COURSE DESCRIPTION

This survey course explores the current uses of the creative arts in social work practice, including music, drama, art and dance. This course will utilize both lecture and experiential exercises to explore the therapeutic value of creative approaches. Students will also be encouraged to express their own creativity and apply these approaches to practice.

COURSE OBJECTIVES

Through the completion of their assignments, students will:

- Learn about the history and theoretical underpinnings of creative art interventions.
- Become familiar with evidence-based applications of creative arts in social work practice.
- Identify the relationship between creative art approaches and social work practice.
- Begin to apply the use of creative arts in direct practice with clients.
- Understand the application of creative arts for enhancing social awareness and social change.

INSTRUCTIONAL METHODS

This course will explore a range of expressive arts therapies and projective techniques. There is an emphasis on clinical applications as well how to use these techniques alongside and integrated social work interventions. The class will be both experiential and didactic in nature. Required articles are available on-line from the electronic reserves of the Pollack library. The course password to access them is _______

COURSE EXPECTATIONS AND GRADING

Attendance
Students are expected to attend all sessions of courses and complete all assigned work on time. This class is highly experiential and there are things that cannot be done outside of class. Whenever unusual circumstances make attendance impossible, the student should consult with the instructor on how to make up work. Missed classes may result in a lowering of the student’s final grade by one letter grade (e.g., a final grade of B would be lowered to a B-).
Main Texts


ASSIGNMENTS

Class Participation 40%

Class participation enriches knowledge and learning. Student’s learning and skill development is enhanced through class participation. Class participation is highly valued in this course. Students are expected to attend all classes and be on time.

Asynchronous Assignments that take the place of Classes #3 and #4 will take place between September 28th and October 16th are considered class participation.

Written Assignment 1- Reflection Papers 30%

During the course, you will be asked to reflect on your thoughts, feelings, ideas, and reactions to the course content and readings through 3 reflection papers and art responses. These responses can be done in any art form i.e., poetry, music, art, film etc... Creativity is encouraged!

Reflection papers will be due on October 18 (Session #5), November 8th (Session #8) and November 29 (Session #11).

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? Make sure to connect theory to practice.
3. Include any ethical dilemmas that were inherent in this case.
4. Protocol
For any citations, use APA 6th Edition citation format throughout your paper, including in your reference section. The paper should make use of 5-10 citations, half of which may be taken from course readings. A limited bibliography is required. Late papers will be graded down. (Half a grade a week).

All protocols due on 12/6.

Justification Papers due 12/20.

STUDENTS WITH DISABILITIES

The Office of Disability Services (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. [http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/](http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/)
The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student’s responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability.

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 the exam.
- File documentation with appropriate individuals to request accommodations for final exam period.
- Alert the Office of Disability Services if any difficulties are encountered regarding the implementation of accommodations.

Getting Started
Students in Yeshiva University who wish to receive accommodations must self-disclose by registering with The Office of Disability Services (ODS). ODS has established the following process for registration:
- Complete an [Intake form](#).
- Gather and submit current documentation of your disability.
- To register as a student with a learning disability or ADD/ADHD, you must submit a current psycho-educational or neuro-psychological evaluation. For all other disabilities you may submit documentation completed by a qualified health professional/clinician. Please refer to our [Disability Documentation Guidelines](#) and choose the one specific to your disability to use as a guide.
• After you have submitted the Intake form and disability documentation, ODS will be happy to meet with you to discuss reasonable accommodations and other supports available to you at Yeshiva University.
• Each semester, you will meet with ODS to discuss accommodations for your courses and any accessibility needs. You will be given accommodation letters to submit to your professors. Accommodation letters must be submitted to your professors as soon as they are received.

E-Reserves
Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is http://yulib002.mc.yu.edu:2262/er.php. Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

Accessing E-Reserves
From Canvas
1. Go to your class Canvas page.
2. Click the link “Library Resources & E-Reserves” (no password required)

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 sanction 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 is indeed plagiarized, they can use the following “plagiarism checker” websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker www.dustball.com/cs/plagiarism.checker
www.plagtracker.com
www.plagium.com/
www.plagscan.com/seesources/
www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

HIPAA ALERT:

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, gender is directly related to the case presentation it can be included if it will not allow for identification.

