



The Maryland Association  
For Music Therapy

**2014 MARYLAND EXPRESSIVE ARTS THERAPIES CONFERENCE**  
**Springfield Hospital Center, Sykesville, MD**  
**February 8<sup>th</sup>, 2014**

## Schedule

8:30am: Registration open

9:00-9:10am: Dance Therapy Entrance

9:10-9:30: Welcome

9:30-11:00: Breakout 1

11:15-12:45: Breakout 2

12:45-1:45: Provided Lunch

1:45-3:15: Breakout 3

3:30-5: Breakout 4

5:00-5:30: Closing



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## **Directions to Springfield Hospital Center**

### **From Baltimore and Points North**

Take the Baltimore Beltway (695) to exit 18 West (Liberty Road/ Maryland Route 26) for approximately 12 miles until you come to the intersection of Maryland Route 26 and 32. There is a sign saying Eldersburg. Take Maryland Route 32 South for 1 mile to the hospital entrance on the left at entrance A.

Follow signs for "Special Activity" to the Big G.

### **From Baltimore and Points South**

Take the Baltimore Beltway (I695) to exit 16 West (I70).

Go approximately 12 miles to Exit 80 (Sykesville/ Clarksville)

Take 32 North (Maryland Route 32).

Continue on 32 North approximately 4 miles

Springfield Hospital Center will be on your right

Drive to entrance A.

Turn right onto the campus.

Follow signs for "Special Activity" to the Big G.

### **From Western Maryland**

Take Interstate 70 East towards Baltimore. Take exit 80 North (Maryland Route 32)

Go approximately 4.3 miles to the second light

Continue on 32 North approximately 4 miles

Springfield Hospital Center will be on your right

Drive to entrance A.

Turn right onto the campus.

Follow signs for "Special Activity" to the Big G

**Address: 6655 Sykesville Road Sykesville MD 21784**  
**Deborah Cell: (443) 824-6538**



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## **Presenter Information**

### **Art Therapy:**

**Elizabeth Hlavek, LCPAT, ATR-BC**

**Art As Survival: Friedl Dickers-Brandeis and the Artwork of the Holocaust**

Friedl Dickers-Brandeis was a Jewish Hungarian artist, active in the Bauhaus movement of the 1920s. She prided herself on working with children and served as a mentor to Art Therapy pioneer Edith Kramer. During WWII, Friedl was sent to the Terezin ghetto, along with hundreds of children. Rather than worrying about her own precarious future, Friedl set up an art studio at the children's house in Terezin and facilitated an ongoing lesson for the ghetto's orphaned children. She made it her mission to provide a sense of safety and build resilience within the children's community during the most uncertain and dangerous of times. Her belief that art could be healing, as well as her selfless dedication, influenced the development of modern art therapy.

This workshop will showcase the work of Friedl, the children she worked with, as well as other artists of the Holocaust. The artwork, and the process used by the artists, will demonstrate how art making can develop one's sense of identity, build resiliency, and serve as a coping mechanism. The artists discussed will exemplify the healing power of art in one of history's darkest times.

Artists operating within concentration camps were limited in their materials. Many sought out everyday objects, such as fabric, office supplies and even dirt to use as medium. After viewing examples of artwork and learning the unique stories of each artist, participants in this workshop will create their own artwork with a variety of found objects to simulate the process used in concentration camps.

This workshop will allow expressive therapists to learn more about the process of art therapy and distinguish between the artistic process and product. It will also educate participants on one of art therapy's greatest influences. The experiential component will offer a nontraditional way to make art and demonstrate how the creative process can be therapeutic even with limited materials.

### **Learner Objectives:**

- 1) Participants will understand how the founding principles of art as therapy were translated into the current mental health climate.



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- 2) Participants will be able to identify three ways in which art making can improve quality of life.
- 3) Participants will learn three ways to create artwork with non-traditional materials while still experiencing a sense of healing and containment.

