HEALING
Art Therapy Diploma

**Work Package 1:
In depth analyses of
the overall situation on
Art therapy in
Education**

A report on:

- the current situation at department level

- capacities and needs of teachers, students and stakeholders in Art Therapy Education

- available facilities and resources

UC Leuven Limburg
MOVING MINDS

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ABBREVIATIONS AND ACRONYMS / GLOSSARY AND DEFINITIONS

EACEA — Education, Audio-visual and Culture Executive Agency

EC — European Commission

EU — European Union

GA — Grant Agreement

HEI — Higher Education Institution

ICT — Information and Communication Technologies

PC — Project Coordinator

WP — Work Package

WPL — Work Package Leader

1. Introduction

1.1 Healing Project Description

"Development of a Multidisciplinary Diploma on Art Therapy in Health Education - HEALING", is a project co-funded by the Erasmus+ Capacity Building for Higher Education programme with main objectives to develop a multidisciplinary diploma in Art Therapy in Health Education as well as to establish Art Therapy Centre in each partner university.

HEALING project will represent and encourage the development of Arts Therapies education in partner countries, Jordan and Tunisia. In particular, the project aims to design and develop a professional educational program (e-learning package) of Art Therapy for people with learning difficulties and disabilities that will enable all staff and students to work with patients with chronic conditions offering them arts-based therapeutic services. The Art Therapy Diploma with (8) new courses that will be developed, will be designed and implemented according to Bologna process for undergraduate & graduate students, accredited and adapted into the involved departments.

Practical courses will be offered at the Art Therapy Centres while theoretical courses will be offered online as e-courses. The Arts Therapy Centres will raise awareness of the role of arts therapy, raise the number of professionals in this field and it will offer individual, group, generic and tailored therapeutic services.

HEALING project will be designed and implemented across 8 Universities in Tunisia and Jordan. Partner countries will share their experiences and gain knowledge of how the arts can be used in different cultural and medical settings through attending training workshops in program countries.

The consortium, which consists also of 6 program countries across Europe (Italy, Portugal, Greece, Belgium and Croatia), will collaborate to create materials for the e-learning package of vocational training for staff and students in how to use the arts as a therapeutic tool. The e-learning package will enable staff from a variety of professional backgrounds to include the arts as part of their therapeutic work. The Arts Therapies education will include art therapy, dance therapy, drama therapy and music therapy.

More specific the HEALING project will:

- Improve the integration of refugees with psychological or emotional problems through development of Arts Therapies resources as a way to deal with trauma.
- Develop innovative approaches to strengthen the training paths of Arts Therapists equipping them with all competences and skills needed to deliver high quality therapy.
- Strengthen cooperation and exchange of best practice between PCs and European organizations in the development of co-produced training packages and new approaches to the integration of refugees and students with special needs.
- Engage Medical health centres and centres supporting Disabled people in designing training packages thereby, challenging stigma and increasing awareness on how to face their challenges through Arts Therapies.
- Create a Network of Arts Therapists and Community Support professionals.

- Promote co-production and collaboration to develop training modules and a "toolbox" for Creative arts therapists and their supervisors. Developed by arts therapists, these resources will also be accessible to therapists and other health professionals in the region.

1.2 Healing Project Consortium

The HEALING project consortium is composed of 14 partners, as shown in Table (1). The UNIVERSITY OF JORDAN is the project coordinator that has relevant skills in the internationalization of higher education and great experience in implementing similar projects.

Number	Partner	Countries
P1	The University of Jordan	Jordan
P2	Hashemite University	Jordan
P3	Irbid National University	Jordan
P4	Jordan University of Science and Technology	Jordan
P5	Al- Israa' University	Jordan
P6	University of Gabes	Tunisia
P7	University of Sfax	Tunisia
P8	University of Sousse	Tunisia
P9	University of Brescia	Italy
P10	Technological Institutes of Porto	Portugal
P11	National and Kapodistrian University of Athens	Greece
P12	Universidade Católica Portuguesa	Portugal
P13	Josip Juraj Strossmayer University of Osijek	Croatia
P14	University College Limburg vzw	Belgium

Table 1: Project Partners

1.3 Healing Project Work Packages

The HEALING project consists of seven main work packages as shown below in Table 2.

WP1	In-depth analysis of the overall situation on the on Art Therapy in Education
1.1	In-depth Survey on State of art of Art Therapy in Education
1.2	In-depth Survey on Teachers and Students Competences and Awareness
1.3	In-depth Survey on available facilities and resources
1.4	Analysis of surveys' results and elaboration of final reports
WP2	Curriculum Development
2.1	Definitions and Selection of Courses to be designed/updated
2.2	Design of new courses and restructuring of existing courses
2.3	National Workshop on Curricula Development
2.4	Accreditation of the courses into Curricula
2.5	Implementation of the courses into Curricula
WP3	Capacity Building and Training Workshops (Teacher/Technician Staff & Students)
3.1	Elaboration of Capacity Building Plan & Selection Criteria
3.2	Academic and Technician Visits to EU Partners
3.3	Students Visits to EU Partners
3.4	Academic workshops for transferring know-how and skills
WP4	Development of the Art Therapy Centre to support the new curriculum
4.1	Final List of Equipment
4.2	Purchase, installation of equipment and Lab operation
WP5	Quality Control and Monitoring
5.1	Quality Committee
5.2	Quality and Monitoring Plan
5.3	Quality and Monitoring Reports
5.4	External Evaluation
WP6	Dissemination & Exploitation
6.1	Dissemination Committee and Dissemination Plan
6.2	Project Website
6.3	Promotional material & Dissemination Days
6.4	E-learning platform

6.5	Final Conference
WP7	**Project Coordination**
7.1	Kick-off meeting
7.2	Steering Committee
7.3	Technical and Scientific Committee
7.4	Biannual progress reports
7.5	Operational Staff

Table 2: Work Packages

2. Work Package 1
In-depth analyses of the overall situation on Art Therapy in Education

2.1 Aims and objectives

The first work package of the project aims at assessing the current situation on Art Therapy in Education in Tunisian and Jordan Universities and to investigate the state of art, in order to work towards applying Art Therapy in Healing and Health Education.

Preliminary analyses had already been done in the project's preparation phase by all partners involved. It allowed to define needs of each partner and set common objectives of the project. In WP1, in-depth analysis approaches the following aspects:

- Art Therapy in Education: Curricula Status.
- Real competences to be developed.

Three in-depth analyses are conducted by all partners, with cooperation of the European partners. The research consists of desk research, paper and online surveys, interviews with appropriate stakeholders, including national enterprises, governmental bodies and education experts and advisers.

An online survey with the 8 Jordanian and Tunisian universities gathers the opinion of teaching board at selected schools at each HEI partner in Jordan and Tunisia. More specifically, participating universities conduct surveys with students, teachers, administrators and stakeholders from their institutions, in order to assess their understanding of the problems associated with the introduction of Arts Therapy.

The results of WP1 will be the starting point for WP2: Curricula Development and WP4: Development of the Art Therapy Centre. In WP2, innovative outcome-oriented syllabi and modules will be created taking into account the needs identified in WP1. In WP4, the final list of equipment and the installation of a lab will be based on the survey on available facilities and resources conducted in WP1.

Work Package 1: In-depth analyses of the overall situation on Art Therapy in Education, is led by University College Limburg (WP leader) and co-led by Irbid National University and University of Sousse (WP co-leaders).

2.2 Tasks and deliverables

To reach the objectives for WP1, the following tasks are carried out by the WP leader and co-leaders, with the contribution of the other project partners:

Task 1.1: **In-depth Survey on State of art of Art Therapy in Education.** A survey on the current situation of the level of Art Therapy Education integration in teaching and learning materials. The survey is to be conducted at each partner institution at department level. The aim is to identify the weaknesses and strengths in the curricula, verifying the courses offered, what to update and what courses are needed, taking into account the courses proposed by each partner at the proposal preparation stage. This is to be carried out on national level by all beneficiary partners.

Task 1.2: **In-depth Survey on Teachers and Students Competences and awareness.** The aim of this survey is to examine the art therapy education usage habits and the self-assessed art therapy competences of students in Arts and Health programs, as well as to investigate the level of competences and the needs of the teaching staff. This will allow us to identify the real art therapy education competences that have to be provided to both target groups, to define the most competitive and highly valued situation and trends in art therapy education as well as to determine the new digital technologies to be integrated within the new curricula. This will assist in reviewing, modernizing and designing the new teaching materials.

Task 1.3: **In-depth Survey on available facilities and resources**. This survey will verify partners' facilities in order to build on existing resources available in partner universities, this questionnaire will be distributed online, or face to face meeting with related parties inside each partner's university will be conducted. A report will be developed including a gap analysis, and a discussion of the needs in capacity building, infrastructure and human resources.

Task 1.4: **Analysis of surveys' results and elaboration of final Reports.** All collected data by means of online questionnaires will be analysed. The results of the scoping and needs analysis activity will help determine the most appropriate skills, practical and training content to be embedded in the courses and will be summarized in a final report illustrated during a workshop. The final report on state of arts and competences will contribute to the development of an innovative art therapy curriculum according to EU standards, and one that responds to the target group needs.

The tasks listed above will lead to the development of the following **deliverables**:

- D 1.1: State of art of art therapy education in Health faculties. (Curriculum Verification).
- D 1.2: Report on Teachers and Students art therapy education Competences.
- D 1.3: Report on available facilities and resources at departments

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3. Methodology

This Work package was led by UCLL as Work Package Leader, with the collaboration of work package co-leaders Irbid National University and University of Sousse. In addition, representative participants from other participating universities were selected to form a cell. This cell determined the way of working and the content of the surveys. The cell set up to complete this work package maintained close contact in the form of regular online meetings. Methodology as well as content and targets were discussed.

The investigation commenced with desk research, survey on paper and online formats, and interviews with appropriate stakeholder, including national enterprises, governmental bodies and education experts and advisers.

The aim of WP1 is to look into the following main aspects:

- Scoping the current situation on Art Therapy in Education
- Identifying the real competences to be provided to teachers and students
- Verify the facilities of partner universities in Jordan and Tunisia

These aspects were investigated by means of three in-depth analyses in the form of online surveys:

- Survey 1: the current situation on Art Therapy
- Survey 2: Identifying current and needed competences of teachers and students
- Survey 3: Analysis of partner university facilities

The WP leaders and co-leaders defined various target groups and target numbers for each survey. The table below presents the dissemination strategy with targets set and target groups.

Survey	Goal	Target group	Expected no. of participants	How to distribute
1. The current situation on Art Therapy (and e-learning) at your University - **STAFF**	To make an assessment of the current curricula and e-learning facilities at school of Arts / school of Medical Sciences/ other related schools at the partner universities.	Related Deans/ chairmen of department / professors from your university	Up to **10** participants from your university	Through the partners, they forward it to the right contacts.
2.1 Identifying current and needed competences of teachers and students – **STUDENTS**	To identify which competences in Art Therapy students already have (self-assessed) and which competences they still lack (based on the newest trends and methodologies in art therapy).	Students from your university (school of Arts / school of Medical Sciences/ other related schools)	At least **30 to 100** students from your university	Through the partners, they forward it to the right contacts.
2.2 Identifying current and needed competences of teachers and students – **TEACHERS**	To identify which competences in Art Therapy teachers already have (self-assessed) and which competences they still lack (based on the newest trends and methodologies in art therapy).	Teachers from your university (school of Arts / school of Medical Sciences/ other related schools)	At least **10 to 25** teachers from your university	Through the partners, they forward it to the right contacts.

2.3 Identifying current and needed competences of teachers and students – **STAKEHOLDERS**	To identify which competences in Art Therapy teachers and students already have (self-assessed) and which competences they still lack (based on the newest trends and methodologies in art therapy).	Art Therapy – Stakeholders, people working in relevant companies or centres. (graduated art therapists, hospitals, medical centre, therapists, art therapists,…)	At least **5 to 10** answered surveys per Jordanian and Tunisian Partner University.	Through the partners, they forward it to the right contacts.
3. Analysis of partners Universities' facilities - **STAFF**	To assess the Equipment possibilities of setting up courses that fit the needs of the partner institutions.	Staff/ professors from your University	**1** completed survey from your University	The contact person will collect the information from the right staff

Table 3: Target Groups and Targets

The online surveys were drawn up with the tool Google Forms, as this is the most contentious tool with a view to accessibility and analysis afterwards. To reach as many participants as possible, all surveys were created in English, Arabic and French. Contacts per Jordanian and Tunisian university were asked to disseminate the surveys and to urge as many participants as possible. Every 5 days, the work package leader reported the state of affairs regarding the achieved and not (yet) achieved goals.

The following numbers were collected per university and per survey. All results were collected in a clear excel document, which can be found in annex 2.

SURVEY	Survey 1	Survey 2.1	Survey 2.2	Survey 2.3	Survey 3
TARGET	up to 10 university staff	30 to 100 students	10 to 25 teachers	5 to 10 stakeholders	1 university staff
The University of Jordan	5	97	27	5	1
The Hashemite University	7	220	23	7	3
Irbid National University	7	235	34	15	1
Jordan University of Science and Technology	1	58	10	10	2
Isra University	21	205	30	14	16
Université de Gabès	10	90	20	0	2
University of Sfax	13	47	29	6	1

University of Sousse	18	78	17	10	1
TOTAL	82	1030	190	67	27

Table 4: Reached Targets

Survey 1 on the current situation on Art Therapy, and Survey 3 on the analysis of the universities' facilities, reflect results that are very specific for each university. Therefore, the results for these surveys will be discussed separately for each university and each target group. The results for survey 2 on current and needed competences will be discussed per target group and per country, as well as for both countries combined, so as to have both a comparative and a general overview of the competences considered necessary for the future art therapist.

4. Survey results

4.1 In-depth survey on state of the art of Art Therapy

GOALS AND OBJECTIVES

The aim of this survey is to make an assessment of the current curricula and e-learning facilities at school of Arts and/or school of Medical Sciences at the partner universities. The survey was targeted at deans or professors from the Jordanian and Tunisian partner universities. The target was to reach up to 10 participants per university.

This survey was drawn up to know what materials are currently available and what the current situation is in terms of facilities. On average 10 professors or deans per university were interviewed, in order to get an overview of the materials and facilities at each university.

So as to have an idea of what the faculties look like per participating university, general information per faculty was requested in the introduction of the survey. This information is presented in the summary excel (see appendix).

The following aspects were explored for each university:

- State of the art on art therapy: the current curricula in art therapy education
- E-Learning: experience in and facilities for e-learning

RESULTS

A. STATE OF THE ART ON ART THERAPY

First, universities were asked about the presence of courses related to Art Therapy currently offered in their curricula. The question 'Are there any courses offered at your faculty related to art therapy? resulted in the following answers:

	The University of Jordan	The Hashemite University	Irbid National University	Jordan University of Science and Technology	Israa University	The University of Gabès	The University of Sfax	The University of Sousse
Answer: Yes	3	1	1	0	7	0	0	12
Answer: No	2	6	6	1	14	10	13	6
TOTAL	5	7	7	1	21	10	13	18

Table 5: Are there any courses offered at your faculty related to Art Therapy?

In 3 out of 8 universities, none of the respondents answer yes to the question stated above. For the Jordan University of Science and Technology, it must be taking in to account that the response rate for this survey was too low (only 1 respondent) to draw any conclusions. For the University of Gabès and the University of Sfax it can be concluded that these universities currently don't offer any courses related to Art Therapy.

For the Hashemite University and Irbid National University, only 1 out of 7 respondents indicate that there are courses related to Art Therapy at their institution. This may indicate that not all respondents or staff are aware of Art Therapy courses at their university, or that they interpret 'Art Therapy' differently. An indication of the latter case, is that one respondent at Hashemite University states that 'nearly all courses' are related to Art Therapy at the Medical Sciences department, while the other respondents from the same department indicate that there are no courses at all.

At the University of Jordan, Israa University and University of Sousse, the majority of respondents indicate that there are courses related to Art Therapy at their institution. This indicates that most respondents are aware of these courses and that they are well established at their university.

Next, respondents who answered 'yes' were asked to specify which courses are offered at their institution. The list below is a list of quoted classes, related to art therapy, that are currently offered at the participating universities:

1. The University of Jordan
Music therapy, theatre therapy & visual arts therapy
Music and Art Education
2. The Hashemite University
Nearly all courses are related to art therapy (in the Medical Science department)
3. Irbid National University
Special Education
4. Jordan University of Science and Technology
no courses related to art therapy

5. The University of Gabes
no courses related to art therapy
6. The University of Sfax
no courses related to art therapy
7. Israa University
Theatre and drama
Music and chants (professional and technical education)
Children's arts
Psychology
Art Education Course
Teaching of reading and writing to children
Psychology of play
8. The University of Sousse
Music Therapy
Music Psychology
Psycho-cognition

Table 6: Please specify which courses

Therapy with music, theatre and art are the main forms of Art Therapy Education already offered at the universities with art therapy courses. Next to that, psychology is offered at two universities as part of Art Therapy Education. One university indicates that Art Therapy is an integral part of Special Education at their institution.

Respondents were also asked if they believe there is more need for Art Therapy courses at their university. The large majority of respondents at all HEIs (88%) answered 'yes' to this question. When asked to clarify their answer, the following reasons were stated:

- It is important that students at the School of Educational Sciences learn about this new discipline as part of their major
- The novelty of the field of Art Therapy
- The job market needs this specialisation
- Art Therapy is a new discipline and is constantly changing
- The vision and mission of our university mandates creativity and expansion in serving the local community and patients who are in need
- It is necessary to reach our educational goals

Respondents who answered 'no' to the question, did not clarify their answer.

Because a new curriculum in Art Therapy Education will be implemented at each participating university, each HEI was asked about the latest update or audit conducted for their art therapy courses, and if there is a possibility for future changes or updates in the current curriculum. The latest updates or audits in the Art Therapy curriculum for all participating HEIs happened recently between 2018, 2019 or 2020. All respondents indicated that there is a possibility to update these courses or to add new courses.

B. E-LEARNING

The survey examined the extent to which e-learning is already applied in the participating universities/departments. E-learning is learning done by studying at home using computers and courses provided on the internet.[1] Based on the answers from the survey, we can deduce to what extent the participating departments already are familiar with e learning and through which platforms.

