

# Policy Manual

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## Academic Freedom Policy

## Policy #1

The common good of society depends upon the search for truth and its free exposition. Academic freedom in teaching, research and dissemination of knowledge is essential to these purposes. Persons engaged in teaching, research and dissemination of knowledge are entitled to freedom in carrying out teaching and in discussing their subjects, and freedom from institutional censorship. Academic freedom carries with it the responsibility to use that freedom in a manner consistent with the scholarly obligation to base research, teaching and the dissemination of knowledge in a search for truth. Freedom in research is fundamental to the advancement of truth.

Academic freedom involves:

1. *The right within the Institute to decide who shall teach, who shall be taught, and what shall be studied, taught or published.*
2. *The right of appointment of faculty members, or admission of students, regardless of race, sex, religion, or politics.*
3. *The rights to teach, learn, study and speculate without deference to prescribed doctrine or threat of reprisal and discrimination.*
4. *The right to criticize the Institute and the right to participate in its governance.*
5. *It ensures that academic staff cannot be dismissed without just cause and rigorous due process.*

Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights. Persons engaged in teaching, research and dissemination of knowledge are members of the community, members of a learned profession, and members of an educational institution. These circumstances impose a high order of responsibility. They require continuing effort by all such persons in scholarship and teaching, and at all times, fairness and a due regard for the evidence in making statements. Such persons have the obligation to exercise academic freedom responsibly. They should not state or imply that they speak for the Institute or any of its units unless duly authorized.

Institute teachers and clinicians are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should be aware that the public might judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

## Standards of Practice

## Policy #2

The Kutenai Art Therapy Institute adheres to the Canadian Art Therapy Association Standards of Practice. *See Appendix 3.* Art Therapy Clinicians, Clinical Instructors, and

Clinical Supervisors must adhere to the standards of practice and ethical guidelines of the Canadian Art Therapy Association. Best practices are to be demonstrated in all areas.

## Admissions Policy

## Policy #3

Admission to the Kutenai Art Therapy Institute two-year diploma program is competitive as space is limited. The program runs from September through May. Electives, experiential courses and program preparation courses are offered in summer school. Please note that the minimum admission requirements cannot be waived by the institute or by the student. Students not meeting these requirements may request a Prior Learning Assessment and Recognition. The following application materials are required for admission to the diploma program.

### Requirements for Application

- A Bachelor's degree: all official transcripts;
- 3 Psychology courses (*5 recommended courses*): Introduction to Psychology, Child and Adolescent Development, Human Development, Abnormal Psychology, Theories of Personality, Developmental Psychology, History of Psychology and Counseling Skills.
- Background in the Creative arts: proficiency in the visual arts is to be demonstrated in a portfolio. (10 images – slides, photos, digital images or video).
- Proficiency in English (spoken and written).
- Criminal record check.
- Three letters of reference.
- Resume.
- Personal autobiography & statement of intent.
- Personal interview. (Preferred in person, but can be done as a teleconference call).
- Application fee: \$50.00 for regular and distance students and \$100.00 for prior learning assessment and for international students.
- Recommended:
  - Previous work or volunteer experience in education, counseling, rehabilitation, psychiatry or social services.
  - Art therapy workshop or group.
  - Personal experience with therapy or art therapy (80 hours).

Admissions Procedure: Application deadline is April 1<sup>st</sup>.

Applications for the regular program will be accepted until July 30<sup>th</sup> space permitting. A non-refundable application fee of \$50.00 (regular and distance students) and \$100.00 (for prior learning assessment and for international students) and must accompany each application. When all application materials have been received, the selection committee will arrange for personal interviews. The intent of the interview is to determine the suitability of the candidate for the program. Aspects that will be considered are: therapeutic qualities (empathy, connectedness, positive response, compassion and self-reflection) and personal insight.

A tuition deposit of \$200 is required upon admission into the program.

Revised and approved by the KATIA Board, April 23, 2007.

## Prior Learning Assessment & Recognition (PLAR) Policy #4

All regular application requirements for admission are required. Students accepted with a PLAR are entitled to practice as professional art therapists upon graduation. However, it is important that all applicants applying to KATI under a PLAR are aware that both the Canadian Art Therapy Association and the provincial associations do require a degree (BA, BFA, BSW), plus the diploma from a recognized Art Therapy training program to become a Registered Art Therapist in Canada. Entering the program with a PLAR will affect the student's ability to become an Art Therapy Supervisor.

Prior Learning Assessment and Recognition (PLAR) is assessment by valid and reliable means, and by qualified specialists, of what has been learned through non-formal education / training or experience. It is important to note that the key factor of a PLAR is to establish the learning that has occurred, rather than just the experience itself. It is the applicant's responsibility to produce documentation of evidence of learning that meets the entrance requirements to the Kutenai Art Therapy Institute. This process may be used to establish a documented equivalency of a Bachelor's degree or the credits required in psychology courses.

To evaluate prior learning and clinical work experience in order to establish a documented equivalency, applicants are requested to present documentation and material for the following categories as completely as possible. The following points are a guide for information to be included in the presentation. Areas for assessment include:

- Formal Education: What is not complete and why not? What is accomplished? Course work covering similar material;
- Informal education: workshops, conferences, general knowledge etc.
- Health factors and family situation
- Psychology courses
- Personal life experience
- Writing & research skills (courses, projects)
- Motivation, organization and discipline
- Art background and experience
- Therapeutic perspective and experience: personal work, groups/workshops,
- Therapeutic and communication skills
- Perseverance, response to challenges
- Employment: resume, years of experience, hours of client work. *Employment in clinical work can be considered: KATI has applied the three-for-one rule. Thus a four-year bachelor's degree could be considered the equivalent of 12 years of clinical work if the relevant skills and knowledge are evident.*
- 3 references from supervisors and colleagues.

The Executive Director and an instructor will review the application and interview the prospective candidate. The decision will be based upon the application, the interview and an assessment that the candidate has the capability to successfully complete the program. Students with a MA in a relevant field may choose to complete the program with a Post-Masters Certificate and not be required to complete a thesis.

Revised and approved by the KATIA board. May 31, 2007.

## Transfer / Articulation Policy                      Policy #5

The Kutenai Art Therapy Institute will consider up to 50% of course work as transfer credits from other Art Therapy post-baccalaureate programs. All students will be required to take the following specific courses:

Kati-2: Art Therapy: Interpretative Methods

Kati-6: Art Therapy: Group Dynamics & Therapeutic Skills  
Year 2

Kati-7: Art Therapy Training Group  
Year 2

Kati-10: Art Therapy Research: Qualitative Methods  
Year 2

Thesis /major project

Kati-CC-00 / 0A: Art Therapy Supervision (individual / group)

The following courses may be required and will be determined on an individual basis through assessing course outlines and the identified learning objectives.

Kati-1: Art Therapy History

Kati-3: Art Therapy: Theory & Practice

Kati-4: Art Therapy: Human Development

Kati-5: Art Therapy Seminar: Clinical Issues & Ethics

Kati-8: Art Therapy: Psychopathology & Theories of Personality

Kati-9: Expressive Therapies

Kati-6: Art Therapy: Group Dynamics & Therapeutic Skills  
Year 1

Kati-7: Art Therapy Training Group  
Year 1

Kati-10: Art Therapy  
Year 1

Kati-11: Art Therapy: Cultural Identity

Kati-12: Art Therapy Readings

We have informal transfer agreements with Vancouver Art Therapy Institute, the Toronto Art Therapy Institute and St Stephen's College at the University of Alberta. We evaluate transfer credit requests on an individual basis.

Revised and approved by the KATIA board May 1, 2007.

## Fees and Tuition

## Policy #6

Annual Tuition \$8,000.00 per year

Please note that Tuition will be raised in 2010.

Textbooks and Supplies \$1400.00 per year (approximate)

Distance Students on site supervision fees (travel, time & accommodation)

- To be determined (individually paid by the student)

Application Fee: (non refundable)

Regular/Distance	\$ 50.00
Prior Learning Assessment	\$100.00
International Student	\$100.00
Individual Course Fee	See Registrar for specific Course fees
Official Transcript of Record	\$10.00 per transcript
NSF Cheque	\$20.00 per cheque
Library Use Fee	
Present students attending program	\$10.00
Full-time Distance students	\$25.00
Graduate and Thesis Students	\$25.00 local \$50.00 out of town

Thesis Fees: is included in the cost for the academic two-year program for the year, which the student is contracted. The tuition fee also covers a three-month grace period for completion of the thesis portion of the program beyond the fourth academic semester. Students pay per semester once the grace period is over. A thesis must be completed within 5 years, from the student's start date.

