



OFFICIAL PREPARATION GUIDE

FOR THE

ART THERAPY CREDENTIALS BOARD EXAMINATION (ATCBE)

Revised June 2023

This preparation guide was developed by the Art Therapy Credentials Board, Inc. (ATCB) to provide information to art therapists who plan to take the ATCBE. Its purpose is to assist art therapists in developing a personal approach to preparing to take the ATCBE. **Enhanced performance on the examination is neither expressed nor implied as a result of consulting this guide.** The ATCB does not endorse or recommend any study guide available through other organizations, groups, or individuals. For all inquiries, we invite you to contact the ATCB National Office directly at exams@atcb.org.

ART THERAPY CREDENTIALS BOARD, INC.

Dear ATCBE Candidate,

Thank you for your interest in taking the Art Therapy Credential Board Examination (ATCBE). The ATCBE is used to obtain board certification distinction carried on the registered art therapist credential (ATR-BC). The ATR-BC distinguishes those who have met and continue to satisfy professional standards. Possessing this certification demonstrates your commitment to providing quality services to your clients and indicates a commitment to the art therapy profession.

The ATCBE is also used by the states of Kentucky, Maryland, New Jersey, New Mexico, and New York to obtain state licenses in art or creative arts therapy. **Please work directly with these state licensure boards to obtain approval to take the exam.**

We hope that the following information will guide you through the exam process, from completing the application to becoming board-certified to maintaining your credentials and certification. In this guide, you will find information about:

- the ATCB
- board certification
- the application process
- special test arrangements
- examination scores
- maintenance of credentials certification
- the examination.

The Art Therapy Board Certification Examination (ATCBE) is administered via computer-based testing and remote proctoring in collaboration with our testing administrator, Prometric. Please visit the [Examinations](#) page of the ATCB website for information on registering for the exam.

Those interested in state licensure are encouraged to contact their state board for specific information regarding this process. Passing the ATCBE to become licensed in a particular state **does not** automatically qualify you as an ATR- BC (board certification with the ATCB). The process for board certification after passing the exam for state licensure is available on the website.

If you have any questions, please contact the ATCB National Office at exams@atcb.org.

Sincerely,

The ATCB Board of Directors

THE ART THERAPY CREDENTIALS BOARD, INC. (ATCB)

Founded in 1993 as an art therapy credentialing organization, the ATCB creates and maintains standards for earning art therapy credentials. Its mission is to protect the public by promoting the competent and ethical practice of art therapy through the credentialing of art therapy professionals.

In response to its mission, the ATCB offers the following credentials:

- Provisionally Registered Art Therapist (ATR-P)
- Registered Art Therapist (ATR)
- Art Therapy Credentialed Supervisor (ATCS)

ATCB credentials are solely owned and granted by the ATCB. Credential holders must adhere to the ATCB Code of Ethics, Conduct, and Disciplinary Procedures (the "Code"). The ATCB protects the public by reviewing and adjudicating ethical complaints against credential holders as warranted and outlined by the "Code."

THE PURPOSE OF BOARD CERTIFICATION IN ART THERAPY

The purposes of board certification include, but are not limited to:

- Providing national standards of professional practice in art therapy.
- Recognizing art therapists who have met national professional art therapy standards defined by the profession.
- Promoting professional accountability.
- Requiring continuing professional growth and development.

ATCBE APPLICATION PROCESS

AVAILABILITY and FEE

The application fee for the ATCBE is \$275. The exam is offered via computer-based testing (CBT) at Prometric testing centers worldwide or via home-based proctoring. Applications are non-refundable and non-transferable. Please ensure you are completing the correct application.

ATCB Examination Administration policy allows testing candidates:

- A six-month testing window in which to schedule the exam.
- Testing at an approved center or via remote proctoring
- Up to three testing opportunities per calendar year. *

*A 90-day waiting period between exam administrations is required to maintain best practices in exam rigor and integrity.

APPLYING TO TAKE THE ATCBE FOR BOARD CERTIFICATION

To apply for board certification (BC), candidates must be current ATRs and complete the online application via MyATCB. In addition, candidates must read all information on the board certification webpage and follow all instructions

carefully.

Candidates are strongly encouraged to retain a copy of all submitted materials.

APPLYING TO TAKE THE ATCBE FOR STATE LICENSURE

Several states use the ATCBE as a condition for licensure. **Candidates interested in taking the ATCBE for state licensure must comply with the state's licensure process.** Please refer to the state licensure provided on the ATCB website and contact the state licensure board for specific requirements.

State approval is required to take the ATCBE for state licensure. To apply for the exam, candidates must complete the application online via MyATCB. Candidates must review all information included in the application and follow all instructions carefully. In addition, candidates must submit a copy of their approval letter from the state board to be approved to sit for the exam. Candidates should retain a copy of all submitted materials.

