CREATIVE EXPRESSIVE ARTS IN PSYCHOTHERAPY: SYMPOSIUM 21-22 FEBRUARY 2014

Eligibility

Open to psychologists, masters and honors level psychology students in accredited programmes registered with the Health Professions Council of South Africa and social workers registered with the SACSSP.

This symposium will expose delegates to the utilization of creative expressive arts in psychotherapy through practical engagement where theory comes to life through experiential engagement.

CONNECTING THROUGH
CREATIVE EXPRESSIVE ARTS
IN PSYCHOTHERAPY:
2nd SYMPOSIUM

DATE: 21 + 22 February 2014
VENUE:
Leeuwenhof Akademie, Bedfordview
Light refreshments will be served
TIME: 21 February - 8:30 - 17:00
22 February - 9:00 - 12:00

Keynote address and short presentations in the morning followed by workshops in the afternoon

FEE: R1600.00 per person
EARLY BIRD REGISTRATION (Before 29 Oct 2013) R 1300.00

R.S.V.P. info@meisa.co.za
before 1 February 2014
Contact Dr. Elzette Fritz for more information 0833251794

In process of applying for 10 CPD accreditation points

“creativity comes to life through the ‘connections’ between the individual and the context, connection to others and considering the ‘creator and culture’”
Vlad Glaveanu
**Creative Expressive Arts in Psychotherapy Symposium 2014**  
**– Leeuwenhof Akademie**

**Friday 20 February 2014**

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<tr>
<th>Time</th>
<th>Event</th>
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<tr>
<td>07:30 – 8:30</td>
<td>Registration</td>
<td>Foyer</td>
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<tr>
<td>8:30 – 9:30</td>
<td>Presenter 1 (Keynote)</td>
<td>Main Hall</td>
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<tr>
<td>9:30 – 10:30</td>
<td>Presenter 2 (Keynote)</td>
<td>Main Hall</td>
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<tr>
<td>10:30 – 11:00</td>
<td>Tea (30 min)</td>
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<tr>
<td>11:00 – 13:30</td>
<td>CLOWNING: Group dramatization – Elzette Fritz &amp; Talita Ryan (Veldsman)</td>
<td>Main Hall</td>
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<tr>
<td>13:30 – 13:45</td>
<td>Acknowledgements / Thank you and overview of the afternoon</td>
<td>Main Hall</td>
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<tr>
<td>13:45 – 14:30</td>
<td>Lunch (45 minutes)</td>
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<tr>
<td>14:30 – 17:00</td>
<td>Workshop 1 - Grethe</td>
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<td>Workshop 2 - Fred</td>
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<td>Workshop 3 - Lynn</td>
<td>Classroom 3</td>
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**Saturday 21 February 2014**

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<tr>
<th>Time</th>
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<tr>
<td>08:00 – 9:00</td>
<td>Registration</td>
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<td>09:00 – 12:00</td>
<td>Workshop 4 - Katherine</td>
<td>Classroom 1</td>
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<td>Workshop 5 - Jenny</td>
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<td>Workshop 6 – Joy</td>
<td>Classroom 3</td>
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Caveat: This programme is subject to change
Venue
The school where the symposium will be held has a main hall for the keynote addresses with a
data projector, large screen and sound system. All the break-away workshop classrooms will be
suitable for practical engagement. A MEISA administrative person along with student assistants
will help with the organizational aspects.

Friday 20 February 2013 - abstracts:

<table>
<thead>
<tr>
<th>Title of abstract:</th>
<th>The Creative Connection: integrating the Arts in Therapy</th>
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<tbody>
<tr>
<td>Presenters:</td>
<td>Jolena Strobos &amp; Eileen Polson</td>
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<tr>
<td>Organization:</td>
<td>Explore Creative Self through the expressive arts</td>
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<tr>
<td></td>
<td>Facilitators in the Expressive arts and CPD providers</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:info@explorecreativeself.co.za">info@explorecreativeself.co.za</a></td>
</tr>
<tr>
<td>City:</td>
<td>Pretoria</td>
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Biography: Eileen Polson is a registered counselling psychologist (MA Counselling
Psychology: *Cum Laude*) with 18 years experience and a passion for new ways of enriching
peoples’ lives. She has been practising privately in Central Pretoria since September 2005.
She works with individual adults, children and couples with diverse presenting problems. She
is also involved in training and debriefing of groups for an Employers Assistance
Programme (ICAS) as well as supervision of psychology interns and people new to the
profession. She has been trained in using the Expressive arts by 2 different International
trainers: both the Dutch Leadership Through Art Academy (2009), as well as by Dr Natalie
Rogers’s Person Centered Expressive arts Therapy Institute, (Ireland 2009) For the last 4
years she has been conducting workshops (CPD accredited with the HPCSA), with her
colleague Jolena Strobos in using the expressive arts for personal and professional
enrichment. They have conducted over 35 workshops nationwide. In her personal life she
does expressive arts and movement therapy and is on an explorative journey to combine the
creative expressive traditions in her professional development and implementation of
psychology.