**Biography:**

Elizabeth Hlavek is a Licensed Clinical Professional and Board Certified Art Therapist currently in private practice in Montgomery County where she specializes in eating disorders and PTSD. She has worked in clinical, educational and community settings. She graduated with distinction from the Pratt Institute's Master's Program in Creative Arts Therapy in 2009. Her graduate thesis researched the work of Friedl Dickers-Brandeis and the clandestine artwork created in concentration camps during WWII. Upon graduating, Elizabeth began working at the Center for Eating Disorders at Sheppard Pratt, providing group and individual art therapy sessions. She served as the legislative chair of the Maryland Art Therapy Association from 2010-2012 where she worked closely with state legislators to develop the first clinical license for art therapists in Maryland. In 2013 she was appointed by the Governor's office to serve as the art therapy representative on the Maryland Board of Professional Counselors and Therapists. She is committed to bolstering the field of art therapy and increasing the range of art therapy services available. She is currently developing a research project to look at how to use the Diagnostic Drawing Series to recognize formal elements in the artwork of eating disordered clients.

**Roselynn Vanderpool, ATR**

**H.E.A.L.-ing the Brain through Creative Arts Therapies**

This workshop is based on the book "Hardwiring Happiness" by Dr. Rick Hanson, which combines knowledge from neuroscience and mindfulness practices to allow an individual to understand and overcome the brain's negativity bias by implementing rituals. This Art Therapy based presentation takes Dr. Hanson's approach a step further to incorporate ideas and techniques from creative arts therapies into account during sessions and meditation practices.

**Learner Objectives:**

- 1) Participants will learn 3 basic components of the brain's negativity bias



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- 2) Participants will be able to recite the components to the acronym H.E.A.L., as defined by Dr. Rick Hanson
- 3) Participants will engage in an art directive to crystallize information received.

**Biography:**

Roselynn Vanderpool is an Art Therapist who works in both private practice and in a hospital setting in Washington, DC. Since graduating with her Masters in Art Therapy in 2010, she has been focused on combining brain science, meditation practice and physical well being into her practice and life. Her passion is in helping individuals overcome adversity by understanding the biological, spiritual, and social aspects of life to realize their full potential.



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## **Dance Therapy:**

**Kristine Winner, MA, R-DMT**

**Creating the Movement of Self-Change: An integrative model of change within Dance/Movement Therapy with applications to all Creative Arts Therapies**

The session will begin with a lecture summarizing the presenter's research surrounding the processes of creativity, therapeutic change, and dance/movement therapy. Definitions and components for each process will be outlined, along with the presenter's integrated stage model of the three processes. Examples of how each component and stage is manifested within dance/movement therapy will be given. To address the conference goals of learning from one another and building and strengthening alliances, the presenter will describe the multi-modal creative process used in her research and participants will join in an experiential. In this experiential, participants will be placed in multi-modality groups, working individually then collaboratively to artistically represent the stage progression in his or her own modality, while drawing on the representations from differing modalities. This will lead to a discussion of how the presenter's model could be applied in music and art therapy as well as the presented dance/movement therapy. Additionally this experiential will work toward the goal of integrating the information presented.

The presentation will then transition to address self-restoration. Members will participate in an experiential, moving, drawing, or playing through a short, individual creative process, afterward journaling about their experience and in which stage they felt most comfortable. Just as we must recognize personal projections in the therapeutic processes, we must also recognize the possibility of the therapist fulfilling his or her own creative needs. The better we know ourselves and our own creative processes, the more we can develop awareness of our own preferences, thereby more effectively working with our clients to meet them where they are rather than attempting to fulfill our own creative needs in session. Lastly, we will discuss the need for personal creative expression outside our professions as creative arts therapists to reconnect with self and decrease burnout.

### **Learning Objectives:**

- 1) To understand the role of creativity within a process of discovery and conceptualize creativity and change as joint processes within the Creative Arts Therapies



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- 2) To apply the integrated stage model and central components of each concept to participants' modalities
- 3) To identify personal creative process and ways to integrate with clients' creative processes to decrease burnout and increase change

**Biography:**

Kristine Winner is a Registered Dance/Movement Therapist and 2012 graduate of Drexel University's Creative Arts in Therapy program. Kristine grew up dancing, finding deep personal meaning in the creative art. Her undergraduate course in dance/movement therapy at Goucher College introduced her to the field and planted a seed of determination to fulfill this purpose. After two years dancing and choreographing professionally, Kristine embarked on the journey of beginning her DMT career. She has worked with children with learning, developmental, and behavioral disorders in outpatient and school settings; after relocating to MD in August 2013, Kristine began a position as the first dance/movement therapist at Courtland Gardens Nursing and Rehab Facility. Currently, Kristine is working on developing an independent dance project to make dance more accessible to the public and a greater cultural presence as an art form; the next endeavor will be a performance for One Billion Rising for Justice as part of V-Day 2014. Kristine continues to dance and choreograph, keeping her own creativity alive.