Semester Thesis Fee \$500.00 per additional semester

Part-time student administration fee \$100.00 per semester

### Unpaid Debts

Student transcripts are withheld until all debts to the Institute are paid. These debts include outstanding tuition, borrowed equipment and books. All previous debts must be cleared before registration in a subsequent year.

Income Tax Receipts: Official income tax receipts will be provided to students in February for the previous year.

Refund Policy: Fees will be refunded in accordance with the most recent version of Private Post-Secondary Education Act, General Directives, as written into the Student Contract.

NOTE: The Kutenai Art Therapy Institute Association Board reserves the right to revise fees without notice.

Revised June 2, 2009

## Student Enrolment

## Policy #7

Upon acceptance, a prospective student receives a letter informing them as follows:

- To ensure the student's place in the program for the coming academic year, the Institute requires a deposit of \$200.00, which will be applied toward the year's tuition.
- As space is limited, you will not be considered enrolled until the deposit is received.
- The Student Enrollment Contract is included with current tuition fees and payment options.

See Appendix 1: Enrollment Contract

## Student Support Policy

## Policy #8

Counseling, individualized student programs and personal support are offered as needed. KATI provides support to Métis and aboriginal students with the aboriginal liaison chairperson, Donna Wright. Student representation on the KATI board ensures that students concerns are addressed in a current and timely manner.

Upon acceptance into the program, the student will receive an information package regarding the school, the community and information on accommodation and community services.

At the beginning of each academic year, each student will receive:

**1. A Student handbook** with general expectations for attendance, grades assignments, marking, course outlines, calendar, instructor contact information, policies and library information, professional standards of practice, administrative, student loan and student support services.

**2. A Practica (work experience) handbook** with Practica forms, contracts, protocols, study guides, record keeping, recording and evaluating guidelines.

## Keys

## Policy #9

The new security system is in place and students will provide a deposit of \$25.00 at the beginning of the fall term for a pass card and studio key. If a student loses the pass card and the studio key they must inform administration immediately to have the pass card number cancelled and the studio lock replaced with a reissue of all studio keys. The key deposit will be forfeited and a new deposit of \$25.00 will be required. The student will be charged \$50.00 to cover a portion of the cost of lock and key replacements for the studio. If the keys are returned at the end of the school year, \$10.00 of the deposit will be refunded. Transcripts will be withheld until payment is received.

Revised June 8, 2009



## Library

## Policy #10

Students will be responsible for the return, replacement or reimbursement of all library materials borrowed. Transcripts will be withheld until such time as this has been accomplished.

Effective: September 11, 2000

### Policy Amendment September 2004

This new policy is based on student suggestions and has been instituted to make the resources for assignments and research available to more students.

**Loans:** Books: 1 month

Theses: 2 days

Reference Materials: Please use in the Library only.

**Deposit** for use of Library is required at the beginning of the academic year, or upon request to use the KATI Library resources.

Present students attending the program: \$10

Graduate and Thesis Students      Local    \$25

Out of Town    \$50

### **Hold Requests:**

Enter Hold Requests for checked-out books on the list in the front of the Green Library Binder.

### **Renewing books:**

Books may be renewed for a further month if there is not a Hold Request for that title. Please check the Hold Request form in the front of the Library Binder.

## Grading System

## Policy #11

Policy for marking papers:

Grading system:

95 to 100	A+
90 to 94	A
85 to 89	A-
80 to 84	B+
75 to 79	B
70 to 74	B-
65 to 69	C+
60 to 64	C
55 to 59	C-

Starting July 1<sup>st</sup>, 2000 the passing grade will be set at 70% which is a B-.

Criteria for marking assignments (papers & presentations) may vary:

General areas:

- 1) Content and research
- 2) Organization, structure, technical, grammar, documentation & clarity
- 3) Style, creativity, personal involvement

## Academic Appeal Policy

## Policy #12

Students have the right to appeal individual assessment outcomes that include a grade on a test or assignment or a practica evaluation by a clinical supervisor. Students may request to retake a test or rewrite a paper. Every effort will be made to encourage a positive learning outcome.

### **Procedure for appeal:**

- 1) The appeal request must be made in writing within one week of receiving the disputed evaluation. This request must be addressed to the Executive Director.
- 2) The Executive Director will appoint a qualified academic official within the Institute to meet with the student and review the complaint. This meeting must occur within one week of receiving the appeal letter.
- 3) If no resolution to the disputed assessment can be reached, the Executive Director will make the final decision.
- 4) If the dispute is with the Executive Director in his/her role as instructor or supervisor, then the final decision is to be made by a senior qualified academic on faculty.

Revised and approved by the KATIA board, April 23, 2007.

## Course Challenge

## Policy #13

If a student feels he/she is able to demonstrate mastery of the objectives of a course without taking that course, he/she may apply to the Executive Director for a course challenge.

### Procedure

A course challenge fee of \$50 must accompany the application. The Executive director in consultation with the course instructor will evaluate the application. The student will be evaluated on the objectives of the course. There will be no reduction in the overall yearly tuition fees – but the challenge fee will be applied towards tuition if the application is successful. A challenge must be completed within one month of the application.

Approved by the KATIA board, April 23, 2007.

## Attendance Policy

## Policy #14

Students are expected to attend classes regularly and to be punctual. At least 80% attendance is required in each course for course completion. Some courses have a specific requirement for hours. Extended absence for medical, personal or family emergencies will be taken into consideration by the Executive Director. Individual courses may be taken at a future date or an individual tutorial may be arranged depending on the circumstances. Students must be attending supervision on a regular basis at all times during the program. Students who are not attending supervision on a regular basis may be suspended from practica. An unexcused absence, with no notification to the Institute, is considered unprofessional and the student will need to meet with the Executive Director before attending class.

### Procedure

If a student knows they will be arriving late for a class they must phone the Institute and advise the instructor. If a student cannot make it to class then it is their responsibility to notify the Institute. Students are expected to follow this procedure for their practica work as well. Students are expected to inform co-facilitators of lateness or absences.

Revised and approved by the KATIA board, April 23, 2007.

## Late Assignment Policy

## Policy #15

Students are expected to complete all assignments on time. We understand that circumstances could arise that could cause a student difficulty in completing an assignment in a timely manner. If a student needs special consideration for a late assignment, a request for extension form must be completed and submitted on the assignment due date. The student may be granted an extension of 30 days after a course has ended, in which to submit late assignments. If all assignments are not submitted by the end of the 30-day period, the student will receive an Incomplete on his/her transcript until the course is repeated and completed.

Without an approved request extension on an assignment, late assignments will be penalized at a rate per day of 1% of the total mark. All assignments will be handed into the office to be date stamped.

Effective September 8, 2005. See Appendix 2 for request form.

## Student Records and Retrievals policy

## Policy #16

All student records are confidential documents, and are kept in a locked filing cabinet in the administrator's office. Student records are to be accessed only by the administrator/registrar and the executive director. A student may have access to his or her personal file by making a written request to administration and viewing the file under the supervision of the administrator.

Student records are maintained for a minimum of 7 years. After seven years, student records may be reduced to include only the student contract and the student transcript, and thereafter must be retained for a period of fifty-five years.

All student files must include:

- enrolment contract,
- results of admission requirements,
- transcripts (signed and complete),
- financial records including payment records,
- student loan documents and any refunds,
- copy of certificates, diplomas,
- student dispute, dismissal and/or withdrawal information.

### **Maintenance and Backups of Student Records**

Student transcripts and financial records are also maintained in electronic format. The entire student record database is backed up on a regular basis through an external hard drive.

### **Retrieval Security**

Electronic student records are accessible by password only by the Executive Director and the Administrator / Registrar. Hard copy records are stored in an office, locked at all time when not in use, and accessed only by the Administrator / Registrar and the Executive Director.

Current and former students may request formal transcripts or transcript copies at any time. Upon request, copies of student records will be made available to the student at a fair and reasonable cost.

### **Transcript protection & Datawitness:**

- Academic records are kept in a secure locked filing cabinet and digital copies are kept both on site, with a back-up hard drive and offsite in CD's.
- KATI provides transcripts, and diplomas stamped with the KATI seal.
- Archived student diplomas and transcripts onto **Datawitness**, a proprietary web-based service that witnesses electronic communications. This produces an accurate and immutable record by automatically imaging the electronic content onto a tangible format. In other words, Datawitness takes a "picture" of

communications to create best evidence in the event of a dispute, audit or simply for records management and archiving. In addition, the "picture" ensures document authenticity while also allowing for long-term preservation. All information sent through the Datawitness service are:

- Created electronically but are automatically recorded onto a tangible format (microfilm)
- Time and Date stamped
- IP Addresses logged
- Email addresses logged
- MD5 Fingerprinted
- Vaulted in a tangible medium (microfilm) as well as electronic format

Based on these steps, the result is an accurate and immutable record: a virtual notarization.