The table below represents the answers to the question 'Is e learning used in your department?':
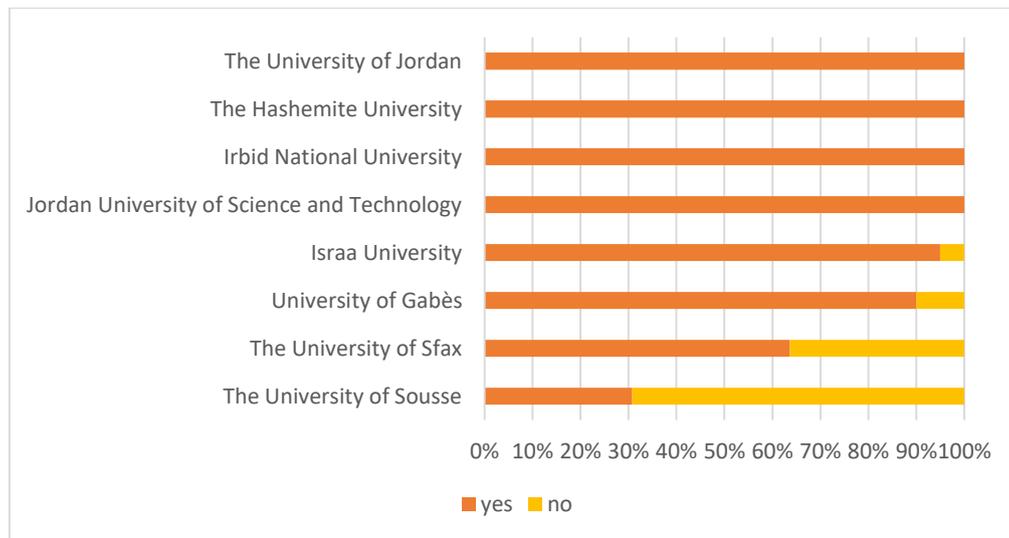
Figure 1: Is e-learning used in your department?

The majority of universities clearly have e-learning fully implemented at their departments and institution, as all respondents indicate that it is present at their department. At *Israa University* and *University of Gabes*, only 1 respondent was not aware of the presence of e-learning at their department. At the *University of Sfax*, 4 respondents or 30% was not aware of e-learning. Most striking is the response for *University of Sousse*, where 66% of the respondents indicate that e-learning is not present at their department. This is an indication that forms of e-learning are not yet fully implemented at this institution.

Participants who answered yes to the question whether they already have experience with e learning were also asked to specify their use of e-learning. From these answers it appears that **learning through online platforms** is the most popular form of e-learning and is used in most departments. **Online face to face meetings** through software such as Zoom and Microsoft Teams are the second most used form of e-learning in most departments, with the Covid-19 pandemic having encouraged this form of distance teaching and learning. Only *Israa University* has already used **apps and gamification** as part of the learning process for students.

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[1] Cambridge University Press (2020). *Cambridge Dictionary.* Consulted on 24 August 2020, https://dictionary.cambridge.org/dictionary/english/e-learning

4.2 In-depth survey on teachers' and students' Art Therapy Education competences

GOALS AND TARGETS

The second of the three in-depth surveys has the aim of identifying which competences in Art Therapy teachers and students already have (self- assessed) and which competences they still lack (compared to the newest trends and methodologies in Art Therapy). The results of this survey form the basis for the development of new methodologies in Art Therapy. Since different target groups were involved, this survey was split up into 3 main parts per target group, namely students, teachers or teaching staff and stakeholders.

1. Students

    - A significant target group since they are potential students of the course. Their experience and findings are important to consider.
    - Target to reach at least 50 students per partner university.

2. Teaching staff
    - Just like students, teachers are an obvious target group as they can potentially be part of implementing the program. Also their experience and findings are important to consider.
    - Target to reach at least 30 teachers/teaching staff per university.

3. Stakeholders
    - Stakeholders were not originally included in the project proposition as a target group. However, after consultation with the project partners, this target group turned out to be indispensable as they form the link with the current field and expertise of art therapy.
    - Stakeholders included for example hospital staff, medical centres, art graduates, therapists, art therapists, …
    - Each participating university invited at least 7 stakeholders who answered the survey.

The themes covered in the surveys for the three target groups are partly the same, but the specific questions or detailed questions were always adapted to the target group surveyed. For each target group, questions of the survey were categorized into three themes: experience with **e-learning**, experience with **courses in art therapy**, and **personal skills** of an art therapist.

The results are discussed in the following chapters per theme and per target group. The detailed surveys for each target group can be found in annex 1.

RESULTS

A.   E-LEARNING

This chapter on e-learning provides on the one hand insight to the current experience with e-learning of each target group, to give an idea of which applications the participants are already familiar with. On the other hand, their personal experience is surveyed in order to obtain an overview of the most frequently encountered advantages and disadvantages of e-learning.

Only teachers and teaching staff were asked about their experience with e-learning. The survey for the stakeholders did not contain this question. Hence the results discussed in this chapter only reflect the views and experience of students and teaching staff, not stakeholders.

The figures represent the answers for all universities. The tables represent the answers separated by Jordanian and Tunisian universities, as well as the total number.

Experience with e-learning
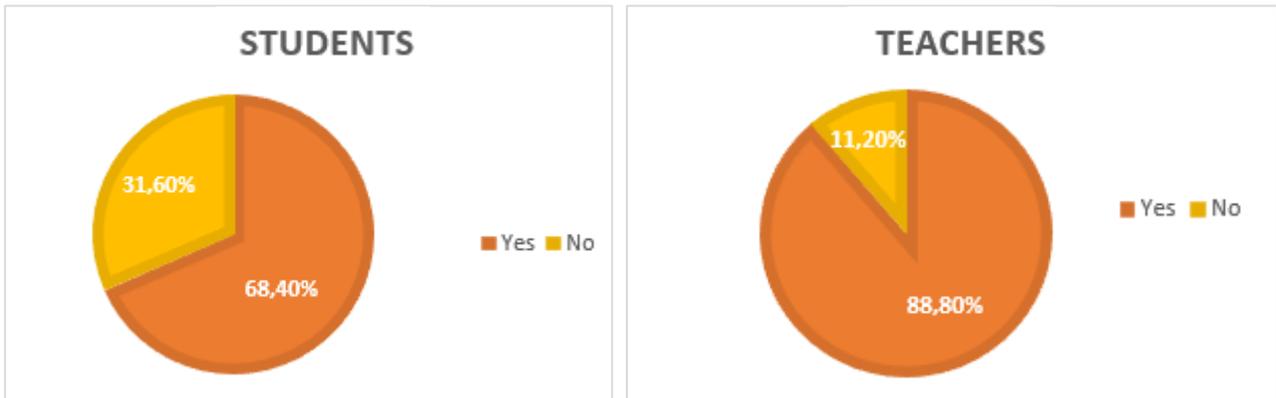
Figure 2: do you have any experience with e-learning?

STUDENTS	JORDAN	TUNISIA	Total
Yes	69,46%	62,59%	**68,40%**
No	30,54%	37,41%	**31,60%**

TEACHERS	JORDAN	TUNISIA	Total
Yes	92,52%	83,50%	**88,80%**
No	7,48%	16,50%	**11,20%**

Table 7: Do you have any experience with e-learning? (teachers & students)

The majority of students from Jordan and Tunisia have experience with e-learning. However, there is still a significant number of students in both Jordan and Tunisia who indicate that they have no experience with e-learning. This should be kept in mind when setting up the online platform, which should be accessible and user-friendly, also for those who have never used online educational applications.
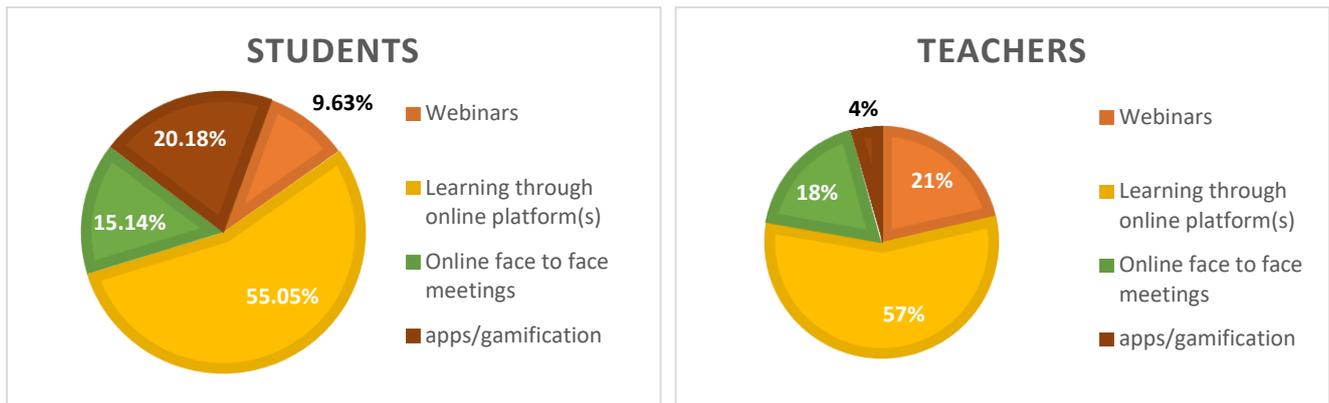
Figure 3: please specify your experience with e-learning

STUDENTS	JORDAN	TUNISIA	Total
Webinars	3,81%	24,86%	**9,63%**
Learning through online platform(s)	63,42%	33,15%	**55,05%**
Online face to face meetings	9,94%	28,73%	**15,14%**
Apps/Gamification	22,83%	13,26%	**20,18%**

TEACHERS	JORDAN	TUNISIA	Total
Webinars	24,66%	15,91%	**21,37%**
Learning through online platform(s)	53,42%	61,36%	**56,41%**
Online face to face meetings	16,44%	20,45%	**17,95%**
Apps/Gamification	5,48%	2,27%	**4,27%**

Table 8: Please specify your experience with e-learning

For both students and teachers, **learning through online platforms** is the most common form of e-learning. This result is similar to the results for e-learning from survey 1 (target group: academic staff). For students, apps and gamification are the second most common form. These tools seem to be much less common for teachers or teaching staff, as they only make up 4% of their experience with e-learning. Instead, webinars are a more common form for teachers. For both groups, **online face to face meetings** make up a significant form of e-learning, but it is not as frequently used as learning through online platforms.

Benefits of e-learning

Next, students and teachers from both countries were asked what they believe are (or could be) the benefits of e-learning in the learning or teaching process.

For students, it is clear that the most important benefit of e-learning is the fact that they can **learn at their own chosen time and location** (47%). This result agrees with the results of the teacher survey: for teaching staff, the most important benefit of using e-learning is the fact that their students can learn at their own chosen time and location (38%), followed by the fact that students can learn at their own pace (28%) These answers also indicate that teachers use e-learning for the benefit of their students, rather than for their own benefit.

Students from *Jordan* seem to attach more importance to having various possibilities to learn in and outside of the classroom, while for students from *Tunisia* it is more important to choose their own learning track. This trend can also be found with teachers from *Jordan*: they attach more importance to having extended digital possibilities

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for teaching and learning than teachers from *Tunisia*, who are more interested in the possibilities to have students learn at their own pace.
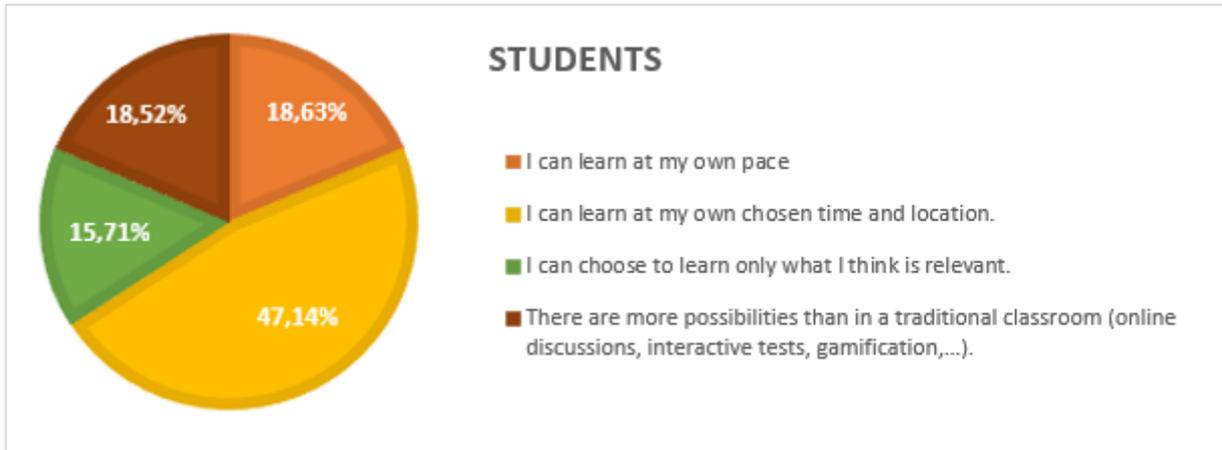
Figure 4: In your opinion, what are the benefits of e-learning? (students)

STUDENTS	JORDAN	TUNISIA	Total
I can learn at my own chosen time and location.	53,89%	23,72%	**47,14%**
There are more possibilities than in a traditional classroom (online discussions, interactive tests, gamification,...).	20,51%	11,63%	**18,52%**
I can choose to learn only what I think is relevant.	12,73%	26,05%	**15,71%**

Table 9: In your opinion, what are the benefits of e-learning?
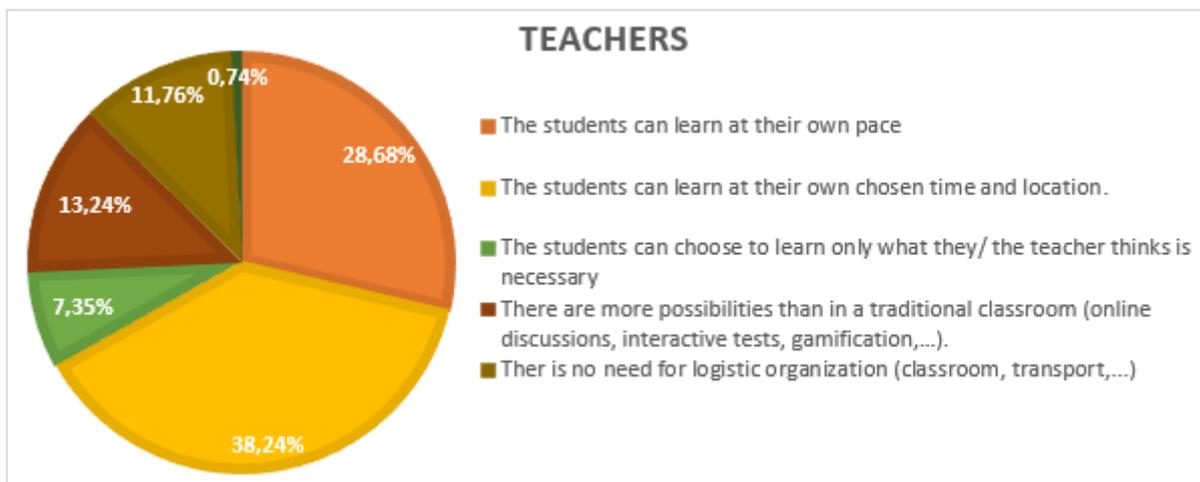
Figure 5: in your opinion, what are the benefits of e-learning? (teachers)

TEACHERS	JORDAN	TUNISIA	Total
Students can learn at their own chosen time and location.	47,37%	31,65%	**38,24%**
Students can learn at their own pace	17,54%	36,71%	**28,68%**

There are more possibilities than in a traditional classroom (online discussions, interactive tests, gamification,…).	21,05%	7,59%	**13,24%**
There is no need for logistic organization (classroom, transport,…)	5,26%	16,46%	**11,76%**
Students can choose to learn only what they/ the teacher thinks is necessary	8,77%	6,33%	**7,35%**
I can easily update my subject matter	0,00%	1,27%	**0,74%**

Table 10: In your opinion, what are the benefits of e-learning?

Downsides of e-learning

In order to have insight into what teachers and students believe can be the downsides of e-learning, they were asked the following question: *In your opinion, what are the weaknesses of e-learning?*

For students, the various downsides of e-learning were almost equally important. Students - especially students from *Tunisia* - believe the biggest challenge of e-learning is that is requires self-discipline on their part. Mostly students from *Jordan* acknowledge that learning from a screen can cause physical problems.

For teachers, the most obvious downside of e-learning is the lack of real-life social contact, compared to face-to-face teaching. Especially teachers from *Jordan* seem to believe that this lack of social contact impedes the teaching and learning process. Teachers from *Tunisia* are worried by the self-discipline that is required by students. Tunisian teachers also seem to be more preoccupied with being dependent on technology than teachers from Jordan.

A striking difference in the answers between students and teachers is the fact that physical problems are not mentioned as much by teachers as by students, indicating that teachers might not be aware of the effects of studying from a screen. Next to that, more students (22%) seem to be worried by being dependent on technology than teachers (17%).

STUDENTS

- 29,05% ■ E-learning requires self-discipline on the part of the students.
- 22,87% ■ Being dependent on technology.
- 26,21% ■ Learning from a screen can eventually cause poor posture and bad eyesight.
- 21,87% ■ There is less 'real-life social contact'.
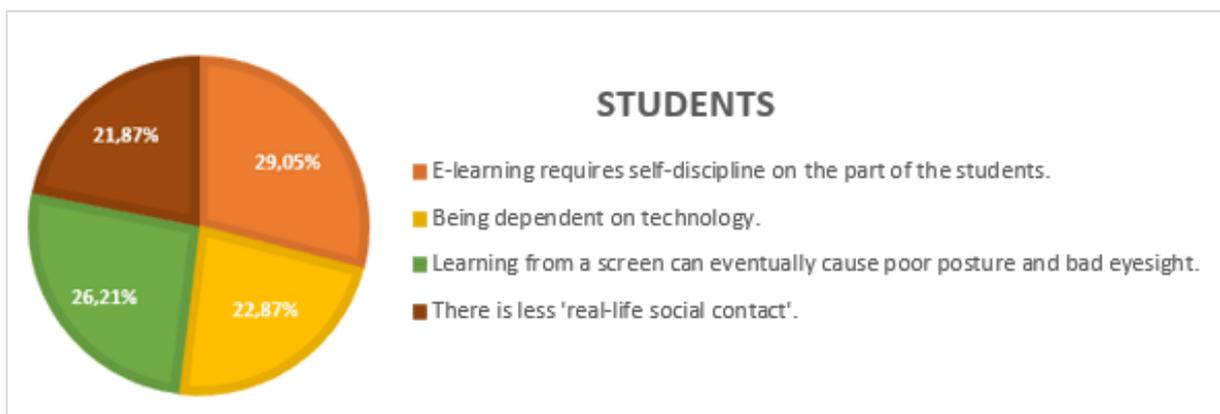
Figure 6: In your opinion, what are the weaknesses of e-learning?