Taking the ATCBE for state licensure **DOES NOT** qualify the exam candidate as board-certified with the ATCB. However, if the candidate is a Registered Art Therapist (ATR) in good standing and has already passed the ATCBE as part of their state licensure requirement, they may apply for Board Certification (ATR-BC) using their passing ATCBE score. **Candidates must submit their applications through the designated platform, MyATCB, and have successfully completed the ATCBE for state licensure within five years (60 months) from the examination date.**

NONDISCRIMINATION POLICY

The ATCB is committed to operating its programs in a nondiscriminatory manner and affirms that it shall not discriminate based on race, color, religion, marital status, national origin, ancestry, sex, sexual orientation, gender identity, physical or mental disability, medical condition (including but not limited to cancer-related or genetic characteristics), pregnancy, age, citizenship, or service in the uniformed services (as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994).

COMPLETING THE APPLICATION

ATCBE applications must be completed carefully and accurately. ATCB will use the information you provide in the application to determine your eligibility to sit for the examination.

Candidates need to ensure their email address is accurate in their MyATCB, as the ATCB will send you essential exam-related information via email.

Once an application is processed and the candidate is approved to sit for the ATCBE, a confirmation email from the ATCB is sent. It will contain important information related to scheduling your exam with the testing provider, Prometric.

Any questions concerning application procedures after reading this guide, should be sent to exams@atcb.org.

SPECIAL TEST ARRANGEMENTS

ADA ACCOMMODATIONS

In compliance with the Americans with Disabilities Act (ADA), the ATCB makes reasonable special testing arrangements for candidates with disabilities. Under the ADA, a disability is defined as "a physical or mental impairment that substantially limits one or more major life activities" (e.g., caring for oneself, performing manual tasks, walking, seeing, breathing, learning, and working). Therefore, a candidate must have a documented disability as defined by the ADA to request special testing accommodations.

Candidates with "transitory" or "temporary" conditions (e.g., sprains, fractures, and medical emergencies) who desire accommodations should contact the ATCB as soon as possible. While the ADA does not require the ATCB to accommodate "transitory" or "temporary" conditions, accommodation for candidates with such conditions will be considered on an individual basis.

A candidate requesting accommodation(s) must make this request in the ATCBE application. The request must include a letter from the candidate's healthcare provider documenting the disability and the requested testing accommodations. Such documentation must be professionally prepared and appear on the professional's stationery or official letterhead. In addition, the healthcare professional must be a licensed or otherwise qualified professional whose credentials are appropriate to diagnose and evaluate the applicant's disability.

Regardless of when the original diagnosis of a disability was made, the healthcare professional must have known about the candidate's disability within the last three (3) years and must have diagnosed, evaluated, treated, or consulted with the candidate within the previous three (3) years.

For a learning disability or mental disorder, the professional's report must include the candidate's current Diagnostic and Statistical Manual of Mental Disorders (DSM) classification. However, the diagnosis of a disorder with a DSM classification does not necessarily mean that the applicant has a disability defined in the ADA that the ATCB must accommodate.

For candidates with physical or health-related disabilities (e.g., blindness, deafness, diabetes), copies of medical records are not necessary; however, the candidate must provide sufficient documentation from a physician that confirms the diagnosis of a physical or health-related disability "that substantially limits a major life activity." To demonstrate this, the candidate must show that they experience substantial impairment in such activities as caring for themselves, hearing, seeing, learning, or walking, in more than one setting (e.g., work, school, socially). Pregnancy is not a disability; however, if a candidate is pregnant and has a resulting medical complication resulting in a disability, special testing accommodations will be considered on a case-by-case basis.

Testing accommodation recommendations should be reasonable and appropriate for the candidate's documented disability and cannot fundamentally alter the measurement of the knowledge and skills that the examination is intended to assess. Therefore, prior testing recommendations and any history of accommodations will be considered but do not guarantee accommodations on the ATCBE.

Once an accommodation request has been received, the National Office will review it in consultation with the Board of Directors and/or legal counsel, as appropriate. If additional information is required to consider a special accommodation request, the candidate will be notified. All requests are reviewed individually and are subject to ATCB approval. If the candidate's accommodation request is approved, the candidate and the testing center will be notified of the special accommodation.

SPECIAL EXAMINATION ACCOMMODATIONS FOR STATE EXAMINEES

If a candidate is testing for state licensure and needs testing accommodations, **they must contact their state licensure board for information and approval.** The ATCB cannot provide accommodation without approval from your state licensure board. This includes English as a second language accommodation requests.

ENGLISH AS A SECOND LANGUAGE

For board certification candidates, if English is not their native language, the candidate may request additional testing time and the use of a word-to-word translation dictionary. The dictionary must be non-electronic, must not define terms, and must be supplied by the examinee. The exam administrator will examine the dictionary before use.) There is a \$60 fee for this accommodation in addition to the standard application fee, which must be paid at the time of application. This fee is non-refundable.

ACCOMMODATION DENIALS

Any candidate whose request for Special Test Arrangements (ADA or ESL) is denied may submit an appeal to the board of appeals. For the appeals policy, please visit our [website](#).