Revised and approved by the KATIA board, June 2,2009.

## Practica (Work Experience Policy)

## Policy #17

### **Requirements**

The requirements from the Canadian Art Therapy Association educational guidelines are that students have a minimum of 350 hours of direct client contact. The Kutenai Art Therapy Institute recommends 400 hours of direct client contact. The minimum requirement for graduation is 350 hours although some students may be required to do 400 hours. An honours internship is 400 hours of direct client work.

### **Supervision:**

The requirements from the Canadian Art Therapy Association educational guidelines are that students have a minimum of 10 hours of direct client contact to 1 hour of supervision. This is the minimum requirement that we use to calculate the hours of supervision. The Kutenai Art Therapy Institute offers more hours due to using a group supervision model.

Full-time students are expected to do 12 hours of practica per week throughout the two years of course work. Practica includes 4 to 6 hours of direct client contact, set up, clean up, record keeping of the art and client notes. A maximum of 10 hours per week of direct client contact is set. Exceptions to this require special permission from the director.

*Practica requirement: 700 hours approx.*

*350 hours of direct client services minimum requirement.*

*Honours practica/ internship 400 hours.*

*350 hours of record keeping, consultation, organization of artwork and studio*

*80 hours of group supervision or 50 hours of individual supervision*

## Thesis and Research Policy

## Policy #18

Students have a grace period of 3 months, until August 31<sup>st</sup>, to complete their thesis within the last full academic year of their contract for no additional fees. A thesis must be completed within 5 years, from the student's start date upon entering the art therapy program. Students will graduate with a diploma upon successful completion of all course requirements, including the thesis.

All research projects must have the proposal approved by the Research Ethics Committee. Please refer to the current KATI student handbook for the Requirements and Expectations for the Thesis.

Timeline: Subsequent to the grace period there are three thesis periods per calendar year; each period is four months long. Students must contract for a thesis semester. Semesters run: September 1 to December 31, January 1 to April 30, May 1 to August 31. Semester Thesis fee: \$500.00 Part-time students are also required to pay \$100 semester administration fee. Thesis students can apply for a work exchange position to cover thesis semester costs.

Extension on a contracted thesis period:

If a student's thesis is very near acceptance by the thesis advisor, with very few changes needed, they may be granted an extension on their contracted thesis period for **one month** at an additional fee of \$125.00. The thesis advisor would make a recommendation to the Executive Director for approval of an extension.

Students are entitled to use DKATI (thesis pending) only after they have met **all** of the following criteria:

1. He or she has successfully completed all course work.
2. He or she has submitted a 1<sup>st</sup> draft of their thesis for reading.
3. He or she is registered and under contract as a thesis student.

Effective: May 1, 2003. Amended June 2, 2009.

**Position Title: Thesis Semester-Graduate Intern Position**

**Purpose:** to allow KATI thesis students to apply for a work exchange position to cover the thesis semester costs.

**Cost equivalent:** A thesis semester is \$500.

**Pay:** \$20/hour for up to 25 hours per contract.

**Who may apply:** KATI thesis students.

**Application Procedure:** Students interested in a Graduate Intern Position should submit a letter of application and a resume to the Director.

**Number of Positions:** Maximum of 2 per semester.

**Job description outline:** The position would be comprised of:

1. On-site Practica Supervision e.g.: For Practica with Special Needs or Elderly clients or groups.
2. Assistant to the Director: e.g.: Research, writing, video editing.
3. Conference or symposium coordination.

Students are expected to complete the course work in two years. Students have the option of taking a third year to complete practica requirements. Students have 5 years from the start of the program to complete the thesis requirement.

**Certificate:** Students are awarded a certificate upon completion of coursework and practicum requirements.

**Post-Masters Certificate in Art Therapy:** Students entering the program with a Masters in a relevant field (counseling, psychology or social work) may choose to complete the certificate in Art Therapy as a Post-Masters Certificate in Art Therapy.

**Diploma:** Students are awarded a diploma upon successful completion of all program requirements, including the major project / thesis.

Graduates are qualified to be practicing professional art therapists. All students are encouraged to become members of both the Canadian Art Therapy Association and the provincial Art Therapy Association in the area they choose to work.

### **Transcript protection & Datawitness:**

- Academic records are kept in a secure locked filing cabinet and digital copies are kept both on site, with a back-up hard drive and offsite in CD's.
- KATI provides transcripts, and diplomas stamped with the KATI seal.
- Archived student diplomas and transcripts onto **Datawitness**, a proprietary web-based service that witnesses electronic communications. This produces an accurate and immutable record by automatically imaging the electronic content onto a tangible format. In other words, Datawitness takes a "picture" of communications to create best evidence in the event of a dispute, audit or simply for records management and archiving. In addition, the "picture" ensures document authenticity while also allowing for long-term preservation. All information sent through the Datawitness service are:
  - Created electronically but are automatically recorded onto a tangible format (microfilm)
  - Time and Date stamped
  - IP Addresses logged
  - Email addresses logged
  - MD5 Fingerprinted
  - Vaulted in a tangible medium (microfilm) as well as electronic format

Based on these steps, the result is an accurate and immutable record: a virtual notarization.

Revised and approved by the KATIA Board, June 2, 2009.

**Preamble:** To ensure that the Kutenai Art Therapy Institute's program offers the highest quality educational experience for students, it undergoes both formal external and internal program evaluation on a regular basis. The Institute is committed to offer a program that is current and relevant in the art therapy field and from which the students will graduate as professional art therapists. Course changes, as well as new courses, are added as needed or recommended by the Academic Council.

**Policy:** The Academic Council will make a formal submission to the board for approval of any substantial changes to the program or recommended new courses. The Kutenai Art Therapy Institute must conduct an annual internal evaluation and an extensive internal and external review of the program every 5 years. The intention of the annual internal evaluation process is to keep current and make minor modifications to the curriculum on a yearly basis. The external review includes people outside the organization such as alumni, professional art therapists, and post-secondary educators. The Academic Council ensures the program remains dynamic and responds flexibly to the needs of our community.

### **Program Review: Annual Internal Evaluation**

The Institute has a comprehensive annual internal review process, which includes:

- Student anonymous & confidential course evaluations (written) at the end of each course.
- Student anonymous & confidential overall Institute evaluation (written) near the end of each academic year.
- Faculty and staff anonymous & confidential evaluation (written) of the Institute annually.
- Faculty, staff and Board anonymous & confidential evaluation (written) of the Executive Director annually.
- Faculty self evaluate (written) courses taught.
- Academic Council reviews the evaluations, the program and makes course and policy recommendations to the KATI Board.
- Student representation on the Academic Council and the KATI board.
- Annual retreat focuses on program development and includes the KATI Board, staff, faculty, student representation and Academic Council.
- Community feedback from practica placements, and community agencies.

### Annual Reports to the KATI Board

- Institute evaluation (student, faculty and staff)
- Academic Council
  - Academic standards and practice
- Executive Director annual report includes:
  - Student records showing:
    - Student entry and completion dates
    - Withdrawals (attrition and retention rates)

- Number of degrees granted
- Number and percentage of faculty, level of education, professional designation and experience
- Number of full time equivalent (FTE) degree students per full time equivalent teaching faculty/staff.
- Graduate employment statistics (direct and indirect) and employer satisfaction
- Student satisfaction
- Professional activities and development for faculty
- Financial statements (audited as of 2010)
- Current calendar and tuition fees
- Transfer agreements for which consent has been granted.

### **Program Review: External Evaluation Procedure**

1. The Academic Council selects a qualified external evaluator. The criteria for the evaluator are:
  - a. To be a qualified professional art therapist, with both the educational and therapeutic background to be able to adequately evaluate the curriculum.
  - b. To be at arms length from the Institute. (Not faculty or under contract)
  - c. To have credentials which meet the approval of PCTIA and the Ministry of Advanced Education.
2. The Academic Council establishes a committee to conduct the internal review and liaison with the external evaluator for the external review. Committee members can include alumni, faculty, and other stakeholders.
3. The Program Evaluation will review the annual reports of the Executive Director and the Academic Council and verify the information contained. In addition to this the Program review will ask the following questions:
  - Identify the goals and objectives of the program to be evaluated.
    - a. How have the program goals and objectives been met?
    - b. If the goals and objectives have changed due to informal evaluation, how have they changed?
  - Identify the strengths and weaknesses of the program being evaluated.
    - a. What are the barriers experienced by the program.
    - b. How have they been met?
  - What opportunities for new and different programming have emerged? What, if anything, has been done to develop new opportunities?
  - What is the program growth or decline expected in the program over the next 1 to 3 years? What budgeting needs have been identified?
  - What are the new goals and objectives of the program over the next 5 years?
4. The external evaluator meets with the committee established by the Academic Council.
  - a. The initial meeting would set out the process and time line, identify how and who will provide input to the evaluation and what, if any, additional questions should be asked.