**Linalynn Schmelzer, R-DMT**  
**Reconnect to the Joy of Dance**

This workshop will focus on reuniting participants with dance in dance/movement therapy. It is my goal to inspire participants and refuel them with the healing and wisdom that comes from moving together. The workshop will start with a movement warm-up, develop group choreography and conclude with a movement cool down followed by a group discussion on the workshop experience. The warm-up will begin with a simple walk and grow with layers of space, time, and weight movement suggestions. The warm up starts with an internal focus and opens to a group awareness which encourages participants to relate to one another and then to begin to move in relationship to each other.

The workshop will move into choreography. Each participant will be asked to recall and recreate movements that stand out for them in the warm up. For example, this could be the way two participants move around one another before reaching out to touch. Depending on the number of participants four or five groups



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will create phrases. Each group will be asked to find a word or words that describe the group's movement theme. Next all groups will share the phrases. As a group, an order of phrases will be decided, and transitions created collectively to create a flow from one piece to the next.

With all participants a dance will be created and performed. Then a movement cool down will reconnect participants to their bodies, breathe and allow for reflection. Finishing with a discussion will give participants a chance to share and integrate their experiences.

**Learning Objectives:**

- 1) To give dance/movement therapists and other participants an opportunity to reconnect to the experience of movement as a joyful way to connect to self and others.
- 2) To challenge professionals to be participants in a creative, expressive, and reflective movement experience. This opportunity can allow professionals to recognize what clients/patients may experience in DMT sessions and give them a refreshed perspective on DMT work.
- 3) To allow participants a space to relax and recharge and move together. This workshop will inspire participants and give them a meaningful dance experience.

**Biography:**

Linalynn Schmelzer has been dancing for over twenty years. In 1999 she graduated from the Greater Hartford Academy of the Performing Arts. In 2004 she graduated from the Five College Dance Department in Amherst Massachusetts with a B.F.A in Dance. She has taught dance for the University of Massachusetts, Stoneleigh Burnham School, Eastern Connecticut Ballet, Neighborhood Music School, as well as, other Connecticut schools.

Linalynn believes that dance is innately holistic in healing. She studies Dance/Movement Therapy at Pratt Institute in Brooklyn NY, where she deepened her understanding and graduated in 2011. Linalynn is a Registered Dance /Movement Therapist with the American Dance Therapy Association. Currently, Linalynn facilitates DMT groups in a variety of settings that including, private schools, nursing homes and community facilities.





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## **Music Therapy:**

### **Jason Armstrong Baker MT-BC** **Sounds Around The World**

Sounds Around the World (SAW) is an arts-integrated geography game designed with 21<sup>st</sup> century thinking for students in an era defined by global hyper-connectivity and economic interdependence. Studies show that kids who play Sounds Around The World have an increased understanding of geography, improved self-confidence, and enhanced ability to work with others. SAW addresses Common Core and National Social Studies Standards by integrating world music with specially designed visual information in a collaborative learning-style game. Students learn to locate relative and specific geographic locations by their unique cultural sound; to recognize cultural influences on a region's music; and to successfully make decisions in a team-based learning environment. This presentation will both, demonstrate SAW's proven ability to engage students' curiosity about their interconnected world through geography, and it will open up a conversation about how expressive art therapies can use clinical skills to teach both therapeutic and educational goals.

### **Learning Objectives:**

- 1) Discuss how integrating auditory and visual information can help support therapeutic and educational goals.
- 2) Demonstrate the potential a collaborative learning-style game can have in both a therapeutic and educational setting.
- 3) Provide an experience of an energized learning environment created by a team-based activity.

### **Biography:**

Board Certified Music Therapist, Owner Revolution Rhythm, LLC, Game Designer Jason Armstrong Baker has been drumming for over 30 years. As a board certified music therapist, performing artist, and composer, he draws inspiration from numerous world music and healing traditions: African rhythmic harmony, Chinese 5 Elements, American Improvisation, and Yogic Breathe-work. His latest endeavor *Sounds Around The World* is an arts integrated geography game designed for middle and high school students.



