

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Social Sciences in Therapeutic Play and Well-Being	
Programme QF Level	: 6	
Course Title	: Orientation to Setting Up Play Practice Using Non-Directive Play Therapy	
Course Code	: HCS6078	
Department/Unit	: Health and Physical Education	
Credit Points	: 3	
Contact Hours	Lecture	26 hours
	Seminar/tutorial	10 hours
	Practical	3 hours
Pre-requisite(s)	: Nil	
Medium of Instruction	: EMI	
Course Level	: 6	

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

The course aims to understand certification requirements and obligation. Students can recognise and develop critically towards achieving the reflexive thinking and skills required through setting up Play Therapy Practice using non-directive Play Therapy. Using non-directive therapeutic play skills, students can successfully establish and assess therapeutic relationships with children. Students are required to perform 120 hours of placements and complete the clinical portfolio to fulfill certification requirements.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Assemble various therapeutic media and movement therapeutic skills in communicating with children;
- CILO₂ Analysis and report writing using the Laban principles;
- CILO₃ Master the use the Goodman’s SDQ assessment measure to identify children’s needs and evaluate clinical outcomes;
- CILO₄ Appraise sandplay and creative visualization as play therapy interventions.;
- CILO₅ Formulate PTUK/PTI’s standards of training and practice within the context of other regulatory frameworks. Comply with the PTUK Ethical Framework.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
An introduction to movement therapy is taught using a theoretical framework and analysis method (Laban) based upon the body, dynamics, space and relationships. Art, clay, movement, puppets and the integration of the tool kit in practice will be introduced	CILO _{1,2}	Experiential exercises as well as lectures, critical discussions, small group seminars, case studies, role play, student presentations, individual tutorials and workshops. Both group and individual supervision of practice is integral to the programmes and is central to the development of skills and the integration if theory and practice.
Students will understand the parameters of the module in relation to the whole programme.	CILO _{1,3}	
Sand play and creative visualization are introduced. It enables students to gain an understanding of the theory and practice of sand play therapy skills and creative visualization. It also introduces the importance of knowledge of symbols to enhance the understanding, but not interpretation of the sandplay scenes.	CILO ₄	
Integration of all the mediums learned from Level 1 and Level 2 will be addressed and	CILO ₁₋₅	

discussed. Preparation for placements such as assessments, parent interviews, clinical governance from the PTUK will be delivered.		
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4. Assessment

Assessment Tasks	Weighting (%)	CILO
a) Using Laban’s theoretical framework analyzing and preparing a report upon the movement of a child (Individual) (Word Count: 1000 words)	35	CILO _{1,2}
b) A reflective commentary upon the use of Axline Principles during first sand tray exercise (Individual) (Word Count: 1000 words)	35	CILO ₃
c) Process Dairy: Must include all the process reflection of each experiential exercise in class (Individual) (Word Count: 900 words)	30	CILO ₁₋₄

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)

Barnes, M. (2013). *The healing path with children: An exploration for parents and professionals* (3rd ed.). The Play Therapy Press Limited.

7. Recommended Readings

- Allan, J. & Hillman, J. (2020). *Inscapes of the Child’s World: Jungian Counseling in Schools and Clinics* (2nd ed.). Spring Publications.
- Cirlot, J. (2020). *A Dictionary of Symbols*. New York Review of Books.
- Elbrecht, C., Malchiodi, C. (2021). *Healing Trauma in Children with Clay Field Therapy: How Sensorimotor Art Therapy Supports the Embodiment of Developmental Milestones*. North Atlantic Books.
- Else, P. (2009). *The Value of Play*. Continuum.

- Johnson, J. E., Eberle, S. G., Henricks, T. S. & Kushner, D. (2015). *The Handbook of the Study of Play*. Rowman & Littlefield.
- Martins, P. (2019). *The Clay And The Shadow: A path of healing through expression and nature*. Biblioteca National.
- Payne, H. (2013). *Dance Movement Therapy: Theory, Research and Practice* (2nd ed.). Routledge.
- Roberts, L. (2018). *Teach Your Child Meditation: 70+ Fun & Easy Ways to Help Kids De-Stress and Chill Out*. Sterling.
- Smith, P. K., & Roopnarine, J. L. (2019). *The Cambridge Handbook of Play: Developmental and Disciplinary Perspectives*. Cambridge University Press.
- Turner, B. (2017). *The Routledge International Handbook of Sandplay Therapy*. Routledge.
- Yasenik, L. & Gardner, K. (2012). *Play Therapy Dimensions Model*. Jessica Kingsley Publishers.

8. Related Web Resources

- Association for Dance Movement Psychotherapy
<http://www.admt.org.uk>
- British Association of Art Therapists
www.baat.org
- British Association for Music Therapy
www.bamt.org
- Play Therapy UK
www.playtherapy.org.uk

9. Related Journals

- Arts in Psychotherapy
 Body, Movement and Dance in Psychotherapy
 British Journal of Developmental Psychology
 Child Development
 Emotion
 International Journal of Play Therapy

10. Academic Honesty

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Social Sciences in Therapeutic Play and Well-Being
Programme QF Level	: 6
Course Title	: Using Symbolic Play Therapy Tools and Metaphor Safely
Course Code	: HCS6079
Department/Unit	: Health and Physical Education
Credit Points	: 3
Contact Hours	: Lecture 26 hours Seminar/tutorial 13 hours
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

Part II

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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

