



GRADUATE SCHOOL OF CREATIVE ARTS THERAPIES



International Program

University of Haifa

**Faculty of Social and
Health Sciences &
Faculty of Education**

“The Creative Arts Therapies” is

an inclusive name for healthcare professions that use the creative and expressive process of art-making to improve and enhance the physical, mental, emotional, and social well-being of individuals of all ages. These professions include Art Therapy, Music Therapy, Dance/Movement Therapy, Drama Therapy, Psychodrama, and Bibliotherapy. The use of arts within psychotherapy bridges verbal barriers and promotes experiential insights because it involves the non-linguistic right hemisphere of the brain.

Creative arts therapists work in a variety of settings such as hospitals, educational institutions, community mental health facilities, prisons, hospices, day-care centers, and private practices. In Israel, the Creative and Expressive Arts Therapies Association (YAHAT) was founded in 1971, and the Ministry of Health has recognized the Creative Arts Therapies as a paramedical profession since 1988.

The University of Haifa

campus spreads along a ridge of the Carmel Mountain southeast of the city of Haifa and is surrounded by the Carmel National Park. Over 18,000 students study at the University of Haifa toward a degree (B.A., M.A., or Ph.D.).The University houses six Faculties: Humanities, Social Sciences, Sciences and Science Education, Law, Social Welfare and Health Studies, and Education - and five Schools - Business Administration, Social Work, History, Public Health, and Political Sciences. The University has a diverse student body, consisting of Jews, Christians, Muslims, and Druze, new immigrants and native Israelis, secular and religious.

University of Haifa Hebrew website:

<http://www.haifa.ac.il>

University of Haifa English website:

http://www.haifa.ac.il/index_eng.html

Other Languages:

http://www.haifa.ac.il/html/html_eng/other_languages.html



Campus Facilities

[The University library](#), offering computerized services, as well as some two million books and non-book items, is one of the most advanced in the country. The library houses a large collection of both English and Hebrew books, as well as smaller collections of books in other languages. There are computer rooms available throughout the University campus and wireless internet access is widely available. The University Sports Center includes a gym with a variety of aerobic and weightlifting machines, tennis courts, and several large gyms for basketball, volleyball, and other activities.

Life On and Off Campus

About 1,000 students live in the dorms at the University of Haifa, including students of all social, economic, religious, and ethnic backgrounds. International students who study full-time are welcome to live in the [student dormitories](#) on campus, but they are not required to. Located in the dormitories complex are self-service laundry rooms and a grocery store. The city of Haifa has many churches and mosques, as well as the center for the Bahai faith. The School is happy to assist any student in finding a place of worship or a religious community. The city of Haifa is about 45 minutes from Tel-Aviv by train and 1 hour by car.



The Graduate School of Creative Arts Therapies

The Graduate School of Creative Arts Therapies was established in October 2008 as part of the Faculty of Social Welfare and Health Sciences and Faculty of Education at the University of Haifa. The School offers the first, and currently the only, program in Israel that awards an M.A. degree in Creative Arts Therapies with the following five tracks of specialization: Art Therapy, Dance Movement Therapy, Music Therapy, Drama Therapy, and Psychodrama. Since its establishment, the School has become one of the most popular at the University, with over 380 students currently enrolled.

As of 2011/2012, the academic staff of the School includes three professors, two senior lecturers, fourteen PhD doctors/lecturers/researchers, six MA-level instructors who teach experiential workshops, and eight MA-level clinical group supervisors. In addition, each year some 100 experienced creative arts therapists are hired to provide students with individual supervision sessions in field training.

For information about faculty and their research interests please [click here](#).

English: <http://hw2.haifa.ac.il/cat-eng>

Hebrew: <http://hw2.haifa.ac.il/cat>



The **Mission Statement** of the Graduate School of Creative Arts Therapies is as follows:

- To train therapists to work with a variety of populations in a range of settings;
- To broaden the research scope in the field (e.g., brain, creativity, and psychotherapy studies);
- To develop new interventions for varied populations in individual, group, and community settings;
- To develop innovative research methodologies and treatment measures;
- To enrich the knowledge and expertise of practitioners in the field;
- To enhance the status of creative arts therapists among other healthcare professionals;
- To train the next generation of researchers, lecturers, and clinical supervisors.

