

## The CREATE Institute Curriculum Course Map (Year 1)

Year 1: Introduction		
Course Code	Course Title	Hours
EXA000	Community Gathering Weekend Intensive	16
	<i>This two-day training takes place every year at the beginning of the Fall term and is an opening to the program where students from all three years come together. It is designed to teach students about processes for beginning work with groups and communities. First year students are introduced to the program and to the students from the second and third years.</i>	
EXA100	Introduction to Clinical Concepts in Arts-Based Psychotherapy 1	37
	<i>This course introduces students, in their first year of training at The CREATE Institute, to the framework, theory and practice of an arts-based psychotherapy and how art making and arts-based inquiry help to build therapeutic alliance. A combination of readings and writings on related topics, lectures, guided small &amp; full group class discussions and integrative experiential learning, encourages students to make meaningful connections between academic concepts and the experiential work.</i>	
EXA101	Introduction to Group Structure and Process 1	2
	<i>Through experiential exercises, discussion, lecture and readings, students deepen their knowledge of group formation. This knowledge of how groups come together is applicable to both training groups and to practicum placements.</i>	
EXA102 (P)	Introduction to Clinical Supervision and Practicum Consultation	15
	<i>This course prepares students to work at agencies, clinics, hospitals and other institutions with diverse client populations who are experiencing cognitive, emotional &amp; behavioural disturbances. Students are made aware of their legal and ethical responsibilities to receive clinical supervision with a Registered Psychotherapist.</i>	
EXA103	Introduction to Ethical Practices in Psychotherapy 1	2
	<i>This course covers ethical issues in the therapeutic relationship, professional standards and responsibilities of the therapist, the unique ethical requirements of the Expressive Arts Therapist and their ethical responsibility to ensure the boundaries between 'literal', 'imaginal' and 'effective' realities are maintained.</i>	
EXA104	Introduction to Arts-Based Sensory Attunement 1	14.5
	<i>This weekly course teaches facilitation of the preparatory phase or "warming up" phase of group and individual learning and therapeutic activities. Arts-based sensory attunements are both playful and effective in waking up, grounding, and releasing stress in the body, helping participants to focus on the group or session.</i>	
EXA105	Introduction to Self-Reflective Relational Space 1	14.5
	<i>Students, led by faculty, gather in a listening circle at the beginning of each class session. They learn through experience that the class circle is a way to create community, equity, inclusion, and a sense of belonging, where each person's</i>	

	<i>voice &amp; experience are valued. This practice supports the development of safe and effective use of self in clinical work.</i>	
EXA106	Introduction to Trauma and Arts-Based Psychotherapy 1	2
	<i>This course introduces trauma-informed care, explores polyvagal theory, the importance of respectful, informed, connected and empowering support for trauma survivors and includes the contemporary &amp; intergenerational impact of trauma on Indigenous communities.</i>	
EXA107	Developing Therapeutic Relationship Through Sensory Response and Feedback 1a	16
	Developing Therapeutic Relationship Through Sensory Response and Feedback 1b	16
	<i>As essential self-care and self-reflective practice, art-making is fundamental to the CREATE program. Once per year, students are required to present their personal work to the CREATE community and receive aesthetic feedback from their peers and faculty. This relational, empathic and sensitive approach embodies essential therapeutic skills. Students practice looking at artwork phenomenologically, and respond with empathy and a non-judgmental stance.</i>	
EXA108DM	The Arts Modalities in the Practice of Psychotherapy: Dance Movement Therapy: Embodied Psychotherapy	16
	<i>Introduces and explores fundamental movement principles from historical, theoretical and practical perspectives within different cultures and human development across the lifespan, acknowledges and respects the struggles of socioeconomic identities, marginalized people and communities and demonstrates how to adapt to the unique needs of each client in a therapy session.</i>	
EXA108VA	The Arts Modalities in the Practice of Psychotherapy: Visual Arts Therapy	16
	<i>Through readings, lectures, experiential exercises and a faculty-led practice therapy session, students learn about preparing the space, the materials and themselves for working therapeutically with groups and/or individual clients with visual arts.</i>	
EXA109 (IC)	Cultural Awareness and Sensitivity in Psychotherapeutic Practice	16
	<i>This intensive course is offered in the first year of the training program in order to introduce fundamental concepts of cultural awareness and sensitivity to beginning psychotherapists. A combination of didactic and experiential methods is used to explore this topic.</i>	
EXA110 (IC)	Human Development and Psychology Through the Life Span	16
	<i>This training, for first year students is designed to introduce theories of human development from varying perspectives: psychoanalytic, psychosocial, systemic and contextual, and in terms of the fostering or inhibiting of creative responses to life.</i>	
13 courses	IC = Intensive Course P = Practicum	Total: 199

