

# THE EDUCATION UNIVERSITY OF HONG KONG

## Course Outline

### Part I

<b>Programme Title</b>	<b>: All full-time undergraduate programmes</b>
<b>Programme QF Level</b>	<b>: 5</b>
<b>Course Title</b>	<b>: Therapeutic Arts in Education and Community Practice</b>
<b>Course Code</b>	<b>: ART1230</b>
<b>Department</b>	<b>: Cultural and Creative Arts (CCA)</b>
<b>Credit Points</b>	<b>: 3</b>
<b>Contact Hours</b>	<b>: 39</b>
<b>Pre-requisite(s)</b>	<b>: Nil</b>
<b>Medium of Instruction</b>	<b>: English</b>
<b>Course Level</b>	<b>: 1</b>

### Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

### 1. Course Synopsis

This course presents an overview and introduction to the field of Art Therapy/Expressive Arts Therapy. Students will be introduced to its origins, development, practice and application in education and community, as well as the use of artmaking as a tool for personal growth and deepening personal cognitive skills. Through lectures, students' creative process and class participation, students can grasp an idea of how therapeutic use of artmaking helps deal with emotional disabilities and developmental delays, and its potential to facilitate personal growth and general wellbeing. This course does not qualify students to practise as an Art Therapist, Expressive Arts Therapist or use these legally protected titles. This course is a fundamental step in exploring the profession and industry.

### 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

CILO <sub>1</sub>	Demonstrate knowledge of the different approaches and application principles in Art Therapy/Expressive Arts Therapy
CILO <sub>2</sub>	Demonstrate understanding of how Art Therapy/Expressive Arts Therapy can be applied in the fields of education and community development to nurture the wellbeing of students/specified groups (in the Hong Kong context)
CILO <sub>3</sub>	Demonstrate ability to plan activities for the wellbeing enhancement of students/specified groups, with the application of Art Therapy/Expressive Arts Therapy theories
CILO <sub>4</sub>	Develop self-consciousness through theoretical exploration in Art Therapy/Expressive Arts Therapy

### 3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
1. The origins, development and current practice of Art Therapy/Expressive Arts Therapy <ul style="list-style-type: none"><li>Principles of Art Therapy/Expressive Arts Therapy</li><li>Different approaches in Art Therapy/Expressive Arts Therapy</li></ul>	CILO <sub>1</sub>	Lecture, art-making
2. Art Therapy/Expressive Art Therapy and Art-making <ul style="list-style-type: none"><li>The therapeutic process of art-making</li><li>Enhancing general wellbeing and cognitive</li></ul>	CILO <sub>1</sub>	Lecture, art-making

ability through art making		
3. Deepen interpretation skill of elements and ability to articulate the metaphors or key message behind	<i>CILO<sub>1</sub></i>	Lecture, art-making, case studies and discussion
4. Boost creativity through expressive arts	<i>CILO<sub>4</sub></i>	Lecture, art making, discussion and sharing
5. Understand the therapeutic relationship between artwork, client and therapist/facilitator in Art Therapy/Expressive Arts Therapy	<i>CILO<sub>1,2,3</sub></i>	Lecture, case studies and discussion
6. Application of Art Therapy/Expressive Arts Therapy in education and community	<i>CILO<sub>2</sub></i>	Lecture, case studies and discussion, assessment tutorial
7. Design therapeutic art activities to promote well-being	<i>CILO<sub>3</sub></i>	Lecture, art-making, assessment consultation, presentation
8. Application of art-based assessment	<i>CILO<sub>3</sub></i>	Lecture, case studies and discussion
9. Ethical issues in Art Therapy/Expressive Arts Therapy	<i>CILO<sub>1</sub></i>	Lecture

#### 4. Assessment

Assessment Tasks	Weighting (%)	CILO
<b>(a) In-class Participation &amp; Reflection</b> <ul style="list-style-type: none"> <li>Document the art creation process in class</li> <li>Reflect on the student's progress in class, demonstrating personal ideas and a solid understanding of the learning outcomes (about 500-800 words)</li> </ul>	20%	<i>CILO<sub>1,2,3,4</sub></i>
<b>(b) Group Work: Art Activity Plan (1500 words)</b> <ul style="list-style-type: none"> <li>Design an applicable art activity plan for a class of primary/secondary school students or for community participants to promote wellbeing and facilitate personal growth</li> <li>Write a proposal to describe and explain the rationale of the plan with appropriate Art Therapy/Expressive Art Therapy theories</li> <li>Present the rationale and idea of the plan and explain with appropriate Art Therapy/Expressive Art Therapy theories, and demonstrate the activity in class</li> </ul>	40%	<i>CILO<sub>1,2,3</sub></i>
<b>(c) Individual Artwork Creation &amp;</b>	40%	<i>CILO<sub>1,4</sub></i>