EXAM SECURITY

The ATCBE and all items on the examination are the exclusive property of the Art Therapy Credentials Board, Inc. Candidates who apply for the certification examination acknowledge that they understand and agree to the following prior to taking the examination:

- Retention, possession, copying, distribution, disclosure, discussion, or receipt of any ATCBE examination question, in whole or in part, by written, electronic, oral, or other form of communication, including but not limited to emailing, copying, or printing of electronic files, and reconstruction through memorization and/or dictation, before, during or after the certification examination is strictly prohibited.
- Disclosure, discussion, or receipt of any ATCBE examination questions and/or the examination, in whole or in part, on social media networking, in study groups, or by other methods is strictly prohibited.
- Theft or attempted theft of examination content is punishable by law.
- Candidate participation in any irregularity occurring during or after the examination, such as giving or obtaining unauthorized information or aid, as evidenced by observation or subsequent statistical analysis, may be sufficient cause to terminate participation, invalidate the examination results, or necessitate other appropriate action per the ATCB Code of Ethics, Conduct, and Disciplinary Procedures. Incidents regarding examination administration security will be reported to the ATCB. Grounds for sanction may be warranted.

Strict security measures are maintained throughout all phases of the ATCB Examination development and administration process.

Trained proctors will supervise the administration of the examination and maintain strict security throughout the testing period. Irregularities observed during the testing period, such as creating a disturbance, giving or receiving unauthorized information or aid, or attempting to bring in or remove test materials or notes from the testing room, will be sufficient cause to terminate candidate participation.

Computer-based administration in a test center requires the following:

- At the test center, all candidates must present two signed forms of identification, one of which must be a

government-issued photo ID (driver's license, passport, military ID, etc.) to take the examination. If you do not have a government-issued photo ID, please contact the ATCB to receive additional instructions. There are NO exceptions to these requirements.

- Candidates must arrive at the test center 30 minutes before the scheduled testing time unless otherwise noted by the testing center. Late arrivals cannot be admitted to the test center.
- Devices with memory capabilities, books, papers, and notes, and large personal possessions such as briefcases or backpacks will not be permitted in the examination area. Instead, they must be left with testing center personnel.
- Cellular phones, calculators, and other electronic devices are NOT allowed in the testing room.
- Food and beverages are not allowed in the testing room.

Remote proctor administration requires the following:

Online, remote exams are offered using Prometric's ProProctor™ application. **Candidates must first confirm their computer's compatibility to allow remote proctoring first.**

*** IMPORTANT: Candidates must utilize a personal computer to take their exam remotely. Company or employer-owned computers may have restrictions and may not allow installation of Prometric's ProProctor™ application. The candidate is responsible for ensuring that their computer meets Prometric's ProProctor™ requirements for remote testing. ***

**** Before choosing the Remotely Proctored Exam option, review the [ProProctor User Guide](#) to understand the remote proctoring requirements fully. ****

For a remotely proctored exam, candidates must supply a computer, which must have a camera, microphone, and an internet connection, and be able to install a lightweight app before the test event. Candidates can take the exam online while a Prometric proctor oversees the examination process remotely. To first ensure your computer meets the technical specifications, please do so by performing a system check.

ProProctor™ System Requirements:

- Laptop/PC Power Source: Please plug your device directly into a power source unattached from a docking station.
- Screen Resolution: 1024 x 768 is the minimum resolution required.
- Operating System: Windows 7 or higher | MacOS 10.13 or higher
- Web Browser: Current version of Google Chrome
- Internet Connection Speed: 0.5 Mbps or greater. Please position your device where you can receive the strongest signal. For the best experience, please use an Ethernet cable to connect directly to the router.

All background applications must be closed before starting the ProProctor™ application. If the computer is connected to a VPN (virtual machine), the ProProctor™ will close, and the test will end.

EXAMINATION INFORMATION

The ATCB conducts a national job analysis survey every five years to define the art therapist's role and describe the responsibilities, tasks, knowledge, and skills necessary to practice the profession. The survey is distributed to professional art therapists.

The survey data are analyzed to ensure that the examination accurately assesses the knowledge base and skills required

of practicing art therapists.

The certification examination is typically composed of 200 multiple-choice questions. Of these, 170 are used for scoring purposes. The remaining 30 items are in development for future examinations. The examinee is not identified with these development items.

Candidates have four hours to complete the examination.

KNOWLEDGE AREAS

The following section includes an outline of the major content areas of the examination. The major content areas were determined by the results of the ATCB's National Art Therapy Job Analysis Survey. The following content areas are covered in the exam:

- I. Theoretical Approaches
- II. Intake and Evaluation
- III. Assessment and Evaluation Instruments
- IV. Diagnosis and Population
- V. Art Therapy Environment
- VI. Professional Practice and Ethics
- VII. Clinical Skills and Application

[The ATCBE Content Outline](#) details what each section contains.

Candidates should be able to apply the knowledge included in each content area to the various practice dimensions. The knowledge covered by the certification examination will be tested at three cognitive levels:

- basic understanding (recall of knowledge)
- application (applying knowledge to a particular example)
- mastery (analysis, synthesis, and evaluation).

