



# BRANDON UNIVERSITY

## Faculty of Education Graduate Studies Program

04:774 (A00) Expressive Therapies  
*2024 Summer Session, Term 1*  
(July 3, 4, 5, 8, 9, and 10, 2024 9:00 AM -3:30 PM)  
Room: EB 224

**Instructor Name:** Marsha Harris BA., MMFT., Ed.D (candidate)

**Office #:** 105 AE McKenzie Building

**Office Hours:** By appointment

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### Course Description

Prerequisite: 04:708, 04:709 and 04:768.

Students will acquire knowledge and develop skills in the application of current expressive therapeutic approaches used in the helping profession. Specific focus will include counselling using art, music, and play approaches. Theoretical and practical understanding of the impact and treatment of trauma informed approaches to foster resilience as it relates to social and family adversities will be developed. Other topics may include evidence-based counselling practices in early childhood interventions, parenting skills support, and social and behavioural skills training.

### Course Objectives:

This course is an overview study of expressive therapies. This course will emphasize the philosophical and theoretical foundations of expressive therapies utilizing a trauma-informed perspective. This course will connect theory to practice within a school setting. Participants will acquire knowledge of a four-part model for expressive therapies that focuses on movement, sound, storytelling, and silence interventions. This course will focus on clinical interventions within these four domains that can be incorporated into school-based counselling for individuals or small therapeutic groups.

**General Learning Outcomes:**

By the end of the course, students will be able to:

- Explain introductory level knowledge of expressive therapy theory and philosophy.
- Explain the use and function of expressive therapies in school-based counselling.
- Demonstrate a bridge between expressive therapy theory and practice by participating in role-play.
- Explain how expressive therapies can support trauma-informed clinical work.
- Explain how to successfully integrate creative arts techniques into solution focused therapy interventions.
- Explain how to successfully integrate creative arts techniques into cognitive behavioral therapy interventions.
- Explain and provide examples of interventions of the four-part model for expressive arts and trauma therapy: movement, sound, storytelling, and silence.
- Explain how expressive therapy approaches enhance trauma informed practice with children, teens, and parents.
- Explain how to incorporate students' guardians into the expressive therapies process.
- Explain matching expressive therapy interventions to student's goals and developmental stage.
- Describe the historical and cultural significance of expressive therapies.
- Describe self-regulation techniques using expressive therapy.
- Describe at an introductory level:
  - Music therapy
  - Play therapy
  - Horticulture and nature-based therapy
  - Art therapy
- Describe and provide examples of mindfulness as it is implemented in expressive therapies.
- Developed a four-session therapeutic group session guide utilizing expressive therapy techniques to be used in a school setting.
- Determine their level of professional counselling competence for providing appropriate interventions.

**Required Texts & References:**

Malchiodi, C.A. (2023). *Handbook of expressive arts therapy*. The Guilford Press.

Malchiodi, C.A. (2020). *Trauma and expressive arts therapy: Brain, body, & imagination in the healing process*. The Guilford Press.

**Course Assignments (APA version 7.0 required)**

Assignment	Value	Due Date
Summary & Reflection from readings	25	Monday July 8, 2024
Presentation	35	Wednesday July 10, 2024
Mini-literature review	40	Thursday July 11, 2024

**Summary & Reflection 25%**  
**Due July 8, 2024**

Summary & Reflection:

Students will provide a 6-page (double spaced) summary of readings from the assigned class readings. This may be submitted in point form, narrative format, or a mind map with explanatory text.

Students will also include a 200-word reflection of the readings. The reflection component is for students to begin to process their thoughts, reactions, and feelings to the content of the course. Students are asked to write about personal/professional connections they have made with the readings and how this impacts them as an educator/counselor. This portion is not to be a summary of the content, rather a personal connection to the literature.

**Presentation – 35% - Individual or Group (30-minute presentation)**  
**Due July 10, 2024**

Individually or in small groups, students will develop a therapeutic group session guide for Early Years, Middle Years, or Senior years. This therapeutic group session guide will be presented to the class.

This assignment will include the session guide for a minimum of four small therapeutic group sessions, will include the target population, overall objectives of the group, each session's objectives, each session's activities, overall expectations of what this group will achieve or support the participants with, and evaluation methods. This therapeutic group session guide will utilize expressive arts/therapies as the primary therapeutic process.

This therapeutic group session guide must connect to current literature in the field of expressive arts therapy.