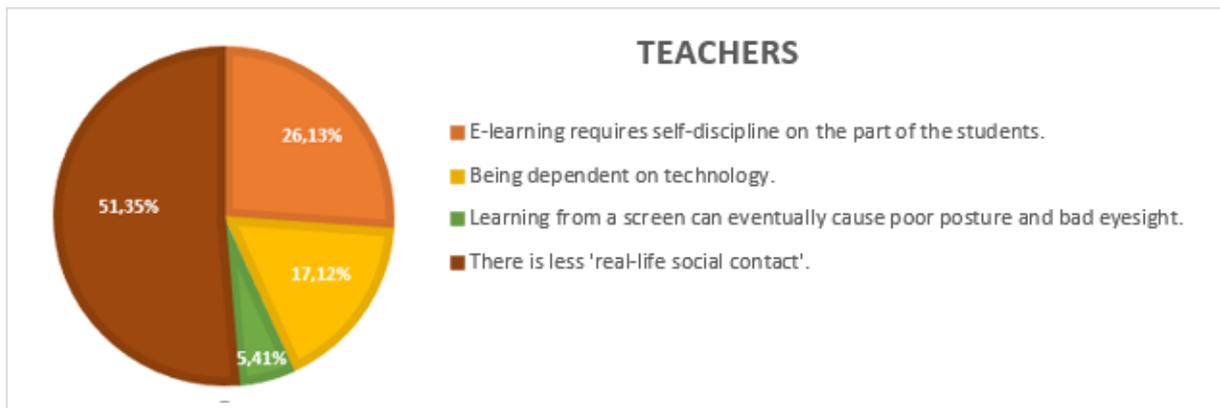| STUDENTS	JORDAN	TUNISIA	Total
E-learning requires self-discipline on the part of the students.	26,63%	40,89%	**29,05%**
Learning from a screen can eventually cause poor posture and bad eyesight.	28,04%	17,24%	**26,21%**
Being dependent on technology.	24,52%	14,78%	**22,87%**
There is less 'real-life social contact'.	20,80%	27,09%	**21,87%**

Table 11: In your opinion, what are the weaknesses of e-learning? (students)

TEACHERS	JORDAN	TUNISIA	Total
There is less 'real-life social contact'.	66,94%	32,67%	**51,35%**
E-learning requires self-discipline on the part of the students.	19,83%	33,66%	**26,13%**
Being dependent on technology.	9,92%	25,74%	**17,12%**
Learning from a screen can eventually cause poor posture and bad eyesight.	3,31%	7,92%	**5,41%**

Table 12: In your opinion, what are the weaknesses of e-learning? (teachers)

B.   ART THERAPY SUBJECT MATTER

In this chapter, the questions of the survey were presented to the participants in three sections related to art therapy subject matter:

1. **Topics or subjects** that currently are part of art therapy courses, as well as topics that should be present in an art therapy program.
2. **Specifically proposed subjects**, inspired by a preliminary research and existing art therapy programs with European partners involved in this project.
3. Which **personal skills** should be present or should be taught to a future art therapist.

For each part, the results for the different target groups (students, teachers and stakeholders) and the two countries (Jordan and Tunisia) will be discussed separately as well as comparatively. The results will give us insight

into which topics and skills should be part of the Art Therapy Programme that will be developed by the Healing consortium.

I. PRESENCE OF AND NEED FOR TOPICS

For this part of the survey, the following list of possible topics or subjects in Art Therapy Education was presented to the respondents:

a.	psychology
b.	art history
c.	psychopathology
d.	therapeutic methodology
e.	critical thinking, creative thinking and innovation
f.	artistic abilities: music, drawing, painting, drama
g.	expression of emotions through art
h.	therapy with different art forms
i.	developing communication skills, clinical skills of interviewing clients, stimulating nonverbal communication with different art levels
j.	ethics governing the delivery of art therapy
k.	practical skills/practicum

Table 13: List of subjects

Students were first asked whether they are already taking one or more lessons in an Art Therapy program. Students who indicated that they are already taking one or more lessons from an art therapy program, were then asked whether the topics listed above are part of their current curriculum, and to which extent: absent, hardly absent, present, or very present.

Next, all students – also those who answered 'no' in question A - were asked to what extent they (would) consider a certain topic necessary in a future art therapy program. **Teachers** and **stakeholders** were presented with the same question.

STUDENTS

Topics already present in the curriculum

Students were asked to which extent the list of topics or subjects were already present in their curriculum. For each topic listed, they indicated whether this topic was *absent, hardly absent*, *present* or *very present*.

In *Jordan*, the presence of all topics listed is more pronounced (or 'very present') in the curriculum, but overall students *Tunisia* indicate a higher general presence ('very present' or 'present) for all topics.

In *Jordan*, students indicate that mainly **Art history**, **Artistic abilities**, **Psychology**, **Therapeutic methodology** and **Expression of emotions** lack in their curriculum. **Practical skills** seems to be the topic that is most present. In

Tunisia, **Therapy with different art forms, Critical thinking, Art history** and **Psychopathology** are courses that are less present in their curriculum, while **Expression of emotions** is most present.

For *both countries* combined, students mainly indicate a lack of **Art history** and **Therapy with different art forms**. The absence of **Psychology** and **Therapeutic methodology** are the most pronounced, with 33% and 31% of the students respectively indicating that these topics are 'absent' in their current curriculum.
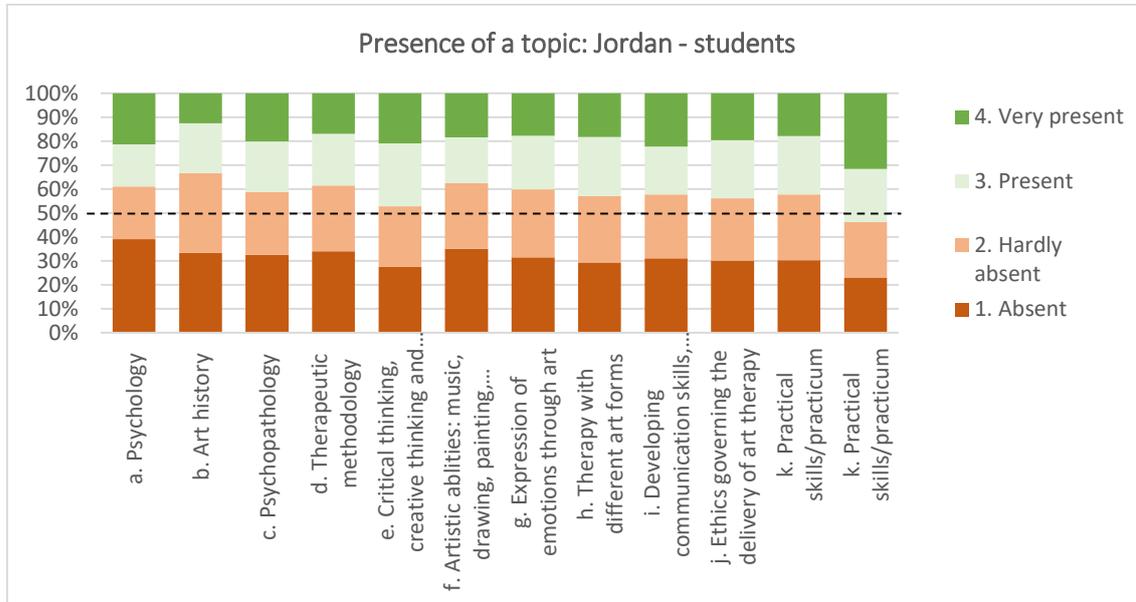
Figure 7: Indicate to which extent the following topics are already present in your program (Jordan, students)
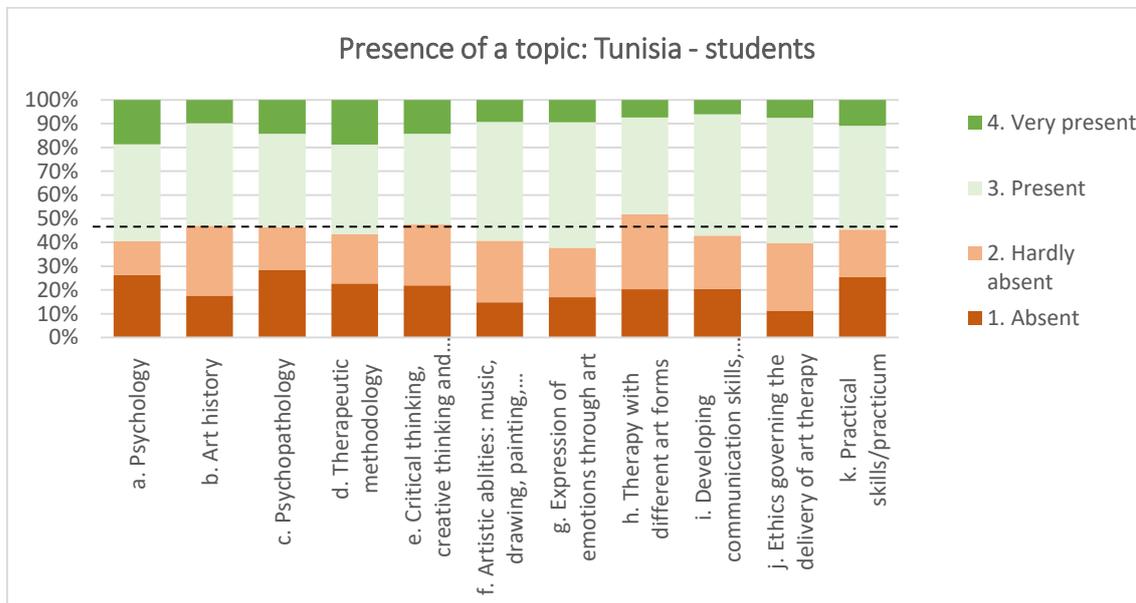
Figure 8: Indicate to which extent the following topics are already present in your program (Tunisia, students)
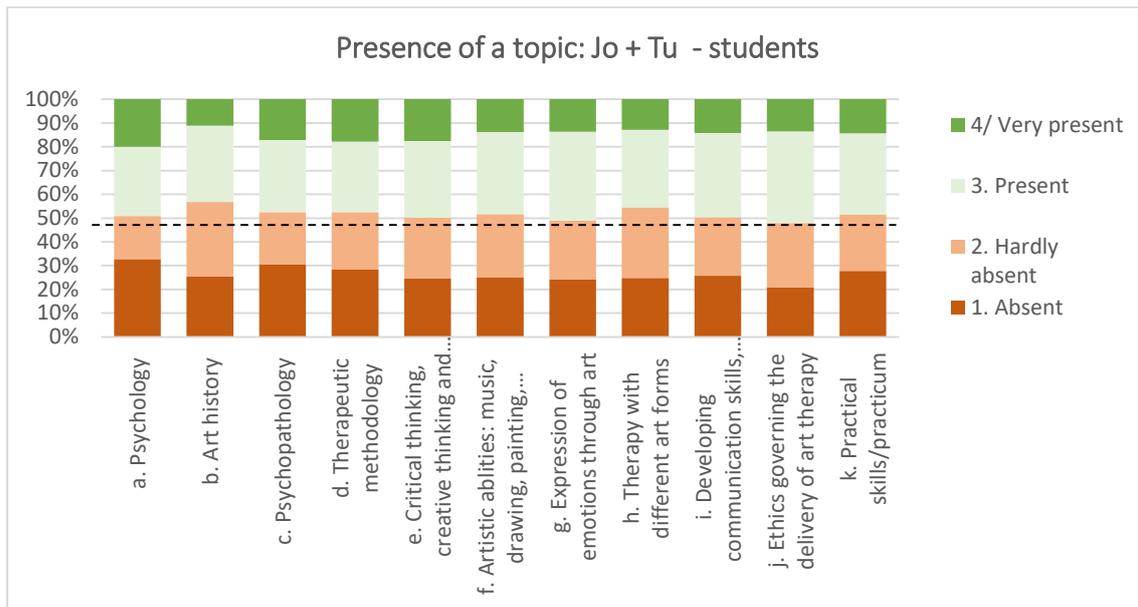
Figure 9: Indicate to which extent the following topics are already present in your program (Jordan + Tunisia, students)

The need for a topic

Next, students were asked to indicate to which extent they believe the subjects listed should be part of an Art Therapy program.

Overall, students in Jordan seem to have a less pronounced need for the topics presented than students in Tunisia. In *Jordan*, students indicate a need for **Psychology**, **Developing communication skills** and **Critical thinking**. In *Tunisia*, students mainly indicate a need for **Psychology**, **Developing communication skills**, **Therapeutic methodology** and

Therapy with different art forms. With 55% of students in *both countries* indicating that **Art history** is unnecessary or hardly necessary, this course is not in high demand for an Art Therapy Programme.

The need for **Psychology** and **Developing communication skills** should be highlighted here, because in both countries half of the students indicated that these topics are absent in their current curriculum. This is an indication that students attach importance to these topics, even though they are not present in their curriculum.
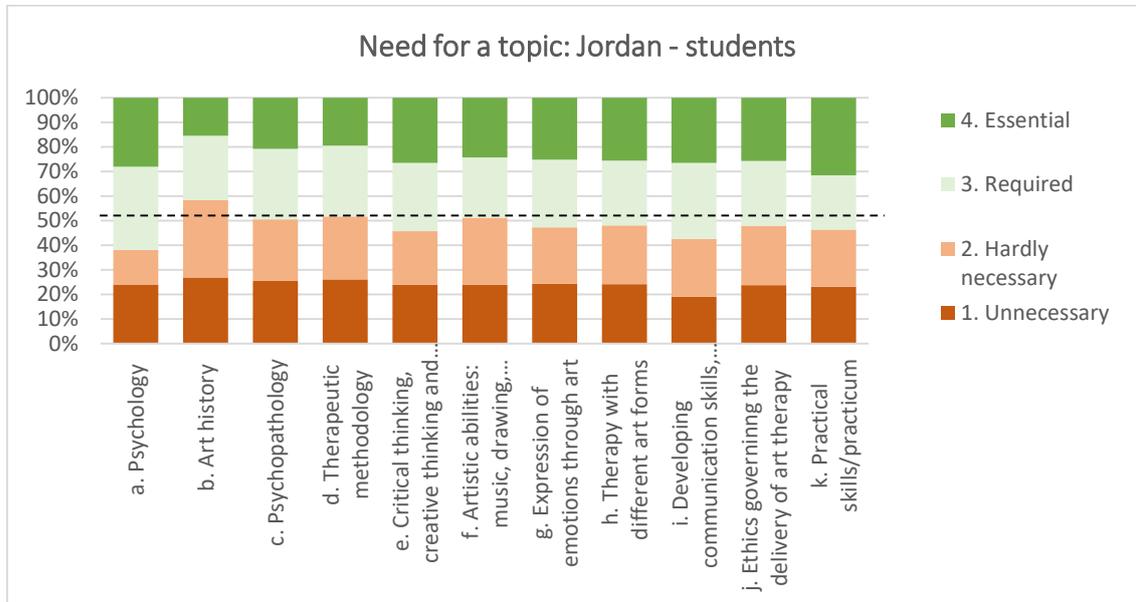
Figure 10: Indicate the need for a given topic (Jordan, students)
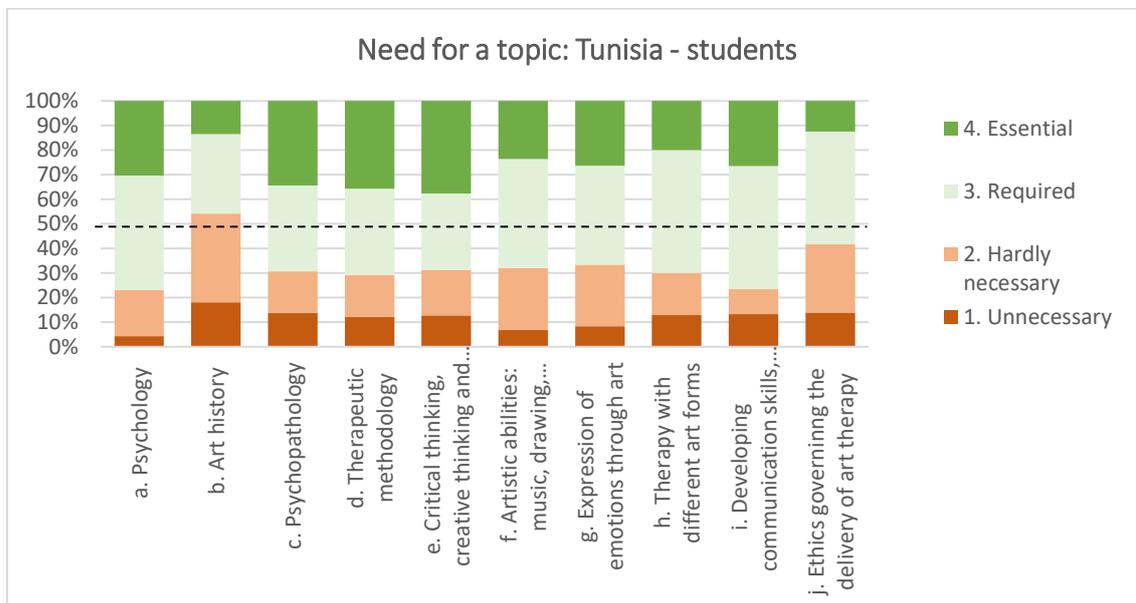
Figure 11: Indicate the need for a given topic (Tunisia, students)
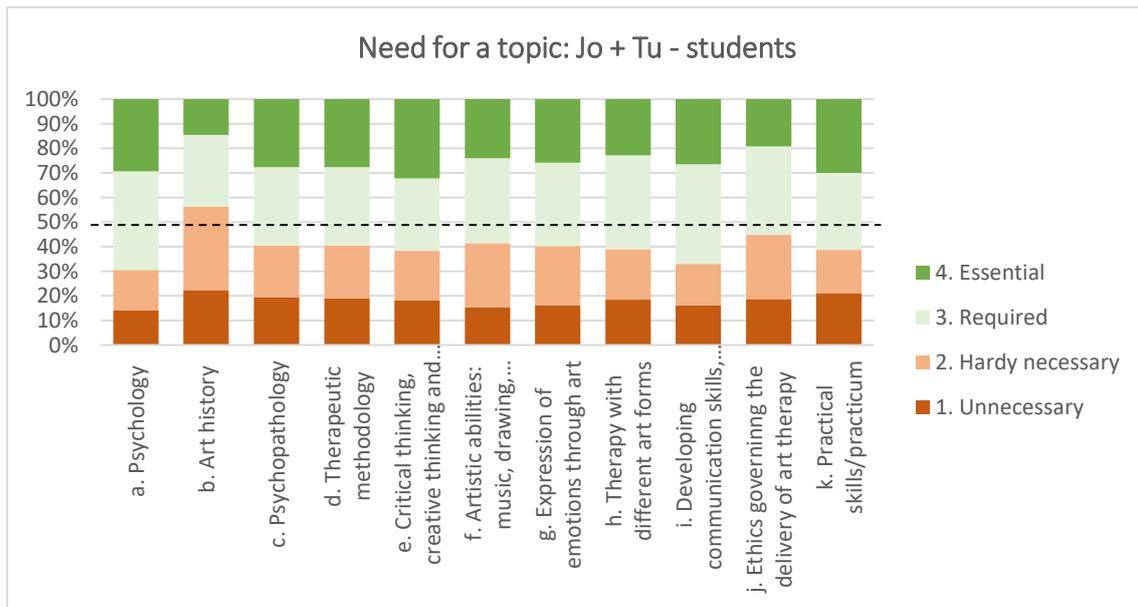
Figure 12: Indicate the need for a given topic (Jordan + Tunisia, students)
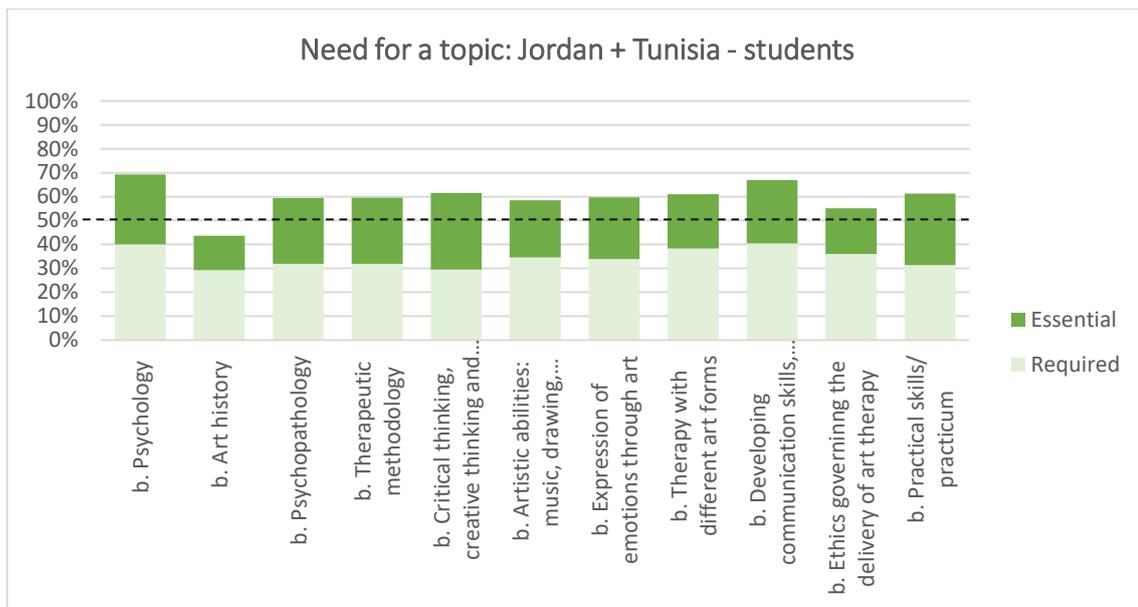
Figure 13: Need for a topic by students in Jordan & Tunisia

TEACHERS

The participating teaching staff of Jordanian and Tunisian universities were presented with the following question, relating to the same topics as listed above: which learning objectives or subjects are indispensable in art therapy? Please indicate how necessary these objectives or subjects are on a scale of 1 (not necessary) to 4 (essential).

