

BUILDABRIDGE INSTITUTE

Transformative Art-Making in Service to Communities

Hope • Healing • Community Transformation

Expanding and improving knowledge and skills for service to people living in contexts of poverty and crisis.

Developing professional skills for integrating the arts in teaching, healing and community development.

Exploring effective methods for serving children, youth, and communities.

Engaging creative people and art-making resources to build capacity.

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Every time I teach, using all that I have learned in the last two years, I am overwhelmed with gratitude for your classroom model, for the way you guide us in discovering how to use it, and for the pushes and challenges. I began teaching a group of middle school girls ... at an after-school center today and the experience was profound. The woman that directs the center shared that she has been working with these girls for a long time and that she has never seen them be so calm or attentive. I told her that I have had great training. I had already told her a great deal about the wonderful work of BuildaBridge - if she did not believe me before, she believes me now!
--2012 Graduate



OVERVIEW

About the Institute

The BuildaBridge Institute is a training and applied research academy designed to prepare:

- artists,
- youth workers,
- community and congregational leaders,
- teachers,
- social service professionals, and
- nonprofit organization personnel

to integrate the arts effectively in education, social services and community development.

The Institute includes:

- The Annual Institute in Philadelphia,
- International Trainings as part of Arts Relief and Development, and the
- Online Institute for Restorative Arts.



Between 2008-2016 BuildaBridge provided a graduate level Arts in Transformation concentration in the M.A. in Urban Studies program through an educational alliance with Eastern University. Our courses are accredited by Eastern University.

Goals

BuildaBridge Institute seeks to:

1. Increase the number of creative people using their gifts and abilities in service to their communities and communities of poverty.
2. Equip community and congregational leaders, educators and artists with strategies and skills to develop resilient children and their communities in the global context.
3. Develop arts integrated training curricula to meet the professional needs of those working in communities of poverty and crisis.
4. Partner with colleges and community development organizations to provide training for creative community development and arts-based interventions.
5. Document the impact of arts in the areas of justice, education, community development, healing & reconciliation and identity development.
6. Serve as an opportunity for networking and collaboration for those working in this still developing field of arts-based psychosocial support, relief and community development.



OVERVIEW

About the Institute

Outcomes for all Institute programs

As a result of attendance at the Annual Institute & workshop trainings:

1. At the end of the Institute and one-year following the Institute, 95% of attendees rate the training at least a four on a five-point likert scale that measures the effectiveness of the Institute in preparing participants to deliver arts-integrated intervention and service.
2. One year following the Institute, 25% of participants have or plan to engage in additional professional development & training related to arts-integrated service.
3. Six months following the Institute/Training, 60% of those completing the training are involved in arts-based intervention in settings serving vulnerable families and children in urban, rural or international settings.

Outcomes for all Institute participants

At the end of Annual Institute or the graduate programs, participants should be able to:

1. Articulate a clear philosophical basis for the arts in community service
2. Write an initial strategy and goals for using the arts in community service
3. Understand the role the arts play in the spiritual, psychological and cognitive (learning) and creative development of children and youth as one element of holistic personal and community development
4. Demonstrate the knowledge and ability to apply the BuildaBridge ClassroomSM model.

Although we pledge to restore hope and healing in the young people we work with, I have learned how to utilize visual art as a way to restore hope and healing within myself. It is important that we enter the space feeling good about ourselves; not just feel good about what we do.
—2011 Participant text



HISTORY

A Brief History

The beginnings of the BuildaBridge Institute reside in Costa Rica. In 1997, BuildaBridge led a multi-ethnic team of artists to lead a Music and Drama Institute in Limon. At the conclusion of the institute and upon evaluation of the program, we learned that while artists can be very good in their discipline, they often lack skills in teaching. We were also concerned about effectiveness and impact. Thus the idea for a training institute was born. Returning two years later, we conducted our own research and found that both training and overseas collaborative programs could be effective. Recognizing the need work in broken and traumatized communities, the Institute moved its emphasis to training for the civic and community context.



In 2001, Drs. Corbitt and Nix-Early were awarded a research grant from the Louisville Institute to conduct a national research project. Their task was to document the existence and effect of Christian artists and faith-based arts programs working for personal and social transformation within marginalized urban communities. The results of this research were published in a book, *Taking it to the Streets: Using the Arts to Transform Your Community* (Baker 2003) and would serve as a theoretical foundation for future programs, including BuildaBridge Institute. Since then, and based upon continual evaluation of the framework, BuildaBridge has developed and tested a structured model for working with children and youth living in contexts of poverty and crises currently called the BuildaBridge Classroom Model (BCM). The model relies on structure and ritual to assist in developing resilience in children, youth and their communities. The BCM is trauma-informed, hope-infused and child-centered drawing on research and practice in trauma, hope, and child-centered education.

In 2002, BuildaBridge established The Institute for the Church and the Community Arts (ICCA) (now simply BuildaBridge Institute) and began to provide training and education to professional and lay artists, teachers and community workers who wanted to integrate the arts effectively in community-based service and mission. Supported by the Department of Human Services in the City of Philadelphia between 2002 and 2005, it intensively prepared over 100 participants in arts-integrated service.



HISTORY

Continued

In 2006, BuildaBridge signed a partnership agreement with Eastern University to offer, through the Institute, graduate courses for Eastern's MA in Urban Studies Arts in Transformation Concentration. An accredited Certificate in Arts in Transformation was also launched to give legitimacy to potential community arts professionals who want to formally study the community arts or use them in community service. The Certificate through Eastern is currently not offered. BuildaBridge is expanding its educational alliances with a goal to offer a Certificate and graduate programs with educational institutions in all global regions.

In 2008 and 2009 the Institute curriculum integrated a new track of course offerings in emergency art relief. These now include arts-based psychological first aid and restorative practices. In 2012 a train-the-trainer program for global trainers and faculty will be held for the first time to prepare trainers and faculty working with the UNICEF/Haiti *Community Arts for Children* Project and other global requests.

In 2011, BuildaBridge signed an agreement with UNICEF/Haiti to write and offer specific curriculum, *Community Arts for Children Series*, for training community workers in Haiti in arts-based child protection. Available for training in both English and Kreyol, the three course modules are: *Community Arts for Children*, *Creative Safe Spaces*, and *Program Development*.

In addition, through grants from the Non-Profit Finance Fund and the Linback Foundation, training courses were completed for online study. In 2012, for the first time, BuildaBridge was able to broadcast select lectures globally with the help of Google and its staff.

BuildaBridge Institute has instructed more than 600 professionals from USA, Asia, Europe, Africa, Latin America and the Middle East and has attracted a faculty body of 80 professional artists, arts educators and practitioners from Philadelphia and around the US. The Institute is open to all creative people without discrimination for those seeking to work in the civic context and for the common good through arts-integrated community development, peace-building, and reconciliation.

*"the instructors grasp of the subject matter,
the passion & commitment that they
displayed imbued the words with life &
reality " - 2011 Participant*



COURSES

Summary of Institute Graduate & Restorative Arts Certification Level

Course Listings

Graduate Level (These are offered to students with a baccalaureate degree). **Certification** level requires the equivalent of a community college degree

Foundations for Trauma-Informed Art-Making
Arts for Community Transformation
Arts and Spirituality
Arts in Education
Arts in Healing
Arts, Creativity and Human Development
Organizing for Community Arts (Program Development)
Arts and Economic Development
Arts in Social Change
Arts Relief and Social Services
Cross-Cultural Skills for Community Service
Cultural and Community Contexts for Art-Making
Field Experience (Advanced Program Management and Leadership)
Transformational Thesis Project



Foundations for Trauma-Informed Art-Making

Through both didactic and experiential learning, this course reviews the key elements of the BuildaBridge trauma-informed, hope-infused model in use domestically & internationally; and reviews characteristics of music & art experiences effective in trauma-informed care. Participants will be expected to create their own rituals and appropriate arts intervention experiences. Topics covered: What does it mean to be trauma-informed? How are hope & resilience facilitated through music & art-making? The role of ritual in healing. In addition to the CMTE Course Evaluation, participant learning will be assessed using a short written post-test and through the rating of their created rituals & interventions according to how well they meet one or more of the three trauma &/or resilience goals (rubric). Skills:

- Identify risk factors and protective factors.
- Identify the roles of the teaching artist as applied in the group teaching context.
- Demonstrate the ability to speak a blessing. Articulate teaching goal areas
- Describe components & goals of trauma-informed environments, teaching approaches, and interventions.
- Articulate the elements of the BuildaBridge classroom model. Plan and deliver an arts-based intervention or experience.



