

THE CHINESE UNIVERSITY OF HONG KONG
Shaw College
Term 2 2023/24

GESC1230AB Applied Theatre for Social Care
Course Outline

Lecturer:	Dr. AU Yi Man (歐怡雯)
Email:	yimanau@cuhk.edu.hk
Consultation:	By appointment via email
Venue:	G/F, Multi-Purpose Learning Centre, Huen Wing Ming Building, Shaw College
Time:	Friday 2:30 pm – 5:15pm
Group Supervisors:	Mr CHAN Ying Kwok, Kelvin (陳膺國) Ms TAM Man Ching, Ginny (譚文晶)

1. Course description

In this course, students will be introduced to a range of applied theatre activities as applied in various social contexts. Through practical experience, students will gain an understanding of the pedagogy and how it contributes to the human development and social care. In the personal and group learning process, students will explore those aesthetic experiences in creative arts that take place within moments care. Students will develop knowledge and skills to use socially engaged methods to serve the community. With the guidance from instructor, students working in group to plan and implement a caring service workshop to the beneficiaries supported by non-governmental organizations. Through reflection and critical examination after the service-learning project, students will gain an understanding of the impact and values of the embodied and sensory experience generated in applied theatre to promote mental health and well-being.

2. Learning outcomes

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

- a) Develop self-awareness and self-care of one's own psychological well-being.
- b) Develop felt connection and empathetic understanding with others.
- c) Apply knowledge and skills to engage people in community to express, communicate and learn with each other in a creative and participatory way.
- d) Understand how applied theatre work in community to support health and well-being.
- e) Appreciate the values and functions of applied theatre in promoting mental health and well-being in society.
- f) Develop an enhanced sense of compassion to promote greater good in the society.

3. Course Syllabus

Week/ Date	Syllabus	Learning Activities
W1 12/1	<ul style="list-style-type: none"> ❖ Introduction <ul style="list-style-type: none"> ➤ Course structure and assignment brief ➤ Clarify mutual expectation ➤ Overview to Applied Theatre genre covered in this course ➤ Practical workshop on experiencing the ways of learning in applied theatre and reflection 	Lecture 1 & Workshop 1
W2 19/1	<ul style="list-style-type: none"> ❖ Practical workshop on the first series of exercises on socially engaged theatre—"Feeling what we touch" : <ul style="list-style-type: none"> ➤ Connecting to the body sense with emotions and feelings ➤ Finding new ways of expressing self and acting in life ➤ Reflection on self-understanding 	Workshop 2 Essential Reading #4-5
W3 26/1	<ul style="list-style-type: none"> ❖ Practical workshop on the second series of exercises on socially engaged theatre—"Listen to what we hear" : <ul style="list-style-type: none"> ➤ Finding "inner rhythms" for oneself ➤ Introduction to deep listening ➤ Reflection on self-understanding 	Workshop 3 Essential Reading #4-5

W4 2/2	<ul style="list-style-type: none"> ❖ Practical workshop on the third series of exercises on socially engaged theatre—“Seeing what we look at” : <ul style="list-style-type: none"> ➤ Developing the capacity for observation through ‘dynamizing the senses’ and “visual dialogues” ➤ Building self-awareness ➤ Reflection on self-understanding 	Workshop 4 Essential Reading #4-5
W5 9/2	Lunar New Year Vacation	
W6 16/2	<ul style="list-style-type: none"> ❖ Practical workshop on making Image Theatre <ul style="list-style-type: none"> ➤ Experiential and conceptual understanding of Image Theatre <ul style="list-style-type: none"> ❖ How image reflects one’s ideas, memories, desires, imagination and hopes ➤ Reflection on self-understanding 	Workshop 5 Essential Reading #4-5
W7 23/2	<ul style="list-style-type: none"> ❖ Learning about the current situation of carers in Hong Kong Host Organization: 香港婦女中心協會 ➤ Understanding the condition and types of carers as well as their needs and challenges ➤ Learning the existing services provided in community to the carers and the gaps of the services 	Guest Lecture Essential Reading #6-7
W8 1/3	<ul style="list-style-type: none"> ❖ Review the features of exercises, image theatre and its potential for service application ❖ Understanding the basic workshop planning framework <ul style="list-style-type: none"> ➤ Target participants’ needs ➤ Workshop objectives ➤ Logic of the activities’ sequence and planning ➤ Workshop evaluation and impact assessment ❖ Each group discusses on the initial plan for the caring service workshop with the assistance of tutors 	Lecture 2 Service Planning I Essential Reading #1-3
W9 8/3	Reading Week	

