HOW TO REGISTER:
• Register in person with cash or a check. Professional Continuing Education is located at the Swartz Center on University Avenue.
• Register by mail with a check or credit card. Mail to: Professional Continuing Education, Marywood University, 2300 Adams Ave., Scranton, PA 18509.
• Register by fax if your agency is paying for the registration, please include an authorization letter to bill the agency. Fax: 570.961.4798.
• Register by phone with Visa, Master Card, or Discover by calling 570.340.6060.

PROGRAM FEE
$100 for professionals
$50 for general public

REGISTRATION NUMBER #11496
20% Group Discount for groups of 3 or more who register at the same time. Each participant will receive all related CEUs, program handouts, morning refreshments, and lunch.

TOTAL AMOUNT DUE $________

INDICATE METHOD OF PAYMENT:
☐ CASH Amount $________
☐ CHECK Amount $________
  (Payable to Marywood University)
☐ CREDIT CARD
  Charge to  ☐ Master Card  ☐ Visa  ☐ Discover
  Author #: _______ Security Code: _______ Expiration Date: _______
  Signature: _______

Bill Agency Authorization letter must be attached. Agency registrations will not be processed without letter of authorization.

I understand and agree that if, for any reason, my employer refuses payment, if I take leave of my present place of employment, or if I withdraw from the course after the 100 percent cancellation period, I will be responsible for the immediate and full payment of registration fees due.

Any cancellation one week or more prior to a program will receive a 100 percent refund. No credit for billed or paid registrations will be given after the one-week deadline.
Most kindergartners are excited about starting school, but some of these students lose their passion and motivation for learning. Somewhere along their educational journey, they begin to feel alienated and become discouraged. The “four worlds of childhood” are viewed as family, school, peer group, and community. To be alienated is to lack a sense of belonging. The seeds of discouragement are sown when children and adolescents feel alienated from family, school, peer group, and community. Risk factor variables are variables that increase the likelihood of a maladaptive outcome. Protective factors are variables that increase the likelihood of an adaptive outcome.

Resilience is competence in the context of significant challenges to adaptation or development. Protective factors are the specific competencies that are necessary for the process of resilience to occur.

The symposium will focus on fostering resilience and growth through self-expression with diverse at-risk student populations. Emotional competence is one characteristic of resilient individuals. Self-expression is giving vent to feelings, emotions, and thoughts at one’s level of development. Creativity, as a reflection of emotional competence, has the power to reverse a harsh reality by turning inward to the imagination. Fostering resilience through creativity is the will to accept the discipline of an art form in order to shape your pain into something else. It is expressing your feelings in flights of fancy and returning to earth in control of yourself and better for the trip.

Within traditional and nontraditional learning environments, the art therapy process allows students to explore personal problems and find ways of making responsible choices. The concept of a Garden of Self, composed of healthy plants, choking weeds, and seeds, can be applied to art therapy. The seeds of discouragement are sown when children and adolescents feel alienated from family, school, peer group, and community. Risk factor variables are variables that increase the likelihood of a maladaptive outcome. Protective factor variables are variables that increase the likelihood of an adaptive outcome.

The Garden of Self, composed of healthy plants, choking weeds, and seeds, can be applied to art therapy. The seeds of discouragement are sown when children and adolescents feel alienated from family, school, peer group, and community. Risk factor variables are variables that increase the likelihood of a maladaptive outcome. Protective factor variables are variables that increase the likelihood of an adaptive outcome.

**LEARNING OBJECTIVES**

- Identify and describe the three main characteristics of diverse at-risk students.
- Provide a rationale for the use of creative art expression to foster resilience and enhance cognitive, emotional, and social growth for at-risk students.
- Utilize an art experience to promote self-awareness through the recognition of personal strengths, identification and interpretation of individual needs, and identification of personal goals.

**PROGRAM AGENDA**

8 a.m. Registration
8:30 a.m. Introduction
8:45 a.m. The “Four Worlds of Childhood” and the Seeds of Discouragement
10:45 a.m. Break
11 a.m. Risk Factor Variables vs. Protective Factor Variables
12 p.m. Lunch (Included)
12:45 p.m. The Garden of Self
3:30 p.m. Art Experiential Break
2:45 p.m. Fostering Resilience through Creativity
4:30 p.m. Program Ends

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