COURSES

Summary of Institute Graduate Level Courses

- Plan and lead arts-integrated experiences that promote holistic child development and the use of multiple intelligences.
- Describe sources of resilience for children.

Arts for Community Transformation

This required course presents a foundational study of the role of the creative arts and creative people in the transformation of persons, families, communities and societies. An artist typology will be explored along with major change models and arts-based community development paradigms. These set the stage for the fields of arts-based community development, cultural community development, development communication, arts-integrated teaching and therapeutic arts. Practical applications of theories will be considered in planning and implementation of arts-based programs. Key definitions of arts in transformation terms and models are essential to this course. An artistic reflection project on transformation and organizational case study are required.

Course Objectives

- Define the history and context for the field of arts in transformation
- Present the nature and power of the arts in transformation through both personal reflection and contemporary research
- Understand the contexts in which arts in transformation are engaged
- Explain the role of artists in transformation
- Discover approaches and establish a model for transformation through the presentation of case studies

Student Learning Outcomes

- Apply the Arts in Restorative Transformation (ART) model to personal and community transformation through discussions and case study analysis.
- Demonstrate the ability to critically analyze an organization involved in social transformation using arts-based models and integrating the terms of the field.
- Effectively apply terms in the field to personal and professional applications and contexts
- Demonstrate an understanding of transformation through a creative art project that presents transformation within the civic context.
- Define one's gifts and roles in transformational context

Arts and Spirituality

Students develop practical teaching strategies for using the arts in helping children and youth in small and large classroom settings to awaken and develop a spiritual awareness in themselves and an understanding of their relationship to others. Concrete theoretical discussions will provide the basis for understanding spiritual development and character and virtue development. This is an interactive and creative class in which students develop and engage in various artistic projects and explore their own spirituality while learning techniques for teaching diverse children and youth. Students will also learn and develop practical strategies for using the arts in



COURSES

Summary of Institute Graduate Level Courses

teaching spiritual and virtue concepts to children and youth using integrative arts and experiential learning styles. Based on a working model of teaching through music, drama, visual arts, games, and dance, participants will learn by doing and by creating their own integrative and creative productions and lessons aimed at involving children and youth in the exploration of character and spiritual development.

Course Objectives

- Explain the difference between spirituality, faith and religion
- Articulate the role of religious/faith practices in spiritual development
- Demonstrate the ritual and a sense of place and normalcy that artistic expression brings to life transformational art making.
- Demonstrate models for using the arts to enhance acquisition of specific virtue concepts and character values. Discuss the importance of internal locus and other psychological theories in the development of self-efficacy and values

Student Learning Outcomes

- Through art-making, students will demonstrate their own sense of self and spirituality
- Student will be able to articulate the role of art-making in spiritual development
- Student can create and administer art-making activities helpful in working with children and youth in spiritual development
- Articulate clearly the differences in the terms faith, spirituality and religion and the child-centered process of spiritual development

Arts in Education

Students develop practical pedagogical strategies and curriculum writing skills for integrating the arts in teaching humanities, sciences and other academic subjects; social skills, character & spiritual development and artistic skills. The course focuses on assisting students to gain an understanding of how the arts accommodate cognitive learning styles, and how to engage the metaphoric nature of the arts (art as metaphor) as well as arts-integration methods to enhance learning in any subject. This is an interactive and creative class in which students apply their learning to the design of curricula and lesson plans for arts-integrated projects. Students will deliver their lessons in interactive “teachback” format. The course will provide students with a working knowledge of, and opportunity to apply, all elements of arts-based curriculum and lesson planning, effective teaching, student assessment and ways children and youth learn. Specifically, the course will address:

Course Objectives

- Data regarding the impact of the arts on learning
- Cognitive learning styles and multiple intelligences
- Metaphor in the art-making process
- State and national standards for learning in the arts
- Inquiry-based learning



COURSES

Summary of Institute Graduate Level Courses

- Assessing learning
- Developing rubrics
- Elements of curriculum writing and lesson planning
- Characteristics of effective teachers/mentors

Student Learning Outcomes

- Create effective arts-based lessons & experiences in service to specific academic learning objectives using at least one research-based pedagogical method (90%)
- Correctly formulate curriculum/lesson goals, objectives and outcomes (95%)
- Develop rubrics for grading and for focusing standards of achievement (90%)
- Develop assessments (including arts-based assessments) to measure student pre-knowledge and learning (90%)
- List and define the seven multiple intelligences and incorporate them in lessons (100%)
- Identify concepts having meaning for children and youth that can be taught using the arts (100%)
- Articulate how the arts impact critical thinking
- List and incorporate all four levels of State and National Standards for the arts in curriculum planning (100%)
- Articulate the concept of art as metaphor, distinguishing it from arts-integration, and intentionally design an art experience that engages art as metaphor (85%)
- Write a minimum 4X4 rubric and use it to assess student learning (90%)
- Effectively teach a lesson demonstrating 80% of the characteristics of good teachers. (100%)

Arts in Healing

This intensive course introduces the student to the field of creative arts therapy and methods employed in therapeutic interventions. A focus will be given to the specific nature of the arts in healing trauma, and the role of the arts in fostering hope in young people in crisis or at risk. Specific strategies for arts as healing will be presented. A distinction is made between creative arts therapy and therapeutic art-making in the community context, along with the ethical considerations in working with children and youth. Demonstrations and experiential formats will be utilized. Project required.

Course Objectives

- The nature of each art modality as a vehicle for holistic healing;
- Creative arts strategies and methods for working with victims of trauma and at-risk youth;
- The physiological components of healing through creative arts interventions
- The manifestations of Hope and the intentional construction of art experiences to engender Hope in children; and
- Risk & Protective factors.



COURSES

Summary of Institute Graduate Level Courses

Student Learning Outcomes

- Articulate the roles the arts play in healing, and the properties of each art form that facilitate healing and hope.
- Define trauma and PTSD
- Within the student's professional expertise, demonstrate the application of arts as healing in trauma, conflict, crisis and catastrophe situations through appropriate design of arts interventions.
- List, recognize and facilitate manifestations of hope through art-making with youth
- Demonstrate an understanding of artists' limitations and the need to make referrals
- Demonstrate and display characteristics of effective therapeutic facilitators of art experiences.
- List the various risk and protective factors and intentionally integrate the latter into design of art experiences.
- Effectively teach a lesson demonstrating 80% of the characteristics of good teachers.

Arts, Creativity and Human Development

This course is designed to introduce students to the nature of art as a creative process, the role of art in human development, the concept of art skill acquisition from a developmental perspective, and to the major schools of human development theory as they related to arts-based living and learning. The course will aid students in their attempts to effectively plan arts-based interventions for populations of various ages and situations.

Course Objectives

- To provide students with a working knowledge of, and opportunity to apply concepts from the following topics to be covered:
- Theories and definitions of creativity
- Theories of child development
- Main factors related to the development of a child's ego
- The role of creativity and play in positive development & growth
- Developmental milestones within each art form
- The role of play and fairy tales in child development
- Socio-cultural factors related to creativity
- Individual factors related to creativity
- Role of art in the development of empathy

Student Learning Outcomes

- Define the nature of creativity (100%)
- Describe the stages of two theories of human development (98%)
- Articulate the theoretical, psychological & theological perspectives of the creative process and demonstrate their application in designing art experiences for children & youth (85%)



COURSES

Summary of Institute Graduate Level Courses

- Articulate the role of creativity in psycho/social development and positive growth (90%)
- Discuss the developmental milestones of at least two art forms and design age-appropriate art experiences (95%)
- List and discuss the socio-cultural factors supporting creative environments (95%)
- List and discuss the individual factors that facilitate or decrease creativity (95%)
- List the elements of fairy tales as they relate to child development and apply them in analyzing classic or contemporary fairy tales. (85%)

Program Development

This course provides a comprehensive program model of a community arts organization that engages the arts as a transformative tool in prevention and intervention. This is an in-depth study of a successful model including reviews of mission, programs, fundraising and evaluation of the organization. Students will gain a holistic understanding of organizational development and operations. Case Study and a New Program Concept paper are required.

