

Subject Description Form

| Subject Code | APSS 5045 | | | | | | | | | | | | | | | | | |
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| Subject Title | Expressive Psychotherapy | | | | | | | | | | | | | | | | | |
| Credit Value | 3 | | | | | | | | | | | | | | | | | |
| Level | 3 | | | | | | | | | | | | | | | | | |
| Pre-requisite / Co-requisite/ Exclusion | NIL | | | | | | | | | | | | | | | | | |
| Assessment Methods | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">100% Continuous Assessment</th> <th style="text-align: center;">Individual Assessment</th> <th style="text-align: center;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1. Group Presentation</td> <td></td> <td style="text-align: center;">40%</td> </tr> <tr> <td style="text-align: center;">2. Individual Case Study</td> <td style="text-align: center;">50%</td> <td></td> </tr> <tr> <td style="text-align: center;">3. Participation</td> <td style="text-align: center;">10%</td> <td style="text-align: center;">--</td> </tr> <tr> <td style="text-align: center;">0% Examination</td> <td style="text-align: center;">--</td> <td style="text-align: center;">--</td> </tr> </tbody> </table> | | | 100% Continuous Assessment | Individual Assessment | Group Assessment | 1. Group Presentation | | 40% | 2. Individual Case Study | 50% | | 3. Participation | 10% | -- | 0% Examination | -- | -- |
| | 100% Continuous Assessment | Individual Assessment | Group Assessment | | | | | | | | | | | | | | | |
| | 1. Group Presentation | | 40% | | | | | | | | | | | | | | | |
| | 2. Individual Case Study | 50% | | | | | | | | | | | | | | | | |
| | 3. Participation | 10% | -- | | | | | | | | | | | | | | | |
| | 0% Examination | -- | -- | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • The grade is calculated according to the percentage assigned; • The completion and submission of all component assignments are required for passing the subject; and • Students must receive an overall pass grade when all components are combined in order to pass the subject. | | | | | | | | | | | | | | | | | | |
| Objectives | <p>The subject aims to enable students:</p> <ol style="list-style-type: none"> 1. To provide an update and a deepening of understanding of the theoretical and therapeutic foundation of various forms of expressive psychotherapy; 2. To develop awareness and critical evaluation of changing environments and its implications for professional practice of expressive psychotherapy in local, national and global contexts; 3. To understand conflicting values, professional ethics and complex dynamics in practicing expressive psychotherapy which focus on the resolution of psychological and or emotional conflict, with an emphasis on working with children and adolescents; 4. To allow identification and improvements in application of some forms of expressive psychotherapy relevant to students' selected areas of intervention / services; 5. To build capacity for students to grow and, if appropriate, to formulate a career plan in service delivery of expressive psychotherapy; and | | | | | | | | | | | | | | | | | |

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| | 6. To perform case conceptualization of expressive psychotherapy relevant to students' own cultural context. |
| Intended Learning Outcomes | <p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> a. Identify various approaches of expressive psychotherapy and problems proven to be effective for intervention across different clientele and services settings; b. Recognize current competence level and improvements in practicing different forms of expressive psychotherapy for effective intervention in global and local contexts; c. Interpret, and, if appropriate, implement various forms of expressive psychotherapy in practice based on evidence-based research studies. |
| Subject Synopsis/ Indicative Syllabus | <ol style="list-style-type: none"> 1. Importance and significance of expressive psychotherapy across different settings and evidence-based evaluation; 2. Concepts, context, content and process of various forms of expressive psychotherapy: <ol style="list-style-type: none"> 2.1 Play Therapy and Sand-play Therapy 2.2 Art Therapy 2.2 Drama Therapy 2.4 Dance and Movement Therapy 2.5 Music Therapy 2.6 Expressive Arts Therapy 3. Evidence-based approaches to understanding development of expressive psychotherapy across different settings and clientele; 4. Roles, functions and skills of an expressive psychotherapist in the helping process; 5. Applicability and professional ethics pertaining to practice of expressive psychotherapy in local, national and global contexts; and 6. Controversial issues, complex dynamics and dilemma challenging various forms of expressive psychotherapy for different clientele. |
| Teaching/Learning Methodology | Theories, research-driven knowledge, professional skills and attitudes are delivered through interactive lectures, selected case studies, group seminar presentation, and individual reports/papers based on rigorous literature review. Students are encouraged and expected to have critical discussion, self-reflection, and in-depth analyses, syntheses and evaluation of different forms of expressive psychotherapy. The expressive arts for therapeutic processes combine sand-play skills, visual arts, movement, drama, music, writing and other creative processes |

to foster deep personal growth and community development. By integrating the expressive therapeutic processes and allowing one to flow into another, students should gain access to their inner resources for clarity, illumination, creativity and positive well-being. Methods use on sensory, affective, cognitive, creative and even symbolic levels will be deployed, covering assessment and clinical applications. All these instructional strategies are adopted to be essential components throughout teaching and learning processes.

