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# Careers in Expressive Arts Therapy



JANET L. HARTRANFT

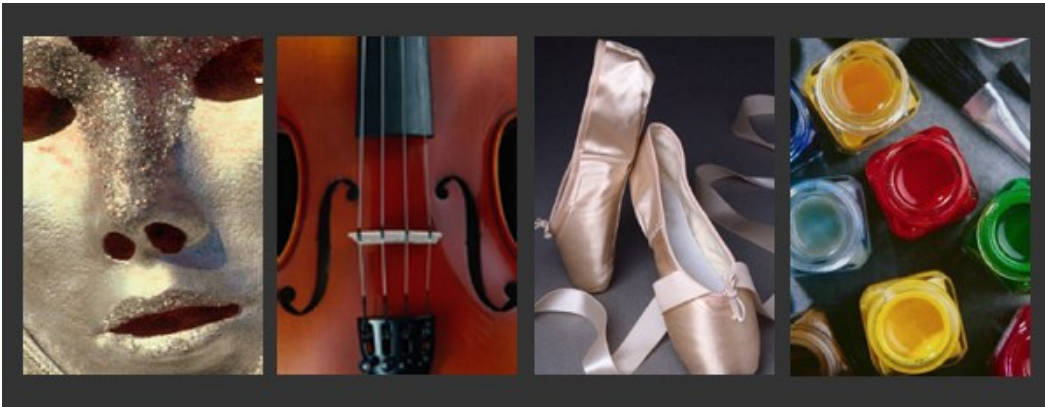
The Pennsylvania State University  
College of Arts and Architecture  
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## Careers in Expressive Arts Therapy: A General Guide for Academic Planning



### What Is Expressive Arts Therapy?

Expressive Arts Therapy uses the creative process to assist individuals who have some kind of emotional, physical, or developmental disability. This form of therapy embraces the belief that creative expression and the use of one's imagination can have therapeutic effects and assist in an individual's healing. In the United States, the term "expressive arts therapy" encompasses several forms of therapeutic treatment utilized by a variety of health care practitioners in a range of professional settings (e.g., psychiatry, psychology, counseling, social work, and medicine). Health care practitioners who employ expressive arts therapies in their work do so utilizing a number of activities including drawing, painting, sculpting, creative movement, music making, poetry writing, and role play. Because the range of activities employed by expressive therapists covers so many forms of creative activities, the term "expressive therapy" is sometimes employed as an overarching term for art therapy, music therapy, drama therapy, dance therapy, as well as additional forms of therapy that utilize poetry, literature, and play. The book *Expressive Therapies* by art therapist Cathy Malchiodi provides extensive discussion of the several different forms that "expressive/creative arts therapies" take and you are encouraged to explore Malchiodi's book for additional information to help you to better understand the different disciplines that comprise expressive arts therapy as a profession. You can begin your exploration of this book [here](#) or visit Malchiodi's website at: [cathymalchiodi.com](http://cathymalchiodi.com).

Expressive arts therapists focus on using expression, imagination, active participation and the mind/body connection to help individuals gain greater personal insight, resolve inner conflicts and to find healing. Each expressive or creative arts therapy discipline (e.g., art therapy, music therapy, dance therapy, drama therapy, and poetry therapy) establishes its own set of professional standards and requisite qualifications for practitioners in that discipline. Consequently, it is important that individuals interested in pursuing careers in some form of

expressive therapy consult each discipline's professional organization for specific information regarding how to prepare for and enter into that discipline in a professional capacity.

The National Coalition of Creative Arts Therapy Associations ([NCCATA](http://www.nccata.org)) functions as an “umbrella” coalition of membership organizations and is an excellent place to begin your research to find out more about a career in expressive therapy. The NCCATA was founded in 1979 and, as a coalition, comprises an “alliance” of five creative arts associations that collectively represent more than 15,000 individual members (NCCATA n.d.).

## Learn More about Expressive Arts Therapies

There are many online resources available where you can learn more about the different disciplines that comprise the field of Expressive Arts Therapy. An excellent way to start your research is to explore the websites of the professional organization sites listed below:

- The American Art Therapy Association at <http://www.arttherapy.org/>
- The Art Therapy Credentials Board (ATCB) at <http://www.atcb.org/>
- The International Expressive Arts Therapy Association (IEATA) at <http://www.ieata.org/>
- American Music Therapy Organization at <http://www.musictherapy.org/>
- American Dance Therapy Association (ADTA) at <http://www.adta.org/>
- North American Drama Therapy Association (NADTA) at <http://www.nadta.org/>
- National Association for Poetry Therapy (NAPT) at <http://www.poetrytherapy.org/index.html>
- *Expressive Arts Therapy: Creative Processes in Art and Life* by the Appalachian Expressive arts Collective, 2003, Parkway Publishers. Written primarily for therapists and for students who are becoming therapists, this book explores the power of expressive arts for growth and healing.
- *Expressive Therapies* by Cathy Malchiodi, 2013, Guilford Press. This book provides comprehensive discussion of the different modalities included in the expressive arts therapies. Contributors describe their different experiences and strategies for integrating expressive work with other forms of psychotherapy.
- *Expressive Therapies: History, Theory, and Practice* by Cathy Malchiodi, 2005. This chapter from an earlier edition of Malchiodi's book, *Expressive Therapies*, is available online and provides an overview of the history and philosophies of expressive arts therapy as well as discussion of how they are applied in treatment. The chapter also discusses how expressive arts therapy is defined and the different modalities of treatment practiced within the field. Available online at <http://www.psychologytoday.com/files/attachments/231/malchiodi3.pdf>



In the sections that follow, you will find information about the different forms of creative arts therapies and tips about how to find out more detailed information regarding each discipline and its respective educational requirements and professional standards.