School Location

The Graduate School of Creative Arts Therapies is located in the new, purpose-built, Hecht Arts Centre building. The building, which was opened in 2005, occupies an area of 3,500 sq. meters over four stories and was planned specifically to provide students with optimal working conditions and to fulfill the particular needs of arts-related programs. There are spaces for workshops, studios, and classrooms are all state-of-the-art, and the view of the Haifa Bay from the large glass walls is breathtaking.



International M.A. in Creative Arts Therapies

The M.A. in Creative Arts Therapies is a full time program, taught in English over 3 consecutive semesters (without a thesis). Students can specialize in **Psychodrama**, **Dramathery**, **Art Therapy**, or **Dance Movement Therapy**.* Upon completion of the program, students will earn an MA in Creative Arts Therapies indicating their chosen modality specialization and the completion of 600 field training hours.

International Academic Accreditation

The University of Haifa was established in 1963 under the joint auspices of the Hebrew University of Jerusalem and the Haifa Municipality. In 1972 it gained academic accreditation from the Council for Higher Education as a separate institution. Thus, the University of Haifa is a fully accredited university under the auspices of Israel's Ministry of Education and the Israeli Council for Higher Education. The University is recognized internationally as an approved site for study abroad, and academic credits earned are transferable to home institutions to be applied toward degree completion. The University of Haifa is also recognized by the UNESCO-based International Association of Universities.



*The opening of specialization is subject to a minimum number of students.

Admission Requirements & Prerequisites

Individuals with any bachelor's degree may enroll in the International Creative Arts Therapies master's program, on the condition that they complete the following requirements and prerequisites:

Academic Prerequisites	General Admission Requirements
Intro to Psychology 2 credits	Accredited BA, diploma and transcript A minimum of 3.0 GPA or equivalent to 80%
Physio-psychology 2 credits	TOEFL scores (if native language is not English)
Personality Theories 2 credits	2 recommendations from an academic
Developmental Psychology 4 credits	Curriculum Vitae & passport photo
Psychopathology/Abnormal 4 credits	Personal statement (700 words)
Research Methods 2 credits	Interview (group and/or individual/online)
Statistics 2 credits	Medical forms
Total: 18 credits	

Arts-Based Prerequisites

Applicants must provide documented proof of significant training and of extensive practical experience in the relevant art form (visual art, drama, or dance). Practical “hands-on” experience may include documented performances, acting or dancing shows, exhibitions, arts-based community work, and so forth. For the Art Therapy specialization, experience hours may take the form of an equivalent portfolio of the applicant's artwork.

Applicants who do not meet the above Academic Prerequisites may complete missing courses online, in English. Applicants who do not meet the Arts-Based Prerequisites may complete them in a Preparatory Summer Program*

Please contact Admission Office for more information: infograd@univ.haifa.ac.il

*For additional costs.

The opening of the Preparatory Summer Program is subject to a minimum number of participants.

Creative Arts Therapies Curriculum

The academic curriculum of the international masters degree in Creative Arts Therapies is composed of theoretical lectures and seminars, experiential workshops, supervision, and field training. Students study three days at the university, plus one day of field training in the first trimester (fall) and two days of field training in the second trimester (spring). The curriculum consists of Core Courses that are shared by all specializations and Specialization Courses that differ by modality.

The following curriculums are subject to change without notice.

ART THERAPY (AT)	HOURS
Core Courses	
Quantitative Research Methods	2
Qualitative Research Methods	2
Core Issues in Psychotherapy	2
Theory and Practice of Group Therapy	2
Ethical Issues & Professional Standards	2
Conflict Resolution	2
Specialization Courses	
Principles and Practices of Art Therapy (lecture and practice)	8
Advanced Art Therapy	4
Projective Diagnostic Techniques	2
Trauma and Posttraumatic Growth: The Healing Power of Art	2
Dyadic Art Therapy	3
<u>2 mandatory seminars:</u>	
• Multicultural Art Therapy	12
• Children's and Adolescents' Drawing and Sculpture	(8+4)
<i>Note: students complete 2 seminars in AT and choose 1 seminar in a different modality</i>	
Field Training Courses in AT	
Group Supervision*	6
Individual Supervision**	2
Field Training ***	600 h.