## The CREATE Institute Curriculum Course Map (Year 2)

Year 2: Application		
Course Code	Course Title	Hours
EXA000	Community Gathering Weekend Intensive	16
	<i>This two-day training takes place every year at the beginning of the Fall term and is an opening to the program where students from all three years come together. It is designed to teach students about processes for beginning work with groups and communities. Second and third year students reconnect with each other and with the program.</i>	
EXA200	Application of Clinical Concepts	20
	<i>In this course, students learn how integrate and apply the theory of arts based psychotherapeutic concepts in clinical context. Students examine issues such as transference/countertransference, maintaining boundaries and working with resistance. They learn to examine and assess ethical dilemmas in clinical work and practice making interventions based on professional ethical values</i>	
EXA201	Application of Group Structure and Process	14
	<i>This course deepens student understanding of group formation and process from an arts-based psychotherapeutic perspective. The course examines therapeutic factors and interpersonal learning in groups, creation and maintenance of groups in all their various stages, and working with conflict/resistance as part of group process. The course takes an in depth look at how intermodal play and art-making changes and affects group dynamics.</i>	
EXA202 (P)	Clinical Supervision and Practicum Consultation	5
	<i>This course supports students in their practicum work at agencies, clinics, hospitals and other institutions with diverse client populations who are experiencing cognitive, emotional &amp; behavioural disturbances. Students engage in reflective inquiry, explore, and receive faculty and peer support on the relational aspects of assessment and issues of power and privilege in the therapeutic relationship.</i>	
EXA203 (IC) + Class	Application of Ethical Practice in Psychotherapy: (IC): Legal Obligations and Ethical Responsibilities Class: Ethical Reflective Inquiry in Psychotherapy	16 2
	<i>This course uses lectures, discussion, experiential exercises and case studies to teach student therapists the legal obligations and ethical responsibilities required of psychotherapists practicing in Ontario and provides information about applying to the College of Registered Psychotherapists of Ontario. Student therapists learn about the legislative acts that structure the practice of psychotherapy in Ontario and how these laws protect the public and organize the profession.</i>	
EXA204	Application of Arts-Based Sensory Attunement	14.5
	<i>Students continue to increase their knowledge of planning, setting up, facilitating and holding space for others. They learn how their therapeutic decisions impact others sensorially, emotionally, behaviorally, and cognitively. This course allows</i>	

