

Art Therapy Credentials Board 1993-2013 ▲ 20th Anniversary**Reflections on the Beginning of the ATCB**

Barbara Fish, PhD, ATR-BC, LCPC

I was surprised and pleased when I was asked to reflect on my contribution to the formation of the ATCB as the initial Interim President. It is hard to believe that it has been twenty years since the credentials board was created. I am challenged to search my long-term memory to reflect on the board's beginning.

In 1993, after years of discussion and planning about the need for an independent body to provide professional oversight for art therapy, the ATCB was launched. At the time I was at the end of my three-year term as the Speaker-Elect and then the Speaker of the Assembly of Chapters on the American Art Therapy Association Board of Directors. After years of discussion and preparation by the AATA Board led by Linda Gantt, ATR, Robin Goodman, ATR, AATA's 12th president appointed me to start up the ATCB Board as its Interim Chair along with Deborah Good, ATR as Secretary and Cecily Merman, ATR as Treasurer. We were involved before the first elected board with Nancy Hall, ATR, as president, was installed.

Our responsibilities focused primarily on practical start-up details during the earliest phase of the ATCB's development. What I remember most is the professional climate at that time. In 1993, art therapy was once again defining itself. But this time it was with the impending presence of managed care and an interdisciplinary scramble for a piece of the clinical pie.

I earned my ATR in 1985, and I have always

valued it as my most important credential. I see it as a sign of experience, rooted in relational support and professional oversight, which taught me sound practice and healthy professional habits. Soon after the ATCB was formed, the Board took over responsibility for granting the ATR and developed the first Board Certification Exam. I remember sitting for the examination when it was first offered in 1994. I was proud of the body of knowledge that supported our profession.



20
years
1993-2013

As a profession, art therapy is continually moving from vortex to vortex. In 1993 we faced a professional landscape that was being divided by powerful stakeholders. With the increasing impact of managed care, art therapists were anxious to protect our ability to practice through licensure. Art therapists in some states sought art therapy or expressive therapy licenses, while others looked to counseling to provide clinical licenses. The credentials board was an important part of this picture. Like other professions, art therapy wanted to establish a body to protect the public and ensure sound services. The ATCB's mission was and continues to be consistent with the credentialing boards of other mental health professional organizations: "[To] protect the public by promoting the competent and ethical practice of Art Therapy through the credentialing of Art Therapy Professionals" (Art Therapy Credentials Board, n.d.).

Back then, I supported the development of the ATCB as a free-standing, *(continued on page 9)*

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ATCB Review

ATCB Review is published three times annually. Submission deadline for publication is January 15 for the Spring issue, April 15 for the Summer issue, and September 15 for the Fall issue. Information should be sent to atcb@nbcc.org.

Contact the Art Therapy Credentials Board by mail: 3 Terrace Way, Greensboro, NC 27403; by phone at 877-213-2822; by fax at 336-482-2852; by e-mail at atcb@nbcc.org; or internet www.atcb.org.

MISSION

The mission of the Art Therapy Credentials Board is to protect the public by promoting the competent and ethical practice of art therapy through the credentialing of art therapy professionals.

Message from the ATCB President



Penelope Orr
ATCB President

Welcome to the Summer 2013 ATCB Review! In this 20th anniversary year of ATCB, it is my pleasure to invite current and future credential holders to join ATCB at a celebration festival at Antioch University to be held during the AATA conference. I also invite you to stop at the ATCB table during the conference to ask questions and pick up giveaways.

In this volume of the *Review*, you will find a wonderful article by Barbara Fish in which she talks about her reflections on ATCB as its first interim president. Libby Schmanke has written an article that discusses the validity and strength of the ATCB exam. This article could be a great tool when explaining the professional standards and rigor expected of credentialed art therapists. Susan Ainlay Anand provides an update on the ATCS credential and our credential holder profile focuses on the work of Jennifer Beasley. Jennifer's interview covers her work with refugee populations and her role as an art therapist and advocate.

In this 20th anniversary year, ATCB encourages you to record your thoughts, in writing, audio or video, about credentialing in art therapy, your role in the history of the ATCB, your feelings about being a credential holder and any other expressions about being an art therapist that you think are important to maintain for our history, as well as to share with future art therapists. In the next year, the ATCB will be building a much more interactive and user-friendly website and would love to include your stories, thoughts and ideas. Please send any submissions to our main office in Greensboro, NC.