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**Molly Griest, MMT, MT-BC**

**Gabby Ritter-Cantesanu, MMT, MT-BC**

**Roundtable Discussion on Clinical Supervision**

Supervision is the 8<sup>th</sup> standard of practice for Music Therapists and is an important part of any therapist's practice. This presentation will be a roundtable discussion where everyone is encouraged to join in on the discussion. Several topics will be discussed such as why supervision is important, types of supervision, how to identify your own clinical supervision needs, ethics surrounding supervision, the multifaceted nature of supervision, etc. Participants will leave with an understanding of why they should seek supervision and types of supervision available to them.

**Learning Objectives:**

- 1) Participants will identify why clinical supervision is needed in expressive arts therapy
- 2) Participants will identify their own clinical supervision needs
- 3) Participants will identify three types of clinical supervision

**Biographies:**

Molly Griest, MMT, MT-BC has been working professionally as a music therapist for 19 years. Her experience has largely been in the inpatient psychiatric and forensic psychiatric populations. She also has experience with music therapy assisted childbirth and laboring women, vulnerable preschool and school age children, geriatrics, and with pain management populations. She is the former internship director of the Clifton T. Perkins Hospital Center music therapy internship and has supervised interns since 1995. Molly has served as the local PR Co-chair for the World Congress of Music Therapy in Washington, DC; on the MAR nomination committee and as the local Entertainment and Social Committee Chair for the 2012 MAR-AMTA conference. She is the Vice-President of the Maryland Association for Music Therapy, educational director of the CBMT approved provider, the Maryland Music Therapists' Collective and a member of the Maryland State Task Force for Music Therapy.

Gabby Ritter-Cantesanu, MMT, MT-BC is the music therapist at Baltimore County Public Schools. She completed her undergraduate degree in Music Therapy at The University of Alabama and her Master's in Music Therapy at Georgia College and State University. She is the President of the Maryland Association for Music Therapy,



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President-Elect for the Mid Atlantic Region of the American Music Therapy Association and Co-Chair of the Maryland State Task Force for Music Therapy. She has presented several times at both National and Regional Music Therapy conferences, Honestly Autism Day and for BCPS schools.



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## **Psychodrama:**

**Catherine D. Nugent, LCPC, TEP**

**Lisa G. Miller, M.S.**

### **Replenish The Well: Self-Care & Wellness for Expressive Arts Therapists and Other Helpers & Healers**

Life coach Cheryl Richardson has said: "Our availability to be of service to the world is directly related to our ability to be of service to ourselves." However, many helping professionals, including expressive arts therapists, do not give sufficient time or energy to self care, resulting in role fatigue and burnout. This workshop will offer a wellness framework that forms the basis for exploring, sociometrically and psychodramatically, ways to sustain balance, health, and wholeness. Participants will be introduced to the "A, B, C's" of self-care (Pearlman & Saakvitne, 1996) and invited to develop plans for enhancing their self-care -- physically, mentally, emotionally, and spiritually. Although applications to work with clients can be made, the intention is provide an opportunity for reflection and renewal for expressive therapists and other professional helpers. Through sociometric exercises, the workshop will promote networking among participants from different disciplines. Through sociodramatic or psychodramatic action, the workshop will support the conference focus on therapist restoration by helping participants raise awareness of their current state of self-care and assess the degree to which their life roles are currently in synch with their values and needs. Depending on time, participants may also explore their interpersonal resources for support. The overall theme of this workshop is aligned with the conference focus.

### **Learning Objectives:**

- 1) Assess their current level of satisfaction with their physical, emotional, and spiritual wellness.
- 2) Identify the A B C's of self-care (awareness, balance, and connection) articulated by Pearlman & Saakvitne (1996).
- 3) Explore psychodramatically or sociodramatically the degree to which their current life roles are aligned with their values, needs, and preferences.
- 4) If time permits, explore their current network of interpersonal resources.
- 5) Develop a plan of action to enhance their self-care and wellness.



