

LEWIS & CLARK
GRADUATE SCHOOL OF EDUCATION AND COUNSELING

**AT-563 Special Topics: Body and Creativity in the Therapeutic
Process**

Summer Term, 2023 (1 credit)

When: Saturday, 7/22 and Sunday, 7/23 from 9:00am to 5:30pm on both days.

Assignments due: 7/28 & 7/29

Classroom: York Room 107

Instructor: Rosario Sammartino, P.h.D.

Contact information: sammartinom@lclark.edu

Office hour: by appointment only. Please contact the instructor to set up an appointment

Course Description

This course focuses on the role of the body and creative expression as agents of change, and on the development of an artistic sensibility for the therapeutic process. Through somatic based practices– including movement, breathing and focusing techniques, and expressive art modalities– such as drawing, writing, sound and dramatic enactments; students will learn the tools and principles of a multi-modal approach to therapy, which can be used for their personal development as well as incorporated into their professional practices as therapists, educators, or consultants. The course is open for all. No previous art or movement experience is required.

Course Objectives

In this course students will:

1. Learn about the overall historical development and primary theory of the use of artistic and somatic interventions in therapy.
2. Cultivate and expand their body awareness and expressive abilities.
3. Learn to use the principles and methods of an embodied practice to access, explore and integrate conscious and unconscious material.
4. Understand how to use the interplay between movement, images and emotional expression as a therapeutic tool.
5. Experience and practice a variety of somatic-artistic techniques and interventions.
6. Develop an embodied artistic sensibility to the therapeutic process.
7. Appreciate the power of movement and the arts to connect and celebrate humanity beyond diverse cultures, gender, body types and limitations.

SLO	Description
E	Develop culturally appropriate, collaborative, and productive therapeutic relationships with clients.
J	Apply principles of human development, artistic and creative development, human sexuality, gender identity development, family life cycle, and psychopathology, to the assessment and treatment of clients.
N	Recognize the impact of oppression, prejudice, discrimination, and privilege on access to mental health care, and develop responsive practices that include collaboration, empowerment, advocacy, and social justice action.

CAAHEP CONTENT AREAS

p.K.1	Demonstrate advanced knowledge of a well-defined, specialized area of clinical or community-based practice
p.S.1	Describe in-depth experience with specific patient/client populations, practice settings and methods of interventions
p.A.1	Display cultural competence in consideration of unique characteristics of specific populations and settings

Disability service statement:

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Assessment and evaluation.

Grades are based on three components:

Participation (25%)

Reflection Paper: (35%)

Final paper (40%)

Attendance: Class attendance is expected and required. The course is participatory and experiential, skills are developed progressively, therefore attendance is especially important. Coming to class on time and leaving at the end of the day is important. Missing more than ten percent of class time may result in failure to complete the class. This would be 1.5 hours for this 15-hour class (1 credit).

Participation: Full and active participation in all class activities is expected. It includes, beyond the movement and expressive arts exercises, listening to lectures, participating in discussions, asking relevant questions and demonstrating knowledge of the reading materials. Movement and expressive art exercises that are practiced individually and with others constitute a major part of the course and students are expected to participate fully in all practices. Working with the body may trigger emotional responses. You are encouraged to take care of yourself and participate to the level of your comfort. Adjustments are available in all practices to meet your physical and emotional needs. Please advise the instructor when such adjustments are needed (these requests can be done during the course and be specific to any practice). Please note that the purpose of these practices is educational and professional and not for personal therapy. Adjusted participation is counted equally towards grading.

Reflection Paper: Reflect on your experiences in class, discussing what was most significant for you. In the description of your personal experience, integrate theoretical material from the readings (3-4 pages). Consider including an addendum section to your paper (an addition to its 3-4 page length) with poetry and photos of art pieces created in class that illustrate your learning process. PAPER DUE: July 27, 2023

Theory and Application Paper: Describe how you envision using expressive arts and somatic modalities with clients or students with whom you are either currently working, have worked with in the past, or hope to work with in the future. Here, address what the benefits might be, what the cautions would be, and your understanding of possible

applications of using somatic and expressive arts modalities for your own self-care. (5-6 pages, with at least 3 references). PAPER DUE: July 28, 2023

COURSE SCHEDULE

Saturday June 22, 2023

- Tuning into our individual and group body.
- Intro to Expressive Arts & Somatic based therapy
- Somatic Artistic exploration: Physical, emotional and imaginal/mental body
- Multimodal approach
- Group Harvesting and reflection on practice

Sunday June 23, 2023

- Metaphorical dialogues between life experiences and art-making
- Somatic Artistic exploration: Movement metaphors
- Aesthetic response
- Practice. Intermodal transfer facilitation
- Group harvesting and reflection on Practice

Required Reading:

Halprin, Daria. *The Expressive Body in Life, Art, and Therapy: Working with Movement, Metaphor and Meaning*. London: Jessica Kingsley Publishers, 2002

McNiff, Shaun. *Art As Medicine*. Boston: Shambhala Publications, 1992.

Recommended Readings:

Abram, David. *The spell of the sensuous*. U.SA: Vintage Books, 1996.

Barratt, Barnaby. *The emergence of somatic psychology and bodymind therapy*. New York, NY: Palgrave MacMillan, 2013.

Hanna, Thomas. What is somatics? *Somatics*, V(4) 63, 1986.

Knill, P., E. Levine, and S. Levine. *Principles and Practice of Expressive Arts Therapy: Toward a Therapeutic Aesthetics*. London: Jessica Kingsley Publishers, 2005.

Keleman, S. *Myth and the Body*. Berkeley, CA: Center Press, 1999.

Levine, Peter A. *Waking the tiger. Healing trauma*. Berkeley, CA: North Atlantic Books, 1997.

Pallaro, Patrizia (Ed.). *Authentic Movement: Moving the Body, Moving the Self, Being Moved*. London: Jessica Kingsley Publishers, 2007.

Rogers, Natalie. *The Creative Connection: Expressive Arts as Healing*. Palo Alto, CA: Science & Behavior Books, Inc., 1997.

Rosenberg, Jack & Rand, Marjorie. *Body, self & soul: Sustaining integration*. Atlanta, GA: Humanics Ltd., 1985.

Van Der Kolk, Bessel. *The body keeps the score: Brain mind and body in the treatment of trauma*. New York, NY: Penguin Group, 2014.