<p>W10 15/3</p>	<ul style="list-style-type: none"> ❖ Planning for Caring Service <ul style="list-style-type: none"> ➤ Assisted with tutors, each group would complete the first draft of the caring service workshop plan; followed by the immediate feedback from classmates, tutors and instructor, gain insights from various disciplines on polishing your ideas. 	<p>Service Planning II</p> <p>Essential Reading #1-3</p>
<p>W11 to W13 18/3 to 6/4</p>	<ul style="list-style-type: none"> ❖ Prototype Service <ul style="list-style-type: none"> ➤ Each group implements their prototype service to the target group from W11 to W13 ➤ Students will schedule the caring service workshops (2 sessions @1.5-2 hours) with the host organisation ➤ Extra time in Weekdays/Weekends may be used for the prototype service, meetings, and supervisions 	<p>Caring Service Workshop</p>
<p>W14 12/4</p>	<ul style="list-style-type: none"> ❖ Group Sharing Presentation <ul style="list-style-type: none"> ➤ Each group should prepare a 20-minute presentation, to summarize their learning in the group project ➤ Need of target group, service implementation situation, suggestions on improvement of the service as well as self-reflection are expected to be included in the presentation 	<p>Presentation</p>
<p>W15 19/4</p>	<ul style="list-style-type: none"> ❖ Conclusion, wrap up and a closing workshop: <ul style="list-style-type: none"> ➤ Sharing on the impact and insights of the use of applied theatre and its potential to personal growth in social understanding and the caring service <ul style="list-style-type: none"> ❖ The concept of artful caring and careful art ➤ Course evaluation and conclusion 	<p>Lecture 3 & Workshop 6</p>

**Recommend wearing modest comfortable clothing with no dresses and skirts for all workshop sessions. May work barefoot during the class.*

4. Course components (Learning activities)

The course will employ the following methods of instruction:

- a) ***Workshops and Lectures*** – The instructor will introduce relevant concepts, principles and working methods mostly through participatory and socially engaged theatre approach, along with the lectures to build on the students' experiential knowledge. Students will be equipped with an understanding of the practices and are encouraged to connect their personal experience to broader human needs as a caring concern. Students will be encouraged to reflect at the end of each session and form group discussions to share and reflect values as well as worldviews with each other in greater depth.
- b) ***Community Visit and Caring Service Workshop*** – Students will visit local NGOs and meet the target participants to understand the real context as well as need of people. Students will be divided into 6 groups, assuming 4-5 persons in a group which includes students at least from 2 faculties. Each group will plan a caring service workshop, including no less than 2 sessions (@1.5-2 hours), in serving the community, by utilizing the knowledge and skills learnt in the course.
- c) ***Group project presentation*** – Students are required to make group presentations. Through preparation for the group presentation, students will consolidate knowledge acquired from lectures, workshops and readings and reflect their learning gained from the Caring Service workshop.
- d) ***Padlet*** – Students are encouraged to make use of the Padlet to discuss relevant issues with the instructors and other students inside and/or outside the classroom.
- e) ***Readings*** – Students have to read the articles stipulated for each topic after the lectures and workshops to consolidate the experience gained from the participatory work. Essential readings are also stipulated for the major themes included in the course. Students are also encouraged to consult other readings listed in the reference list.
- f) ***Audio-visual aid*** – Whenever appropriate, audio-visual materials will be used during class to aid the instruction.

"This course will invite students to participate in experiential learning/ activities for personal growth and professional development. For those who are overwhelmed or with signs of psychological or emotional impact, they are encouraged to speak with the course instructor and seek professional help for appropriate support."

5. Assessment

Grading items	%
Class Participation and Involvement in Caring Service Workshop	30%
Individual Reflective Journal	20%
Group Presentation	20%
Individual Self Reflection Essay	30%

a) Class Participation and Involvement in Caring Service Workshop (30%)

Attendance and punctuality are mandatory for all classes after add/drop period. Failure to comply with attendance requirements will result in a point penalty. Applying for leave with sound reasons in advance will be considered case-by-case. Students who are late by approximately 20 minutes or more without valid reasons may be regarded as being absent.

Student's active participation in the workshop sessions and service-learning process is essential which their participation in the preparation, delivery and evaluation of the service will be assessed by instructor and the group tutor.

b) Individual Reflective Journal (20%)

Students are required to document their personal learning in all practical workshops from Week 1 to Week 6, integrated into a reflective journal on self-discovery and group's learning impact from the observations. If possible, student is encouraged to analyze the potential contribution of applied theatre approach to the human development based on the practical experiences.

