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institute for therapy through the arts

## Integrated Creative Arts Therapy Conference

June 8-9, 2018

### Cultivating Identity Creatively

KEYNOTE SPEAKER

#### Lisa D. Hinz, Ph.D., ATR-BC

Dr. Hinz is an adjunct professor in the Master's degree Art Therapy program at Saint Mary-of-the-Woods College. She is a consultant to the Residential Lifestyle Medicine program at Adventist Health Napa Valley and she has a private practice in art therapy. Dr. Hinz has published numerous articles in peer-reviewed journals, and is the author of *Expressive Therapies Continuum: A Framework for Using Art in Therapy*. She has presented workshops and trainings on the ETC across the country and around the world, most recently in South Korea and The Netherlands. Dr. Hinz is currently the chairperson of the American Art Therapy Association Ethics committee.



Conference Co-Sponsored by:



## SCHEDULE OF EVENTS

Friday, June 8<sup>th</sup> 2018

|                    |  |
|--------------------|--|
| <b>8:00-8:45</b>   | <b>Registration</b><br>Adler University<br>17 North Dearborn Street<br>Chicago, IL 60602 |
| <b>8:15-9:15am</b> | <b>Welcome Breakfast</b>   |

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| <b>9:30-11:30<br/>(120 min)</b> | <b>Workshop Sessions</b> |
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### LIVE ROLE-PLAY EVENT: A Mental Dungeons and Behavioral Dragons Adventure

*Keith Whipple, MA, RDT & Bradley James Drozdowski, MT-BC*

Experience first-hand what role-play gaming can be like. Enjoy a morning's entertainment ideal for the curious clinician trying this form of creative self-expression for the first time, or the practiced professional looking to revisit the glorious quests of younger years. Participants will examine the role of movement in the therapeutic relationship.

- Participants will leave this performance able to give a first-hand account of role-play in action within the context of tabletop and LARP (Live Action Role Play) gaming so as to have better introductory understanding of this form and its possible applications in treatment.
- Participants will be able to describe at least one way personal and social identity is explored and developed using tabletop and LARP (Live Action Role Play) gaming.
- Participants will have an introduction to the specific language and structure of tabletop and LARP (Live Action Role Play) gaming so as to have better introductory understanding of this form and its possible applications in treatment.

### How to Keep Your Career and Business in Compliance: Examining the Ethical Decision Making Model

*Katy Barrington, Ph.D ATR-BC & Marni Rosen, Psy.D ATR-BC*

Professionals faced with making ethical decisions may think "no one will know" "everyone does it" and/or "it will be okay". They quickly recognize absolute answers may not exist due to complexities. Participants in this workshop will be offered an ethical decision making model which could be applied to professional practice.

- Identify the steps of the ethical decision-making model.
- Engage in self-reflection of personal biases and prejudices in regard to ethics.
- Understand the overlap between clinical practice and mental health business practice.

### Increasing Our Awareness: Culture, Bias & the Body

*Kyla Gilmore, LCPC, BC-DMT & Aisha Bell, LCPC, BC-DMT*

Expanding our awareness of race, culture and bias is an essential component and best-practice standard of sound clinical work. Participants of this training will learn an embodied approach to multicultural competence through lecture, discussion and experiential learning to assist them in advancing their clinical skills in working with diverse populations.

- Participants will understand a definition of cultural competence.
- Participants will identify one strategy to impact growth as it relates to cultural competence.
- Participants will understand the intersection of dance/movement therapy and cultural competence.

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| <b>11:45-12:45<br/>(60 min)</b> | <b>Lectures/Discussion Sessions</b> |
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### Re-Defining Identity through Pediatric Medical Crisis

*Rachel Epley, MM, MT-BC; Willow Troy Messier, ATR-BC, CCLS; & Elizabeth Klinger, MA, MT-BC*

What happens when a young person's life is altered by a major medical condition? We will examine the evolution of self-identity that occurs when children and adolescents undergo intensive medical treatment, and explore ways in which music and art therapy can uniquely address the needs of this population.

- Participants will identify three challenges to self-identity faced by pediatric medical patients.
- Participants will identify three beneficial outcomes provided by art or music therapy.
- Participants will identify three interventions used by medical art or music therapists with pediatric patients.

