



THE EFFECT OF DANCE PSYCHOTHERAPY ACTIVITIES ON STRESS REDUCTION FOR  
UNDERGRADUATE STUDENTS



ZHANG BINXIN

Graduate School Srinakharinwirot University

2023

ผลของกิจกรรมการเต้นเชิงจิตวิทยาเพื่อลดความเครียดของนักศึกษาปริญญาตรี



ปริญญาานิพนธ์นี้เป็นส่วนหนึ่งของการศึกษาตามหลักสูตร  
การศึกษามหาบัณฑิต สาขาวิชาจิตวิทยาการศึกษาและการแนะแนว  
คณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ  
ปีการศึกษา 2566  
ลิขสิทธิ์ของมหาวิทยาลัยศรีนครินทรวิโรฒ

THE EFFECT OF DANCE PSYCHOTHERAPY ACTIVITIES ON STRESS REDUCTION FOR  
UNDERGRADUATE STUDENTS



ZHANG BINXIN

A Thesis Submitted in Partial Fulfillment of the Requirements  
for the Degree of MASTER OF EDUCATION  
(M.Ed. (Educational Psychology and Guidance))  
Faculty of Education, Srinakharinwirot University

2023

Copyright of Srinakharinwirot University

THE THESIS TITLED

THE EFFECT OF DANCE PSYCHOTHERAPY ACTIVITIES ON STRESS REDUCTION FOR  
UNDERGRADUATE STUDENTS

BY

ZHANG BINXIN

HAS BEEN APPROVED BY THE GRADUATE SCHOOL IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE MASTER OF EDUCATION  
IN M.ED. (EDUCATIONAL PSYCHOLOGY AND GUIDANCE) AT SRINAKHARINWIROT UNIVERSITY

-----  
(Assoc. Prof. Dr. Chatchai Ekpanyaskul, MD.)

Dean of Graduate School  
-----

ORAL DEFENSE COMMITTEE

..... Major-advisor

(Dr.Asama Campiranon)

..... Chair

(Assoc. Prof. Dr.Sukaroon Wongtim)

..... Co-advisor

(Assoc. Prof. Dr.Patcharaporn Srisawat)

..... Committee

(Dr.Kanchit Saenubol)

Title	THE EFFECT OF DANCE PSYCHOTHERAPY ACTIVITIES ON STRESS REDUCTION FOR UNDERGRADUATE STUDENTS
Author	ZHANG BINXIN
Degree	MASTER OF EDUCATION
Academic Year	2023
Thesis Advisor	Doctor Asama Campiranon
Co Advisor	Associate Professor Doctor Patcharaporn Srisawat

The aims of the research are as follows: (1) to study the stress of undergraduate students; (2) to compare the stress of the experimental group before and after dance psychotherapy activities; and (3) to compare the stress of undergraduate students between experimental group and control group. The population is the undergraduate students at Chongqing University of Mechanical and Electrical Technology, China, as the experimental object of this study. In total, 60 students met the population criteria for the study and were chosen as samples. There are 30 students in the control group, and 30 students in the experimental group. The control groups have been invited to join dance psychotherapy activities for eight sessions in two weeks. The research instruments included a stress scale and dance psychotherapy activities. The data were analyzed using descriptive and statistical statistics to compare means between two independent sample groups. The results of the study were as follows: (1) the current pressure on undergraduate student stress was moderate; (2) after attending the activities, the stress level of the experimental group decreased ( $p < 0.01$ ); and (3) the stress level of undergraduate students between the experimental group and the control group was different ( $p < 0.01$ ).

Keyword : Dance psychotherapy activities, Undergraduate students, Stress, Effect

## ACKNOWLEDGEMENTS

When my paper is finished, I would like to thank him for helping and supporting me in my research and writing process.

First of all, I want to thank my mentor who gave me selfless guidance and support throughout the research. His professional knowledge and experience have played a vital role in my research, helping me to overcome the difficulties and achieve some important results.

Secondly, I want to thank my family and friends who have always supported me and encouraged me to move on. Their care and support made me feel very warm and enabled me to overcome some of the challenges and difficulties in my research.

I also want to thank my colleagues and research partners, who gave me a lot of help and advice in the research process, so that I can better understand and solve problems. Their cooperation and support was one of the important factors that helped me to achieve my research success.

Finally, I would like to thank all who contributed to my research, whether by providing data, equipment or other forms of support to help make my research more complete and valuable.

Here, I would like to express my most sincere thanks and respect to all the people concerned.