# Preparing for a Career in Art Therapy

## General Overview

Art therapists use the media of the visual arts (e.g., drawing, painting, sculpture, etc.) with the creative process to help clients “explore their feelings, reconcile emotional conflicts, foster self-awareness, manage behavior and addictions, develop social skills, improve reality orientation, reduce anxiety, and increase self-esteem” (AATA 2014). Art therapists are found in and work in a variety of settings with diverse groups of clients. Hospitals, schools, crisis centers, senior communities, and psychiatric and rehabilitation centers are just some of the types of settings in which art therapists work. Art therapists work with clients in both group settings as well as in individual sessions. The discipline’s primary professional organization, the American Art Therapy Association (AATA), defines art therapy as

a mental health profession in which clients, facilitated by the art therapist, use art media, the creative process, and the resulting artwork to a goal in art therapy is to improve or restore a client’s functioning and his or her sense of personal well-being. Art therapy practice requires knowledge of visual art (drawing, painting, sculpture, and other art forms) and the creative process, as well as of human development, psychological, and counseling theories and techniques. (Read more at <http://www.arttherapy.org/upload/whatisarttherapy.pdf>)



Understandably, art therapy requires its practitioners to be knowledgeable in the fields of psychology and visual art. To enter into entry-level work in art therapy, an individual should attain a Master’s level degree from an accredited institution recognized by the Council for Higher Education Accreditation (CHEA). Of the individuals working as art therapists, more than 30,000 have received graduate-level training and formal preparation as “art therapists” (Malchiodi 2006). The [AATA website](http://www.arttherapy.org) is a key source for general information about art therapy and, especially important, for information about educational standards, accredited university programs, and the process for attaining professional licensure.

## Learn More about Art Therapy as a Profession

There are many online resources available where you can learn more about Art Therapy as a profession. An excellent way to start your research is to explore the websites of the professional organization sites listed below:

- The American Art Therapy Association at <http://www.arttherapy.org/>
- The Art Therapy Credentials Board (ATCB) at <http://www.atcb.org/>
- The Art Therapy Alliance at <http://www.arttherapyalliance.org/index.html> (The Art Therapy Alliance embraces social media and connection on-line to promote art therapy, the work of art therapists, and build community among art therapy professionals.)
- Delaware Valley Art Therapy Organization at <http://dvata.org/> (DVATA is an affiliate member of the Art Therapy Alliance and serves Delaware, Pennsylvania, and Southern New Jersey)
- “Art Therapy: Changing Lives One Image at a Time” by Cathy Malchiodi. Malchiodi’s TED talk presents discussion about what art therapists do, and how it benefits individuals of all ages. Available online at <http://www.youtube.com/watch?v=yHu6909NTTc>

## Educational Standards/Requirements for Art Therapists

A Master's Degree is required for individuals to work in entry-level art therapy positions. The American Art Therapy Association ([AATA](#)) has identified a set of [admission standards](#) for students applying to Art Therapy graduate programs. These requirements are listed below and can be used as a reference tool for students interested in completing graduate study in art therapy. Students are, however, strongly advised to research the specific admissions requirements set by the different colleges and universities to which they might apply. Each school establishes its specific requirements and it's important to know about and understand each school's expectations and/or requirements for potential applicants.



### ***AATA Master's Education Admission Standards (AATA 2007)***

The AATA "Master's Education Admission Standards" provides guidelines for admissions requirements for applicants to graduate programs in Art Therapy. It is, however, imperative students interested in graduate Art Therapy programs consult the specific admissions criteria for graduate schools to which they are considering applying. The AATA criteria for applicants to graduate programs are listed below:

- A. The graduate program shall require that each student admitted to the program hold a bachelor's degree from an accredited institution in the United States, be accepted into a bachelor's/master's dual degree program in art therapy, or have the equivalent academic preparation from an institution outside the United States.
- B. Programs shall require that each student, before admission to the program, submit a portfolio of original artwork, demonstrating competence with art materials.
- C. Programs shall require that each student admitted to the degree program successfully complete not later than twelve (12) months after entering the program (and including credits taken before admission):
  - a. a minimum of eighteen (18) semester hour credits (or twenty-seven [27] quarter-hour credits) of study in studio art which demonstrates proficiency and disciplined commitment in art making. Equivalency of non-academic studio art experience or art therapy based coursework may be specified in the graduate program's literature. It is imperative that the applicant evidence a range of experience using a variety of art materials and processes.
  - b. a minimum of twelve (12) semester hour credits (or eighteen [18] quarter-hour credits) of study in psychology, which must include developmental psychology and abnormal psychology.

### **Suggested Subjects to Consider for Academic Planning (Integrative Arts)**

Integrative Arts students interested in pursuing graduate study in Art Therapy should consider the following subject areas when planning their undergraduate program:

- Studio art courses from beginning through advanced levels of study
  - Students are advised to consult the University Bulletin course listings in ART and PHOTO
- Art history in both Western and World Cultures
  - Students are advised to consult the University Bulletin for course listings in ART H

