

SYLLABUS – A COURSE DESCRIPTION

I. General information

1. Course name: **Dramatherapy and transformative aesthetics**
2. Course code:
3. Course type (compulsory or optional): **optional**
4. Study programme name: **Language and Communication in Healthcare**
5. Cycle of studies (1st or 2nd cycle of studies or full master's programme): **2nd cycle – MA studies**
6. Educational profile (general academic profile or practical profile): **general academic**
7. Year of studies (if relevant):
8. Type of classes and number of contact hours (e.g. lectures: 15 hours; practical classes: 30 hours):
practical classes
9. Number of ECTS credits: **2 ECTS**
10. Name, surname, academic degree/title of the course lecturer/other teaching staff: **dr Dagmara Gizło**
11. Language of classes: **English**
12. Online learning – yes (partly – online / fully – online) / no: **no**

II. Detailed information

1. Course aim (aims): **The aim of the course is for the students to get acquainted with dramatherapy as a field of study as well as a practical therapeutic approach based on a range of drama and theatre techniques. Another aim is for the students to get to know one of the most current approaches within theatre and performance studies, i.e. transformative aesthetics and to be able to relate it to healthcare contexts.**

2. Pre-requisites in terms of knowledge, skills and social competences (if relevant):
English at B2 level

Some previous basic knowledge in theatre and performance studies is welcome but not necessary.

3. Course learning outcomes (EU) in terms of knowledge, skills and social competences and their reference to study programme learning outcomes (EK):

| Course learning outcome symbol (EU) | On successful completion of this course, a student will be able to: | Reference to study programme learning outcomes (EK) |
|-------------------------------------|---|---|
| EU_01 | Enumerate and discuss the place of dramatherapy within the context of theatre studies as well as medical sciences | K_W01 K_W02 K_W04 K_W05 K_W06 K_W07 K_U01 K_U02 K_U03 K_U04 K_U05 K_U06 K_U07 K_U08 KU_15 K_K01 K_K02 K_K03 K_K04 K_K05 K_K06 |
| EU_02 | Understand the theory of transformative aesthetics and be able to apply it to healthcare contexts | K_W01 K_W02 K_W04 K_W05 K_W06 K_W07 |

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|-------|--|--|
| | | K_U01 K_U02 K_U03 K_U04 K_U05 K_U06 K_U07 K_U08 KU_15 K_K01 K_K02 K_K03 K_K04 K_K05 K_K06 |
| EU_03 | Enumerate and discuss the most important concepts in theatre history linked to the therapeutic outcome | K_W01 K_W02 K_W04 K_W05 K_W06 K_W07 K_U01 K_U02 K_U03 K_U04 K_U05 K_U06 K_U07 KU_08 KU_015 K_K01 K_K02 K_K03 K_K04 K_K05 K_K06 |
| EU_04 | Enumerate and discuss dramatherapy therapeutic core processes | K_W01 K_W02 K_W04 K_W05 K_W06 K_W07 K_U01 K_U02 K_U03 K_U04 K_U05 K_U06 K_U07 KU_08 KU_015 K_K01 K_K02 K_K03 K_K04 K_K05 K_K06 |
| EU_05 | Explain the concepts: performativity and performance | K_W01 K_W02 K_W04 K_W05 K_W06 K_W07 K_U01 K_U02 K_U03 K_U04 K_U05 |

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| | | K_U06 K_U07 KU_08 KU-015 K_K01 K_K02 K_K03 K_K04 K_K05 K_K06 |
| EU_06 | Explain the idea of the transformative power of performance | K_W01 K_W02 K_W04 K_W05 K_W06 K_W07 K_U01 K_U02 K_U03 K_U04 K_U05 K_U06 K_U07 KU_08 KU_015 K_K01 K_K02 K_K03 K_K04 K_K05 K_K06 |
| EU_07 | Relate the theatrical experience to contemporary psychology research | K_W01 K_W02 K_W04 K_W05 K_W06 K_W07 K_U01 K_U02 K_U03 K_U04 K_U05 K_U06 K_U07 KU_08 KU_015 K_K01 K_K02 K_K03 K_K04 K_K05 K_K06 |

4. Learning content with reference to course learning outcomes (EU)

| Course learning content: | Course learning outcome symbol (EU) |
|--|-------------------------------------|
| What is dramatherapy? | EU_01 |
| Drama, theatre and therapy – a history | EU_01, EU_03 |
| Dramatherapy: therapeutic core processes | EU_01, EU_04 |
| Performativity and performance | EU_02, EU_05 |
| The transformative power of performance | EU_02, EU_06 |

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|---|--------------|
| The theatrical experience and contemporary psychology | EU_02, EU_07 |
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5. Reading list:

Barrett, Lisa Feldman, Michael Lewis and Jeannette M. Haviland-Jones (eds). 2016. *Handbook of emotions. Fourth Edition*. New York: The Guildfor Press.

