

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

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

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:

- CILO₁ Demonstrate knowledge of the different approaches and application principles in Art Therapy/Expressive Arts Therapy
- CILO₂ 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)
- CILO₃ Demonstrate ability to plan activities for the wellbeing enhancement of students/specified groups, with the application of Art Therapy/Expressive Arts Therapy theories
- CILO₄ 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">Principles of Art Therapy/Expressive Arts TherapyDifferent approaches in Art Therapy/Expressive Arts Therapy	CILO ₁	Lecture, art-making
2. Art Therapy/Expressive Art Therapy and Art-making <ul style="list-style-type: none">The therapeutic process of art-makingEnhancing general wellbeing and cognitive ability through art making	CILO ₁	Lecture, art-making
3. Deepen interpretation skill of	CILO ₁	Lecture, art-making, case studies

elements and ability to articulate the metaphors or key message behind		and discussion
4. Boost creativity through expressive arts	<i>CILO₄</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_{1,2,3}</i>	Lecture, case studies and discussion
6. Application of Art Therapy/Expressive Arts Therapy in education and community	<i>CILO₂</i>	Lecture, case studies and discussion, assessment tutorial
7. Design therapeutic art activities to promote well-being	<i>CILO₃</i>	Lecture, art-making, assessment consultation, presentation
8. Application of art-based assessment	<i>CILO₃</i>	Lecture, case studies and discussion
9. Ethical issues in Art Therapy/Expressive Arts Therapy	<i>CILO₁</i>	Lecture

4. Assessment

Assessment Tasks	Weighting (%)	CILO
(a) In-class Participation & Reflection <ul style="list-style-type: none"> Document the art creation process in class Reflect on the student's progress in class, demonstrating personal ideas and a solid understanding of the learning outcomes (about 500-800 words) 	20%	<i>CILO_{1,2,3,4}</i>
(b) Group Work: Art Activity Plan (1500 words) <ul style="list-style-type: none"> 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 Write a proposal to describe and explain the rationale of the plan with appropriate Art Therapy/Expressive Art Therapy theories Present the rationale and idea of the plan and explain with appropriate Art Therapy/Expressive Art Therapy theories, and demonstrate the activity in class 	40%	<i>CILO_{1,2,3}</i>
(c) Individual Artwork Creation & Presentation <ul style="list-style-type: none"> 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 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"> how their work reflects the different stages in their life how they overcome the different stages 	40%	<i>CILO_{1,4}</i>

through artistic creation		
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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* (8th ed.). Pearson.
- Case, C., & Dalley, T. (2014). *The handbook of art therapy* (3rd 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* (2nd 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* (2nd ed.). Routledge.
- Lowenfeld, V., & Brittain, L. W. (1987). *Creative and mental growth* (8th ed.). Prentice Hall.
- Malchiodi, C. (2006). *Art therapy sourcebook* (2nd ed.). McGraw Hill Education.
- McNiff, S. (1992). *Art as medicine: Creating a therapy of the imagination* (1st 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. (2nd ed.). Charles C. Thomas Publishers.
- Moon, B. L. (2016b). *Introduction to art therapy: Faith in the product* (3rd ed.). Charles C Thomas Publisher Ltd.
- Moon, B. L. (2016c). *Art-based group therapy: Theory and practice* (2nd ed.). Charles C Thomas Publisher Ltd.
- Moon, C. H. (2008). *Studio art therapy: Cultivating the artist identity in the art therapist (arts therapies)* (1st ed.). Jessica Kingsley.

Riley, S., Oster, G. D., & Malchiodi, C. A. (1999). *Contemporary art therapy with adolescents* (1st 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	https://arttherapy.org/
IEATA International Expressive Arts Therapy Association ®	https://www.ieata.org/
The British Association of Art Therapists	https://baat.org/

9. Related Journals

International Journal of Art Therapy

Journal of the American Art Therapy Association

The Journal of Creative Arts Therapies

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: 19 Mar 2026)