The course aims to know about therapeutic play practice using non-directive approach and using symbolic play tools and metaphor safely. Students can recognize and develop critically towards achieving the reflexive thinking and skills. It will also provide students to learn how to establish and assess therapeutic relationship using non-directive therapeutic play skills.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Apply the Axline principles in non-directive play therapy;
- CILO₂ Design music therapeutic skills to communicate with children;
- CILO₃ Implement the theoretical knowledge of therapeutic storytelling;
- CILO₄ Analyze, and appraise the principles of the therapeutic play continuum in relation to therapeutic practice.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Axline principles in non-directive play therapy	CILO ₁ ,	Experiential exercises, lectures, critical discussions, small group seminars, case studies, role play, student presentations, individual tutorials and workshops.
Music therapy skills are used to communicate and to build relationships through sharing musical experiences in an environment of acceptance, support and safety.	CILO ₂ ,	
Therapeutic Story with a theoretical framework will be introduced. It embraces the theories of Milton Erikson (experience, indirection and utilization), CBT and NLP.	CILO ₃ ,	
Principles of non-directive play, how to therapeutically work with children in general, therapeutic continuum ethics and regulatory climate.	CILO ₄	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a) Design and Present through the use of PPT (Individual) a tailored presentation “An Introduction to Play Therapy” (or similar title) to an external audience, with a reflective commentary on the above presentation. (Word Count: PPT with notes attached. Commentary 1000 words)	35	CILO _{1,2}
b) Therapeutic Story writing (Individual)	50	CILO ₃

<p>i. Draft: Students write a story during the training days and read it out to the group</p> <p>ii. Final: Students write a story having learnt from the draft one, for a child with a therapeutic objective. Deliver the story to that child. Then write up an essay including the story.</p> <p>(Word Count: Approximately 500 for the story. Another 1000 for the essay write up)</p>		
<p>Process Dairy (Individual): Must include all the process reflection of each experiential exercise in class (Word Count: 450-500 words)</p>	<p>15</p>	<p><i>CILO 1-4</i></p>

5. Use of Generative AI in Course Assessments

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6. Required Text(s)

Barnes, M. (2013). *The healing path with children: An exploration for parents and professionals* (3rd ed.). The Play Therapy Press Limited.

7. Recommended Readings

Axline, V. (2012). *Play Therapy - The Inner Dynamics of Childhood*. Hesperides Press.

Brown, F. (2014). *Play and Playwork: 101 Stories of Children Playing*. Open University Press.

Hughes, D. (2013). 8 keys to building your best relationships. W.W. Norton & Company.

Landreth, G. (2012). *Play Therapy: The Art of the Relationship* (3rd ed.). Taylor & Francis.

McMahon, L. (2012). *The Handbook of Play Therapy and Therapeutic Play* (2nd ed.). Routledge.

Moyles, J. (2014). *The Excellence Of Play* (4th ed.). Open University Press.

Oaklander, V. (2015). *Windows to Our Children* (2nd ed.). The Gestalt Journal Press.

Pears, R. & Shields, G. (2022). *Cite Them Right: The Essential Referencing Guide* (12th ed.). Jessica Kingsley Publishers Ltd.

Sutton-Smith, B. (1997). *The Ambiguity of Play*. Harvard University Press.

8. Related Web Resources

British Association for Music Therapy

www.bamt.org

Coram Children's Legal Centre, University of Essex

www.childrenslegalcentre.com

National Institute for Health and Clinical Excellence

www.nice.org.uk

Play Therapy UK

www.playtherapy.org.uk

9. Related Journals

British Journal of Developmental Psychology

Child Development

Emotion

International Journal of Play Therapy

Play for Life

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*

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Social Sciences in Therapeutic Play and Well-Being
Programme QF Level	: 6
Course Title	: Using Expressive Arts Therapy to Reach the Unconscious
Course Code	: HCS6080
Department/Unit	: Health and Physical Education
Credit Points	: 3
Contact Hours	: Lecture 26 hours Seminar/tutorial 10 hours Practical 3 hours
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

Part II

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5. Social Interaction Skills
6. Ethical Decision Making

7. Global Perspectives

1. Course Synopsis

The aim of this course is to add to the students' repertoire of play therapy tools and conditions, which will benefit from therapeutic play. It includes an introduction to the main research methods that are applicable to play therapy and the fundamentals of neurobiology showing the beneficial effects of play. The practical demonstrations and exercises show how the various therapeutic media might be integrated by the child. Students are able to communicate with children using a full range of expressive arts media by adding art, clay, movement and puppets into the toolkit. In addition, students are able to integrate art, clay, movement as play therapy interventions.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Apply and analyze the principles of the therapeutic play continuum in relation to therapeutic practice
- CILO₂ Integrate child development and attachment theories into practice in working with one to one in a variety of settings.;
- CILO₃ Examine the neuroscience and its connection to play therapy and the evidence-based beneficial effects of play therapy;
- CILO₄ Debate the applicability of some major research methods to play therapy and articulate the outcomes of recent research programmes;
- CILO₅ Appraise the impact of current research on play relating to children's emotional development.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
It engages principles of non-directive play, how to therapeutically work with children, therapeutic play continuum, practiced based research, the collection of clinical governance, establishing practice, ethics and the regulatory climate.	CILO _{1,2}	Experiential exercises as well as lectures, critical discussions, small group seminars, case studies, role play, student presentations, individual tutorials and workshops
A comparative approach is taken in teaching child development and attachment theory.	CILO _{2,3}	
The linking of neurobiology with psychological theories will be explored.	CILO ₄	
Basic statistical methods are introduced to enable the practitioners to present data in their case study and other reports, analyze clinical governance data and understand research data.	CILO ₅ ,	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a) Write a creative visualization for a specific child accompanied by an analysis on the theoretical constructs that informed the visualization (Individual) (Word Count: 1500 words)	50	CILO _{1,2}
a) Child Development Theories (Individual) Prepare an analytical review of two child developmental theories. Compare their contribution to play therapy. (Word Count: 1000 words)	35	CILO _{2,3,4}
b) Process Dairy (Individual) Must include all the process reflection of each experiential exercises in class (Word Count: 450-500 words)	15	CILO ₁₋₅

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6. Required Text(s)

Barnes, M. (2013). *The healing path with children: An exploration for parents and professionals* (3rd ed.). The Play Therapy Press Limited

7. Recommended Readings

Brown, S. L., & Vaughan, C.C. (2010). *Play: How it Shapes the Brain, Opens the Imagination, and Invigorates the Soul*. Avery Publishing Group.