- Art criticism
  - ART 122Y: Commentary on Art
  - ART 211Y: Introduction to Digital Art and Design Criticism
  - ART 411: Seminar in Contemporary Art (prerequisites: ART 122Y, ART H 111, ART H 112)
  - ART H 001S: First-year Seminar: An introduction to the field of art history ART H 100: Introduction to Art
- General psychology
  - PSYCH 100: General Psychology\*
  - PSYCH 221: Introduction to Social Psychology (prerequisite: PSYCH 100)\*
  - PSYCH 301W: Basic Research Methods in Psychology (prerequisites: PSYCH 100; PSYCH 200 or STAT 200\*)
- Abnormal and/or developmental psychology
  - PSYCH 212: Introduction to Developmental Psychology (prerequisite: PSYCH 100)\*
  - PSYCH 270: Introduction to Abnormal Psychology (prerequisite: PSYCH 100)\*
  - PSYCH 243: Introduction to Well-being and Positive Psychology (prerequisite: PSYCH 100)\*
- Psychology that addresses specific populations (e.g., child, adolescent, aged)
  - PSYCH 231: Introduction to the Psychology of Gender (prerequisite: PSYCH 100)\*
  - PSYCH 412: Adolescence (prerequisite: PSYCH 100)\*
- Human development courses that address teaching and working with diverse populations
  - HD FS 129: Introduction to Human Development and Family Studies\*\*
  - HD FS 239: Adolescent Development\*\*
  - HD FS 249: Adult Development and Aging\*\*
  - HD FS 301: Values and Ethics in Health and Human Development Professions\*\*
  - HD FS 315Y: Family Development (prerequisite: HD FS 129)\*\*
- Art education courses that address teaching and working with diverse populations
  - A ED 211: Interpreting Art Experience and Behavioral Perspectives
  - A ED 225: Diversity, Pedagogy, and Visual Culture
  - A ED 303: The Visual Arts in the Elementary School
- Internships and/or volunteer experiences that provide opportunities to work in organizations serving individuals with disabilities, older individuals, and/or children.



\*Students interested in completing multiple courses in PSYCH are urged to consider completing a minor in Psychology; please consult the University Bulletin for a [description of the requirements](#) of the PSY minor.

\*\*Students interested in completing multiple courses in HD FS are urged to consider completing a minor in Human Development and Family Studies; please consult the University Bulletin for a [description of the requirements](#) of the HD FS minor.



# Preparing for a Career in Music Therapy

## General Overview

Music therapy is a form of care that uses music as a means for individuals to improve their physical, emotional, and cognitive functions. Music therapy is used with individuals of all ages and in many different kinds of health care environments. These include hospitals, rehabilitation centers, psychiatric care facilities, day care centers, and many other places including private, individual consultations. Musical therapists work with individuals who have physical as well as developmental impairments, medical illnesses, physical disabilities, and psychiatric or emotional disorders. The American Music Therapy Association (AMTA) defines music therapy as “the clinical and evidence-based use of music interventions to accomplish individualized goals within a therapeutic relationship by a credentialed professional who has completed an approved music therapy program” (AMTA 2014). The AMTA also notes that “research in music therapy supports its effectiveness in a wide variety of healthcare and educational settings” (AMTA 2014) and that music therapy intervention can be designed to:



- Promote Wellness
- Manage Stress
- Alleviate Pain
- Express Feelings
- Enhance Memory
- Improve Communication
- Promote Physical Rehabilitation (AMTA, Definition and Quotes about Music Therapy 2014)

## Learn More about Music Therapy as a Profession

There are many online and print resources available where you can learn more about Music Therapy. The list below identifies just a few places to begin your research:

- The American Music Therapy Association at <http://www.musictherapy.org/>
- Music journals and publications at <http://www.musictherapy.org/research/pubs/>
- Boyer College of Music and Dance (Temple University) “FAQ” page at <http://www.temple.edu/musictherapy/home/program/faq.htm>. This page is published by Temple University and provides answers to questions commonly asked about music therapy.
- *Defining Music Therapy (Second Edition)* by K. Bruscia, K. (1998). Gilsum NH: Barcelona Publishers. [Read about this book here.](#)
- “A Career in Music Therapy Brochure” (including a list of AMTA-approved schools) at [http://www.musictherapy.org/assets/1/7/Career\\_Brochure\\_7-29-11.pdf](http://www.musictherapy.org/assets/1/7/Career_Brochure_7-29-11.pdf)



- “When Meds Fail: A Case for Music Therapy.” Music therapist Tim Ringgold uses this TED talk to discuss how music can be used as a “bridge” to cross many divides in life. Available online at [http://www.youtube.com/watch?v=z\\_H3MVZPtAA](http://www.youtube.com/watch?v=z_H3MVZPtAA)

## Educational Standards/Requirements for Music Therapists

The educational standards and expectations for music therapists are rather specific and include in-depth study in music as well as study in psychology and the social and behavioral sciences. Preparation also includes field work in facilities that provide services for individuals with disabilities. Individuals interested in becoming music therapists are strongly urged to earn undergraduate degrees in music therapy or undergraduate degrees in music followed by graduate study in music therapy. Individuals interested in music therapy as a career but who have earned baccalaureate degrees in areas other than music therapy are encouraged to explore the process for completing a “degree equivalency program” in music therapy that is offered by an AMTA-approved university program. Students who enroll in an “equivalency program” do so in order to complete the course work necessary for professional certification by the AMTA as music therapists. AMTA explains that in a degree equivalency program “the student completes only the required coursework” [required for an undergraduate degree in music therapy] without necessarily earning a second baccalaureate degree. Equivalency programs at the baccalaureate (undergraduate) level include



all core music therapy courses at the undergraduate level, all clinical training requirements including the internship, plus any related coursework in science and psychology (i.e. anatomy, abnormal psychology, and other related courses).