Jordan

The graph that represents the results for teachers in Jordan (figure 14), shows that some courses are deemed more necessary than others. **Therapy with different art forms**, **Developing communication skills** and *Ethics* are deemed 'essential' or 'required' more often. **Art History, Psychopathology, Critical Thinking** and **Artistic Abilities** take the lead for responses in 'unnecessary' and 'hardly necessary'.

JORDAN	essential + required
Therapy with different art forms	39% + 49% (88%)
Developing communication skills	34% + 50% (84%)
Ethics governing the delivery of art therapy	34% + 45% (79%)
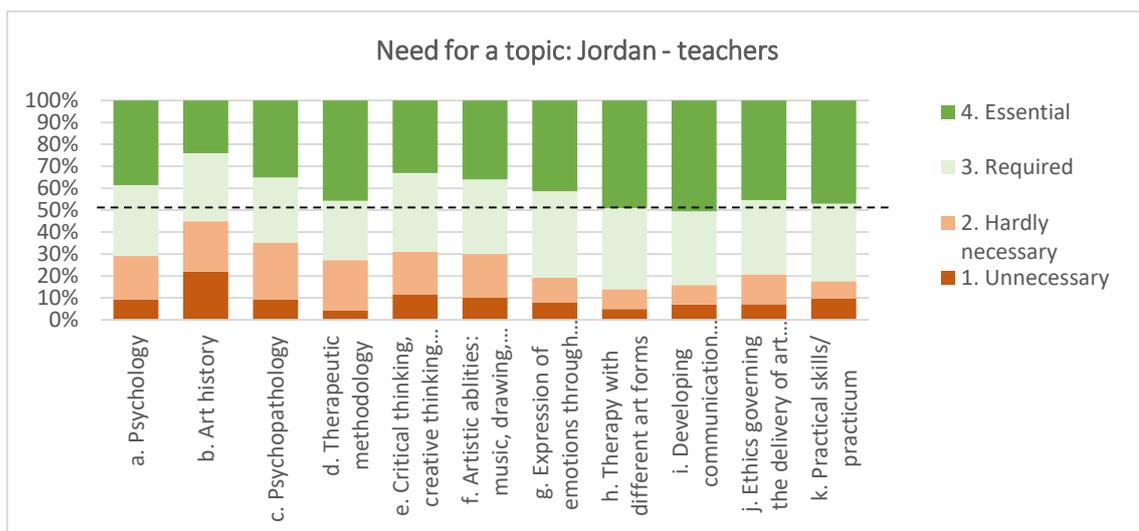
Figure 14: Which learning objectives or subjects are indispensable in art therapy? (Jordan, teachers)

Tunisia

In Tunisia, teachers show a preference for the topics **Practical skills, Artistic abilities** and **Expression of emotions through art**. Similar to *Jordan*, half or nearly half of the teachers believe **Art History, Psychopathology** and **Therapeutic Methodology** are unnecessary or hardly necessary for an Art Therapy Programme.

TUNISIA	essential + required
Artistic abilities	56% + 25% (81%)
Practical skills	60% + 22% (82%)
Expression of emotions through art	60% + 18% (79%)
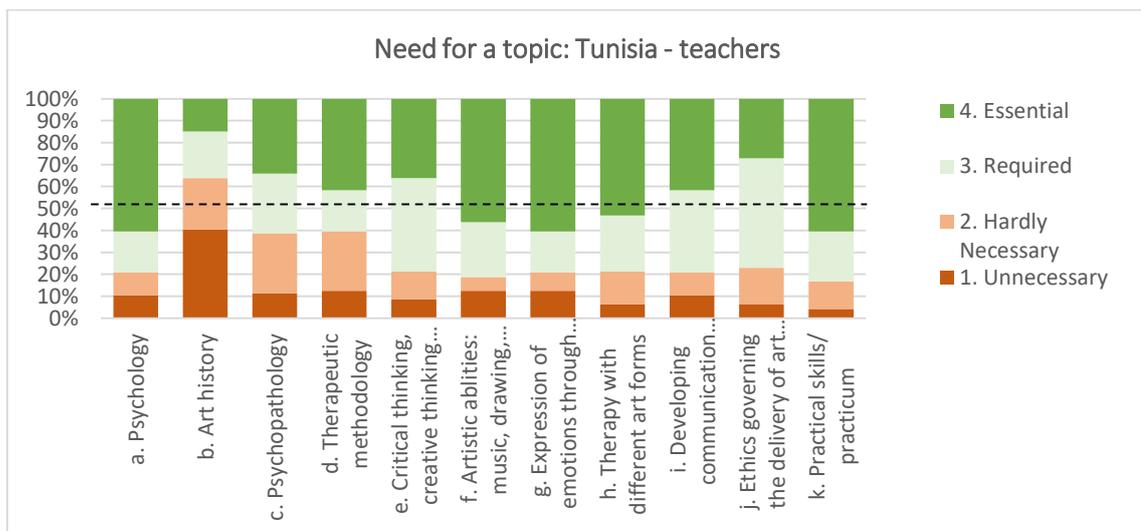
Figure 15: Which learning objectives or subjects are indispensable in art therapy? (Tunisia, teachers)

Jordan & Tunisia

When the results for the two countries are combined, the following topics are deemed 'essential' or 'required' most by teachers:

JO + TU	essential + required
Practical skills	54 + 29 (83%)
Therapy with different art forms	31 + 51 (82%)
Developing communication skills	35 + 46 (81%)

Psychology and **Expression of emotions through art** also need to be highlighted here, as these topics have a high response rate for 'essential'. Similar to students, 54% of Jordanian and Tunisian teachers believe that **Art History** is unnecessary or hardly necessary for an Art Therapy programme. Also in line with the student survey results is the view that **Psychopathology** and **Therapeutic Methodology** are topics that are less necessary.

Figure 16: Which learning objectives or subjects are indispensable in art therapy? (Jordan + Tunisia, teachers)

Comparison of students & teachers

The results so far allow us to compare the answers for the student and the teacher survey. When we put together the answers for 'required' and 'essential', we get an overview of the courses that are viewed as important for a strong Art Therapy Programme. The graph in figure 20 shows that teachers and students in general have a similar idea on which courses are required for Art Therapy Education.

As already mentioned, **Art History** is viewed as less necessary by both target groups. Only 45% of teachers and 43% of students believe this course should be part of the Art Therapy Programme. All other topics that are proposed surpass the 50% line, which means that over half of respondents believe these courses should be part of an Art Therapy Programme. **Developing communication skills** and **Psychology** are topics with a high response rate for both target groups in the categories 'required' or 'essential', followed by **Practical skills** and **Therapy with different art forms**.
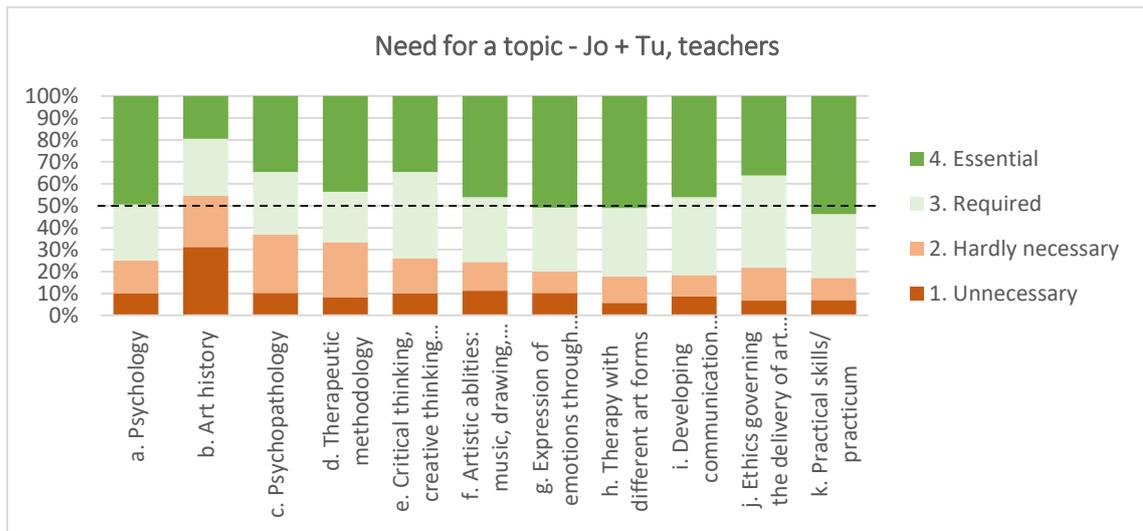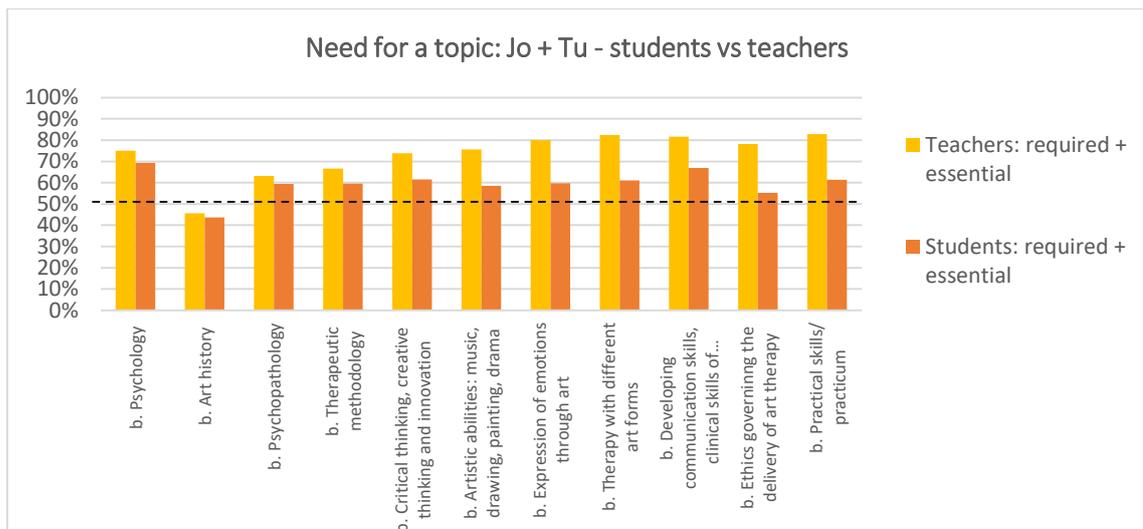

Figure 17: which learning objectives or subjects are indispensable in art therapy? (Jordan + Tunisia, students vs teachers)

STAKEHOLDERS

Lastly, the following question was also presented to the participating stakeholders: which learning objectives or subjects are indispensable in art therapy? Please indicate how necessary these objectives or subjects are on a scale of 1 (not necessary) to 4 (essential).

Jordan

Overall, the results in the graph shows that Jordanian stakeholders are convinced of the added value of nearly all courses for an Art Therapy Programme. Two clear exceptions are **Art History** and **Ethics**. For the Jordanian stakeholders, **Psychology, Practical skills** and **Therapeutic Methodology** among others are the most required topics for an Art Therapy Course.

JORDAN	essential + required
Psychology	77% + 18% (95%)
Practical skills	64% + 29% (93%)
Therapeutic Methodology	33% + 58% (91%)
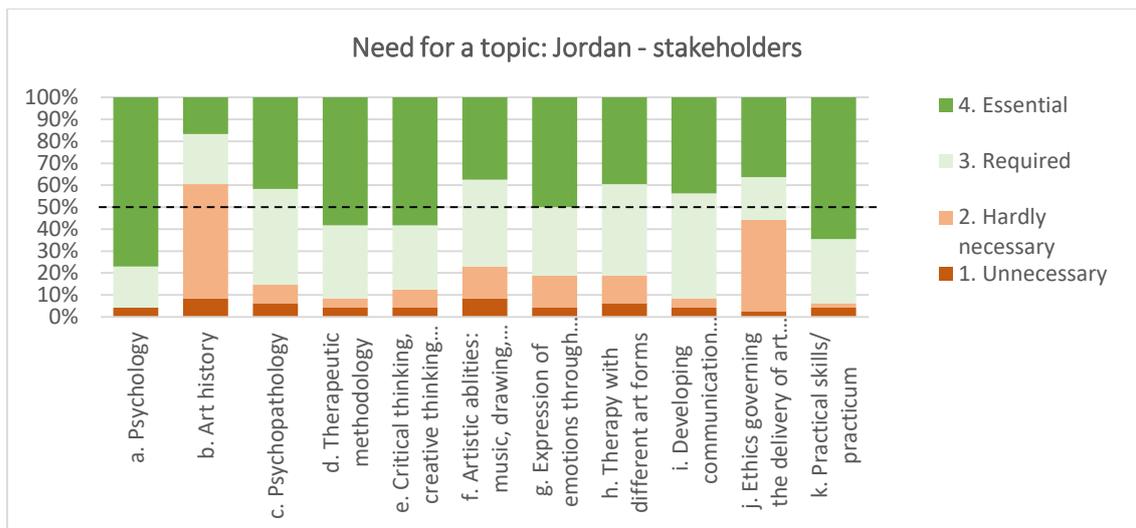
Figure 18: Which learning objectives or subjects are indispensable in art therapy? (Jordan, stakeholders)

Tunisia

In general, stakeholders in Tunisia are less pronounced in their view on required and essential courses. The graph shows a preference for the topics **Therapeutic Methodology**, **Psychopathology** and **Practical skills**. This time, more teachers indicate **Critical Thinking** as less necessary, followed by **Art History** and **Ethics**.

TUNISIA	essential + required
Therapeutic methodology	54% + 23% (78%)
Psychopathology	50% + 25% (75%)
Practical skills	46% + 30% (76%)
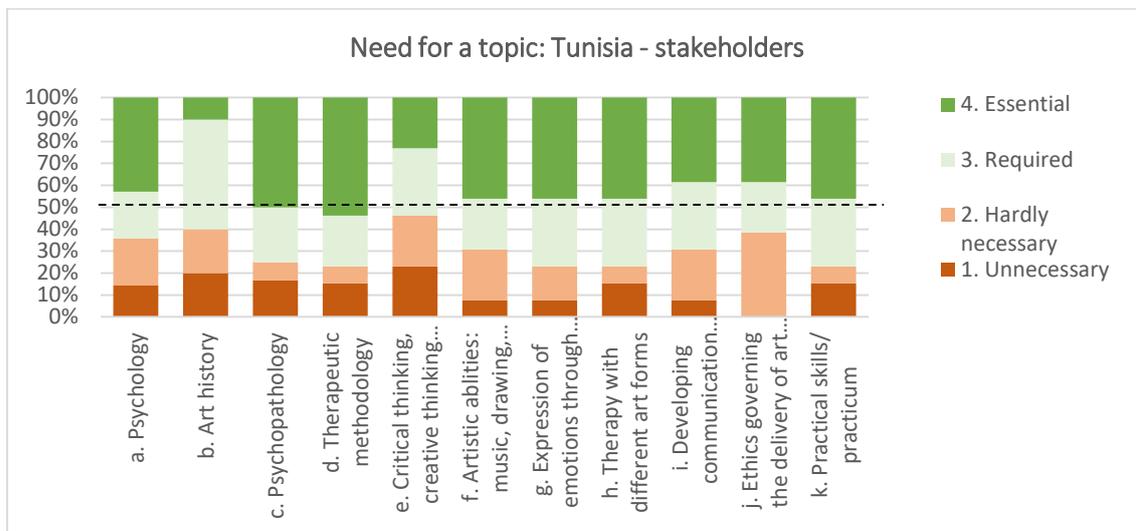
Figure 19: Which learning objectives or subjects are indispensable in art therapy? (Tunisia, stakeholders)

Jordan & Tunisia

When the results for the two countries are combined, the following topics are deemed most essential or required for Art Therapy Education. **Art History** and **Ethics** take the lead in responses for 'hardly necessary' or even unnecessary'. Where the first one is in line with the results for the student and teacher survey, the latter contradicts the results for the teacher survey, where Ethics was deemed required and essential by a large majority of the teachers.

JO + TU	essential + required
Practical skills	55% + 30% (85%)
Therapeutic Methodology	56% + 28% (84%)
Psychology	60 % 20% (80%)

Overall, more than 50% of the stakeholders in Jordan and Tunisia believe that all courses should be included in an Art Therapy Programme.

Figure 20: Which learning objectives or subjects are indispensable in art therapy? (Jordan + Tunisia, stakeholders)

Comparison of all target groups

The graph in figure 24 combines the answers for 'required' and 'essential' and allows us to compare the results for all three target groups.

