

Pierce, Laura. (2013). The Integrative Power of Dance/Movement Therapy: Implications for the Treatment of Dissociation and Developmental Trauma. *The Arts in Psychotherapy*, 41. 10.1016/j.aip.2013.10.002.

Sajjani, N., Mayor, C., Burch, D., Feldman, D., Davis, C., Kelly, J., Landis, H., & Mcadam, L. (2019). Collaborative discourse analysis on the use of drama therapy to treat trauma in schools. *Journal of Arts in Psychotherapy*, 46(1), 27.

Steel, M. (2015). Daring to play: art, life and therapy, from Heidegger to Gadamer, by way of Barthes' Punctum and the paintings of Paul Klee. *Journal of Arts in Psychotherapy*, 42(2), 208.

Roesler, C. (2019). Sandplay therapy: An overview of theory, applications and evidence base. *Journal of Arts in Psychotherapy*, 46(1), 84-94. <https://doi.org/10.1016/j.aip.2019.04.001>

ASSIGNMENTS

Class Participation	35%
---------------------	-----

Class participation enriches knowledge and learning. Student

- Levy, F. (2014). Integrating the Arts in Psychotherapy: Opening the Doors of Shared Creativity. *Journal of Creative Arts in Therapy*, 1(1), 6-27. doi:10.1007/s10465-014-9171-8
- x Steel, M. (2015). Daring to play: art, life and therapy, from Heidegger to Gadamer, by way of Barthes' Punctum and the paintings of Paul Klee. *Journal of Creative Arts in Therapy*, 1(2), 208.

Final Presentation/Written Assignment 2 Creative Arts in Direct Practice 30%

Each student will choose one of the modalities explored to research further. Students will create a presentation consisting of a 20-minute experiential, in which one area of the chosen modality is used to demonstrate the presenters understanding in this area through their own scope of practice. In addition, students will be required to write a protocol and justification paper using the intervention that is presented focusing on a group, individual or community from your practice.

Protocol and justification paper will include:

Paper (4-5 pages)

1. Provide a brief psychosocial evaluation of the client (individual, group, community)
2. How has creative arts approaches informed your assessment and intervention with this case? 2. <https://doi.org/10.1007/s10465-014-9171-8>

Student Responsibilities

- Register with the Office of Disability Services (ODS).
- Provide current, written documentation from a qualified practitioner that describes the nature of the disability, functional limitations associated with the disability, severity of these limitations, and recommended reasonable accommodations.
- Review accommodation requests with ODS.
- Submit accommodation letters to faculty and discuss reasonable accommodations at the start of the semester.
- Communicate with faculty to arrange each exam accommodation at least ONE WEEK before tersof

From Campus

1. If you wish to access e-reserves from the library home page (library.yu.edu),
2. Use wurzweiler all lower case, as the password
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

From Off-Campus

1. Go to the library's online resources page http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES; you will be prompted for your [Off Campus Access Service login](#) and password.
3. Use wurzweiler all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

Using E-Reserves

1. Click on Search E-RES or on Course Index, and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.

When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

PLAGIARISM:

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes plagiarism and is a violation of academic standards. The School will not condone plagiarism in any form and will apply sanctions to acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is NOT plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in a course will automatically FAIL the course and will be placed on Academic Probation and will be referred to the Associate Dean for disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work

Text: Attunement in the Expressive Arts Therapies, Chap 1,2

Unit 2: Poetry Therapy 9/26, 10/4

Attunement in the Expressive Arts Therapies-Chap 3

Sajnani, Nisha, et al. "Collaborative discourse analysis on the use of drama therapy to treat trauma in schools." *Drama Therapy Review*, vol. 5, no. 1, 2019, p. 27+.

Landis, H. Drama therapy with newly arrived refugee woman. In Sajjani, N., & Johnson, D. R. (2014).

Recommended Readings Drama Therapy

Boal, A. (1995). *The Rainbow of Desire: The Boal method of theatre and therapy*. New York: Routledge.

Emunah, R. (1994). *Acting For Real: Drama therapy process, technique, and performance*. New York: Brunner/Mazel Publishers.

Forrester, A & Johnson, D. (1996). The role of dramatherapy in an extremely short-term inpatient psychiatric unit. In A. Gersie (Ed.), *Dramatic Approaches to Brief Therapy* (pp.125-138).

Haen, C. (2005). Group drama therapy in a children s inpatient psychiatric setting In A M Weber & C. Haen (Eds.), *Clinical Applications of Drama Therapy in Child and Adolescent Treatment*. (pp. 189-204). New York: Brunner-Routledge.

Haen, C. & Brannon, K. H. (2002). Superheroes, monsters, and babies: Roles of strength, destruction and vulnerability for emotionally disturbed boys. *The Arts in Psychotherapy*, 29, 31-40.