Students will present their therapeutic group session guide to the class in-person using their preferred method to facilitate the presentation.

**Literature Reivew - 40%**  
**Due July 11, 2024**

Individually, students will prepare a paper which involves research in expressive therapies literature. This paper will explore in depth one form of expressive therapies, how it can be used in the therapeutic process, the philosophical and theoretical background of the therapy, how and for what topics is it best suited for, not suited for, and potential ethical issues. This paper will include a trauma-informed lens and will describe how this therapy can be utilized to support people who have experienced trauma. This paper will also describe the utilization of this expressive therapy in a school setting.

This paper should be 16-20 pages, plus a title page, and references. This assignment must be typewritten in 12 font, double-paced, and adhere to APA 7. A minimum of 7 references are required for this paper.

**Course Grade Evaluation**

Minimum grade requirement for graduate program: B

Grade Equivalencies:	A+ 96-100	B-	70-74
	A 90-95	C+	65-69
	A- 85-89	C	60-64

B+ 80-84  
B 75-79

C- 55-59  
D 50-54  
F Under 50%

### Academic Integrity

The Brandon University Academic Integrity Policy underlines the importance of all members of the BU community respecting and upholding the fundamental values of honesty, trust, fairness, respect, responsibility, and courage (ICAI, 2014) in every academic activity. Students are responsible for ensuring they understand and adhere to these values.

Activities that depart from these values include, but are not limited to, the following: plagiarism, cheating, academic interference, falsification, and aiding others to depart from academic integrity.

Students found responsible for having departed from academic integrity will be subject to remedies and/or sanctions. Depending on the scope and impact of the departure as well as the student's level of study and past academic integrity history, remedies and sanctions range from mandated educational activities through failure on an assignment/failure in the course to expulsion from the University and revocation of credentials/degrees granted.

All departures from academic integrity will be recorded in the BU Academic Integrity Repository, and certain sanctions will result in a notation on the student's transcript.

The full Academic Integrity Policy, including definitions of academic integrity's fundamental values, examples of activities that depart from academic integrity, and processes undertaken in cases of suspected departures from academic integrity, is available at [www.brandonu.ca/senate-office/senate-policies](http://www.brandonu.ca/senate-office/senate-policies).

### Instructor / Course Evaluation

The anonymous course evaluations will be completed online. All students are expected to complete the evaluation.

### Proposed Class Schedule:

\*schedule subject to change

Date:	Topics:
Wednesday July 3, 2024	Morning: <ul style="list-style-type: none"><li>• Overview of the course</li><li>• Overview of assignments</li><li>• Introductions</li></ul> Afternoon: <ul style="list-style-type: none"><li>• Introduction to expressive therapies</li></ul> <u>Readings:</u> Handbook of Expressive Arts Therapy <ul style="list-style-type: none"><li>• Preface</li><li>• Chapter 1</li></ul> Trauma and Expressive Arts Therapy: Brain, Body, & Imagination in the Healing Process

<p>Thursday July 4, 2024</p>	<ul style="list-style-type: none"> <li>• Chapter 1</li> </ul> <p>Morning:</p> <ul style="list-style-type: none"> <li>• Theory and philosophy of expressive therapy</li> <li>• Trauma and expressive therapies</li> </ul> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>• Introduction of four-part model for arts-based therapies (Movement, Sound, Storytelling, and Silence)</li> </ul> <p><u>Readings:</u></p> <p>Handbook of Expressive Arts Therapy</p> <ul style="list-style-type: none"> <li>• Chapter 2</li> <li>• Chapter 3</li> <li>• Chapter 8</li> </ul> <p>Trauma and Expressive Arts Therapy: Brain, Body, &amp; Imagination in the Healing Process</p> <ul style="list-style-type: none"> <li>• Chapter 2</li> </ul>
<p>Friday July 5, 2024</p>	<p>Morning:</p> <ul style="list-style-type: none"> <li>• Movement Therapies -Dance, yoga, sensory integration</li> <li>• Experiential and role play activities</li> </ul> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>• Sound Therapies -music, singing, drumming</li> <li>• Experiential and role play activities</li> </ul> <p><u>Readings:</u></p> <p>Handbook of Expressive Arts Therapy</p> <ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Chapter 12</li> </ul> <p>Trauma and Expressive Arts Therapy: Brain, Body, &amp; Imagination in the Healing Process</p> <ul style="list-style-type: none"> <li>• Chapter 3</li> <li>• Chapter 4</li> </ul>
<p>Monday July 8, 2024</p>	<p>Morning:</p> <ul style="list-style-type: none"> <li>• Storytelling Therapies -drama, visual arts, creative writing</li> <li>• Experiential and role play activities</li> </ul> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>• Silence in expressive therapy -mindfulness, meditation, art making</li> <li>• Experiential and role play activities</li> </ul> <p><u>Readings:</u></p> <p>Handbook of Expressive Arts Therapy</p>

