

CRITICAL PEDAGOGY IN THE ARTS THERAPIES: RESTORING AND RE-STORYING THE DISCIPLINES

SEPTEMBER 14-15, 2018
MACLEAN BALLROOM
112 S MICHIGAN AVE

REGISTRATION

Students: FREE

Professionals: \$30

8.5 CECs (NBCC)

Lunch will be provided

Critical Pedagogy in the
Arts Therapies

New York University
March 13, 2018

CONTACT

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School of the Art Institute of Chicago,
Department of Art Therapy

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Register at Eventbrite

<https://www.eventbrite.com/e/critical-pedagogy-in-arts-therapies-conference-tickets-48073764925>

FRIDAY, SEPTEMBER 14, 2018 - 5:00 to 7:30 pm

Public Conversation: Critical Pedagogy in Arts Therapies Think Tank

Critical pedagogies in arts therapies is an approach to teaching and learning that asserts that the central purpose of education is to address inequality and oppression by identifying and working to transform relationships of power. This panel will share the conversations of the day, as well as share insights about questions about equity and social justice and its application for teaching, supervision, mentoring, and research in the arts therapies. In particular, the panel will discuss the following questions: When do we risk reinforcing oppression? How we understand health, illness, and care? How do we move from power over to power with and power within stance?

Participants will be able to:

1. Define critical pedagogy
2. Articulate two issues of equity in creative arts therapies
3. Define *power over* versus *power with* stance.

Moderator:

Leah Gipson, Art Therapy (SAIC)

Art Therapy

Yasmine Awais (Drexel)

Savneet Talwar (SAIC)

Drama Therapy

Nisha Sajnani (NYU)

Britton Williams (NYU)

Lizzie McAdam (NYU)

Dance Movement Therapy

Meg Chang (Lesley/U Mass Medical)

Cara A. Gallo-Jermyn (Pratt/Empire State College SUNY)

Music Therapy

Marisol Norris (Lesley University)

Susan Hadley (Slippery Rock University, PA)

Networking and Book Launch - 7:30 to 8:30pm

Art Therapy for Social Justice: Radical Intersections

Edited by Savneet Talwar; Contributions by—Rumi Clinton, Leah Gipson, Luisa Ospina, Sangeetha (Sangi) Ravichandran, Teresa Sit, Salamishah Tillet, Scheherazade Tillet, Chun-Shan (Sandie) Yi

SATURDAY, SEPTEMBER 15, 2018

OPENING: 9:00- 10:30

In Conversation - Cliff Joseph and Leah Gipson

Honorary award for promoting critical pedagogy in arts therapies

Cliff Joseph convened a group of professionals in October of 1974 at the Annual Conference of the American Art Therapy Association (AATA.) The conference, titled Art Therapy and the Third World, featured panelists from multiple disciplines including Camile Billops, Georgette Seabrooke Powell, Lemuel Joyner, Sylvia Johnson and others. This interview with Joseph reframes the boundaries of art therapy as a professional practice.

Participants will be able to:

1. Describe the historical context of Cliff Joseph's Third World Art Therapy
2. Identify one major ideological viewpoint that informed Cliff Joseph's concept of art therapy
3. Analyze their professional knowledge, education, and practices from a social justice lens

BREAK – 10:30-10:45

PANEL 1: 10:45- 12:30

Decentering Arts Therapies Curricula: Questioning Authorship in Arts Therapies Training, Supervision, and Research

This panel offers a critique of curricula in arts therapies training, supervision, and research. Panelists will share examples of practices that decenter U. S. centric, white, ableist, heteronormative norms and offer direction for student advising, course content, classroom facilitation, and research praxis while contending with the material inequity that influences the evolution of our fields.

