status and any other qualifications you might have.
 2. Include your DBS reference.
- About your art therapy sessions:
 1. Practical details of venue and times and duration of each session.
 2. Details on any assessment process and how feedback is given to client following assessment.
 3. Agreed length of intervention.
 4. What happens to your artworks (storage, accessibility during therapy and disposal after end of therapy).
 5. Review process and frequency.
 6. Liaison with family or carers if appropriate.
- Confidentiality
 1. Statement about respecting client's needs for privacy and always insuring this is adhered to.
 2. If working within a team, clarify that confidentiality is held within the team and that you may need to share information with appropriate colleagues.
 3. However, if there are any concerns for a client's own safety, or for the safety of others, or if requested to do so by a court of law, you will need to share appropriate information with colleagues and judicial system. This is normally discussed with you prior to a referral unless it is judged that you or others are at imminent risk.

4. Art therapy Trainees and Therapists are required to attend clinical supervision as part of their (professional) practice and best practice requires you to discuss your workload and share images made in the art therapy sessions. Placement Supervisors will offer a range of supervision as not all will be Arts Therapists, and clinical supervision will be provided in groups during the taught part of the Course.

This is done whilst ensuring clients' anonymity and supervisors are experienced professionals who are knowledgeable about respecting confidentiality.

- **What is expected of you?**

Information on the ground rules that will be relevant to the client (e.g. attendance commitment, punctuality, contact if missing a session, commitment to engage in process, etc).

How to make a complaint: Please discuss this with your Placement Supervisor.

- **Data storage and privacy policy**

Please consider with your supervisor how you ensure that clients' data are safely stored (including notes on password-protected electronic devices and storage of artworks). Also explain how long you will retain clinical notes after the end of therapy and how these will be disposed of at the end of this period. Include a privacy statement on not sharing data with any third party, except in statutory safeguarding cases.

- **How to give consent**

Explain this will be given on separate forms.

- **Any questions?**

Please invite clients to ask any questions they may still have.

- **Information on how to contact you between sessions**

Provide a contact number/email address for the placement organisation and be clear about when clients can and can't contact you.

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Advice on Storing and Keeping Artworks & Clinical Notes after end of Art Therapy

This advice is adapted from a document by BAAT for Professional Art Therapists, 2018
(Original Doc Ref: CRM:0003620)

Artworks

Images left by clients after art therapy ends do not need to be stored or kept by the art therapist or the organisation. This is because images produced in art therapy do not have a definite and fixed meaning and cannot be an admissible item of evidence in court.

When the art therapy ends, the artwork that clients do not wish to keep themselves can be disposed of in the same way as any confidential material (shredding, etc).

Clinical notes

This does not apply to clinical notes: if you are on placement in the NHS, there will be guidelines on how long you need to keep these notes.

Qualified Art Therapists will need to keep clinical notes for up to six years. This is the timeframe within which someone can take legal action against their therapist after therapy has ended.

However, this time limit is extended for children to **six years after their eighteenth birthday** or for people who have no capacity to take an action within the timeframe (severe mental health problems, etc).

If the evidence is convincing, the court has the discretion to allow a case to proceed even after the deadline has elapsed.

Guidance on Code of Conduct and Ethics for Trainees

Trainees should:

- Promote and Protect the Interests of Service Users and Carers
- Communicate Appropriately and Effectively
- Work within the Limits of their Knowledge and Skills
- Delegate Appropriately
- Respect Confidentiality
- Manage Risk
- Report Concerns about Safety
- Be Open when Things go Wrong
- Be Honest and Trustworthy, and
- Keep Records of their Work with Service Users and Carers

These guidelines come from the Health and Care Professions Council (HCPC), the registering body for Art Therapists.

Please see further details at: <https://www.hcpc-uk.org/>

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Assessing Practice Learning

Evidence of student self-reflection, supervisor feedback and group supervision inform the staff team of the student's development and readiness for practice as a qualified art therapist.

Learning is evidenced through the student's completion and submission of the **interim review** and **daily attendance log**. At the end of placement, a **final report** is completed by the placement supervisor.

Placement Supervision

Placement supervisors will be informed of student progress through their provision of regular weekly/fortnightly placement supervision and working knowledge of how the student is doing on the placement. Students are required to keep a **daily attendance log** and include a record of their supervision sessions within this.