Practice questions can be found at the end of this guide

**** In 2025, the ATCBE will have a new examination content outline that reflects the results of the most recent job analysis that was administered in 2022. The survey was completed by over 1,000 credentialed art therapists who provided data on the current practice of art therapy including major work behaviors and tasks, client populations, media/materials, diagnostic categories, ethical issues, and work settings. The 2025 content outline can be accessed on the examinations page of the ATCB website *****

EXAMINATION SCORING AND REPORTING

The Art Therapy Credentials Board Examination (ATCBE) examination score is determined only through candidate

performance. The methodology used to determine the passing point is a modified Angoff method. This method requires the ATCBE standard-setting committee to review and evaluate each question on one version of the exam, in alignment with the published content outline, to determine the passing score that would be expected from a minimally qualified candidate. It is important to note that a candidate's ability to pass the examination depends on the knowledge and skill of the candidate and not on the performance of other test takers.

The passing score obtained through standard-setting on the first version (base form) of the exam is applied to other ATCBE test versions through statistical equating. Statistical equating adjusts the passing score up or down by accounting for the overall difficulty of each test form. Therefore, statistical equating ensures fairness to all candidates by associating the cut score on a test form with the overall difficulty level of the items. Statistical equating may cause the passing scores to vary slightly for each ATCBE test form.

The process of statistical equating uses a 25% overlap of items between the base form and the new test form. These common items constitute an equating link between the forms. Equating ensures that the average difficulty level (p-value) for all exam versions is close range. These measures ensure that the candidates who pass the ATCBE have the knowledge and understanding expected from a minimally competent art therapist to receive board certification.

Official ATCBE results are available within 12 business days* to allow for score equating and are uploaded to the examinee's MYATCB accounts. However, an unofficial score report is available within hours of exam completion.

RETESTING

Examinees who do not pass the ATCBE shall receive a letter informing them of their right to appeal. (See appeal procedures below.) **No examinee may take the ATCBE more than 3 times in 12 months**, whether for board certification or state licensure. Individual states may have further restrictions regarding retesting for licensure applicants.

TESTING IRREGULARITIES

Candidates who experience anything that may have impacted their performance must submit an incident report at the testing center and report the irregularities to the National Office at exams@atcb.org within 72 hours of taking their exam.

APPEALS

Any candidate who fails to pass the ATCBE is entitled to appeal following the ATCB appeal policy parameters, which can be found on the ATCB website. To appeal, the candidate must submit their request to the ATCB National Office (appeals@atcb.org) within 30 days of receiving notice of the examination results. This email must include a detailed explanation of the appeal (providing all relevant documentation).

The ATCB Board of Appeals will review appeals in accordance with their policies and procedures.

Test scores cannot be changed following best practices for exam validity, but alternatives such as retesting may be allowed.

CERTIFICATION

Each candidate who meets current board certification requirements and passes the examination for board certification purposes will carry board certification on the ATR credential (ATR-BC). Board certification is valid for five years. At the completion of each five-year cycle, the board certification will require recertification.

To maintain board certification, the following must be completed:

- The annual renewal of the ATR credential. An active ATR in good standing is a requirement for board certification.
- Adhere to the ATCB Code of Ethics, Conduct, and Disciplinary Procedures.
- Complete the recertification process before the end of the certification cycle.

The ATCB reserves the right to revoke the certification of anyone who does not comply with the above.

Annual Renewal of ATR

The ATCB credential year is July 1 to June 30. The ATR is a prerequisite for board certification. Renewals of the ATR must be completed via the MyATCB system. There is a \$100 administrative fee. These fees support the continued updating of the registry and credentialing processes, and The Code of Ethics, Conduct, and Disciplinary Procedures, daily operational costs, and activities that promote art therapy's professional practice and ensure public protection.

Five Year Recertification

The main function of recertification is to assure that all those with board certification satisfy all educational and experiential requirements. This is accomplished by completing 100 continuing education credits every five years or retaking and passing the ATCBE.

The recertification process enables those with board certification to keep pace with current scientific evidence regarding assessment, intervention, education, and important legal, statutory, or regulatory issues. The requirements for recertification are outlined in the [recertification standards](#).

There is a \$100 administrative fee for board recertification. These fees support the continued updating of the certification program and its accreditation, The Code of Ethics, Conduct, and Disciplinary Procedures, daily operational costs, and activities that promote art therapy's professional practice and ensure public protection.

It is the responsibility of the board-certified art therapist to be knowledgeable about the requirements and any revisions to the recertification process or procedures. Any changes to the recertification process will be communicated to all credential holders and also be published on the ATCB website and/or in the organization's online publications.

Credential holders are responsible for keeping their contact information accurate with the ATCB National Office.

Recertification Audits

Ten percent (10%) of those eligible to recertify will be randomly selected for audit. These candidates will be notified in the recertification application that they have been selected for audit. Audited candidates must submit documentation (such as certificates of attendance from qualifying programs and transcripts) verifying CE activities which are entered into the recertification application.