- b. The second meeting would provide draft feedback and allow for a free exchange of ideas among the major stakeholders. Prime stakeholders include students, practica placements, alumni and the employers of alumni.
  - c. The final meeting would make changes to the draft report before it is sent to the Board.
- 5. The Academic Council and the KATI board receive a copy of the final report. The report is submitted to PCTIA and the Ministry of Advanced Education.
- 6. The Academic Council reviews the report and makes recommendations to the KATI Board. Once the Board has received the Evaluation Report, changes to the program are instituted according to Board practice and policies. The Executive Director is charged with putting the recommended changes in place.

Revised and approved by the KATIA board, May 28, 2009.

## Employment Preparation and Assistance

## Policy #21

The Kutenai Art Therapy Institute supports and encourages its students both during their studies and after they graduate in employment preparation and support.

- Curriculum Components include workshops and seminars on grant and resume writing, setting up a private Art Therapy practice and in-class panels to practice job interview skills.
- Reference letters are part of the final supervision evaluation and the Director provides ongoing reference and support information.
- Job postings, Current job market information, professional association newsletters are emailed out to all students frequently during the year.

## Student Assessment/Enrollment Guidelines

## Policy #22

The Kutenai Art Therapy Institute ensures meaningful student assessments and evaluations at regular intervals and throughout the academic year.

### **Regular Formal Evaluation**

- Transcripts are issued in January and June.
- Each Student has an end of semester individual meeting with the Executive Director in January and June.

### **Ongoing Assessment/Evaluation**

- at least biweekly Supervision sessions for all students.
- Assignments, case studies and reports throughout the school year. The assignment information is posted in the student calendar issued in September.
- Distance students have regular phone consultations with the Director and may contact the director or the office at any time with concerns.

All instructors maintain office hours for students and individual meetings may be arranged with any instructor or the Executive Director at the student's request.

## Student Withdrawal Assessment/Evaluation

## Policy #23

Each student considering withdrawal will meet in consultation with the Director to Address the issues surrounding the withdrawal: financial, academic, clinical, personal. Every effort will be made to find a solution to support the student's completion of course components, course work and / or the program.

## Refund in Case of Withdrawal

## Policy #24

The student must provide written notice to the institution when the student withdraws. Where total fees have not yet been collected, the institution is not responsible for refunding more than has been collected to date.

### **Refunds before the program of study starts:**

If written notice of withdrawal is received by the institution less than seven (7) calendar days after the contract is made, and before the start of a program of study, the institution may retain the lesser of 10% of the total fees due under the contract or \$100.

Subject to subsection (2) (a), if written notice of withdrawal is received by the institution thirty (30) calendar days or more before the start of a program of study, or of the beginning of each session the institution may retain 10% of the total fees due under the contract.

Subject to subsection (2) (a), if written notice of withdrawal is received by the institution less than thirty (30) calendar days before the start of a program of study, the institution may retain 20% of the total fees due under the contract.

### **Refunds after the program of study starts:**

- a) If written notice of withdrawal is received by the institution, within 10% of the program of study's duration, the institution may retain 30% of the total fees due under the contract. The contract is for 1 year of a 2-year program, which is 9 months; therefore 10% is the first month or 30 days from the first day of classes.
- b) Subject to subsection (3) (a), if written notice of withdrawal is received by the institution, within 30% of the program of study's duration, the institution may retain 50% of the total fees due under the contract. The contract is for 1 year of a 2-year program, which is 10 months; therefore 30% is the third month or 90 days from the first day of classes.
- c) If a student withdraws after 30% of the program of study's duration, no refund is required.

Refunds will be paid to the student within 30 days of the institution receiving written notification of withdrawal.

## Dismissal Policy: Students

## Policy #25

Kutenai Art Therapy Institute has the right to dismiss a student at any point in the academic year if a student fails to meet the stated criteria.

Criteria for Dismissal:

1. A student's inability to meet the fee payments.
2. A student's poor attendance and lack of appropriate participation.
3. A student's inability to meet the program requirements and commitments as evaluated by the director and clinical supervisors.
4. A student's failure to adhere to the ethical guidelines of the Canadian Art Therapy Association.
5. Illegal behaviour within the school program will be cause for dismissal.

### **Procedure for Dismissal:**

1. The director will meet with the student and any necessary faculty members to discuss student's failure to meet KATI's school criteria and to seek ways to reach resolution. The student may be placed on probation. It is important that the decision-making process considers ethical, therapeutic and educational concerns.
2. If the probationary period fails to resolve the problem, the director will write a letter to the student informing him/her of dismissal from the program.
  1. If the student wishes to dispute any decisions they can use the policy for resolving disputes.

If a student is dismissed within 10% of the program of study's duration, the institution will retain 30% of the total fees due under the contract. If a student is dismissed within 30% of the program of study's duration, the institution will retain 50% of the total fees due under the contract. If a student is dismissed after 30% of the program of study's duration, no refund will be given.

Effective: February 1, 1999   Revised December 14, 2006

## Tuition Refund

## Policy #26

### **Refund Policy in the Cases of Withdrawal or Dismissal**

Written notice must be provided by

- a student to the institution when the student withdraws, and
- the institution to the student where the institution dismisses a student.

Where total fees have not yet been collected, the institution is not responsible for refunding more than has been collected to date.

### **Refunds before the program of study starts:**

a) If written notice of withdrawal is received by the institution less than seven (7) calendar days after the contract is made, and before the start of a program of study, the institution may retain the lesser of 10% of the total fees due under the contract or \$100.

b) Subject to subsection (2) (a), if written notice of withdrawal is received by the institution thirty (30) calendar days or more before the start of a program of study, **or of the beginning of each session** the institution may retain 10% of the total fees due under the contract.

Subject to subsection (2) (a), if written notice of withdrawal is received by the institution less than thirty (30) calendar days before the start of a program of study, the institution may retain 20% of the total fees due under the contract.

### **Refunds after the program of study starts:**

If written notice of withdrawal is received by the institution, or a student is dismissed, within 10% of the program of study's duration, the institution may retain 30% of the total fees due under the contract. The contract is for 1 year of a 2-year program, which is 9 months; therefore 10% is the first month or 30 days from the first day of classes.

Subject to subsection (3) (a), if written notice of withdrawal is received by the institution, or a student is dismissed, within 30% of the program of study's duration, the institution may retain 50% of the total fees due under the contract. The contract is for 1 year of a 2-year program, which is 10 months; therefore 30% is the third month or 90 days from the first day of classes.

If a student withdraws or is dismissed after 30% of the program of study's duration, no refund is required.

Refunds will be paid to the student within 30 days of the institution receiving written notification of withdrawal, or within 30 days of the institution's written notice of dismissal.

## Hiring

## Policy #27

Kutenai Art Therapy Institute Association prohibits discrimination on the basis of race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, gender (including pregnancy), sexual orientation, age or conviction on a criminal or summary offense unrelated to the employment. The position must not be falsely advertised in terms of the work to be done, there must be no charge for hiring and the minimum standard found in the Employment Standards Act must be followed.

Kutenai Art Therapy Institute Association must discuss the Canadian Art Therapy Associations Ethical Guidelines with each potential employee to be sure that this code will be respected. The starting rate of pay and hours to be worked must be stated during the hiring procedure.

Hiring and firing of staff of KATI is the responsibility of the Executive Director, who will seek support and policy guidance from the Personnel committee when necessary. The Executive Director has full authority to make staffing decisions in accordance with the annual budget approved by the Board.

Kutenai Art Therapy Institute Association has a three-month probation period, during which time the Institute Executive Director, the Personnel Committee Chair and the Employee will assess the eligibility of the employee. At the end of the three-month probation period there will be a formal review with the employee with a letter of acceptance or dismissal.

### **Hiring Staff & Administration**

Institute staff and administration employees must have the required education and experience for the position.

### **Hiring Faculty Instructors**

Faculty Instructors must have either an MA or a Diploma in Art Therapy from a recognized Institution. There are no exceptions to this. All faculty instructors must go through the interview process with a hiring committee including the Executive Director, Personnel Chairperson, and a qualified academic faculty instructor.

### **Hiring Contract Art Therapists**

The Executive Director has the responsibility of contracting qualified art therapists for clinical contracts and workshops. The contracts are reviewed and approved by the Personnel Committee chairperson.

Revised and approved by the KATIA board, April 23, 2007.