Participants will be able to:

1. Analyze a critique of curricula in the arts therapies
2. Evaluate how a critical approach informs program development, teaching, supervision, and/or research practice
3. Apply one idea that can be implemented in context

Presenters:

Yasmine Awais, Art Therapy, Drexel

Karen Estrella, Lesley University

Tomoyo Kawano, Dance Movement Therapy, Antioch Vermont

Sangeeta Swami, Music Therapy, Valparaiso University, IN

Moderator:

Nisha Sajnani, Drama Therapy, NYU

LUNCH—MACLEAN BALLROOM: 12:30 – 1:30

PANEL 2: 1:45 – 3:30 pm

Radical Arts Therapies Pedagogy and Praxis: A Cross Disciplinary Dialogue

This panel explores different theoretical positions that explore a radical vision for the future of the arts, education, and the therapeutic. Focusing on current projects, creative arts therapists and artists share future possibilities and directions for fertilizing cross disciplinary spaces in a global, social, and educational context.

Participants will be able to:

1. Define the relationship between critical pedagogy and praxis
2. Identify one new theoretical approach that will inform their practice
3. Articulate one new project that can be implemented in their practice

Presenters:

Aram Hans Sifuentes, Fiber Artist, SAIC
Jenni Graham, Trueheart, Art Therapist, Philadelphia
Rochele Royster, Art Therapist SAIC
Rachel Wallis, Fiber Artist, Chicago

Moderator:

Savneet Talwar, SAIC

3:30- 3:45- Break

PANEL 3: 3:45 – 5:15

White Identifying Creative Arts Therapists: Making a Commitment to Anti Oppressive Approaches

This panel will discuss ways that white identifying creative arts therapists are doing the necessary work to develop critical approaches to dismantle white supremacy embedded in our respective professions. Panelists will discuss what it means to commit to anti-oppressive approaches in their training, research, supervision, and practice as creative arts therapists.

Participants will be able to:

1. Define an anti-oppressive approach within the fields of creative arts therapies
2. Interrogate the role of whiteness in anti-oppressive mental health practices
3. Identify two ways they can contribute to anti-oppressive approaches in their practice

Presenters:

Lucia Bennett Leighton, Dance Movement Therapist
Donna Kaiser, Art Therapist

Lizzie McAdam, Drama Therapist

Naomi Nim, Dance Movement Therapist

Anthony Riscica, Music Therapist

Moderator:

Cara Gallo-Jermyn, Dance Movement Therapist

CLOSING RECEPTION and Networking: 5:30 to 6:30

Presenters

Yasmine Awais, MPhil, ATR-BC, ATCS is Assistant Clinical Professor at Drexel University's Creative Arts Therapies Department and a PhD candidate in the Social Welfare program at The Graduate Center, City University of New York. Yasmine is a scholar, educator, and art psychotherapist who is licensed as a creative arts therapist in New York (LCAT); a professional counselor in Pennsylvania (LPC); is a registered and board certified art therapist (ATR-BC) and art therapy clinical supervisor (ATCS). Her research interests focus on diversity; the practice of and the people who engage in this project - educators, students, and therapists. Yasmine's clinical and supervisory experience includes working with a wide range of individuals, families, and communities. Her practice and teaching is informed by multicultural feminist counseling, with a focus on collaboration and communication via art making. Yasmine also serves on the board of Artistic Noise, a New York City and Boston based non-profit that empowers incarcerated and court-involved youth and is on the editorial review board of *Art Therapy*.

Lucia Bennett Leighton, MA, LPCC, R-DMT is a contributor and co-editor of the book *Oppression and the Body: Roosts, Resistance, and Resolutions* which explores the somatic effects of oppression. She received her master's degree from Naropa University's Somatic Counseling Psychology program and has been writing and researching in the field of somatic psychology for several years. Lucia considers the exploration of oppression and embodiment to be the cornerstone of her career as a professional counselor. Currently, she is an eating disorder therapist working with patients in treatment using a body-centered, creative, and social justice-based approach to therapy. Lucia's research and writing has been published in the *Journal of Multicultural Counseling and Development*, *JAMA Psychiatry*, *Journal of Behavior Therapy and Experimental Psychiatry*, and *American Journal of Dance Movement Therapy*. Lucia currently lives in Denver, CO with her wife, Erin, and their two cats.