Upon successful completion of the music therapy equivalency program an individual is eligible to sit for the national certification exam to obtain the credential Music Therapist-Board Certified (MT-BC) which is comparable to the eligibility of the baccalaureate degree as cited above. (AMTA 1998-2014)

## Suggested Subjects to Consider for Academic Planning (Integrative Arts)

Integrative Arts students interested in pursuing graduate study in Music Therapy are presented with particular challenges because individuals seeking a master's degree in music therapy must hold a baccalaureate degree in Music, Music Therapy, or have completed a Music Therapy degree equivalency program (AMTA 1998-2014). It is strongly recommended that Integrative Arts students who intend to apply to a graduate program in Music Therapy review the admission requirements for the programs to which they might apply as well as those of programs that offer equivalency programs. In conjunction with that review, Integrative Arts students should consider the following subject areas in planning their undergraduate program:

- Music performance in voice and/or instrument
  - Students are advised to consult the University Bulletin for course listings in MUSIC
- Music history
  - MUSIC 005: An Introduction to Western Music
  - MUSIC 009: Introduction to World Musics

- Musicianship and theory (please note the following MUSIC courses may be controlled for Music majors)
  - MUSIC 121: Basic Musicianship I
  - MUSIC 131: Music Theory I
- General psychology
  - PSYCH 100: General Psychology\*
  - PSYCH 221: Introduction to Social Psychology (prerequisite: PSYCH 100)\*
  - PSYCH 301W: Basic Research Methods in Psychology (prerequisites: PSYCH 100; PSYCH 200 or STAT 200\*
- Abnormal and/or developmental psychology
  - PSYCH 212: Introduction to Developmental Psychology (prerequisite: PSYCH 100)\*
  - PSYCH 270: Introduction to Abnormal Psychology (prerequisite: PSYCH 100)\*
  - PSYCH 243: Introduction to Well-being and Positive Psychology (prerequisite: PSYCH 100)\*
- Psychology that addresses specific populations (e.g., child, adolescent, aged)
  - PSYCH 231: Introduction to the Psychology of Gender (prerequisite: PSYCH 100)\*
  - PSYCH 412: Adolescence (prerequisite: PSYCH 100)\*
- Human development courses that address teaching and working with diverse populations
  - HD FS 129: Introduction to Human Development and Family Studies\*\*
  - HD FS 239: Adolescent Development\*\*
  - HD FS 249: Adult Development and Aging\*\*
  - HD FS 301: Values and Ethics in Health and Human Development Professions\*\*
  - HD FS 315Y: Family Development (prerequisite: HD FS 129)\*\*
- Study of hearing or speaking disorders
  - CSD 146: Introduction to Communication Science and Disorders
  - CSD 301: Acoustic Principles in Communication Sciences and Disorders
- Music education courses that address teaching and working with diverse populations
  - MU ED 440: Music Learning and Development (requires permission of program for enrollment)
- Internships and/or volunteer experiences that provide opportunities to work in organizations serving individuals with disabilities, older individuals, and/or children.



\*Students interested in completing multiple courses in PSYCH are urged to consider completing a minor in Psychology; please consult the University Bulletin for a [description of the requirements](#) of the PSY minor.

\*\*Students interested in completing multiple courses in HD FS are urged to consider completing a minor in Human Development and Family Studies; please consult the University Bulletin for a [description of the requirements](#) of the HD FS minor.



# Preparing for a Career in Dance/Movement Therapy

## General Overview

Dance/Movement Therapy (DMT) is premised on the belief that “mind, body, and spirit are interconnected” and that effective healing can occur with the conscious use of movement to further the individual’s emotional, physical, cognitive, and social integration (ADTA 2009). The [American Dance Therapy Association \(ADTA\)](#) is the professional organization for this form of therapy and defines dance/movement therapy as

- Focused on movement behavior as it emerges in the therapeutic relationship. Expressive, communicative, and adaptive behaviors are all considered for group and individual treatment. Body movement, as the core component of dance, simultaneously provides the means of assessment and the mode of intervention for dance/movement therapy.
- Practiced in mental health, rehabilitation, medical, educational and forensic settings, and in nursing homes, day care centers, disease prevention, health promotion programs and in private practice.
- Effective for individuals with developmental, medical, social, physical and psychological impairments.
- Used with people of all ages, races and ethnic backgrounds in individual, couples, family and group therapy formats. (ADTA 2009)



The professional credential for Dance/Movement Therapy is the BC-DMT (Board Certified Dance/Movement Therapist). The credentialing process is administered and regulated by the Dance/Movement Therapy Certification Board, an affiliate of the ADTA. In addition to the BC-DMT credential, individuals can also earn an “entry level” credential, the R-DMT (Registered Dance/Movement Therapist), which is also administered and regulated by the Dance/Movement Therapy Certification Board.

You can learn more about the [credentialing process here](#).

## Learn More about Dance/Movement Therapy as a Profession

There are many online and print resources available where you can learn more about Dance/Movement Therapy. The list below identifies just a few places to begin your research:

- The American Dance Therapy Association at <http://www.adta.org/>
- What is Dance/Movement Therapy? (an informational brochure) at <http://www.adta.org/Resources/Documents/ADTA%20brochure%20updated%2011%2009%2022final.pdf>
- Questions frequently asked about becoming a dance/movement therapist at [http://www.adta.org/Becoming\\_a\\_DMT](http://www.adta.org/Becoming_a_DMT)
- The *American Journal of Dance Therapy* at <http://www.springer.com/psychology/journal/10465>
- Perspectives on the Profession of Dance/Movement Therapy: Past, Present, and Future (Robyn Cruz) at <http://www.dtaa.org.au/download/WingsofSupport.pdf>
- “Dance as Therapy”: a TED talk by performance artist Natalia Duong. In this talk, Duong discusses how dance therapy can be used explores kinesthetic movement to help in conflict resolution, community theater, and the resolution of trauma. Available online at <http://www.youtube.com/watch?v=J9gAe9H5Rok>

- An informational slideshow by the American Dance Therapy Association (ADTA) about dance therapy, its use with various populations, and general information about the profession. Available online at <http://www.youtube.com/watch?v=wpQVYTBuko0>

## Educational Standards/Requirements for Dance/Movement Therapists

The professional credential for Dance/Movement Therapy is awarded at the graduate level. Individuals who earn the credential are generally graduates of an [ADTA-approved graduate program](#) to ensure that they meet all of the educational requirements and preparation for being professional dance/movement therapists. There is also an ["alternate" route](#) to earning the professional credential that "requires a Master's degree (or higher) from an accredited institution of higher learning in combination with general training, specific dance/movement therapy coursework, fieldwork and an internship (ADTA 2009).