Biography: Jolena Strobos is a qualified Occupational Therapist (B Occupational
Therapy), with a passion for Art and Creative Expression as a medium for therapy, and
integration. She has worked in various fields of Occupational Therapy and am particularly
interested in how the different expressive arts mediums can be integrated and used as a tool
for change, healing, self empowerment and transformation. In her private practice in
Pretoria, since 2008, she has specialized in facilitating groups by using the expressive arts.
For the last 5 years she has also been facilitating groups at a Rehabilitation Centre for
Alcohol and Substance Abuse, (Stabilis Treatment Centre; Pretoria), using different media of
creative expression to foster awareness and support the recovery and healing process. She extended her training into Art therapy in 2002 under the guidance of Dr Hayley Berman (Director of the Art Therapy Centre in Johannesburg), with completion of a one year foundation in Art Therapy. She has also attended various other course presented in Art therapy by the centre. She furthered her training in using the Expressive Arts by 2 different International trainers: both the Dutch Leadership Through Art Academy (2009), as well as by Dr Natalie Rogers’s Person Centered Expressive Arts Therapy Institute, (Ireland 2009). For the last 4 years she has been conducting workshops (CPD accredited with the HPCSA), with her colleague Eleen Polson in using the expressive arts for personal and professional enrichment. They have conducted over 35 workshops nationwide.

ABSTRACT

“Part of the psychotherapeutic process is to awaken the creative life-force energy. Thus, creativity and therapy overlap. What is creative is frequently therapeutic. What is therapeutic is frequently a creative process.”

Natalie Rogers

The basic premise of Expressive Arts Therapy (EAT) is to allow people to explore unknown facets of themselves, communicate non-verbally and achieve insight. Where different forms of expression are used in an interconnected way it stimulates and nurtures other forms of expression, enhancing interplay between movement, art, writing and sound to reclaim vital parts of ourselves. The Creative Connection of Dr Natalie Rogers (Daughter of Carl Rogers and pioneer in the field of expressive arts therapy and founder of Person-Centered Expressive Arts/PCEAT), is a process that integrates two or more forms of art expression to experience and express feelings to resolve inner conflict and foster emotional healing. Of vital importance to express oneself in an authentic way is the permission to be free of judgement: judgement of others and of the own self. The Person Centered Approach of Carl Rogers applied to by Natalie Rogers, creates a very specific therapeutic environment that acts as an agent for the process of expression to unfold, be witnessed and accepted in an atmosphere of warmth and empathy. Person Centered Expressive Arts Therapy embraces the believe that each person has the capacity for self-direction and has an impulse toward personal growth and full potential. (Natalie Rogers 1993).

LEARNING OBJECTIVES

After the presentation participants will:

- Have a definition of Person Centered Expressive Arts Therapy and the principles guiding this therapeutic modality in using the Expressive Arts in therapy.
- Understand the term Creative Connection as defined by Dr Natalie Rogers.
- Have a better understanding of how the different forms of expression can be interwoven to enhance the process of integration, considering ethical challenges.