In general, stakeholders are most convinced by the need for each topic, followed by teachers, and then students. Each topic is deemed necessary by at least 50% of the respondents for each target group, except for **Art History** (b). Here, half or more than half of stakeholders (50%), teachers (46%) and students (44%) don't believe Art History is required or essential for an Art Therapy Programme.

Subjects that mainly *teachers* believe are required or essential, more than stakeholders or students, are **Ethics**, **Critical Thinking** and **Artistic abilities.** Courses where *stakeholders* have a very pronounced preference are **Psychopathology** and **Therapeutic Methodologies.** Two subjects, **Psychology** and **Developing communication skills,** stand out because they receive a high score from all three target groups.
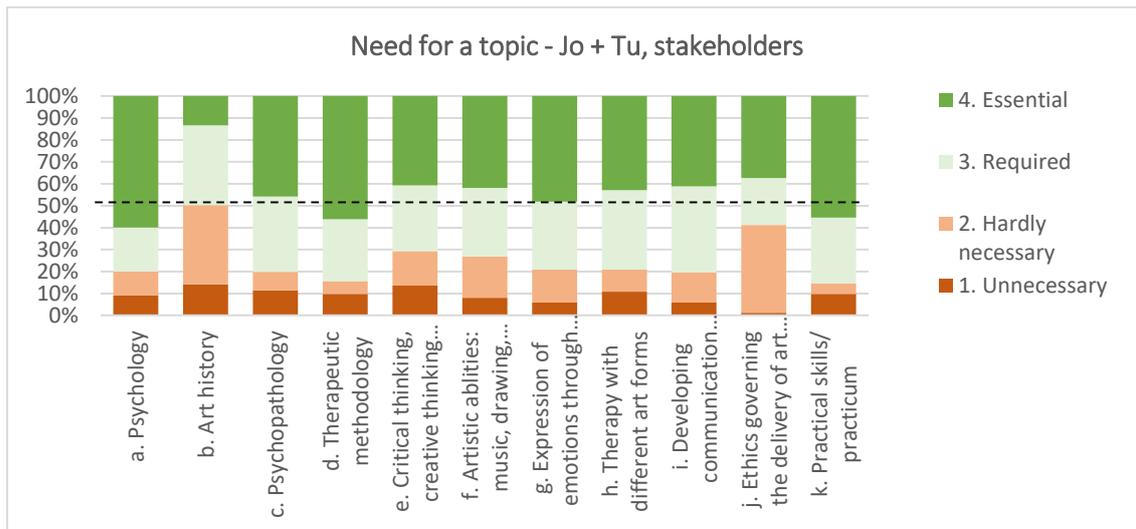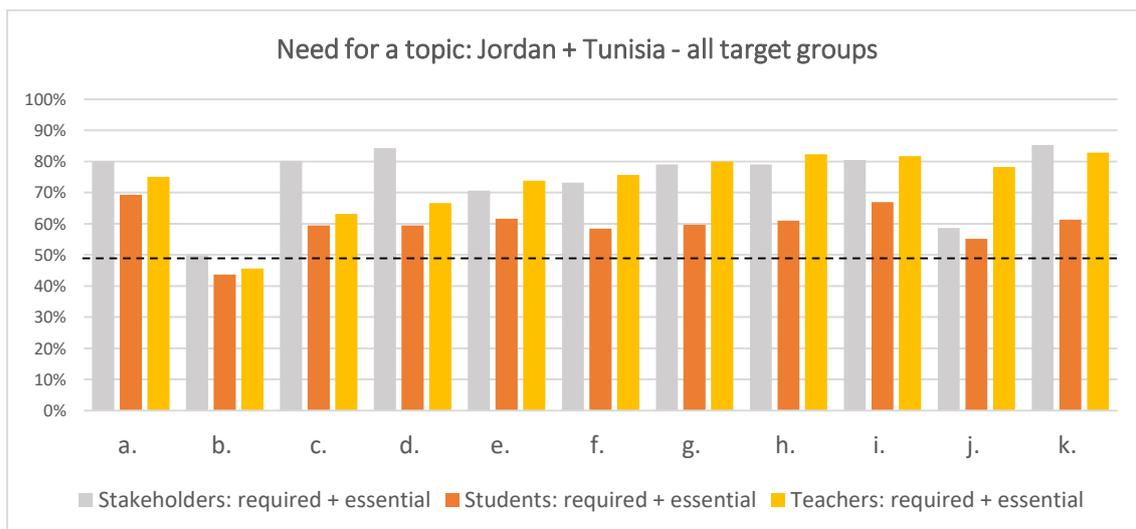

Figure 21: Which learning objectives or subjects are indispensable in art therapy? (Jordan + Tunisia, all target groups)

II. PROPOSED SUBJECTS FOR THE CURRICULUM

In order to prepare the project proposal, a preliminary or reference survey was carried out. This resulted in a the proposition of a preliminary curriculum with possible courses. In addition, existing courses were selected by the work package team, inspired by existing art therapy programs at European partner universities involved in this project.

The list of proposed courses is as follows:

1. Subjects about Art therapy in general
1.1 Principles of art therapy
1.2 Art therapy with specific populations

2. Artistic skills
2.1 Methods of music therapy (theoretical & practical)
2.2 Fundamentals of drawing and painting (theoretical & practical)
2.3 Methods of drama therapy (theoretical & practical)
2.4 One subject where all art forms are combined (theoretical & practical)

3. Psychology & Art
3.1 Psychological and psychotherapeutic models used in art therapy
3.2 Fundamentals of Psychology an Pedagogy applied to art: Psycho-pedagogy of the arts, creativity and aesthetic experience

4. Psychology & Psychiatry & Therapy
4.1 Introduction to psychiatry
4.2 Psychology of human behaviour
4.3 Fundamentals of psychiatry and general and descriptive psychopathology
4.4 The group: social psychology and organization theory
4.5 Group therapy

5. Medical knowledge & skills
5.1 Clinical skills
5.2 Clinical medicine and rehabilitation

6. Practical skills & insights
6.1 Concepts & skills in professional practice
6.2 Internship in an institution/ practical implementations
6.3 University methodology (note taking methodology and internship reports)
6.4 Introduction to statistics

STUDENTS

Students were asked the following question about the list of subjects proposed: *should this subject be obligatory, optional or not be part of a new art therapy programme?* Students were given the following options to reply: 1. Yes, this lesson should be part of the compulsory curriculum, 2. This lesson should be part of the compulsory curriculum as an optional subject, 3. This lesson should not be offered in an art therapy programme.

Jordan

The majority of Jordanian students believe that **Medical knowledge and skills** should either be mandatory (43%) or optional (43%). Similar responses can be found for **Practical skills and insights**, where 39,5% of students indicate it should be mandatory, and 47% believe it should be optional. Next, they attach great importance to **Psychology, psychiatry and therapy**, with 41% of students indicating it should be mandatory, and 49% saying it should be optional.

Psychology and Art, Subjects about Art Therapy and **Psychology and Art** should be part of an Art Therapy Curriculum according to these students, but there is a clear preference for these courses being optional rather than mandatory.

From these results it seems that students from the Jordanian universities believe that the more scientific and hands on subjects (such as medical knowledge, practical skills and psychology) should be mandatory in an Art Therapy Programme, whereas topics related to arts should be optional.

Figure 22: should this subject be obligatory, optional or not included in a new art therapy programme? (Jordan, students)

Tunisia

For Tunisian students, a similar trend can be distinguished: there is a high response for **Psychology, psychiatry and therapy** to be mandatory or optional, as well as for **Medical knowledge and skills** and **Practical skills and insights**. Tunisian students also attach more importance to **Psychology and art** than Jordanian students, with 50% saying it should be mandatory, and 49% indicating it should be optional, making it the subject with the highest preference for students. **Subjects about Art therapy** and **Artistic skills** are viewed to be optional rather than mandatory.

Figure 23: should this subject be obligatory, optional or not included in a new art therapy programme? (Tunisia, students)

Jordan & Tunisia

For the two countries combined, **Medical knowledge and skills, practical skills and insights** and **Psychology, psychiatry and therapy** receive the highest response rate for being mandatory (43%, 42% and 40% relatively). This indicates that students attach more importance to courses related to practical skills or scientific subjects for an Art Therapy Programme. For **Psychology and art**, **Subjects about Art Therapy** and **Artistic skills**, they also believe these should be part of an Art Therapy Programme, but as an option.

Figure 24: should this subject be obligatory, optional or not included in a new art therapy programme? (Jordan + Tunisia, students)

TEACHERS

Jordan

The graph in figure 25 shows that the large majority of teaching staff in Jordan believe all courses proposed should be part of an Art Therapy Programme, be it either mandatory or optional. The responses for **Artistic skills** show preference for this course to be optional rather than mandatory.
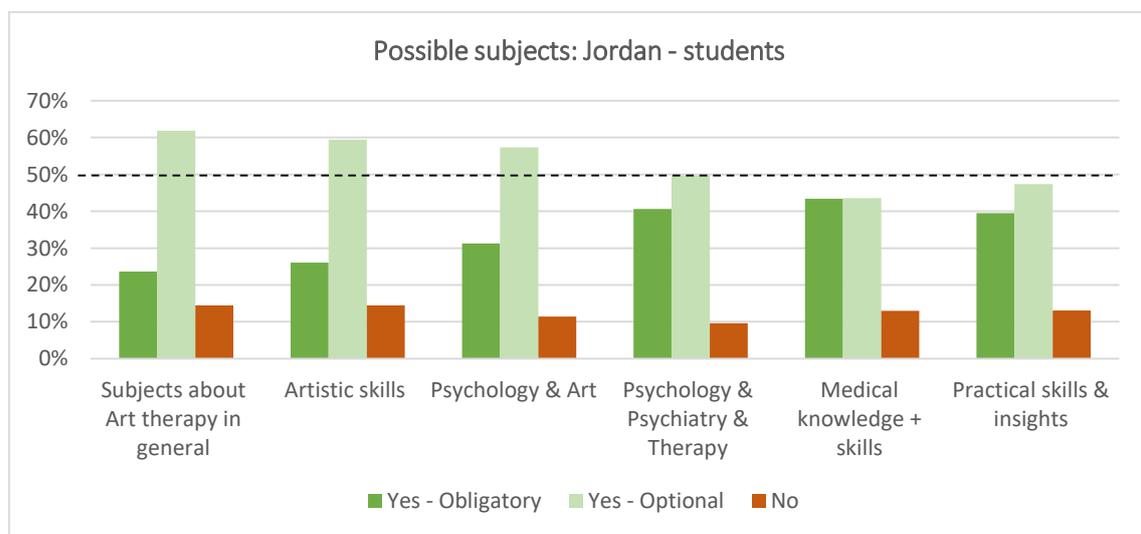

Figure 25: should this subject be obligatory, optional or not included in a new art therapy programme? (Jordan , teachers)

Tunisia

Similar to Tunisian students, Tunisian teachers believe that **Psychology and Art** should be a mandatory course in an Art Therapy Programme, with a convincing 63%. **Psychology, psychiatry and therapy** should be mandatory (52%) rather than optional (42%). Other than Tunisian students, half of the teaching staff believe **Subjects in Art Therapy** and **Artistic skills** should be mandatory.
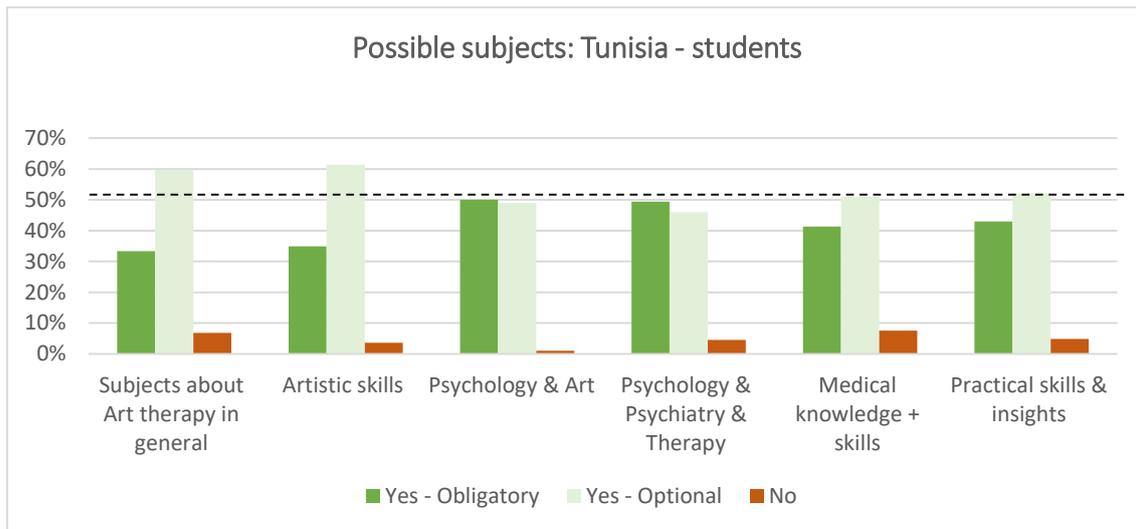

Figure 26: should this subject be obligatory, optional or not included in a new art therapy programme? (Tunisia, teachers)

Jordan & Tunisia

When we look at the results for both Jordan and Tunisia, it appears that *Psychology and Art, Psychology, Psychiatry and Subjects about Art therapy in general* should be mandatory rather than optional, according to teaching staff. All other subjects proposed should be present in an Art Therapy Curriculum, be it either mandatory or optional. For **Artistic Skills** there is a slight preference for this course to be optional rather than mandatory.

Figure 27: should this subject be obligatory, optional or not included in a new art therapy programme? (Jordan + Tunisia, teachers)

STAKEHOLDERS

Jordan

Jordanian stakeholders mainly hold the view that **Medical knowledge and skills** and **Practical skills and insights** should be mandatory rather than optional in an Art Therapy Programme. **Psychology and art** and **Psychology, psychiatry and therapy** should be mandatory or optional. Subjects that should be optional rather than mandatory are **Subjects about art therapy** and **Artistic skills.**

Figure 28: should this subject be obligatory, optional or not included in a new art therapy programme? (Jordan, stakeholders)

41

Tunisia

The opinion of Tunisian stakeholders is not completely in line with that of the Jordanian stakeolders. Contrary to the results for Jordan, stakeholders in Tunisia believe that **Artistic skills** and **subjects about Art Therapy** should be mandatory rather than optional. **Pyschology** and **psychiatry and therapy** should be mandatory or optional. Overall there are no courses that should be optional rather than mandatory, which indicates that at least half of the stakeholders believe each course should be an integral part of an art therapy curriculum.
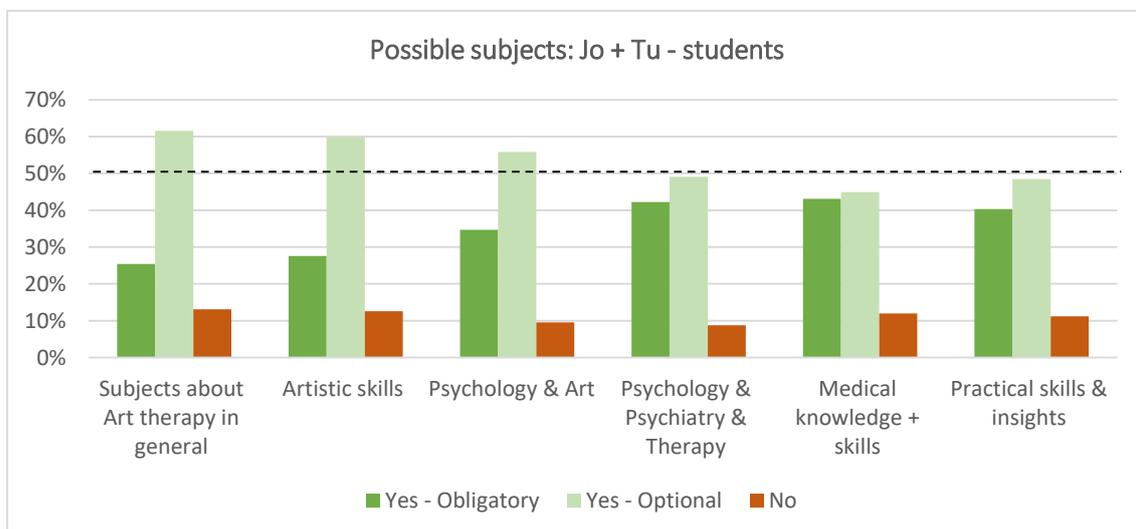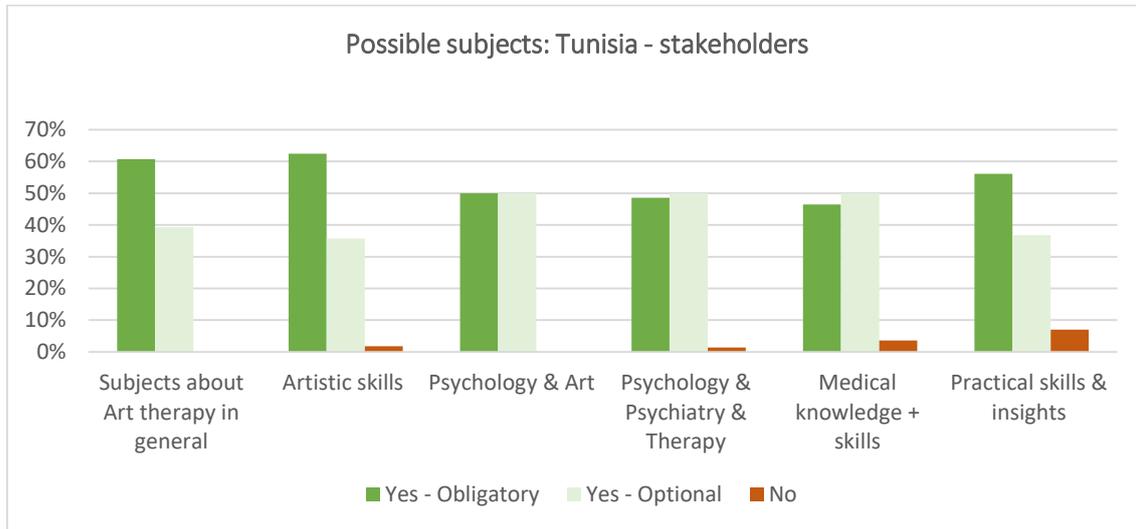

Figure 29: should this subject be obligatory, optional or not included in a new art therapy programme? (Tunisia, stakeholders)

