

ID	3733
Curricular Unit	Body Experience and Expressive Therapies
Regent	Ana Paula Lebre dos Santos Branco Melo
Learning Outcomes	<p>The discipline Body Experience and Expressive Therapies, defined as the use of art, music, dance/movement, drama, poetry/creative writing, and play in the context of education, psychotherapy, rehabilitation or health, aims at providing the students a set of knowledge and practical experiences, that allow them to better delineate programs of psychomotor rehabilitation, adding techniques with their origin in activities from the different approaches of expressive therapies, evaluating the potential and applicability in psychomotor intervention.</p>
Syllabus	<p>1. Historical, organizational, conceptual and intervention frameworks of different approaches of expressive therapies History, Theory and Practice of music therapy History, Theory and Practice of dance therapy History, Theory and Practice of drama therapy History, Theory and Practice of psychodrama and role-play History, Theory and Practice of play therapy History, Theory and Practice of art therapy Reference to other expressive therapies such as Bio-Energy in Biosynthesis</p> <p>2. Theoretical-practical aspects on expressive therapies The intervention in psychomotor therapy supported by the usage of the techniques from the various expressive therapies approaches: music therapy, dance/movement therapy, drama therapy, psychodrama and role-play therapy, art therapy, play therapy</p> <p>3. The therapeutic and reeducational function of artistic expressions</p> <p>4. Case studies presentation and discussion. Intervention models.</p>
Evaluation	<p>Evaluation will be conducted through:</p> <p>1 - Individual Portfolio: written assignment that includes a thematic development (15 pages) and a written reflection about one practical experience subject to one of the themes developed in the discipline (30%)</p> <p>2 - Group Work which includes: Written work about a thematic development (40%); Oral presentation on one topic of the discipline (15%); Planning and facilitating activities (15%)</p>

Bibliography

- Abreu, P. d. (2002). O modelo do psicodrama Moreniano. Coimbra: Quarteto APMT (Ed.). (1998). Textos de Musicoterapia I. Lisboa: Associação Portuguesa de Musicoterapia.
- Axline, V. M. (1972). Ludoterapia: a dinâmica interior da infância. Belo Horizonte: Interlivros.
- Catanach, A. (2003). Introduction to play therapy. New York: Routledge.
- Jennings, S. (1995). The handbook of dramatherapy. New York: Routledge.
- Jennings, S. (Ed.). (1996). Dramatherapy: theory and practice (Vol. 2 vols). London: Routledge.
- Lima, L. (2003). Para aprender no ato. Summus: São Paulo.
- Lowen, A. (1975). Bioenergética, São Paulo: Ed Summus.
- Malchiody, C. (1998). The art therapy source book. Los Angeles: Lowel House.
- Moreno, J. L. (2002). Psicodrama (8ª Edição ed.). São Paulo: Cultrix.
- Nordoff, P. (1975). Music Therapy in special education. London: Macdonald&Evans.
- Payne, H. (1992). Dance movement therapy. New York: Tavistock-Routledge.
- Payne, H. (1995). Creative movement and dance in groupwork. Oxon: Winslow.