Have a better perspective (through practical examples) on how The Expressive Arts plays a role in the integration of different aspects of the self (verbal & non-verbal; emotional & cognitive) and experience the curative potential of the creative process in a non-judgmental space.
<table>
<thead>
<tr>
<th>Title of abstract:</th>
<th>When we minuet in a mosh pit: creativity, emphatic improvisation and the intersubjective relevance of the seemingly ephemeral.</th>
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<tbody>
<tr>
<td>Presenters:</td>
<td>Dr. Dean Kilian</td>
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<tr>
<td>Organization:</td>
<td>Private Practice</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:deankilian@mweb.co.za">deankilian@mweb.co.za</a></td>
</tr>
<tr>
<td>City:</td>
<td>Johannesburg</td>
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**Bibliography:** Dr Dean Kilian is registered with the Health Professions Council of South Africa as a clinical psychologist and as a speech-language therapist and audiologist. He holds a doctorate from the University of Johannesburg in which he researched an integration of art therapy and psychoanalytic Self Psychology in working with women who present with addictions and eating disorders. He received two undergraduate degrees: a B.A. majoring in classical Latin and Law, as well as a B.A. (Sp & H. Th.) from the University of the Witwatersrand. In addition, he holds an honours degree in applied linguistics, an honours degree in applied psychology and also holds three master's degrees in the fields of psychology, speech-language pathology and education/linguistics; all his post-graduate degrees were conferred with distinction. He has a strong interest in working with addiction, eating disorders, personality disorders, intergenerational trauma, creative expressive arts therapy, survivors of sexual abuse and couple’s therapy; he also has an interest in literacy, dysphagia, Deafness and aural rehabilitation. He is a member of the International Association of Psychoanalytic Self Psychology and the International Association of Relational Psychoanalysis and Psychotherapy. He started up the Gauteng Alliance for the Psychoanalytic Study of Subjectivity in January 2012. He cares for his patients in his private practice in Craighall Park, Johannesburg. He also supervises other therapists and runs ongoing reading groups and workshops. He is currently furthering his learning through the Institute for Psychoanalytic Study of Subjectivity (New York).

**ABSTRACT:**

Our work as psychotherapists necessarily exposes us and our clients/patients to the risk of relatedness that is the key aspect of successful psychotherapy. As we seek connection with our clients/patients in order to engage them and our own selves in the co-construction of therapy, we are faced with the challenge of how to do this safely, enduringly and with healing as our focus. In this keynote, I will look at the use of creative expressive arts in therapy as a way of engaging clients/patients in a creative endeavour that relies as much, if not more so, on our creativity as on that of our clients/patients. Without the contribution of our own creativity, we are doomed to fail our clients/patients through severely limiting the co-constructed potential of creativity within the psychotherapeutic dyad.

Through exploring the importance of empathy in the creative expressive arts and how we employ empathy with clients/patients, I will seek to show the value of improvisation as a conceptual model on which to base our observation of clients/patients and our responses to them. Such an improvisational model allows for the exploration of every passing moment
within the psychotherapeutic dyad. The immensely delicate balance in maintaining empathy within the creative expressive arts therapy room is easily disrupted by evaluative judgement and inaccurate mirroring that amounts to performing two different dances within the same space, neither of which is harmoniously empathic with the other; the consequence of this is a misrecognised and misunderstood client/patient and an eventually failed psychotherapy.

An intersubjective perspective on the mutual and joint creative endeavour will allow us to minuet and mosh with our clients/patients. A deeper understanding of each passing moment (whether in speech, silence, art, drama, movement etc) as being contextual, relational and embedded within the psychotherapeutic dyad provides the impetus to understand the client/patient at every turn in the psychotherapy. In this way, an improvisational model of empathy – one based on responding in a contextual, relational and embedded manner - fosters a creative spirit and a creative connection and engagement that will develop and maintain a fertile ground for healing.

**LEARNING OBJECTIVES**

After the presentation participants will:

- ✓ Identify creative expressive arts as a means of connecting through creativity
- ✓ Define the therapeutic intersubjective matrix that mutual creativity offers
- ✓ Develop an understanding of the notions of improvisation and empathy within the creative process.