* Taken concurrently with field training.

** Taken in the spring trimester.

***1 day of field training in fall trimester (Clinical Seminar), 2 days of field training in spring trimester (Practicum).

PSYCHODRAMA (PD)	HOURS
Core Courses	
Quantitative Research Methods	2
Qualitative Research Methods	2
Core Issues in Psychotherapy	2
Theory and Practice of Group Therapy	2
Ethical Issues & Professional Standards	2
Conflict Resolution	2
Specialization Courses	
Psychodrama Theory and Techniques	2
Advanced Psychodrama Theory and Techniques	2
Psychodramatic Process Group	4
Psychodrama Directing Skills	4
Psychodrama for Children and Adolescents	2
Sociodrama	2
Psychodrama in Individual Therapy	3
<u>2 mandatory seminars:</u>	
• Drama-Based Assessment Methods	12
• Psychodrama, Brain, and Creativity	(8+4)
<i>Note: students complete 2 seminars in PD and choose 1 seminar in a different modality.</i>	
Field Training Courses in Psychodrama	
Group Supervision *	6
Individual Supervision**	2
Total Field Training***	600 h.

* Taken concurrently with field training.

** Taken in the spring trimester.

***1 day of field training in fall trimester (Clinical Seminar), 2 days of field training in spring trimester (Practicum).

DRAMATHERAPY (DT)	HOURS
Core Courses	
Quantitative Research Methods	2
Qualitative Research Methods	2
Core Issues in Psychotherapy	2
Theory and Practice of Group Therapy	2
Ethical Issues & Professional Standards	2
Conflict Resolution	2
Specialization Courses	
Current Approaches in Dramatherapy	3
Advanced Dramatherapy Theory and Techniques	2
Dramatherapy Process Group	3
Dramatherapist Skills Enhancement	3
Developmental Transformation	2
Sand Stage	2
Playback Theater	2
Boal Method	2
<u>2 mandatory seminars:</u>	
• Drama-Based Assessment Methods	12
• Narrative Methods	(8+4)
<i>Note: students complete 2 seminars in DT and choose 1 seminar in a different modality.</i>	
Field Training Courses in Dramatherapy	
Group Supervision *	6
Individual Supervision**	2
Total Field Training***	600 h.

* Taken concurrently with field training.

** Taken in the spring trimester.

***1 day of field training in fall trimester (Clinical Seminar), 2 days of field training in spring trimester (Practicum).

DANCE MOVEMENT THERAPY (DMT)	HOURS
-------------------------------------	--------------

Core Courses

Quantitative Research Methods	2
Qualitative Research Methods	2
Core Issues in Psychotherapy	2
Theory and Practice of Group Therapy	2
Ethical Issues & Professional Standards	2
Conflict Resolution	2

Specialization Courses

Principles and Practices of DMT (lecture and practice)	4
DMT for Children & Adolescents	2
Parent-Infant Relationship and the Relational Embodied-Self	2
Advanced Therapeutic Interventions in DMT	3
The Kestenberg Movement Profile	3
Laban Movement Analysis	3
<u>2 mandatory seminars:</u>	
• Movement and Brain	12
• Life-Threatening Illnesses: Role, Relationship & Therapy	(8+4)
<i>Note: students complete 2 seminars in DMT and choose 1 seminar in a different modality.</i>	

Field Training Courses in Dance Movement Therapy

Group Supervision*	6
Individual Supervision**	2
Total Field Training***	600 h.

* Taken concurrently with field training.

** Taken in the spring trimester.

***1 day of field training in fall trimester (Clinical Seminar), 2 days of field training in spring trimester (Practicum).

International M.A. in Creative Arts Therapies: Course Descriptions

Core Courses Shared by All Specializations

Core Issues in Psychotherapy

This course provides students with an understanding of core issues in psychotherapy. Topics include the intake interview, goals setting and treatment planning, therapeutic contract and alliance, therapy termination, and therapist-client processes such as transfer, counter-transference, and projective identification. A range of intervention techniques in different psychotherapy approaches is introduced.

