

State of Arts Therapies Training in Europe (SATTIE)

Phase 2 INFORMATION SHEET

From the research team: Daniel Stolfi, Marian Cao and Richard Hougham

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Overall research aim: to establish indicators of good practice in the training of arts therapists in Europe

1. INTRODUCTION

This information Sheet (IS) provides an outline of the project's research aims, design, methodology and recruitment strategy/criteria (including ethical considerations). It details key information for potential stakeholders and individuals involved in the research project.

The main aim of phase 2 of the SATTIE project is to identify indicators of good practice in Arts Therapies Education in Europe. These will be indicative rather than prescriptive and form the basis for discussion among the ECARTE membership as to how they can inform the membership criteria and standards of training to which developing and new programmes can aspire. It is hoped they will also feed into discussions as part of the European Parliament's Mental Health strategy as well as other Ministerial and Health Services' strategies. ECARTE also hopes to generate and facilitate other forums of debate and innovation in different European contexts, including knowledge exchange interdisciplinary dialogue and opportunities for benchmarking good practice.

Phase 2 builds on the work of phase one, which was a mapping exercise of the current provision of Arts Therapies Training, and identified areas of *History, Training, Profession and Research* www.ecarte.info. Phase 2 sets out to create a dialogue that addresses epistemology and the learning and teaching of arts therapies in Europe through bringing together teachers, lecturers and alumni. As new contexts and challenges in the field of the arts therapies develop, arts therapy education should evolve its pedagogy and curriculum to prepare practitioners to meet contemporary health needs.

There is an emphasis on aspects of diversity in the recruitment of participants in the research focus groups, in order to bring together different backgrounds and positioning which may influence the perception and articulation of good practice. The focus groups will follow the guidelines of 'nominal groups' which sets out to establish a consensus of opinion.

2. PRIMARY RESEARCH AIMS/RATIONALE OF THE PROJECT

- 2.1 To design a research project which facilitates interdisciplinary dialogue about best practice in arts therapy education;
- 2.2 To contribute to the development of standards of proficiency and standards of education and training in European Arts Therapies Education;
- 2.3 To publish findings which can be a point of departure for strategic discussion about a European mental health strategy;
- 2.4 To establish indicators of good practice in Arts Therapies Education and Training in Europe for 21st Century;

- 2.5 To generate ideas that can inform educational strategy, pedagogy and curriculum design which prepares arts therapists to meet contemporary health needs;
- 2.6 To formulate and carry out a rigorous mixed methods project with transparency.

3. RESEARCH DESIGN & METHODOLOGY

- 3.1 The primary research method will be nominal focus groups. This is a research method in which the facilitator guides the group through several stages in responding to the research question. The group is tasked with reaching a consensus where possible.
- 3.2 The nominal focus groups will employ both qualitative and quantitative methods in generating data.
- 3.3 There will be two groups:
 - 3.3.1 **GROUP 1** teachers/lecturers
 - 3.3.2 **GROUP 2** recent alumni (graduated in the last five years)
- 3.4 Each group will have 3 meetings with the main aim of establishing a set of good practice indicators, using a nominal focus approach, followed by a forum in which data from session 2 is discussed.
- 3.5 There will be 8 people in each group
- 3.6 Each group will have a main facilitator and a 'support facilitator'
- 3.7 Ethical considerations will be presented to all participants, including consent, confidentiality, procedures for retraction and future publication plans
- 3.8 Questions will be sent out to participants for consideration before the focus groups.

4. RESEARCH QUESTIONS

4.1 GROUP 1

SESSION 1: What are considered to be the main criteria in assessing trainee arts therapists' fitness to practice, in particular with regard to tacit and embodied knowledges?

SESSION 2: What are considered to be the main indicators of good practice in assessing these criteria and, in particular, what innovations might enhance the assessment of tacit and embodied knowledges?

4.2 GROUP 2

5. SESSION 1: What are considered to be the main criteria in assessing trainee arts therapists' fitness to practice, in particular with regard to tacit and embodied knowledges?
- SESSION 2: (draft) What are the main criteria for assessing tacit and embodied knowledges and what innovations might enhance how they are assessed?

6. RECRUITMENT STRATEGY

We have identified three sets of criteria for participants:

- *A representation of different member countries and geographic areas within ECArTE and the length of time the art therapies educations have been established;*
- *A representation of the five different disciplines (including Play Therapy where possible)*
- *A diversity of age and experience (from recent graduates to established practitioners)*

Criteria for recruiting facilitators:

- *We will be recruiting facilitators from within the ECARTE membership → i.e., facilitators from different countries and from different disciplines but with a good level of expertise in terms of facilitating groups.*

1. The research team will send an invitation for expression of interest to the ECARTE membership to recruit participants for the two nominal focus groups and a follow up discussion forum;
2. Potential facilitators will be approached directly by the research team;
3. Once the facilitators have been recruited, the research team will organise a meeting for training in the process of conducting nominal focus groups.

TIMELINE

February 2022- Recruit facilitators

March 2022 – recruit participants

June/September 2022- conduct nominal focus groups for group 1

Autumn 2022 – transcriptions, organising and analysis of data for group 1

September-November 2002 - conduct nominal focus group 2 sessions

Winter 2022 - transcriptions, organising and analysis of data for group 2

Spring 2023 – review of findings and write up project

Note: A pilot run of the NFG happened at the 2022 GA in Paris.

Phase 3 of the SATTIE project will be working with case studies to offer examples of the development of arts therapies trainings in three EU member states and consider how the good practice indicators might support the development and quality of education and training in the arts therapies in Europe.