Each candidate will be notified of the outcome of their recertification application review.

If the ATCB determines an application for recertification contains deficiencies, the candidate will be notified by email. The candidate will have 90 days to provide additional information regarding the CECs submitted for recertification and/or any CECs earned since being notified of existing deficiencies.

Recertification candidates who have been notified of deficiencies will be placed on probationary status for 90 days. However, if the documentation that verifies compliance with ATCB requirements is submitted within that time frame, such probation will be removed, and recertification will be granted.

Candidates who are not recertified by the ATCB through the above process will lose board certification distinction and be required to apply for certification through a new application process and meet current requirements to become board certified again. This would include retaking the Art Therapy Credentials Board Examination (ATCBE).

Candidates wishing to apply for a 90-day extension of their recertification deadline must do so online via MyATCB. Candidates must explain the need for an extension and must pay a recertification extension fee of \$50. The National Office will forward the request to the Board of Directors for their review and consideration. Once a determination has been made, the recertification applicant will be notified.

PREPARING FOR THE EXAMINATION

The ATCBE is a professional certification exam that requires thoughtful preparation. The following checklists are provided to assist candidates in preparing for the exam.

The ATCB suggests candidates develop a study plan:

- Identify your own best methods of studying (e.g., alone or with others, time of day, location, by rewarding yourself at intervals).
- Organize all information about the exam procedure and the topics covered by the exam.
- Become familiar with the type of questions, topic areas, etc. as given in this guide.
- Prioritize concepts and topics to study.
- Identify your strengths and areas you may struggle
- Be systematic; determine what material you can briefly review and what material you need to concentrate on more in-depth.
- Read the sample questions to familiarize yourself with the nature and format of the questions that will appear on the examination.
- A reference list is given under "Suggested Reading" in this guide. This list is not meant to represent all knowledge required for mastery in the field of art therapy, nor are exam questions taken from this material, per se. Instead, the list is an aid to give you an idea of sources that can be used to review areas in which you may feel your training or experience is deficient.
- If taking the exam for board certification, you are required to abide by the ATCB Code of Ethics, Conduct, and Disciplinary Procedures. Be
- Manage your time to ensure ample time to review content before testing.

Sample Questions:

For example, some questions require factual recall; others require you to apply knowledge to a clinical scenario. Each section contains sample questions that have been retired from use in the ATCBE. The answers to the sample questions may be found at the end of this preparation guide.

I: THEORETICAL APPROACHES

This content area assesses your knowledge of theoretical approaches in art therapy. Examples of tasks measured by this content area include, but are not limited to:

1. In creating a "holding environment" and a "good-enough mothering experience," an art therapist closely follows the principles of which of the following theorists?

- A. Kramer
- B. Jung
- C. Winnicott
- D. Horney

2. An art therapist is working with a group of eight- to ten-year-olds. She notices that the drawings feature scenes depicting action, figures interacting, and detailed environments. According to Victor Lowenfeld, this represents which stage of artistic development?

- A. Preschematic stage
- B. Schematic stage
- C. Formal operational
- D. Dawning realism

3. During group art therapy sessions, a child has displayed increased interest in learning new art techniques and exhibits more satisfaction in peer relationships than in solitary activities. Which Eriksonian stage of psychosocial development is most applicable to this client?

- A. Autonomy
- B. Individuation
- C. Industry
- D. Initiative

4. A Jungian art therapist working with clients who have dissociative experiences notes that the artwork of many of her clients includes representations of aspects of the self that are identified as wise or nurturing. This would be best described as an example of which of the following?

- A. Archetype
- B. Reintegration
- C. Shadow
- D. Myth

5. Cognitive Behavioral therapy strives to

- A. build a strong therapeutic relationship.
- B. alter thought patterns that lead to self-destructive behavior.
- C. promote the client's receptivity to therapeutic intervention.
- D. highlight the client's need for self-esteem and self-actualization.

6. Which of the following is the defense mechanism most frequently used by clients with depression?

- A. Displacement
- B. Projection
- C. Reaction formation
- D. Introjection

7. According to Maslow, which of the following represents the order of a person's needs?

- A. Safety, belonging and love, physiological, self-esteem, self-actualization
- B. Safety, physiological, belonging and love, self-esteem, self-actualization
- C. Physiological, safety, belonging and love, self-esteem, self-actualization
- D. Physiological, belonging and love, safety, self-esteem, self-actualization

II: INTAKE AND EVALUATION

This content area assesses your knowledge on gathering and applying information needed for treatment planning and ongoing evaluation. Examples of tasks measured by this content area include, but are not limited to:

1. An art therapist meeting with a client for her initial interview. The client was recently hospitalized for a suicide attempt and is working with a psychiatrist for medication management. The art therapist wants to communicate with the psychiatrist. What should the art therapist do?

- A. Obtain the client's verbal permission to contact the psychiatrist.
- B. Request the client sign a release to transfer her hospital records.

- C. Direct the client to have her psychiatrist contact the art therapist.
- D. Obtain a signed release from the client to contact the psychiatrist.