Meg Chang, Ed.D., BC-DMT, LCAT is an Adjunct Professor and Clinical Supervisor in the Lesley University Dance/Movement Therapy program in Cambridge, MA and teaches Mindfulness-Based Stress Reduction at The Center for Mindfulness at the University of Massachusetts Medical Center. She also is a faculty member in the Somatic Psychology Program at the California Institute of Integral Studies, San Francisco, The New School, and Pratt University. She has published "Dance/Movement Therapists of Color in the ADTA: The First 50 Years," in the *American Journal of Dance Therapy* (2016) and contributed chapters on inclusion and diversity in dance/movement therapy education in *The Art and Science of Dance/Movement Therapy: Life is Dance* and *Dance and Other Expressive Art Therapies: When Words Are Not Enough*. She is a founding member of the ADTA Multicultural and Diversity Committee and a member of CATS of Color.

Karen Estrella, Ph.D., REAT, ATR-BC, MT-BC, LMHC is professor and coordinator of the Expressive Arts Therapy specialization track at Lesley University. Karen's work has focused on developing competencies and integrating theory in Expressive Arts Therapy as a unique

specialization, multicultural issues in practice and supervision, and clinical case work in music therapy, art therapy and expressive arts therapy. Karen's training in art therapy, music therapy, expressive arts therapy and psychodynamic approaches to psychotherapy, as well as clinical and research interests in multicultural issues in counseling, have led to a strong emphasis on social activism in Expressive Therapies. In addition to teaching, she currently practices expressive arts therapy part-time in schools and community based mental health settings in the US.

Leah Gipson, MAAT, ATR-BC, LCPC is an Assistant Professor in the art therapy department at the School of the Art Institute of Chicago (SAIC). Her current research interests include womanism, black feminism, black church, and the use of cultural spaces to explore the politics of individual and social change. She is a board member for A Long Walk Home, Inc., an organization that uses the arts to empower young people and end violence against women and girls. Her ongoing projects include: The Rectory, a neighborhood arts incubator space in the Austin neighborhood of Chicago; Care Sessions through the SAIC Office of Engagement at Homan Square; and DIVISIVE, a radio show that explores the intersections and interactivity between politics and cultural work. She has published in the *Art Therapy: Journal of the American Art Therapy Association* and *Art Therapy for Social Justice: Radical Intersections*.

Jennifer (Jenni) M. Graham, LCAT, ATR-BC, MPS is a graduate of Pratt Institute, New York, where she earned her master's degree in Art Therapy and Creativity Development. She is the founder of "The Truehart" creative arts therapy organization based in Philadelphia. Jenni uses a person-centered and strength-based therapeutic approach that includes a trauma-informed, anti-oppressive, and culturally competent lens. Jenni has over 10 years of experience and she has collaborated with Project Hope in the five boroughs of NYC utilizing the Skills for Psychological Recovery program. Jenni is a skilled presenter and has offered numerous seminars, workshops, and professional development programs on the topics of: cultural competence, diversity, racism, sexism, capitalism, intersectional identities, implicit bias, stereotypes, intent vs. impact, power and privilege dynamics, complex trauma, and effective communication skills. She has trained with Lee Mun Wah of Stirfry Seminars and is a member of CATs of Color; the New York & Philadelphia chapters.

Cara A. Gallo-Jermyn, MS, BC-DMT/LCAT is Adjunct Professor at The Pratt Institute and SUNY Empire State College. She is a board-certified Dance/Movement Therapist and New York State Licensed Creative Arts Therapist. Cara served as President of the NYS-Chapter of the American Dance Therapy Association from 2012-2015. Additionally, she completed a two-year training in the practice of Authentic Movement in 2011. Cara began her foray into dance therapy after her undergraduate studies at Hunter College in dance and psychology. Her interest in the two modalities inspired her desire to understand the deep connection between the body and mind. After completing her Master's at Pratt Institute, New York she worked at Bellevue Hospital Center focusing on children, teens and adults suffering from anxiety, attachment disorders, autism spectrum disorder bi-polar disorder, depression, post-traumatic stress disorder and

schizophrenia. Currently, Cara is in private practice. Her current writing project examines unconscious bias in the therapeutic relationship.