Course Objectives

- Envision how to meet the needs of specific populations through comprehensive arts programs, including an introduction to strategic planning, asset-based and needs assessment, and program planning
- Articulate a variety of simple and creative fundraising techniques for local program support
- Demonstrate program evaluation methods for arts programs

Student Learning Outcomes

- Envision how to meet the needs of specific populations through comprehensive arts programs
- Articulate a variety of simple and creative fundraising techniques for local program support
- Demonstrate program evaluation methods for arts programs

Arts and Economic Development

Arts in Community and Economic Development applies the theories of community development to practical problems arising from poverty and injustice in local communities. An emphasis will be placed on methods for working with communities for their own transformation through problem solving, needs analysis, asset approaches and participatory action research and planning. Working models of community and economic development will be researched and critiqued, and practical tools for how to create a working business plan that is arts-centered will be examined.

Course Objectives

- Review basic terms, concepts and theories of economic development



COURSES

Summary of Institute Graduate Level Courses

- Articulate an understanding of the role of Citizen Artist as it relates to community and economic development
- Demonstrate a basic understanding of a community needs assessment and analysis
- Articulate varying strategies for using the arts in the revitalization of communities, including but not limited to: micro-enterprise development, public art projects that involve the community, and affordable housing for artists
- Demonstrate the ability to create a business plan that is focused on an arts-related for-profit or non-profit enterprise
- Consider ethical standards and principles for working with communities

Course Outcomes

- Articulate the role of Citizen Artist, both as it relates to themselves as artists and to organizations who have an arts-based function
- Demonstrate through writing the basics of economic development, community organizing, needs assessment, and analysis
- Demonstrate knowledge to initiate and implement community and civic planning for art and public environments
- Articulate models and strategies for using the arts in the holistic revitalization of communities including micro-enterprise development, public art projects that involve the community, and affordable housing for artists
- Create a business plan that is focused on an arts-related enterprise (the enterprise can be either a for-profit or non-profit endeavor)

Arts and Social Change

Arts in Communication and Social Commentary presents the basic theory and practice of the visionary activist and communication role of the arts in society. The two basic fields covered in the course are social commentary and social marketing. The arts are a vehicle for calling an unjust world into justice and righteousness. They also are engaged for social education and marketing. The arts: music, dance, theater, and art, as vehicles of communication by visionary activists throughout history who have used them as persuasive commentary on societal problems, and calls to a better and just world. Further, it looks at the lives of artists and explores the unique experiences that thrust them into a world with a prophetic message of justice. The course provides opportunities for critical thinking skills in evaluating art as used in holistic and community development. Processes for communication, social commentary and political and conflict discourse are considered. A major arts-based project is required.

Course Objectives

- Describe primary artists and arts involved in political movements in different cultures
- Analyze the role of the arts and media in political discourse and conflict resolution
- Demonstrate the role of the arts as purveyor of social ideals and popular culture



COURSES

Summary of Institute Graduate Level Courses

- Define, explain and describe how the arts are media of communication using social marketing methods
- Describe and demonstrate how the arts communicate, inculcate, and teach cultural behaviors and values
- Provide models and design art as a persuasive medium of communication
- Analyze basic art forms, demonstrating their communication power and resulting messages to a variety of audiences (cultural, generational, religious)

Course Outcomes

- At the end of this course, the student will be able to demonstrate through a creative work an understanding of the power of the arts in creating critical awareness to a defined social issue or problem. This is evidenced through a project in the form of social commentary or social marketing.

Arts Relief and Social Services

Arts in Social Services is a survey course that equips the student to work within formal structures in international, national, state and local service systems in the delivery of arts-based programs. Specific attention will be given to programming, legal requirements, funding and assessment. Cases and examples will be from overseas mission agencies, international agencies, the US social service system, and local city government and community groups. Topics of arts-based programming will include emergency relief, development life skills training, after-school programs, dealing with homelessness, refugees, aging and HIV/AIDS. Students will write a program to be considered in their field experience. A unique part of this course is understanding the relationship between relief, social services and long-term development of local organizations dealing with people living in poverty. New emphasis on displaced peoples.

Course Objectives

- Present and discuss the definitions, history, motivations, funding and methods of local and international relief, development and social services
- Discuss basic design and outcomes of relief, social services and development programming based on human needs
- Explore arts-based models for programming in life skills education, HIV/AIDS education, and behavioral modification programming.
- Demonstrate understanding of certifications and requirements for working with different populations in a variety of professions
- Review program planning and grant writing formats for implementing arts-based social service programs.



COURSES

Summary of Institute Graduate Level Courses

Course Outcomes

- Articulate basic definitions, history, motivations, funding and methods of local and international social services
- Demonstrate basic design and outcomes of arts-based social service programming based on social needs
- Envision programming for relief, community development, and social services.
- Articulate models in local and international arts-integrated models
- Demonstrate understanding of certifications and requirements for working with different populations in a variety of professions
- Write a program plan or grant application for implementation.

Cross-Cultural Skills for Service and Teaching

This course provides basic cross-cultural skills for relationship building, community development, and conflict management in the cross-cultural and intercultural contexts. Through discussion of cultural values and world view differences, behavior norms, and conflict management styles, the student will gain basic theoretical understanding for work and service in the urban context. Through in-class exercises, students will develop beginning skills for adjusting behavior in a variety of cultural contexts. Readings, experiential activities and reflection paper required.

Course Objectives

- Explore the concept of worldview, culture and ethnicity and resulting behavioral norms
- Define concepts of culture, community, and ethnicity
- Present basic cultural values communication principles for culture
- Understand the basic principles of conflict resolution
- Reflect on the cross-cultural nature of one's world-view within cultural frameworks

Student Learning Outcomes

- Describe multi-cultural frameworks and strategies for building relationships and community.
- Define the concept of world-view, its impact on personal, family and community, and its implications for effective urban service.
- Explain how each group responds and relates to the urban worker based upon social organization and cultural norms.
- Assess the practitioner's culture and values and how these contrast and interact with the culturally different client and community.
- Demonstrate strategies for dealing with cross-cultural conflict.



COURSES

Summary of Institute Graduate Level Courses

Arts in Cultural and Community Contexts

Cultural and Community Contexts for Art-Making is an intensive cross-cultural travel residency course that introduces the student to the meaning and function of artistic expressions within the communities of the host country or culture. Through on-line readings and portfolio development and on-site interaction in the host culture, participants will dialogue and participate with artists and their music, dance, poetry and art. Participants will gain first hand knowledge of the local cultural world-view, explore models of arts-based mission and service among the poor, and the relationship between culture, art and transformation. Specific attention will be given to cross-cultural skills and the dynamic of culture in community development. Cultural Competency Portfolio and Mapping Project are required.

Course Objectives

- Articulate a clear definition of community, based upon theoretical models, and demonstrate the ability to identify indicators of community through asset-based and needs analysis
- Articulate a working definition of culture and demonstrate the ability to assess cultural traits and their impact on art decision making and experience
- Define cultural differences between cultural and ethnic groups and demonstrate skill in communicating and working in multi-ethnic environments including negotiation and conflict resolution modalities
- Explain how culture impacts a society's concept of aesthetics, demonstrating aesthetic and functional views of the arts in society and the assets and conflicts to community development
- Exhibit cross-cultural skills in functioning ably in industrial and non-industrial sectors of society.

Student Learning Outcomes

- Upon completion of this course, students should be able to:
- Demonstrate growth in cross-cultural communication and art-making skills through a Portfolio of Intercultural Competence.
- Reflect on arts and community development through a mapping project that demonstrates skills in 1) sketching or photography, 2) assessing local assets, 3) understanding political, socio-economics, and culture through a Mapping Project.
- Participates effectively in art-making interaction and teaching through an arts camp, project or program.



COURSES

Summary of Institute Graduate Level Courses

Field Experience and Advanced Program Management and Leadership

Field Experience is a course that allows the student an opportunity for field study and practice. The student is expected to work collaboratively with a community organization. The development of personal and community relationships and development experiences through relevant forms of outreach, research and planning is essential. Anyone graduating from this program must demonstrate a high level of ability in the development of new programs that meet the needs of a select community constituency. This practicum includes the implementation of various aspects of leadership including: the knowledge and understanding of needs, casting vision, the principles of recruitment, training, management, and empowerment of volunteers (community, religious laity, adults, and/or youth) for developing a local program. The student will complete regularly scheduled supervisory dialogues with a development supervisor over the field experience. Additionally, each student will be required to conduct weekly, supervised outreach based upon service goals. This outreach will be developed based upon the student's field research of a defined neighborhood. Student is expected to complete a minimum of 150 hours including field research, supervisory meetings and project implementation time. The Field Experience may be conducted internationally as a BuildaBridge Artist-on-Call.