2. A 20-year-old male is referred to an art therapist for a provisional diagnosis. After making a scribble drawing, he shares that "I see bats feeding in the tropical trees." In order to complete the provisional diagnosis, which of the following actions should the art therapist initiate next?

- A. Ask what kind of bats he has drawn.
- B. A second structured art assessment.
- C. A corroborating Rorschach or TAT.
- D. Inquire about drug and alcohol use.

3. A family is completing an initial art therapy session. The art therapist has obtained releases to speak to the referring therapist. The art therapist also has explained to the family the fee structure, the duration of therapy, payment requirements, her theoretical approach, and the retention of records. What additional element is mandatory for the therapist to explain to the family?

- A. Reporting of abuse
- B. Results of assessments
- C. Releases for use of artwork
- D. MSDS information

4. When writing objectives in a client's treatment plan, goals must be

- A. brief and concise.
- B. written on the agency's form.
- C. measurable and observable.
- D. clear and easy to read.

5. When an art therapist may see a client for only one session, which of the following concepts would be most effective?

- A. emphasizing the creative process
- B. exploring patterns of color and form
- C. emphasizing symbolic representations
- D. exploring the quality of the art product

6. An art therapist has been asked to evaluate an adult client in a day treatment center to determine whether he would benefit from art therapy after his discharge. What would be the best source of information to help the art therapist

make her recommendation?

- A. Goals identified by the referring psychiatrist and the treatment team
- B. A treatment plan formulated from observations of the client in a group
- C. An initial interview and a standardized art therapy assessment
- D. A mini mental status exam and a personal interest questionnaire

7. A middle-aged male, confined to a wheelchair since a car accident, has been persuaded by his wife to see an art therapist. She reports that her husband is depressed and that he needs something to do and likes to work with his hands. Which of the following approaches should the art therapist use first to determine the client's needs?

- A. Encourage him to participate in structured art tasks.
- B. Explore his feelings about the car accident and his physical disability.
- C. Explore how he perceives himself and his current situation.
- D. Invite him to make a list of his interests before the car accident.

8. An 18-year-old entered a treatment center for drug rehabilitation because he had been using drugs for 11 years and was in trouble with the law. When he was a child, he was sexually and physically abused by his stepfather. During an intake session with the art therapist, the client spontaneously made this drawing (Figure 1). Which of the following actions should the art therapist take first?

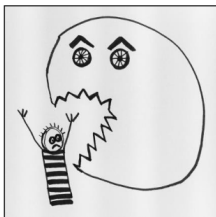


Figure 1

- A. Recommend a therapy group for survivors of sexual abuse.
- B. Have the client explore his associations to the drawing.
- C. Suggest psychiatric testing for possible psychosis.
- D. Refer the client for drug testing to assess possible relapse.

III: ASSESSMENT AND EVALUATION INSTRUMENTS

This content area assesses your knowledge of and competence in the application of specific assessment and evaluation instruments. Examples of tasks measured by this content area include, but are not limited to:

1. The first indication that a child is functioning at the schematic stage is the emergence of a:

- A. mandala

- B. figure
- C. baseline
- D. house

2. What does the Diagnostic Drawing Series assess?

- A. deficiencies in social and emotional functioning.
- B. incongruities between verbal and nonverbal drawing behavior.
- C. need for psychotherapeutic and psychopharmacological treatment.
- D. response to structured and unstructured drawing tasks.

3. When conducting art therapy assessments with clients who have developmental disabilities, it is most important to

- A. focus on strengths the clients possess.
- B. understand the cause of the disability.
- C. learn something about the family history.
- D. know what medications they take.

4. A client is participating in an art therapy assessment and is required to use white drawing paper and sixteen oil pastels. The client is most likely completing which assessment?

- A. The Diagnostic Drawing Series (DDS)
- B. The Ulman Personality Assessment Procedure (UPAP)
- C. The Person Picking an Apple From a Tree (PPAT)
- D. The Levick Emotional and Cognitive Art Therapy Assessment (LECATA)

5. When assessing children's drawings, it is important to consider the differences between emotional indicators and

- A. body image.
- B. demographic characteristics.
- C. developmental level.
- D. learning disabilities.

6. A variety of art therapy assessments are available to elicit specific information from clients. The art therapist is attempting to elicit information about the client's cognitive functioning through a scribble drawing. Which assessment contains this directive.

- A. Diagnostic Drawing Series
- B. Rubin Diagnostic Art Interview
- C. Silver Stimulus Drawing Sequence
- D. Ulman Personality Assessment Procedure

IV: DIAGNOSES AND POPULATIONS

This content area assesses your knowledge of characteristics and needs of specific diagnoses and populations. Examples of tasks measured by this content area include, but are not limited to:

1. It is most important to consider the differences between emotional indicators and developmental indicators when assessing the drawings of

- A. adult survivors of childhood trauma
- B. older adults
- C. adolescents
- D. people with learning disabilities

2. When working with children and people with developmental disorders, the most important feature of the media used is that it be:

- A. multi-sensory.
- B. easy to clean up.
- C. non-toxic.
- D. simple to use.