Nurturing Personal & Collective Healing Through Creativity in Hospice & Palliative Care

*Kathleen M. Buday, MEd, ATR-BC*

This presentation will address the practice of art therapy within hospice and palliative care. Through case examples, participants will witness how patients use the creative process to foster a sense of identity and to build connections to self and others

- Through individual case examples, participants will learn three art therapy interventions to use for hospice patients.
- Participants will identify how a one-time group art therapy workshop for cancer patients provided personal and collective healing.

Going Beyond Self-Care: Preliminary Investigation in Identifying the Presence of Compassion Fatigue and Burnout in Music Therapy Students, Interns and Young Professionals

*Kristen Carter*

Compassion fatigue, or professional burnout are occupational hazards of healthcare related professions. This presentation will discuss a 2017 qualitative research study on compassion fatigue and burnout of emerging professionals. Precursors and identifying symptoms will be discussed and evaluated with creative arts therapies.

- Participants will gain a greater understanding of the observable trends of compassion fatigue, professional burnout and secondary traumatic stress in healthcare-related professions, Music Therapy in particular.
- Participants will be able to recognize similar, potential hazards in their own professions and settings that may lead to the manifestation of compassion fatigue, professional burnout and secondary traumatic stress.
- Participants will gain a better insight into what Music Therapy aims to achieve in order to strengthen the advocacy and awareness of creative arts therapies

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| <b>12:45-2:00</b> | <b>Lunch</b> |
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Please use lunch as an opportunity to explore the downtown Chicago area and enjoy the local restaurants

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| <b>2:00-3:30<br/>(90 min)</b> | <b>Keynote Speaker: Dr. Lisa Hinz, Ph.D ATR-BC</b><br>(Sponsorship Available, logo placed here) |
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| <b>3:45-5:45<br/>(120 min)</b> | <b>Discussion/Lectures</b> |
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Understanding Lyrical Expression: Songwriting Themes in Pediatric Cancer

*Tracie Sandheinrich, MT-BC & Jaime K. Wilhite, MMT, MT-BC*

Learn about Maryville University’s Kids Rock Cancer Program. Board certified music therapists use therapeutic songwriting to help participants express feelings and create original songs. Listen to recordings and take a deeper look at a recent qualitative analysis of the participants’ lyrics to understand themes expressed in the pediatric cancer setting.

- Gain knowledge and a deeper understanding of the Kids Rock Cancer program.
- Understand how therapeutic songwriting benefits children affected directly or indirectly by cancer and/or blood disorders.

Inner and Outer Connections: Dance/Movement Therapy and Contact Improvisation

*Julie Brannen, MA, LPC, R-DMT, GLCMA & Eve Chalom, R-DMT, RYT*

This workshop will explore how Contact Improvisation (CI) principles can facilitate grounding and relating with various populations. CI is a dance form involving listening, awareness, and energetic / physical contact. Participants will be guided towards deepening connections with self, partners, and surroundings. This workshop will be experiential-based with discussions integrated.


- Participants will learn the philosophy and basic principles of Contact Improvisation.
- Participants will explore a body-based (felt sense) of transference and countertransference.
- Participants will experience various forms of self-care through supportive structures.

Beyond the Mask: Exploring Cultural Identity through Art and Drama Therapy

*Azizi Marshall, MA, LCPC, RDT-BCT, REAT*

Clients have the potential to challenge and express who they are through mask making and performance. Masks have been used as both a performative object and more importantly as a therapeutic intervention tool. Art therapists have long used the mask to spark dialogue, while drama therapists “bring the masks to life”. Through historical exploration of masks and the application of art therapists and drama therapists, this workshop explores to the importance of masks as a clinical intervention tool.

- Identify 3 or more ways that masks can be used to facilitate exploration of issues related to identity and community in counseling, psychotherapy, and educational settings.
- Explore 3 or more ways that mask making within art and drama therapy can enhance group connection when used in treatment, educational, and other settings.
- Identify 2 or more ways that mask making can be used in clinical and educational settings to enhance multicultural exploration and understanding.