Susan Hadley, Ph.D., MT-BC is Professor and Director of music therapy at Slippery Rock University, PA where she has developed a master of music therapy program focused on social justice and issues of diversity. She is the author of *Experiencing Race as a Music Therapist: Personal Narratives*, editor of *Feminist Perspectives in Music Therapy*, and *Psychodynamic Music Therapy: Case Studies*, and co-editor of *Our Black Sons Matter: Mothers Talk about their Fears, Sorrows, and Hopes*, *Therapeutic Uses of Rap and Hip Hop*, and *Narrative Identities: Psychologists Engaged in Self-Construction*. She has published numerous articles, chapters and reviews in a wide variety of scholarly journals and books in music therapy and related fields including critical pedagogy. She serves on the editorial boards of *Journal of Music Therapy*, *Music Therapy Perspectives*, and *Nordic Journal of Music Therapy*, and is a reviewer for the *Australian Journal of Music Therapy*, *Canadian Journal of Music Therapy* and *Arts in Psychotherapy*. She is co-editor-in-chief of the online journal, *Voices: A World Forum for Music Therapy*.

Aram Han Sifuentes is a fiber, social practice, and performance artist who works to claim spaces for immigrant and disenfranchised communities. Her work revolves around skill sharing, specifically sewing techniques, to create multiethnic and intergenerational sewing circles, which become a place for empowerment, subversion, and protest. Her work has been exhibited and performed at the Jane Addams Hull-House Museum (Chicago, Illinois), Chicago Cultural Center (Chicago, Illinois), Whitney Museum of American Art (NYC, New York), Asian Arts Initiative (Philadelphia, PA), Chung Young Yang Embroidery Museum (Seoul, South Korea), Centro de Textiles del Mundo Maya (Chiapas, Mexico), and the Design Museum (London, UK).

Donna Kaiser Ph.D., ART-BC is the immediate past executive editor of *Art Therapy: Journal of the American Art Therapy Association* and former AATA member of 27 years.

Tomoyo Kawano, Ph.D., BC-DMT, LCAT, NCC is Program Director and Assistant Professor of the Dance/Movement Therapy and Counseling Program, and Faculty Advisor for the Justice Leadership Council at Antioch University New England, NH. Formerly core faculty in the Clinical Mental Health Counseling: Dance/Movement Therapy Program at Lesley University, she has been developing and integrating dance and other creative arts' dynamic processes to enhance her students' embodied learning. For her doctoral work at Lesley University, she was awarded the research fellowship to develop a systematized embodied-artistic approach for qualitative data analysis. Her primary research interest, reflected in her presentations and publications, focus on dance epistemology and its explication with research methodology, ritual and ceremony, and the diversity and inclusion curricula.

Lizzie McAdam MA, RDT, LCAT is an Adjunct Professor in NYU's Drama Therapy Program, where she teaches Cross Cultural Understanding for Artists, Clinicians and Educators. She is the Associate Director of the ALIVE Program at the Post Traumatic Stress Center in New Haven, Connecticut, providing trauma-centered drama therapy services in both clinical and public

school settings. In 2012 she was awarded the German Chancellor Fellowship for Prospective Leaders to research the development of trauma treatment within creative arts therapy practices in Germany, Israel and the United States. Her clinical work and research focuses on the impact of trauma and systemic oppression on young people's lives in public schools and using drama therapy to promote transformation and healing, young adult identity development, and LGBTQ identity work.