The American Dance Therapy Association (ADTA) has identified a set of [admission standards](#) for students applying to Dance/Movement Therapy graduate programs. These requirements are listed below and can be used as a reference tool for students interested in preparing to apply for graduate study in dance/movement therapy. Students are, however, strongly advised to research the specific admissions requirements set by the different colleges and universities to which they might apply. Each school establishes its specific requirements and it's important to know about and understand each school's expectations and/or requirements for potential applicants



### ***ADTA Master's Education Admission Standards (ADTA n.d.)***

The ADTA provides guidelines for admissions requirements for applicants to graduate programs in Dance/Movement Therapy. It is, however, imperative students interested in graduate study programs consult the specific admissions criteria for graduate schools to which they are considering applying. The ADTA criteria for applicants to graduate programs include the criteria show below:

- A. The applicant's emotional, physical and intellectual capacity as well as motivation in accordance with the demands of a graduate program in dance/movement therapy;
- B. A broad liberal arts undergraduate background;
- C. A wide range of dance and movement skills;
- D. The demonstrated capacity to use dance and movement in their broadest creative and expressive functions.

## Suggested Subjects to Consider for Academic Planning (Integrative Arts)

Integrative Arts students interested in pursuing graduate study in Dance/Movement Therapy should consider the following subject areas when planning their undergraduate program:

- Dance performance in beginner through advanced levels of study
  - Students should consult the University Bulletin for course descriptions in DANCE
- The observation and evaluation procedures in movement assessment
  - KINES 141: The Socio-Cultural Dynamics of Kinesiology\*
  - KINES 180: Introduction to Kinesiology\*
  - KINES 197A: Biophysical Basis of Kinesiology\*
- Knowledge of the human body
  - KINES 202: Functional Human Anatomy\*

- BI SC 004: Human Body: Form and Function
- General psychology
  - PSYCH 100: General Psychology\*\*
  - PSYCH 221: Introduction to Social Psychology (prerequisite: PSYCH 100) \*\*
  - PSYCH 301W: Basic Research Methods in Psychology (prerequisites: PSYCH 100; PSYCH 200 or STAT 200)\*\*
- Abnormal and/or developmental psychology
  - PSYCH 212: Introduction to Developmental Psychology (prerequisite: PSYCH 100) \*\*
  - PSYCH 270: Introduction to Abnormal Psychology (prerequisite: PSYCH 100) \*\*
  - PSYCH 243: Introduction to Well-being and Positive Psychology (prerequisite: PSYCH 100) \*\*
- Psychology that addresses specific populations (e.g., child, adolescent, aged)
  - PSYCH 231: Introduction to the Psychology of Gender (prerequisite: PSYCH 100) \*\*
  - PSYCH 412: Adolescence (prerequisite: PSYCH 100) \*\*
- Human development courses that address teaching and working with diverse populations
  - HD FS 129: Introduction to Human Development and Family Studies
  - HD FS 239: Adolescent Development
  - HD FS 249: Adult Development and Aging
  - HD FS 301: Values and Ethics in Health and Human Development Professions
  - HD FS 315Y: Family Development (prerequisite: HD FS 129)
- Research design and methodology
  - KINES 260: Research Skills in Kinesiology (prerequisite: KINES 180)\*
  - STAT 200: Elementary Statistics
  - ED PSY 101: Analysis and Interpretation of Statistical Data in Education
- Education or human development courses that address teaching and working with diverse populations
  - HD FS 129: Introduction to Human Development and Family Studies
  - HD FS 239: Adolescent Development
  - HD FS 249: Adult Development and Aging
- Internships and/or volunteer experiences that provide opportunities to work in organizations serving individuals with disabilities, older individuals, and/or children.



\*Students interested in completing multiple courses in KINES are urged to consider completing a minor in KINESOLOGY; please consult the University Bulletin for a [description of the requirements](#) of the KINES minor.

\*\*Students interested in completing multiple courses in PSYCH are urged to consider completing a minor in Psychology; please consult the University Bulletin for a [description of the requirements](#) of the PSY minor.



# Planning a Career in Drama Therapy

## General Overview

The goal of drama therapy is to provide benefit to individuals, families, and even whole communities who are dealing with loss, pain, conflict, or who are in some kind of life affecting transition. Drama therapists use drama-



based activities to help individuals form narratives of their lives, express feelings, identify goals, and to find relief from emotional and/or psychic pain. Drama therapy is used in a variety of settings to address a range of conditions including, depression, addictive behaviors, and anxiety. Drama therapy focuses on the thoughtful use of theatrical techniques that will lead to a therapeutic benefit for participants and may include role-play, puppetry, mime, improvisation and even theatrical games. The foundations of drama therapy include theatre but also psychology, anthropology, psychotherapy, and play/creative processes (NADTA, Drama Therapy n.d.)

The [North American Drama Therapy Association \(NADTA\)](http://www.nadta.org/) was created in 1979 to establish and uphold the professional standards for the discipline. The NADTA also identifies and maintains the requirements necessary for licensing as a professional drama therapist.