Theory and Practice of Group Therapy

The course introduces the major theories and approaches to group therapy. Topics include group composition and client selection, group developmental stages, group dynamics and processes, group roles, therapeutic factors in group therapy, and multicultural and ethical issues.

Ethical Issues and Professional Standards

This course examines the values and ideas that guide professional practice in psychotherapy, including professional codes of conduct and philosophical ethical principles. Topics include confidentiality, informed consent, boundaries, issues in the digital world, dual-relationships, competence, and integrity.

Qualitative Research Methods

This course focuses on qualitative research methods, introducing students to various approaches of designing and conducting qualitative research. Students will gain hands-on experience in various qualitative data collection and analysis techniques while carrying out a research project related to their area of interest.

Quantitative Research Methods

This course focuses on quantitative research methods and major statistical methods used in summarizing, understanding, and interpreting numerical data. The course covers a range of descriptive and inferential statistics and research use of the computer. Students learn how to report quantitative findings and to critique research studies for statistical methods employed.

Conflict Resolution

This course provides students with an introduction to the field of conflict analysis and resolution through the examination of major theories and experiential role-play. The course provides tools with which to understand and analyze conflicts that arise in the interpersonal context in general and in the therapeutic setting in particular, in order to shape more effective and productive responses to them.

Field Training

Field training (or placement) is designed as a “real-life” clinical experience working outside of the University of Haifa in placements of health, education, rehabilitation, and welfare. The experience allows students to consolidate knowledge, apply skills and techniques, and solidify their clinical competence in their chosen specialization. In the first trimester, field training is in the form of a *Clinical Seminar* in which small groups of students undertake the role of participant-observers in therapy sessions led by a senior therapist. In the second trimesters, students perform a closely monitored independent *Practicum*. Throughout the field training experience, students receive individual supervision in the field and group supervision at the university. Students complete 600 hours of field training.

Art Therapy Courses

Art Therapy is a form of psychotherapy that uses art media as its primary mode of communication, such as paint, chalk, crayons, and sculpture. Art therapy is especially valuable for clients who have difficulties verbally expressing themselves.

Principles and Practices of Art Therapy - Lecture

The course presents students with an overview of the historical development of Art Therapy and introduces the main theoretical approaches in the field. Concepts discussed include playfulness, creativity, symbolism, imagination, and transference and counter transference processes within the triangle: “client-therapist-artwork.”

Principles and Practices of Art Therapy - Practice

This experiential course is taken in conjunction with the lecture. It is designed to link theory with practice by providing students with the opportunity to explore and experience the use of visual arts in a simulated therapeutic context.

Advanced Art Therapy

The course is designed to deepen and expand students’ theoretical and practical understanding of Art Therapy. Students experience a simulation of the therapist-patient relationship in the context of different populations suffering from a range of problems.

Projective Diagnostic Techniques

This course introduces the theoretical and practical basis for using projective drawing techniques in diagnostic and therapeutic practice. The visual arts are examined as a medium that enables deep understanding of unconscious conflicts and contents. Some of the demonstrated techniques include Draw-A-Person test, House-Tree-Person test, and Kinetic Family Drawing.

Trauma and Posttraumatic Growth: The Healing Power of Art

This course is taken in conjunction with Projective Diagnostic Techniques. The course is designed to deepen students’ understanding of trauma-informed diagnosis and therapy as well as the healing power of art in treatment of trauma survivors. Topics include childhood sexual abuse, incest, and inter-generational transfer of trauma.

Multicultural Art Therapy - Seminar

In this mandatory seminar students explore their own and others' cultural experience through art making. Through class discussion and experiential exercises, students explore how visual art making can enhance the development of cultural awareness and can create a bridge between languages as well as different cultural perspectives.

Children's and Adolescents' Drawing and Sculpture - Seminar

This mandatory seminar provides students with insight into the interaction between children's phases of development and their graphic and sculptural expression. Emphasis is placed on the drawing and sculpting by children with developmental delays.