Case, C. & Dalley, T. Reddick, D.(2022). *The Handbook of Art Therapy* (4th ed.). Routledge.

Gascoyne, S. (2019). *Messy Play in the Early Years*. Routledge.

Kolk, B. (2015). *The Body Keeps the Score*. Punguin Books.

Mellon, N. (2014). *Storytelling with Children*. Hawthorn Press.

Mills, J. & Crowley, R. (2014). *Therapeutic Metaphors for Children and the Child Within* (2nd ed.). Routledge.

Perrow, S. (2012). *Therapeutic Storytelling: 101 Healing Stories for Children*. Hawthorn Press.

Smith, P. K. (2010). *Children and Play*. Wiley-Blackwell.

Thierry, B. (2019). *The Simple Guide to Attachment Difficulties in Children: What They Are and How to Help*. Jessica Kingsley Publisher.

8. Related Web Resources

British Association of Art Therapists

www.baat.org

Coram Children's Legal Centre, University of Essex

www.childrenslegalcentre.com

National Institute for Health and Clinical Excellence

www.nice.org.uk

Play Therapy UK

www.playtherapy.org.uk

9. Related Journals

Arts in Psychotherapy

Child Development

International Journal of Neuroscience

International Journal of Play Therapy

Neuropsychology

Play for Life

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Social Sciences in Therapeutic Play and Well-Being
Programme QF Level	: 6
Course Title	: Mindfulness
Course Code	: HCS6081
Department/Unit	: Health and Physical Education
Credit Points	: 3
Contact Hours	: Lecture 9 hours Practice 30 hours
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

Part II

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- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course aims at providing students with basic knowledge and understanding of mindfulness in stress reduction and resilience. Self-awareness and ‘core’ essential qualities are central to the establishment of positive therapeutic relationships. Mindfulness develops awareness of present experience accompanied with an attitude of acceptance. Students will have the opportunities in practicing mindfulness as well.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Apply the theory of mindfulness;
- CILO₂ Formulate the motives, fears, needs, feelings, perceptions, attitudes, and habits in the mindfulness context;
- CILO₃ Evaluate less reactive and more appropriately responsive to people and situations;
- CILO₄ Develop greater self-awareness, strengthen concentration and help self-learning through reflection; and
- CILO₅ Assemble awareness of the choices one has in one’s thinking patterns, emotions and behaviors.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Understanding mindfulness	CILO ₁	Lectures, self-reading, self-reflection, demonstration followed by students’ practice
Mindfulness and stress reduction	CILO ₁₋₄	
Mindfulness and reflective practice	CILO ₂₋₄	
Mindfulness and self-coaching	CILO ₂₋₄	
Positive psychology and mindfulness in everyday life	CILO ₁₋₄	
Deepening the relationship between mindfulness and emotional resilience, wellbeing, and authenticity	CILO ₁₋₅	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Weekly worksheet Students are required to complete four worksheets which focus on different aspects of Mindfulness. There is no word limit for the worksheets.	40	CILO _{1,2,4,5}
b. Guided mindfulness practice Each student will be required to lead a guided mindfulness practice with inquiry (20 minutes). This allows students to demonstrate their learning and practice in mindfulness.	30	CILO _{1, 5}
c. Reflective Journal	30	CILO ₁₋₅

<p>Students are required to make reflections on practice of mindfulness: Awareness of own motives, fears, needs, feelings, perceptions, attitudes, and habits; response to people and situations; self-awareness, concentration, self-learning; awareness of the choices one has in one's thinking patterns, emotions and behaviors; and, reflect upon the experiences that are deem profound or that had an impact on their life. The word limit is 1,500.</p>		
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5. Use of Generative AI in Course Assessments

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

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6. Required Text(s)

Gunaratana, B. H. (2010). *The Mindfulness in plain English Collection*. Wisdom.

7. Recommended Readings

Kabat-Zinn, J. (2018). *The healing power of mindfulness: A new way of being*. Hachette UK.

Kabat-Zinn, J., Williams, J. M. G., Teasdale, J. D., & Segal, Z. V. (2015). *The mindful way through depression: freeing yourself from chronic unhappiness*. The Guildford Press.

Mason, C., Donald, J., Khalsa, K. K., Murphy, M. M. R., & Brown, V. (2021). *Cultivating Happiness, Resilience, and Well-being Through Meditation, Mindfulness, and Movement: A Guide for Educators*. Corwin Press.

Neff, K., & Germer, C. (2018). *The mindful self-compassion workbook: A proven way to accept yourself, build inner strength, and thrive*. Guilford Publications.

Schonert-Reichl, K. A., & Roeser, R. W. (Eds.). (2016). *Handbook of mindfulness in education: Integrating theory and research into practice*. Springer.