Marisol Norris, Ph.D. Candidate, MT-BC is Assistant Professor of Music Therapy at Lesley University and a doctoral candidate in the Creative Arts Therapies program at Drexel University. She serves on the editorial team of *Voices, a world forum for music therapy*; is a contributor to the RATTLE Project, a community-based initiative that explores the role of power and legitimacy within the creative art therapy disciplines; and is the founder of the Black Music Therapy Network, Inc. Her clinical and supervisory experience have spanned traditional medical, mental health, and community health settings and have profoundly contributed to her cultural relational lens. Her primary research and scholarly focus include the discursive construction of race in music therapy theory and praxis, the role of cultural memory and aesthetics in Black therapist and client meaning-making processes, and pedagogical approaches to music therapy cultural responsiveness training. She has published in *Music Therapy Perspectives* and *The Journal of Music Therapy*, widely presents and provides workshops on constructive racial engagement. Marisol looks forward to the 2019 release of two co-edited books, *Black Women's Music Therapy* and *(Post)Colonial Music Therapy*.

Naomi Nim, Ed.D., MS, LPC, BC-DMT, NBCC has practiced dance/movement therapy and relational psychotherapy since 2007 after a long career as a multicultural educator, the founding executive director of an empowerment program for immigrant girls, and a political activist. Her research looked at the impact of systemic and political factors on intergroup relations, and on incarcerated mentally ill women. Naomi currently is co-chair of a Jewish and Muslim women's activist group and works with her community on immigration justice. She represents the East Coast and Puerto Rico on the ADTA Board of Directors.

Anthony Riscica received his master's degree in Music Therapy at New York University, NY and will be working with the Brooklyn Conservatory of Music and its outreach programs this year. The program serves individuals with autism and other developmental disabilities as well as at-risk youth at a homeless shelter in Brooklyn. Anthony grew up in Teaneck, New Jersey and attended the State University of New York at Purchase College, receiving his bachelor's degree in Music Performance as a drummer in 2002. Since then Anthony has been, and currently is, a private music instructor to all ages on the drums, guitar, piano, and music/DJ software. He has toured and recorded around the world with various music acts including the Blue Man Group (BMG). Since 2010, Anthony has been the drummer for BMG's New York, Chicago, and Orlando shows as well as the drummer and music director for the BMG National Tour and Norwegian Cruise show. He currently plays part-time in the New York production.

Rochele Royster, Ph.D., ATR is an artist, art therapist and educator. For the last 15 years, she has worked to integrate art therapy into the general education curriculum for diverse learners in the Chicago Public Schools on the South and West Sides of Chicago. She received her PhD from National Louis University in Community Psychology in 2016 and Master of Arts in Art Therapy from School of the Art Institute of Chicago in 2002. Rochele integrates her interests as an artist, educator, and therapist to create a holistic environment and culture of learning that addresses academics, emotional intelligence, family dynamics, and trauma within the school and community setting. She has also worked with women and children affected by homelessness, domestic violence, incest and rape, as well as refugees from Cambodia and Kenya. In 2009, she pioneered an art therapy program at Drake Elementary School which focuses on community building, advocacy, skill building, resistance through play and cultural/historical connections. Rochele focuses on helping students and communities transform ordinary spaces into sustainable communal healing spaces. Her respect for nature, functional art, culture and Critical Race Theory has inspired her research, imagery and artwork. Rochele serves on the steering committee for Psychologists for Social Responsibility and enjoys gardening, quilting and playing classical guitar.