<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• Students are required to create and present a piece/set of artwork reflecting their mental states in a specific stage of life/stages of life</li> <li>• They are required to apply appropriate concepts and theories in Art Therapy/Expressive Art Therapy and personal growth to explain: <ul style="list-style-type: none"> <li>- how their work reflects the different stages in their life</li> <li>- how they overcome the different stages through artistic creation</li> </ul> </li> </ul>		
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## 5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 6. Required Text(s)

Nil

## 7. Recommended Readings

- Albert, R. (2010). Being both: An integrated model of art therapy and alternative art education. *Art Therapy*, 27(2), 90–95.
- Boyd, D., & Bee, H. (2019). *Lifespan development, Global Edition* (8<sup>th</sup> ed.). Pearson.
- Case, C., & Dalley, T. (2014). *The handbook of art therapy* (3<sup>rd</sup> ed.). Routledge.
- Fehr, S. (2003). *Introduction to group therapy*. The Haworth Press.
- Gilroy, A., & McNeilly, G. (2000). *The changing shape of art therapy: New developments in theory and practice*. Jessica Kingsley.
- Haeyen, S. (2018). *Art therapy and emotion regulation problems: Theory and workbook*. Palgrave Macmillan.
- Knapp, S. J., & VandeCreek, L. D. (2012). *Practical ethics for psychologists: A positive approach* (2<sup>nd</sup> ed.). American Psychological Association.
- Kramer, E. (1993). *Art as therapy with children*. Magnolia Street Publishers.
- Liebmann, M. (2004). *Art therapy for groups: A handbook of themes and exercises* (2<sup>nd</sup> ed.). Routledge.
- Lowenfeld, V., & Brittain, L. W. (1987). *Creative and mental growth* (8<sup>th</sup> ed.). Prentice Hall.
- Malchiodi, C. (2006). *Art therapy sourcebook* (2<sup>nd</sup> ed.). McGraw Hill Education.
- McNiff, S. (1992). *Art as medicine: Creating a therapy of the imagination* (1<sup>st</sup>

- ed.). Shambhala.
- McNiff, S. (1998a). Jung on active imagination. *Art Therapy*, 15(4), 269-272.
- McNiff, S. (1998b). *Trust the process: An artist's guide to letting go*. Shambhala.
- McNiff, S. (2007). Art-based research. In J. G. Knowles & A. L. Cole (Eds.), *Handbook of the arts in qualitative research: Perspectives, methodologies, examples, and issues* (pp. 29-40). SAGE Publications.
- Moon, B. L. (2006a). *Ethical issues in art therapy*. (2<sup>nd</sup> ed.). Charles C. Thomas Publishers.
- Moon, B. L. (2016b). *Introduction to art therapy: Faith in the product* (3<sup>rd</sup> ed.). Charles C Thomas Publisher Ltd.
- Moon, B. L. (2016c). *Art-based group therapy: Theory and practice* (2<sup>nd</sup> ed.). Charles C Thomas Publisher Ltd.
- Moon, C. H. (2008). *Studio art therapy: Cultivating the artist identity in the art therapist (arts therapies)* (1<sup>st</sup> ed.). Jessica Kingsley.
- Riley, S., Oster, G. D., & Malchiodi, C. A. (1999). *Contemporary art therapy with adolescents* (1<sup>st</sup> ed.). Jessica Kingsley Publishers.
- Rogers, N. (2011). *The creative connection for groups: Person-centered expressive arts for healing and social change*. Science and Behavior Books.
- Rubin, J. A. (1999). *Art therapy: An introduction*. Routledge.
- 香港美術教育協會 (2018)。《香港美術教育期刊: 藝術教育精神健康》, (1)。
- 張文茵 (2015)。《表達藝術治療》。香港: 藝術在醫院有限公司。
- 陸雅青 (2010)。〈藝術治療中塗鴉現象之探討與應用〉。《現代美術學報》, 20 (10), 67-90。

## 8. Related Web Resources

American Art Therapy Association	<a href="https://arttherapy.org/">https://arttherapy.org/</a>
IEATA International Expressive Arts Therapy Association ®	<a href="https://www.ieata.org/">https://www.ieata.org/</a>
The British Association of Art Therapists	<a href="https://baat.org/">https://baat.org/</a>

## 9. Related Journals

International Journal of Art Therapy  
 Journal of the American Art Therapy Association  
 The Journal of Creative Arts Therapies  
 臺灣藝術治療學刊

## 10. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 11. Others

Nil

(Last update: 23 July 2025)