Herman, L. (1997). Good Enough Fairy Tales for Resolving Sexual Abuse Trauma. *The Arts in Psychotherapy*, 24, 439-445.

Landy, R.J. (1993). *Persona and Performance: The meaning of role in drama, therapy, and everyday life*. New York: Guildford Press.

Nash, E. & Haen, C. (2005). Healing through Strength: A group approach to therapeutic enactment. In A. M. Weber & C. Haen (Eds.), *Clinical Applications of Drama Therapy in Child and Adolescent Treatment*. (pp. 121-136). New York: Brunner-Routledge.

Weber, A. M. & Haen, C. (Eds.), (2005). *Clinical Applications of Drama Therapy in Child and Adolescent Treatment*. New York: Brunner-Routledge.

Unit 4: Art Therapy (Session #7, #8)

- Theory & Practice of art therapy
- Application of art therapy to individual & group practice

- Application of art to specialized populations

Required Readings:

CAT Workbook: Chapters 1, 2, 5

Collette, N., Güell, E., Fariñas, O., & Pascual, A. (2021). Art Therapy in a Palliative Care Unit: Symptom Relief and Perceived Helpfulness in Patients and Their Relatives. *Journal of Pain and Symptom Management*, 61(1), 103-111. <https://doi.org/10.1016/j.jpainsymman.2020.07.027>

Recommended Readings:

Avrahami, D. (2005). Visual art therapy's unique contribution in the treatment of post-traumatic stress disorders. *Journal of Trauma and Dissociation*, 6(4), 5-9. <https://doi.org/10.1891/j.jtrauma.2005.6.4.5>

Betts, D. J. (2003). Developing a projective drawing test: experiences with the Face Stimulus Assessment (FSA). *Art Therapy: Journal of the American Art Therapy Association*, 20(2), 77-82.

Ki, P. (2011). Exploring the experiences of participants in short-term art-based support groups for adults living with eating disorders. *Canadian Art Therapy Association Journal*, 24(2), 1-13.

Lande, R. G., Tarpley, V., Francis, J. L., & Boucher, R. (2010). Combat trauma art therapy scale. *The Arts in Psychotherapy*, 37(1), 42-45.

Lister, S., Tanguay, D., Snow, S., & D'Amico, M. (2009). Development of a creative arts therapies center for people with developmental disabilities. *Art Therapy: Journal of the American Art Therapy Association*, 26(1), 34-37.

Molitor, M. R. (2009). Review of creative interventions with traumatized children. *Art Therapy: Journal of the American Art Therapy Association*, 26(2), 86-87.

Nanda, U., Gaydos, H. L. B., Hathorn, K., & Watkins, N. J. (2010). Art and posttraumatic stress: A review of the empirical literature on the therapeutic implications of artwork for war veterans with posttraumatic stress disorder. *Environment and Behavior*, 42(3), 315-335. <https://doi.org/10.1177/0013996709358875>

Ciardiello, S. (2003). Meet them in the lab: Using hip-hop music therapy groups with adolescents in residential settings. In N. E. Sullivan, E. S. Mesbur, N. C. Lang, D. Goodman, & L. Mitchell (Eds.), *Journal of Music Therapy* (pp. 103-117). New York: Haworth Press.

Field, T., Martinez, A., Nawrocki, T., Pickens, J., Fox, N. A., & Schanberg, S. (1998). Music shifts frontal EEG in depressed adolescents. *Journal of Music Therapy*, 129, 109-116.

Gold, C. (2007). Music therapy improves symptoms in adults hospitalised with schizophrenia. *Journal of Music Therapy*, 10(3): 77

Maratos, A. S., Gold, C., Wang, X., Crawford, M. J. (2008). Music therapy for depression. *Journal of Music Therapy*, 50(1), 1-15. Art. No.: CD004517. DOI: 10.1002/14651858.CD004517.pub2

Montello, L. M., & Coons, E. E. (1998). Effect of active versus passive group music therapy on

Unit 9: Final Presentations and ClosureClass #13 and #14, 12/5 and 12/13

Lewis, P. (1986). Dubuque, IA: W.C.
Brown-Kendall/Hunt Publishing.

Lewis, P. (1987). Dubuque,
IA: W.C. Brown-Kendall/Hunt Publishing.

Longo, P. J. (2008). New York, NY: The Haworth
Press/Taylor and Francis Group.

Mitchell, R., & Friedman, H. (1994). ☒ New York: Routledge.

Niemi, L., & Ellis, E. (2001). ☒ ☒ Little Rock, AK:
August House Publishers, Inc.

Sajnani, N., & Johnson, D.R. (Eds.) (2014). Trauma- informed drama therapy: Transforming
clinics, classrooms, and communities.

Rogers, N. (1993). Palo Alto, CA:
Science & Behavior Books.

Unkefer, R. F. (Ed.) (1990). ☒
. New York, NY: Schirmer Books.