8. Related Web Resources

Mindfully being

<http://www.mindfullybeing.co.uk/>

9. Related Journals

Mindfulness

The Journal of Clinical Mindfulness & Meditation

10. Academic Honesty

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Nil

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Course Outline

Part I

Programme Title	: Master of Social Sciences in Therapeutic Play and Well-Being
Programme QF Level	: 6
Course Title	: Child and Adolescent Health Education
Course Code	: HCS6082
Department/Unit	: Health and Physical Education
Credit Points	: 3
Contact Hours	: Lecture 26 hours Seminar/tutorial 13 hours
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

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6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The course aims to introduce the social, emotion and mental growth and development of children and adolescents, with special emphasis on the factors affecting their health-seeking behaviours and lifestyles. Various common health problems in children and adolescents are covered. Appropriate health education to the children and family are discussed. It will also provide students with skills in designing and implementing an education program for targeting child and adolescent health issues in school and community settings.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Examine an understanding of growth and development of children and adolescents;
- CILO₂ Analyze the contribution of family, peers, teachers and other key people in shaping the children / adolescents' lifestyles and health seeking behaviours;
- CILO₃ Criticize and analyze common health problems in children / adolescents;
- CILO₄ Develop and evaluate an education program to be implemented for the promotion of better health in children and adolescents.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Growth and development of children and adolescents	CILO ₁	Lectures Student-led seminar Peer critique Group discussion Case studies Oral presentation Role-play
Child development theories and health behavior theories	CILO ₁	
Social and environmental influences on children and adolescents	CILO ₂	
Inter-relationships among the roles of family, peers, teachers, social workers, health professionals and the community in promoting healthy development of children / adolescents	CILO _{2,3}	
Family health for children and adolescents	CILO _{2,3}	
The design of an education program for the preventing/advancement of a specific health issue	CILO ₁₋₄	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Seminar presentation (Group project) Each group has to give a seminar presentation to discuss the	40	CILO ₂₋₄

<p>contribution of family, peers, teachers or other key people in shaping the lifestyle of a child or adolescent with a selected health issue.</p> <p>*Peer assessment is required.</p>		
<p>b. <u>Assignment (Individual work: 1500 - 2000 words)</u></p> <p>Students are required to describe the ages and stages of development from 10 to 19 years and submit a proposal that document the design and development of a health education and promotion program for the prevention of a specific health issue among children or adolescents. The proposal may include background information on the health issue in the population, rationale for prevention of the problem or advancement of health status, contents of the program, methods of implementation and references.</p>	60	CILO ₁₋₄

5. Use of Generative AI in Course Assessments

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6. Required Text(s)

Barnes, M., & Rowe, J. (2013). *Child, youth and family health: Strengthening communities*. (2nd ed.). Sydney, N. S. W.: Churchill Livingstone.

7. Recommended Readings

Baginsky, M., Driscoll, J., Purcell, C., Manthorpe, J., & Hickman, B. (2022). *Protecting and Safeguarding Children in Schools: A Multi-Agency Approach*. Policy Press.

Berk, L. E. (2019). *Exploring child and adolescent development*. Pearson.

Brown, R. T. (2014). *Handbook of pediatric psychology in school settings*. Lawrence Erlbaum Associates.

Cook, J., & Cook, Greg. (2014). *The world of children* (3rd ed.).

Dulcan, M. K., & Lake, M. (2012). *Concise guide to child and adolescent psychiatry* (4th ed.). American Psychiatric Publishing, Inc.

Jessor, R. (2017). *Problem Behavior Theory and Adolescent Health: The Collected Works of Richard Jessor, Volume 2* (Vol. 2). Springer International Publishing AG.

National Research Council, Institute of Medicine, & Board on Health Care Services.

- (2011). Existing Measures of Child and Adolescent Health. In *Child and Adolescent Health and Health Care Quality: Measuring What Matters* (pp. 91-134). National Academies Press.
- Norton, C. L. (2011). *Innovative interventions in child and adolescent mental health*. Routledge.
- Rey, J. M. (2012). *IACAPAP e-textbook of child and adolescent mental health*. Geneva: International Association for Child and Adolescent Psychiatry and Allied Professions. Retrieved from <http://iacapap.org/iacapap-textbook-of-child-and-adolescent-mental-health>
- Thompson, M., Cooper, M., & Hooper, C. M. (2012). *Child and adolescent mental health: Theory and practice*. Hodder Education.
- Woolfolk, A., & Perry, N. (2012). *Child and adolescent development*. Pearson.
- Yearwood, E. (2013). Advanced Practice Nurses Interfacing with the School System. In *Child and Adolescent Behavioral Health* (pp. 507-521). John Wiley & Sons.

8. Related Web Resources

Nil

9. Related Journals

Nil

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

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Social Sciences in Therapeutic Play and Well-Being
Programme QF Level	: 6
Course Title	: Therapeutic Play Skills
Course Code	: HCS6083
Department/Unit	: Health and Physical Education
Credit Points	: 6
Contact Hours	: Supervision 18 hours Practice 100 hours
Pre-requisite(s)	: HCS6078 Orientation to Setting Up Play Practice Using Non-Directive Play Therapy; HCS6079 Using Symbolic Play Therapy Tools and Metaphor Safely; HCS6080 Using Expressive Arts Therapy to Reach the Unconscious (or equivalent)
Medium of Instruction	: EMI
Course Level	: 6

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 practicum provides students practical experience of the challenges in communication, facilitation and negotiation in settings focusing on non-directive play skills and mental rehabilitation. Students will integrate and apply the knowledge and skills they gained from the programme to the real-life workplace. This practicum will enrich their practical experience in future career development as a play practitioner.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Master the therapeutic skills in working with and understanding children's need
- CILO₂ Communicate through the therapeutic relationship with children, parents & school stakeholders;
- CILO₃ Demonstrate competence in child protection, ethical issues and professional presentation in practice;
- CILO₄ Apply theoretical models in children with diverse behavior and mental health problems.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Placement venue presentation	<i>CILO_{1,2,3,4}</i>	<ul style="list-style-type: none"> • Individual presentation • Consultation with EdUHK's placement supervisors
Play Therapy Practice	<i>CILO_{1,2,3,4}</i>	<ul style="list-style-type: none"> • Placement supervisors conduct mid-terms (50 hours) and final evaluation (100 hours) for the students. • Students are required to record process diary for each session of placement practice and each session of supervision.
Supervision	<i>CILO_{1,2,3,4}</i>	<ul style="list-style-type: none"> • Discussion, feedback and comments will be communicated between students and supervisors.
Parents' interviews	<i>CILO_{1,2,4}</i>	<ul style="list-style-type: none"> • Students' behavior and presenting problems will be discussed in the parents' interviews. There will be 2 parents interviews in 12 sessions of play practice.