## Learn More about Drama Therapy as a Profession

There are many online and print resources available where you can learn more about Drama Therapy. The list below identifies just a few places to begin your research:

- The North American Drama Therapy Association at <http://www.nadta.org/>
- “Drama Therapy” at [GoodTherapy.org](http://www.goodtherapy.org/drama-therapy.html) is a general overview of this discipline. Available online at <http://www.goodtherapy.org/drama-therapy.html>
- *Drama Therapy: Concepts, Theories, and Practices* by Robert Landy, 1994, Charles C. Thomas Pub. Ltd. A seminal work about the field of drama therapy.
- *Acting for Real: Drama Therapy Process, Technique, and Performance* by Renee Emunah, 2013, Routledge. This book explores drama therapy exercises for a variety of age groups and provides insight into the general practice of drama therapy.
- The North American Drama Therapy Association YouTube channel at <http://www.youtube.com/channel/UCpLH88aQ0qjnuVxLWdWnCHw> provides viewers with a number of short videos about drama therapy, techniques, practices, etc.

## Educational Standards/Requirements for Drama Therapists

In order to become a registered drama therapist, individuals are required to complete graduate-level study in an NADTA accredited program in drama therapy or through an “Alternative Training Program” that provides a means

for individuals to meet the requirements for professional credentialing. There are a select number of graduate programs (in North America) that are accredited by the NADTA and individuals interested in becoming drama therapists are encouraged to explore these programs and their requirements to better understand their individual admission standards. A list of the accredited programs [is provided here](#). The “Alternative Training Program” is intended for individuals who have not completed NADTA-approved graduate programs but who desire to meet the requirements for the Registered Drama Therapist (RDT) credential. The NADTA website notes that “[a]lternative training permits individuals to creatively design an individualized learning program that credits related work experience and training opportunities” (NADTA 2014). Alternative training programs are

offered through accredited academic institutions, institutes, and conferences and workshops run by RDT/BCT’s. Additional hours may also be earned through clinical supervision by a licensed and knowledgeable supervisor or physician and/or registered creative arts or mental health/special education professional. (NADTA 2014)



To learn more about the educational requirements for becoming a Registered Drama Therapist (RDT) and the credentialing process involved, please see [this NADTA website page](#).

## Suggested Subjects to Consider for Academic Planning (Integrative Arts)

Integrative Arts students interested in pursuing graduate study in Drama Therapy should consider the following subject areas when planning their undergraduate program:

- Drama/theatre study in acting and directing
  - THEA 100: The Art of the Theatre
  - THEA 102: Fundamentals of Acting
  - THEA 105: Introduction to Theatre
  - THEA 107: Introduction to Dramatic Structure
  - THEA 112: Introduction to Musical Theatre
  - THEA 208: Workshop: Theatre in Diverse Cultures
  - THEA 209: Hip Hop Theatre
  - THEA 412: African American Theatre
- General psychology
  - PSYCH 100: General Psychology\*
  - PSYCH 221: Introduction to Social Psychology (prerequisite: PSYCH 100)\*
  - PSYCH 301W: Basic Research Methods in Psychology (prerequisites: PSYCH 100; PSYCH 200 or STAT 200\*)
- Abnormal and/or developmental psychology
  - PSYCH 212: Introduction to Developmental Psychology (prerequisite: PSYCH 100)\*
  - PSYCH 270: Introduction to Abnormal Psychology (prerequisite: PSYCH 100)\*
  - PSYCH 243: Introduction to Well-being and Positive Psychology (prerequisite: PSYCH 100)\*
- Psychology that addresses specific populations (e.g., child, adolescent, aged)

- PSYCH 231: Introduction to the Psychology of Gender (prerequisite: PSYCH 100)\*
- PSYCH 412: Adolescence (prerequisite: PSYCH 100)\*
- Human development courses that address teaching and working with diverse populations
  - HD FS 129: Introduction to Human Development and Family Studies\*\*
  - HD FS 239: Adolescent Development\*\*
  - HD FS 249: Adult Development and Aging\*\*
  - HD FS 301: Values and Ethics in Health and Human Development Professions\*\*
  - HD FS 315Y: Family Development (prerequisite: HD FS 129)\*\*
- Sociology
  - SOC 003: Introductory Social Psychology
  - SOC 030: Sociology of the Family
- Human development courses that address teaching and working with diverse populations
  - HD FS 129: Introduction to Human Development and Family Studies
  - HD FS 239: Adolescent Development
  - HD FS 249: Adult Development and Aging
- Internships and/or volunteer experiences that provide opportunities to work in organizations serving individuals with disabilities, older individuals, and/or children.

\*Students interested in completing multiple courses in PSYCH are urged to consider completing a minor in Psychology; please consult the University Bulletin for a [description of the requirements](#) of the PSY minor.

\*\*Students interested in completing multiple courses in HD FS are urged to consider completing a minor in Human Development and Family Studies; please consult the University Bulletin for a [description of the requirements](#) of the HD FS minor.





# Planning a Career in Biblio/Poetry Therapy

## General Overview

Biblio/Poetry therapy is a form of therapy that uses literature or all types of writing (e.g., poetry, journaling, visual journaling, etc.) as a means of promoting individual growth and healing. It is a type of therapy that claims its roots in ancient history in the chanting practices used by shamans in many cultures to ensure or promote the health and well being of individuals or tribes. Therapists in this field need intense clinical training as well as extensive knowledge in literature and poetry. As a modern form of therapy, Biblio/Poetry Therapy is a relatively new modality of therapy that is continuing to evolve.