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| <b>5:30-7pm</b> | <p><b>Networking Reception at Adler University</b></p> <p><b><u>"A Whole New World: A Collection of One-Act Autism Follies"</u></b></p> <p><b>Performance by James Williams</b></p> <p>James Williams is an adult with autism. He was diagnosed at the age of 3, in 1991, and received drama therapy from the Institute for Therapy through the Arts from 1996 to 2004, via a combination of individual counseling and as a member of a therapeutic drama group offered by the ITA. He graduated from Glenbrook North High School in Northbrook, Illinois, in 2010. Today, he travels the United States lecturing on autism, and is the author of three books, OUT TO GET JACK, THE H.A.L. EXPERIMENT, and WHEN GARY COMES TO PLAY. He is also a musician that has performed at anime conventions such as DaishoCon, MetroCon, and KitsuneKon, and other venues such as National Hobo Convention. He also consults regularly at schools on autism.</p>  |
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**Saturday, June 9th 2018**

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| <b>8:30-9:00</b>                | <b>Registration</b>        |
| <b>9:00-11:00<br/>(120 min)</b> | <b>Lectures/Discussion</b> |

**Introduction to the Expressive Therapies Continuum: A Framework for Using Art in Therapy (Limited Attendance- Register Early)**

*Lisa D. Hinz, Ph.D., ATR-BC*

The Expressive Therapies Continuum (ETC) provides a structure for understanding the ways in which people interact with art media to take in, process, integrate and express information. The ETC attempts to align characteristics of art making behavior and visual expression with corresponding brain structures and functions. In this two-hour workshop, participants will be introduced to the basic structure of the ETC and the way in which it structures the healing functions of art. In addition, it will help participants experience the framework through art experiences and discuss their understanding of art therapy treatment based on the ETC.

- Through lecture and PowerPoint presentation, students will be able to schematically depict the structure of the Expressive Therapies Continuum, label the seven components and briefly describe their healing and emergent functions.
- By using art materials in a structured manner, participants will experience the components of the Expressive Therapies Continuum
- Through example and discussion, participants will understand how the Expressive Therapies Continuum is a framework for the use of art in therapy

**BEATkeepers: Help Keep the Beat**

*Mike Vinopal & Aaron Coleman*

*BEATkeepers* utilizes music composition as a vehicle for social and emotional literacy. This collaborative, non-clinical model not only teaches skills for composition and self-expression, but also teaches participants skills to more effectively work together. Mike Vinopal (certified teacher) and Aaron Coleman (assistant instructor) will demonstrate their successful approach to group composition.

- Individuals will be able to self-identify basic principles behind their own musical interests and combine these with personal experience to generate connections.
- Participants will learn the basics of music composition as well as the technical components of song and beat making. By taking ownership of feelings and expressions, they enhance their understanding of how music relates to their community and themselves.
- Participants will be able to produce tangible representations of their emotions through discussions of music free-writing and free-style sessions, collaboration with other participants, lyric composition, and by recording their material.
- Participants will walk away from *BEATkeepers* with tangible tools to communicate their experiences, the feelings and emotions that couple them, and take personal ownership to express those internal processes through music.

Drama and Action in the Therapy Space: Using Drama Therapy in Clinical Practice

Azizi Marshall, MA, LCPC, RDT-BCT, REAT

Role play is great, but there is so much more! For mental health professionals looking for a taste of drama therapy, this highly experiential workshop will introduce participants to basic drama therapy principles that will increase the clinician's comfort level with utilizing dramatic and embodied techniques in their clinical work.

- Describe the possibilities and limitations for the use of dramatic arts in therapy for mental health professionals who are not licensed as creative arts therapists and identify pathways to further training.
- Describe concept of aesthetic distance and embodiment vs. projection, and how specific dramatic interventions can help in adjusting emotional regulation and expression.
- Identify ways to work with and through resistance, as well as make offers for more playful and dramatic intervention to occur in the therapy space.
- Identify three basic drama based interventions that can be used safely in your current clinical practice and setting.

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| <b>11:15-12:45<br/>(90 min)</b> | <b>Panel on Creative Arts Therapy and the LGBTQ Community</b> |
| <b>12:45-1:45</b>               | <b>Lunch</b>  |
| <b>1:45-3:45<br/>(120min)</b>   | <b>Workshop Sessions</b>                                      |

Decoding and Encoding Emotion in Music: Applying the Research

Jennifer D. Jones, PhD, MT-BC

This presentation is based upon Juslin and Lindstrom's chapter *Emotion in Music Performance* in the Oxford Handbook of Music Psychology. We will explore their summary of research on how musical elements, such as tempo, mode, and melodic contour, cue specific emotional labels. We will make music together using these principals.

- Participants will learn findings from researchers on how specific musical elements influence our perception of emotion in music.
- Participants will label intended emotions conveyed in musical examples based upon these research findings.
- Participants will encode emotions through music performance using these principles.