	<i>students to notice a diversity of styles and they are encouraged to notice moments of ease, discomfort, surprises, reactions, judgments, insights, and range of play.</i>	
EXA205	<b>Application of Self-Reflective Relational Space</b>	14.5
	<i>This course provides opportunity to integrate knowledge of one's impact on others in diverse ways, and experience and understand how the therapist's emotional, cognitive and behavioural patterns have an impact on others, which is fundamental to the practice of safe and effective use of self in building trust and safety in the therapeutic relationship.</i>	
EXA206	<b>Application of Trauma and Arts Based Psychotherapy</b>	4
	<i>Part one of this course provides knowledge of human psychological functioning, the impact of trauma, the contextual and systemic factors that contribute to traumatic experience, and begins to integrate a theory of change consistent with an arts based psychotherapeutic theoretical orientation. In part two students create a presentation that describes arts-based, trauma-informed psychotherapy in clinical setting of their creation.</i>	
EXA207 (IC)	<b>Developing Therapeutic Relationship Through Sensory Response and Feedback 2a</b>	16
	<b>Developing Therapeutic Relationship Through Sensory Response and Feedback 2b</b>	16
	<i>As essential self-care and self-reflective practice, art-making is fundamental to the CREATE program. Once per year, students are required to present their personal work to the CREATE community and receive aesthetic feedback from their peers and faculty. This relational, empathic and sensitive approach embodies essential therapeutic skills. Students practice looking at artwork phenomenologically, and respond with empathy and a non-judgmental stance.</i>	
EXA208CWP (IC)	<b>Arts Modalities: Creative Writing and Poetry Therapy</b>	16
	<i>This course offers didactic and experiential training in how to use language-based art forms therapeutically in a variety of settings. Students observe a demonstration session that employs language arts as the main therapeutic modality. Students embody these skills in practice arts-based psychotherapy sessions.</i>	
EXA208D (IC)	<b>Arts Modalities: Drama Therapy</b>	16
	<i>This session provides the theoretical and practical foundations of ten core processes of Drama therapy, including ritual, dramatic projection, embodiment, aesthetic distance, symbol-metaphor, role, play, narrative witnessing, and transformation. Students integrate this material through readings, lecture, experiential exercises and therapy demonstration sessions</i>	
EXA208V (IC)	<b>Arts Modalities: Voice Therapy</b>	16
	<i>This course introduces students to the principles and practices of Voice Movement Therapy (VMT) using readings, lectures, experiential exercises, and therapy demonstrations. Students are introduced to a theory of language development and its relationship to song, vocal restrictions and the self. This course demonstrates how clients' life stories can be used to effect change and growth.</i>	
EXA210	<b>Introduction and Application of Clinical Research</b>	13

	<p><i>This course introduces students to three qualitative research methodologies as preparation for a group research project focussing on one specific population and their experience of behavioral, emotional and/or cognitive issues. Student research culminates in an experiential presentation revealing research findings and analysis, the facilitation of a critical peer discussion, and a written research report.</i></p>	
13 courses	IC = Intensive Course P = Practicum	Total: 199

## The CREATE Institute Curriculum Course Map (Year 3)

<b>Year 3: Consolidation</b>		
<b>Course Code</b>	<b>Course Title</b>	<b>Hours</b>
EXA000	Community Gathering Weekend Intensive	16
	<i>This two-day training takes place every year at the beginning of the Fall term and is an opening to the program where students from all three years come together. It is designed to teach students about processes for beginning work with groups and communities. Second and third year students reconnect with each other and with the program and third year students design a culminating ritual to welcome the first year students and to productively close the weekend training.</i>	
EXA300	Consolidation of Clinical Concepts	20
	<i>This course looks at specific therapeutic issues in relationship to the field of expressive arts therapy such as: structuring a psychotherapy session which incorporates the arts, responsibility of the therapist toward the client, transference and countertransference, cultural awareness and sensitivity, trauma and resilience, assessment, serious mental health challenges.</i>	
EXA301	Consolidation of Group Structure and Process	30
	<i>This course encompasses the final stage of the training at The CREATE Institute and provides the gateway to entering the community as an expressive arts therapist. It involves the students in several types of closing practices and how to provide leadership in the closing processes with groups and individuals.</i>	
EXA303	Consolidation of Ethical Practice	2
	<i>This course focuses on the relationship between an aesthetic and ethical stance in working with the arts in psychotherapy. Sensitivity to the client and the emerging art images requires an awareness of the ethical responsibilities and the ethical role of the therapist as a guiding frame.</i>	
EXA304	Consolidation of Arts-Based Sensory Attunement	14.5
	<i>Arts-based sensory attunements are both playful and effective in waking up, grounding, and releasing stress in the body, helping the participants to focus on the group or session. Leadership is demonstrated by students in planning and carrying out the attunement and in the ability to give appropriate and constructive feedback to fellow students.</i>	
EXA305	Consolidation of Self-Reflective Relational Space	14.5
	<i>Students learn through experience that the class listening circle is a way to create community, equity, inclusion, and a sense of belonging, where each person's voice is valued. Students listen, witness, observe verbal and non-verbal communication and hold space with a non-judgemental presence while observing their own internal disturbances. In the third year of training students are expected to master these skills.</i>	
EXA306	Consolidation of Trauma	4



