



Cultural, Humility, Equity & Diversity Continuing Education Activities

Version 1, June 2023

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Introduction

Cultural, Humility, Equity, Diversity (CHED) Continuing Education Activities (CEs) are required to maintain your RDT and BCT certification with the NADTA to assure that members are engaging in ethically diverse practices. The NADTA requires 15 CHED CEs per cycle (every 2 years) and 30 RDT CEs overall.

As a member of the NADTA, you have committed to uphold the best practices of a drama therapist as outlined in our Code of Ethics and Guidelines for Cultural Response/ability in Training, Research, Practice, Supervision, Advocacy, and Organizational Change. By having each active RDT/BCT commit, we will be able to better uphold our Code of Ethics, practice cultural response/ability, provide more competent care and professional services and establish these discussions as community-wide norms.

We ask members to hold in mind the following commitments in the Guidelines for Cultural Response/ability when making CHED ED Continuing Education choices:

- I. Drama therapists demonstrate commitment to the treatment of all persons with dignity and respect, regardless of differences in age, ethnicity, geographic region, gender identity, gender expression, military status, physical, mental, or developmental capacity, nationality, political views, race, religion, socioeconomic status, sexual orientation, and historical experiences with the dominant culture.*
- II. Drama therapists actively seek out knowledge and understanding about how cultural oppression (e.g. racism, homophobia, transphobia, poverty, sexism, religious intolerance, ableism, sizeism, ageism etc.) affects them personally and in their work.*
- III. Drama therapists are encouraged to seek out educational, consultative, and training experiences including language acquisition to enrich their understanding and effectiveness in working with clients who have historical and cultural backgrounds and experiences that are different from their own.*
- IV. Drama therapists also take responsibility for educating themselves about relevant identity development models, historical and current discriminatory practices at the societal level (i.e., racism, classism, sexism, ableism, homophobia, sizeism, ageism, transphobia, etc.), and global sociopolitical and intergenerational issues (i.e., wars, occupation, and natural disasters in country of origin) that may be affecting the psychological welfare of clients in*

care.

The simple truth is that needing to center these issues through mandates is a reflection of the ways in which white supremacy/dominant culture is already at play in our training programs and the NADTA at large, and it is our collective obligation to be actively dismantling systems of oppression in all areas of our field. By making intentional choices around our continuing education, we commit to engaging in the necessary education and ongoing self-reflection to hold ourselves and each other accountable for delivery of culturally responsible care.

Objective(s)

This policy is to define, streamline, and provide guidelines for CHED CEs. The policy will explain what a CHED CE is, how many are needed per cycle, how to receive CEs and how to apply/submit to provide/receive CHED CEs for your work.

Scope

CHED CEs for membership.

Policy

This policy applies to continuing education activities that incorporate the themes of Culture, Humility, Equity and Diversity designed and implemented by the NADTA EBoard, Membership and/or credible organizations; to be approved by the NADTA CHED/Education/Ethics Chairs, or by NADTA CHED Committee; that seek to use the NADTA agreements to provide qualifying CE activities for individuals who hold certifications by this entity.

We ask that drama therapists use their best judgment and self-assessment of educational needs when selecting continuing education activities to attend. Some areas to consider receiving continuing education include, but are not limited to: age; ethnicity; geographic region; gender identity; gender expression; military status; physical, mental, or developmental diversity and capacity; nationality; political views; race; religion; socioeconomic status; sexual orientation; cultural oppression; racism; classism; sexism; homophobia; sizeism; ageism; transphobia; global sociopolitical issues; intergenerational issues; language acquisition; Canadian specific content.

Procedures

What qualifies for a CHED CE?

- I. NADTA members will receive CHED CEs for active participation in any CHED CE qualified event. CHED CE sources are not limited to NADTA events.
- II. Board service qualifies for 4 CHED CEs per cycle with active collaboration with CHED Chair and Committee on a minimum of three (3) CHED events per board term with a form to be signed by CHED Chair.
- III. CHED Committee service qualifies for 5 CHED CEs per cycle with active collaboration/planning with CHED Chair and Committee on a minimum of three (3)

CHED events per board term with a form to be signed by CHED Chair.

- IV. BIPOC Research Committee and Disability Justice Committee service qualifies for 3 CHED CEs per cycle with active collaboration/planning/research in areas listed with a form to be signed by the Committee Chair.
- V. NADTA members can volunteer to facilitate a CHED Series workshop for CEs. Please contact Regional Rep or CHED Chair (chedc@nadta.org).
- VI. CHED CE opportunities will be highlighted in NADTA Playbill, CHED Quarterly, NADTA Website and Social Media pages.

Definitions

For purposes of “event” definition, events may be in the form of workshops, conferences, symposiums, lectures, trainings, parlour talks, online training, self-study, CHED Workshop Series, In-Person/Virtual CHED Conference Forum, CHED Quarterly, etc. Theater and performance qualifies for CHED CEs if CHED content is covered.

*For more information on the breakdown of clock hours, please visit <https://www.nadta.org/continuing-education>

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