

Subject Description Form

Subject Code	APSS 5045																	
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: left;">1. Group Paper</td> <td></td> <td style="text-align: center;">40%</td> </tr> <tr> <td style="text-align: left;">2. Case Study</td> <td style="text-align: center;">30%</td> <td></td> </tr> <tr> <td style="text-align: left;">3. Seminar Presentation and Participation</td> <td style="text-align: center;">30%</td> <td style="text-align: center;">--</td> </tr> <tr> <td style="text-align: left;">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 Paper		40%	2. Case Study	30%		3. Seminar Presentation and Participation	30%	--	0% Examination	--	--
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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 • 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 																	

	<p>career plan in service delivery of expressive psychotherapy; and</p> <p>6. To perform case conceptualization of expressive psychotherapy relevant to students' own cultural context.</p>
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; d. Articulate and, if appropriate, work through various dilemmas and complex dynamics of various therapeutic processes of expressive psychotherapy; e. Re-think values and professional ethics pertaining to practice of different perspectives of expressive psychotherapy, and if appropriate, formulate a personalized individual career and life plan for oneself.
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 and Psychodrama 2.4 Dance and Movement Therapy 2.5 Music Therapy 2.6 Hypnosis 2.7 Other Different Forms of Expressive Psychotherapy 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 contributions, limitations and applicability of both classic and contemporary approaches to expressive psychotherapy are examined through personal and peer case studies, seminar presentations and interactive discussions. 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	<table border="1" data-bbox="427 1043 1493 1637"> <thead> <tr> <th data-bbox="427 1043 730 1223" rowspan="2">Specific assessment methods/tasks</th> <th data-bbox="730 1043 954 1223" rowspan="2">% weighting</th> <th colspan="6" data-bbox="954 1043 1493 1149">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th data-bbox="954 1149 1046 1223">a</th> <th data-bbox="1046 1149 1139 1223">b</th> <th data-bbox="1139 1149 1232 1223">c</th> <th data-bbox="1232 1149 1324 1223">d</th> <th data-bbox="1324 1149 1417 1223">e</th> <th data-bbox="1417 1149 1493 1223"></th> </tr> </thead> <tbody> <tr> <td data-bbox="427 1223 730 1328">1. One Group Paper</td> <td data-bbox="730 1223 954 1328">40 %</td> <td data-bbox="954 1223 1046 1328">√</td> <td data-bbox="1046 1223 1139 1328">√</td> <td data-bbox="1139 1223 1232 1328">√</td> <td data-bbox="1232 1223 1324 1328">√</td> <td data-bbox="1324 1223 1417 1328">√</td> <td data-bbox="1417 1223 1493 1328"></td> </tr> <tr> <td data-bbox="427 1328 730 1402">2. One Case Study</td> <td data-bbox="730 1328 954 1402">30 %</td> <td data-bbox="954 1328 1046 1402">√</td> <td data-bbox="1046 1328 1139 1402">√</td> <td data-bbox="1139 1328 1232 1402">√</td> <td data-bbox="1232 1328 1324 1402">√</td> <td data-bbox="1324 1328 1417 1402">√</td> <td data-bbox="1417 1328 1493 1402"></td> </tr> <tr> <td data-bbox="427 1402 730 1565">3. Seminar Presentation and Participation</td> <td data-bbox="730 1402 954 1565">30 %</td> <td data-bbox="954 1402 1046 1565">√</td> <td data-bbox="1046 1402 1139 1565">√</td> <td data-bbox="1139 1402 1232 1565">√</td> <td data-bbox="1232 1402 1324 1565">√</td> <td data-bbox="1324 1402 1417 1565">√</td> <td data-bbox="1417 1402 1493 1565"></td> </tr> <tr> <td data-bbox="427 1565 730 1637">Total</td> <td data-bbox="730 1565 954 1637">100 %</td> <td colspan="6" data-bbox="954 1565 1493 1637"></td> </tr> </tbody> </table> <p data-bbox="427 1709 1493 1783">Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p data-bbox="427 1816 1066 1854"><u>One Group Paper based on Literature Review</u></p> <p data-bbox="427 1854 1493 2047">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</p>							Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e		1. One Group Paper	40 %	√	√	√	√	√		2. One Case Study	30 %	√	√	√	√	√		3. Seminar Presentation and Participation	30 %	√	√	√	√	√		Total	100 %						
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	<p>evaluated critically. A group paper of substantial length and depth (within 5,000 words) is expected to demonstrate students' independent critical, creative and caring thinking, and, if appropriate, to refine the learning outcomes in publishable quality. In the papers, the students should demonstrate their in-depth understanding of the importance of evidence-based perspective to selected forms of expressive psychotherapy.</p> <p><u>One Case Study</u> 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 <u>OR</u> another person's therapeutic experience. Students should document a case study within 3,000 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.</p> <p><u>Seminar Presentation and Participation</u> 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 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.</p>	
Student Study Effort Expected	Class contact:	
	<ul style="list-style-type: none"> ▪ Lectures 	27 Hrs.
	<ul style="list-style-type: none"> ▪ Seminars 	12 Hrs.
	Other student study effort:	
	<ul style="list-style-type: none"> • Individual Case Study 	48 Hrs.
	<ul style="list-style-type: none"> • Group paper preparation 	20 Hrs.
	<ul style="list-style-type: none"> • Self-directed studies: literature review 	22 Hrs.
	Total student study effort	129 Hrs.
Reading List and References	<p><u>Essential</u> Andersen-Warren, M., & Grainger, R. (2000). <i>Practical approaches to drama therapy: The shield of perseus</i>. London: Jessica Kingsley Publishers. Chodorow, J. (1991). <i>Dance therapy and depth psychology: The moving imagination</i>. London: Brunner-Routledge. Gumley, A., & Schwannauer, M. (2010). (Eds.). <i>Psychology and psychotherapy: Theory, research and practice</i>. Leicester: The British Psychological Society.</p>	