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a) Performance review by EdUHK supervisors Students will be evaluated by supervisors in terms of their performance in practical	25	<i>CILO_{1,2,3,4}</i>

experience. Students has to write a process diary covering client work and clinical supervision (Individual work) (1,500 words).		
Placement venue appraisal on student's practical performance. (Individual work)	10	<i>CILO</i> _{1,2,3,4}
b) Practicum final report Each student has to write a final report (4,000 words on a case study with self-reflection) that demonstrates their implementation of the play therapy methods, the changes that brought to the client and a reflection of their practicum experience.	65	<i>CILO</i> _{1,2,3,4}

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)

Axline, V. M. (1981). *Play therapy: The groundbreaking book that has become a vital tool in the growth and development of children* (Vol. 125). Ballantine Books.
Barnes, M. (2013). *The Healing Path of Children: An Exploration for Parents and Professionals* (3rd edition). The Play Therapy Press.

7. Recommended Readings

King, P. K. (2017). *Tools for effective therapy with children and families: A solution-focused approach*. Taylor & Francis.
Landreth, G. L. (2023). *Play therapy: The art of the relationship* (4th edition). Routledge.
Mullen, J. A., & Rickli, J. M. (2014). *Child centered play therapy workbook: A self-directed guide for professionals*. Research Press.
O'Connor, K. J., Schaefer, C. E., & Braverman, L. D. (2015). *Handbook of play therapy*. John Wiley & Sons.

8. Related Web Resources

Play Therapy UK
www.playtherapy.org.uk

9. Related Journals

International Journal of Play Therapy
www.apa.org/pubs/journals/pla/
British Journal of Developmental Psychology
<https://bpspsychub.onlinelibrary.wiley.com/journal/2044835x>

10. Academic Honesty

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Social Sciences in Therapeutic Play and Well-Being
Programme QF Level	: 6
Course Title	: Therapeutic Use of Music and Imagery
Course Code	: HCS6084
Department/Unit	: Health and Physical Education
Credit Points	: 3
Contact Hours	: 39 hours
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 3

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 is an introductory course based on Guided Imagery and Music (GIM) and guided imagery psychotherapy (Katathym-Imaginativer Psychotherapie) (KIP), which utilized imagery and music in psychodynamic psychotherapy interventions for mental health and wellness. Students will learn about neuroscience and theoretical bases of music and imagery, specifically on GIM. The course will introduce students with specific intervention skills and techniques along with researches and scenario studies, and along with some trial sessions under professional guidance of the course tutor. On completion of the course, students will be consolidated their learning through a pilot project by bridging the learning gaps from theory to hands-on practice.

This course has no prerequisite, but students are required to immerse in music listening and expressive drawing activities during lessons.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Understanding the neuroscience and theory behind music and imagery;
- CILO₂ Trial different types of guided imagery and music activities;
- CILO₃ Explore practical intervention skills and techniques for using music and imagery in therapeutic settings;
- CILO₄ Demonstrate to plan a project that connects theoretical knowledge along with specific context for selected target groups in the community.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
<p>Music and Imagery:</p> <ul style="list-style-type: none"> • Overview of the neuroscientific research demonstrating how music and imagery affect the brain. • Introduction of theoretical frameworks underpinning music therapy and guided imagery techniques, including their psychodynamic foundations. • Music, health and Wellbeing from therapeutic perspective. 	CILO ₁	<p>Lecture Workshop Hands-on exercise and practice Experimental group work Case studies Presentation</p>
<p>Guided Imagery and Music: Theories in practice</p> <ul style="list-style-type: none"> • Understanding of the theoretical bases for using music and imagery in a therapeutic context. <p>Experience on different types of guided imagery and music strategies and practices to connect target participants through role play,</p>	CILO _{1,2,3}	

music listening and drawing in diverse environmental context.		
Designing a project for application: <ul style="list-style-type: none"> Applying Guided Imagery and Music approaches in real case scenarios. Reviewing the practical experience and the process on how to select different strategies and approaches to address the needs of the target participants in different work settings	CILO _{1,2,3,4}	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a) Literature Review: Students are required to write an essay on therapeutic use of music or/and imagery, not limited by guided imagery and music with 1,200 words limit	40	CILO _{1,2}
b) Project Proposal: Student write a proposal to apply guided imagery and music skills and techniques in their work setting with specific targeted participants and with therapeutic goals, expected intervention progress and outcome should be reflected in the proposal for their learning in both knowledge and hands-on practice skills.	40	CILO _{1,2,3}
c) Presentation Student will be assessed on their presentation of the project proposal for feedback before the submission of the final project proposal.	20	CILO _{1,2,3,4}

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)

Denise Grocke (2019). *Guided Imagery and Music: The Bonny Method and Beyond (Second Edition)*. Barcelona Publishers.