## Instructor Performance Evaluation Policy #28

### Procedure

1. Course evaluations are handed out to the students and then the completed forms are placed in a sealed envelope. Distance students may get evaluations in the mail or email.
2. The instructor fills out a self-evaluation form.
3. The instructor meets with the Executive Director to review:
  - a) The course evaluation forms and the Director reads the relevant comments. If a course has many comments and concerns the Director will have the information transcribed verbatim and collated on a form by the administrative assistant.
  - b) The instructor self-evaluation form.
  - c) Recommendations are formulated. The self-evaluation form and comments from the executive director are placed in the instructors employee file.
4. The evaluation of courses taught by the Executive Director is to be done by a senior instructor and/or a representative appointed by the personnel chair.

Revised and approved by the KATIA board, April 23, 2007.

## Professional Development Policy Policy #29

The Institute encourages staff and faculty members to explore and expand their skills through professional development. The Institute encourages professional development in a number of different ways:

- 1) Encouraging faculty to present at and attend conferences and workshops.
- 2) Encouraging faculty to publish articles in journals.
- 3) Providing workshops at the Institute with guest presenters. Faculty members are encouraged to suggest topics or presenters.

Professional development funds are budgeted for each academic year and the executive director will make equitable recommendations to ensure all faculty members have opportunities for professional development.

### **Request for funding:**

A professional development funding request form must contain the following information:

- 1) Name of conference, workshop or course work
- 2) Relevance to Professional development
- 3) Funds requested

The form for requesting professional development funding is submitted to the Executive Director who will make a recommendation to the Board for approval.

Revised and approved by the KATIA board, April 23, 2007.

## Dismissal Policy: Employees

## Policy #30

Kutenai Art Therapy Institute's Executive Director has the right to dismiss employees. The Board of Directors has the right to dismiss the Executive Director.

### **Criteria for Dismissal:**

1. An employee's poor attendance.
2. An employee's inability to meet the job description requirements under which they were hired.
3. An employee's failure to adhere to the ethical guidelines of the Canadian Art Therapy Association.

### **Procedure for Dismissal:**

1. The Executive Director/ Board of Directors will write a letter to the employee and outline the criteria for dismissal.
2. The Executive Director/ Board of Directors will hold an interview with the employee.

The Kutenai Art Therapy Institute will adhere to the Termination of Employment conditions in the Employment Standards Act.

Effective: January 25, 1999

## Dispute Resolution Policy: Employees

## Policy #31

An employee is defined as: administrative staff, instructor, supervisor, presenter, or any person being paid from the society for services rendered. Conflicts or disputes may include issues pertaining to employment expectations; interpretation of contracts; financial concerns; harassment; personal treatment and evaluation; conduct contrary to the CATA Code of Ethics, and requests for professional development and/or support.

1. All employees who have a conflict or dispute are expected to inform the individuals involved and the Executive Director.
  - a. Disputes between employees are to be first addressed between the employees involved. If this is unsatisfactory, both employees will meet with the Executive Director to resolve the dispute.
  - b. If the dispute is between an employee and the Executive Director, the employee is expected to inform the Executive Director about the dispute and meet in person to attempt to resolve it. The employee may request a mutually agreed upon third party to attend the meeting (personnel committee chair, etc.)
2. If, step one (a or b) has been unsatisfactory in resolving the dispute, the employee is expected to provide a written submission of the dispute to the Personnel Committee of the Kutenai Art Therapy Institute Association Board. This must be submitted within 7 days of the dispute.
3. The Chairperson of the Personnel Committee May request further written clarification from the employee and will request written submissions from all other parties concerned. The submissions will be reviewed and the necessary investigations will be conducted. The Chairperson has the option of appointing a committee member to conduct the investigation.
4. The Chairperson of the Personnel Committee will provide the Board with a written decision with reasons for approval. Upon approval all parties involved in the dispute will be informed in writing of the final decision. This process should not exceed 30 days from the initial dispute.
5. If it becomes impossible for the Chairperson of the Personnel Committee to reach an equitable decision, that is both workable and can be respected by all parties, then an outside Mediator will be hired. The Institute will pay for a maximum 2-hour mediation session with all parties involved. The mediator's recommendation will be final.

Revised and approved by the KATIA board, Jan. 5, 2009.

Conflicts or disputes may include academic expectations (interpretation of assignments and coursework), practica evaluation, financial difficulties, harassment, personal behaviour and evaluation, participation, and/or requests for support and assistance.

1. The student is responsible to inform the staff person and the Director of the dispute. Students and teachers are encouraged to resolve any dispute with the individuals involved in a timely manner. The disputed issue should be identified and dealt with within the week that it is brought forward. Learning skills in conflict resolution is an important part of therapeutic training and any problem or dispute should be approached with the attitude that this is both an opportunity to learn and to practice skills.
2. If the dispute is not resolved by step one, a student can make complaint via a written submission of the dispute to the Chairperson of the Personnel Committee of the Kutenai Art Therapy Institute Association Board. This written submission should be made by the student in a timely manner (maximum of 7 days from the identified problem).
3. The Chairperson of the Personnel Committee will request written submissions describing the problem from all other parties concerned, which must be made within 7 days.
4. The Chairperson of the Personnel Committee will review the submissions and conduct necessary investigations. The Chairperson has the option of appointing another committee member to conduct the investigation. It is mandatory that this person should not be an employee, graduate or faculty member of the Institute.
5. The Chairperson of the Personnel Committee will provide the Board with a written decision with clearly articulated reasons for approval. Upon approval all parties involved in the dispute will be informed in writing of the final decision. The delivery of this decision should not exceed 30 days from the initial dispute.
6. If it becomes impossible for the Chairperson of the Personnel Committee to reach an equitable decision, that is both workable and can be respected by all parties, then an outside Mediator will be hired. The Institute will pay for a maximum 2-hour mediation session with all parties involved. The mediator's recommendation will be final.

Revised and approved by the KATIA board, Jan. 5, 2009.

## Health and Safety

## Policy #33

### Preamble

- Safety and good hygiene in the studio is a priority. First aid kits are to be maintained in both main classrooms. Art Materials are non-toxic and tools are considered for safety. The Institute maintains a scent-free environment. An inspection of the premises is done on an annual basis by the Fire inspector. An inspection of the fire extinguishers is also done on an annual basis by the Safety inspector.

### Policy

- Instructors are required to introduce new students to Institute practices regarding safety, first aid, fire escape routes and building safety. There is a chart in each studio outlining exit routes.
- In the case of any illness, students may not attend any Practica or facility with vulnerable clients, such as seniors and those in palliative care. They are required to notify the facility and fellow students.
- The Institute expects instructors and students to respect others and maintain a scent free space.
- Administration must be informed immediately of any injury or threat to the safety of clients, students or employees. Emergency services are to be contacted immediately.
- The administrator is the first responder for any first aid required.

## Conflict of Interest: KATIA Board of Directors

## Policy #34

KATIA is a non-profit Society operated by a Board of Directors which functions on a non-hierarchical, co-operative basis using a consensus decision-making model for meetings.

Any Board member or Director experiencing a conflict of interest must declare that conflict to the Board and will be excluded from the decision-making process for any decisions that would have a direct effect on that conflict of interest, e.g. financial decisions that could benefit the person.

In order to avoid conflict of interest between being an employee of KATIA and being a Board Director it is agreed that an employee of KATIA should not hold the Board positions of President, Treasurer and Personnel Chair.

Effective: April 10, 2001

### **Canadian Art Therapy Association Standards of Practice**

Relevant categories:

D.2 Art Therapists assign credit to those who have contributed any research publication in proportion to their contribution to said publication. Art Therapists must honour the intellectual property of others; they must also assign or acknowledge credit for ideas or directives from other Art therapists or related professionals.

#### **35.1 Intellectual property of students**

The student's thesis is the intellectual property of the student. The student is required to provide KATI with 2 bound copies of the thesis and an electronic copy.

#### **35.2 Intellectual property of faculty**

All course material developed by KATI faculty contracted for instruction is the intellectual property of KATI and is kept as part of the course material. KATI materials can be used in other contexts only with written permission. Materials developed by faculty, prior to teaching and / or developed for other contexts are to be used only with written permission.

Faculty publication of journal articles, video/films, and books, are the intellectual property of the individual faculty member, except when the faculty member has been under contract to develop a specific educational material or textbook.

#### **35.3 Publishing with joint authors**

The primary author should be listed first and if it is has equal authorship the names should be listed alphabetically. Care should be taken around student and faculty joint publications to see that the student is acknowledged appropriately for his or her authorship and contribution. See the following guidelines.

#### **35.4 Nature of an Online Course**

An online course implemented in the course management system of KATI is an organized collection of articles, notes, media, assignments, exercises, online communications, tests, and similar materials. Some of the materials posted and used in the course may be previously authored and copyrighted work. Some learning resources may exist as links to other copyrighted materials existing on the Internet. Some materials may have been specifically designed in the Institute for this course with Institute support. Thus the course exists as a collection of teaching artifacts, some of which are separately copyrighted and some of which originate from university supported development.