Jordan & Tunisia

Overall, stakeholders in both countries believe each course should be part of an Art Therapy curriculum. The results show us that stakeholders in Jordan and Tunisia believe that **Medical knowledge and skills**, and **Practical skills and insights** should be mandatory courses in an Art Therapy Programme. **Psychology and art** and **Psychology, psychiatry and therapy** should be either mandatory or optional. **Subjects about art therapy in general** and **Artistic skills** should be optional rather than mandatory.
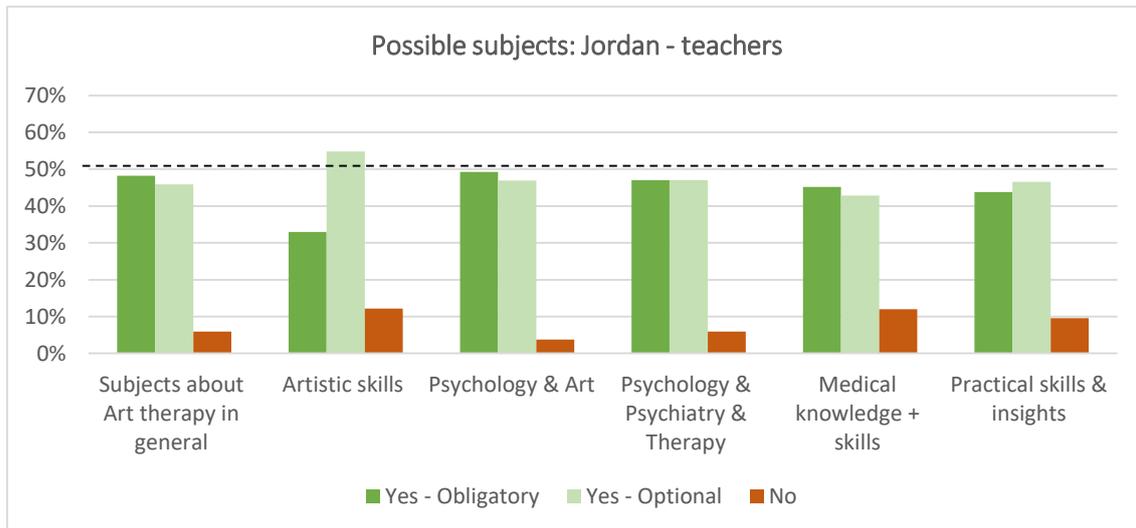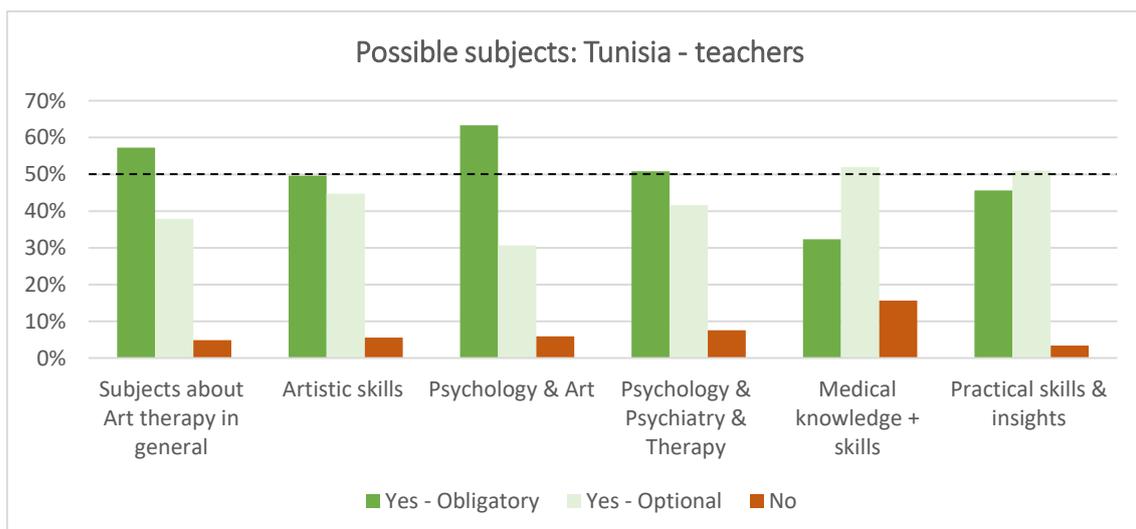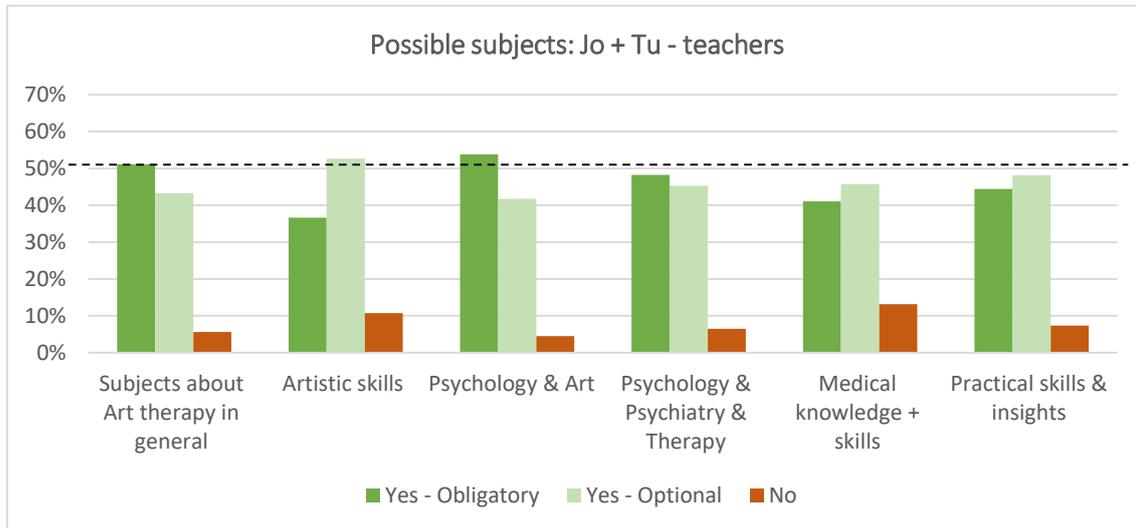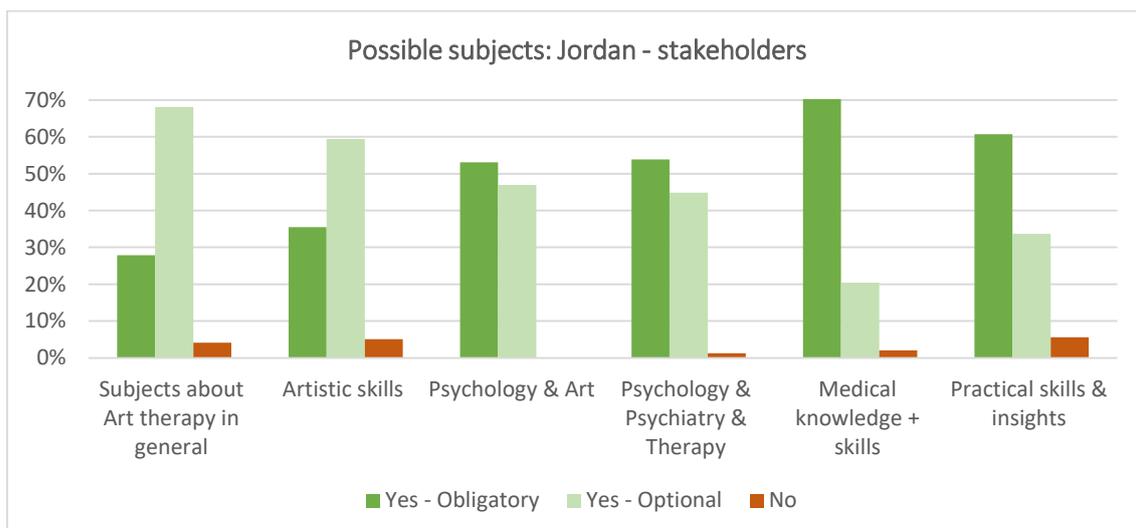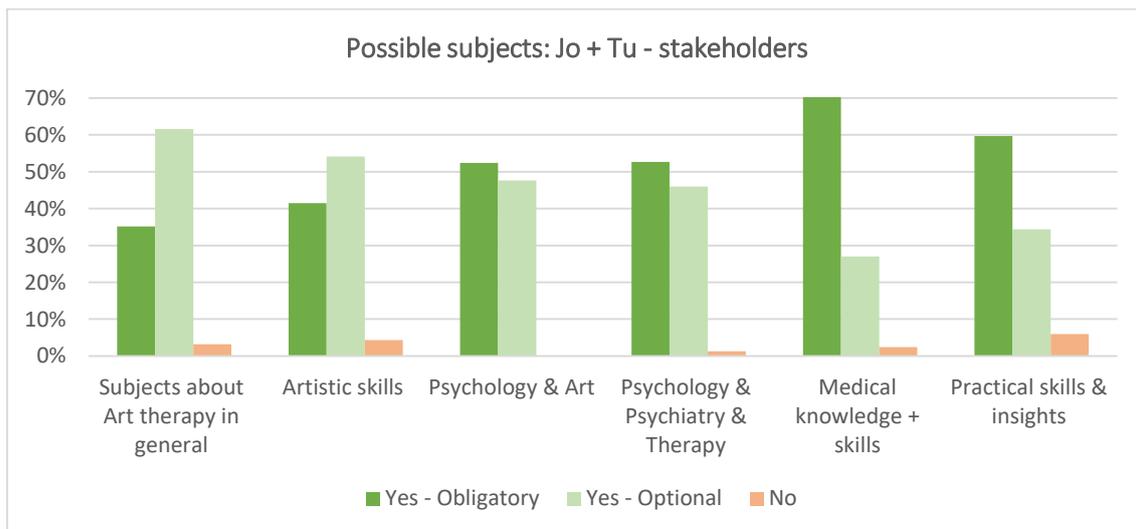

Figure 30: should this subject be obligatory, optional or not included in a new art therapy programme? (Jordan & Tunisia, stakeholders)

C. PERSONAL SKILLS

Lastly, respondents were asked their opinion on the personal skills that an Art Therapist should dispose of. The following set of personal skills was presented to respondents, who could indicate the importance of these skills for an Art Therapist on a scale from 1 to 4, ranging from 1 (very important) to 4 (unnecessary).

1. **Creativity**: learn not to get stuck in old familiar patterns but find new ways for clients to express their thoughts and feelings. Problem solving is also an example of creative thinking.

2. **Flexibility**: being able to easily adapt to changing work practices, working hours, tasks, responsibilities, environment and behaviours of others.

3. **Emotional intelligence/interpersonal sensitivity**: behaviour that demonstrates the recognition of the feelings and needs of others. Empathy with others and awareness of the influence of one's own actions on others.

4. **Communications skills**: stimulate the non-verbal communication with art therapy. Being able to communicate on different levels.

5. **Self-knowledge**: insight into one's own identity, values, beliefs, strengths and weaknesses, qualities, competencies, interests, ambitions and behaviours.

6. **Leadership skills**: skills, tools, abilities and behaviour necessary to successfully motivate and guide others.

STUDENTS

Students were presented with the following question: *What personal skills should be present or taught to the future art therapist?*

Jordan

For Jordanian students, all personal skills are deemed necessary for an art therapy programme, with at least 90% of the students indicating that each skill is 'important' or 'very important'. **Self-knowledge** and **creativity** seem to be the skills they attach the most importance to, as these score the highest for 'very important' (59% and 58% respectively).
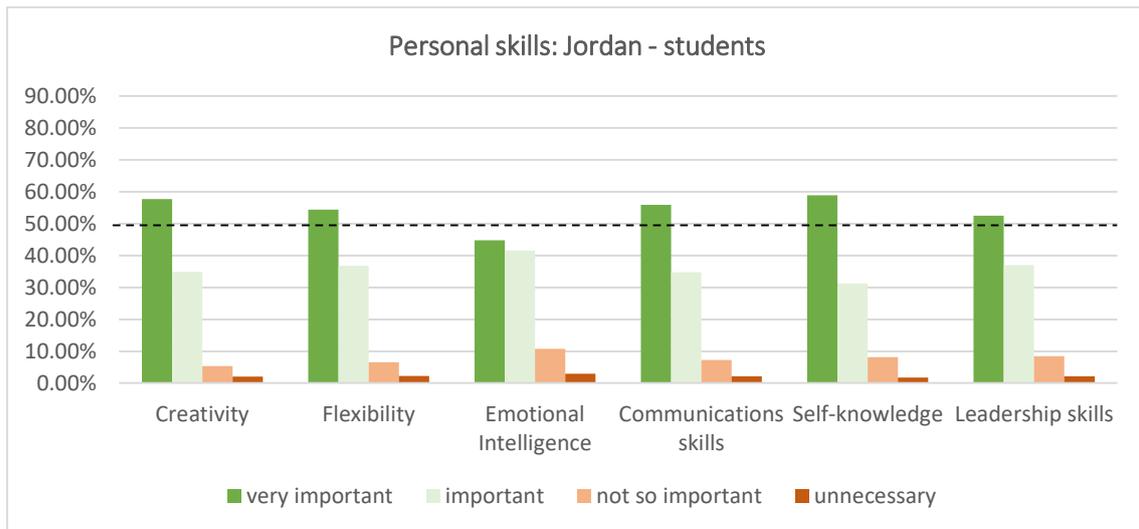
Figure 31: what personal skills should be taught to the future art therapist? (Jordan, students)

Tunisia

For Tunisian students too, all skills listed should be part of an art therapy programme, with for each skill at least 90% of the students who indicate it is 'important' or 'very important'. The differences in answers between the various skills are minimal, which indicates that for Tunisian students each skill is equally important.

Figure 32: what personal skills should be taught to the future art therapist? (Tunisia, students)

Jordan & Tunisia

When we combine the results for both countries, the skill **Emotional Intelligence and interpersonal sensitivity** is the only skill that doesn't reach the 50% line for 'very important'. For all other skills, more than half of the students indicate that they are 'very important'. However, when taking into account the responses for 'important', Emotional Intelligence is still regarded as an indispensable skill for the future art therapist.
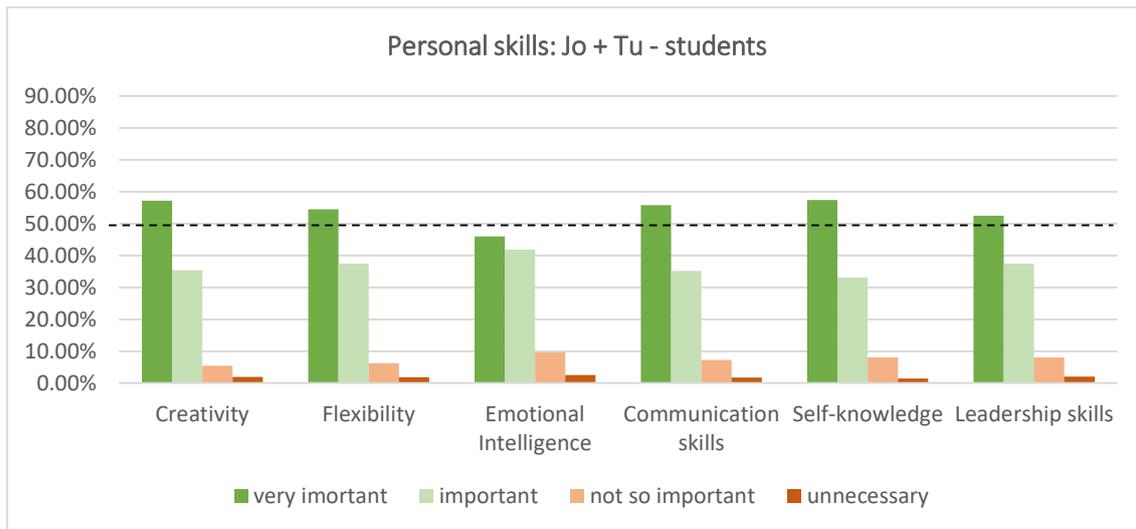
Figure 33: what personal skills should be taught to the future art therapist? (Jordan & Tunisia, students)

TEACHERS

Similar to the students, teachers were asked the following question: *What personal skills should be present or taught to the future art therapist?*

Jordan

With 60% of teachers indicating 'very important', **Communication skills** seem to be the skills they attach the most importance to for an art therapist. All other skills are deemed either important or very important by the large majority (at least 90%) of respondents.
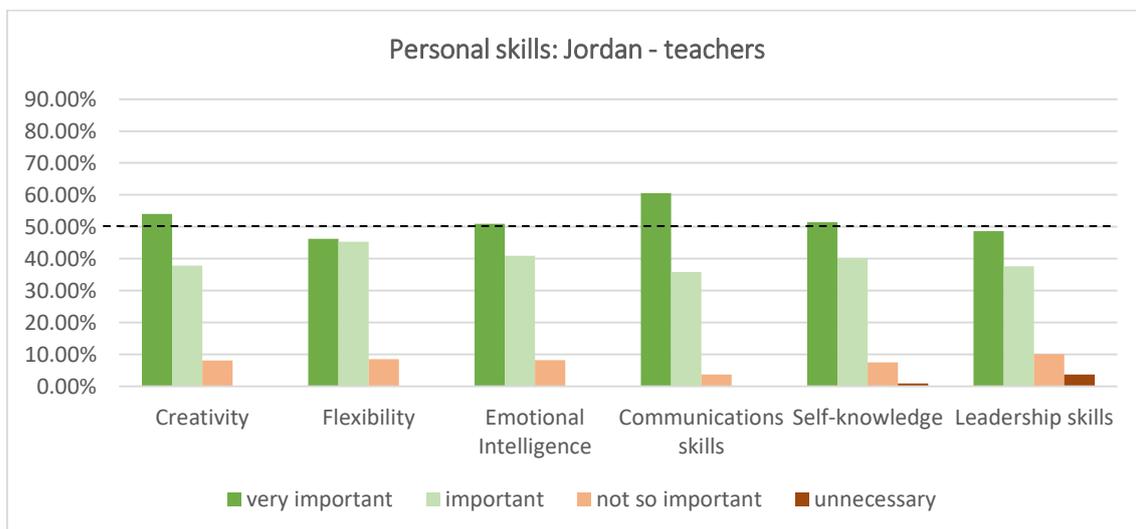
Figure 34: what personal skills should be taught to the future art therapist? (Jordan, teachers)

