

Subject Description Form

Subject Code	APSS537																				
Subject Title	Use of Creative Arts in Mental Health Care																				
Credit Value	3																				
Level	5																				
Pre-requisite / Co-requisite/ Exclusion	Nil																				
Assessment Methods	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%;">100% Continuous Assessment</th> <th style="width: 20%;">Individual Assessment</th> <th style="width: 20%;">Group Assessment</th> </tr> </thead> <tbody> <tr> <td>1. Class Participation</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>2. Art Portfolio and Reflection Paper</td> <td style="text-align: center;">15%</td> <td style="text-align: center;">0%</td> </tr> <tr> <td>3. Journal Review Presentation</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">15%</td> </tr> <tr> <td>4. Try-out Practice</td> <td style="text-align: center;">0%</td> <td style="text-align: center;">30%</td> </tr> <tr> <td>5. Term Paper</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">0%</td> </tr> </tbody> </table>			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Participation	15%	0%	2. Art Portfolio and Reflection Paper	15%	0%	3. Journal Review Presentation	0%	15%	4. Try-out Practice	0%	30%	5. Term Paper	30%	0%
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<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 Student must pass the specific component(s) (standard of passing) if he/she is to pass the subject. 																					
Objectives	<p>This subject introduces the theories of creative arts as healing and illustrate the therapeutic use of creative arts for different mental health issues and in different contexts, including individual, family, group and community mental health settings.</p>																				
	<p>It is a practical course with hands-on experience to the use of creative arts in expression, communication and healing. Creative arts are action-oriented and process-focused. The development of skills and the use of creative arts for self-exploration go simultaneously in this course.</p>																				
	<p>Students will have opportunity to experiment with the use of arts for creative exploration and self-understanding. Different arts media will be introduced, including visual art, craft work, writing, poetry, music, sounding, dramatic exercises and spontaneous movement. The students will synthesize their personal experience with conceptual learning through experiential activities, live demonstration, case studies and sharing.</p>																				
	<p>The course also offers try-out practice for students to develop their own personal style and understand the practice wisdom in delivering the therapeutic use of creative arts in specific mental health settings.</p>																				

<p>Intended Learning Outcomes</p>	<p>Upon completion of the subject, students will be able to:</p> <p>Knowledge:</p> <ol style="list-style-type: none"> a. To understand knowledge regarding different approaches and theoretical foundations relevant to the use of creative arts in expression, communication and healing; b. To understand the current applications of creative arts with mental health issues. <p>Values:</p> <ol style="list-style-type: none"> c. To display a commitment to ongoing review of one’s own attitudes towards the application of creative arts with clients in accordance with the personal style, code of practice and social work values; d. To demonstrate ability to respect the boundaries of the worker/client relationship and other professionals/therapists. <p>Skills:</p> <ol style="list-style-type: none"> e. To understand one’s readiness and capacity to make use of the creative arts modalities for self-exploration or in working with clients with mental health issues; f. To acquire the practice wisdom in applying creative arts in different clinical settings.
<p>Subject Synopsis/ Indicative Syllabus</p>	<ol style="list-style-type: none"> 1. History of, Rationale for, and Benefits of Using Creative Arts in Therapy <ol style="list-style-type: none"> a. Arts as healing (Adrian Hill, 1942) b. Creativity and relationship with mental health issues c. Creative arts in counselling (Samuel Gladding, 2016) 2. Media Exploration of the Characteristics of Different Creative Arts Media <ol style="list-style-type: none"> a. Introvert and extrovert nature of different art modalities b. Experiential art-making c. Reflective understanding of creative arts process d. Debriefing, reviewing and integration of creative arts healing journey 3. Application of Creative Arts with Mental Health Issues for Individual, Family, Group and Community Settings 4. Outcome Measurement and Evidence-based Practice of Using Creative Arts in Therapy 5. Try Out: Use of Creative Arts with Specific Populations <ol style="list-style-type: none"> a. Strategies, techniques and skills in using creative arts in therapy b. Review the delivery and practice wisdom to meet specific clientele c. Aware of boundary issues, code of practice and social work values d. Establish personalized style