Course Objectives:

- To help students implement program development philosophies and methods developed in prerequisite courses
- To expose student to the challenges of civic engagement
- To provide a context in which students can exercise influence in the development of arts programs
- To provide opportunities for students to learn under the direction of a experienced mentor who has excelled in his/her field
- To provide students with opportunities for reflection and analysis of their work
- To review the major structures involved in organizing, leading, managing and evaluating arts-based programs and organizations
- To explore methods for effective visioning and strategic planning
- To present problems and solutions in personnel management, development, and assessment
- To review leadership styles and artistic gifting

Course Outcomes:

- The student will have completed 150 hours of continuous and successful service in a local organization completing leadership objectives and tasks.
- Student will have completed a program, business, or marketing plan that integrates models and concepts from the program.
- The student will have successfully worked in the civic environment that seeks to integrate faith concepts for the common good and in collaboration with both religious and civic organizations. The demonstration of this will be through supervisor review, public commendation and/or reflection.
- Upon completion of this course, students should be able to:
- Write a personal strategic life plan



COURSES

Summary of Institute Graduate Level Courses

- Secure an internship placement
- Implement a written program or organizational plan
- Reflect through journal writing and supervisor review on the student's leadership gifting and experience
- Plan for your next life's journey



Transformational Thesis Project

The Transformational Thesis Project is a culminating scholarly process demonstrating the student's academic studies through an arts-based project. This project may be an acceptable arts-based program including but not limited to a business plan or feasibility study including survey research and literature review, a program evaluation, a case study report, an impact case study project, or original research thesis. The final determination of the form to be selected must be decided in consultation with the director(s) of the student's study. A culminating oral presentation of the project will be presented at the Annual Institute Forum (on-ground and online).

Course Objectives

- Demonstrate the skills necessary to conduct high-quality research within the discipline, including the ability to think creatively and critically;
- Illustrate a commitment to social justice and positive impact upon culturally, ethnically, and economically diverse communities, with consideration to the specific assets and issues relevant to the community of involvement;
- Apply knowledge of theory and practice acquired through coursework to solve a practical research topic or problem within the professional field;
- Complete a well-written, high-quality piece of independent research that makes a solid contribution to the general pool of scholarship.

Course Outcomes

- At the end of this course, the student will demonstrate knowledge in his/her major through a major research project/thesis.



COURSES

Summary of Institute Certificate Level Courses

Certificate Courses (Offered to students with a high school diploma)

The BuildaBridge Classroom (BC)
Curriculum Writing and Assessment
Classroom Management
Working in Cross-Cultural Contexts
Arts Relief
Disaster Response (Red Cross Training)
Psychological First Aid (Red Cross Training)
Introduction to Restorative Practices
Technology for Non-Profit Organizations

Community Arts for Children Series
Community Arts for Children
Creative Safe Spaces
Program Development

The BuildaBridge Classroom (BC)

The BuildaBridge Classroom outlines the structured environment needed to utilize a given art form to bring hope and healing to children. Students will learn to create classroom rituals, set behavior guidelines, build appropriate spaces, conduct assessments and evaluations, and plan, prepare, and execute lessons.

Knowledge and Skills Outcomes

- Demonstrate welcoming greetings across threshold
- Lead a welcome song or experience
- Accurately cite the BuildaBridge Motto
- Lead and establish rules and boundary expectations
- Demonstrate basic understanding and application of discipline policy
- Articulate the core principles and values of the BC
- Outline correctly the BC model
- Speak a Blessing



COURSES

Summary of Institute Certificate Level Courses

Curriculum Writing and Assessment

BuildaBridge's model of arts-integrated education addresses artistic, academic, social and spiritual development. In this course, students will learn how to develop strong arts-integrated curricula and lesson plans by studying samples and work shopping one another's work. They will also learn how to develop and perform relevant assessments of children's behavioral and artistic progress, and the trajectory of the class as a whole. This training gives students the real nuts and bolts of preparing and delivering a lesson under the difficult circumstances in which BuildaBridge works. Additionally, there will be discussion of learning style theory and how to build targeted activities for each learning style into a given lesson.

Knowledge and Skills Outcomes

- Write a concise and clear outcome
- Develop an effective metaphor
- Complete an observational assessment
- Write a rubric
- Write lesson plan
- Write lesson goals in the four areas of artistic, academic, social and spiritual areas
- Demonstrate knowledge of learning styles

Classroom Management

Through arts-integration, BuildaBridge aims for children to gain valuable social skills—including conflict resolution. Students in this course will gain an understanding of the types of conflict resolution practiced in underprivileged communities. They will learn best practices in conflict resolution as well as how to integrate an art form into resolving a conflict.

Working in the tough places of the world means encountering violence, and it is crucial for teachers to effectively address violence in the classroom. Students will learn a variety of techniques for managing violent behavior in the heat of the moment as well as over the duration of a class, incorporating life lessons on violence into art-making activities.

Knowledge and Skills Outcomes

- Articulate guidelines and demonstrate the ability to restrain a student
- State the primarily legal concerns in managing a critical event in the classroom
- Demonstrate the ability to redirect behavior
- Develop a positive reinforcing behavior reward system
- Speak a blessing
- Organize a celebration



COURSES

Summary of Institute Certificate Level Courses

Working in Cross-Cultural Contexts

Students will achieve a heightened cultural competence by gaining awareness of their own cultural worldviews and attitudes toward cultural differences. They will develop the skills necessary to understand, communicate with, and effectively interact with people across cultures.

Knowledge and Skills Outcomes

- Demonstrate a varied teaching style based on different cultural styles
- Articulate basic cultural values and their impact on teaching and learning
- Recognize when one is facing culture shock, fatigue, or cognitive dissonance
- Demonstrate the ability to mirror a cultural behavior
- Demonstrate appropriate greeting and communication behaviors based on cultural role expectations
- Negotiate needs within different cultural contexts
- Set appropriate boundaries for living and working in another cultural context
- Outline important safety behaviors
- Plan a conflict resolution strategy based on cultural patterns of resolution

Arts Relief

A traumatic event is an experience that completely overwhelms an individual's ability to cope with or integrate the ideas and emotions involved with that experience. Many of the children that BuildaBridge serves have experienced at least one traumatic event in their lives, and this has distinct ramifications for the classroom. Students will gain awareness of sensitivity issues around trauma and learn to identify warning signs of trauma in children, as well as how to address behavior stemming from trauma.

BuildaBridge believes that disaster victims need arts relief just as much they need food, water, and shelter. Students will learn how to interact effectively with individuals who have recently undergone disasters such as flood, fire, earthquake, mudslide, hurricane, and terrorism. They will gain an understanding of therapeutic principles and how they may be applied to emergency arts relief.

Knowledge and Skills Outcomes

- Define trauma
- List 5 symptoms of trauma in children



COURSES

Summary of Institute Certificate Level Courses

- Demonstrate active listening
- Name 3 methods of self-care
- Demonstrate effective response of a child's expression of emotions and fears

Training Seminars and Workshops

Introduction to Restorative Practices course description

The social science of restorative practices is an emerging field of study that enables people to restore and build relationships and community in an increasingly disconnected world. Taking its beginnings from the Restorative Justice movement, Restorative practices is a practical approach to interacting with students, and is a set of techniques & philosophies that can be applied in any context. In schools, the use of restorative practices has been shown to reliably reduce misbehavior, bullying, violence and crime among students and improve the overall climate for learning. An alternative to punishment-focused discipline, the fundamental unifying hypothesis of restorative practices is disarmingly simple: that human beings are happier, more cooperative and productive, and more likely to make positive changes in their behavior when those in positions of authority do things with them, rather than to them or for them. This hypothesis maintains that the punitive and authoritarian mode and the permissive and paternalistic mode are not as effective as the restorative, participatory, engaging with mode in helping students take responsibility for their behavior. Introduction to Restorative Practices introduces parents, teachers, youth & family workers, police, administrators, and government officials to restorative practices, and provides techniques that can be used immediately.

Technology for Non-Profit Management

Technology for Non-Profits is an introductory course preparing the nonprofit manager and creative artist to assess, plan, and implement technology for administration, marketing, development and internal and external communication in the small non-profit organization. Attention will be given to a review of organizational structure, introduction of basic fee and open source software and their applications, social network media, and visual marketing through websites and blogs. Criteria will be given in selecting technology consultants with an emphasis on volunteerism. Selected open-source technologies will include, but not be limited to: Google email and applications, wordpress.org, facebook, twitter, moodle, Skype, drupal and other open source software for websites. Guidelines for selection will be provided. Students will write a brief technology assessment of a small organization, develop a personal blog, create an organizational social network and develop a technology plan with timeline. Laptop with camera and headset is highly recommended.