ZHANG BINXIN

## TABLE OF CONTENTS

	Page
ABSTRACT .....	D
ACKNOWLEDGEMENTS.....	E
TABLE OF CONTENTS.....	F
LIST OF TABLES.....	I
CHAPTER 1 INTRODUCTION.....	1
1.1. Background.....	1
1.2 Research Problem .....	3
1.3 Research Objectives.....	3
1.4 Research Significance .....	3
1.5 Research Scope .....	4
1.6 Research Framework.....	5
1.7 Definitions of Terms .....	5
1.8 Research Hypothesis.....	5
CHAPTER 2 LITERATURE REVIEW.....	6
2.1. Dance psychotherapy activities .....	6
2.1.1 Benefits of dance psychotherapy .....	7
2.1.2 Type of dancing .....	8
2.1.3 Concepts and theories related to dance psychotherapy.....	9
2.2 The concept of stress .....	10
2.2.1 Meaning.....	10
2.2.2 Symptoms of stress .....	10

2.2.3 Sources of stress for undergraduate students .....	11
2.3 Research .....	12
2.3.1 Study of dance psychotherapy activities .....	12
2.3.2 Research related to stress .....	13
2.3.3 Research status of the influence .....	14
CHAPTER 3 METHODOLOGY .....	16
3.1 Study design .....	16
3.2 Population and samples .....	16
3.2.1 Population .....	16
3.2.2 Samples .....	16
3.3 Research instruments .....	16
3.3.1 Questionnaire content design: .....	16
3.3.2 Dace psychotherapy activities .....	17
3.4 Procedures of this study .....	21
3.5 Data statistics .....	22
CHAPTER 4 RESEARCH RESULTS .....	24
4.1 Descriptive statistics .....	24
CHAPTER 5 CONCLUSION AND DISCUSSION.....	27
5.1 Study Objectives .....	27
5.2 Research Hypothesis .....	27
5.3 Study Methods .....	27
5.4 Conclusion .....	28
5.5 Discussion .....	29

5.6 Recommendation ..... 31

    5.6.1 Recommendations for applying research result..... 31

    5.6.2 Recommendations for future studies ..... 32

REFERENCES..... 33

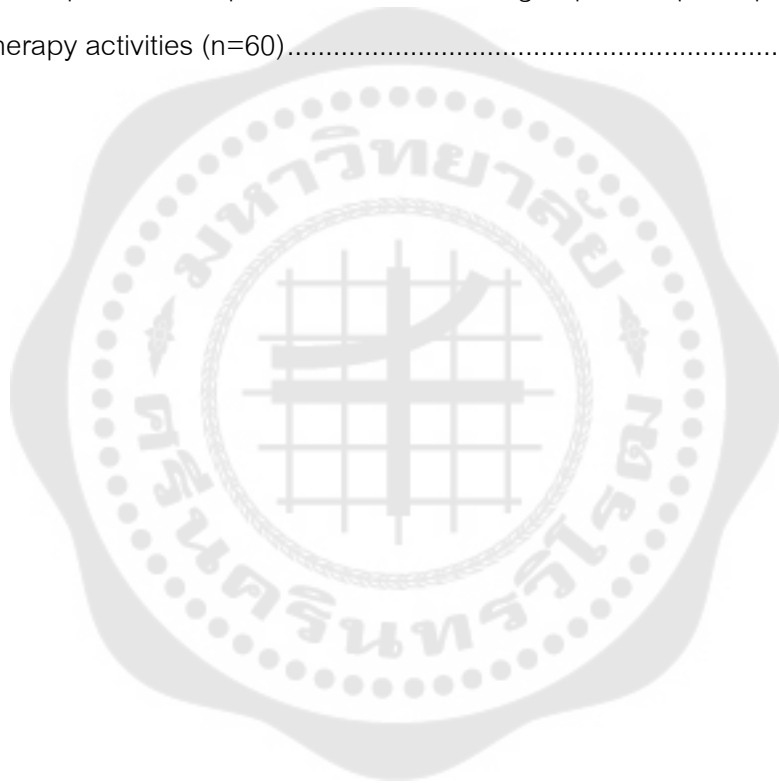
APPENDIX ..... 37

VITA ..... 71



## LIST OF TABLES

	Page
TABLE 1 Student stress level (n=60) .....	24
TABLE 2 Results of the stress of an experiment group before and after participating in dance psychotherapy activities (n=30) .....	25
TABLE 3 Comparison of experimental and control groups after participating in dance psychotherapy activities (n=60).....	26



# CHAPTER 1

## INTRODUCTION

### 1. Background

In modern society, the mental health of undergraduates has become increasingly prominent and become a social problem. As a new generation of society, undergraduates face many challenges in academic pressure, life pressure, and interpersonal relationships, which may have a negative impact on their mental health. Therefore, research on undergraduate mental health problems and their coping strategies becomes crucial. (Wang, 2014)

Among the many factors that cause mental health problems in undergraduates, stress is an important factor. Stress can come from academic requirements, social pressure, family pressure, and other aspects, and undergraduates are in this stage, and often need to deal with multiple stressors at the same time. The study found that the greater the stress among undergraduates, the worse the mental health problems. Stress may lead to negative emotions, such as anxiety and depression, and may even trigger physical health problems. Some individuals may be unable to bear the stress and adverse psychological and physical reactions, and even some people think suicide because of the stress. Therefore, understanding the stress response of undergraduates and the way they cope with stress is crucial to promote their mental health. (Feng, 2005)

According to my teaching experience in higher vocational undergraduate students, students have pressure in the actual teaching activities of higher vocational undergraduate students, such as: academic pressure: some students may feel inferior because of their unsatisfactory academic performance. Social anxiety: undergraduate students may be reluctant to participate in class discussions and social activities because of social anxiety. Life pressure or body image, undergraduate students may also cause more pressure due to these reasons, resulting in psychological and physiological reactions.

