

# **Module Synopses**

## **PDC 1 Post-Diploma Certificate in Drama & Developmental Psychology**

### **1. Elements of Drama**

This module focuses on the basic building blocks of drama, which we will explore through practical, hands-on workshops, discussions and exercises. You will be introduced to common terminology, and we will examine and explore the use of appropriate drama techniques, tools and strategies, and identify their purpose and outcomes. We will identify appropriate approaches to drama in the classroom and explore ways to use and integrate drama techniques into the community and workplace. By the end of the module, learners will be able to use their knowledge to identify ways that drama can be used in a wide range of contexts.

### **2. Facilitation Practices**

Effective facilitation skills are essential in creating meaningful experiences. In this module, through activities and games, discussion and practical exercises, we discover ways to structure facilitation that enable effective dialogue and sharing of perspectives. We explore the role of the facilitator in identifying appropriate strategies, techniques and exercises for different age-ranges and levels of ability, being aware of learners with different needs and how to create inclusive learning experiences. We explore how the facilitation process and the use and vital role of reflection can enable meaningful, effective dialogue and uncover new perspectives. By the end of the module, learners will be able to facilitate simple drama activities.

### **3. Current Issues & Trends in Human Development**

The primary objective of this module is to actively engage learners in thinking about contemporary psychological issues and trends across the lifespan (e.g., childhood, adolescence, and late adulthood). Important local as well as global developmental trends and issues will be covered and learners will engage in debates with the support of research evidence. Learners would be equipped with relevant psychological perspectives (based on cognitive and social-emotional theories as well as current empirical research) to understand and explain these issues. By the end of the module, learners would be able to appreciate the impact of such issues on individuals with whom they work. Learners would find the knowledge acquired in this module helpful for engaging with and providing necessary support for their community.

## **PDC 2 Post-Diploma Certificate in Applied Drama with Community Psychology**

### **4. Applied Drama: Working Through Processes**

In this module, learners will learn how drama games and exercises can be used for a variety of purposes in a drama workshop. Using the reflexive approach as a framework, learners will explore how stimuli can be used to start dialogue, how drama exercises can be used to build trust, and how improvisation games can be used to explore creative solutions to problems. By the end of the module, learners will have a toolkit of drama games and exercises and the knowledge of how to apply it in their own professional capacity when working with children, youth, or the elderly.

### **5. Collaborative Playbuilding**

This module focuses on creating performances collaboratively with the community. Adopting the reflexive approach, learners will experience the process of playbuilding through the use of different stimuli, improvisation and drama games. They will also gain knowledge of dramatic forms and styles. As part of the playbuilding process, learners will participate in dialogue, discussion and reflection to develop their performance piece. At the end of this module, learners will be able to structure and facilitate simple devising processes and they will also be able to devise and present their own performance piece.

### **6. Community in Context**

This module aims to allow students to explore physical, social and mental health issues within communities of individuals. It aims to empower communities through collaborative research, education, and intervention. The module will also specifically explore concepts and principles of diversity and inclusivity. Using the reflexive approach as a framework, the module will allow learners opportunities to explore issues of local communities in the context of their multi-level environment. By the end of the module, learners should have sound knowledge and understanding of the fundamental principles affecting individuals' and communities' quality of life. They will be informed of ways to impact these communities of individuals, through research and action, which can inform social policies, helping practices, and social change.