7. Recommended Readings

Teixeira, R. A., Figueiredo, P. N., Karageorghis, C. I., & Gualtieri, E. (2019). *An overview of the psychological effects of musical engagement and musical intervention in clinical populations*. *Nordic Journal of Music Therapy*, 28(3), 161-178. <https://doi.org/10.1080/08098131.2018.1557979>

- Schwartz, S. A. (2002). *The role of imagery and music in guided imagery and music (GIM) therapy: A review*. *The Arts in Psychotherapy*, 29(2), 101-110. [https://doi.org/10.1016/S0197-4556\(02\)00125-2](https://doi.org/10.1016/S0197-4556(02)00125-2)
- Varkovitzky, R., & Levin, F. M. (2019). *Neurologic music therapy and guided imagery and music for mental health*. *Current Psychiatry Reports*, 21(12), 1-8. <https://doi.org/10.1007/s11920-019-1121-5>
- Priestley, M. (1994). *The use of music in psychotherapeutic contexts: A theoretical framework*. *The Arts in Psychotherapy*, 21(1), 49-55. [https://doi.org/10.1016/0197-4556\(94\)90018-6](https://doi.org/10.1016/0197-4556(94)90018-6)
- Bonde, L. O. (2018). *Imagery, meaning-making, and music therapy: Facilitating change using guided imagery and music*. *Music Therapy Perspectives*, 36(1), 66-75. <https://doi.org/10.1093/mtp/miw034>
- Chandwani, K. D., Ryan, J., & Steel, A. (2018). *Music as an aid for guided imagery and visualization to reduce pain, anxiety, and distress during labor*. *Journal of Alternative and Complementary Medicine*, 24(1), 92-96. <https://doi.org/10.1089/acm.2017.0171>

8. Related Web Resources

AMI (Association for Music and Imagery) <https://www.ami-bonnymethod.org/>
Approaches - An Interdisciplinary journal of music therapy <http://approaches.gr/el>
EAMI (European Association of Music and Imagery) <https://www.music-and-imagery.eu/>

9. Related Journals

Journal of the Association for Music & Imagery
Nordic journal of music therapy

10. Academic Honesty

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Social Sciences in Therapeutic Play and Well-Being
Programme QF Level	: 6
Course Title	: Musicking for life and Well-being
Course Code	: HCS6085
Department/Unit	: Health and Physical Education
Credit Points	: 3
Contact Hours	: 39 hours
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

Part II

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- 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

The infant breath, the walking posture, the belly laugh, the need to be heard – those are completely natural but of crucial importance. This course provides students with opportunities to engage and unleashes their bodies as the instruments by exploring vocal tone, characters and emotions through musicking. Through various form of activities, students will experiment possible ways to improvise with voices, spaces, movements to connect memories and senses. Students will experience breathing and singing that is grounded in the physical base, exploring, and liberating the voice and the rhythm in the body. This course aims to facilitate students to relate the connection between breathing, eurythmic, speaking, vocalizing and silent voices to awaken our body and brain, so that one's can communicate, connect, and manifest themselves emotionally and spiritually. On completion of the course, students should be able to know how they can take their music in care and action to serve selected target groups in the community.

This course has no prerequisite, but students are required to immerse in music making, singing and moving activities.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Demonstrate musicking and improvisational skills to express oneself through sound and movement and to cultivate a sense of mindfulness and self-awareness through musicking;
- CILO₂ Understand the concept of music for health and wellbeing in relation to musicking for life in different context;
- CILO₃ Describe theories about musicking for life and well-being and in relation to your own experiences through the practical-based activities;
- CILO₄ Demonstrate the ability to plan musicking-based intervention in specific context for selected target groups in the community.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Embodied Musicking: <ul style="list-style-type: none"> • Explore ways for using the body as an instrument for musicking, including the use of breathing, movement and vocalization. Connection between the grounding body and the mind for emotional expression and communication.	CILO ₁	<ul style="list-style-type: none"> • Workshop • Class discussion and critique Lecture
Improvisation and Musicking: <ul style="list-style-type: none"> • Basic techniques for improvising with vocalizing/drumming, spaces and movements. Role of improvisation in musicking for	CILO _{1,2}	<ul style="list-style-type: none"> • Workshop • Hands-on exercise and practice • Experimental

well-being and enables students to develop improvisation skills and techniques in a variety of musicking contexts.		group work Lecture
<p>Musicking for Life:</p> <ul style="list-style-type: none"> Examines the relationship between music and brains and explore how musicking can be used to connect memories and emotions. Review the use of music in different social context for music, health and wellbeing. Use of musicking for diverse groups, such as children, adults and elderly. <p>Challenges and specific needs will be addressed for developing musicking interventions that are tailored to different needs.</p>	CILO _{2,3,4}	<ul style="list-style-type: none"> Research and investigation on empirical studies Self-directed group work and preparation for group presentation. <p>Evaluation and critique on the performance</p>

4. Assessment

Assessment Tasks	Weighting (%)	CILO
<p>a) Reflective journal</p> <p>Students write a reflective journal of around 600 words which consists of short reflections on in-class experiences and discussions on theoretical and practical aspects of musicking for life and wellbeing.</p>	20	<i>CILO_{1, 2}</i>
<p>b) Group presentation</p> <p>Presentation of a group musicking project to address in the needs of the selected target group in the community that are created with vocalizes and body percussion/drumming.</p>	30	<i>CILO_{1,2,3,4}</i>
<p>c) Individual paper</p> <p>Students write an individual paper of around 1,500 words, evaluate and review on their learning experiences, investigate the connection and communication with their wellbeing through musicking.</p>	50	<i>CILO_{3,4}</i>

5. Use of Generative AI in Course Assessments

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6. Required Text(s)

Nil.

7. Recommended Readings

Chaitow, L., & Barnes, J. (1991). *Body and Voice: Somatic Re-education*. Harcourt Brace Jovanovich.

Gaynor, M. L. (2010). *The Healing Power of Sound: Recovery from Life-Threatening*

Illness Using Sound, Voice, and Music. Shambhala Publications.

Johnson, E. P. (2021). *Musicking for life: Music and the art of self-care*. Duke University Press.

Loewy, J., & Leeds, J. (2019). *The Singing Cure: How to Heal Stress, Anxiety, and Depression with Your Voice*. Sounds True.

