

Announcing

The Drama Therapy Salon

The Drama Therapy Salon was created to provide an opportunity for aspiring and registered drama therapists to come together in an online salon-style environment hosted by Cynthia Kelvin PsyD, RDT. Cynthia shared, “the idea for a drama therapy salon came to me when reading about the salons of the 18th and 19th century and their importance in the exchange of creative ideas between the artists of the time. Drama therapists often come from a rich artistic background in the performing arts where they are used to rehearsing and workshopping for the purpose of honing their craft and preparing for their next role. I believe that drama therapists are no different and need opportunities to engage in these same practices. The salon is intended to be such a place where creative minds gather, exchange ideas, rehearse, and leave re-inspired by the possibilities inherent in our profession.”



This will be an inclusive and playful place for Drama Therapists and Drama Therapy Interns from all over the world to come together, try out new ideas, and put ideas into action. It also provides a space for even the most experienced Drama Therapists to collaborate to find ways to work in this new virtual telehealth space. The Salon can count as credit towards the 500 hours for Alternative Training Students

If this sounds like something you would want to try out, a free mini salon will be held on Sept 21st at 5 pm. Find out more information and to register contact Cynthia at: doc.cynthiak@gmail.com. The office series will be held Wednesday's 5 pm-7:30 pm PST on October 7th / 21st, November 4th / 18th December 2nd / 16th.



About the host: Cynthia Kelvin, PsyD, RDT is a faculty member at CTC/DTLA. Cynthia is a licensed clinical psychologist, drama therapist, and poetry therapy intern. Cynthia facilitates group work with adolescents in residential rehabilitation and is in private practice focusing on creative clients using creative therapy and performance psychology. Cynthia has taught at both the undergraduate and graduate levels and teaches group process for DTLA. Cynthia is a believer in using the creative modalities of performance, storytelling, and poetry with clients at all stages of life for the purpose of healing and transformation.

Image: 'Salon', 19th century, (1930). Illustration from The Painter of Victorian Life, a study of Constantin Guys with an introduction and a translation of Baudelaire's Peintre de la Vie Moderne, by P G Konody, (The Studio Ltd, London, 1930). From the collection of the British Museum. (Photo by The Print Collector/Print Collector/Getty Images)

Class Registration Update



Registering for classes has gotten even easier at DTILA/CTC! Registration is now online form and can be accessed for Fall by clicking [here](#). Fill out your information, click what classes you are registering for, and confirm your payment method. If you want to add more classes, just fill out the form again with the classes you want to add. If you have any questions about classes, please email Pam Dunne and don't forget to register. See you on Zoom!

Community Voices By Milene Monteiro

Several studies in the field of psychology discuss the need to evaluate more deeply the life of black people, especially black men when it comes to their construction of identity and mental health stability regarding social, financial, emotional and psychological contexts that black people experience. Black researchers in psychology claim one cannot blindly apply the same psychological concepts applied to white people without discussing the impact colonization has on black bodies and psychics in the US and the Diaspora.



This is work I am passionate about. I developed a workshop, Re-Membering: Bodies and Stories in Academia, in partnership with Dr. Yohanna Junker, a Brazilian professor in the field of the arts and religion. This workshop was developed to help professors, directors and donors of the arts and religion field graduate program, to reflect on the reasons why students of color struggle to thrive in graduate schools financed, directed or taught by the participants of the workshop, 50 participants in total. We used an ethnographic study that interviewed 500 students of color around the country from the field of arts and religion. I would like to add that either myself and Dr. Junker shared our personal experiences as immigrant women of color to help enlighten the participants' knowledge about racist experiences lived by graduate students.

It is important for us, as drama therapists and drama therapists in training, as well as any therapists, specifically white, to pay attention to our own racial bias while working with clients, teaching a diverse group and consulting in a cooperative environment. The only way to make real change is to start evaluating our own behavior, the lenses in which we see the world and how much they can create a gap between the bigger reality of a client of color and our own experience.

As an example of how to evaluate more deeply the life of black people, I recently did a character study of Randall from the TV show, "This is Us". Randall is a black man adopted by a white couple to replace their third twin that didn't survive birth. Before the narrative in the series starts to focus on Randall's anxiety related disorder, it first gives the context of how the world around him functions--which is exactly what we need to all do as drama therapists. Randall was attending a school where he was the racial minority, his family's celebrations and social gatherings were populated by white people, white cultural references, white music and white TV shows. As stated by Lanier, Y., Sommers, M., Fletcher, J., Sutton, M., & Roberts, D. (2017) "Recent studies have linked racial discrimination with poor psychological outcomes including lower self-esteem and higher depressive symptoms among Black youth..." This approach by itself could already justify Randall's anxiety disorder. The series also explores Randall's biological family background. It does it to justify his anxiety as genetic. His father had anxiety, his grandmother also had it so did his daughter develop it

during the series. By following the lives of Randall’s biological family, it was clear to me that they were victims of what Dr. Joy DeGruy calls P.T.S.S. - Post Traumatic Slave Syndrome (2005):