Assessment Methods in Alignment with Intended Learning Outcomes

| Specific assessment methods/tasks | % weighting | Intended subject learning outcomes to be assessed (Please tick as appropriate) | | | | | |
|-----------------------------------|--------------|--|---|---|---|---|--|
| | | a | b | c | d | e | |
| 1. One Group Presentation | 40 % | √ | √ | √ | √ | √ | |
| 2. One Individual Case Study | 50 % | √ | √ | √ | √ | √ | |
| 3. Participation | 10 % | √ | √ | √ | √ | √ | |
| Total | 100 % | | | | | | |

Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:

One Group Presentation

Students form small groups to examine evidence-based research studies based on rigorous literature review of classic and contemporary publications about different forms of expressive psychotherapy. The contributions, limitations, applicability, and controversial issues of selected approach(es) of expressive psychotherapy in local, national and global contexts should be discussed and evaluated critically. A group presentation of 30 minutes is expected to demonstrate students' critical, creative and caring thinking.

One Individual Case Study

Each student is required to complete one case study based on practice of selected form(s) of expressive psychotherapy covered in lectures. The case study can be based on either self-experience OR another person's therapeutic experience. Students should document a case study within 2,500 words, demonstrating evidence-based knowledge and skills of expressive psychotherapy through experiential learning. For example, students may demonstrate what/how he/she experienced a connection, reverberated to the power, and researched and reported on a symbol for sand-play therapy.

Participation

All students are expected to participate actively in interactive lectures and seminar presentations. They should well prepare for their seminar presentations based on case studies and/or rigorous literature review. The students are expected to present

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| | their evaluative perspectives and individual reflections, to generate group discussions and integrate different views, and, whenever appropriate, to reflect their creative ideas in expressive psychotherapy through role play, audio-visual presentation, and any other effective means. | |
| Student Study Effort Expected | Class contact: | |
| | ▪ Lectures | 27 Hrs. |
| | ▪ Seminars | 12 Hrs. |
| | Other student study effort: | |
| | • Individual Case Study | 48 Hrs. |
| | • Group Presentation | 20 Hrs. |
| | • Self-directed studies: literature review | 22 Hrs. |
| | Total student study effort | 129 Hrs. |
| Reading List and References | <p>Ahessy, B. (2013). Creative Arts Therapies: what psychologists need to know. <i>Irish Psychol</i>, 1, 274-281.</p> <p>Breiner, M. J., Tuomisto, L., Bouyea, E., Gussak, D. E., & Aufderheide, D. (2012). Creating an art therapy anger management protocol for male inmates through a collaborative relationship. <i>International Journal of Offender Therapy and Comparative Criminology</i>, 56(7), 1124-1143.</p> <p>Malchiodi, C. A. (2006). <i>Expressive therapies</i>. New York: The Guilford Press.</p> <p>Siu, A. F. (2010). Play therapy in Hong Kong: Opportunities and challenges. <i>International Journal of Play Therapy</i>, 19(4), 235.</p> <p>Van Westrhenen, N., & Fritz, E. (2014). Creative arts therapy as treatment for child trauma: An overview. <i>The Arts in Psychotherapy</i>, 41(5), 527-534.</p> <p>Weiner, D. J. (1999). <i>Beyond talk therapy: Using movement and expressive techniques in clinical practice</i>. Washington, DC: American Psychological Association.</p> <p>Useful Web-links International Expressive Arts Therapy Association (IEATA) http://ieata.org/about.html</p> <p>The Australian, New Zealand and Asian Creative Arts Therapies Association (ANZACATA) https://www.anzacata.org</p> <p>Expressive Arts Therapy Association of Hong Kong (EATA HK) https://www.eatahk.org</p> | |

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| <p>Sandplay Therapists of America (STA) http://www.sandplay.org</p> <p>Hong Kong Academy of Play Therapy (HKAPT) http://www.hkapt.org</p> <p>Hong Kong Sandplay Therapy Association (HKSTA) http://www.hksandplay.org</p> <p>International Society for Sandplay Therapy (ISST) http://www.isst-society.com</p> <p>Hong Kong Association of Art Therapists (HKAAT) http://www.hk-hkaat.org</p> <p>Hong Kong Association of Drama Therapists (HKADT) http://www.hkadt.org</p> <p>Hong Kong Music Therapy Association (HKMTA) http://www.musictherapyhk.org</p> <p>Hong Kong Dance Movement Therapy Association (HKDMTA) http://www.hkdmta.wordpress.com</p> <p>American Art Therapy Association (AATA) http://www.arttherapy.org</p> <p>North American Drama Therapy Association (NADTA) http://www.nadta.org</p> <p>American Music Therapy Association (AMTA) http://www.musictherapy.org</p> <p>American Dance Therapy Association (ADTA) http://www.adta.org</p> <p>Society for Psychotherapy Research (SPR) http://www.psychotherapyresearch.org</p> |
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