CONFIDENTIALITY

Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.
FERPA

Wurzweiler’s policies and procedures are in line with FERPA regulations. In accordance with the provisions of the Family Educational Rights and Privacy Act of 1974, as amended (Section 438 of the General Educational Provisions Act, 20 USC 1232g), also known as FERPA, the University has adopted policies to protect the privacy rights of its “Students” with respect to their “Education Records,” in each case as defined below. FERPA affords Students certain rights of access to their Education Records and limits disclosure to third parties unless the Student provides written consent. In certain circumstances, disclosure is permitted without the Student’s permission.

COURSE OUTLINE

Unit 1: Introduction to the Healing Power of Creative Art Approaches-Session: (Session 1 - 9/15)
  
  o Creative a safe enough environment
  o History and Philosophy
  o Fundamentals of Therapeutic Intervention
  o Neuroscience and Creative Arts

Required Readings:
Text: Chapter 1


Unit 2: Intro continued and Poetry Therapy: (Session 2-9/27 please note time of 9:00am-10:15am)

  o Theory & Practice of poetry therapy
  o Poetry Experiential
  o Application of poetry therapy to individual & group practice

Unit 3:
Asynchronous learning Assignments: Playing with Form : (Session #3 and #4 weeks of October 4th and 11th)

https://flipgrid.com/landis4201

  o Poetry Experiential Flip Grid and responses
1) **Integrating Creative arts therapy and Social Work in a trauma informed lens**
   a. **Read the following two articles: (Due by October 4)**
   b. **Choose one of the articles to talk about though the lens of Social work finding similarities differences and adding your own thoughts ...etc.... create video on flip grid.**

2) **Creative Response (Due October 11th)**
   a. **Read the following four articles, choose one to present via flip grid in a creative way informed by drama therapy ie- sculpts, story, puppet show, masks etc...**
      - Bloom, S.L., Bridging the black hole of trauma: The evolutionary necessity of the arts. Psychotherapy and Politics International, 2010. 9

3) **Poetry Therapy Assignment (Due by October 14th)**
   a. **Read the following article**
   b. **Rescued Speech Poem**- Following the articles examples of a rescued speech poem in the article find a classmate “client” to do the exercise with. In pairs you will ask a prompt to you “client” listening and creating a rescued speech poem. Poems should be read on flipgrid.

4) **Responses (Due October 16th)**
   a. **Please respond to at least two classmates per assignment in flipgrid giving constructive feedback and asking any questions you may have. Please close different classmates to respond to.**
**Required Readings:**
Text: Chapter 6

Creative Arts Therapies Manual Chapter 27 & 29

**Recommended Readings:**


**Unit 4: Drama Therapy : ( Session #5 and #6 weeks  October 18th, 25th )**

- Theory & Practice of drama therapy
- Application of drama therapy to individual & group practice
- Application of drama to specialized populations

**Required Readings:**
Text: Chapter 5

CAT Manual – Chapters 22, 23, 24


**Recommended Readings Drama Therapy**


Unit 5: **Art Therapy (Session #7, November 1st)**

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

**Required Readings:**
Text: Chapter 2

CAT Workbook: Chapters 1, 3, 5

**Recommended Readings:**


Unit 6: Dance/Movement Therapy (DMT)- (Session #9, November 8th)

Required Readings:
Text: Chapter 4
CAT workbook: Chapters 22, 23, 24


Recommended Readings Dance Movement Therapy:


**Unit 7: Psychodrama-** *(Class #9, November 15th)*
- Theory & Practice of Psychodrama
- Introduction to psychodrama principals
- Doubling exercise

**Required Reading:**
CAT Manual: Chapters 26

**Recommended Readings**


**Unit 8: Music Therapy (Class #10, November 22)**

*Guest Lecturer: Tara L. Davis, MA, MT-BC*

- Theory & Practice of MT
- Application of MT to individual & group practice
- Application of MT to specialized populations

**Required Readings:**
Text: - Chapter 3

CAT Manuel: Chapters 17-19

**Recommended Readings Music Therapy:**


(Eds.), *Social work with groups: Social justice through personal, community and societal change* (pp. 103–117). New York: Haworth Press.


**Unit 9: Pulling it all together and individual meetings for project review :Class # 11 11/29**

**Final Presentations- Class #12 and #13, 12/6 and 12/13**

*****All protocols due on December 6th

**Closure and Integration of Creative Art Approaches: 12/20**
- Application of CATS to current practice
- Ethics of CATS and credentialing

**Required Reading:**


Bibliography