3. A condition characterized by constriction in the ability to experience emotions, an impoverished fantasy life, and concrete descriptions of experiences is termed

- A. antisocial.
- B. anhedonia.
- C. dissociation.
- D. alexithymia.

4. A client in hospice participating in art therapy creates artwork during each session. The client verbalizes little about himself or his artwork, most of which he gives to his caregivers and visitors. Which of the following is the most appropriate goal for art interventions?

- A. Breaking down emotional defenses to address the client's fear of dying
- B. Focusing on life accomplishments to address the client's low self-esteem
- C. Supporting the client in expressing his needs and feelings to others
- D. Encouraging caregivers to create artwork in response to the client's images

5. An adult client in an outpatient treatment center exhibits risk-taking behavior, impaired judgment, and restlessness. When the art therapist attempts to address this behavior, the client becomes irritable and lies to conceal the extent of her problem. These symptoms are most indicative of which impulse control disorder?

- A. Trichotillomania
- B. Dyssomnia
- C. Pathological Gambling

D. Intermittent Explosive Disorder

6. In the initial stages of art therapy treatment with an adolescent who is a recent immigrant from Asia, what should the art therapist encourage?

- A. Open expression of strong emotions
- B. Alignments outside the community to promote assimilation
- C. Symbols that are understood and endorsed by her community
- D. Self-assertion and independence

7. An art therapist is working with a 17-year-old in a 30-day chemical dependency treatment program and has observed incongruences between his drawings and verbal associations. Which one of the following actions should be pursued first when addressing this problem?

- A. Explore the images and verbalizations with the client.
- B. Refer the client for an immediate urine drug screen.
- C. Consult with other members of the treatment team.
- D. Refer the client for comprehensive cognitive testing.

V: ART THERAPY ENVIRONMENT

This content area assesses your knowledge on the importance of creating and maintaining a safe and secure therapeutic environment. Examples of tasks measured by this content area include, but are not limited to:

1. An art therapist was asked to conduct a group consisting of older adults who are frequently disoriented and have limited mobility. The goal of the group is to increase socialization. The only possible space on the unit to hold a group is in the patient dining room, which contains six tables and a tiled floor but has no sink. The therapist's primary concern should be to ensure that:

- A. only dry art materials be provided with the possible exception of watercolor and acrylic paints.
- B. wheelchairs are in a locked position once clients are at their tables to prevent chairs from being moved.
- C. tables are cleared of all food and utensils prior to the group to minimize confusion about use of the dining room.
- D. no interruptions by ward personnel occur during the group sessions as this may disturb the art therapy process.

2. An art therapist in an alternative school setting is working with students who struggle within appropriate interpersonal skills. They have been referred to the facility for violations with drugs, weapons, or truancy. There have been daily violent outbursts by various clients. Which art activity would best keep the environment safe while promoting creative self-expression?

- A. Wall mural
- B. Wood sculpture
- C. Magazine collage
- D. Wedging clay

3. An art therapist has a group session with psychiatric patients. In order to provide the safest environment for the therapist she should

- A. provide non-toxic art materials.
- B. position herself closest to the door.
- C. limit number of group participants.
- D. clarify the rules at the start of each group.

4. What is the primary health concern when working with earthen-type clays?

- A. inhalation of dust
- B. bacteria in clay
- C. ingestion of clay
- D. lead in clay

5. Which of the following requires framing behind glass?

- A. pastel on clayboard
- B. pastel on vellum
- C. watercolor on canvas
- D. collage on art board

6. When using dye in papermaking, which of the following safety directives should be observed?

- A. Never let the lye/paper pulp mixture come to a boil.
- B. Wear rubber gloves and a protective eye shield.
- C. Wear a mask and ensure proper ventilation.
- D. Never add bleach to the lye/paper pulp mixture.

VI: PROFESSIONAL PRACTICE AND ETHICS

This content area assesses your knowledge on the practice of art therapy within the scope of legal and ethical guidelines. Examples of tasks measured by this content area include, but are not limited to:

1. Researchers encounter an ethical problem when using a placebo if some of the participants are denied

- A. information.
- B. one-to-one debriefing.
- C. informed consent.
- D. treatment.

2. An art therapist is hired by an inpatient facility for adolescents with behavioral problems. The job description is "to reinforce positive and appropriate behavior by providing therapeutic art activities." In the art therapist's first group, several participants depict vodka bottles, cigarettes, and marijuana leaves. The facility has a strongly enforced policy against the expression of "inappropriate subjects" such as drugs. What must the art therapist do in this situation?

- A. Encourage them to discuss the issues raised in their work.
- B. Adhere to and reinforce the facility's regulations.
- C. Plan an activity with more structure for the next class.
- D. Educate staff on the value of art as a teaching tool.