Course Objectives

- Introduce the process of technology assessment for organizations
- Review trends in technology for non-profits
- Experience web-based technologies for internal and external communication and marketing



COURSES

Community Arts for Children Series

- Understand the basics of a basic technology plan for a small organization related to a mission

Student Learning Outcomes

- Complete a technology assessment of an organization.
- Demonstrate the ability to initiate a blog, social network, and other social marketing technologies.
- Identify and evaluate appropriate for organizational communications, development, and administration
- Complete a basic technology plan for a small organization

Community Arts for Children Series

Arts for Transformation

This course is the first of the *Community Arts for Children* series. In this course, students learn what Community Arts are and what they can do for a community. Students will understand the role of creative people in transforming communities and reflect on what their role might be. In this course the student will also explore a community's assets and needs and how to overcome barriers to community change. By the end of the course, the student will have identified a program idea and some steps to make it happen.

- Introduce the role of arts in community development and education for children and youth and provide models of successful programs.
- Explain the roles of creative people in the process of community transformation and explore how creative people can help improve communities for the welfare of children
- Present and practice a process that empowers community members to individually and collectively envision community transformation
- Introduce asset-based development and explore creative methods to map community assets for children
- Explain different ways to collect information about community needs to prepare to plan a child-focused community transformation project
- Consider barriers to community change and strategies to overcome these barriers

Creative Safe Spaces

This course is the second of the three part series *Community Arts for Children*. In this course, students will learn about creating safe spaces for children and the role of the arts in child development. Students will understand the importance of ritual and how the arts can help children learn. This course will also teach how to use the arts to create metaphors and foster resilience in children. Finally, students will explore some basic elements that should be included in programming for children.

Program Planning

This course is the third of the three part series *Community Arts for Children*. In this course, students will learn the basics of program planning including visioning, goal setting, and measuring success. They also learn about engaging stakeholders in a defined project. The course teaches how to write a project plan or grant including basic budgeting. Students will also learn about different types of resource development and practice writing letters to people who might support a program. Finally, students will reflect on program sustainability.

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Amy Scheer has taught and directed theatre in schools, communities and professional venues for over twenty years. An accomplished freelance writer, her essays appear in places such as Burnside Writers Collective and The Other Journal. Scheer studied with Theatre of the Oppressed founder and Nobel Peace Prize nominee Augusto Boal; at the University of Pittsburgh, Pennsylvania; and at Riding Lights Theatre Company in York, England. A native of western Pennsylvania, she resides with her husband and two sons in Grand Rapids, Michigan, and blogs about theatre and boxing at betterwaitforit.blogspot.com.

"Amy's Theater Games had a profound impact on each homeless woman who came to our drop-in center. She was able to connect with the women in a way that allowed them to look at themselves in a different light and see hope." --Marge Palmerlee, Executive Director, Degage Ministries, Grand Rapids, Michigan

Course: Skills, Transformational Drama/Forum Theater



Amy Tuttle is a place-based artist residing in Cincinnati, Ohio. She is a graduate of Eastern University's MA Urban Studies: Arts in Transformation program. Her passion for the use of art in the "revitalization of place" has led her around the world. From India to Haiti, Philly to Cincinnati: Tuttle has worked as a community artist and community organizer. She loves to work with communities to reflect the stories of their past, present, and future through art. Her most recent placemaking projects have been the beautification of an abandoned house in Cincinnati, Ohio and the revitalization of a trailway in Loveland, Ohio. Tuttle is very pleased to be working with the BuildaBridge Institute this summer!

Courses: Foundations for the Arts in Transformation and Arts Relief and Development



Barbara Lynn Vaughan, worked for ten years as the Executive Director of YouthCAN!, a non-profit community arts organization that provided empowering art education programs for all. Barbara's background as a social psychologist and artist led the organization to being nationally recognized. At the 2006 Breaking Down the Walls Conference at Rutgers University, Barbara was awarded the "Arts in Prevention Achievement Award" and in 2007, YouthCAN! was named a "Model Arts as Prevention" organization by the National Initiative for Arts as Prevention. Barbara was also a Diversity and Inclusion Community Trainer for Human EQ of Northwest Arkansas for seven years. She successfully facilitated and led numerous diversity education workshops for youth, educators, corporations, students, and adults. Additionally, in collaboration with Human EQ, NWA, Barbara has co-written a diversity and art curriculum called "From Barriers to Bridges". In March 2009, Delta Kappa Gamma, an international association for women in education recognized Barbara Price Davis as the 2009 Outstanding Arts Educator for

Arkansas. Today, Barbara works leading transformational arts programs with youth in a substance abuse treatment facility and with adults suffering from severe mental illness. She also leads transformational arts workshops and

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retreats for women in transition and for cancer survivors. Home for Barbara is a house on Beaver Lake in Springdale, AR where she spends two days each week pursuing her own visual art in her private lake-view studio.

Course: Leadership Practicum: Envisioning the Program; Organizing for Community Arts



Christine C. Wineberg, MA, MT-BC, LPC currently works for Hampton Hospital in Westampton, NJ and sees private clients in Plymouth Meeting and Exton, PA. She has music therapy degrees from Mansfield University and Drexel University and has been a board certified music therapist since 1995. She was credentialed as a licensed professional counselor in 2010. She worked at the Kardon Institute for Arts Therapy from 1996 through 2011 where she developed a number of programs including a choral group for adults and teens with intellectual disabilities, a music and movement therapy program for children with autism and their families and a continuing education series for creative arts therapists which included a monthly Self-Care series. She was appointed to the Continuing Education Committee of the Certification Board for Music Therapists in 2011 and continues to advocate for quality continuing education for music therapy professionals. She has volunteered in both Honduras, Central America and Ghana, West Africa to teach about the use of music with children with special needs. She has written and presented on a number of topics including autism, trauma and compassion fatigue and continues to research these areas of interest. She is currently a doctoral candidate in clinical psychology in the Psy.D. program at Immaculata University.

Course: Creative Arts Relief Responses



Dr. David Bronkema David Bronkema is Dean of Palmer Theological Seminary at Eastern University. He is also Associate Professor of International Development, directs the MA in International Development and holds the Templeton Chair for Christian Service through Entrepreneurship. David has been with Eastern University since 2006, and received the Lindback Award for Distinguished Teaching in 2010. He comes to Eastern University with a strong academic and practitioner background. His publications, writings, and talks have explored the intersection between religion and development. His development work has focused on peasant cooperatives and human rights initiatives in Honduras, concentrating on the role of religious faith in resolving political conflict and facilitating community-based empowerment. Before coming to Eastern, Dr. Bronkema served as the program coordinator for the Latin America and Caribbean Region with the American Friends Service Committee, overseeing and coordinating their initiatives on economic justice, peace building, and demilitarization.

Course: Arts Relief and Development



David Melby-Gibbons studied Arts in Transformation at Eastern University in Philadelphia, PA. He's married to Christie Melby-Gibbons, who is a Pastor in the Moravian Church. Together they are "dust of the saints" (DOTS), a folk duo. They have released two albums: self-titled (2009) and "Short Shorts" (2011). David has spent time teaching music in Costa Rica and Guatemala with BuildaBridge International, as well as in Costa Rica with the Moravian Church. David enjoys writing and collaborating on music projects, hosting monthly open mic gatherings, and teaching guitar at "Kidz Konnection," an after-school program. David is also a member of the G.A.P.S. Community, a ministry of the Moravian Church of Downey, which seeks to "fill in the gaps" in the institutional Church through Gardening, Art-making, Poetry, and tending a thrift clothes Shop.

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Course: Arts and Spiritual Development with a focus on Foundations of Spirituality



Ellen Schelly Hill, MMT, ADTR, LPC is Director of Dance/Movement Therapy Graduate Education in the Hahnemann Creative Arts in Therapy Program at Drexel University in Philadelphia. She teaches dance/movement therapy group skills, supervision, and ethics courses. Ellen has practiced as a dance/movement therapist for more than 20 years with a wide range of clinical populations. She has presented workshops regionally and nationally with regard to both clinical work and program design. Her initial entry into the field of dance/movement therapy many years ago was through her work in improvisational theater (Karma Pie) and teaching creative dramatics for children. She continues to believe in improvisation as a core process in therapy, art, and life.