Best Regards,
Penny Orr, PhD, ATR-BC, ATCS



Exam 101

Libby Schmanke, ATR-BC

ATCB Director, Secretary, Board Liaison to the Certification Committee

Now that we've rolled out Computer-Based Testing (CBT) as an option for taking the Art Therapy Credentials Board Examination (ATCBE), it's a good time to review general information about our exam. (For more information about CBT, please see the previous issue of the *Review* or the CBT Handbook, both available on the ATCB website.)

Scientific Rigor for Multiple Uses. The ATCBE is a rigorous, scientifically constructed and validated exam that is produced to the highest standards for professional examinations. The strength of the exam has been demonstrated specifically through our accreditation by the National Commission for Certifying Agencies (NCCA). Like many professionally produced exams, the ATCBE is used both for national professional credentialing and for purposes of state licensure. As states create licensure specifically for art therapy, they contract for use of the ATCBE; our National Office oversees use of the exam through supervision of administration and diligent security measures.

Although the same exam is used for both board certification and licensure, qualifications differ for the two purposes. In order to be board certified as an art therapist (ATR-BC), an exam candidate must first have the ATR. By contrast, some states do not require candidates to have the ATR or any prior experience as an art therapist before taking the ATCBE for licensure. Passing the ATCBE for licensure does *not* automatically confer board certification.

Job Analysis. Instead of following curriculum standards, state-of-the-art professional exams rely on content that is updated regularly through a job analysis procedure. In this way, such exams reflect competency needs in actual current clinical practice. The ATCB forms a Job Analysis Special Committee approximately every five years (the professional norm) which meets with our con-

tracted testing consultants over a one-year period to create and administer a survey of practicing credentialed art therapists, and analyze the data. The results are used to update the detailed content outline, which is the blueprint for the exam.

Exam Content. The purpose of the exam is to warrant professional competence, which is a broader task than assessing the factual knowledge gained in coursework. Thus, the exam content naturally overlaps material taught in graduate programs, but the exam is not, *per se*, based on course content such as is given in the AATA educational requirements for approved programs.

Subject Matter Experts. The use of Subject Matter Experts (SMEs) in conjunction with professional testing consultants, who provide the technical and scientific knowledge of psychometrics, is requisite for the creation of a professional exam. Our SMEs are practicing ATR-BCs representing a range of demographics, geographical locations, client populations, and work settings; together they make up the Certification Committee. The Committee writes and fine-tunes questions to fit the current detailed content outline, which in turn is based on the knowledge and skill areas described as important and needed by practicing credential holders in the Job Analysis survey.

Field Test Questions. In each version of the exam, 30 of the 200 questions have been newly written by the Committee and are not scored; they are under development for inclusion in subsequent forms of the ATCBE. This field testing procedure enables our testing consultants and the Committee to statistically analyze new items in order to edit for validity and reliability before they become part of the scored exam.

Continual Revising. In addition to doing "homework" on new questions year round, the Certification Committee spends many hours twice annually working face to face with the testing consultants. Together they (*continued on page 11*)

2013 DEADLINES

April 26 **Early Application Deadline for BC.** If you are an ATR and plan to take the ATCBE for Board Certification during the national paper-pencil administration, you can save \$25 by submitting your application before this date. The application is available on our Web site or by contacting the ATCB National Office.

May 8 **Final Application Deadline for BC.** If you are an ATR and plan to take the ATCBE for Board Certification, your ATR-BC application must be postmarked by this date.

May 15 **Recertification.** If you are an ATR-BC who is due to recertify this year and who needs an extension of the time to obtain the required CECs, you must submit a written request with the extension fee by this date.

June 1 **Recertification.** If you are an ATR-BC who is recertifying this year, your completed application for recertification must be received by the ATCB National Office by this date.

June 29 **ATCB Examination.** National paper-pencil administration of the Art Therapy Credentials Board Examination.

June 30 **Annual Maintenance Fees.** ATR/ATR-BC/ATCS annual maintenance fees are due by this date. Notices will be mailed by May 15. If you have not received a notice by June 1, please contact the ATCB National Office.