Creating within the System: How do I Role with the Team?

Jessica Young MA, LCPC, BC-DMT, GL-CMA & Kris Larsen, MA, LCPC, BC-DMT, GL-CMA

This workshop draws upon the creative process to explore personal and interpersonal interactions within diverse team settings, including the complex nature of navigating multiple roles simultaneously. It will examine a developmental model of role competency and how it can shape one's identity as a creative arts therapist and team member.

- Participants will recognize their preferences in interpersonal movement and understand how these preferences inform how they approach their roles within a system.
- Participants will identify their stage of role development and how their movement preferences support or hinder both their current stage and continued development within their role.
- Participants will identify ways that they can non-verbally enhance team dynamics and optimize system operations.

Professional Identity: Finding a Theoretical Orientation that Honors Art, Expression and Creativity

Haley Fox, MA, LMHC/LPCC, PhD, ATR-BC/ATCS, MT-BC, REAT

Professional Identity finds roots not only in one's chosen field, but also in one's theoretical orientation. To say "I'm a creative arts therapist" conveys only part of how we work. This session offers exercises to help deepen self-understanding and to choose a theoretical orientation that fits one's personality

- Describe 2 benefits of having a clearly stated theoretical orientation.
- Discuss differences between the terms "eclectic" and "integrative."

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| <b>4:00-5:00<br/>(60 min)</b> | <b>Workshop Sessions</b> |
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Cultivating the Clinical Identity of Creative Arts Therapy Students

Laura Pawuk, MM, MT-BC; Elizabeth Klinger, MA, MT-BC

During practicum and internship, students face for the first time a myriad of challenges and learning needs. Learn what the creative arts and psychotherapy research recommends for cultivating students' clinical identities and skills and explore strategies for enhancing your own supervision approaches.

- Participants will name three learning needs of practicum students for their clinical growth.
- Participants will describe 2 conclusions from the literature associated with creative arts therapies supervision.
- Participants will describe 3 new approaches to supervision

Integration of Music and Dance to Promote Stress Reduction in Infant Caregivers

*Kamile Geist, PhD, MT-BC & Nathan Andary*

This presentation will focus on the processes that two professors, from Dance and Music Therapy, used to create a naturally integrated approach to promote stress relief of parents or caregivers with their infants.


- Participants will learn about the caregiver stress study and about the music/dance collaboration intervention used as the treatment.
- Participants will learn about how rhythm and movement naturally integrate to promote a creative arts treatment medium.
- Participants will discuss the implications of rhythm and movement integration for future studies in healthcare and with other populations.

Remember Who You Are: Music and Identity for Older Adults

*Rachelle Norman, MA, MT-BC*

A primary developmental task of the final years of life is to reflect on the past, evaluating whether one's life has been well lived. Music is a powerful medium for this life review work. In this presentation, discuss new ways to help older adults reflect on their lives, through music.

- Participants will identify two neurological reasons for integrating music in life review work
- Participants will identify two cultural reasons for integrating music in life review work
- Participants will identify two new ways to integrate music into their own creative arts therapy work

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|  <div style="text-align: right;"> <p>Institute for Therapy through the Arts<br/>             3<sup>rd</sup> Integrated Creative Art Therapies Conference<br/>             "Cultivating Identity Creatively"</p> </div> |   |   |  |
| <p>Schedule<br/> <b>Friday, June 8<sup>th</sup> 2018</b></p>  |   |   |  |
| 8:00-8:45   | Registration  |   |  |
| 8:15-9:15   | Welcome Breakfast   |   |  |
| Sessions  | Section 1   | Section 2   | Section 3  |
| 9:30-11:30<br>(120 min)   | K. Whipple & B. Drozdowski<br>LIVE ROLE-PLAY EVENT: A<br>Mental Dungeons and<br>Behavioral Dragons<br>Adventure | K. Barrington & M. Rosen<br>How to Keep Your Career and<br>Business                                       | K. Gilmore & A. Bell<br>Increasing Our Awareness:<br>Culture, Bias & the Body  |
| 11:30-11:45   | Break   |   |  |
| 11:45-12:45<br>(60 min)   | R. Epley; W. Troy Messier; E.<br>Klinger<br>Re-Defining Identity through<br>Pediatric Medical Crisis            | K. Buday<br>Nurturing Personal & Collective<br>Healing Through Creativity in<br>Hospice & Palliative Care | K. Carter<br>Going Beyond Self-Care:<br>Preliminary Investigation in<br>Identifying the Presence of<br>Compassion Fatigue and<br>Burnout |
| 12:45-2:00  | Lunch   |   |  |
| 2:00-3:30   | Keynote   |   |  |