**Abstract Submission:**

<table>
<thead>
<tr>
<th><strong>Descriptive Title</strong></th>
<th>Connecting through clowning</th>
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<tr>
<td><strong>Authors and presenters:</strong></td>
<td>Elzette Fritz; Talita Veldsman</td>
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<tr>
<td><strong>Email Address</strong></td>
<td><a href="mailto:elzette@elzettefritz.com">elzette@elzettefritz.com</a>; <a href="mailto:tveldsman@hotmail.com">tveldsman@hotmail.com</a></td>
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<td><strong>Organisation</strong></td>
<td>Private Practitioners</td>
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<td><strong>City</strong></td>
<td>Johannesburg, South Africa</td>
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**Biography:** **Elzette Fritz** (D.Ed Psych; M.Ed Psych – cum laude; B.Ed Psych; HED; BA) is a registered Educational Psychologist in private practice and research and teaching associate in the Department of Educational Psychology, at the University of Johannesburg, South Africa. She was the coordinator for the Masters Educational psychology programme with lecturing responsibilities in therapeutic interventions and counselling skills in the Department of Educational Psychology, University of Johannesburg, for nine years. She is a fellow director of MEISA (Milton Ericksonian Institute of South Africa) that provides training to professionals in Ericksonian hypnotherapy and ego-state therapy and serves on the executive committee of SAPSAC (South African Professional Society for the Abuse of Children). Elzette has been trained through the Milton Ericksonian Institute of South Africa in Ericksonian and ego-state psychotherapeutic approaches and her research interest lies in school community therapeutic interventions, with the focus on creative expressive arts in psychotherapy. She has presented at international and national conferences on the utilization
of Ericksonian principles in conjunction with ego-states and narrative therapy, especially utilizing creative expressive arts in therapy.

**Biography: Talita Veldsman** (B.Ed; B.Ed Psych; M.Ed Psych) is a registered Educational Psychologist in private practice in Johannesburg, South Africa. She works on a therapeutic level with children from all ages that present with learning, behavioural, sensory, social and emotional difficulties. She also obtained a drama degree and had two drama schools where she engaged on a dramatic level with children. Her special interest lies within the field of utilizing creative expressive arts and drama to intervene on a sensory level. She is currently busy with her doctoral studies in the same field. Talita frequently presents at national and international conferences on the utilization of creative methods in therapy with children.

**ABSTRACT**

Creative expressive arts therapy is rooted in the principles of imagination and sensory engagement, using expressive art such as painting, drawing, sculpting, song, music, movement, dance and drama. As such, it is intermodal, utilizing the ‘language’ of expression the client(s) bring to a session. It is however vital for practitioners interested in engaging with creative expressive arts to explore and embrace their own creativity. This workshop will focus on connecting through clowning – on the intra- and interpersonal level. Participants will therefore be engaged in dramatization as they explore their clown-persona and connect with others in the process. Creative thinking is often inhibited through conventional roles and by embracing the mask of the clown participants can enjoy the freedom to engage creatively without the fear of expectations. This workshop would therefore, in the words of Frank Sinatra, *Dare (you) to wear the foolish clown face* in order to escape, explore, connect and create. The ethics intrinsic to dramatization will be interrogated throughout the workshop.

**LEARNING OBJECTIVES:**

In this highly fascinating and interactive workshop, participants will …

- Engage with the principles of dramatization through clowning.
- Connect with a part of self that can move outside of the every-day restrictions in order to explore alternative ways of looking at the world, others and the self.
- Reflect on the ethical considerations when engaging in dramatization, especially when exploring masks.
**Abstract Submission:**

**Descriptive Title:** Group career exploration for grade 9 learners using creative and expressive arts activities.

**Author and presenter:** Grethe van Zyl

**Email Address:** g_lamprecht@yahoo.com

**Organisation:** Intern Educational Psychology

**City:** Johannesburg, South Africa

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**Biography:** Grethe van Zyl (M.Ed Psych, B.Ed Psych Honours, B.Ed) is currently completing her internship in Educational Psychology. Her research focused on how possible career paths can be explored through the implementation of creative and expressive arts activities in a grade 9 classroom context. Grethe has co-authored a chapter, together with Dr. Elzette Fritz, in a book focusing on career exploration strategies. She currently works as an intern at a secondary school in Randburg.

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**ABSTRACT**

This workshop will engage participants in career exploration through the use of creative and expressive arts activities. In recent years career exploration professionals have queried the practicality and validity of traditional quantitative career assessment tools within the cultural diversity of South Africa. The South African context poses a further challenge when taking into regard the ratio career exploration professionals to learners. Research has shown that mass intervention is needed to accommodate more learners in their career exploration journey. In order to address this need Life Orientation as learning area was implemented with career exploration as one of the key learning outcomes. Educators have, however, expressed their uncertainty in presenting and facilitating the career exploration process. Using creative and expressive art activities, participants will have the opportunity to experience and familiarise themselves with group career exploration that can be implemented by educators within the classroom.