Interim Review

Evidence of student learning is in the form of a focussed interim review which trainee is required to complete at 25 days into their placement. Trainees learn that the capacity to **self-reflect** is a requirement of their profession; it is critical they reflect and examine their own learning and levels of understanding.

Upon completion of the **interim review form** the trainee is required to take it to a review session with their placement supervisor for discussion and comment. The student is then required to submit their interim review form along with their **daily log** to their academic advisor.

Placement Visit

A placement visit is facilitated by the student's **academic adviser** and **takes place following the student's submission of their first placement interim review. (25 days into placement)** The meeting is attended by the student, their placement supervisor and academic adviser. Space is given to reflect on student learning and to build upon placement goals.

The above processes allow for any concerns to be addressed early in the placement. Please arrange to speak with the art therapy placement learning lead. If a student is not progressing in practice as expected, guidance on the process that will be followed can be found on the placement learning website. If additional support is required on placement a Placement Progress Review form should be used in consultation with your Academic Adviser.

Supervisors Report

The **Supervisor's Report** is completed by the placement supervisor, shared with the trainee for comment and submitted to the course at the end of their placement.

Practice Experience Viva

At the end of placement students are required to participate in a simulated art therapy job interview, demonstrating how their learning can be applied to future employability.

Group Supervision

The Art Therapy Practice Experience module and Professional Practice module are interrelated, with attendance and contribution to the supervision group also informing the course team of the student's professional development.

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**Placement reports the art therapy student is
required to submit to Blackboard**

You'll need to upload the following documents to the Practice Experience A module site at the end of placement A, and to the Practice Experience B module site at the end of your 2nd placement. You'll submit these to the assessment area of the sites.

Interim Review (day 25, midway through the placement)

Daily Attendance Log (as above, along with the Interim Review)

Final Supervisor's Report (end of placement)

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HCPC Standards of Proficiency

What is the role of the Health and Care Professions Council, or HCPC standards of proficiency?

- they set out the threshold standards we consider necessary to protect the public (unique to each of our registered professions)
- they set clear expectations of our registrants' knowledge and abilities when they start practising
- registrants must continue to meet the standards of proficiency that apply to their scope of practice
- HCPC approved programmes equip graduates to meet these standards
- they outline what service-users, and the public should expect from their health and care professional
- we use them if someone raises a concern about a registrant's practice

View the standards of proficiency for art therapists here

<https://www.hcpc-uk.org/standards/standards-of-proficiency/arts-therapists/>

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BAAT**The British Association of Art Therapists**

The British Association of Art Therapists (BAAT) is the professional organisation for art therapists in the UK. It works to promote art therapy and provides professional support, advice and training for its members. The BAAT represents art therapy within national organisations and has a growing international profile.

Full BAAT members are qualified art therapists, regulated by the Health and Care Professions Council. HCPC registration is a statutory requirement in the UK for arts therapist. However, anyone interested in art therapy may join the BAAT as an associate member. ***Trainee art therapists*** may also join, and at a reduced student rate.

British Association of Art Therapists (BAAT)at: <https://www.baat.org>

Placement paperwork

MA ART PSYCHOTHERAPY PRACTICE DAILY LOG SHEET

You are required to submit your daily logs to the correct Practice Experience module site on Blackboard. (Practice Experience A for Placement A, Practice Experience B for placement B)

The submitted log should be typed.

Student's Name: _____

[illegible]

| Date | Use this box to record activity around client work, e.g. sessions, induction, notes, report-writing, meetings. The signature box should be signed by your supervisor only on the days you engage with supervision. Please include comments, outcomes and actions from supervision. | Days: ½ or full | Supervisor's signature |
|------|---|-----------------|------------------------|
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| | | | |
| | At 25 days submit: <ul style="list-style-type: none"> this daily log a completed interim review | | |

Signature of Placement
Supervisor:

Signature of Student:

Date:

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INTERIM PLACEMENT REVIEW

The trainee completes this form and takes it to their interim placement review with their placement supervisor. When fully completed, the trainee needs to upload their signed and dated review form to the correct Practice Experience module site on Blackboard. (A or B)

| | | |
|--------------------------------------|--|--------------|
| STUDENT NAME AND COHORT: | | |
| PLACEMENT SUPERVISOR: | | |
| ORGANISATION: | | |
| EXPERIENCE A or EXPERIENCE B: | | |
| NUMBER OF PLACEMENT DAYS: | | Date: |

| Learning Outcome | What have you undertaken so far on placement and how have these activities helped you meet your learning goals? | Areas for consideration | |
|------------------|---|--|--|
| LO3 LO4 | <ul style="list-style-type: none"> Establishing Professional Relationships | <ol style="list-style-type: none"> 1. Attending MDT, handover, staff meeting etc. 2. Observation, shadowing, finding out about roles & responsibilities. 3. Considering how and where AT fits and sits in the service. | |
| LO1 LO2 | <ul style="list-style-type: none"> Referral, Assessment and Working Hypothesis | <ol style="list-style-type: none"> 1. How someone comes into and moves through the service/ referral pathways/ signposting. 2. Initial meeting/assessment. 3. Consent. 4. Client context/social, environmental, diversity. | |

| | | | |
|-------------------|---|--|--|
| | | <ol style="list-style-type: none"> 5. First session/introduction to room/materials. 6. Assessment period. 7. Formulation/Review & Endings. 8. Attendance/Engagement. 9. Communication with referrer/team/service-user/carer 10. How might evidence be gathered/outcome measures. 11. Permission to use images for educational purposes. | |
| LO3 LO4 LO5 | <ul style="list-style-type: none"> • Use of Supervision | <ol style="list-style-type: none"> 1. Preparation for supervision 2. Client Images 3. Reflective artwork 4. Reflective thinking 5. Open communication 6. Self-Awareness 7. Transference & Countertransference 8. Journal | |
| LO2 LO3 | <ul style="list-style-type: none"> • Effective professional communication and team working | <ol style="list-style-type: none"> 1. Verbal – with service users, family members, team and other professionals 2. AT presentation in team 3. Written notes 4. Letters – appointment/ therapeutic ending letters 5. Reports | |
| LO5 | <ul style="list-style-type: none"> • Relationships | <ol style="list-style-type: none"> 1. Establish relationship with service user (aware of contexts) 2. Establish relationship with carers 3. Working therapeutically with images 4. Considering relevant theory 5. Evaluate current practice learning needs | |

| | |
|--|--|
| <p>Describe a difficult circumstance or challenging time that you encountered on placement.</p> <p>How did you manage this situation?</p> | |
| <p>What have you learnt about the process of placement supervision during your placement so far?</p> | |
| <p>Action Plan:</p> <p>What do you need to do from here on?</p> <ul style="list-style-type: none">• Future learning goals identified• Action required and who will follow up?• When/how will goals be achieved? | |
| <p>Supervisor comments:</p> <p>3 Key strengths</p> <p>3 developmental needs</p> <p>Overall performance</p> | |

This checklist is informed by HCPC standards of proficiency for art therapists and outlines core standards that students should develop and demonstrate during practice experience A and B. Please complete.

| Core Standards | Not Achieved | Partially Achieved | Achieved |
|--|--------------|--------------------|----------|
| 1. Client Engagement and Rapport Building <i>Able to establish and maintain therapeutic rapport with clients through active listening, empathy, and nonverbal communication.</i> | | | |
| 2. Artmaking Facilitation Skills <i>Facilitates art-making processes that encourage self-expression, exploration, and reflection. Supports clients to regulate intense emotions through art-based interventions.</i> | | | |
| 3. Professionalism <i>Regular attendance, punctuality ensuring consistency of intervention for service-users. Following absence procedures, including informing placement supervisor of any client sessions that need to be rearranged.</i> | | | |
| 4. Communication <i>Uses effective and appropriate verbal and non-verbal skills, to communicate with service-users, carers and colleagues, seeking to remove barriers to communication where possible.</i> | | | |
| 5. Supervision and Reflective Practice <i>Engage in regular supervision reflectively, with honesty and transparency, considering the potential impact of personal reactions /transference and counter transference. Utilises support and guidance to navigate complexity within client work.</i> | | | |
| 6. Teamworking <i>Contribute effectively to work undertaken as part of a multi-disciplinary team. Understand the need to build and sustain professional relationships as both an autonomous practitioner and collaboratively as a member of a team.</i> | | | |
| 7. Record-Keeping and Confidentiality <i>Maintain clear and accurate records of client work in accordance with applicable legislation, protocols, and guidelines. Adhere to the professional duty of confidentiality and understand when disclosure might be required.</i> | | | |
| 8. Cultural Sensitivity and Diversity Awareness <i>Recognise and respect the cultural, ethnic, and social diversity of clients, adapting interventions accordingly.</i> | | | |
| 9. Maintaining Health and Wellbeing <i>Understand the importance of their own mental and physical health and wellbeing strategies in maintaining fitness to practice. Understand how to take appropriate action if their health affects their ability to practice safely and effectively, including seeking help and support when necessary.</i> | | | |