Course: Arts in Healing: Introduction to the Therapeutic and Healing Nature of the Arts (movement)



Gayle Gates is Clinical Assistant Professor and Associate Director of Dance/Movement Therapy Education in the Creative Arts Program at MCP Hahnemann University College of Nursing and Health Professions. Gayle has teaching and clinical expertise in the field of child development and the treatment of children and adolescents.

Gayle teaches courses covering clinical skill development for adults and children as well as formal child case presentations. Her special clinical interests and work have focused on early childhood development and mother-child interaction as well as intervention with at risk preschoolers. Gayle developed and implemented the first program utilizing the Creative Arts Therapies for court ordered visitations between non-custodial parents and their children. She has presented and consulted regionally and nationally on these topics. Gayle is a member of the ADTA, the Academy of Dance Therapists Registered and National Certified Counselor.

Course: Arts, Creativity and Human Development Panel: Development Milestones for Children and Youth in the Arts (movement)



Gene Ann Behrens, Ph.D., MT-BC, is a Professor of Music and directs the music therapy program at Elizabethtown College. She received her Doctoral degree in Music Therapy from University of Kansas, Masters and Educational Specialist Degree from Kent State University, and Bachelor of Music in Therapy from Michigan State University. As a board certified music therapist, she brings over 37 years of clinical work and research into her classroom teaching and clinic supervision. Gene has served on committees and executive boards for the American Music Therapy Association, Mid-Atlantic Region for Music Therapy, and Certification Board for Music Therapists. She presently is on the executive board for the World Federation of Music Therapy, chair of the Global Crises Intervention Commission, a member of the Mid-Atlantic Music Therapy research committee, and on the editorial board for *Music Therapy Perspectives* and *Voices*. Her travels include a variety of countries including Bethlehem in the Occupied Palestinian Territory where she conducted a music therapy program for children traumatized by the on-going conflict. Gene's national and international presentations and publications in the area of trauma, neurobiology, and music therapy led to an invite to present at a NATO Security workshop in Ankara, Turkey. Her passion for photography resulted in two solo

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exhibits of her photojournalism pictures from Bethlehem, entitled *Behind the Walls*.

Course: Arts in Healing Panel: Neurobiology of Trauma and the Arts; Creative Arts Relief Responses



Geri Lynn Peak is Chief InsigFacilitator at [Two Gems Consulting Services](#). She and her associates work to strengthen community-based, regional, national and international programs through evaluation, training and technical support. She seeks to shine light into the dark corners of program practice to promote true understanding by asking critical questions, "listening" to what is learned with openness and detachment and presenting that wisdom back to clients, trusting in and helping them invoke their own wisdom and excellence to continually improve their efforts.

As a Virtues Project™ Master Facilitator she leverages the Five Strategies of the Virtues Project to improve organizational quality and measure outcomes as well as share the strategies to help people and programs become their best. Geri serves on eight boards, including WombWork Productions. She also designs jewelry, is a fiber-artist, poet, dancer and avid organic vegetable gardener who lives with her delightful husband, insightful twin teen daughters, 3 mysterious cats, many

computers and lots of clutter.

Background

Dr. Peak holds a Doctor of Public Health from The Johns Hopkins University School of Public Health, and a Masters of Public Health from the University of California, Los Angeles. Formerly, she co-founded and served as the Managing Director of the Center for Applied Research and Technical Assistance, served as the Research Associate for Baltimore City Healthy Start and was promoted into the position of the Director of Evaluation at Advocates for Youth. She promotes racial understanding and healing through the Awareness to Action consulting team and is a [Virtues Project\(tm\)](#) Master Facilitator.

Course: Arts in Spirituality-Virtues and Values



Janelle Junkin, Ph.D., MT-BC. Project Director

Janelle Junkin, current Director for the BuildaBridge's Refugee Project & Orchestral Dialogues Project, is a PhD candidate at Drexel University's Creative Arts in Therapy program. She is a board certified music therapist working in Philadelphia, PA for 15 years with children and families. She has helped develop community arts programs in Philadelphia and in South and Central America. She has taught as an adjunct faculty member in the Creative Arts in Therapy Master's program at Drexel University and in the MA in Urban Studies Department at Eastern University and the University of the Arts. Ms. Junkin is a classically trained flautist who has played in orchestras in Connecticut and in Philadelphia, most recently in The Philadelphia Doctors Orchestra. She has played in small

group ensembles and in pit orchestras for musicals. As a music therapist, Janelle works primarily with children and youth providing verbal and musical interventions and drumming circles as a way to build conflict resolution skills at three elementary schools in Philadelphia. She is published in the International Journal of Art & Education and in the Journal of Applied Arts & Health. Janelle began working with BuildaBridge in 1998, serving as the first Community Arts Coordinator and establishing BuildaBridge's work in the shelter system of Philadelphia.

Course: Arts in Healing

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J. Nathan Corbitt, D.M.A., is Co-founder and Past President of BuildaBridge, Dr. J. Nathan Corbitt is a Professor Emeritus of Cross-Cultural Studies at Eastern University. Dr. Corbitt is also the Past Coordinator of the Arts in Transformation Concentration of the MA in Urban Studies at The Campolo College School for Social Change in Philadelphia. He is author of *The Global Awareness Profile* (2006); *The Sound of the Harvest* (Baker 1998) and co-author of *Taking it to the Streets: How the Arts Are Transforming Communities* (Baker Books 2003). Dr. Corbitt regularly consults and trains on cross-cultural competency, urban studies, non-profit management and program evaluation, and overseas living and travel. An interdisciplinary teacher and social entrepreneur, Dr. Corbitt has held positions as a public school music teacher, youth worker, minister, missionary, university professor, higher education administrator, non-profit leader, and cross-cultural trainer and consultant.

Course: Foundations for Arts in Transformation, Arts in Spirituality, Arts Relief and Development. Leadership Practica.



Jamaine Smith was born, raised, and currently residing in Bushwick, Brooklyn, NY, Jamaine Smith is a recent Eastern University MA in Urban Studies, (Arts in Transformation concentration) graduate. Jamaine obtained a BS in Social Work from Nyack College. It was during his time at Eastern University where Jamaine was able to merge his passion for the arts with social justice, education, and human development. Jamaine is a firm believer in the transformative power of the Arts and is passionate about educating others on incorporating the Arts into education, community work, and youth development.

Course: Arts in Education



Jim Borling (MM, MT-BC), Professor of Music, Director of Music Therapy at Radford University, Board Certified Music Therapist and a Fellow of the Association for Music and Imagery. He received his Bachelor of Music degree in Music Education from DePauw University in Greencastle, Indiana and his Master of Music degree in Music Therapy from the University of Miami in Coral Gables, Florida. Currently, Jim provides music therapy services for 'Avenues to Recovery', an Intensive Outpatient Program (IOP) for both adults and adolescents recovering from addictions. His professional involvement with the field of music therapy includes positions within the American Music Therapy Association as well as extensive work with the Certification Board for Music Therapists. Along with his wife Nannette, Jim is co-founder of MusicVisions, LLC, where he maintains a clinical private practice in his hometown of Roanoke, Virginia. Through MusicVisions, Jim specializes in the Bonny Method of Guided Imagery and Music (GIM) as an approach to depth work in the field of music

psychotherapy.

Courses: Drumming, Arts for Healing

Dr. Joseph B. Modica serves as the University Chaplain and Associate Professor of Biblical Studies at Eastern University in St. Davids, PA, since 1993. Dr. Modica earned the B.A., Queens College, City University of New York (Psychology); M.Div., Alliance Theological Seminary, Nyack, NY; M.Phil., and Ph.D., Drew University, Madison, New Jersey (New Testament and Early Christianity). He is ordained with the Christian and Missionary Alliance and

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pastored the Queens Center Alliance Church (Queens, NY) from 1986-1988. Joseph and his wife Marianne have four children. Marianne is an Assistant Professor of Early Childhood Education at Valley Forge Christian College in Phoenixville, PA. She is currently a Ph.D. candidate in the Childhood Studies program at Rutgers University/Camden. Dr. Modica edited a volume of essays honoring Dr. Tony Campolo's 65th birthday entitled: *The Gospel With Extra Salt: Friends of Tony Campolo Celebrate His Passions for Ministry* (Judson Press, 2000). He has also co-edited a book of essays with Dr. Scot McKnight from North Park University, entitled *Who Do My Opponents Say That I Am? Accusations Against the Historical Jesus*, (T & T Clark/Continuum, 2008). His next co-edited book with Dr. McKnight, *Jesus is Lord, Caesar is Not: Evaluating the Empire in New Testament Studies* (InterVarsity Press) is due for publication in the spring 2013.