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**LEARNING OBJECTIVES:**

- Participants will be provided with a clear guideline on the implementation, strengths and challenges of group career exploration using creative and expressive arts activities within the classroom.
- Specific emphasis will be placed on ethical considerations when using creative and expressive arts activities within the classroom.
Participants will be provided with the opportunity to engage in creative expressive arts activities, considering the cultural psychology of creativity.

Participants will explore their own personality, interest, values and talents that form the cornerstones of career exploration.

Abstract submission:

Descriptive title: Extremely loud & Incredibly close: A dramatherapy approach in assisting grieving children

Author and presenter: Mr Fred Schouwink

Email address: schouwink@yahoo.com

Organisation: Private practitioner

City: Johannesburg, South Africa

Biography: Fred Schouwink (M.Ed Psych - cum laude, B.Ed hons - Ed psych, B.Ed Hons Life and Career Orientation, HED) is a registered educational psychologist in private practice. He has also been a guest lecturer at the University of Johannesburg in the department of educational psychology. Fred has been trained in a variety of therapeutic modalities, including clinical hypnosis, ego state therapy, gestalt therapy, narrative therapy as well as eye movement integration. His research interest lies in developing creative expressive arts in psychotherapy programmes in conjunction with digital media which can be utilized with children and adolescents to promote resilience. He has presented at both national and international conferences on a wide variety of topics, including the neuropsychology of attachment, creative expressive art therapy and ego states therapy.

ABSTRACT

“I feel too much. That's what's going on. 'Do you think one can feel too much? Or just feel in the wrong ways?' 'My insides don't match up with my outsides.' 'Do anyone's insides and outsides match up?' 'I don't know. I'm only me.' 'Maybe that's what a person's personality is: the difference between the inside and outside.' 'But it's worse for me.' 'I wonder if everyone thinks it's worse for him.' 'Probably. But it really is worse for me.'

Quote from Oskar Schell in the film Extremely Loud and Incredibly Close

In this highly interactive and engaging multimedia workshop, participants are invited to explore the lived experience of grief, loss and guilt through the story that unfolds from inside the young mind of Oskar Schell, an inventive eleven year-old that is determined to keep his vital connection to his deceased father who playfully cajoled him into confronting his wildest fears. From this background, participants will be introduced to ways in which dramatherapy, through cultivating a safe trusting environment, can employ creative, action methods to bring about positive change for the grieving child and to address issues relating to the loss. These methods entail movement or voice or both, improvisation and role play, story making and storytelling as well as more specialised techniques such as sculpting,
mirroring or role reversal. Furthermore, it involves the use of clay or paint, masks and puppets, material, costumes and props.

**Learning objectives:**

At the end of this workshop, participants will be able to:

- Define and conceptualize dramatherapy
- Understand the theoretical framework of ‘embodiment-projection-role’ in order to explain the methodology used by therapists who employ dramatherapy
- Explore contemporary psychological thinking around the experience of grief and loss in children keeping ethical challenges in mind
- Employ creative, action dramatherapy methods to bring about positive change for the grieving child

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**Abstract submission:**

**Descriptive Title**: “Who are you stripy horse?” Using Bibliotherapy (story books) as a gateway to the creative expressive arts.

**Author and presenter**: Lynn Holmes

**Email Address**: lynn@holme.co.za

**Organisation**: Private practice

**City**: Alberton, Gauteng, South Africa

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**Biography: Lynn Holmes** (M.Ed Psych; B.Ed Psych; BSc, FDE, HDE) is a registered Educational Psychologist in private practice in Alberton, Gauteng, South Africa. She is currently busy with her PHD at the University of Johannesburg, researching how students with dyslexia have managed to overcome this challenge and pursue tertiary studies. Lynn has lectured part time on dyslexia and therapy topics to students and teachers, and has supervised a number of Intern Educational Psychologists over the past few years. She is a member of MEISA (Milton Ericksonian Institute of South Africa) and has been trained through MEISA in Ericksonian hypnotherapy and ego-state psychotherapeutic approaches. Although Lynn was initially a High School Physical Science and Mathematics teacher, her passion has always been with the creative expressive arts, especially writing and reading stories. One of her Masters’ supervisors, Dr. Elzette Fritz, encouraged her to pursue this interest, and so the journey began.