	<ul style="list-style-type: none"> <li>• Chapter 10</li> <li>• Chapter 11</li> </ul> <p>Trauma and Expressive Arts Therapy: Brain, Body, &amp; Imagination in the Healing Process</p> <ul style="list-style-type: none"> <li>• Chapter 5</li> </ul>
<p>Tuesday</p> <p>July 9, 2024</p>	<p>Morning:</p> <ul style="list-style-type: none"> <li>• Nature-based and horticultural therapy</li> </ul> <p>Afternoon:</p> <p><u>Guest speaker:</u> Deborah Tacan – Cree Métis Grandmother Holistic healing through art, dance, music, drama, and storytelling.</p> <p><u>Readings:</u></p> <p>Trauma and Expressive Arts Therapy: Brain, Body, &amp; Imagination in the Healing Process</p> <ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Chapter 7</li> <li>• Chapter 8</li> <li>• Chapter 10</li> </ul>
<p>Wednesday</p> <p>July 10</p>	<p>Morning:</p> <ul style="list-style-type: none"> <li>• Group Presentations</li> </ul> <p>Afternoon:</p> <ul style="list-style-type: none"> <li>• Group Presentations</li> </ul>

### Statement on Accessibility and Accommodation

Brandon University values diversity and inclusion, recognizing disability as an aspect of diversity. Our shared goal is to create learning environments that are accessible, equitable, and inclusive for all students. Student Accessibility Services (SAS) works with students who have permanent, chronic, or temporary disabilities. SAS supports students by developing individualized plans of accommodation, helping students to understand their learning needs, and assisting faculty with provision of accommodations for students registered with SAS.

If you have, or think you may have, a disability (e.g. mental health, attentional, learning, vision, hearing, physical, medical, or temporary), you are invited to contact Student Accessibility Services to arrange a confidential discussion at (204) 727-9759 or [magnussonm@brandonu.ca](mailto:magnussonm@brandonu.ca). Additional information is available on the Student Accessibility Services website: <https://www.brandonu.ca/student-services/student-accessibility-services/>

If you are registered with SAS and have a letter requesting accommodations, you are encouraged to contact the instructor early in the term to discuss the accommodations outlined in your letter.

## Attendance at Lectures and Practical Work

### (refer to the Graduate Calendar, section 3.7.1)

1. All students are expected to be regular in their attendance at lectures and labs. While attendance *per se* will not be considered in assessing the final grade, it should be noted that in some courses participation in class activities may be required.
2. For limited enrolment courses, students who are registered but do not attend the first three classes (or notify the instructor that they intend to attend) may have their registration cancelled in favour of someone else wishing to register for the course.
3. Students who are unable to attend a scheduled instruction period because of illness, disability, or domestic affliction should inform the instructor concerned as soon as possible.
4. Instructors may excuse absences for good and sufficient reasons.

### Wellness Services

Positive well-being is highly correlated to learning and student success. Wellness is a combination of physical, social, spiritual and mental health. Personal Counsellors at Brandon University are dedicated to providing support to students' wellness, primarily their mental well-being, through prevention activities, early identification, and timely interventions using a holistic lens.

Please contact the Personal Counsellors in the Student Services Department at 204-727-9737 or visit Room 102 A.E. McKenzie Building to make an appointment. There are crisis counselling appointments available daily.

**If you believe that you or someone else is in imminent danger of harm, call 911.**

Sexualized Violence Education and Prevention Coordinator: 204-727-9740

#### 24-hour crisis supports

Over 18 years of age: Mobile Crisis Unit = 204-725-411

Under 18 years of age: Child and Adolescent Treatment Centre = 204-578-2700

Klinik Sexual Assault Crisis Line: 1-888-292-7565

### **Reminder**

*Please save this course outline. Students who are pursuing the course route for their Master of Education program will require it for use in their final course: 07.750 Graduate Summative Seminar. We also recommend that these students write a reflection upon completion of each graduate course, in order to prepare for the 07.750 Graduate Summative Seminar.*