Teaching/ Learning Methodology	Students' learning is enabled through attendance in lectures, experiential workshops, practice demonstrations, reading assignments, case studies, journal review and try-out practice. They are expected to prepare adequately before class and to participate actively in class activities which include experiential workshops, journal review presentation, try-out practice and discussion. Critique on current practices of therapeutic use of creative arts in local mental health settings is encouraged.							
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	f
	1. Class Participation	10 %	✓	✓	✓	✓	✓	✓
	2. Art Portfolio and Reflection Paper	15 %		✓				✓
	3. Journal Review Presentation	15 %			✓	✓	✓	
	4. Try-out Practice	30 %				✓	✓	✓
	5. Term Paper	30 %	✓	✓	✓		✓	✓
Total		100 %						
<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.</p> <p>Students are expected to actively share and discuss their learning and ideas with others during lectures and workshops. All students are required to complete individual and group assignments.</p> <p>1. Class Participation (10%)</p> <p>Students are asked to prepare for class ahead of time by reading the course materials and reflect on their experiences during the class experiential creative arts activities in addition to attendance and general participation in class discussions.</p> <p>Students are expected to attend all classes and arrive on time. Once self-experiential workshop is started, late comer is not allowed to join in. Full attendance and general contribution to class discussions, workshop activities, sharing and group presentation throughout the semester is a requirement of the course.</p> <p>2. Art Portfolio and Reflection Paper (15%)</p> <p>During and after the experiential workshops, students are suggested to keep an art journal (later compiling into an art portfolio) as an outlet for feelings during the creative process in class as well as a self-reflection art journal to help highlight and consolidate student's learning during the creative process.</p>								

Students are required to introspect their experiences during the arts creation and note down insights gained. It takes about 1-2 hours a week to record their experiences, feelings and thoughts through quick drawing or creative writing.

3. Journal Review Presentation (15%)

This presentation provides students a platform to review a journal article from refereed journal or research project, and to critique the application and outcome measurement of the use of creative arts in actual evidence-based practice locally or in other countries.

4. Try-out Practice (30%)

Students are grouped to design and lead a group try-out on the application of therapeutic use of creative arts with a selected target clientele struggled with mental health issues. The class will role-play the clients and participate in the try-out to facilitate putting the learning into actual practice. Students will receive constructive feedbacks and to polish their micro-skills in delivering a creative arts process in therapy.

5. Term Paper (30%)

Students are required to write an academic essay with 3000 – 3500 words to present a point of view on the integration and synthesis of relevant knowledge and practice on using creative arts in mental health context. To illustrate the application of concepts, students are required to share their insight gained in lectures, experiential workshops, learning from other creative arts processes and reading materials. From this personal experience to intellectual learning, students can intellectually explore the possible ways of using creative arts in a culturally sensitive and responsible manner which is also supported by literature review.

Student Study Effort Expected	Class contact:	
	• Lecture (including group presentation in class)	27 Hrs.
	• Try-out Practice	12 Hrs.
	Other student study effort:	
	• Presentation Preparation & Reading	60 Hrs.
	• Regular Creative Arts Practice	30 Hrs.
	Total student study effort	129 Hrs.