#### **35.5 Copyright ownership**

A course produced under sponsorship and support of the Institute is a work made for hire and therefore the copyright to the course will be held and exercised by the Institute.

### **35.6 Named credit and acknowledgment**

The faculty authors who developed the course will be acknowledged as author(s) in all current and future uses of the course.

Other copyright holders contributing to the substantive course content or materials will receive acknowledgment and named credit.

### **35.7 Limitations on Use of the Course**

Because the course is a collection of copyrighted works, some originating from Institute supported development and others predating the development, or existing apart from the Institute sponsored development, the following limitations on use exist.

- The course cannot be leased, sold, or transferred to a third party without written permission or license from each author or copyrighted works contained in the course.
- All use of each individual item of copyrighted work must comply with all applicable law, contracts, and licenses. For example, faculty must seek permission to include an illustration, article, or similar copyrighted work in the course. Such permission should include permission for use in subsequent semesters.

### **35.8 Rights reserved by the Kutenai Art Therapy Institute**

As a holder of the copyright for the course, the Institute retains the following rights: however, this list should not be considered to include all of the rights reserved to the Institute.

- a) The right to use the course for credit and non-credit instruction without payment of any royalties, fees, or residuals to the course authors/developers, nor payment to any third parties holding copyright to elements used in the course except as provided by negotiated license or contract.
- b) The right to use the course to create a derivative work in subsequent semesters.
- c) The right to use the course beyond the involvement of the original author/developers.
- d) The right to prohibit the use of the course as designed, and its subsequent derivative designs, at another institution during the useful life of the course at KATI.
- e) The right to control the distribution and use of all intellectual property to which the Institute holds the copyright and named ownership.

### **35.9 Faculty reserved rights**

- a) The faculty author/developers and any third-party authors/producers whose pre-existing work is incorporated into the course retain all rights of ownership in these materials.
- b) The faculty author/developer who includes his or her own pre-existing and copyrighted works into an Institute supported course development grants the Institute a non-exclusive, royalty free right to use the material as part of the course (including subsequent derivative works) during its useful life. In such

- cases the author/developer retains all other rights of ownership to the work and will be credited and acknowledged in all Institute uses of the work.
- c) The faculty author/developer is granted the right to use the substantive content of the course materials, without further consent or approval of KATI, in any scholarly or creative works that do not compete with KATI's actual or intended use of the course material. In particular, the author retains the right to use the content in textbooks, journal articles, conference presentations, consulting projects, and other scholarly works or professional activities.
  - d) The faculty author/developer retains the right to request permission from the Institute to use parts of the course or the course in its entirety at another Institution or setting. Granting of permission will be at the exclusive and sole prerogative of the Institute.

### **35.10 Quality, Clarity and Currency Assurance**

Through the administration of the Academic Council the faculty shall have full responsibility for the substantive and intellectual content of the course material, both at the time of their production and in subsequent uses: faculty shall be expected to deliver accurate and current information and content.

### **35.11 General Statement of Intent**

- a) It is the intent of the Kutenai Art Therapy Institute to train faculty, develop online courses in its curriculum, and develop the capacity of the Academic Council to sustain the developed course(s).
- b) The Institute does not seek to create a copyrighted work for the purpose of leasing, selling or licensing the work to third parties.
- c) The Institute seeks no copyright ownership of individual works of substantive and scholarly intellectual content created by faculty authors/developers. The Institute seeks to use the materials that have been incorporated into the course design without payment of royalty, fee or license in all current and future uses of the course.
- d) The Institute seeks the right to prevent the use of the course, as developed, at any competing Institution or organization.
- e) The Institute will not prohibit faculty authors from using the substantive content or scholarly works created as a part of this project in other scholarly and professional endeavours.

Effective: June 2, 2009

The policy for research ethics and procedures is as follows.

**Canadian Art Therapy Association Standards of Practice**

Specific relevant criteria:

Art Therapists act with integrity in regard to colleagues in Art Therapy and other professions. They carry out research in an ethical manner, and participate in activities, which advance the goals of the profession of Art Therapy.

D.3 Art Therapists, as researchers, must be adequately informed of and abide by relevant laws and regulations regarding the conduct of research with human participants.

E.1 Art therapists are aware of their influential position with respect to students, supervisees and research participants, and they avoid exploiting the trust and dependency of such persons. Therapists, therefore, make every effort to avoid dual relationships that could impair professional judgment or increase the risk of exploitation.

E.11 Researchers in the field of Art Therapy shall evaluate their projects as to the potential contribution to the profession of Art Therapy, to human welfare, and in relation to the welfare of the research participants.

E.12 Prior to commencing any research project the Art Therapist shall: 1) consult competent professionals in the field to ascertain whether the research project should be undertaken; 2) take all steps necessary to eliminate any possible emotional or physical risk to the research participants; 3) make sure that all individuals working with the principal investigator in the project shall accord due respect to the research participants and the artwork; 4) obtain written consent from all research participants, or their legal representatives, ensuring that this consent is based on full disclosure of all information.

**Ethical Principles and Procedures for the Kutenai Art Therapy Institute**

**A. The Need for Research in Art Therapy**

Research in art therapy is premised on a fundamental commitment to advancing knowledge and understanding of the usefulness, efficacy and legitimacy of art therapy in therapeutic practice and to raise the profile of the profession of art therapy in general.

Research in art therapy satisfies at least three basic needs:

- The basic desire for new knowledge and understanding in the field of art therapy

- Individual subjects may benefit from being involved with art therapy: either the discovery of information concerning their own welfare or the satisfaction of contributing to society through research.
- As well, research benefits particular groups and society as a whole. The benefits of art therapy can be both researched and published to inform segments of the helping communities that are not aware of them; increased acceptance of art therapy and art therapists into more arenas of care will increase the public's access to this service; art therapy will be seen to have value as a profession in its own right.

## **B. The Need for Ethical Procedures in Dealing with Humans in Art Therapy Research:**

### Respect for Human Dignity

An ethic of research involving human subjects should include two essential components: (1) the selection and achievement of morally acceptable ends and (2) the morally acceptable means to those ends.

The first component is directed at defining acceptable ends in terms of the benefits of art therapy research for subjects, for associated groups, and for the advancement of knowledge. The second component is directed at ethically appropriate means of conducting research. For example, even in the most promising of research initiatives the use of another human must be solely as a means toward legitimate ends.

There must be respect for human dignity. It is unacceptable to treat persons solely as means (mere objects or things), because doing so fails to respect their intrinsic human dignity and thus impoverishes all of humanity. Second, the welfare and integrity of the individual must remain paramount in art therapy research.

## **C. Overarching Ethical Principles in Art Therapy Research**

**Respect for Human Dignity:** The cardinal principle of modern research ethics, as discussed above, is respect for human dignity. This principle aspires to protect the multiple and interdependent interests of the person—from bodily to psychological to cultural integrity. This principle forms the basis of the ethical obligations in research that are listed below.

In certain situations, conflicts may arise from application of these principles in isolation from one other. Art Therapy Researchers must carefully weigh all the principles and circumstances involved to reach a reasoned and defensible conclusion.

**Respect for Free and Informed Consent:** Individuals must have the capacity and right to make free and informed decisions. In practical terms within the ethics review process, the

principle of respect for persons translates into the dialogue, process, rights, duties and requirements for free and informed consent by the research subject.

**Respect for Vulnerable Persons:** Respect for human dignity entails high ethical obligations toward vulnerable persons—to those whose diminished competence and/or decision making capacity make them vulnerable. Children, institutionalized persons or others who are vulnerable are entitled, on grounds of human dignity, caring and fairness, to special protection against abuse, exploitation or discrimination. Ethical obligations to vulnerable individuals in art therapy research may translate into special procedures to protect their interests.

**Respect for Privacy and Confidentiality:** Respect for human dignity also implies the principles of respect for privacy and confidentiality. Standards of privacy and confidentiality protect access to, control and dissemination of personal information. In doing so, such standards help to protect mental or psychological integrity. They are thus consonant with values underlying respect for privacy, confidentiality and anonymity.

**Respect for Justice and Inclusiveness:** Justice connotes fairness and equity. Procedural justice requires that the ethics review process have fair methods, standards and procedures for reviewing research protocols, and that the process be effectively independent. Justice also concerns the distribution of benefits and burdens of research. No segment of the population should be unfairly burdened with the potentially harmful aspects of research for the advancement of knowledge. However, there should be neither neglect nor discrimination of or against individuals and groups who may benefit from advances in research.