September 9-21 **Computer-Based ATCB Examination.** Administration of computer-based ATCBE at 170 designated testing centers throughout the United States at 9:00 a.m. or 1:30 p.m. Please download application (CBT ATR-BC application) from www.atcb.org/applications/.

Art Therapy Credentials Board Board Certification Examination Date and Locations

SATURDAY, JUNE 29, 2013

Indianapolis, IN

Portland, ME

*Seattle, WA
(AATA conference)*

Tampa, FL

New York, NY

The early deadline to apply for Board Certification and take the exam on June 29, 2013 is April 26, and the final deadline to apply and take the exam on June 29, 2013 is May 8, 2013. ATRs applying for Board Certification by the April 26 deadline save \$25 off the regular fee of \$260. Unless you plan to test for licensure in New York or New Mexico, you must hold the Registered Art Therapist (ATR) credential before you can apply for the Board Certification and be registered to take the ATCBE. If you are not already an ATR, your complete ATR packet must be received in the ATCB national office no later than March 1, 2013, if you intend to apply for Board Certification by May 8, 2013 and take the ATCBE on June 29. Individuals planning to test for state licensure must be approved to test by the state licensure board. The New Mexico and Kentucky licensure boards approve and register qualifying state examinees. The New York Office of the Professions oversees the approval process, and the licensure applicants register to test through ATCB. All applications are on the ATCB Web site at www.atcb.org.

Art Therapy Certified Supervisor (ATCS) Credential Update


Susan Ainlay Anand, ATR-BC, ATCS, Board Liaison to the ATCS Committee

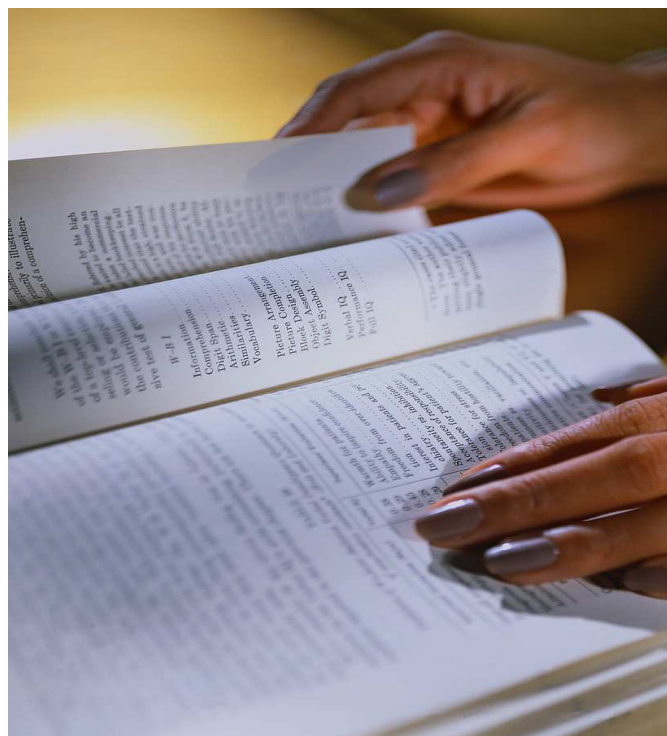
In July 2009, the ATCB established the Art Therapy Certified Supervisor (ATCS) credential for qualified Board Certified Art Therapists (ATR-BCs). This is a voluntary credential and the ATCB does not require that ATR applicants receive supervision from an ATCS. The credential does represent for potential employers and supervisees that the supervisor has met specific criteria for competency in the theories and practices of art therapy supervision. It also promotes professional identity, accountability, and visibility of approved supervisors. Since 2009, 44 ATR-BCs have received the ATCS credential.

Recertification of the ATCS is required every five years during the ATR-BC recertification cycle and 10 CECs in supervision must be completed within the 100 hours of required CECs. Details of the ATCS credential and applications are available on the ATCB website (www.atcb.org) or through the National Office. A current list of ATCS art therapists is posted on the website and the names of newly credentialed supervisors are included in each issue of the ATCB Review.