“A theory that explains the etiology of many of the adaptive survival behaviors in African American communities throughout the United States and the Diaspora. It is a condition that exists as a consequence of multigenerational oppression of Africans and their descendants resulting from centuries of chattel slavery. A form of slavery which was predicated on the belief that African Americans were inherently/genetically inferior to whites. This was then followed by institutionalized racism which continues to perpetuate injury.” (pp105)

Randall’s biological family was a clear representation of what black families in the US and Diasporic countries have to endure in order to survive, not to thrive. As Perkins (2013) noted “The unique history of social exclusion, stereotyping, and discrimination experienced by black men has significant implications for the accurate assessment of depression.”. That said, we cannot take Randall’s case as one more case of anxiety. Randall’s anxiety was triggered by his desperation to fit in, to be accepted, to feel loved and equal in the white world he was exposed to. However, it was passed on to him by the generations of oppression his ancestrals experienced. For any therapist treating a case like his, and for us as students taking his case to analyze and diagnose, we need to take into consideration historical perpetration of abuse, Clark, Williams, Park, Schulz, Williams, and Knott (2019) pointed it out “we focus on African Americans because they carry a disproportionate burden of chronic disease and other poor health outcomes (D.R. Williams, 2012). Given a history of oppression and racism, it is possible that social support may be particularly influential in these relationships...” This social support mentioned here must start by a therapeutic approach that should be rooted in empathy, cultural understanding and acknowledgement of his racial experience as a black man.

In a racialized country like the US, the field of mental health cannot take race out of the relationship between teachers/students, or therapists/clients, by doing it we fall into the danger of maintaining the status quo, a norm that was not designed to serve Black and Brown people. As educators and therapists we have to constantly remind that reality to ourselves in order to do our part in the construction of a healthier and equal society.

About the author: Milene Monteiro holds an MA in Communication Studies with a specialization in Performance Studies, from San Jose State University, where she was also a professor for five years. In addition to her academic education, she is trained in Expressive Arts and Drama Therapy.

Free Trainings in September

Renda Dionne Madrigal, PhD, NF, and Mindfulness Practitioner is offering a free one – hour mindfulness practice on Sept 21st at 5 pm Please email Renda directly if you want to attend and she will send you a Zoom number- DionneR@msn.com

Cyndi Kelvin, Ps.D, RDT will be offering a free Drama Therapy Salon **Sept 21st at 5 pm.** Drama Therapy Salon for upcoming, new and seasoned drama therapists and creative arts therapists to support each other and explore new ways of facilitation in these challenging times. Please email Cyndi directly if you want to attend and she will send you a Zoom number- doc.cynthiak@gmail.com



Congratulations!

RDTs & NFs, Narradrama Facilitators

DTILA sends our congratulations to **David Tucker** on the completion of his RDT! David is a graduate of DTILA and is now officially a drama therapist. Way to go, David!

We are also happy to announce that **Renda Renee Dionne, Ph.D** and **Lauren Seale Fischbacher** have both completed the Narradrama Facilitator Level! Renda completed this level in March and is now wrapping up the requirements for the Trainer Level. Lauren completed the facilitator level this summer.



We Stand in Solidarity with Black Lives Matter

We, The Creative Arts Therapies Center and Drama Therapy Institute, demand equity and justice for all victims of police violence and systemic racism. As therapists, teachers, academics, artists, students, and activists we aim together to put an end to systemic oppression and structural racism that has most recently led to the murders of George Floyd, Breonna Taylor, & Ahmaud Arbery. We commit to listening, learning, reflecting on our own practices. We will strive to do our part to affirm lives of people of color and better understand and work to change racist systems and structures.

We support NADTA's Call to Action <https://www.nadta.org/diversity/nadta-chedc-blm.pdf>

We support the American Psychological Association's action plan <https://www.apa.org/news/apa/2020/06/action-addressing-inequality>

For further reading & resources, please see the list at the bottom of this newsletter and the list in the August 2020 Newsletter.

Open Call for Community Voices Series

Would you like an essay or an editorial-style article you have written to be featured in Creative Approaches? If it is related to the Creative Therapies please email lasealeo@gmail.com. We are actively looking for more voices from our community to feature in the newsletter!



Upcoming Classes

Please go to [Drama Therapy Institute of Los Angeles website](#) to view all upcoming classes. Please note; CE's can be earned for CAMFT, APA or NADTA. All classes will be held on Zoom until further notice. Click the green button to register.