**ABSTRACT**

This workshop will engage participants in combining bibliotherapy and creative expressive arts. All children love stories and will often ask parents to read the same books over and over...
over again to them. Most of us recall stories that we have been told, or story books that have been read to us when we were little. As adults we often lose the imagination and creativity that stories evoke in us. Parents, teachers, counselors and psychologists have a large variety of stories available to them that have already been written in most of the eleven official languages, beautifully illustrated and published. A carefully selected story book can easily be used as an “in-road” to the challenges that children may be facing, such as divorce, loss, bullying, anger and self-esteem. When children and adults identify with the character/s in a story, they often find it far easier to engage in the therapeutic process, as they drop their guard and engage more readily with further creative expressive arts therapy.

This workshop will engage the participants in the reading of a story, and will then expand into the use of a number of creative expressive arts media such as drawing, painting, music and clay work to explore self-esteem issues and getting to know who you are. The workshop will conclude with a group reflection on the ethical considerations when engaging in creative expressive arts in bibliotherapy.

**LEARNING OBJECTIVES:**

- Participants will be provided with the opportunity to engage with bibliotherapy, in conjunction with creative expressive arts in psychotherapy, considering how stories can bridge cultural, economic and other barriers to therapy and learning.
- Participants will have the opportunity to learn and engage with some case studies presented from Lynn’s personal experience as a psychologist. She will show participants how stories and other creative expressive arts media can be used to address a number of different difficulties clients face and how to individualise creative expressive arts therapy to suit the needs of each client.
- Participants will have the opportunity to reflect as a group on their own experiences of the session, as well as the ethical considerations when engaging with creative expressive arts, especially bibliotherapy in psychotherapy.

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**Saturday 21 February 2013 - abstracts:**

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<th>Abstract Submission:</th>
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<td><strong>Descriptive Title:</strong></td>
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<td><strong>Author and presenter:</strong></td>
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<td><strong>Organisation:</strong></td>
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**Biography:** Katherine Pieterse (M.Ed Psych; B.Ed Psych; PGCE; BA) is a registered Educational Psychologist in private practice and co-trainer in the company LEAP for corporate training using equine assisted psychotherapy. She presented at provincial level
case studies where she introduced her uniquely developed career-counseling program utilizing equine assisted psychotherapy and creative arts in psychotherapy in this process. She is also involved in the development of a prison rehabilitation project also utilizing equine assisted psychotherapy. Her research interest lies in equine assisted psychotherapy specifically utilizing this new field in other complementary therapies, gathering more information with regards to using equine assisted psychotherapy with children, specifically pertaining to working with sexual abuse and other trauma.

**ABSTRACT**

“A creative spiritual experience with the horses is offered, including music, art, writing, dance and exercising intuition” (Linda Kohanov, The Tao of Horses, 2008, p 45).

This workshop will explore the creative process within the framework of equine assisted psychotherapy. It will unveil how engaging with these two complimentary components can assist clients in connecting with and expressing their internal- and external worlds in a creative way. Engaging with the magnificent creatures within the natural context also gives clients the opportunity to experience how the horse responds to emotions that is depicted and hidden in our creative expressions. It is as Margret Coates (2008) says in her book Connecting with Horses, “Perhaps the horse is our alter ego and that is why, when with them, we are encouraged to reflect on who we are in order to become complete”. These responses enable the client then to reflect on the creative expressions and also respond creatively.

**LEARNING OBJECTIVES:**

- Participants will be provided with the opportunity to engage with equine assisted psychotherapy activities, creating awareness of the creative process.
- Participants will engage with the process of connection and emotional expression through the creative experience of EAP.
- Participants will reflect individually through a creative EAP exercise.
- The ethical implications of equine assisted psychotherapy and creative engagement in therapy will be highlighted.

**Abstract Submission:**

<table>
<thead>
<tr>
<th>Descriptive Title</th>
<th>Utilising creative expressive arts in exploring ego-states in children.</th>
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<tbody>
<tr>
<td>Author and presenter</td>
<td>Jen da Silva</td>
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<tr>
<td>Email Address</td>
<td><a href="mailto:jenssilva@hotmail.com">jenssilva@hotmail.com</a></td>
</tr>
<tr>
<td>Organisation</td>
<td>Private practitioner</td>
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<tr>
<td>City</td>
<td>Johannesburg, South Africa</td>
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</table>
Biography: Jenny da Silva (M.Ed. (Ed Psych) (UJ); B.Ed. (Hons) (Ed Psych) (RAU); B.Ed. (Life Orientation) (RAU)) is a registered Educational Psychologist in private practice in Radiokop, Roodepoort/Randburg, South Africa. She is a fellow director of the Milton H. Erickson Institute of South Africa. She received her training as an Ericksonian psychotherapist and Ego-State Therapist through the Milton Erickson Institute of South Africa (MEISA). She is also trained in Eye Movement Integration (EMI) and Somatic Experiencing (SE). She has presented at international and national conferences on the utilization of Ericksonian Principles in conjunction with ego-state interventions with children. She is regularly consulted by journalists and the media on various topics. She is currently pursuing her Ph.D in Ericksonian and Ego-state approaches to grief utilizing creative expressive arts.