In 2010, the Supervisor Credential Standards Committee was formed to assist the Board and National Office on matters pertaining to the credential. Lisa Garlock, ATR-BC, ATCS currently serves as Chair along with committee members Judith Crotty, ATR-BC and Cindy Nelson, ATR-BC, ATCS. Members of the committee review the ATCS requirements and application on a regular basis and sometimes field questions from prospective ATCS applicants. Last fall, the committee recommended that the Board should consider elimination of one of the requirements for the Education-Based Entry option. At the annual meeting in November 2012, the Board approved the committee recommendation as summarized below and reflected in the 2013 ATCS application.

There are two options for obtaining the ATCS: Education-Based Entry and Experience-Based Entry. When the credential was developed, one of the requirements for the Education-Based option was

20 hours of clinical supervision of supervision confirmed through a completed and signed Verification of Clinical Supervision of Supervision form by a supervisor. Some ATR-BCs expressed concerns to the National Office about the likelihood of identifying and securing the services of skilled or credentialed supervisors who could fulfill this requirement, and others who have been professionally active for many years have not been able to locate supervisors. The committee also found that some mental health credentialing organizations offering supervisor credentials do not require supervision-of-supervision for their applicants. Based on this information, the committee recommended and the Board approved elimination of this requirement from the Education-Based Entry option. While supervision-of-supervision is no longer a requirement for the ATCS credential, individuals who have access to a qualified supervisor are encouraged to seek consultation or supervision as needed to support ethical and competent performance as a supervisor. 



CREDENTIAL HOLDER PROFILE

JENNIFER BEASLEY, ATR-BC



Jennifer Beasley



raveling the world didn't slow Jennifer Beasley down when she settled in Louisville, Kentucky after she had lived and worked abroad as an English teacher for two years. Working as an art therapist

with refugees and immigrants from Iraq, Burma, Somalia, Cuba and dozens of other countries has provided her an intimate view into the lives of children as they adjust to life in the United States.

Beasley said her passion for working with people from diverse cultures stems from her own experience as a foreigner abroad. While teaching English in rural Japan, she learned to read, write and speak Japanese. She studied painting and ikebana, and traveled across the country. After experiencing the Kobe earthquake, Beasley developed an interest in the role of art in resolving trauma.

After returning to the United States, she taught high school on the Navajo Nation and elementary school in a neighboring community in New Mexico before going back to school for a degree in art therapy from the University of Louisville. While studying art therapy in Louisville, Beasley taught English as a second language (ESL) for adults in the evenings and developed content for a civics website for ESL learners. Her interest in language development and art with diverse cul-

tures came together in her work as an art therapist with refugees.

Kentucky Refugee Ministries (KRM), a local refugee resettlement agency, sought an art therapist to continue the groundbreaking work with refugee children done by Dr. Mary Ellen Peacock and her students from the University of Louisville. KRM hired Beasley to further develop the summer art therapy program that complemented their English as a second language educational program for school aged youth. Since the population of refugees varies from year to year, the art interventions and program are adapted to best fit the current needs of the participants.

"Adjusting to life in a new country requires a great deal of support, and children who struggle with this change seem to greatly benefit from the pressure release that art therapy affords them. Being able to work in schools, at refugee resettlement agencies and in homes has been an incredible experience that helps me better grasp the kinds of challenges students face in their acculturation," says Beasley.

Beasley worked with a group of therapists and educators seeking to better meet the mental health needs of refugee children through a multidisciplinary collaboration with local agencies. This collaboration helped bring the Center for Victims of Torture to Louisville for a training on the needs of



Still life, oil

CREDENTIAL HOLDER PROFILE (*continued*)

torture survivors. Her role as an advocate for the mental health of refugee children and their families led Beasley to start an art therapy program at Jefferson County Public Schools' Newcomer Academy, an English as a second language school for middle and high school students who are recent arrivals to the United States.

