

Advance Practice in Community Engagement Through The Arts

RCCORE 334.001

Winter 2024

Thursdays 9-10:50

East Quad B423 GREEN ROOM

2 credit Mini Course

INSTRUCTOR

Deb Gordon-Gurfinkel

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COURSE DESCRIPTION

This mini course is open to all students that are dedicated to deepening knowledge, practice and leadership techniques in expressive arts modalities serving young people in the community. Focusing on healing-centered (trauma-informed) practices, direct experience, workshop curriculum development and facilitation skills. Students are offered opportunities to engage with children and youth in Ypsilanti through an internship with the community-based program, [Telling It](#). **Including travel time, you will need to budget 3-4 hours per week for your internship.**

QUESTIONS ADDRESSED BY THIS CLASS

1. What values do you hold around the expressive arts?
 2. How can you apply and articulate the values, ethical standards and principals unique to expressive arts-based engagement with youth in community settings?
 3. In which ways have historically biased systems affected the expressive experiences of BIPOC, the LGBTQ+ community and other intersectional identities?
 4. In which ways does being trauma-informed (healing-centered) and recognizing strengths-based community and individual resiliency inform expressive arts practices?
 5. How do we cultivate leadership that is youth-driven?
 6. What are the necessary skills for effective curriculum development and implementation?
 7. How do we assess impact and efficacy of program goals?
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Syllabus

WEEK 1 – 1/11/24

Themes: Course orientation, overview of syllabus, introductions, and community building.

WEEK 2 – 1/18/24

Themes: Continuing to build community within the classroom and begin to establish a baseline of student knowledge. Internship selection.



Trauma, Strength and Resiliency. Developing activities that meet the SE needs of youth. Interrogating imaginative play and games.

Preparing For Class:

1. **LISTEN: PODCAST: The Ezra Klein Show: [This Conversation Will Change How You Think About Trauma](#)** The Body Keeps The Score: Brain, Mind, and Body In The Healing Of Trauma by Bessel Van Der Kolk 2014 | hr 17 mins

<https://podcasts.apple.com/us/podcast/this-conversation-will-change-how-you-think-about-trauma/id1548604447?i=1000532955898>

WEEK 3 – 1/25

Themes: Preparing for the training and to enter community.



Cultural humility and identity awareness in leadership positions.

Preparing For Class, can choose one of the following.

1. **Don't be Fooled, Trauma is a Systemic Problem: Trauma as a Case of Weaponized Educational Innovation by Khasanabis and Goldin April 2020**
2. **White Supremacy Culture: Still Here by Tema Okun 2021**

Post on Canvas: Weekly Learning Edge

Saturday – 1/27 11-4pm Residential College Room 1405

Training Day with the staff of Telling It

Lunch provided by Palm Palace.

WEEK 4 – 2/1

Theme: The Art and SEL Potential of Games.



Games are for fun and for so much more.

Preparing for class.

TED Talk Play Is More Than Just Fun by Dr Stuart Brown

https://www.ted.com/talks/stuart_brown_play_is_more_than_just_fun?language=en

Weekly Learning Edge Posting

WEEK 5 – 2/8

Theme: Two-week theatre arts+ practicum.



Facilitating role play.

Preparing for class:

Dorothy Heathcote's Mantle of the Expert and Three Looms Waiting (50 minutes)

<https://www.mantleoftheexpert.com/what-is-moe/dorothy-heathcote/>

Weekly Learning Edge Posting

WEEK 6 - 2/15

Themes: Facilitating role play that are participant driven. Intermodal methods of reflection inspired by role play.



Facilitating role play and the emerging discussions.

Preparing for class:

1. **Using Theater To Promote Social Justice In Communities: Pedagogical Approaches to Community and Individual Learning.** by Yael Harlap and Hector Aristizabel (2013)
pp 25-34

Weekly Learning Edge Posting

WEEK 7 – 2/22

Theme: Visual Arts. Contradicting “I’m not good at art” as participants and as facilitators.



The visual arts function to support folks as individuals and as a collective.
How to lead and how to facilitate discussion.

Preparing for class:

Read: Expressive Arts and Resiliency Program with At-Risk Adolescents by C. Malchiodi 2020 pps 119 – 122 Consider the identity of the facilitator.

Weekly Learning Edge posting

WEEK 8 – 2/29

NO CLASS Winter Break

No posting due

WEEK 9 – 3/7

Theme: Session Planning.



Transitions that honor youth driven sessions.

Preparing for class:

Read Telling It Toolkit Chapter *****

Weekly Learning Edge Posting

WEEK 10 – 3/14

Theme: Assessing impact. Kelly and MSWs visit TBC



- Implementing multimodal strategies
- Logic models and assessing outcomes.

Preparing for Class, either one of these two resources:

1. **Are We Making A Difference? Evaluating Community-Based Programs by Christine Maidl Pribbenow 2009**
2. **Assessment and Evaluation in Expressive Arts Therapy and Intermodal Work by Cathy Malchiodi pps 109-112**

Assignment: Start to plan the first of two sessions (can be one you've already implemented). Be prepared to lead one intermodal activity in next week's class.

WEEK 11 - 3/21

Theme: Students lead an intermodal activity in class.



Annotating sessions

WEEK 12 – 3/28

Theme: In-class preparation for Preparing for Leadership

- **First draft with annotations**
- **Helpful resources for planning and implementation**

Assignment Due: Draft of two session plans with annotations

WEEK 13 – 4/4

Theme: Review two session plans with Deb.

No regular class. Deb meets with students individually either in person or on Zoom.

WEEK 14 – 4/11

Theme: Session series presentations. Feedback from Kelly and MSWs

WEEK 15 – 4/18

Theme: Last class. Evaluation and Closure

Assignment Due: Submit annotated two session plans.

WEEK 16 – 4/25

No class

Assignment Due: Final Essay focused on Learning Edges

BREAKDOWN OF GRADING PERCENTAGES

Internship = 40% (40 points)

Class Preparedness & Weekly Learning Edges = 10% (10 points)

End of Semester Project: Two Session Series, Preparing For Leadership = 30% (30 points) Divided between your first and final draft.

Final Self-Evaluative Essay = 20% (20 points)