Some notes to help you writing the reflective journal:

- You need to make regular records of your learning process in each weekly workshop. Write down your entry as soon as possible after the class. It will help you keep the details fresh in your mind, which will help later in your analysis.
- Describe your reaction, your thoughts, feelings, and observations. It can be something good or bad that has happened to you that you can self-reflect on.
- Discuss some important points/significant moments from your experience, what it means or meant to you, and what you may have learned from that experience. What was your insight after the workshop in relation to the course objectives.

Format: You will generate reflections on your learning journey in multiple forms accompanied with writing (songs, drawing, pictures...to name a few). Your reflective journal must contain **at least 3 entries** for the 5 practical workshops from Week 1 to Week 6. The date of each entry must be clearly listed to show the process of your reflection development.

Length of each entry: 400-500 words in Chinese or 300-400 words in English.

Deadline of submission to VeriGuide: softcopy of the paper and signed VeriGuide declaration form should be submitted to BlackBoard before 23:59, 23/2/2024 (Fri).

For easy management of your submission files, please name the file in this format: “your full name-assignment type”; for example: “Chan Tai Man-Reflective Journal” and “Chan Tai Man- Reflective Journal VeriGuide form.”

Grading criteria:

Ability to articulate an understanding of the workshop experiences through deep personal reflections.	40%
Ability to analyze a range of applied drama activities as applied to the workshop experiences.	40%
Ability to create rich and creative responses that clearly communicates ideas.	20%

c) Group Presentation (20%)

- 1) Students will form a small group of 4-5 students to prepare a presentation to reflect, evaluate and consolidate their learning experience in planning and implementing the caring service workshop.

The structure of the presentation should include:

- i. A brief introduction to the context and participants of the workshop
(Who were your serving targets? What did you know about them and their needs?)
- ii. Aims and objectives of the workshop
(What were the main purposes of the workshop?)
- iii. The workshop plan and its rationale
(What and why did you do with the participants?)
- iv. Participants’ observation and sharing about their response to your work
(How did they respond to your work? Anything surprised you in the process?)
- v. Evaluation impacts of the workshop

(What are the strengths and weaknesses of the workshop? What is the evidence drawn from the participants' response.)

- 2) The length of the presentation should be around 20 minutes and follow up by a Q&A session of 10 minutes.
- 3) The presentation powerpoint should be submitted via the blackboard system before the mid-night (23:59) on the date of presentation (12th April 2024).

Grading criteria:

Ability to cover all the required aspects into the presentation	20%
Ability to articulate an understanding of the service workshop experiences through deep reflections	30%
Ability to evaluate the impact of workshop to the participants	20%
Ability to communicate in presentation in an engaging and dialogical manner.	20%
Time management	10%

d) Individual Self Reflection Essay (30%)

Each student needs to write a reflection essay to reflect on the whole learning process from planning, implementing, and evaluating the caring service workshop. The essay should contain reflections on but not be limited to the following aspects:

- 1) Personal level: Did this service projects change you in any aspect?
- 2) Theory of change of project/service: Do you think the logic is sound? Any important aspect of intervention is missing?
- 3) Lessons learn from the project/service: Any particular values, knowledge, and skill learn from the visit?

Length: 1500 words in Chinese or 1200 words in English.

Format: APA style, Font: Times New Roman, 12 point. 1.5 Line Spacing

Deadline of submission to VeriGuide: softcopy of the paper and signed VeriGuide declaration form should be submitted to BlackBoard before 23:59, 27/4/2024 (Sat).

For easy management of your submission files, please name the file in this format: “your full name-assignment type”; for example: “Chan Tai Man-Reflective Essay” and “Chan Tai Man-Reflective Essay VeriGuide form.”

Grading criteria:

Ability to clearly outline the key aspects of the service workshop project including its context, purpose, participants and drama approach.	20%
Ability to articulate an understanding of the pedagogical characteristics of applied drama as a way for social care and draw on relevant readings to support the discussion.	30%
Ability to offer a critical evaluation of the strength and weaknesses of the project, as well as personal learning, based on the evidence collected.	30%
Ability to create clear, coherent, and grammatically correct responses that make use of correct referencing techniques.	20%

6. Required and recommended readings

Required Readings (can be found in the CUHK library or reference section of the Blackboard System)

Essential Reading #1: Casdagli, P. (1999). Trust and power: taking care of ourselves through drama. London: Jessica Kingsley Publishers Ltd. Chapter 2.

