

## CREATIVE/EXPRESSIVE ARTS THERAPIST

Work in this class involves providing skilled habilitative/rehabilitative services to clients (patients or residents) who have mental, social, physical, and/or emotional disability through the use of creative/expressive arts therapy in psychiatric hospitals, mental retardation centers, and local mental health programs. The mediums which may be used include arts, music, drama, or dance therapy. Work involves evaluation of clients through the use of behavioral observations, interactions, variety of tests, and analysis of medical records. Treatment plans are designed to intervene in specific Problem areas and to effect particular cognitive, affective, and/or psychomotor behaviors specifically for each patient. By nature of their clinical responsibilities, employees may coordinate, supervise and train other staff and interns. Employees report to a Creative/Expressive Arts Supervisor.

### I. DIFFICULTY OF WORK:

Variety and Scope - Work assignments include assessments of the client's developmental, psychomotor and psychosocial skills and development of individualized, intervention treatment programs. Employees plan, design and conduct a variety of therapeutic programs/activities based on individual goals. These activities may include adaptive activities, rhythm and relaxation music, playing instruments, chants, dancing, games, listening to self on tapes, developmental sequencing activities, and leisure counseling. Employees evaluate short and long term progress and alter goals and programs. Employees may supervise interns. Clients are served from a number of units throughout the institution.

Intricacy - Assessments and programs developed reflect analyses and consideration of a variety of concerns such as behavioral, conceptual, functional and social levels. Treatment plans and programs are based on assessments made through behavioral observations, a variety of developmental, psychomotor and psychosocial tests, interviews, treatment team conferences and analysis of medical records and are designed to intervene in specific areas. Progress notes are comprehensive evaluations reflecting a variety of factors including short and long-term impact. Individual goals and programs are altered and redesigned based on evaluations.

Subject Matter Complexity - Work requires a considerable knowledge of therapeutic creative/expressive arts principles, techniques, methodology and their application to the population being served. Work also requires a working knowledge of the physiological, sociological and psychological implications for the disease processes experienced by the population being served.

Guidelines - Guidelines include professional publications and textbooks, nursing and drug references, student training manuals, and hospital policies and procedures. Guidelines for treatment are also provided through doctors' referrals, rounds, and interdisciplinary team conferences.

### II. RESPONSIBILITY:

Nature of Instructions - Employees receive referrals from interdisciplinary teams and physicians. Employees receive general guidance on overall program direction, but seldom receive specific instructions on individual treatment planning.

Nature of Review - Work is periodically reviewed by supervisor through on-site observations and review of medical charts.

Scope of Decisions - Employees work with clients from several units with multiple disabilities.

Employees' assessments and treatment plans affect clients, clients' families, and other treatment team members.

Consequence of Decisions - Decisions regarding assessments and treatments affect the progress a client makes toward rehabilitation or normal development. Assessments made can also impact on another discipline's treatment plan for the patient.

### III. INTERPERSONAL COMMUNICATIONS:

Scope of Contacts - Work requires contact with clients, clients' families, a variety of paraprofessional and professional disciplines, and community resources.

Nature and Purpose - Employees work with clients, their families and members of the interdisciplinary team to develop and implement a treatment plan which will assist in habilitation/rehabilitation. Employees contact community resources to schedule activities and/or to make discharge plans. Work also involves instructing students and graduate assistants in methods and techniques.

### IV. OTHER WORK DEMANDS:

Work Conditions - Employees work in all areas of a psychiatric hospital, mental retardation center, or local mental health facility.

Hazards - Employees will have periodic exposure to clients with a wide variety of mental disorders and disabilities which could cause bodily harm.

### V. RECRUITMENT STANDARDS:

Knowledges, Skills, and Abilities - Considerable knowledge of the therapeutic creative/expressive arts principles, techniques, and methods and their application to the population being served. Working knowledge of the physiological, sociological, and psychological implications for the disease processes experienced by the population being served. Ability to integrate a philosophy of creative/expressive arts which is therapeutic in nature into a clinical program. Ability to select and administer a variety of appropriate testing methods and use the results to plan individualized therapeutic programs. Ability to instruct and supervise student interns, subordinate staff members, and other medical and para-professional personnel in creative/expressive arts therapy methods and techniques. Ability to evaluate client progress and to present evaluative reports in interdisciplinary team meetings. Ability to maintain effective working relationships with clients, families, a variety of professional disciplines, and the general public.

Minimum Education and Experience - Bachelor's degree in music therapy which includes a six month internship from an appropriately accredited institution; or bachelor's degree in music or music education with an equivalency in music therapy which includes a six month internship from an appropriately accredited institution; or bachelor's degree in one of the creative/expressive arts areas (art, dance, drama, music) from an appropriately accredited institution and two years of experience in all phases of therapeutic programming; or an equivalent combination of education and experience. If the creative/expressive arts degree program has a therapeutic equivalency or emphasis, the experience requirements will be waived.