Nisha Sajjani, Ph.D., RDT-BCT is Associate Professor and Director of the graduate drama therapy program and on the faculty of the Rehabilitation Sciences Ph.D. and Educational Theatre Ed.D and Ph.D. program at New York University. She is the principal editor of *Drama Therapy Review* and a founding member of the World Alliance of Drama Therapy. Her primary research areas of interest include the health benefits of theatre-making as it relates to social determinants of health, culturally responsive pedagogy in the arts therapies, embodied and performance research, trauma-informed care, and global mental health. She has edited special issues on social justice for the *Arts in Psychotherapy* and *Drama Therapy Review*. Dr. Sajjani is a past-president of the North American Drama Therapy Association and the lead project developer for the website: www.criticalpedagogyartstherapies.com

Sangeeta Swamy, Ph.D., LPC, MT-BC is Assistant Professor and Director of Music Therapy at Valparaiso University, IN. She has worked with children, teens and adults for over twenty-five years in educational and clinical settings. An award-winning musician, Sangeeta has performed and lectured nationally and internationally, has published in *Music Therapy Perspectives*, and the *New Zealand Journal of Music Therapy*. She is currently the co-editor of *The Handbook of Music Therapy*, to be published by Routledge in 2019. Through her dissertation research with Indian adults, she developed *Culturally Centered Music and Imagery (CCMI)*, the first qualitative, music-centered technique of its kind for assessing ethnic identity. Sangeeta's areas of interest include intersectional identities, the indigenous roots of Guided Imagery and Music and related practices, culturally responsive music therapy pedagogy, supervision and curricula, and mindfulness and spirituality in music therapy education. She received her Master of Arts degree from Naropa University in Transpersonal Psychology with a concentration in Music Therapy and her PhD from Lesley University in Expressive Arts Therapy. She is trained in Level II Guided Imagery and Music, shamanic journeying, and is an experienced meditator and yoga practitioner, maintaining a daily two-hour Vipassana practice.

Savneet Talwar Ph.D., ATR-BC is a Professor in the graduate art therapy program at the School of the Art Institute of Chicago. Her current research examines feminist politics, critical theories of difference, social justice and questions of resistance. Using an interdisciplinary approach, she is interested in community based art practices; cultural trauma; performance art and public cultures as they relate to art therapy theory, practice, and pedagogy. She is the author of the forthcoming book *Art Therapy for Social Justice: Radical Intersection* and has published in *Arts in Psychotherapy*, *Art Therapy: Journal of the American Art Therapy Association*, and *Gender Issues in Art Therapy*. Savneet is also the founder of the *CEW (Creatively Empowered Women) Design Studio*, a craft, sewing, and fabrication enterprise for Bosnian and South Asian women at the Hamdard Center in Chicago. She is the past Associate Editor of *Art Therapy: Journal of the American Art Therapy Association*.

Rachel Wallis is a self-taught crafter, artist, and activist. She is interested in transgressing the lines between fine art and craft, and her work focuses on collaborative community quilting projects addressing issues of racial and economic justice. Previous projects include *Gone But Not Forgotten*, a community quilting process creating a memorial quilt for individuals killed by the Chicago Police Department, and *Unraveling Empire*, a community sewn quilt mapping the intersection between the textile industry and the global slave economy in the 18th and 19th centuries. Rachel completed a MA in Art and Social Practice at Moore College of Art and Design in 2016. Her work has been featured in the *Chicago Tribune*, the *Chicago Sun Times*, and the *Journal of Surface Design*. She is currently working with imprisoned women on a quilting project about the impact of the prison system on families.

Britton Williams, MA, RDT, LCAT, received her master's degree in Drama Therapy at New York University. She is a registered drama therapist and Licensed Creative Arts Therapist. She currently works in private practice in New York City with adults and adolescents and is an adjunct faculty member in the Drama Therapy Department at NYU. Britton's work extends to non-clinical settings. In this capacity, she uses drama therapeutic techniques with organizations, companies, schools, and universities to help guide and facilitate discussions on cultural humility and awareness. She has published and presented on the impact of assumptions, biases, and stereotypes on individuals, relationships and communities; creative and embodied approaches for clinicians' self-assessment; and developing a relational-role theory framework and protocol. Britton is interested in processes that allow students and clinicians to use drama therapy and other creative interventions to challenge implicit assumptions to promote just practices of care. She is currently pursuing her Ph.D. in the Social Welfare Program at the CUNY Graduate Center.



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