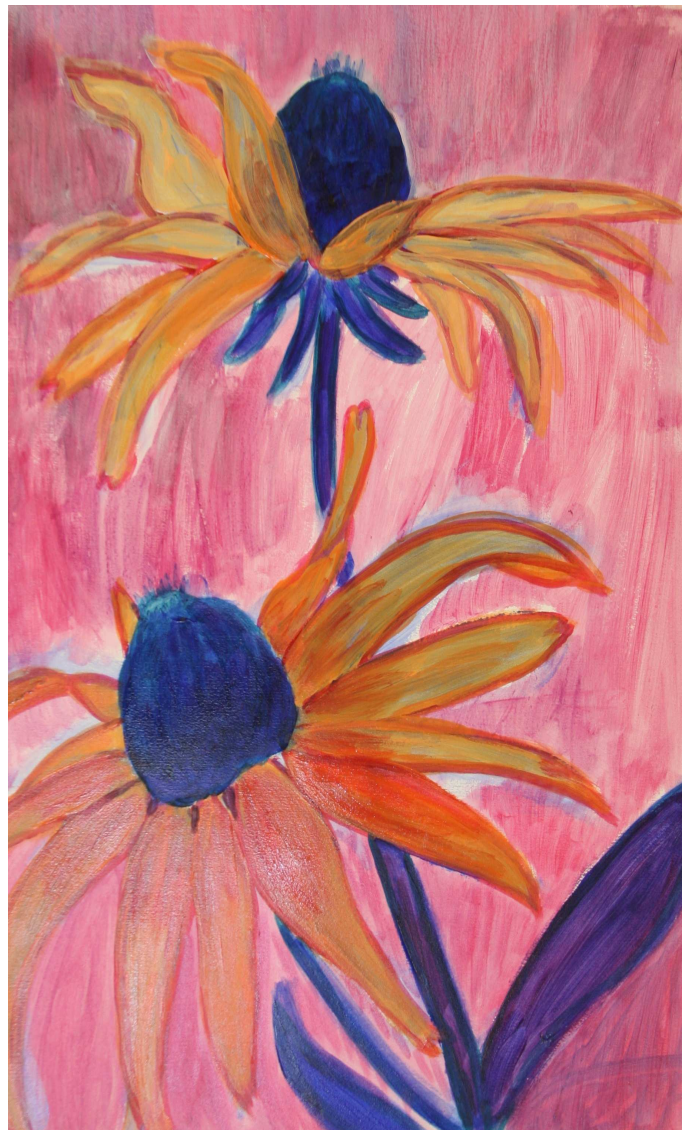
Through this work as an art therapist with refugees and immigrants, Beasley has been invited to speak all over the United States about cross cultural competency for educators and counselors, self-care for refugee resettlement staff and art therapy with refugees and immigrants. Speaking for diverse audiences, "...certainly gives me a way to educate people about the field of art therapy, but it also provides a unique way for audiences to really connect with the difficulties that refugees and immigrants face on a daily basis. I consider myself a cultural broker in that I help Americans better understand other cultures and I help those from other cultures better understand Americans."

Refugee and immigrant youth and their families leave behind all that is familiar, and the grief that comes with this loss can be overwhelming. "Art therapy provides a powerful way for youth to tell their stories and for the art therapist to bear witness to what has been left behind," shares Beasley.

Grief and loss issues also factor into her work with children who are living with cancer. "When cancer becomes part of a family's life, children's lives change dramatically, and life at home can become tumultuous. Providing a sense of predictability through the rhythm of the studio is healing, no matter the prognosis or ultimate outcome," says Beasley. She adds, "Children benefit from a scaffold-type approach. Helping children and their families identify their strengths and build upon them is an empowering thing, and it is a tremendous privilege to work with families at a very difficult time."

Working with art therapy and education majors through classes at the University of Louisville, Mount Mary College and Jefferson Technical and Community College has given her another way to

increase cultural awareness. "Students, especially art therapy students, are so curious about the world and it is such a pleasure working with them," says Beasley. Sharing her stories about using art to connect with children from all over the world is her specialty, and she enjoys teaching through art and story at all levels. Being a credentialed art therapist has been especially important in her teaching at the University of Louisville. Students do not expect it, but are pleasantly surprised to discover that their professor has attained the highest credential in the field. ❧



Flowers, acrylic

Board Meeting in Greensboro, North Carolina March 22-23, 2013



The Board meets twice per year to discuss policy, trends, the Art Therapy Credentials Board Examination, and more. Pictured in the photo above, top row: Mary Ellen McAlevey, Director; Carolyn Brown Treadon, Director, Rita Maloy, Executive Director; Susan Ainlay Anand, Treasurer; Janice Hoshino, Director, Barbara Mescher, Director; Libby Schmanke, Secretary. Seated: Penny Orr, President; Ed Oechsle, President-Elect.