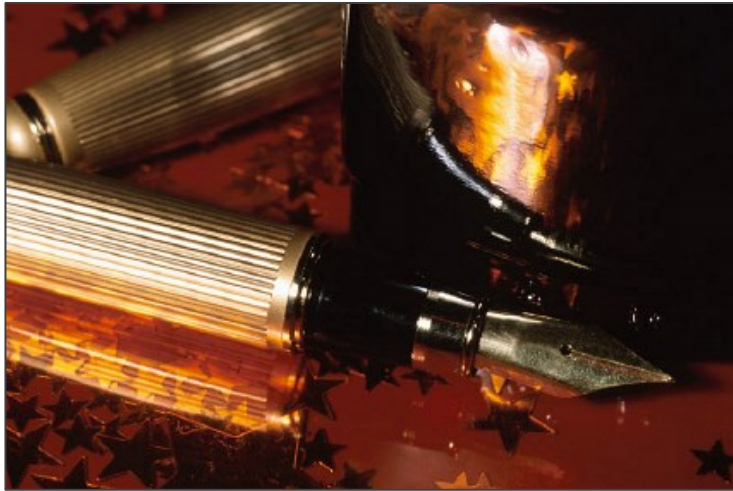
## Learn More about Biblio/Poetry Therapy as a Profession

There are many online and print resources available where you can learn more about poetry therapy. The list below identifies just a few places to begin your research:

- The National Association for Poetry Therapy (NAPT) at <http://www.poetrytherapy.org/>
- The National Federation for Biblio/Poetry Therapy (NFB/PT) at <http://www.nfbpt.com/>
- “Poetry Therapy” at [GoodTherapy.org](http://www.goodtherapy.org) is a general overview of this discipline. Available at <http://www.goodtherapy.org/poetry-therapy.html>
- *Poetry Therapy Theory and Practice* by Nicholas Mazza, 2003, Routledge. This book provides primary resource for individuals interested in poetry therapy, bibliotherapy, and writing and healing as well as a general resource for the broader area of creative/expressive arts therapies
- *Biblio/Poetry Therapy: The Interactive Process* by M. Hynes-Berry and A. Hynes, 2011, North Press of St. Cloud, Inc. This book is a text for those studying the use of literature in all its forms as a method to provide therapeutic benefit for individuals.
- “Poetry as Therapy” is a TED talk by noted poetry therapist Rachel McKibbens. In this talk, McKibbens discusses the emotional and psychic benefits of using the spoken word in therapeutic practice. Available at <http://www.youtube.com/watch?v=xcgKRJYu-5I>

## Educational Standards/Requirements for Biblio/Poetry Therapists

The National Federation for Biblio/Poetry Therapy maintains the professional standards required for certification of individuals as Poetry Therapists and oversees the credentialing process. There are several licensed designations for Poetry Therapists including: 1) Certified Applied Poetry Facilitator (CAPF), 2) Certified Poetry Therapist (CPT) and 3) Registered Poetry Therapist (PTR). These designations are awarded by the NFB/PT as an independent credentialing organization to fully qualified applicants who have duly applied and been approved by the Credentials Committee of the Federation.



Individuals interested in being trained as Poetry Therapists are encouraged to obtain a copy of the *Guide to Training Requirements in Biblio/Poetry Therapy* that is published by the NFB/PT and available at <http://www.nfbpt.com/trainingguide.html>.

Individuals interested in Biblio/Poetry Therapy are expected to have attained core competencies in subjects that will be required as part of the training requirements for Biblio/Poetry Therapy. These competencies include both psychology and literature. The NFPT Credentials Committee

assesses the degree to which an applicant has acquired core competencies by evaluating the college transcript submitted by an applicant. A core competency is defined by successful completion of a three-credit college course. Please see the NFB/PT “Summary of Training Requirements” webpage for more details about training requirements and the required background knowledge that a poetry therapy training applicant is expected to have completed: <http://www.nfbpt.com/summary.html#requiredbackground>.

## Suggested Subjects to Consider for Academic Planning (Integrative Arts)

Integrative Arts students interested in pursuing graduate study in Biblio/Poetry Therapy should consider the following subject areas when planning their undergraduate program:

- Creative writing
  - ENGL 050: Introduction to Creative Writing\*
  - ENGL 212: Introduction to Fiction Writing (prerequisite: ENGL 015 or ENGL 030)\*
  - ENGL 401W: Creative Writing Theory (prerequisite: ENGL 200, 201, 209, 212, or 213)\*
- Literature and poetry study in various genres (please refer to the University Bulletin for a full selection of literature/poetry courses)
  - ENGL 130: Reading Popular Texts (prerequisite: ENGL 015 or ENGL 030)\*
  - ENGL 135: Alternative Voices in American Literature\*
  - ENGL 200: Introduction to Critical Reading (prerequisite: ENGL 015 or ENGL 030)\*
  - ENGL 263: Reading Poetry (prerequisite: ENGL 015 or ENGL 030)\*
  - ENGL 312: Globality and Literature (prerequisite: ENGL 015 or ENGL 030)\*
  - ENGL 458: Twentieth-century Poetry (prerequisite: ENGL 015 or ENGL 030)\*
- Storytelling as memoir or personal narrative
  - ENGL 214: Introduction to Creative Nonfiction Writing (prerequisite: ENGL 015 or ENGL 030)\*
  - ENGL 265: Reading Nonfiction (prerequisite: ENGL 015 or ENGL 030)\*
  - ENGL 404: Mapping Identity, Difference and Place ((prerequisite: ENGL 015 or ENGL 030)\*
  - ENGL 414: Biographical Writing (prerequisite: ENGL 200, 202B, 210, 215, or 421)\*
- Poetry writing
  - ENGL 050: Introduction to Creative Writing\*
  - ENGL 213: Introduction to Poetry Writing (prerequisite: ENGL 015 or ENGL 030)\*
- General psychology
  - PSYCH 100: General Psychology\*\*
  - PSYCH 221: Introduction to Social Psychology (prerequisite: PSYCH 100)\*\*
  - PSYCH 301W: Basic Research Methods in Psychology (prerequisites: PSYCH 100; PSYCH 200 or STAT 200\*\*