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| 3:30-3:45                                 | Break  |   |  |
| 3:45-5:45<br>(120 min)                    | T. Sandheinrich & J. Wilhite<br>Understanding Lyrical<br>Expression: Songwriting<br>Themes in Pediatric Cancer | J. Brennan & E. Chalom<br>Inner and Outer Connections:<br>Dance/Movement Therapy and<br>Contact Improvisation | A. Marshall<br>Beyond the Mask: Exploring<br>Cultural Identity through Art<br>and Drama Therapy                        |
| <b>Saturday, June 9<sup>th</sup> 2018</b> |  |   |  |
| 8:30-9:00                                 | Registration   |   |  |
| 9:00-11:00<br>(120 min)                   | L. Hinz<br>ETC- Expressive Therapies<br>Continuum  | M. Vinopal & A. Coleman<br>BEATkeepers: Help Keep The<br>Beat<br>(No-CEUs)                                    | A. Marshall<br>Drama and Action in the<br>Therapy Space: Using Drama<br>Therapy in Clinical Practice                   |
| 11:00-11:15                               | Break  |   |  |
| 11:15-12:45                               | Panel  |   |  |
| 12:45-1:45                                | Lunch  |   |  |
| 1:45-3:45<br>(120 min)                    | J. Jones<br>Decoding and Encoding<br>Emotion in Music: Applying<br>the Research                                | J. Young & K. Larsen<br>Creating within the System: How<br>do I <i>Role</i> with the Team?                    | H. Fox<br>Professional Identity: Finding a<br>Theoretical Orientation that<br>Honors Art, Expression and<br>Creativity |
| 3:45-4:00                                 | Break  |   |  |
| 4:00-5:00<br>(60 min)                     | L. Pawuk & E. Kilinger<br>Cultivating the Clinical<br>Identity of Creative Arts<br>Therapy Students            | K. Geist & N. Andary<br>Integration of Music and Dance<br>to Promote Stress Reduction in<br>Infant Caregivers | R. Norman<br>Remember Who You Are: Music<br>and Identity for Older Adults  |

### Continuing Education Units

Presenters and attendees can receive up to **13 continuing education units (CEUs)** by attending any or all of the conference presentations. The CEUs are sponsored by the Institute for Therapy through the Arts and approved by the Illinois Department of Financial and Professional Regulation to provide CEs for LCPC, LPC, LCSW, LSW, and Psychologists in the state of Illinois. In order to receive your certificate please be sure to sign in at the registration desk, and return your completed evaluation for all programs attended. CEUs will not be processed without the signature of the attendee on the sign in form and a completed program evaluation form. Board Certified Music Therapists may claim 12 credits as a non-approved educational course. Please refer to the CBMT Recertification Manual for required documentation for non-approved CMTEs

### REGISTRATION

| Registration               | Deadline        | 1 Day                                 |               | 2 Days            |               |
|----------------------------|-----------------|---------------------------------------|---------------|-------------------|---------------|
|                            |                 | Non-CEU Recipient                     | CEU Recipient | Non-CEU Recipient | CEU Recipient |
| Presenter Registration     | Feb. 19, 2018   | Honorarium                            | \$25          | \$70              | \$90          |
| Early Bird Registration    | April 2, 2018   | \$70                                  | \$90          | \$125             | \$155         |
| Standard Registration      | June 4, 2018    | \$105                                 | \$120         | \$180             | \$205         |
| Student Registration       | June 4, 2018    | \$45                                  | N/A           | \$75              | N/A           |
| Late/Door Registration     | June 8, 2018    | \$125                                 | \$155         | \$215             | \$265         |
| Registration Cancellation: | June. 4th, 2018 | 50% refund minus the transaction fees |               |                   |               |

Registration must be completed online at [www.itachicago.org/conference/](http://www.itachicago.org/conference/). Registration cancellation must occur before June 4th in order to receive a 50% refund to be provided minus transaction fees. No refund will be provided after June 4th, 2018.

A student interested in volunteering for the conference should contact [mrosen@itachicago.org](mailto:mrosen@itachicago.org) for additional information.