ABSTRACT:
Young children often bring to therapy a rich imagination which can be utilised to make for developmentally appropriate, creative and unique therapy. This workshop focuses on hypnotherapy and ego-state therapy with young children and on how these techniques can be adapted to the child by using creative expressive arts and electronic media. Case studies will be presented showing participants these techniques in practice, demonstrating how the utilization of a child’s imagination is literally only limited to the child’s mind.

LEARNING OBJECTIVES:
- Participants will understand the basic theoretical tenets of Ericksonian hypnosis and Ego State Therapy
- Participants will learn how Ericksonian hypnosis and Ego State Therapy can be tailored to children
- Participants will be provided with metaphors to explain Ego State Therapy to their young clients in a visual and developmentally-appropriate manner.
- Participants will learn how to use various forms of creative-expressive arts such as media, drama, art and songs to make Ego State Therapy relevant and interesting for young clients and how to utilize what they bring in the therapy.
- Participants will have the opportunity to learn and engage with some case studies presented from Jenny’s personal experience as a psychologist. She will show participants how creative expressive arts media can be used to address a number of different difficulties clients face and how to individualise creative expressive arts therapy to suit the needs of each client within Ego State Therapy and hypnosis.
Abstract Submission:

**Descriptive Title**: ‘Bright red’: A creative expressive art in therapy approach to healing and wholeness in self-mutilation.

**Author and presenter**: Joy Nel

**Email Address**: joy.psych@gmail.com

**Organisation**: Private practitioner

**City**: Johannesburg, South Africa

**Biography: Joy Nel** (M.Ed. Ed Psych, UJ; B.Ed. Hons Ed Psych, RAU) is a Psychologist in private practice, Craighall, Johannesburg, South Africa. She is currently studying her PHD in Strategic Therapies and Self-Injury. She is involved in the training of fellow psychologists in Narrative Therapy and focusing on the utilization of stories and metaphors and art in guiding children and adolescents to cope with issues such as Divorce, Bullying, Trauma, Abuse, Low self-esteem and Self-Injury to mention a few. Joy received her training in Ericksonian Psychotherapy and Hypnosis from the Milton. H Ericksonian Institute of South Africa (MEISA). Joy has presented workshops at International Congresses for Psychologists in Germany and South Africa and is involved in the MEISA activities in South Africa. Joy has written a few articles and internationally published chapters on the utilization of an Ericksonian-Narrative approach in therapy. She is currently in the process of writing and publishing therapeutic children’s stories as well as a manual to assist adolescents with Self-Injury.

**ABSTRACT:**

*Bright Red*: A Creative Expressive Art in Therapy Approach to Healing and Wholeness in Self-Mutilation

Self-mutilation or “cutting” has dramatically increased over the past few years. Practitioners dealing with this problem believe that self-mutilation is the fastest growing problem amongst adolescents. Self-mutilation is difficult to treat, partly because it has always been a private, secretive act. As it is more acknowledged publically amongst teenagers these days, it has opened up an opportunity for more people to seek help and treatment. Therefore, there is a great need for practitioners to develop and use effective treatment approaches towards healing and wholeness. The parallel utilization of metaphors and Narrative therapy, combined with music, dance, poetry and art can assist our clients to strengthen the internalization of a preferred story and create rapid inner control through spontaneous states of awareness. This creates the ability for our clients who self-mutilate to arrive at new interpretations of his/ her life in aid of rapid change.

**LEARNING OBJECTIVES:**

- Participants will understand the basic theoretical tenets of self-mutilation.
- Participants will learn how narrative principles can be applied through the use of metaphors and the engagement of creative expressive art.
- Participants will be exposed to the ethical challenges when working with clients who engage in self-mutilation.