Coplan, Amy and Peter Goldie. 2011. *Empathy. Philosophical and psychological perspectives*. Oxford: Oxford University Press.

Cummings, Lindsay B. 2016. *Empathy as dialogue in theatre and performance*. London: Palgrave Macmillan.

Fischer-Lichte, Erika. 2008. *The Transformative Power of Performance. A New Aesthetics*. London: Routledge.

Gizło, Dagmara. 2021. *The Art of Experience. The Theatre of Marina Carr and Contemporary Psychology*. London and New York: Routledge.

Jones, Phil. 2007. *Drama as Therapy. Theory, practice, research*. London: Routledge.

Kögler, Hans Herbert and Karsten R. Steuber (eds.). 2000. *Empathy and Agency. The Problem of Understanding in the Human Sciences*. Oxford: Westview Press.

Walsh, Fintan. 2012. *Theatre and Therapy*. New York: Palgrave: Macmillan.

III. Additional information

1. Teaching and learning methods and activities to enable students to achieve the intended course learning outcomes (please indicate the appropriate methods and activities with a tick and/or suggest different methods)

| Teaching and learning methods and activities | X |
|--|---|
| Lecture with a multimedia presentation | X |
| Interactive lecture | X |
| Problem – based lecture | X |
| Discussions | X |
| Text-based work | X |
| Case study work | X |
| Problem-based learning | X |
| Educational simulation/game | |
| Task – solving learning (eg. calculation, artistic, practical tasks) | |
| Experiential work | |
| Laboratory work | |
| Scientific inquiry method | X |
| Workshop method | X |
| Project work | |
| Demonstration and observation | |
| Sound and/or video demonstration | X |

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|---|---|
| Creative methods (eg. brainstorming, SWOT analysis, decision tree method, snowball technique, concept maps) | |
| Group work | X |
| Other (please specify) - | |
| ... | |

2. Assessment methods to test if learning outcomes have been achieved (please indicate with a tick the appropriate methods for each LO and/or suggest different methods)

| Assessment methods | Course learning outcome symbol | | | | | |
|--|--------------------------------|-------|-------|-------|-------|-------|
| | EU_01 | EU_02 | EU_03 | EU_04 | EU_05 | EU_06 |
| Written exam | | | | | | |
| Oral exam | | | | | | |
| Open book exam | | | | | | |
| Written test | | | | | | |
| Oral test | | | | | | |
| Multiple choice test | | | | | | |
| Project | | | | | | |
| Essay | | | | | | |
| Report | | | | | | |
| Individual presentation | X | X | X | X | X | X |
| Practical exam (performance observation) | | | | | | |
| Portfolio | | | | | | |
| Other (please specify) - | | | | | | |
| ... | | | | | | |

3. Student workload and ECTS credits

| Activity types | | Mean number of hours spent on each activity type |
|--|---|--|
| Contact hours with the teacher as specified in the study programme | | |
| Independent study* | Preparation for classes | 20 |
| | Reading for classes | 20 |
| | Essay / report / presentation / demonstration preparation, etc. | 20 |
| | Project preparation | |
| | Term paper preparation | |
| | Exam preparation | |
| | Other (please specify) - | |
| | ... | |
| Total hours | | 60 |

| | |
|-----------------------------------|---|
| Total ECTS credits for the course | 2 |
|-----------------------------------|---|

* please indicate the appropriate activity types and/or suggest different activities

4. Assessment criteria in accordance with AMU in Poznan's grading system:

Very good (bdb; 5,0): The student is very active and well-prepared for class discussions and has prepared a very good individual presentation

Good plus (+db; 4,5): The student is active during class discussions and has prepared a very good individual presentation

Good (db; 4,0): The student is moderately active during class discussion and has prepared a good individual presentation

Satisfactory plus (+dst; 3,5): The student is moderately active during class discussions and has prepared a satisfactory individual presentation

Satisfactory (dst; 3,0): The student has prepared a satisfactory individual presentation

Unsatisfactory (ndst; 2,0): The student is not active during class discussions and has failed to prepare an individual presentation