Signature of supervisor: _____ Signature of trainee: _____ Date: _____

MA ART PSYCHOTHERAPY PRACTICE FINAL PLACEMENT REPORT

To be completed by the supervisor at the end of placement.

The student needs to add their comments to the foot of the report. Once completed and signed, the student is required to upload the End of Placement Supervisors Report to the correct Practice Experience module site on Blackboard. (Experience A or B) There, it can be accessed by the staff team and external examiner.

| | | |
|------------------------------|--|--------------|
| ORGANISATION: | | |
| STUDENT: | | |
| PLACEMENT SUPERVISOR: | | |
| From: | | |
| To: | | |
| NUMBER OF DAYS: | | Date: |

Please comment on the following areas of the student placement. Use additional sheets if required.

1. The student's relationship with service users/clients.

2. The student's ability to engage service-users with art materials and work therapeutically with images.
3. The student's relationship with the wider team and those involved in service users' care.
4. The student's use of supervision and relationship with yourself as placement supervisor.
5. The checklist below is informed by HCPC standards of proficiency for art therapists and outlines core standards that students should develop and demonstrate during practice experience A and B. Please complete

| Core Standards | Not Achieved | Partially Achieved | Achieved |
|--|---------------------|---------------------------|-----------------|
| 1. Client Engagement and Rapport Building <i>Able to establish and maintain therapeutic rapport with clients through active listening, empathy, and nonverbal communication.</i> | | | |
| 2. Artmaking Facilitation Skills <i>Facilitates art-making processes that encourage self-expression, exploration, and reflection. Supports clients to regulate intense emotions through art-based interventions.</i> | | | |
| 3. Professionalism <i>Regular attendance, punctuality ensuring consistency of intervention for service-users. Following absence procedures, including informing placement supervisor of any client sessions that need to be rearranged.</i> | | | |
| 4. Communication <i>Uses effective and appropriate verbal and non-verbal skills, to communicate with service-users, carers and colleagues, seeking to remove barriers to communication where possible.</i> | | | |
| 5. Supervision and Reflective Practice <i>Engage in regular supervision reflectively, with honesty and transparency, considering the potential impact of personal reactions /transference and counter transference. Utilises support and guidance to navigate complexity within client work.</i> | | | |
| 6. Teamworking <i>Contribute effectively to work undertaken as part of a multi-disciplinary team. Understand the need to build and sustain professional relationships as both an autonomous practitioner and collaboratively as a member of a team.</i> | | | |
| 7. Record-Keeping and Confidentiality <i>Maintain clear and accurate records of client work in accordance with applicable legislation, protocols, and guidelines. Adhere to the professional duty of confidentiality and understand when disclosure might be required.</i> | | | |
| 8. Cultural Sensitivity and Diversity Awareness <i>Recognise and respect the cultural, ethnic, and social diversity of clients, adapting interventions accordingly.</i> | | | |
| 9. Maintaining Health and Wellbeing <i>Understand the importance of their own mental and physical health and wellbeing strategies in maintaining fitness to practice. Understand how to take appropriate action if their health affects their ability to practice safely and effectively, including seeking help and support when necessary.</i> | | | |

5. Do you have any concerns regarding the student's capacity to continue their training/qualify (delete as appropriate) as an art therapist?

If yes please indicate (a) the reasons for this, and (b) what additional training or experience you wish to recommend.

6. Student's comments

Signature of supervisor: _____ **Signature of trainee:** _____

Date: _____