**Balancing the Harms and Benefits of Research:** Art therapy research ethics require a favourable harms-benefits balance—that is, that the foreseeable harms should not outweigh anticipated benefits. Harms-benefits analysis thus affects the welfare and rights of research subjects, the informed assumption of harms and benefits, and the ethical justifications for competing research paths. Because research involves advancing the frontiers of knowledge, its undertaking often involves uncertainty about the precise kind of benefits or harms that attend proposed research. These realities, as well as the principle of respect for human dignity, impose ethical obligations on the prerequisites, scientific validity, design and conduct of research.

**Minimizing Harm:** When conducting art therapy research there is a duty to avoid, prevent or minimize harms to others. Research subjects must not be subjected to unnecessary risks of harm, and their participation in research must be essential to achieving scientifically and societal important aims that cannot be realized without the participation of human subjects.

**Maximizing Benefit:** There is a duty to benefit others and, in research ethics, a duty to maximize net benefits. Art therapy research tends to produce benefits for subjects themselves, for other individuals or society as a whole, as well as for the advancement of knowledge.

## **D. A Subject-Centered Perspective**

Art therapy research subjects contribute enormously to the progress and promise of art therapy as a process and a profession and therefore a resource for advancing the human condition. There may be opportunities in art therapy research where subjects can be participants in the development of a research project, and collaboration between them and the researcher in such circumstances is vital and requires nurturing. Such collaboration entails an active involvement by research subjects, and ensures both that their interests are central to the project or study, and that they will not be treated simply as objects. Nevertheless, some research will require a more formal separation between subject and researcher because of the nature of the research design.

A subject-centered approach should, however, also recognize that researchers and research subjects might not always see the harms and benefits of an art therapy research project in the same way. Indeed, individual subjects within the same study may respond very differently to the information provided in the process of free and informed consent. Hence, researchers must strive to understand the views of the potential or actual research subjects.

Art therapy researchers should take into account that potential subjects who are asked to participate in research by, for example, their therapist, their doctor, their caregiver, teacher or supervisor may be overly influenced by such factors as trust in the researcher or the hope for other goals—more than by assessment of the pros and cons of participation in the research. A research subject may hope for specific benefits from the art therapy due to these influences. This places extra demands on the researcher for accuracy, candor, objectivity and sensitivity in informing potential subjects about proposed research.

Art Therapy Researchers should also be aware that some research might be legitimately opposed to the immediate interests of the research subjects. The Research Ethics Board should take this into consideration when evaluating a research proposal.

## **E. Academic Freedoms and Responsibilities**

Researchers enjoy, and should continue to enjoy, important freedoms and privileges. To secure the maximum benefits from research, society needs to ensure that researchers have certain freedoms. It is for this reason that researchers and their academic institutions uphold the principles of academic freedom and the independence of the higher education research community. These freedoms include freedom of inquiry and the right to disseminate the results thereof, freedom to challenge conventional thought, freedom from institutional censorship, and the privilege of conducting research on human subjects with public trust and support. However, researchers and institutions also recognize that with freedom comes responsibility, including the responsibility to ensure that art therapy research involving human subjects meets high scientific and ethical standards. The researcher's commitment to the advancement of knowledge also implies duties of honest and thoughtful inquiry, rigorous analysis, and accountability for the use of professional

standards. Thus, review of research proposals, the findings and their interpretation by an Ethics Review Committee contribute to accountability, both to colleagues and to society.

Review of the ethics of research helps ensure a more general accountability to society. Accountability, moreover, requires that the whole process should always be open to critical assessment and debate.

## **F. Ethics and Law**

The law affects and regulates the standards and conduct of art therapy research involving human subjects in a variety of ways, such as privacy, confidentiality, intellectual property, competence, and in many other areas. Human rights legislation prohibits discrimination on a variety of grounds. In addition, most documents on research ethics prohibit discrimination and recognize equal treatment as fundamental. Researchers should also respect the spirit of the Canadian Charter of Rights and Freedoms, particularly the sections dealing with life, liberty and the security of the person as well as those involving equality and discrimination.

This legal context for research involving human subjects is constantly evolving, and varies from jurisdiction to jurisdiction. Researchers and institutions should have recourse to expertise to identify legal issues in the ethics review process.

However, legal and ethical approaches to issues may lead to different conclusions. The law tends to compel obedience to behavioral norms. Ethics aim to promote high standards of behaviour through an awareness of values, which may develop with practice and which may have to accommodate choice and liability to err.

## **G. Putting Principles into Practice in Art Therapy Research at KATI**

For meaningful and effective application, the foregoing ethical principles must operate neither in the abstract, nor in isolation from one another. They should be applied in the context of art therapy research and art therapy ethical norms and practices. Good ethical reasoning requires thought, insight and sensitivity to context, which in turn help to refine the roles and application of norms that govern relationships. Thus, because principles are designed to guide ethical reflection and conduct, they admit flexibility and exceptions. To preserve the values, purpose and protection that they attempt to advance, the onus for demonstrating a reasonable exception to a principle should fall on those claiming the exception.

Art therapy researchers should be aware that there are a variety of philosophical approaches to ethical problems, and that debate between various schools of thought both informs ethical decisions and ensures an evolving context for ethical approaches. KATI advocates a feminist analysis, which is centered on context, relationships of power and allocations of privilege that perpetuate disadvantage and inequality. For example, art therapists engaged in research must be aware of their influential position with respect to research participants and must make every effort to avoid dual relationships that could

impair professional judgment or increase the risk of exploitation. The feminist approach may therefore help to correct the systemic exclusion of some groups from research.

Effective guiding principles for conducting art therapy research depend on procedures and policies for their implementation. Indeed, modern research ethics are premised on a dynamic relation between ethical principles and procedures. This relationship in KATI is implemented through a Research Ethics Committee that reviews all prospective student and faculty research projects and implements procedural norms.

### **Procedures for Art Therapy Research at KATI:**

All prospective researchers must request an ethical review of their proposed project. No research that includes human subjects must commence in the absence of ethical approval.

The procedure for submitting an application for approval to the Research Ethics Committee is as following:

The application must thoroughly outline the research project, including addressing the following ethical considerations:

- a) Rationale and statement of value of the research- the contribution that this research will make and the way in which the methodology addresses this;
- b) A clear description of the research design, which outlines the composition and size of the sample, with recognition of the drawbacks and benefits.

Consent must be gained for the use of tape recordings, videos, or other material data provided; details of the way that the anonymity of the data will be assured must be provided. Forms/checklists will be provided to prospective researchers that will assist them in the preparation of the application and particularly in the matters of consent and anonymity

The application will comprise of:

- a) A completed application form (copy in thesis handbook)
- b) A full proposal including any methodologies, questionnaires, interview schedules, or other materials to be used in the collection of data
- c) The self assessment checklist for researchers (copy in thesis handbook)
- d) A checklist that is a summary of information to be given to the participants of the research
- e) Research Ethics review checklist (copy in thesis handbook)
- f) Letter of invitation to subjects to participate in research
- g) Copy of the proposed participant information sheets
- h) Participant Consent Forms – possibly different ones depending on the participation e.g. for active participants, client subjects, online subjects, telephone subjects etc

### **The Research Ethics Committee:**

The Research Ethics committee will be comprised of not less than 3 members and not more than 5 members. It is to be at arm's length from the applicant. Members of the committee will have conducted research themselves and/or have done a thesis. At least one member of the committee will have a graduate degree in a related field such as social sciences, psychology, or medicine.

The Procedure, including time frames:

1. The researcher will submit the application to the KATI Director, or a faculty member via email and then it will be emailed directly to the Research Ethics Committee.
2. The Committee will notify the researcher within one month of the date of receipt of the application package in writing of their decision. The decisions can be as follows: a) yes, with no changes; b) no – the research is not acceptable; c) the research is acceptable with changes and/or additional information.
3. If required, the revised application package should be re-submitted within one month
4. The Committee will inform the applicant within one month of the date of receipt of the re-submission in writing. If there is still a problem with the research proposal, a meeting will be offered to the applicant, including the Committee, the applicant, a faculty advisor if applicable, to determine if a further submission is required.
5. The research must be carried out in accordance with the procedures as approved.
6. The completed research will be submitted to appropriate faculty, and the Ethics Committee within the agreed upon time.

Approved by the KATI Board June 2, 2009.

**Policy**

When a Principal Investigator with the Kutenai Art Therapy Institute is successful in obtaining any type of grant, award, or contract for research (salary, operations, equipment, etc), whether from internal or external sources, and for which the Kutenai Art Therapy Institute will be financially responsible for managing, the Principal Investigator will follow the procedures of this policy to supply timely information to the appropriate administrative personnel at KATI and ensure that they have reviewed and are familiar with their responsibilities as the financial Manager of the funds set up by the KATI Research Ethics Committee for their grant, award or contract.