REGISTER NOW

Creative Arts Therapies

September 12, 19, 26, October 3, 10, 17, 24, 31, November 14 9:30-1:30, 3 units (\$699)

Pam Dunne, Ph.D, RDT/BCT, NT

Drama Therapy for Special Populations

September 26, October 3, 10, 17, 24, 31, November 14, 21, and December 5: 23:0 to 6:00 PM, 3 units (\$699)

Pam Dunne, Ph.D, RDT/BCT, NT

Clinical Uses of Narradrama: Narradrama Steps

Oct. 2, 9, 16 and 23: 11 am to 2:30 PM

14 hours/CE's, and 1 unit (\$338.00)

Pam Dunne, Ph.D, RDT/BCT, NT

Clinical Uses of Embodied Narradrama for Trauma in Childhood and Adolescence

September 20 – One day class -7 hours/CE's and .5 units (\$169)

Renda Dionne Madrigal, Ph. D, NF

Drama Therapy with Indigenous populations

October 11 – 7 hours/CE's and .5 units (\$169)

Renda Dionne Madrigal, Ph. D, NF

Exploring Drama Therapy for Families Affected by Addiction

October 18 , 7 hours, and .5 units, (\$169)

Alexis Maron, MA, RDT-BCT, RADT

Body Awareness and Movement in Personal Growth, Psychotherapy and Education

November 8, 10:30 am to 6 pm, 7 hours/CE's, and .5 units (\$169)

Deva Connett, LPCC, BC-DMT, GL-CMA

Clinical Uses of Narradrama: Pivotal Moments

November 13 and 20, 7 total hours, and .5 units (\$ 169)

(alternate time inquirepamela@dramatherapyinstitutela.com)

Pam Dunne, Ph.D, RDT/BCT, NT

Community Voices Resources

From Milene Monteiro's article, see above

Clark, E., Williams, R., Park, C., Schulz, E., Williams, B., & Knott, C. (2019). Explaining the Relationship Between Personality and Health in a National Sample of African Americans: The Mediating Role of Social Support. *Journal of Black Psychology*, 45(5), 339-375.

<https://www.deepdive.com/lp/sage/explaining-the-relationship-between-personality-and-health-in-a-kVVjgbEySR?articleList=%2Fsearch%3Fquery%3DRelationship%2BBetween%2BPersonality%2Band%2BHealth%2Bin%2Ba%2BNational%2BSample%2Bof%2BAfrican%2BAmericans%253A%2BThe%2BMediating%2BRole%2Bof%2BSocial%2BSupport>.

Degruy, J. (2005). *Post Traumatic Slave Syndrome: America's Legacy Of Enduring Injury & Healing*. United States, Dr. Joy Degruy.

Lanier, Y., Sommers, M., Fletcher, J., Sutton, M., & Roberts, D. (2017). Examining Racial Discrimination Frequency, Racial Discrimination Stress, and Psychological Well-Being Among Black Early Adolescents. *Journal of Black Psychology*, 43(3), 219-229.

<https://www.deepdive.com/lp/sage/examining-racial-discrimination-frequency-racial-discrimination-stress-nt08VTlBIV?articleList=%2Fsearch%3Fquery%3DExamining%2BRacial%2BDiscrimination%2BFrequency%252C%2BRacial%2BDiscrimination%2BStress%252C%2Band%2BPsychological%2BWell-Being%2BAmong%2BBlack%2BEarly%2BAdolescents>.

Perkins, D. (2013). Challenges to Traditional Clinical Definitions of Depression in Young Black Men: . American Journal of Men's Health, 8(1), 74-81.

<https://www.deepdyve.com/lp/sage/challenges-to-traditional-clinical-definitions-of-depression-in-young-immotRUvc9?articleList=%2Fsearch%3Fquery%3DChallenges%2Bto%2BTraditional%2BClinical%2BDefinitions%2Bof%2BDepression%2Bin%2BYoung%2BBlack%2BMen%253A%2B.%2BAmerican%2BJournal%2Bof%2BMen%2527s%2BHealth>

PhD, T., & PhD, T.. (2017). Psychosocial Mechanisms Underlying Older Black Men's Health. The Journals of Gerontology Series B: Psychological Sciences and Social Sciences, 73(2), 188-197.

<https://www.deepdyve.com/lp/oxford-university-press/psychosocial-mechanisms-underlying-older-black-men-s-health-R90YJzE5IH?articleList=%2Fsearch%3Fquery%3DPsychosocial%2BMechanisms%2BUnderlying%2BOlder%2BBlack%2BMen%25E2%2580%2599s%2BHealth.%2BThe%2BJournals%2Bof%2BGerontology%2BSeries%2BB%253A%2BPsychological%2BSciences%2Band%2BSocial%2BSciences%252C>

Editor: Lauren Seale Fischbacher

Contributing Authors: Milene Monteiro

Want to be featured or a contributing author? Email Pam Dunne!