Please also meet ATCB staff member Robin Colburn, at right, whose friendly voice you will hear if you call the ATCB's National Office.




Art Therapy Credentials Board 1993-2013 ▲ 20th Anniversary

Reflections *(continued from cover)*

national organization charged with overseeing art therapy credentialing and representing art therapy alongside other professional organizations. I have always experienced art therapy as a discipline that offers a range of approaches to practice from enrichment and developmental play to classic psychotherapy for those in psychiatric distress. Over the years I have become concerned that the prohibitive expense of art therapy training and credentialing may limit access to our profession. Years ago, Cliff Joseph, an art therapy pioneer and staunch spokesman for diverse participation in our field, advocated for many points of access to our profession in his panel discussion: Art Therapy and the Third World (Joseph, 1974). I hope this point of view is not forgotten with the drive for title protection and the increasing expense of professional membership and credentials. In this ever-changing health care landscape, it is up to us to respond creatively by providing acceptance and support for a broad range of practice and egalitarian access to our profession while ensuring standards of care.

Joseph, C. (1974, November). *Art therapy and the third world*. Panel discussion presented at the fifth annual conference of the American Art Therapy Association, Baltimore.

Art Therapy Credentials Board, Inc. (n.d.). *Our Mission*. Retrieved from <http://www.atcb.org/> 



Barbara Fish

*You are
cordially
invited*



to join in ATCB's
**20th Anniversary
Party**

at Antioch University Seattle
2326 Sixth Avenue
Seattle, WA 98121

**Art Studio & Room 100
Thursday, June 27, 2013
6:00-9:00 p.m.**

*Please join us for a fun-
filled evening of mingling with
cherished friends!*

Antioch University Seattle and the conference
are both on 6th Avenue and are 2/3 mile apart.

Transportation is available for
those who request it.

Please email: ayaakey@antioch.edu

Congratulations to Our New Credential Holders

January 15, 2013 to April 30, 2013

New ATCSs

Deborah L. Elkis-Abuhoff
Heidi Tournoux-Hanshaw

New ATR-BCs

Randolph D. Arnold
Pooja Bakri
Kristina V. Baktis
Rena N. Grosser
Joseph R. Heiderscheit
Stacey A. Isaacson
Sharon I. Itkoff
Dana Liebowitz
Elim Mak
Caitlin L. Orban
Mary Ritchie Roberts
Patricia Nicole Roth
Jamie G. Shoneman
Chia Yu Yang

New ATRs

Anzhela Akbarova
Chenoweth Stites Allen
Nicole R. Andrews
Noelle Arera
Seema P. Bacon
Eric Andre Beaudoin
Joyce D. Bellish
Desiree M. Benedict
Samantha G. Bergenty
Cynthia L. Bolin
Kristie N. Bray
Janet E. Carlisle
Laura B. Carothers
Megan Cassidy
Karen A. Cowen
Zsu zsa Csepanyi
Emily J. DeBenedictis
Julia Deets
Tiffany M. Del Fierro
Natalie Dettmer
Colleen Duncan
Monica Dutke
Rinko Endo

New ATRs (continued)

Amanda M. Evans
Jillian B. Evans
Andrea R. Finch
Suzanne Fortnum
Patrice Fortune
Sara Fryer
Elizabeth J. Gardner
Zara Jo Geiger
Virginia Northcutt Gilpin
Jacqueline T. Glum
Hilary Goodfriend
Amy R. Greenough
Amy Hahn
Michelle Hamilton
Jonelle L. Hanawalt
Cynthia Hanlon
Saba Harouni
Charisma J. Henderson
Ann M. Hines
Katherine M. Hinson
Katharine J. Houpt
Shyanne N. Hughes
Anne B. Hurley
Rita C. Jacques
Jody S. Johnson
Sarah M. Johnson
Hana Joo
Archana B. Kapadia
Kathy L. Karanink
Sofya Kashirskaya
Jenna N. Kelley
Gretchen Kircher
Jennifer A. Kirk
Seo Hee Ko
Maria Kondratiev
Anna Kosoff
Jenna R. Krauter
Ama Kyere
Jennifer L. La Civita
Deborah A. Larkin
Sally S. Lindberg
Lea A. Lucibella

New ATRs (continued)

