

Implementation Plan

1. Cover memo

Department of Creative Arts Therapies Year of appraisal 2016

To: Dr. Cathy Bolton, Vice-Provost, Teaching and Learning
From: Dr. Rebecca Duclos, Dean
Faculty of: Faculty of Fine Arts
Date: 09-30-2016

Please find enclosed the finalized Implementation Plan for the Department cited above as part of the academic program appraisals process. This Plan was duly discussed with:

- The Department Chair
- The Dean of Graduate Studies (if applicable)

As mentioned in the Concordia University Academic Program Appraisals Manual, 5th edition revised, the Faculty and Department will follow-up on this Plan in two years, when prompted by your office.

Sincerely,

Faculty Dean's name Dr. Rebecca Duclos

Faculty Dean's signature 

Implementation Plan

2. Summary

Concordia's Creative Arts Therapies Department (CATS) is a multidisciplinary department offering three professional graduate degree programs and one graduate diploma program:

- 1) The Master's in Creative Arts Therapies, Art Therapy Option (established 1982);
- 2) The Master's in Creative Arts Therapies, Drama Therapy Option (established 1997);
- 3) The Master's in Creative Arts Therapies, Music Therapy Option (established in 2010);
- 4) The Graduate Diploma in Music Therapy (established 2015)¹

The department's three Masters and Graduate Diploma programs are approved by their respective professional accrediting organizations: the American Art Therapy Association, the Canadian Art Therapy Association, the North American Drama Therapy Association, and the Canadian Association for Music Therapy. The MA in Drama Therapy, the MA in Art Therapy, and the Graduate Diploma in Music Therapy prepare graduates for entry into their profession as credentialed therapists. The MA in Music Therapy prepares students for advanced music therapy practice. Because of the professional nature of its programs, the CATS department and its faculty hold great responsibility both in terms of its students and their clients seen during their clinical studies as well as in their future careers. Additionally, the Graduate Diploma in Music Therapy prepares students with strong backgrounds in music and the behavioral sciences to move forward into new careers in music therapy and leads to accreditation.

The intensive practicum component of the Creative Arts Therapies training program enables students to apply the knowledge and skills that they acquire in their coursework. It is the vehicle for integrating theory with clinical experience – a critical element in the development of the professional competence of an art therapist, music, or drama therapist. Practica include both clinical experience and supervision. Clinical experience is acquired at a variety of agencies, usually in the greater Montreal area, providing the student with practical application of art therapy, music, or drama therapy. Supervision is provided at both the host agency and at Concordia University. Students in Art Therapy and Drama Therapy acquire 800 hours of practicum experience; 350 hours during the first year and 450 hours during the second year. Students in the Graduate Diploma in Music Therapy acquire 1,200 hours of practicum experience, while those in the MA in Music Therapy acquire 50 to 100 hours.

In addition to its graduate programs, the Department offers three undergraduate classroom courses that provide students with an introduction to Art Therapy, Drama Therapy or Music Therapy, and are prerequisites for admission to the three MA degree options, and the Graduate Diploma in Music Therapy. Most students enrolled in the undergraduate courses come from the Faculty of Fine Arts (Studio Arts, Theatre, Art Education and Art History),

¹ The Graduate Certificate in Music Therapy (21 credits), established in 2009, was upgraded to a Graduate Diploma in Music Therapy (28 credits) in 2015.

Faculty of Arts and Science (Psychology, Biology and Communications) and even a few from the John Molson School of Business (COOP – International Business and Management). A new cross-program undergraduate course was added in 2016. *Introduction to Creative Arts Therapies*, a blended course that will be offered online in 2017-18, is designed to attract undergraduate students to the field.

The CATS department and its programs are directly aligned with Concordia's mission, vision, values, and objectives. These are seen particularly in terms of innovation, experiential learning and community engagement, support for student success, and research strength. The creative arts therapies themselves represent groundbreaking approaches to health and wellbeing. The inclusion of art, drama, and music therapy within a single university department is unique in Canada.

Students in the Art and Drama Therapy programs complete a major written research project as their capstone experience, while Music Therapy Master's students complete a thesis project. CATS faculty advise graduate students in Concordia's Individualized (INDI) Program in the School of Graduate Studies to provide its students the opportunity for doctoral studies. CATS faculty are active researchers and reflect a great diversity in terms of clinical and research expertise areas and approaches. This enhances diversity among the CATS students.

The department contributes directly to strengthening research at Concordia University through both its students and its faculty. As practicing clinicians and artists, faculty members have developed expertise with specific populations in a wide variety of settings. They have formed partnerships with cultural and health organizations across the city, including the Montreal Museum of Fine Arts, The Douglas Mental Health University Institute and the Montreal Heart Institute, and have earned major funding for their work on mental health and wellness. Research highlights include: Sandi Curtis' study of rape culture, using music to help women and girls overcome domestic violence; Bonnie Harnden's upcoming film project based on her stage drama *You Arrive*, which looks at early mental trauma, parenting and therapy; Guylaine Vaillancourt's work with *Dans La Rue* using music to address the physical and psychological distress facing homeless youth. Yehudit Silverman's research and documentary films advocate for families affected by suicide; and Josée Leclerc's research points to the benefits of art therapy in patients with elevated heart rate. The findings of Yehudit Silverman and Josée Leclerc's research, in particular, will be shared as part of the Montreal Museum of Fine Arts community programs through a series of creative arts therapies workshops.