- Abnormal and/or developmental psychology
  - PSYCH 212: Introduction to Developmental Psychology (prerequisite: PSYCH 100)\*\*
  - PSYCH 270: Introduction to Abnormal Psychology (prerequisite: PSYCH 100)\*\*
  - PSYCH 243: Introduction to Well-being and Positive Psychology (prerequisite: PSYCH 100)\*\*
- Psychology that addresses specific populations (e.g., child, adolescent, aged)
  - PSYCH 231: Introduction to the Psychology of Gender (prerequisite: PSYCH 100)\*\*
  - PSYCH 412: Adolescence (prerequisite: PSYCH 100)\*\*
- Human development courses that address teaching and working with diverse populations
  - HD FS 129: Introduction to Human Development and Family Studies\*\*\*
  - HD FS 239: Adolescent Development\*\*\*
  - HD FS 249: Adult Development and Aging\*\*\*
  - HD FS 301: Values and Ethics in Health and Human Development Professions\*\*\*
  - HD FS 315Y: Family Development (prerequisite: HD FS 129)\*\*\*
- The development of group facilitation skills
- Internships and/or volunteer experiences that provide opportunities to work in organizations serving individuals with disabilities, older individuals, and/or children.

\*Students interested in completing multiple courses in ENGL are urged to consider completing a minor in English; please consult the University Bulletin for a [description of the requirements](#) of the ENGL minor.

\*\*Students interested in completing multiple courses in PSYCH are urged to consider completing a minor in Psychology; please consult the University Bulletin for a [description of the requirements](#) of the PSY minor.

\*\*\*Students interested in completing multiple courses in HD FS are urged to consider completing a minor in Human Development and Family Studies; please consult the University Bulletin for a [description of the requirements](#) of the HD FS minor.



## Minors Related to the Expressive Arts Therapies

Penn State University offers students many options with regard for completing minors that may, in some way, enhance or supplement a student's baccalaureate degree program and Integrative Arts students are strongly encouraged to pursue completing a minor as part of their academic program. A minor is defined as an academic program of at least 18 credits and may consist of course work in a single area or from several disciplines, with at least 6 but ordinarily not more than half of the credits at the 400-course level. Entrance to some minors may require the completion of a number of prerequisites, including courses, portfolios, auditions, or other forms of documentation that are not included in the total requirements for the minor. All courses for the minor require a grade of C or higher. The minors described below are ones that may be of particular interest to individuals interested in expressive arts therapies.

### English (18 credits)

The English Minor allows students not majoring in English to select any combination of literature and/or writing courses to meet their needs. Please note that ENGL 15, 30, and 202 do not count towards the minor. Courses that help students improve their critical reading and writing skills are valuable regardless of students' future directions. To learn more about the Department of English, please visit the departmental website at: <http://english.la.psu.edu/>. To learn more about the minor in English, please consult the University Bulletin for a [description of the requirements](#) of the ENGL minor.

### Psychology (18 credits)

The Psychology Minor is designed to provide undergraduate students with a broad overview of topics and domains within psychology, knowledge and skills related to research methods in psychology, and deeper knowledge of research, theory, and application in one or two specific content domains. Students completing this minor will find a flexible selection of coursework in psychology. The content domains from which students may select courses include biological, clinical, cognitive, developmental, industrial-organizational, and social psychology. Students may choose courses that emphasize theory or application of psychological principles. A number of these courses examine the application of psychological research to societal issues. To learn more about the Department of Psychology, please visit the departmental website at: <http://psych.la.psu.edu/>. To learn more about the minor in Psychology, please consult the University Bulletin for a [description of the requirements](#) of the PSY minor.

### Human Development (18 credits)

The Human Development and Family Studies Minor can be useful for many different kinds of students, including those studying education, liberal arts, and business. From learning how human beings develop over their life spans to resolving family conflict, students can complement their primary interests with knowledge and skills about the ways people think, behave, and interact over their lives. To learn more about the Department of Human Development and Family Studies, please visit the departmental website at: <http://www.hhd.psu.edu/hdfs>. To learn more about the minor in Kinesiology, please consult the University Bulletin for a [description of the requirements](#) of the HD FS minor.

### Kinesiology (18 – 19 credits)

Kinesiology is the study of the scientific, social, and cultural understandings of human movement and is designed to prepare students for professions involving physical activity and for graduate study in related areas. To learn more about the Department of Kinesiology, please visit the departmental website at: <http://www.hhdev.psu.edu/kines>. To learn more about the minor in Kinesiology, please consult the University Bulletin for a [description of the requirements](#) of the KINES minor.

## Additional Resources

Students interested in entering the expressive or creative arts therapy fields in art, music, dance, drama, and poetry should refer to the following professional organizations for general information about the different disciplines and for specific information about educational standards for each of the different therapy disciplines:

- National Coalition of Creative Arts Therapy Associations at <http://www.nccata.org>
- The American Art Therapy Association at <http://www.arttherapy.org/>
- The Art Therapy Credentials Board (ATCB) at <http://www.atcb.org/>
- American Music Therapy Organization at <http://www.musictherapy.org/>
- American Dance Therapy Association (ADTA) at <http://www.adta.org/>
- North American Drama Therapy Association (NADTA) at <http://www.nadta.org/>
- National Association for Poetry Therapy (NAPT) at <http://www.poetrytherapy.org/index.html>
- The National Federation for Biblio/Poetry Therapy (NFB/PT) at <http://www.nfbpt.com/>

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