	<i>The focus in this final course on trauma is the role of the arts in holding and ameliorating the effects of trauma and suffering in human life, both on an individual and a cultural level, including specifically the traumatic impact of racism. Trauma is looked at in relation to its impact on human development, and the potential for resilience and post-traumatic growth.</i>	
EXA307	Developing Therapeutic Relationship Through Sensory Response and Feedback 3a	16
	Developing Therapeutic Relationship Through Sensory Response and Feedback 3b	16
	<i>As essential self-care and self-reflective practice, art-making is fundamental to the CREATE program. Once per year, students are required to present their personal work to the CREATE community and receive aesthetic feedback from their peers and faculty. This relational, empathic and sensitive approach embodies essential therapeutic skills. Students practice looking at artwork phenomenologically, and respond with empathy and a non-judgmental stance.</i>	
EXA308C (IC)	Arts Modalities: Clown	16
	<i>This course introduces expressive arts therapy students to the development of the clown as a psychotherapeutic resource. Through lectures, discussion, readings, experiential sessions and journaling, students experience the playful potential of “their clown” to be in relationship with others and reveal aspects of themselves previously unknown. Students develop their skills of observation for the nuances in non-verbal physical and emotional communication.</i>	
EXA308M (IC)	Arts Modalities: Music	16
	<i>The music intensive course explores and demonstrates how music in its many forms can be utilized in a therapeutic capacity to build relationship, develop careful listening, responsiveness, and maintain appropriate boundaries while observing self, the client and the therapeutic relationship. Music enables and facilitates communication, provides an emotional outlet and accesses memories. It is particularly effective when clients find it difficult to express themselves in words.</i>	
EXA309 (IC)	Comparative Psychotherapeutic Approaches	19
	<i>This course introduces students to the basic concepts and methods of three different psychotherapy approaches: Psychoanalysis, Gestalt and Jungian. These approaches are compared and contrasted with each other and with expressive arts therapy.</i>	
EXA310 (IC)	Recognizing and Responding to Serious Mental Health Issues	8
	<i>Through experiential exercises, students engage in critical self-reflection as a core competency that enables therapists to work effectively and safely with clients. Students learn about and identify common warning signs and symptoms, as well as issues that diminish the client’s quality of life as identified by the client. Students create a clear, concise and accurate summary report that explores the legal and ethical implications of report writing, and learn how to identify when they are beyond their scope of practice and how to make referrals.</i>	

EXA311 (IC)	<b>Suicide, Risk Assessment and Safety Planning</b>	8
	<p><i>This course introduces the students to the complexity of suicide, risk assessment and safety planning, including the following:</i></p> <ul style="list-style-type: none"> <li>• <i>definitions and differences of suicide, suicidal ideation and self-harm</i></li> <li>• <i>introduction to and brief history of suicide</i></li> <li>• <i>warning signs &amp; symptoms</i></li> <li>• <i>prevention factors</i></li> <li>• <i>how to support the client</i></li> </ul> <p><i>For clients who are at low to moderate risk of suicide, students learn to complete a universal safety plan template and how to make an appropriate referral. In situations of high risk and active suicide, students learn how to access immediate supports.</i></p>	
EXA312	<b>Psychopharmacology</b>	3
	<p><i>This course is designed to introduce students to the types of medications that are used to treat mental disorders and the issues that are involved in their use, including:</i></p> <ul style="list-style-type: none"> <li>• <i>Facts about the make-up, action and side-effects of psychoactive medications</i></li> <li>• <i>Misuse of medications in terms of risk and harm</i></li> <li>• <i>Long-term effects of medications</i></li> <li>• <i>Responsibilities and ethical concerns for therapists around medication issues with clients.</i></li> </ul>	
14 courses		IC= Intensive Course
		Total: 203