Dyadic Art Therapy - Workshop

The workshop introduces a variety of "hands-on" techniques used in dyadic (child-parent) Art Therapy. Students learn how to use both two- and three-dimensional artworks in the dyadic creative process. Students engage in non-therapeutic dyadic art making outside of class and bring the artworks for in-class analysis.

Psychodrama Courses

Psychodrama employs guided dramatic action to examine real-life problems or issues raised by an individual or a group. Using experiential action methods, sociometry, role-play, and group dynamics, psychodrama facilitates insight, personal growth, and integration on cognitive, affective, and behavioral levels.

Psychodrama Theory and Techniques

The course reviews the history of Psychodrama and introduces students to core theoretical concepts. Particular attention is given to Jacob L. Moreno's concepts of spontaneity and creativity. Students learn the basic elements of Psychodrama and the structure of a session. Elementary psychodramatic techniques are explored through class discussion and experiential exercises.

Advanced Psychodrama Theory and Techniques

This course presents more advanced techniques and theoretical concepts of Psychodrama. An emphasis is placed on Moreno's role theory, developmental theory, and sociometry.

Psychodramatic Process Group

In this course students self-experience the psychodrama method based on personal and interpersonal issues that emerge in the here-and-now. In a safe and supportive environment, students experience the roles of group member, protagonist, and auxiliary in a psychodrama directed by an experienced psychodramatist.

Psychodrama Directing Skills

This course is designed to facilitate the development and enhancement of students' directing skills. Students direct their peers under the trainer's close observation and then process the experience. Emphasis is placed on structuring the drama from beginning to end, using auxiliaries and techniques effectively, and coping with client resistance and dramatic stagnation.

Sociodrama

This course introduces the fundamental principles of Sociodrama, a group method in which collective experiences are explored in action. Students learn how Sociodrama is used in group therapy and in the community to clarify values and sociocultural perspectives, express feelings, and practice new behaviors.

Drama-Based Assessment Methods - Seminar

This mandatory seminar studies drama-based assessment methods through discussions and experiential exercises. Assessment methods include Stoichiometry and Social Atom, Role Profile, Six-Part Story Method, and the Six Keys Model. Students are required to carry out an assessment procedure and report findings in APA format.

Psychodrama for Children and Adolescents- Seminar

This mandatory seminar explores issues in the use of psychodrama for children and adolescents suffering from a range of problems. Emphasis is placed on how psychodrama can meet the developmental, behavioral, and emotional needs of children and adolescents. The seminar reviews contemporary use of Dramatherapy and Play Therapy techniques alongside psychodrama.

Psychodrama in Individual Therapy - Workshop

This workshop examines the ways in which basic principles and techniques of psychodrama apply to individual therapy. Emphasis is placed on the application of previously learned techniques to the practice of individual therapy, as well as on the role of the therapist as an "actor" in the client's psychodrama.

Dramatherapy (DT) Courses

Dramatherapy is the intentional use of theatrical techniques in therapy, such as role-play, theatre games, mime, puppetry, voice work, myth, ritual, storytelling and purposeful improvisational techniques. These enable the client to explore difficult and painful life experiences through an indirect approach.

Current Approaches in Dramatherapy

The course reviews the history and development of Dramatherapy and introduces students to current theoretical and practical approaches in Dramatherapy, including: Nine Core Process, EPR, Role Method, Integrative Five Phase Model, Play therapy, Para-Theatrical, and Psychodrama.

Advanced Dramatherapy Theory and Techniques

This course presents more advanced techniques and theoretical concepts of Dramatherapy through class discussion and experiential exercises.

Dramatherapy Process Group

In this course students self-experience Dramatherapy based on personal and interpersonal issues that emerge in the process. In a safe and supportive environment, students experience the roles of group member, actor, director, and storyteller in a session facilitated by an experienced dramatherapist.

Dramatherapist Clinical Skills Enhancement

This course is designed to facilitate the development and enhancement of students' clinical skills as dramatherapists. Students facilitate a Dramatherapy session with their peers acting as clients under the trainer's close observation; processing of the session follows the experience. Emphasis is placed on structuring the drama from beginning to end and using techniques effectively with different client populations.