- Hinz, L. (2009). *Expressive therapies continuum: A framework for using art in therapy*. New York: Taylor and Francis Group.
- Kalff, D. M. (1980). *A psychotherapeutic approach to the psyche: Sandplay*. Boston, MA: Sigo Press.

Supplementary

Sandplay Therapy

- Ammann, R. (1991). *Healing and transformation in sandplay: Creative processes become visible*. Chicago & La Salle, IL: Open Court.
- Bradway, K., & McCoard, B. (1997). *Sandplay: Silent workshop of the psyche*. Hove & New York: Brunner-Routledge.
- Clarkson, P., & Wilson, S. (2003). *The therapeutic relationship*. Philadelphia: Whurr Publishers.
- Eastwood, P. S. (2002). *Nine windows to wholeness*. Honolulu, Hawaii: Sanity Press.
- Jung, C.G. (1961). *Memories, dreams, reflections*. New York: Fontana or Vintage Books.
- Mitchell, R. R., & Friedman, H. S. (1994). *Sandplay: Past, present and future*. London & New York: Routledge.
- Steinhardt, L. (2000). *Foundation and form in Jungian sandplay*. London and Philadelphia: Jessica Kingsley.
- Weinrib, E. L. (1983). *The sandplay therapy process: Images of the self*. Boston, MA: Sigo Press.
- Zoja, E. P. (2004). (Ed.). *Sandplay therapy: Treatment of psychopathologies*. Einsiedeln: Daimon.

Jungian Psychology

- Harding, M. E. (1965). *The I and the not I: A study in the development of consciousness*. Princeton, NJ: Princeton University Press.
- Singer, J. (1994). *Boundaries of the soul: The practice of Jung's psychology*. New York: Doubleday.
- Whitmont, E.C. (1991). *The symbolic quest: Basic concepts of analytical psychology*. Princeton, NJ: Princeton University Press.

Drama Therapy and Psychodrama

- Emunah, R. (1994). *Acting for real: Drama therapy process, technique, and performance*. London: Routledge.
- Johnston, C. (1998). *House of games: Making theatre from everyday life*. London: Routledge.
- Johnstone, K. (1987). *IMPRO: Improvisation and the theatre*. London: Routledge.
- Pearson, J.K. (1996). *Discovering the self through drama and movement: The sesame approach*. London: Jessica Kingsley Publishers.
- Salas, J. (1993). *Improvising real life: Personal stories in playback theatre*. Dubuque, Iowa: Kendall Hunt Pub.Co.
- Winnicott, D.W. (1971). *Playing and reality*. London: Tavistock Publications.

Useful Web-links

International Expressive Arts Therapy Association (IEATA)

<http://ieata.org/about.html>

International Society for Sandplay Therapy (ISST)

<http://www.isst-society.com/>

Sandplay Therapists of America (STA)

<http://www.sandplay.org/>

Hong Kong Sandplay Therapy Association (HKSTA)

www.hksandplay.org/

Hong Kong Association of Art Therapists

<http://www.hk-hkaat.org/>

Hong Kong Association of Drama Therapists

<http://www.hkadt.org/>

Hong Kong Music Therapy Association

<http://www.musictherapyhk.org/>

American Music Therapy Association

<http://www.musictherapy.org/>

British Society of Clinical and Academic Hypnosis

<http://www.bscah.com/>

Journal of Contemporary Hypnosis

[http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1557-0711](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1557-0711)

International Expressive Psychotherapy and Psychodrama Conference in China

http://blog.sina.com.cn/s/blog_4dfc725c01000bsm.html

Society for Psychotherapy Research (SPR)

<http://www.psychotherapyresearch.org/>

World Council for Psychotherapy

<http://www.worldpsyche.org/>