It is essential that all Principal Investigators / financial Managers review, be familiar with and follow, the foregoing policies and guidelines and follow the Standards of Practice of the Canadian Art Therapy Association.

**Financial management of research funds:**

All funds for support of research are held by the Institute and are not the property of individual researchers. Ownership of equipment and materials purchased from research funds will be vested with the Institute and not with the individual researcher. No expenditures may be made before the establishment of a research fund at KATI.

- Individuals who are eligible to be principal investigators can be granted the role of financial manager of research funds.
- Over budget expenditures are not permitted on research funds.
- The financial manager must authorize all expenditures.
- Financial managers are responsible for ensuring that all charges authorized against research funds conform to allowable expenditures within approved budgets.
- Expenditures must conform to all terms and conditions of the grants or contracts, all regulations of the sponsoring agencies and relevant Institute policies and regulations.

**Procedure**

1. Upon the successful receipt of a grant, award or contract for a research project the principal investigator will provide the following information to the executive director and the bookkeeper:

- Cover page, project summary and budget page as submitted on the funding application.
- Letter of award or contract from the sponsoring agency with all pertinent details of any restrictions on fund expenditures, and dates by which the funds must be expended.
- Budget as approved by sponsoring agency.

1. Hiring of personnel to be paid from research funds require regular KATI hiring procedures to apply.

2. Spending of research funds must be kept within the research budget and no expenditures will be made into creating a deficit budget. The principal investigator is responsible for ensuring accurate budgeting and working with the bookkeeper to keep accounts up to date.
3. The principal investigator must report to KATI's Executive director on a monthly basis regarding the research process, findings, budget, and goals of the sponsoring agency.

### **Breach of Policy**

The Kutenai Art Therapy Institute has the right to approve or to disallow any research proposal for breach of policy, lack of integrity in the research procedure, breach of ethical standards, or mismanagement of research funds.

### **Guiding Principles**

- Research activities will be self-funded through research grants, contracts, etc., that comply with current applicable Institute policies and standards. All research will adhere to established ethical principles and standards, appropriate scientific rigor and be vetted by the KATI Research Ethics Committee. All research must adhere to the Canadian Art Therapy Association Standards of Practice and to the Tri-Council policy Statement: Ethical Conduct for Research Involving Humans.
- When such research is approved the Institute will provide support services in the form of suitable facilities, clerical support, mentorship and professional development when required.
- All research will be approached with scholarly integrity. Such integrity of scholarship will require attention to authorship and publication rights as well as disclosure of any potential conflicts of interest.
- Students will be involved in applied research activities whenever appropriate to provide them with new and enhanced opportunities for learning.
- Such research will enhance the knowledge and experience of KATI faculty and staff and work to build a positive reputation for the Institute in the realm of applied art therapy research.
- Applied research will serve to establish collaborative and mutually beneficial arrangements and/or partnerships with agencies in the public sectors of the Institute region and beyond.

**Definitions:** for the purpose of this policy

**Research** means the gathering of information from or about living individuals or groups of living individuals.

**Human participant** means any living person who is a source of primary data.

**Researcher** means anyone who carries out the research.

**Principal Investigator** means the researcher who has primary responsibility for a given research project.

**Therapeutic research** means research regarding a treatment involving subjects who could benefit from the treatment.

**Non-therapeutic research** means research performed regarding a treatment that involves subjects who will not benefit from the treatment.

The standard of **minimal risk** is commonly defined as follows: if potential subjects can reasonably be expected to regard the probability and magnitude of possible harms implied by participation in the research to be no greater than those encountered by the subject in those aspects of his or her every day life that relate to the research, then the research can be regarded as within the range of minimal risk.

Approved by the KATIA Board May 28, 2009.

## Policy for Audited Annual Financial Statements

Policy #38

The Kutenai Art Therapy Institute requires audited financial statements to be done at the fiscal year end. Audited Financial statements are to be submitted to the required government departments.

This policy is established for the upcoming fiscal year July 2009 – June 2010 and will continue thereafter.

Approved by the KATIA Board May 28, 2009.

**Kutenai Art Therapy Institute Academic Council: Authority and Bylaws**

The primary mandate of the Academic Council is to provide a forum for Institute faculty, supervisors and students to debate ideas and concepts leading to the development of Academic Policies. In addition to policy development and review, Academic Council monitors the implementation of Academic Policies, recommends the future direction of Institute programming, and identifies significant trends in art therapy, education and society and with the implications for the Institute.

**Policy:**

All Academic policies are to be developed and reviewed by Academic Council before submission for approval by the KATIA Board of Directors. The Academic Council shall fulfill the purposes and functions as identified in the by-laws.

**Purpose and function of the Academic Council**

- a) To develop and review KATI academic policies.
- b) To review provincial and national educational guidelines for Art Therapy training programs.
- c) To measure and evaluate program effectiveness.
- d) To develop curriculum policies.
- e) Development and approval of the Academic Schedule.
- f) Review and approval of new student applicants and prior learning assessments.
- g) Examination of the academic standards and requirements for admission, progress, evaluation and graduation.
- h) Initiate, develop and review policies that affect the learning structure and organization. Development and approval of individual course and program changes
- i) To review changes to course outlines, textbook lists and to make recommendations to the KATI board regarding program development.
- j) Identify significant issues in art therapy, education and society and determine the implications for KATI.
- k) The council will report to the Board of Directors regarding Academic Policy and any other matter the Academic Council considers advisable.
- l) The Council may make comments and suggestions to the Board of Directors concerning Governance Policies.
- m) The Council may make comments and suggestions to the Administrative Director concerning Administrative Policies.
- n) To interview faculty positions.
- o) To evaluate students course satisfaction and achievements
- p) To review thesis policy
- q) To determine general degree requirements.
- r) To evaluate and determine the transfer of credits: for diploma graduates, for masters students, and for students transferring in to the KATI masters program

**Membership:**

The Academic Council membership can include the Executive Director, faculty, supervisors, art therapists, alumni and student representation. The Academic Council may form committees as required. A quorum of the Council shall consist of a majority of the voting members. Members are expected to inform the Chair when they will be absent from a meeting. Membership on the council will be revoked following 2 meetings that the member is absent without notice.

**Academic Council Committees**

Standing committees of Academic Council shall have terms of reference approved by the Council and members elected by the Council. Terms of reference shall include a schedule for reporting to Council.

The **Curriculum Committee** is a standing committee of the Council with representation from each academic department. The Curriculum Committee debates course and program changes and brings recommendations to the Council.

The **Admissions Committee** is a standing committee of the Council and reviews new student applications, conducts prior learning assessments, and interviews prospective students. The admissions committee may accept students into the program. Any concerns or recommendations should be brought to the Academic Council for consideration.

The **Distance Education Committee** is a standing committee of the Council. The committee shall review and make recommendations on proposals from departments regarding development and delivery of new distance education courses/programs.

The **Program Review Committee** is a standing committee of the Council. The committee shall oversee the annual program review and five-year comprehensive program reviews.

The **Conference Committee** is a standing committee of the Council. This committee coordinates the workshops, summer program and conferences offered.

The **Convocation Committee** is a standing committee of the Council. The committee celebrates the achievements of KATI students by initiating and carrying out plans for the convocation ceremony. Academic Council will receive and provide feedback to the Convocation Committee on the details of the Convocation date, time, venue, program and schedule of related events prior to the event.

The **Student Awards Committee** is a standing committee of the Council. The committee shall determine recipients of student awards, bursaries and scholarships in accordance with the administrative requirements of the Kutenai Art Therapy Institute.

The **Nominating Committee** is a standing committee of Council, which prepares a slate of nominees for: election of members to Council and committees; and the appointment of community members.

## **Procedure**

In order to assure student representation, the Council shall elect its Chair at the October meeting. The Chair will remain in office for twelve months.

The Chair shall:

- Preside over all meetings of the Council according to the principles of Roberts Rules of Order;
- Prepare correspondence as necessary on behalf of the Council;
- Prepare the meeting agenda in consultation with the Executive Director;
- Keep a record of the minutes for the Academic Council;
- Report to the KATIA Board regarding policies and matters pertaining to the Academic Council.

## **Meetings**

- Monthly through the school year and bimonthly during new student applications.
- Any member of the Institute community may refer a matter to the attention of the Council by presenting in writing a submission to the Chair no less than ten days prior to any meeting of the Council.
- All submissions to the council will be considered for the agenda of the next regular meeting of the Council. Submissions may be returned to the originator only:
  - a) If there is insufficient information for Council to make an informed decision.
  - b) If the submission would be better served in a different forum
  - c) If prescribed Institute procedure has not been followed.
- In exceptional circumstances and with the approval of two-thirds (2/3) of the members present at a meeting, the Chair may entertain a motion dealing with an item not on the agenda.

Approved by the KATIA Board June 2, 2009.