

# 幸福理論取向表達性藝術治療團體方案對教育優先 區國中生之輔導效果

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## 摘要

本研究旨在探討幸福理論取向表達性藝術治療團體方案對教育優先區國中生之輔導效果，採等組前、後與追蹤測之準實驗設計。研究者招募高雄市某教育優先區國中生十六名為研究對象，分別將研究對象分成實驗組與控制組。實驗組接受八次團體，每次進行兩次的團體課程共九十分鐘，共十二個小時的幸福理論取向表達性藝術治療團體；控制組則不接受任何處理，於研究結束後接受與實驗組相同的處理。團體方案結束後，實驗組及控制組，再進行國中生幸福感量表後測及追蹤測驗，以了解其團體方案介入後之差異性。所得的資料以單因子共變數分析進行考驗並輔以單元回饋單、成員各個別訪談紀錄表，團體活動觀察紀錄表等資料，作為研究結果的佐證和補充本研究的主要結論如下：

- 一、以幸福理論為基礎的表達性藝術團體輔導方案對教育優先區國中生幸福感具有提升「整體幸福感」、「人際相處」與「生活滿意度」立即性和持續性的效果。
- 二、以幸福理論為基礎的表達性藝術團體輔導方案對教育優先區國中生幸福感、自我肯定、人際相處、正負情緒、身心健康及生活滿意度上均具有立即性的效果表現。
- 三、以幸福理論為基礎的表達性藝術團體輔導方案對教育優先區國中生幸福感之整體幸福感、自我肯定、正負情緒及身心健康上具有立即性效果，其持續性效果不顯著。

最後，研究者依據研究結果提出建議，以作為學校輔導工作、團體諮商實務及未來研究之參考。

**關鍵字：**幸福理論、幸福感、表達性藝術治療團體輔導

# **The Study of The Counseling Effectiveness of The Well-being Theory-based Expressive Arts Therapy Group Program for Junior High School Students in Priority Education Areas.**

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## ABSTRACT

This study aims to explore the counseling effectiveness of a well-being theory-based expressive arts therapy group program for junior high school students in priority education areas. A quasi-experimental design with pre-test, post-test, 和 follow-up measures was employed. The researcher recruited sixteen junior high school students from a priority education area in Kaohsiung City as subjects, dividing them into experimental 和 control groups. The experimental group participated in eight sessions of the well-being theory-based expressive arts therapy group, each lasting 90 minutes, totaling 12 hours. The control group received no treatment but was provided with the same intervention as the experimental group after the study concluded.

Post-intervention, both the experimental 和 control groups were administered the Junior High School Students' Well-being Scale for post-test 和 follow-up assessments to evaluate the differences resulting from the group intervention. The data were analyzed using ANCOVA, supplemented by unit feedback forms, individual interview records, and group activity observation records to corroborate and enhance the study's findings.

The primary conclusions of this study are as follows:

The well-being theory-based expressive arts group counseling program has immediate and sustained effects on improving "overall well-being," "interpersonal relationships," and "life satisfaction" among junior high school students in priority education areas.

The program shows immediate effects on well-being, self-affirmation, interpersonal relationships, positive and negative emotions, physical and mental health, and life satisfaction for these students.

The program has immediate effects on overall well-being, self-affirmation, positive and negative emotions, and physical and mental health, but its sustained effects are not significant. Finally, based on the study results, the researcher provides recommendations for school counseling, group counseling practices, and future research.

Keywords: Well-being Theory, Sense of Well-being, Expressive Arts Therapy Group Counseling