Course: Arts and Spirituality, Faith Development

Kathryn Pannepacker is a textile/visual artist living in Philadelphia, PA. She graduated from Penn State University with a major in English and a minor in art. Afterwards, back in the late 80's, for 4 years in Berkeley, CA., she apprenticed with 3rd generation French tapestry weaver,



Jean Pierre Larochette and his partner, Yael Lurie, a painter and designer for tapestry. Kathryn then went to Aubusson, France to continue weaving as an artist-in-resident. She also had the opportunity to be an artist-in-resident in Hachioji, Japan, through the Japan Foundation. Though still weaving pictorial tapestry, she also weaves with unusual materials. She is the former director of the DaVinci Art Alliance, and a rostered teaching artist for the PA Council On the Arts/ Artists and Education, Young Audiences of PA., and BuildaBridge. Through the Mural Arts Program in Philadelphia, Kathryn painted a 7' x 500ft wide mural called *Wall of Rugs: the global language of textiles at Girard and Belmont Avenues* featuring the textiles of 42 countries. Part 2 (another 18 panels) was completed at Broad and Lehigh Streets. She was the lead artist with Josh Sarantis, orchestrating weaving workshops at homeless shelters around Philadelphia for *FINDING HOME*, a textile mural project via the Mural Arts Program, that is at 13th & Ludlow Streets in Philadelphia. Along with colleagues, she's continued the weaving studio that grew out of this project, now called *Arts Street Textile Studio: handmade with the*

homeless.

Kathryn exhibits locally, nationally and internationally, and has work in private and public collections. In the summer of 2010, she was in Canada doing an outdoor textile installation for the international textile arts event "When Thirteen Moons Entwine". She is committed to the transformative power of art in people's lives and the sustainability of such transformation by involving the community. See her featured on the cover/Spring 2009 issue of *AMERICAN CRAFT*.

Course: Methods Lab for Track 2

Lili Levinowitz is Professor of Music Education at Rowan University. She is the coauthor of the early childhood music and movement program *Music Together* and Director of Research for the Center for Music and Young Children. Lili is considered a national authority on early childhood music and is actively involved in teaching very young children as well as graduate students. Her articles appear frequently in professional journals and popular magazines. She received her M.M. and Ph.D. from Temple University; her B.M. from Westminster Choir college.

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Course: Arts, Creativity and Human Development

Magi Ross originally of Denver, Colorado, graduated with honors from the University of Maryland with a degree in dance and she recently earned a Master of Dance Education from Temple University. She taught extensively in Baltimore in schools, studios and community-building venues for nearly thirty years. She studies, performs and choreographs with an eclectic mix of styles informed by African Diasporic dance, modern, funk, Capoeira and black vernacular dances. She has studied with the late Dr. Pearl Primus, Dr. Sherrill Johnson of Howard University, The Phoenix Repertory Dance Company, Ronald K. Brown/Evidence and Vincent Mansoe of South Africa. Her current work engages the minds and bodies of populations who would otherwise not dance—senior citizens and students living with disabilities. Magi is currently Shelter Relations and Community Programs Coordinator for BuildaBridge International, a Philadelphia based arts-intervention organization that engages the arts to bring hope and healing to those in greatest need. Her greatest gift to date however, is her love for her three children, Marianna, Simone and Kodi and for her twin grandboys, Mikhaily and Jonah!



Course: Method's Lab, Dance

Maria T. Carlini, MSOL, MT-BC, FAMI is Co-Founder and Director of Creative Therapies Enterprises in Pittsburgh, PA; Adjunct professor, Seton Hill University, music therapy program; Workshop instructor, BuildaBridge Institute. Clinician specializing in provision of music therapy and guided imagery and music (GIM) services for children and adults,

regional and national workshops and presentations with a focus on music and recovery from addictions. Served on the CBMT Board of Directors; Past-president of the Pittsburgh Association for the Arts in Education and Therapy.



Course: Mask Making, Creative Art Therapy and Spirituality

Mark Lyons is director of the Philadelphia Storytelling Project, which uses digital storytelling to give participants the opportunity to tell their stories, to reflect on their experiences and honor their lives, and give them a voice which will be heard by the

larger world. Participants write stories or interview others about their experiences as immigrants or teens, and record, edit and mix their stories to create an audio piece that can be shared in their communities and played on podcasts, websites and the radio. Mark also does workshops with teachers on doing community oral histories. He is co-editor of *Espejos y Ventanas / Mirrors and Windows, Oral Histories of Mexican Farmworkers and Their Families*, which is published in Spanish and English. He writes fiction which has been published in several literary

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journals, and is the recipient of Pennsylvania Council of the Arts Fellowships for 2003 and 2009.

Course: Skills Development Workshop: Storytelling

Mindy Jacobson-Levy, MCAT, ATR-BC, LPC, DVATA-HLM is a board certified, registered art psychotherapist and licensed professional counselor in Pennsylvania and New Jersey. She has been in private practice since 1980 and specializes in the treatment of trauma, dissociation, eating disorders, and general health & wellness. She is a graduate student supervisor and guest lecturer at Drexel University/Creative Arts Therapy Program, and recently participated in authoring the "Guidelines for Treating Dissociative Identity Disorder in Adults, Third Revision" [International Society for the Study of Trauma and Dissociation (2011), *Journal of Trauma & Dissociation*, 12: 2, 115-187].



Mindy presents her work nationally and internationally, and co-authored *FINDING YOUR VOICE THROUGH CREATIVITY: The Art and Journaling Workbook for Disordered Eating* (Gürze Books, 2010). She is an Honorary Life Member of the Delaware Valley Art Therapy Association, and a professional member of the American Art Therapy Association, International Association for the Study of Trauma & Dissociation (ISST-D), International Association of Eating Disorders Professionals, and National Eating Disorders Association. She is a former film/video editor of the journal *Art Therapy*, and additionally authored *Abreacting and Assimilating Traumatic Dissociated Memories of MPD Patients Through Art Therapy*, *Group Art Therapy with Multiple Personality Disorder Patients*, and numerous audiotapes.

Mindy provides individual and group art psychotherapy treatment and counseling services for adolescents and adults; family art therapy is also offered, as well as couples counseling.

"I love my work and am passionate about art psychotherapy! I believe that the conjoint incorporation of images along with traditional 'talk therapy' enhances and expedites treatment. As expressive techniques help the individual understand internal thoughts and feelings more readily than words alone, one's relationship with the self and others is markedly improved through these methods."

Course: Arts, Creativity and Human Development

Rachel Braun is a board certified art therapist who received her degree from the Hahnemann Creative Arts in Therapy program through Drexel University. She has worked extensively with doctors, nurses and psychiatric teams to treat adults, children, adolescents and families in a variety of clinical settings. Rachel has additional training in mindfulness techniques and cognitive therapy which she integrates into her practice. An artist in her own right, Rachel continues to engage in the creative process to build her portfolio in photography, collage and encaustic painting.

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Course: Arts, Creativity and Human Development Panel: Development Milestones for Children and Youth in the Arts

Ruth Hoskins, Ph.D., H.H.S., LCSW, is a licensed psychotherapist, stress management consultant, grief counselor, support therapist and trainer presenting educational programs for Caring Hospice. Ruth is the Director of Relaxation International teaching people to manage their stress and balance their life. An adjunct professor at Chestnut Hill College teaching Health Psychology, Mind-Body Connection, Ruth teaches stress management and relaxation for good health. She is a certified relationships counselor, approved critical incident stress trainer for the International Critical Incident Stress Foundation, Co-captain and national trainer for the American Red Cross Disaster Mental Health Team, and a Red Cross International Humanitarian Law workshop facilitator. She is a national speaker presenting information on the integration of body, mind and spirit and end of life care. She is the author of several books and products to enhance one's mood including, "No Time for Down Time?" Effortless Meditation, Easy Stress Solutions for You, and Active Relaxation. Ruth is available to speak nationwide.



Course: Red Cross--Psychological First Aid

Tracie Blummer volunteered as a Leadership Intern for BuildaBridge's international programs in Fall 2011. She is currently the Program Coordinator at the Philadelphia Parks Alliance, an organization that advocates for parks and open space for all in Philadelphia. She holds a master's degree in Nonprofit Management and International Development Planning from Virginia Tech University. Tracie served two years as an AmeriCorps VISTA with Step by Step Inc. in West Virginia and spent a year teaching English and volunteering with Yunnan Mountain Heritage Foundation in China. She also earned a bachelor of fine art Metals/Jewelry/Computer Aided Design from Temple University's Tyler School of Art. Tracie Blummer is Program Coordinator for the Philadelphia Parks Alliance. In her role as a Leadership Internship with BuildaBridge, she focused on building the capacity of international programs particularly our Artists on Call certification initiative. She has also served as the technical writer for the UNICEF Haiti Project.