Tunisia

For Tunisian teachers, **Communication skills** as well is the most important skill, with 65% of respondents indicating that this skill is 'very important ' in an art therapy programme. This skill is followed by **Creativity** (63%)**, Flexibility** (61%) and **Emotional intelligence** (60%). Overall, all skills are viewed as either important or very important.
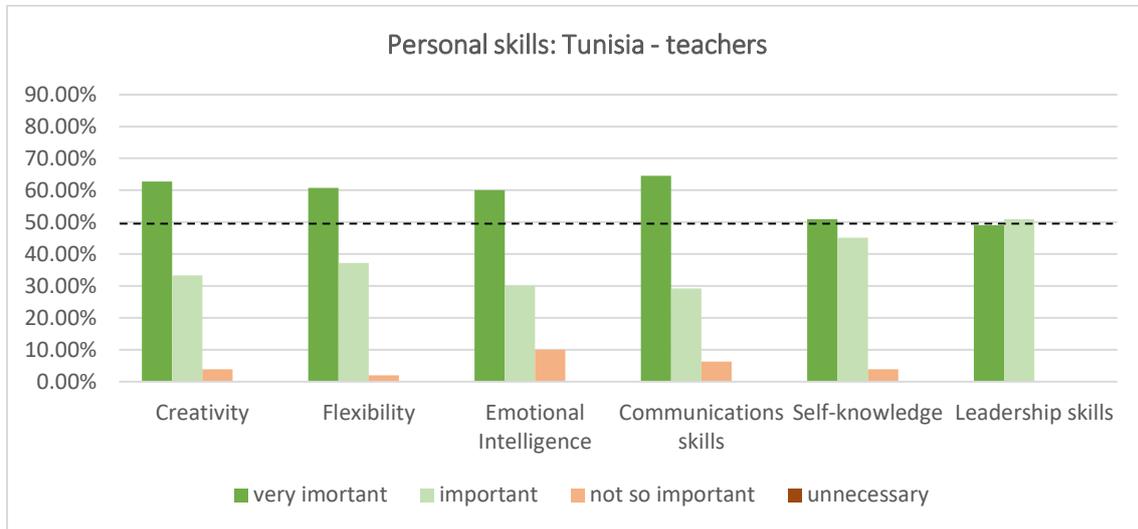
Figure 35: what personal skills should be taught to the future art therapist? (Tunisia, teachers)

Jordan & Tunisia

The graph below shows a more pronounced view of **Communication skills** as a very important skill for the future art therapist (62%). Around 50% of respondents indicate 'very important' for all other skills as well, indicating that each skill should be included in an art therapy programme.
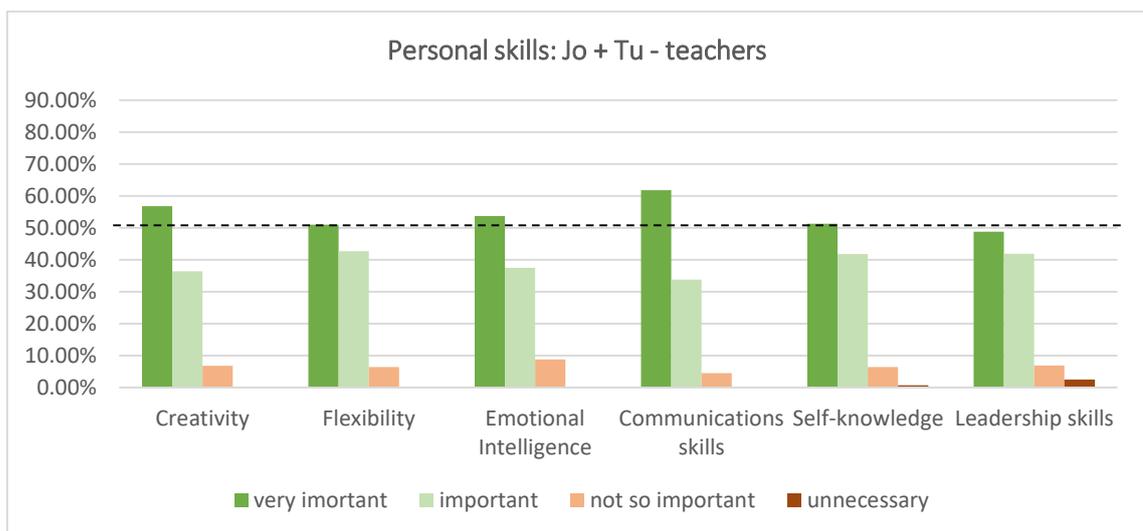
Figure 36: what personal skills should be taught to the future art therapist? (Jordan & Tunisia, teachers)

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STAKEHOLDERS

The third target group, the stakeholders, were presented with the same question as students and teachers:
What personal skills should be present or taught to the future art therapist?

Jordan

For Jordanian stakeholders, all personal skills are almost equally important. There is a slight preference for **Communication skills** (84%)**, Flexibility** (82%) and **Self-knowledge** (78%)**.**
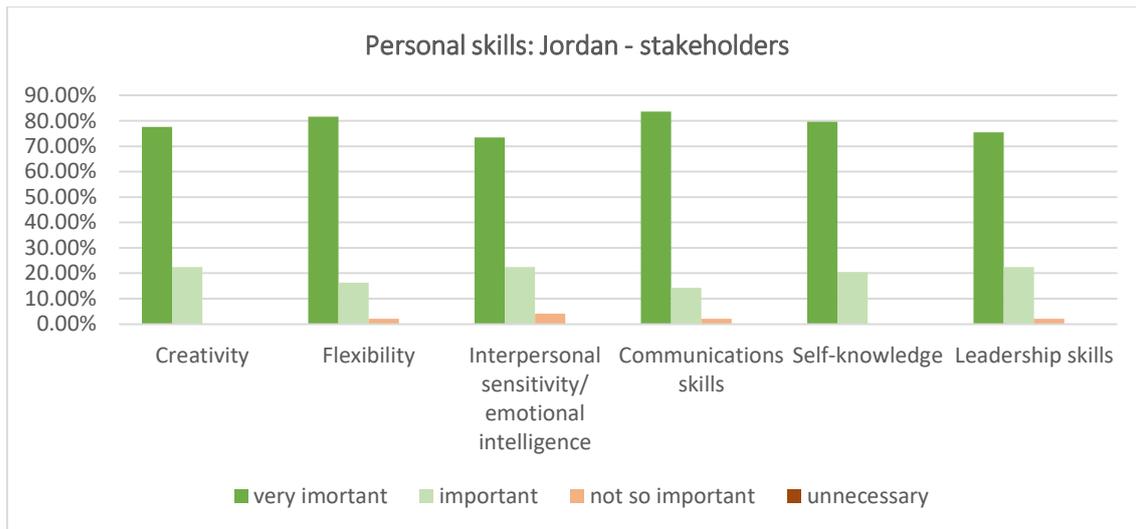
Figure 37: what personal skills should be taught to the future art therapist? (Jordan, stakeholders)

Tunisia

Overall, Tunisian stakeholders seem to be a somewhat less convinced from each skill than their Jordanian counterparts. **Creativity**, **Leadership skills**, **Communications skills** and **Emotional Intelligence** are mainly considered 'very important'. **Flexibility** and **Self-knowledge** are also considered important, but this is less pronounced than for the other skills.
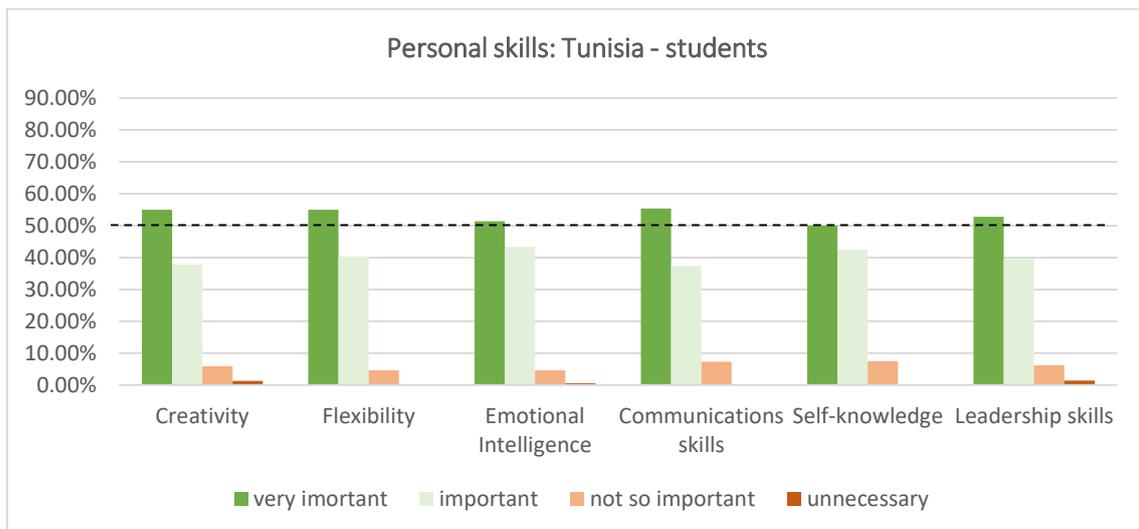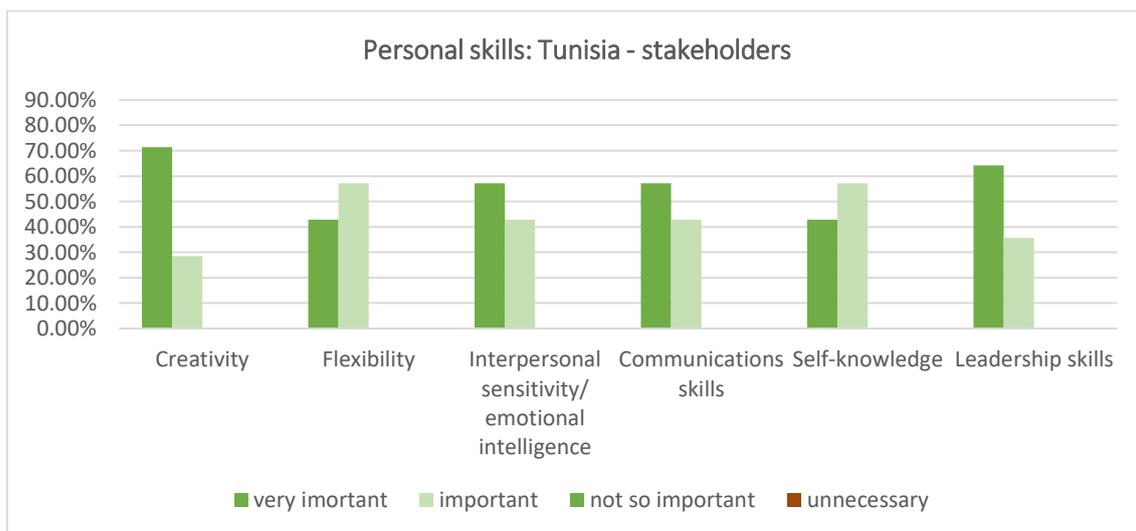

Figure 38: what personal skills should be taught to the future art therapist? (Tunisia, stakeholders)

Jordan & Tunisia

When we look at the results for both countries combined, the differences between de various skills become less pronounced. The results show no preference for a certain skill: each skill is considered very important for the education of future art therapists.
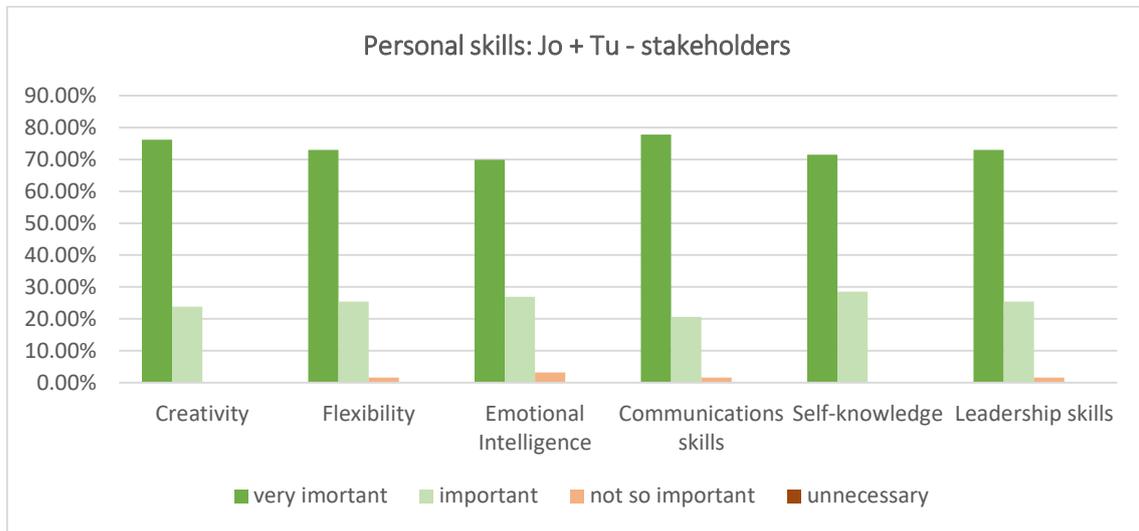
Figure 39: what personal skills should be taught to the future art therapist? (Jordan & Tunisia, stakeholders

4.3 Survey on available facilities and resources

GOALS AND TARGETS

The overall goal of this survey is to assess the material possibilities of setting up courses that fit the needs of the partner institutions.

The target was at least one completed survey per Jordanian and Tunisian partner university. In each case, the questionnaire was completed by the dean or a representative who is well informed about the facilities and resources available.

RESULTS

A. E-LEARNING

Facilities

To have an idea of which means each university has to facilitate e-learning for students and teachers, participants were asked the following question: *what IT facilities are used for various operations and services at your University?* The various answers can be discussed in a four categories:

1. Basic infrastructure: computer servers, network and connectivity
2. IT devices: computers, laptops, projectors
3. IT rooms: computer labs, conference rooms
4. E-learning software: Moodle, Microsoft teams, …

The table below represents the facilities that each participant indicated for e-learning at their university. If a university doesn't mention a certain facility, this doesn't necessarily mean that it isn't present at the university. If a campus as computer room available, this probably also means they have computers and network, even if this is not explicitly mentioned. However, the table below can already give an idea of the way in which e-learning is integrated on campus.

FACILITIES	Basic Infrastructure	IT Devices	IT Rooms	E-learning Software
The University of Jordan	-	-	- computer labs, - conference rooms - simulation lab	- e-learning interface for blended learning
Hashemite University	- strong network	-	- computer labs	- Moodle, Microsoft Teams
Irbid National University	-	- computers	- e-learning centre	-
Jordan University of Science and Technology	- servers	- computers and laptops	-	- Moodle, e-learning software
Isra University	-	- computers - projectors	- computer labs	- e-learning system
The University of Gabes	-	- computers	- computer labs	-
The University of Sfax	-	- printers	-	-
The University of Sousse	-	-	-	- Virtual University Platform

Table 14: What IT facilities are used for various operations and services at your University?

The university of Jordan added the following comments to the question about e-learning at their university:

The university of Jordan established the "Open Educational Resources and Blended Learning Centre" on 2015 to enable the University of Jordan to join the global open educational movement through the use of information and communications technology and the adoption of open educational practices. The centre is responsible to manage e-learning in the university, set its regulations, monitor its progress, insure its quality and provide training to faculty members. The different schools in the university (i.e. Art, Rehabilitation and Medicine) have been using the e-learning interface since 2015, where many of the medical courses are conducted in "Blended Learning" mode, and all other basic and clinical courses are using the e-learning interface to communicate with students in an interactive way, provide extra teaching materials (articles, illustrations, videos, etc.), and managing the whole teaching process throughout the semester. There are computer labs, conference rooms, and simulation lab in the university schools available for students.

Obstacles

Participants in the survey were also asked which obstacles they believe students face when using the IT facilities at their universities. These answers could be categorised into three main topics: technical obstacles, related to IT infrastructures, obstacles related to limitations in IT infrastructure, and obstacles related to the personal skills and situation of the students.

From the answers listed in the table below, it seems that universities are mainly considering technical obstacles when discussing obstacles related to e-learning. The **quality of the network** and connectivity are a recurring issue here, as well as **outdated or low-performance equipment**.

In terms of obstacles related to technological skills and personal situation, respondents are also concerned about the **technological skills** of the students. It seems that being tech-savvy is not a given for every student: an issue that might be overlooked when having a younger target group in mind. One important remark is also the fact that often there is a **lack of commitment** with students for e-learning. This remark is in line with the concern from students and teachers in survey two for e-learning: that it requires a lot of self-discipline on the part of the student. This should be considered as an important challenge for e-learning in the education process.

University of Jordan and University of Sfax also mention limitations in IT infrastructure, with regards to the number of computers available, as well as IT rooms available for students and teachers to implement e-learning.

OBSTACLES	Technical obstacles related to IT infrastructure	Obstacles related to limitations in IT infrastructure	Obstacles related to personal skills and situation
The University of Jordan	- PCs are outdated - slow computers	- limited number of PCS - no videoconference equipment - no studio for recording - IT labs are too small	-
Hashemite University	- access to wireless internet on campus	-	- poor technological experience or skills, - lack of commitment - limited time - lack of resources (e.g. personal computer)

Irbid National University			- weak technological knowledge
Jordan University of Science and Technology	- overcharge of wireless internet	-	-
Isra University	- bad network	-	- failure to fully control technology - weak computer skills
The University of Gabes	- low capacity of network infrastructure - equipment with low performance	-	-
The University of Sfax	-	- limited number of computers	-
The University of Sousse	- unreliable IT equipment - bad internet connection	-	-

Table 15: What are the obstacles which students face when using IT facilities in their University?

B. MATERIALS

Instruments

Each university was presented with a list of instruments for Art Therapy Education and asked if these instruments were already present at their university. From the answers is appears that University of Jordan and University of Sousse already dispose of one or more pianos, drums sets, rain sticks and djembes. Irbid National University and Israa University and University of Sfax only dispose of at least one piano. Hashemite University and Jordan University of Science and Technology don't have any of the mentioned instruments at their disposal. For the University of Gabes, the answers were incomplete.

INSTRUMENTS	Piano	Drums	Rain sticks or digeridoos	Djembe
The University of Jordan	✓	✓	✓	✓
Hashemite University	-	-	-	-
Irbid National University	✓	-	-	-
Jordan University of Science and Technology	-	-	-	-
Isra University	✓	-	-	-
The University of Gabes	✓	✓	-	-
The University of Sfax	✓	-	-	-
The University of Sousse	✓	✓	✓	✓

Table 16: Please indicate which of the following instruments or facilities are available at your university:

Facilities

Next, each university was asked if any of the following facilities regarding Art Therapy Education are already present at their campus: a sound-proof room, a recording studio, a professional camera, costumes or props. Again, the University of Sousse seems to be best equipped so far, indicating that they dispose of all four facilities. University of Jordan also disposes of all facilities, except a professional camera. For University of Sfax and Jordan University of Science and Technology on the other hand, a camera is the only equipment they have at their disposal. Hashemite University and Irbid National University seem to be the least equipped, with none of the facilities listed being present at their institution. Israa University only has access to a recording studio. For University of Gabes, the answers were incomplete.

FACILITIES	Sound-proof room	Recording studio	Professional camera	Costumes/props
The University of Jordan	✓	✓	-	✓
Hashemite University	-	-	-	-
Irbid National University	-	-	-	-
Jordan University of Science and Technology	-	-	✓	-
Isra University	-	✓	-	-
The University of Gabes	-	✓	✓	-
The University of Sfax	-	-	✓	-
The University of Sousse	✓	✓	✓	✓

Table 17: Please indicate which of the following instruments or facilities are available at your university

Other facilities

Respondents could also comment on facilities present at their campus if this facility was not included in the list for the previous question. The results for this comment section are listed in the table below.