Suzanne M. Martino
L. Kirsten McElligott
Kula F. Moore
Rachael S. Morgan
Laurie A. Moyer
Kira Murphy
Rachel Nash
Rae C.F. Noble
Kimberly B. Olson
Retta M. Parker Stevenson
Katherine Phifer
Lindsay E. Pierce
Nicole Pilkus
Alyssa J. Preder
Marian Radu
Lisa M. Rainey
Michele C. Rainer
Sanghee Rhee
Brittlyn O. Riley
Dawn M. Ringerbach
Haley Rittenhouse
Sarah E. Robertson
Diane M. Rondou
Caitlin A. Santucci
Miranda Smith
Heather N. Spann
Stephanie Spisak
Catherine Stover
Stacey M. Summers
Ching-Chi Tang
Erin Parish Taylor
Leona L. Tevari
Rachel A. Upton-Rice
Kristina E. Vogt
Dawn Wade
Lily Warner
Michelle Willman
Lauren E. Yoder
Hyejin Yoo
Yeu Jin Yoon
Natasha K. Young

Change to Code of Professional Practice

It is always a good idea to contact the National Office when you see something in an ATCB document that you have questions about. We are responsive to your concerns and are constantly seeking to improve the ways in which we serve our mission. Recently, two of our credential holders contacted us about the Code of Professional Practice, in which existing wording implied that one would have to be in private practice for the Code to apply. This is certainly not the case, so the ATCB took up the issue at a recent meeting and changed that portion of the Code to read: *"It is the sole responsibility of the credential holder to conform to these laws."* This change is effective immediately. Thank you for keeping a sharp eye out for potential improvements in our documents.

VISIT

www.atcb.org

for a listing of credential holders, Guide for Students, Code of Professional Practice, applications, recert standards, ATCBE Preparation Guide, and more!

Exam 101 *(continued from page 3)*

review data on all of the "items" (questions) from the previous administration of the exam, using special psychometric software to assess the performance of each item—indeed, down to each multiple-choice option for each answer. Items are edited, rewritten, or retired as necessary to improve reliability and validity.

Cut Score. The passing or "cut" score is scientifically determined for each version of the exam in compliance with current professional standards. In some years, this is done by a specially convened and trained Standard-Setting Committee, and in alternate years it is done by the testing consultants using specialized statistical software. The cut score is not negotiable by appeal and extends to all uses of the exam for that year (each state, CBT administrations, etc.).

Pass-Fail Rate. Like all other aspects of our board credentialing process, the exam pass-fail rate is reviewed annually by the NCCA to ensure our ongoing accreditation. Although you may hear anecdotal tales of one profession's exam or another's being the "hardest" or most rigorous, these are likely to be opinions rather than researched comparisons.

Facts vs. Clinical Judgment. In addition to the range of content represented in the exam, there is a range of question type; again, this is a professional standard. Some questions test simple recall of factual information. However, a greater number are clinical scenarios and other types of questions that call on the exam-taker's ability to *apply* knowledge and choose the *best* answer based on sound judgment. This reflects the purpose of the professional exam, which is to assess *competence*. It calls for questions that provide a more comprehensive assessment rather than simply testing retention of knowledge from graduate training.

Exam Prep. Because such a large proportion of the exam does not involve simple factual recall, the use of a commercially available study guide or flash card system has limited effectiveness as a way to study for the exam. The Official ATCB Preparation Guide includes a list of books which show the range and type of knowledge the exam-taker will probably have encountered in graduate study. In reviewing the exam content areas and sample questions given in the ATCB Preparation Guide, exam candidates may wish to identify weak points or gaps in their knowledge or experience, and do some reading in those areas. But even reading all the literature would not guarantee a passing score. Clinical judgment is not something that can be crammed; no "magic study guide" can supplant experience and supervision. For this reason and others, ATCB does not endorse or recommend any study guides or systems made available by other groups or individuals. In addition, we call our guide a "preparation" rather than "study" guide to reflect these issues.

Thank You! Thanks for reading and helping us disseminate the facts about the ATCBE. By acquiring and maintaining art therapy credentials, you show your dedication to our unique field. We appreciate you, and we hope you appreciate our adherence to quality standards in the credentialing of our profession. ☞

ATCB Board of Directors 2013

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