Reading List and References	<p><u>Essential</u></p> <p>Gladding, S. T., (2016). <i>The Creative Arts in Counseling</i>. Wiley online library. Alexandria, VA: American Counseling Association. DOI: 10.1002/9781119291961</p> <p><u>Supplementary</u></p> <p>Chan, M., Kalmanowitz, D., Potash, J. (eds.). <i>Art Therapy in Asia</i>. Jessica Kingsley.</p> <p>Chang, F. (2011), Using Person-centered Expressive Arts Therapy for Advancing Group Development (Chinese Chapter) - 以人本表達藝術治療促進小組成長. In 千帆並舉 - 社會工作小組新貌, 香港: 策馬文創.</p> <p>Fielding, R. & Chan, C. L. W. (Eds.), <i>Psychosocial Oncology & Palliative Care in Hong Kong The First Decade</i>. Hong Kong: University Press.</p> <p>Gladding, S. T. (2011). <i>The creative arts in counseling</i> (4th ed.). Alexandria, VA: American Counseling Association</p> <p>Halprin, D. (2003). <i>The expressive body in life, art and therapy: Working with movement, metaphor and meaning</i>. London: J. Kingsley.</p> <p>Kalmanowitz, D. & Potash, J. S. (2010). Ethical considerations in the global teaching and promotion of art therapy to non-art therapists. <i>Arts in Psychotherapy</i>, 37 (1), 20-26. doi: 10.1016/j.aip.2009.11.002</p> <p>Kirschenbaum, H., & Henderson, V. (Ed.) (1989). <i>The Carl Rogers reader</i>, Houghton Mifflin</p> <p>Knill, P. J., Levine, E. G. & Levine, S. K. (2005). <i>Principles and practice of expressive arts therapy: Toward a therapeutic aesthetics</i>. London: Jessica Kingsley.</p> <p>Liebmann, M. (2004). <i>Art Therapy for Groups, A Handbook of Themes, Games and Exercises</i>. Hove; New York: Brunner – Routledge.</p> <p>Malchiodi, C. A. (1998). <i>The Art Therapy Sourcebook</i>. Los Angeles: Lowell House.</p> <p>McNiff, S. (2009). <i>Integrating the arts in therapy: History, theory, and practice</i>. Springfield, IL: Charles C. Thomas.</p> <p>Moon, B. L. (2009). <i>Existential art therapy: The canvas mirror</i> (2nd ed.). Springfield, IL: Charles C. Thomas.</p> <p>Nachmanovich, S. (1991). <i>Free Play: The Power of Improvisation</i>. New York: Jeremy P. Tarcher/Penguin Putnam Inc.</p> <p>Pallaro, P. (Ed.). (2003). <i>Authentic Movement: Essays by Mary Starks Whitehouse, Janet Adler and Joan Chodorow</i>. London and Bristol, PA: Jessica Kingsley Publishers.</p> <p>Paolo, J. K., Levine, E. G., Levine, S. K. (2005). <i>Principles and Practice of Expressive Arts Therapy: Toward a Therapeutic Aesthetics</i>. London and Philadelphia: Jessica Kingsley Publishers.</p> <p>Rappaport, L. (2009) <i>Focusing-Oriented Art Therapy: Accessing the Body’s Wisdom and Creative Intelligence</i>, London and Philadelphia, Jessica Kingsley Publishers.</p> <p>Rogers, N. (1993). <i>The Creative Connection, Expressive Arts as Healing</i>. Palo Alto, CA: Science & Behaviour Books.</p> <p>Rogers, N. (2011). <i>The Creative Connection for Groups, Person-centered Expressive Arts for Healing & Social Change</i>. Palo Alto, CA: Science & Behaviour Books.</p> <p>Rubin, J. A. (Ed.) (2001). <i>Approaches to Art Therapy: Theory and Technique</i>. New York: Brunner Routledge.</p> <p>Samuels M. & Lane R. M. (1998). <i>Creative Healing: How to heal yourself by tapping your hidden creativity</i>. San Francisco: HarperCollins Publishers.</p> <p>Satir V., Banmen J., Gerder J. & Gomori M.(1991) <i>The Satir Model Family Therapy and Beyond</i>. Science and Behaviour Books, Inc.</p> <p>Warren, B. (2008). <i>Using the creative arts in therapy and healthcare: A practical introduction</i> (2nd ed.). New York: Routledge.</p> <p>Waller, D. (1993). <i>Group Interactive Art Therapy: Its use in Training and Treatment</i>. London; New York: Routledge.</p>
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