Essential Reading #2: McCarthy, J. (2004). Enacting participatory development: theatre-based techniques. London: Routledge. p.3-7.

Essential Reading #3: McCarthy, J. (2004). Enacting participatory development: theatre-based techniques. London: Routledge. p.100-112

Essential Reading #4: Prendergast, M. & Saxton, J. (2013). Applied drama: a facilitator's handbook for working in community. Bristol: Intellect. Chapter 1-2.

Essential Reading #5: Thompson, J. (2020). Towards an aesthetics of care. In: Fisher, A.S. & Thompson, J. (eds) *Performing care: new perspectives on socially engaged performance*. Manchester: Manchester University Press.

Essential Reading #6: 香港社會服務聯會。(2021)。*照顧者喘息需要研究調查結果報告*。香港: 香港社會服務聯會。

Essential Reading #7: 香港婦女中心協會。(2011)。*照顧者生活需要探索性訪問研究報告書*。香港: 香港婦女中心協會。

Recommended Readings

- Baxter, V., & Low, K., Balfour, M., & Preston, S. (Eds.). (2017). *Applied Theatre: Performing Health and Wellbeing*. London: Bloomsbury Methuen Drama. Retrieved March 24, 2023, from <http://dx.doi.org/10.5040/9781472584601>
- *Boal, A. (2002). *Games for Actors and Non-Actors* (A. Jackson, Trans.; 2nd ed.). Routledge. <https://doi.org/10.4324/9780203994818>
- *Casdagli, P. (1999). *Trust and power: taking care of ourselves through drama*. London: Jessica Kingsley Publishers Ltd.
- *Diamond, D. (2007). *Theatre for living: the art and science of community-based dialogue*. Trafford Publishing.
- Jiang, L., Alizadeh, F., & Cui, W. (2023). Effectiveness of Drama-Based Intervention in Improving Mental Health and Well-Being: A Systematic Review and Meta-Analysis during the COVID-19 Pandemic and Post-Pandemic Period. *Healthcare*, 11(6), 839. MDPI AG. Retrieved from <http://dx.doi.org/10.3390/healthcare11060839>
- *Prendergast, M. & Saxton, J. (2013). *Applied drama: a facilitator's handbook for working in community*. Bristol: Intellect.
- Wall, T., Fries, J., Rowe, N., Malone, N., Österlind, E. (2020). Drama and Theatre for Health and Well-Being. In: Leal Filho, W., Wall, T., Azul, A.M., Brandli, L., Özuyar, P.G. (eds) *Good Health and Well-Being*. Encyclopedia of the UN Sustainable Development Goals. Springer, Cham. https://doi.org/10.1007/978-3-319-95681-7_14
- Watt, B., Witt, S., Susino, M., Anolak, H., Van Wegen, R., Grocke, D., & Gordon, S. (2022). Systematic review of group-based creative arts interventions in support of informal care-givers of adults: A narrative synthesis. *Ageing & Society*, 1-34. doi:10.1017/S0144686X2200068X
- *李俊亮、黃婉萍 (2011)，《劇場的用家》，國際演藝評論家協會（香港分會）。
- *賴淑雅(譯) (2020)。《給演員與非演員的遊戲》（原作者：Augusto Boal）。臺北市：書林出版有限公司。(原作出版年份：1992)
- * You can read more games and exercise ideas for planning your workshops in those books.

7. Feedback for evaluation

Student can give their feedback on the course at the mid-term and final evaluation by completing the questionnaire.

Teacher also welcomes student feedback by e-mail and face-to-face discussion.

8. Grade Descriptors

❖ Grade Overall Performance

A	Outstanding performance on all learning outcomes
A-	Generally outstanding performance on all (or almost all) learning outcomes
B	Substantial performance on all learning outcomes, OR high performance on some learning outcomes which compensates for less satisfactory performance on others, resulting in overall substantial performance
C	Satisfactory performance on the majority of learning outcomes, possibly with a few weaknesses
D	Barely satisfactory performance on a number of learning outcomes
F	Unsatisfactory performance on a number of learning outcomes, OR failure to meet specified assessment requirements

9. Academic honesty and plagiarism

All student assignments should be first submitted via a Plagiarism Identification Engine System named VeriGuide (維誠) for checking of plagiarism.
https://veriguide2.cse.cuhk.edu.hk/cuhk/login_CUHK.jspx

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