3. An art therapist is teaching a college class entitled "Introduction to Art Therapy." A student comes to class appearing distraught and asks to see the teacher for a therapy session later that day, stating that her own therapist is on vacation. The art therapist's first course of action should be

- A. to agree to contact the therapist's answering service for the student right after class.
- B. tell her to contact her therapist's answering service to see who is covering for the therapist.
- C. refer the student to the college counseling center for the first available session.
- D. ask the student to do artwork about the situation to express her feelings.

4. An art therapist presents a client's picture (Figure 2) to his treatment team in a psychiatric hospital. The nurse, psychiatrist, and psychologist all remark on how the bent-over tree represents the client's lack of hope and depressed mood. What would be the best response for the art therapist to make to the team?



Figure 2

- A. The rain clouds are also indicators of difficulties.
- B. The team should rely on the art therapist's interpretation.
- C. The imagery is indicative of hope and resiliency.
- D. The client's associations to the image must be considered.

5. According to the Health Insurance Portability and Accountability Act (HIPAA), clinical therapy notes can be

- A. shared with the client's health insurance carrier.
- B. released with the client's authorization.
- C. reviewed by the client and involved family members.

D. used for on-going treatment planning.

6. A hospital is preparing for an accreditation review by the Joint Commission. The facility's art therapist will most likely be asked to provide which of the following?

- A. an inventory of Universal Precautions Protocol
- B. a record of Sharps Inventory Logs
- C. a record of Continuous Quality Improvement
- D. an inventory for Material Safety Data Sheets

VII: CLINICAL SKILLS AND APPLICATION

This content area assesses your knowledge of the provision of services that encompass all aspects of the therapeutic process. Examples of tasks measured by this content area include, but are not limited to:

1. A 77-year-old Caucasian woman is admitted to a long-term care facility with a diagnosis of Dementia of the Alzheimer's Type. Which artist's work would be most likely to promote reminiscing for this patient?

- A. Norman Rockwell
- B. Georgia O'Keeffe
- C. Andy Warhol
- D. Grandma Moses

2. A patient was admitted to a psychiatric hospital with severe symptoms of paranoid and delusional thinking. After three days, he voluntarily joined a structured art group held on the hospital unit. "Draw a landscape" was a suggested topic. The patient filled his paper with various lines and scribbles using several colored markers. There was no obvious representation in his drawing, and he shrugged when asked to say something about it. What would be the most effective approach the art therapist could take?

- A. Ask the group to help him process his work.
- B. Point out any resemblance to a landscape in his drawing.
- C. Thank him for coming to the group and making a drawing.
- D. Offer him technical assistance with his drawing.

3. As an art therapist watches a client create a pencil drawing, he notices the thickness of line, use of space, and variety of shapes. This therapist is attending to the

- A. cathartic experience of the client.
- B. formal elements of the art.
- C. interpersonal conflict of the client.
- D. diagnostic information in the art.

4. Which statement about art products is most often true?

- A. Art products are essential to the efficacy of art therapy treatment.
- B. A client's art product may need to be fixed at the end of the session.
- C. The art product is the only way to infer meaning from the art process.
- D. Emphasis on the art product may detract attention from the process.

5. Which of the following is the correct term to describe the primary visual cue operating in this picture (Figure 3)?



Figure 3

- A. Isolation
- B. Encapsulation
- C. Rejection
- D. Distancing

6. Which is NOT a basic task of the group art therapist?

- A. using transparency to model disclosure
- B. comparing and contrasting client art products
- C. demonstrate effective use of art materials.
- D. identifying both personal and group goals

ANSWERS TO SAMPLE QUESTIONS

I: Theoretical Approaches

1. C
2. D
3. C
4. A
5. B
6. D
7. C

II: Intake and Evaluation

1. D
2. B
3. A
4. C
5. A
6. C
7. C
8. B

III: Assessment and Evaluation

Instruments

1. C
2. D
3. C
4. D
5. A
6. D

IV: Diagnosis and Populations

1. C
2. C
3. D
4. C
5. C
6. C
7. A

V: Art Therapy Environment

1. C
2. C
3. B
4. A
5. B
6. B

VI: Professional Practice and Ethics

1. C
2. B
3. B
4. D
5. D
6. B

VII: Clinical Skills and Application

1. A
2. C
3. B
4. D
5. B
6. B

SUGGESTED READING

The content outline is the best resource for preparing for the exam. Candidates should review it, identify specific areas in their knowledge base where they feel competent, and identify those where they do not.

Candidates are also advised to consult professional journals such as *Art Therapy: Journal of the American Art Therapy Association*; *The Arts in Psychotherapy*, and *The International Journal of Art Therapy* (formerly *Inscape*).

The following references may be helpful as an overview of several areas:

- American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.) Washington, DC: Author.
- Gussak, D. & Rosal, M. (Eds.). (2016). *The Wiley handbook of art therapy*. West Sussex, UK: Wiley Blackwell.
- Malchiodi, C. (2012). *The Handbook of Art Therapy* (2nd ed.). New York, NY: Guilford.
- Rubin, J. (2016). *Approaches to art therapy: Theory and technique* (3rd ed.). Philadelphia, PA: Brunner-Routledge