CATS' two research centres – the Centre for the Arts in Human Development (CAHD, established 1996) & The Art Hives Network (established as *la Ruche d'art* in 2011) – represent social relevance at the intersection of student learning, clinical practice, and research with a focus on transforming lives and transforming communities. The CAHD, headed by faculty member Stephen Snow, is an educational, clinical and research centre serving adults with developmental disabilities and other special needs populations. The Art Hives Network, developed by Janis Timm-Bottos, is a collection of community spaces open to anyone who wants to come in and create. They are designed to foster opportunities for

dialogue, skill sharing, and art making between people of differing socio-economic backgrounds, ages, cultures and abilities.

All faculty members have been active and successful in grant writing to support their research and their community clinical endeavours from such agencies as CIHR, SSHRC, FQRC, Canadian Heritage, and others. They are recognized as pioneers in a number of areas nationally and internationally. Specific areas of leadership include: Feminist Music Therapy, Social Gerontology, Singing and Health, Community Art & Community Music Therapy, Ethnodrama, Arts Therapy Trauma work, Dramatic Rituals, and fostering consciousness of racial discrimination through use of response-art methodology.

In order to build on CATS' strengths and to address some of the challenges facing the department, the dean's office offers specific faculty recommendations outlined in the table below. While the office agrees that the intensive practicum is an asset of the program, there are some reservations that the current model isn't sustainable. With respect to department's research activities, they noted a need to expand the mandate of the Centre for the Arts in Human Development to include a broader spectrum of research. They further encourage the department to build on their advanced practice streams in all areas to attract students eager to attain psychotherapeutic licensure, but who are not necessarily seeking a thesis degree leading to further academic research. Additionally, the faculty recommendations fully support the need to formulate an action plan for recruitment.

Finally, the dean's office commends the inroads the department has made forming partnerships with cultural and health organizations as well as with the University's own Perform Centre, which has shown strong interest in further collaboration. The Faculty believes the Creative Arts Therapies department, in particular, is well positioned to advocate for health-related work across campus and to advance the Faculty's own strategic direction *Corporea Consortium on Arts and Health* that focuses on the need for "whole body thinking".

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3. Recommendations

The Faculty Dean is invited to include a numbered list of recommendations for improvement, as well as a rationale and implementation schedule (an Excel spreadsheet is also available by request to the Appraisal Coordinator).

Recommendations	Prioritized timeline for completion	Responsibility	Dean's comments and resource implications
<p>1. The department is strongly encouraged to convene a series of retreats to consider and rethink sustainable models of Practicum supervision across the three programs, including but not limited to finding ways to make supervision less intensive and to streamline communication between faculty and on-site supervisors. It is further recommended that the department call on outside consultation for expertise from the fields or other academic programs.</p>	Fall, 2016	CATS FT faculty	
<p>Rationale: Department members indicate that the current level of intensive, one-on-one Practicum supervision places an undue burden on their time, and that staffing in this area is not sustainable with the faculty complement.</p>			
<p>2. The department must review the mandate of the Centre for the Arts in Human Development, in consultation with its directors and stakeholders. Could the Centre's mandate be broadened to more equally embrace all three fields and a broader spectrum of faculty research? How might additional links be forged, either within CATS or with Concordia faculty not currently involved with the Centre?</p>	Throughout 2016-'17	CATS Dept. Council and Research committee, CAHD Board	

Rationale: The vital work and extensive history of the CAHD is to be celebrated as it enters its 20 th year. The department should seek to expand the range of Centre offerings to greater support the research of CATS faculty and to broaden its public outreach.			
3. The department should continue and complete the process of adding a second Advanced Practice stream within the Music Therapy MA option.	In progress, completion expected for Fall, 2017.	Dept. Chair and Music Therapy faculty	
Rationale: This will attract students eager to obtain licensure in the area but not necessarily seeking a thesis degree track leading to further academic research.			
4. The Department should investigate the possibility of adding a second clinical or practice-based stream within the Art Therapy and the Drama Therapy MA options. They are encouraged to review other Art and Drama Therapy programs in the US and Canada that offer multiple streams or degree pathways in a single area	For implementation in Fall, 2018.	Dept. curriculum committee and Art and Drama program faculty	
Rationale: This will attract students eager to obtain licensure in the area, but not necessarily seeking a thesis degree track leading to further academic research.			
5. The department should complete formulation of an action plan for recruitment, in close collaboration with the Fine Arts recruitment officer and in accord with the faculty's central plan. Immediate elements to be addressed include a review of recruitment materials; web-based videos highlighting research and teaching; and updates of student and alumni profiles on the department's website.	In progress, building on success in 2016-17.	All full-time faculty, FA recruitment officer and communications advisor	
Rationale: The department seeks to admit 15 students per program per year. Meeting this goal by implementing an			

expanded recruitment plan will lead to greater sustainability of its programs.			
6. The department should initiate discussion with the department of Psychology to explore creating a pathway of access to pre-program, qualifying Psychology courses. A clear pathway of courses offered at Concordia should be established.	Immediately	Deans of Fine Arts and Arts & Science; Dept. Chairs	
Rationale: The high number and relatively advanced nature of pre-admission psychology requirements mandated by the fields' accrediting bodies is a barrier to application.			
7. The department should continue to convene regular retreats to discuss its future direction and vision, with particular focus on balancing the importance and role of community-based and clinically based teaching and learning.	In progress	Dean, Dept. Chair, FT faculty; collaborating FA department chair(s)	
Rationale: The department is well placed to expand beyond its current scope and, perhaps, break down some internal boundaries by collaborating across areas and with new partner institutions. This kind of re-visioning may have beneficial effects on recruitment. The newly developed blended course, "Introduction to Creative Arts Therapies," represents an excellent step in this direction			Collaborative projects with the Musée des Beaux-Arts de Montréal, are an excellent first step, as part of a broader Fine Arts and Health faculty-level strategic direction. The department might wish to consider partnering with other Fine Arts programs in offering courses of broader interest in the realm of community arts.