MacDonald, R., Kreutz, G., & Mitchell, L. (Eds.). (2021). *Music, health, and wellbeing: Integrating music in health and social care practice*.

Mannes, E. (2011). *The Power of Music: Pioneering Discoveries in the New Science of*

Song. Walker & Company.

Sacks, O. (2008). *Musophilia: Tales of Music and the Brain*. Vintage Books.

Skewes McFerran, K., & Bartleet, B.-L. (Eds.). (2016). *Music, Health, and Wellbeing:*

Exploring Music for Health Equity and Social Justice. Springer.

Skewes McFerran, K., & Trondalen, G. (2021). *Music and wellbeing: A guide to the theory and practice of music therapy*. Oxford University Press.

The Oxford Handbook of Music and Wellbeing. (2016). MacDonald, R., Kreutz, G., &

Mitchell, L. (Eds.). Oxford University Press.

Turing, T. h. (2021). *Musicking as a way of life: Towards a theory of participatory music*. Oxford University Press.

8. Related Web Resources

Singing in Care

<https://zingenindezorg.nl/en/about/>

Music and Memory

<https://musicandmemory.org/>

Sing for Hope

<https://www.singforhope.org/>

9. Related Journals

Voices: A world Forum for Music Therapy

Body, Movement and Dance in Psychotherapy

Journal of Music Therapy

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(<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>).

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11. Others

Nil

THE EDUCATION UNIVERSITY OF HONG KONG

Course Outline

Part I

Programme Title	: Master of Social Sciences in Therapeutic Play and Well-Being
Programme QF Level	: 6
Course Title	: Creating a Musical Third Space in School
Course Code	: HCS6086
Department/Unit	: Health and Physical Education
Credit Points	: 3
Contact Hours	: Lecture 39 hours Seminar/ tutorial 13 hours
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

Part II

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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

The third space has been described as a neutral place that allows us to rest and reset in between home and work engagements. A musical third space in school is intended to create a breathing space in the midst of fast-paced school life where pupils can check in with their current physical and mental states, reconnect with their self and others, and return to learning with a refreshed body and mind. This course introduces theories and research on the relationship between music, wellbeing, and mental health, asks students to reflect on the significance of music in their lives, and takes students on a journey to discover ways in which musical engagement can be applied in school settings to address different types and levels of wellbeing needs. On completion of the course, students should be able to describe the importance of creating a musical third space in school and how it may be achieved in collaboration with music therapist, student support staff, and music teachers at school. This course has no prerequisite, but students with experience in conducting music learning and teaching activities would have advantage.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Understand the concept of a musical third space;
- CILO₂ Describe theories about music's relationship with health and wellbeing;
- CILO₃ Explore applications of music for wellbeing in the school setting;
- CILO₄ Demonstrate the ability to assess wellbeing needs and plan an appropriate form of intervention.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
The Third Space: What does it look like and why do we need it? <ul style="list-style-type: none"> • Core concepts and everyday examples Role of music in creating a third space	CILO _{1,2}	Lectures Case studies Group discussion
Music, health, and wellbeing: Theories & practice <ul style="list-style-type: none"> • Music for wellbeing from biopsychosocial perspectives Categories of “music for wellbeing”: Music therapy, music as medicine, music for social prescription, community music, everyday music, music education	CILO _{2,3}	Oral presentation Group project Group Consultation
Designing an intervention for school students <ul style="list-style-type: none"> • Student needs assessment • Identification of intervention level and type • Collaboration with music therapist and school staff Programme evaluation	CILO _{1,2,3,4}	

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a) Essay Informed by learning in this course, reflect on your relationship with music and describe its significance to you in relation to a category of “music for wellbeing” and show how it has shaped your understanding of a musical third space in school in an essay of around 1,500 words.	50	CILO 1,2,3
b) Group project (Part 1: Proposal) Select from a range of student groups and write a proposal for implementing a school-based activity or programme to support the target group’s wellbeing according to process and outcomes that are justified and supported by those involved.	25	CILO 1,2,3,4
c) Group project (Part 2: Presentation) Students will also be assessed on their presentation of the proposal in class and receive feedback before final submission of the written proposal.	25	CILO 1,2,3,4

5. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

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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)

Rickson, D., & McFerran, K. (2014). *Creating music cultures in the schools: A perspective from community music therapy*. Gilsum, NH: Barcelona Publishers.

7. Recommended Readings

Barton, G., & Baguley, M. (Eds.). (2017). *The Palgrave handbook of global arts education* (Vol. 21, No. 1). London: Palgrave Macmillan.

Crooke, A. H. D., Smyth, P., & McFerran, K. S. (2016). The psychosocial benefits of school music: Reviewing policy claims. *Journal of Music Research Online*, 7.

Gillam, T. (2018). *Creativity, wellbeing and mental health practice*. Springer International Publishing. <https://doi.org/10.1007/978-3-319-74884-9>

MacDonald R. A. (2013). Music, health, and well-being: a review. *International journal of qualitative studies on health and well-being*, 8, 20635. <https://doi.org/10.3402/qhw.v8i0.20635>

McFerran, K. S., & Rickson, D. (2014). *Community music therapy in schools: Realigning with the needs of contemporary students, staff and systems*.

International Journal of Community Music, 7(1), 75-92.

Steele, M., McFerran, K. S., & Crooke, A. H. D. (2023). Shifting the Focus to Teachers: A New Approach for Music Therapists Working in Schools. *Music Therapy Perspectives*, 41(1), 10-18.

Tomlinson, J., Derrington, P., & Oldfield, A. (2011). *Music Therapy in Schools: Working with Children of All Ages in Mainstream and Special Education*. Jessica Kingsley Publishers.