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**Biographies:**

Catherine D. Nugent has over 30 years' professional experience as a psychotherapist, educator, and program administrator. She holds Masters Degrees in Clinical Counseling and Applied Behavioral Science from The Johns Hopkins University, and is a licensed clinical professional counselor (Maryland) and a Board-certified psychodrama trainer. Cathy has presented workshops at conferences of national organizations, including the National Association of Social Workers, American Mental Health Counseling Association, American Society of Group Psychotherapy and Psychodrama. She has been an invited speaker by the Mid-Atlantic Group Psychotherapy Society and the Maryland Chapter of the National Association of Social Workers. Cathy was Vice-Chair of a Maryland Governor's Task Force on Sexual Exploitation and a member of the American Counseling Association's Task Force on Impaired Counselors and Counselor Wellness. This work led to her more recent interest in promoting self-care and wellness for helping professionals. Cathy teaches a course on psychodrama and another on self-care and wellness for graduate students in the Hopkins program in mental health counseling. In addition to her private psychotherapy practice and free-lance teaching, Cathy has worked with the Substance Abuse and Mental Health Services Administration (SAMHSA) since 1992, where she has served as Chief of the Workforce Development and Quality Improvement Branch and Lead for Recovery-Oriented Practice.

Lisa G. Miller, M.S., is an advanced psychodrama student with over 700 hours of training. Lisa holds a Masters degree in psychology and is a Certified Trained Auxiliary Ego in the Therapeutic Spiral Model, a form of psychodrama modified specifically to meet the needs of people with trauma histories. Lisa has been trained as a Music Practitioner and is skilled at using music for healing and personal growth.

**Kate Hudgins, Ph.D., TEP**

**The Spirit of Healing Trauma: The Therapeutic Spiral Model**

This workshop is primarily experiential in nature, using cognitive "teaching in action" to demonstrate the spirit of healing trauma—embodied spontaneity and creativity. The Therapeutic Spiral Model (Hudgins, 2001; Hudgins & Toscani 2013) has been taught in 20 countries over the past 25 years and combines interpersonal neurobiology, attachment theory, and clinically modified psychodrama to produce statistically significant decreases in anxiety, depression and PTSD over 3 individual



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therapy sessions (Hudgins Drucker and Metcalf, 2000), 3 day workshops (Hudgins, 2007) and community applications (Hudgins, Culbertson & Hug, 2009).

This workshop will demonstrate the “Prescriptive Roles” that build the restoration of vitality, containment of trauma patterns, and self-observation for change, which when enacted produce the operational state of spontaneity, which is the curative factor for healing trauma. A short, safe, and contained TSM psychodrama to build Strengths to face trauma will be conducted after 3 TSM Safety Structures are used to build group cohesion. This TSM psychodrama will show what roles are needed to embody spontaneity to face past traumatic experiences with new creative solutions both for the chosen protagonist and the attending group. The TSM psychodrama will focus on self-restoration for the creative and expressive arts therapists who attend the workshop and who work with trauma clients. There will be a brief time for Questions and Answers following psychodramatic sharing with the protagonist.

**Learning Objectives:**

- 1) To experience the Prescriptive Roles of the Therapeutic Spiral Model that provide an operational definition of spontaneity as the curative agent for trauma related problems.
- 2) To understand the 3 categories of the Prescriptive roles needed to develop the state of spontaneity in a protagonist: Restoration, Containment, and Observation.
- 3) To provide an opportunity for participants for self-restoration of spontaneity and creativity in general, and specifically for those that work with trauma clients in therapy, education or the community.

**Biography:**

Dr. Kate Hudgins, is an American Board Certified Trainer, Educator, and Practitioner of Psychodrama, Sociometry and Group Psychotherapy with a Ph.D. in Clinical Psychology. She is the developer of the Therapeutic Spiral Model and offers an International Certification Training Program in Trauma Therapy through Therapeutic Spiral International. She has published 4 academic books on TSM and 19 peer reviewed articles over the past 20 years, the most recent being “Healing World Trauma with the Therapeutic Spiral Model: Stories from the Frontlines” with Francesca Toscani as co-editor. She received the ASGPP Innovators Award in 2001 and the Scholar’s Award in 2009. She is one of the first clinical psychologists and



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psychodrama trainers to bring experiential psychotherapy to Taiwan and Mainland China over the past ten years, helping to establish mental health centers for the first time at over 10 universities using the Therapeutic Spiral Model. She has taught in Australia, Canada, England, Europe, Israel, Mainland China, Northern Ireland, South Africa, Taiwan, Turkey and the USA over the past 25 years.