

Subject Description Form

Subject Code	APSS538																	
Subject Title	Use of Drama in Mental Health Care																	
Credit Value	3																	
Level	5																	
Pre-requisite / Co-requisite/ Exclusion	Nil																	
Assessment Methods	<table><tr><td>100% Continuous Assessment</td><td>Individual Assessment</td><td>Group Assessment</td></tr><tr><td>1. Class Participation</td><td>20%</td><td>0%</td></tr><tr><td>2. Reflection Paper</td><td>20%</td><td>0%</td></tr><tr><td>3. Presentation</td><td>30%</td><td>0%</td></tr><tr><td>4. Final Report</td><td>30%</td><td>0%</td></tr></table> • 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.			100% Continuous Assessment	Individual Assessment	Group Assessment	1. Class Participation	20%	0%	2. Reflection Paper	20%	0%	3. Presentation	30%	0%	4. Final Report	30%	0%
100% Continuous Assessment	Individual Assessment	Group Assessment																
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2. Reflection Paper	20%	0%																
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4. Final Report	30%	0%																
Objectives	● to have a fundamental knowledge of theoretical concepts in drama therapy ● to integrate a basic understanding of theatre with practice ● to experience various drama activities, e.g. theatre games, improvisation and role play, and understand how drama can be apply on clinical work. ● to understand the ethics of applying drama in different settings.																	

Intended Learning Outcomes	Upon completion of the subject, students will be able to: - Cultivate critical thinking and creative problem solving skills based on concepts and principles of drama therapy, enabling students to apply knowledge for individuals requiring mental health conditions care - Tell the difference between a drama therapy group and a talk therapy group - Understand the ethics of applying drama in different settings - Have a basic understanding of the integration of theatre and therapy - Design and lead a drama improvisation which is applicable to a client - Foster professional competence in delivering mental health care to individuals with mental health conditions - Promote a humanistic and holistic understanding of users' needs, rights and life meaning concerning various mental health challenges - Enhance students' ability to identify, articulate and navigate ethical dilemmas and dynamics in mental health care; and - Equip the students as responsible professionals with a deep understanding of cultural sensitivity and a global perspective in mental care.
Subject Synopsis/ Indicative Syllabus	- Historical development of drama as therapy. - The interface of drama therapy and other forms of psychotherapy. - Overview of major models in the drama therapy field: - Renee Emunah's Integrative Five Phase Model - Robert Landy's Role Model theory - David Johnson's Developmental Transformation - Application of drama in different populations: - Psychiatric setting - Students with special educational needs - Older adults - Depression/bi-polar disorders - Basic understanding of different therapeutic drama forms: - Playback theater - Forum theater - Psychodrama - Drama Education - Object theater
Teaching/Learning Methodology	Students' learning is realized through attendance in lectures, seminars, practice demonstrations, reading assignments, case studies, practice workshops and practice assignments. They are expected to prepare adequately before class and to participate actively in class activities which include practice workshop, seminar presentation and discussion. Reflection on current practice models 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	g	h	i	
	1. Presentation	30%	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	2. Reflection Journal	20%	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	3. Final Paper	30%	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	4. Class Participation	20%	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	Total	100 %										
Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes: 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. 1. Class Participation (20%) Students are required to prepare for the classes and participate in the experiential activities (drama improvisation, scenework, role play, etc.) and discussions actively. 2. Reflection Journal (20%) Write your thoughts stimulated by the reading and relate them to the class discussions and experiential exercises on one session. Write an in-depth analyses, review, and reflections on techniques, interventions, choice points, flow, etc. Two-three pages. 1.5 line spaced. 3. Presentation (30%) Design and lead a drama activity and demonstrate its use in counselling or psychotherapy, or for educational purposes. The project presentation will be performed in a group of 2-3 students (each group has 20-25min) Students select their “clients” (i.e. age, population, size of group, setting, etc), and other class members will simulate these clients. 4. Final Paper (30%) Students come up with their own topic related to drama in mental health and discuss this with the Lecturer. It can be a book report, a session plan or application on certain population. etc.												
Student Study Effort Expected	Class contact:											
	▪ Lecture					23 hrs.						

	▪ Group presentation	4 hrs.
	▪ Practice Workshop	12 hrs.
	Other student study effort:	
	▪ Presentation preparation & reading	70 hrs.
	Total student study effort	109 hrs.
Reading List and References	<u>Essential</u> <i>Emunah, R & Johnson, D. (3rd Ed.). (2020). Current approaches to drama therapy. 3rd ed. Charles C. Thomas Publisher.</i> <i>Emunah, R. (2nd Ed.) (2019). Acting for real: Drama therapy: Process, technique, and performance. Brunner/Mazel.</i> <i>Landy, R. (1994) Drama therapy: Concepts, theories, and practices, 2nd Ed. Charles C. Thomas, Publisher.</i> <i>Pearson, J (Eds)(1996). Discovering the Self through Drama and movement-- The sesame Approach. Jessica Kingsley Publishers.</i> <i>Pearson, J., Smail, M., & Watts, P. (2013). Dramatherapy with Myth and Fairytale: The Golden Stories of Sesame. Jessica Kingsley.</i> <i>Jennings, S. (1998) . Introduction to dramatherapy: Theatre and Healing. Jessica Kingsley</i> <i>Jones, P. (2010). Drama as therapy: Theory, practice and research (Volume 2). Routledge.</i> <u>Supplementary</u> <i>Chasen, Lee R. (2011). Social Skills, Emotional Growth and Drama Therapy: Inspiring Connection on the Autism Spectrum. Jessica Kingsley Publishers.</i> <i>Giacomucci S. (2021). Essentials of Psychodrama Practice. In: Social Work, Sociometry, and Psychodrama. Psychodrama in Counselling, Coaching and Education. Vol 1. Springer.</i> <i>Hawkins, S.T. (2012). Dramatic problem solving: Drama-based group exercises for conflict transformation. Jessica Kingsley Publishing</i> <i>Jennings, S. (2005). Dramatherapy with Families, Groups and Individuals. Jessica Kingsley Publishing</i> <i>Johnson, D. R., Pendzik, S, & Snow, S. (2011). Assessment in drama therapy. Charles C. Thomas.</i> <i>Leigh, L & Gersch, I (Eds) (2012) Dramatherapy with children, Young People and schools: Enabling creativity, sociability, communication and learning. Routledge</i> <i>Sajnani, N. & Johnson, D.J. (2014). Trauma-informed drama therapy: Transforming clinics, classrooms, and communities. Charles C. Thomas Publisher.</i>	