Course: Leadership Practicum

Trapeta B. Mayson is a poet, workshop leader and educator. She has worked extensively with young people and adults in educational, artistic and institutional settings conducting creative writing and self-expressive workshops. She has received numerous literary awards and fellowships including a 2002 Pew Fellowship, Pennsylvania Council on the Arts Grants and a 2007 Leeway Transformation Award. Trapeta is a Cave Canem and Callaloo Fellow and has completed residencies at schools, community agencies and artistic institutions. Her new poetry chapbook, *She Was Once Herself*, was released in 2012 to rave reviews and is available at www.trapetamayson.com. Trapeta's other publications include submissions in *The American Poetry Review* and *Lavanderia*, *Anthology of Women Writing*, to name a few. She is a native of Liberia and grew up in Philadelphia.

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Trapeta is a licensed clinical social worker with a private practice and has worked for years in the human services field and with artistic and cultural institutions.

Course: Arts Relief and Social Services--The Life of a Child in Social Services

Vivian Nix-Early, Ph.D., MT-BC. Co-founder and Retired Chief Operations Officer of BuildaBridge, is former Dean of the Campolo School for Social Change at Eastern University. Dr. Nix-Early has over 30 years of work with youth in Philadelphia through her local church, and is currently completing a Certificate in Creative Arts Therapy at Drexel University. She is co-author of *Taking it to the Streets: How the Arts Are Transforming Communities* (Baker Books 2003). Dr. Nix-Early received her Bachelor of Arts Degree in Psychology from the University of Pennsylvania in 1970 and a Ph.D. in Clinical Psychology from New York University in 1979. She is a licensed psychologist in the states of Pennsylvania and New York, and a board certified music therapist (Drexel University). In her role at Eastern University, Dr. Nix-Early was responsible for the development of the Philadelphia campus of Eastern University and its viable educational systems including a charter school, a dual enrollment college program for high school students, and several urban-based graduate and certificate programs.

Courses: Arts in Healing, Arts in Education, Arts in Creativity and Human Development



BuildaBridge has been a great resource for me even before I started coming to the institute. Dr Corbitt and I emailed frequently about 8 years ago when I was building our creative arts program from scratch. He helped me to build the effective programming that we have today and BI solidified and expanded on the advice he had already given me. Now, the networks of individuals that I have contacts with are incredible as well! – 2011 participant

INTERNATIONAL

Selected National and International Training Locations

- **Port-au-Prince, Haiti:** Current Project with UNICEF--Haiti for training community workers in arts-based child protection
- **Cap Haitian, Haiti:** North Haiti Christian Universit-- Arts for Healing
- **Bangkok, Thailand:** NightLight International--training in self-care for social workers
- **Penang, Malaysia:** Malaysia Baptist Theological Seminary--Arts in Education and Foundations for Community Arts
- **Limon, Costa Rica:** Central Caribbean Theological Center--Strategic Planning and Education Methods
- **Guatemala City, Guatemala:** Strategies for Transformation--The BuildaBridge Classroom Model and Curriculum Writing
- **Managua, Nicaragua:** Nehemiah Center--The BuildaBridge Classroom Model, Curriculum Writing, Arts as Metaphor, Project Planning
- **Campinas, Brazil:** Hope International--Strategic Planning for Leadership, Arts in Education
- **Juarez, Mexico:** Arts-Based Counseling for Couples
- **Cairo, Egypt:** The BuildaBridge Classroom
- **Nairobi, Kenya:** Strategies for Transformation--Planning an Arts Camp, The BuildaBridge Classroom, Curriculum Writing
- **Kigali, Rwanda:** Rwandan Baptist Union--Arts-Based Trauma Intervention, Counseling Methods
- **Bukavu, Democratic Republic of the Congo:** Panzi Hospital--Arts for Healing
- **Brussels, Belgium:** Atlantic Bridge: Cross-Cultural Competence and Inter-Religious Conflict Management
- **Oslo, Norway:** Lutheran Church of Norway--Foundations in Community Arts
- **Atlanta, Georgia:** Refugee Family Services--Planning an Art Camp, The BuildaBridge Classroom, Curriculum Writing
- **Philadelphia, Pennsylvania:** Annual Institute, Regular offerings in Community Arts, Restorative Practices
- **Winnipeg, Canada:** Diocese of Rupert's Land--Strategic Planning for Arts in the Community
- **St. Louis, Missouri,** American Music Therapy Association National Conference: Arts Relief
- **New York, New York:** Fordham University--The BuildaBridge Classroom
- **Princeton, New Jersey,** Princeton Theological Seminary--Foundations and Arts-Integrated Currirulum Writing
- **Baltimore, Maryland,** Mid-Atlantic Regional Conference of the Music Therapy Association--Arts Relief



ABOUT BUILDABRIDGE

Organizational Facts

BuildaBridge is a registered 501(c)3 non-profit corporation. Founded in 1997, BuildaBridge is an arts-education and social intervention organization. The organization receives oversight from a board of directors with 15 active members. Since its founding in 1997, the organization has trained over 1,800 artists and engaged 2,000 volunteers who have given over 160,000 hours of service to directly impact the lives of more than 10,000 children and adults in 26 countries – through art-making.

Mission

To engage creative people and the transformative power of art making to bring hope, healing and resilience to children, families, and communities in the toughest places of the world.

BuildaBridge spans barriers of race, class, faith and culture to promote holistic personal, family and community development. Committed to principles of love, compassion, justice, reconciliation and service to others, BuildaBridge motivates, enlists, trains and connects those with artistic gifts with those in greatest need. BuildaBridge offers unique programs featuring cross-cultural perspectives and arts-integrated approaches that are child-centered, trauma-informed and hope-infused.

Vision

We envision a world where all children are resilient, experience self-efficacy, and have a vision for their future. BuildaBridge dedicates its resources to building the capacity of creative adults and local communities to fulfill this vision.

Values

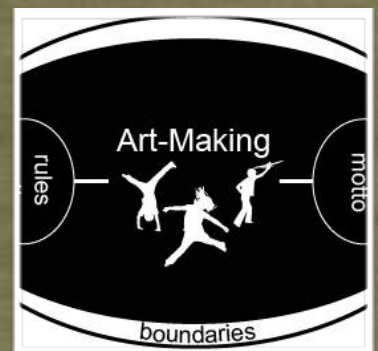
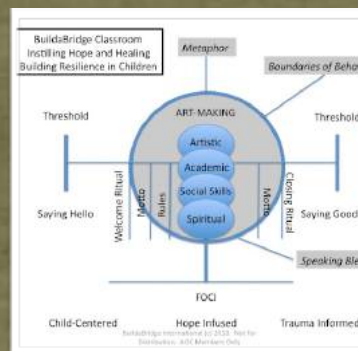
- Holistic child development
- Nurturing the Creative Spirit
- Learning and Innovation
- Volunteerism and sacrifice
- Long-term sustainable relationships
- Crossing boundaries to build community
- Speaking Blessings

Programs

International: Our International service programs serve as catalysts for training opportunities that build the capacity of creative people and organizations to sustainably meet the needs of the people they serve

Institute: Our Institute Programs aspire to be the foremost domestic and international training resource in trauma-informed, hope-infused, arts based education and intervention for community transformation.

Community: Our Community programs form alliances with likeminded organizations to deliver direct service and training programs that multiply our local impact in Philadelphia and more effectively meet community needs.



PARTNERING FOR TRAINING AND EDUCATION

BuildaBridge offers a certificate of completion for each course or training, and an Online Restorative Arts Certification

BuildaBridge actively seeks **educational alliances** with institutions of higher learning. We seek accreditation from the local institution for Institute courses. Institutions of higher learning and the BuildaBridge Institute write a formal document of agreement. Through formal educational alliances the local institution offers credit for BuildaBridge courses by enrolling the local student in their institution. BuildaBridge delivers the training and provides the institution with syllabi, and reports on enrollments and final grades. Both local and international faculty teach courses following training and course preparation. Courses are offered on-ground and online.

Training workshops and courses are also provided through locally-based and international organizations. Local organizations seeking training for staff and community leaders should contact BuildaBridge. Trainings are often a part of a catalytic arts event like an arts-camp, community project, or Artist-on-Call internship.

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