OTHER	
The University of Jordan	Ceramics workshops Sculpture workshop Printing workshop Three painting studios 10 music practice rooms
Hashemite University	Child Rights Centre Jacuzzi
Irbid National University	-
Jordan University of Science and Technology	-
Isra University	-
The University of Gabes	RAS
The University of Sfax	Electronic studio
The University of Sousse	Many other music instruments

Table 18: If there are other facilities regarding creative therapy, please share them with us

Medical Facilities

Respondents were asked to comment on the medical laboratories or facilities that students have access to at their campus. Only Irbid National University indicates that there are no medical facilities accessible to students. For the other universities, the medical facilities per university are discussed in the table below.

MEDICAL FACILITIES	
The University of Jordan	- 9 Laboratories at the medical school: Biochemistry Laboratory, Cellular Biochemistry Lab, Microbiology Lab, Molecular biology research lab, Pathology and Transmission Electron Microscope Unit, Pharmacology Lab, Physiology Lab, Power Lab and Toxicology Lab. - Equipment for Neurology courses such as: Nerve muscle stimulation, ECG machine, Reflex hammer. - the simulation lab has a Z-space computer for virtual reality learning. - the University of Jordan Hospital offers a wide range of medical services and tests, that includes psychiatric consultations, Electroencephalography (EEG), Nerve Conduction Study and Electromyography, Visual evoked potential test, Video EEG. - the school of Rehabilitation Sciences has many facilities such as the Physical/ Neurological Dysfunction Clinic, Mental Health Clinic, and a Group Therapy room.
Hashemite University	- Clinical Skills Labs - Virtual Anatomy Lab - Simulation Structure Lab - Diagnostic Imaging Lab
Irbid National University	x
Jordan University of Science and Technology	virtual anatomy lab, in addition to biochemistry, pathology, histology labs
Isra University	physical therapy labs
The University of Gabes	RAS (?)
The University of Sfax	department of psychiatry at the hospital of Hedi Chaker of Sfax
The University of Sousse	we come from a partnership project with the Faculty of Medicine and with the two hospitals in the region of Sousse.

Table 19: Do students have access to medical laboratories/facilities at your University?

Medical Interventions

Participants were asked the following question: *do you believe that medical experiments or interventions are important to analyse the effect of art therapy methods? (for example surveys, observations, MRI scans,...)*

All universities answered yes to this question, which indicates that all respondents are convinced of the importance of medical tests to analyse the effect of art therapy methods on patients.

Last remarks

Lastly, participants in the survey were asked to share any last comments or remarks regarding the survey or the project. Hashemite University, University of Sfax, Jordan University of Science and Technology and The University of Jordan had nothing more to add to the survey. From the other four universities we received the following comments or suggestions:

- "We are excited and looking forward about this projects "Art Therapy"." (Israa University)
- "We want an art therapy centre to help students."(Irbid National University)
- "It would be interesting to have a multidisciplinary room with audio-visual equipment for healing purposes." (University of Gabes)
- "Partnership agreements with associations specializing in the care of people in difficulty will be an asset." (University of Sousse)

Annexes

Annex 1: Surveys

survey 1: Current situation on art therapy and e-learning

E-mail address

Survey Language

PART I: Introduction

1 What is your name?

2. What is the name your University?

3. What is your position?

4. What is the name of your department/division?

5. What is the number of students in your department?

6. What is the number of professors in your department?

7. Please specify the number of disciplines at bachelor level at your department:

8. Please specify the number of disciplines at master level at your department:

9. Please specify the number of disciplines at doctoral level at your department:

PART II: State of the art on art therapy

1. Are there any course(s) offered at your faculty related to art therapy?

(If yes) Courses offered to art therapy

2. Please specify which course(s) are currently offered at your University related to art therapy?

3. If known, when was the latest update or change made for this course?

4. If known, has an internal audit or evaluation been carried out recently? if yes, can you briefly describe the results or the conclusion of this audit?

5. Are there any possibilities to update these courses and/ or to add new courses?

6. In your opinion, is there any need for more courses related to art therapy?

7. Based on your answer to the previous question, why yes /why not?

PART III: E learning

1. Is E-learning used in your department?

1.1 If yes, please specify:

1.2 If not, are there any plans to start with e-learning in the near feature?

survey 2: Identifying current and needed competences

2.1 Students

Email Address

Survey language

1. I am...
     A. A student
     B. A teacher
     C. A stakeholder

-> 3.1 STUDENTS

PART I: Introduction

1. What is your name?

2. What University are you studying at?

    a. The University of Jordan

    b. The Hashemite University

    c. Irbid National University

    d. Jordan University of Science and Technology

    c. Isra University

    e. Université de Gabès

    f. University of Sfax

    g. University of Sousse

3. What are you studying/ What is your major?

1. Do you have any experience with E-Learning?

2. If yes, please specify:

3. In your opinion, what are (or can be) the benefits of using E-learning?

4. In your opinion, what are (or can be) the weaknesses of E-learning?

PART II: E-learning

1. Do you have any experience with E-learning?
2. If yes, please specify
    a. Webinars
    b. Learning through online platform(s)
    c. Online face to face meetings
    d. Apps/gamification
    e. Other
3. In your opinion, what are (or can be) the benefits of using E-learning?
    a. I can learn at my own pace
    b. I can learn at my own chosen time and location
    c. I can choose to learn only what I think is relevant
    d. Thera are more possibilities than in a traditional classroom (online discussions, interactive tests, gamification,…)
    e. Other
4. In your opinion, what can or can be the weaknesses of E-learning?
    a. E-learning requires self-discipline on the part of the students
    b. Being dependent on technology
    c. Learning from a screen can eventually cause poor posture and bad eyesight.
    d. There is less 'real-life social contact'
    e. Other

PART III: Art therapy – Current course(s)

1. Are you following a course regarding to art therapy?

PART III (follow up)

1. Please verify which art therapy course(s) you are taking:

2. What part of these courses are most beneficial and why?

3. What part of these courses you didn't like, and why?

PART IV: Subject matter - Objectives

1. If you are already taking one or more lessons in art therapy, please indicate in how far the following subjects are already present in a scale ranging from 1 (absent) to 4 (very present).

 If you are not taking a course in art therapy, you can skip the 'a' questions.

In the 'b' questions, please indicate the need for a given subject on a scale ranging from 1 (not necessary) to 4 (essential).

Subject/ objective	a) Current course	b) Necessity
psychology	1 2 3 4	1 2 3 4
Art history	1 2 3 4	1 2 3 4
Psychopathology	1 2 3 4	1 2 3 4
Therapeutic methodology	1 2 3 4	1 2 3 4
Critical thinking, creative thinking and innovation.	1 2 3 4	1 2 3 4

Artistic abilities (music, drawing, painting,..)	1 2 3 4	1 2 3 4
Expression of emotions through art	1 2 3 4	1 2 3 4
Therapy with different art forms	1 2 3 4	1 2 3 4
Developing communication skills, clinical skills of interviewing clients, stimulating nonverbal communications with different art levels	1 2 3 4	1 2 3 4
Ethics governing the delivery of art therapy	1 2 3 4	1 2 3 4
Practical skills/ Practicum	1 2 3 4	1 2 3 4

PART V: Possible courses of a new Art Therapy Program

Do you agree if the following subjects should be taught during the Art therapy program? Please indicate with:

- yes – obligatory
- yes - optional
- no

1a. Subjects about Art therapy in general

- Principles of Art Therapy
- Art therapy with specific populations

1b. Please mention a short narrative of your motivations

2a. Artistic skills
- Methods of music therapy (theoretical &practical)
- Fundamentals of drawing and painting (theoretical & practical)
- Methods of drama therapy (theoretical &practical)
- One subject where all art forms are combined (theoretical & practical)

2b. Please mention a short narrative of your motivations

3a. Psychology & Art

- Psychological and psychotherapeutic models used in art therapy
- Fundamentals of Psychology an Pedagogy applied to art: Psycho-pedagogy of the art, creativity and aesthetic experience

3b. Please mention a short narrative of your motivations

4a. Psychology & Psychiatry & Therapy
- Introduction to psychiatry
- Psychology of human behavior
- Fundamentals of psychiatry and general and descriptive psychopathology
- The group: social psychology and organization theory
- Group therapy

4b. Please mention a short narrative of your motivations

5a. Medical knowledge & skills
- Clinical skills
- Clinical medicine and rehabilitation

5b. Please mention a short narrative of your motivations

6a. Practical skills & insights
- Concepts & skills in professional practice
- Internship in an institution/ practical implementations
- University methodology (note taking methodology and internship report)
- Introduction to statistics

6b. Please mention a short narrative of your motivations

7. If you have any suggestions, please share them with us:

PART VI: Personal skills

1. What personal skills should be present or taught to the future art therapist

(Indicate from 1 to 4. 1: very important, 2: important, 3: not so important, 4: unnecessary)

Creativity Learn not to get stuck in old familiar patterns but find new ways for clients to express their thoughts and feelings.	1 2 3 4
Flexibility Being able to easily adapt to changing work practices, working hours, tasks, responsibilities, policy changes, environment and behaviors of others.	1 2 3 4
Interpersonal sensitivity (i.e., Emotional intelligence) Behavior that demonstrates recognition of the feelings and needs of others. Empathy with others and awareness of the influence of one's own actions on others.	1 2 3 4
Self-knowledge Insight into one's own identity, values, beliefs, strengths and weaknesses, qualities, competencies, interests, ambitions and behaviors.	1 2 3 4
Leadership skills; skills, tools, ability and behaviour necessary to successfully motivate and guide others	1 2 3 4

2.2 Teachers

PART I: Introduction

1. What is your name

2. To which University are you related?

    a. The University of Jordan

    b. The Hashemite University

    c. Irbid National University

    d. Jordan University of Science and Technology

    c. Isra University

    e. Université de Gabès

    f. University of Sfax

    g. University of Sousse

3. What subjects are you teaching?/ In which department are you involved?

PART II: E-learning

1. Do you have any experience with E Learning?
2. If yes, please specify:
   a. Webinars
   b. Learning through online platform(s)
   c. Online face to face meetings
   d. Apps/gamification

3. In your opinion, what are (or can be) the benefits of using E-learning?
   a. The students can learn at their own pace
   b. The students can learn at their own chosen time and location
   c. The students can choose to learn only what they/the teacher thinks is necessary
   d. There are more possibilities than in a traditional classroom (online discussions, interactive tests, gamification,…)
   e. There is no need for logistic organization (classroom, transport,..)
   f. I can easily update my subject matter
   g. other

4. In your opinion, what are the weaknesses of E-learning?
   a. E-learning requires self-discipline on the part of the students.
   b. You are dependent on technology.
   c. Learning from a screen can eventually cause poor posture and bad eyes.
   d. There is less 'real-life social contact'.
   e. other

PART III: Art therapy – Subject matter

1. Please verify if you are teaching a course regarding to art therapy

2. subject matter: which learning objectives or subjects are indispensable in art therapy?

Please indicate how necessary these objectives or subjects are on a scale of 1 (not necessary) to 4 (essential).

Subject/ objective	Necessity
psychology	1 2 3 4
Art history	1 2 3 4
Psychopathology	1 2 3 4
Therapeutic methodology	1 2 3 4
Critical thinking, creative thinking and innovation.	1 2 3 4
Artistic abilities (music, drawing, painting,..)	1 2 3 4
Expression of emotions through art	1 2 3 4
Therapy with different art forms	1 2 3 4
Developing communication skills, clinical skills of interviewing clients, stimulating nonverbal communications with different art levels	1 2 3 4
Ethics governing the delivery of art therapy	1 2 3 4
Practical skills/ Practicum	1 2 3 4

PART IV: Possible course of a new art therapy Program

Do you agree if the following subjects <u>should</u> be taught during the Art therapy program? Please indicate with:

- yes – obligatory
- yes - optional
- no

Please also include a short narrative of your motivation and if you think this subject should be obligatory or optional.

1a. Subjects about Art therapy in general

- Principles of Art Therapy
- Art therapy with specific populations

1b. Please mention a short narrative of your motivations

2a. Artistic skills
- Methods of music therapy (theoretical &practical)
- Fundamentals of drawing and painting (theoretical & practical)
- Methods of drama therapy (theoretical &practical)
- One subject where all art forms are combined (theoretical & practical)

2b. Please mention a short narrative of your motivations

3a. Psychology & Art

- Psychological and psychotherapeutic models used in art therapy
- Fundamentals of Psychology an Pedagogy applied to art: Psycho-pedagogy of the art, creativity and aesthetic experience

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3b. Please mention a short narrative of your motivations

4a. Psychology & Psychiatry & Therapy
- Introduction to psychiatry
- Psychology of human behavior
- Fundamentals of psychiatry and general and descriptive psychopathology
- The group: social psychology and organization theory
- Group therapy

4b. Please mention a short narrative of your motivations

5a. Medical knowledge & skills
- Clinical skills
- Clinical medicine and rehabilitation

5b. Please mention a short narrative of your motivations

6a. Practical skills & insights
- Concepts & skills in professional practice
- Internship in an institution/ practical implementations
- University methodology (note taking methodology and internship report)
- Introduction to statistics

6b. Please mention a short narrative of your motivations

7. If you have any suggestions, please share them with us:

PART V: Personal skills

1. What personal skills should be present or taught to the future art therapist

(Indicate from 1 to 4. 1: very important, 2: important, 3: not so important, 4: unnecessary)

Creativity Learn not to get stuck in old familiar patterns but find new ways for clients to express their thoughts and feelings.	1 2 3 4
Flexibility Being able to easily adapt to changing work practices, working hours, tasks, responsibilities, policy changes, environment and behaviors of others.	1 2 3 4
Interpersonal sensitivity (i.e., Emotional intelligence) Behavior that demonstrates recognition of the feelings and needs of others. Empathy with others and awareness of the influence of one's own actions on others.	1 2 3 4
Self-knowledge Insight into one's own identity, values, beliefs, strengths and weaknesses, qualities, competencies, interests, ambitions and behaviors.	1 2 3 4
Leadership skills; skills, tools, ability and behaviour necessary to successfully motivate and guide others	1 2 3 4

2. If you have any suggestions, please share them with us:

2.3 Stakeholders

PART I: Introduction

1. What is your name?
2. You're from…
    a. Jordan
    b. Tunisia
3. What is the name of your organization?
4. What is the website link to your organization? (if available)
5. You have been invited to this survey by…
6.
    a. The University of Jordan
    b. The Hashemite University
    c. Irbid National University
    d. Jordan University of Science and Technology
    c. Isra University
    e. Université de Gabès
    f. University of Sfax
    g. University of Sousse

6. What type of business doe your organization represent?

    a. Hospitals
    b. Psychiatric facilities
    c. Schools and colleges
    d. Clinical research facilities
    e. Detention and rehabilitation centers
    f. Crisis centers
    g. Senior centers
    h. Assistive living facilities
    i. Mental health agencies
    j. Homeless shelters and domestic violence shelters
    k. Correctional facilities
    l. Health care agencies for refugees

7a. Do you believe that the existence of Art therapists can improve the provided health care in your organization?

7b. Please motivate your answer:

PART II: Art Therapy – Objectives

1. Which learning objectives or subjects are indispensable in art therapy? Please indicate how necessary these objectives or subjects are on a scale of 1 (not necessary) to 4 (essential).

Subject/ objective	Necessity

psychology	1 2 3 4
Art history	1 2 3 4
Psychopathology	1 2 3 4
Therapeutic methodology	1 2 3 4
Critical thinking, creative thinking and innovation.	1 2 3 4
Artistic abilities (music, drawing, painting,..)	1 2 3 4
Expression of emotions through art	1 2 3 4
Therapy with different art forms	1 2 3 4
Developing communication skills, clinical skills of interviewing clients, stimulating nonverbal communications with different art levels	1 2 3 4
Ethics governing the delivery of art therapy	1 2 3 4
Practical skills/ Practicum	1 2 3 4

PART III: Subject matter

Do you agree whether the following subjects should be taught in the Art therapy program? Please indicate with yes or no.

Please also include a short narrative of your motivation and if you think this subject should be obligatory or optional.

1a. Subjects about Art therapy in general

- – Principles of Art Therapy
- – Art therapy with specific populations

1b. Please mention a short narrative of your motivations

2a. Artistic skills
- – Methods of music therapy (theoretical &practical)
- – Fundamentals of drawing and painting (theoretical & practical)
- – Methods of drama therapy (theoretical &practical)
- – One subject where all art forms are combined (theoretical & practical)

2b. Please mention a short narrative of your motivations

3a. Psychology & Art

- Psychological and psychotherapeutic models used in art therapy
- Fundamentals of Psychology an Pedagogy applied to art: Psycho-pedagogy of the art, creativity and aesthetic experience

3b. Please mention a short narrative of your motivations

4a. Psychology & Psychiatry & Therapy
- – Introduction to psychiatry
- – Psychology of human behavior
- – Fundamentals of psychiatry and general and descriptive psychopathology

- The group: social psychology and organization theory
- Group therapy

4b. Please mention a short narrative of your motivations

5a. Medical knowledge & skills
- Clinical skills
- Clinical medicine and rehabilitation

5b. Please mention a short narrative of your motivations

6a. Practical skills & insights
- Concepts & skills in professional practice
- Internship in an institution/ practical implementations
- University methodology (note taking methodology and internship report)
- Introduction to statistics

6b. Please mention a short narrative of your motivations

7. If you have any suggestions, please share them with us:

PART IV: Personal skills

1. What personal skills should be present or taught to the future art therapist

(Indicate from 1 to 4. 1: very important, 2: important, 3: not so important, 4: unnecessary)

Creativity Learn not to get stuck in old familiar patterns but find new ways for clients to express their thoughts and feelings.	1 2 3 4
Flexibility Being able to easily adapt to changing work practices, working hours, tasks, responsibilities, policy changes, environment and behaviors of others.	1 2 3 4
Interpersonal sensitivity (i.e., Emotional intelligence) Behavior that demonstrates recognition of the feelings and needs of others. Empathy with others and awareness of the influence of one's own actions on others.	1 2 3 4
Self-knowledge Insight into one's own identity, values, beliefs, strengths and weaknesses, qualities, competencies, interests, ambitions and behaviors.	1 2 3 4
Leadership skills; skills, tools, ability and behaviour necessary to successfully motivate and guide others	1 2 3 4

3. If you have any suggestions, please share them with us:

Survey 3: Analysis of partners universities facilities

-email address

-Survey language

PART I: Introduction

1. What is your name?

2. What is the name of your University?

3. What is your position?

PART II: E learning

1. What IT facilities are used for various operations and services at your University?

2. What are the obstacles which students face when using IT facilities in their University?

PART III: Materials

1. CREATIVE THERAPY: Please indicate which of the following instruments or facilities are available at your University:

Piano   Drums   Rainsticks or digeridoo's   Djembé's

Sound proof room   Recording studio   Professional camera   Costumes/props

2. If there are other facilities regarding creative therapy, please share them with us:

3. Do students acces medical laboratories/ facilities at your University?

If yes, please share them with us:

4. Do you believe that medical experiments or interventions are important to analyze the effect of art therapy methods? (for example surveys, observations, MRI scans,...)