8. Related Web Resources

<https://musicpsychology.co.uk/>

<https://www.musicteachermagazine.co.uk/features/article/mental-wellbeing-resources-for-music-students-teachers-and-schools>

<https://www.musicmark.org.uk/resources/national-plan-for-music-education-2022-the-power-of-music-to-change-lives/>

9. Related Journals

British Journal of Music Education

Psychology of Music

Journal of Happiness Studies

Journal of Music Therapy

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/00000000016336798924548BbN5>).

Students should familiarize themselves with the Policy.

11. Others

Nil

Course Outline

Part I

Programme Title	: Master of Social Sciences in Therapeutic Play and Well-Being
Programme QF Level	: 6
Course Title	: Stress and Coping
Course Code	: PSY6056
Department	: Psychology
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: EMI
Course Level	: 6

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 aims to introduce students to the concepts, theoretical approaches, and empirical evidence of human stress and coping. Topics include theoretical approaches to stress and coping, biological bases of stress, the impact of stress and coping on physical and mental health, sociocultural and developmental aspects of stress and coping, coping with traumatic stress, and methodological issues in stress and coping research. Students will critically

evaluate the contributions of psychobiological knowledge to the understanding of human stress and coping processes and apply related knowledge to enhance adjustment of people in school and community settings.

2. Course Intended Learning Outcomes (CILOs)

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

- CILO₁ Understand the major concepts, theories, and research findings in stress and coping research;
- CILO₂ Describe the biological bases of stress and coping;
- CILO₃ Evaluate critically the current evidence on the association of stress and coping with physical and mental health;
- CILO₄ Demonstrate in-depth understanding of the research design and methodology for studying processes in stress and coping;
- CILO₅ Apply the knowledge in stress and coping to understand and enhance adjustment of different groups of people in school and community settings.

3. Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Suggested Teaching & Learning Activities
Introduction; The concept of stress	CILO _{1,2,5}	Lecture and discussions
Stress and the central nervous system	CILO _{1,2,4}	Lecture, discussions, and videos
Stress and the endocrine and immune system	CILO _{1,2,4}	Lecture, discussions, and videos
Stress: physical and mental health in school and community settings	CILO _{1-3,5}	Lecture, discussions, and videos
The concept of coping	CILO _{1,2,5}	Lecture and discussions
Coping: physical and mental health in school and community settings	CILO _{1-3,5}	Lecture, discussions, and videos
Sociocultural aspects of stress and coping	CILO _{1,3,5}	Lecture, discussions, and activities
Stress and coping: a developmental perspective	CILO _{1,3,5}	Lecture, discussions, and videos
Understanding and coping with traumatic stress	CILO _{1,3,5}	Lecture, discussions, and videos
Design and measurement issues in stress and coping research	CILO ₃₋₅	Lecture, discussions, online forum and online assignment

4. Assessment

Assessment Tasks	Weighting (%)	CILO
a. Presentation - Students will work in groups to critically analyze the backgrounds and contributions of one line of stress-related surveys/experiments and discuss the implications of the major findings in school and community settings. Students need to make reference to theoretical frameworks and updated empirical studies.	30%	CILO ₁₋₅
b. Essay	40%	CILO ₁₋₅

<ul style="list-style-type: none"> - Students will write individually a 1,200-word essay. In the essay, students need to (1) critically analyze selective stressors, personal and social/environmental factors, and coping strategies among a specific group of people in school and community settings, e.g., students and teachers, and (2) offer in-depth discussions on specific area(s) with reference to major theoretical frameworks and empirical evidence. 		
<p>c. Test</p> <ul style="list-style-type: none"> - The in-class test will cover all the course materials and consist of multiple-choice and essay questions. 	30%	CILO ₁₋₅

5. Required Text(s)

Aldwin, C. M. (2007). *Stress, coping, and development: An integrated perspective* (2nd ed.). Guilford Press.

Harrington, R. (2013). *Stress, health and well-being: Thriving in the 21st century*. Wadsworth, Cengage Learning.

6. Recommended Readings

Banyard, V. L., Edwards, V. J., & Kendall-Tackett, K. A. (2009). *Trauma and physical health: Understanding the effects of extreme stress and of psychological harm*. Routledge.

Contrada, R. J., & Baum, A. (2011). *The handbook of stress science: Biology, psychology, and health*. Springer.

Folkman, S. (2011). *The Oxford handbook of stress, health, and coping*. Oxford University Press.

Hobfoll, S. E. (1998). *Stress, culture, and community: The psychology and philosophy of stress*. Plenum Press.

Kendall-Tackett, K. A. (2010). *The psychoneuroimmunology of chronic disease: Exploring the links between inflammation, stress, and illness*. American Psychological Association.

Lovallo, W. R. (2005). *Stress and health: Biological and psychological interactions* (2nd ed.). Sage Publications.

Olpin, M., & Hesson, M. (2010). *Stress management for life: A research-based, experiential approach*. Belmont, Cengage Learning.

Wong, P. T. P., & Wong, L. C. J. (2006). *Handbook of multicultural perspectives on stress and coping*. Springer.

Zautra, A. J., & Hall, J. S. (Eds.) (2010). *Handbook of adult resilience*. Guilford.

7. Related Web Resources

Nil

8. Related Journals

American Journal of Psychiatry

Biological Psychiatry

Biological Psychology

Brain, Behavior, and Immunity

Development and Psychopathology

Health Psychology

Hormones and Behavior

Journal of Affective Disorders
Journal of Consulting and Clinical Psychology
Journal of Traumatic Stress
Proceedings of the National Academy of Sciences of the United States of America
Psychological Medicine
Psychoneuroendocrinology
Nature Neuroscience
NeuroImage
NeuroReport
Psychophysiology
Stress: The International Journal on the Biology of Stress

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10. Others

Nil