Developmental Transformation (DvT) in Individual Dramatherapy

This course is designed to introduce students to the theoretical framework and clinical application of the DvT method in Dramatherapy practice. Emphasis is placed on the application of DvT in individual therapy sessions where the therapist enters the playspace and acts as the client's playobject.

Sand Stage- Workshop

This workshop introduces the use of the sand tray as "Sand Stage". Students experience how miniatures placed on the sand stage construct concrete theatrical manifestations of one's inner world. Students learn how to observe and explore together with the client, issues, themes, and conflicts represented on the sand stage.

Playback Theater - Workshop

This workshop introduces students to Playback Theater – a form of improvisational theatre in which audience or group members tell stories from their lives and watch them enacted on the stage. Students will experience the role of Conductor, Storyteller, actor, and audience and learn how to implement Playback techniques in both therapy and community settings.

Boal Method

This workshop examines Brazilian theatre director Augusto Boal's Theater of the Oppressed method. Through experiential exercises, students learn how to apply the method to dramatize cultural, political, and social concerns. Topics include Forum Theatre, Image Theatre, Cop-In-The-Head, and the vast array of the Rainbow of Desire techniques.

Drama-Based Assessment Methods - Seminar

This mandatory seminar studies drama-based assessment methods through discussions and experiential exercises. Assessment methods include Stoichiometry and Social Atom, Role Profile, Six-Part Story Method, and the Six Keys Model. Students are required to carry out an assessment procedure and report findings in APA format.

Narrative Methods - Seminar

This mandatory seminar addresses the use of stories both clinically and from a research perspective. Students will explore different ways of initiation and creating stories and will learn different ways of looking at stories and analyzing stories.

Dance Movement Therapy (DMT) Courses

Dance Movement Therapy is founded on the belief that the body and mind are an interrelated continuum. Through the vehicle of movement and dance, clients creatively explore and enhance emotional, cognitive, physical and social integration.

Principles and Practices of DMT - Lecture

The course presents students with an overview of the historical development of Dance Movement Therapy and introduces the main approaches in the field. Emphasis is placed on the application of the Marian Chace approach and Authentic Movement approach with different populations.

Principles and Practices of DMT - Practice

This experiential course is taken in conjunction with the lecture. It is designed to link theory with practice by providing students with the opportunity to explore and experience DMT.

Advanced Therapeutic Interventions in DMT

This course examines the theory and practical application of advanced therapeutic interventions in DMT. Emphasis is placed on deepening student understanding of the relation between motion and emotion and increasing student ability to analyze clinical issues unique to DMT and to choose suitable interventions.

Parent-Infant Relationship and the Relational Embodied-Self

This course explores the minute components of the earliest dyadic relationship - between parent and baby - through the prism of the body and movement. Emphasis is placed on how body-based experiences with the parent may influence the quality of the child's socio-emotional development, and special emphasis is placed on the development of the relational embodied self.

DMT for Children and Adolescents

This course explores issues in the use of DMT for children and adolescents suffering from a range of problems. Emphasis is placed on how DMT can meet the developmental, behavioral, and emotional needs of children and adolescents.

The Kestenberg Movement Profile

The course introduces the Kestenberg Movement Profile - a nonverbal assessment tool developed by Dr. Judith Kestenberg. Students learn the theoretical framework of the profile and its application in practice. The course includes movement experiences, observation exercises, personal reflections, and theoretical discussions.

Movement and Brain - Seminar

This mandatory seminar explores the connections between the brain and the human experience through the lens of contemporary concepts from the field of brain research and through experiential learning of movement and observation.

Life-Threatening Illnesses: Role, Relationship, and Therapy - Seminar

This mandatory seminar is designed to deepen student knowledge in the field of Medical Dance Movement Therapy. A theoretical framework is provided along with hands-on experience of DMT methods that empower clients who have life-threatening illnesses.

Laban Movement Analysis - Workshop

This workshop introduces the Laban Movement Analysis method, which was developed by movement pioneer Rudolph Laban. This method provides a framework for observing, describing, and analyzing human movement patterns and understanding non-verbal actions and communication.