The life of undergraduates is significantly impacted by stress, as evidenced by the performance above. It affects not only their academic performance, but also their

social interactions and emotional health. undergraduate students may face a variety of challenges, including academic stress, social stress, and discomfort with their appearance and body image. The deleterious effects of these pressures can have a detrimental effect on their lives, thus detrimentally impacting their overall well-being and quality of life.

The significance of this paper lies in a deep understanding of the effects of dance psychotherapy activities on stress reduction in undergraduate students. The mental health, social interaction, and career development of undergraduate students is profoundly affected by this. By learning different types of dance courses, we can better understand how to use dance as a psychological intervention tool to promote the development of undergraduate students' physical and mental health.

Psychotherapy utilizing dance as a means of reducing psychological stress and enhancing mental health is often guided by a therapist with a professional dance background and psychotherapy experience. This comprehensive form of therapy unites artistic, psychological, and physical experience, and has been demonstrated to not only reduce stress but also enhance self-esteem. The following is a summary of some important literature that emphasizes the impact of dance on reducing stress in undergraduate students.

Yang (2020) found that dance training can weaken the psychological sub-health state of undergraduate students. At the same time, they found that dance-trained students were better at adopting a variety of stress and stress-coping methods to improve their emotional problems and Xie (2021) and other studies showed that through the dance intervention experiment of students in Shaanxi Normal University, they found that inferiority subjects reduced self-esteem, improved self-esteem and self-satisfaction, and proved that dance reduced the positive impact of inferiority on undergraduate students and Zhang (2019) experiment found that dance teaching has a positive role in improving young students' confidence, eliminating inferiority complex and effectively improving the mental health of teenagers, and also proved that dance exercise has a positive role in promoting the mental health of young students. Moreover, Sun (2015)

found that dance is helpful in improve students 'artistic aesthetic awareness and image thinking ability ,and improve students' aesthetic appreciation ability.

Combined with the above literature, we can think that dance psychotherapy activities have a positive effect on reducing the pressure of undergraduate students. and undergraduate students 'mental health problems is a major social problem, stress is an important factor in this aspect, this study aims to explore the influence of dance psychotherapy activities on undergraduate students to reduce stress, to provide a new perspective and method to improve undergraduate students' mental health.

## **1.2 Research Problem**

1. What are the stress levels among undergraduate students?
2. Can dance psychotherapy activities reduce the stress of undergraduate students

## **1.3 Research Objectives**

- 1.To study the stress of undergraduate students.
- 2.To compare the stress of the experimental group before and after participating in dance psychotherapy activities.
- 3.To compare the stress of undergraduate students between the experimental group and the control group.

## **1.4 Research Significance**

1.4.1 Promotion of mental health among undergraduates: It is expected to provide a new way of mental health intervention for undergraduates by studying the effect of dance psychotherapy activities on reducing stress among undergraduates. Dance activities may become an interesting, effective way to help undergraduates cope with stress in school and life and reduce mental health problems such as anxiety and depression.

1.4.2 Expand psychotherapy methods: As a non-traditional psychological intervention method, combining dance psychotherapy with dance and psychotherapy

may bring new ideas and methods to the field of mental health. This study helps to verify its effectiveness and provides new options in the field of psychotherapy.

1.4.3 Enrich the content of sports dance courses: Based on the research results, universities can design and carry out public sports dance courses more targeted, and give full play to the positive impact of sports dance on the mental health of undergraduates. This helps to improve the attractiveness of the curriculum, enhance student participation, and promote the overall development of physical and mental health.

In conclusion, this study aims to provide a useful empirical research basis for promoting undergraduate mental health, providing a theoretical basis for undergraduate students sports dance courses, and promoting interdisciplinary cooperation by exploring the impact of dance psychotherapy activities on undergraduate stress.

### 1.5 Research Scope

(1) Selection of Chongqing Mechanical and Electrical Technology University undergraduate students of art freshman dance public elective course of 30 girls for experimental group 2 weeks 8 session dance psychotherapy activities, select freshman music appreciation public elective course of 30 girls for experimental control group 2 weeks 8 session of music appreciation theory and related knowledge learning, experimental research.

(2) The experimental group, the control group, before and after the teaching experimental design for comparison.

(3) Conduct 8 session for no less than 2 weeks and test the change of stress respectively. The teaching content of the experimental control group is the basic music theory knowledge and music appreciation skills.

(4) Before and after the experiment, the pressure should be filled in by both the experimental group and the experimental control group.

(5) Finally, discuss and analyze the results of the two measurements and draw conclusions.



## CHAPTER 2

### LITERATURE REVIEW

#### 2.1. Dance psychotherapy activities

Dance psychotherapy activity is a psychotherapy method to help people reduce emotional and behavioral problems through the form of dance, including movements and breathing skills. Its theoretical basis includes psychodynamics theory, Gestalt theory, body movement theory, social culture theory and empirical theory. Dance psychotherapy can help people to adjust body movements and posture, explore unconscious motivation and conflict, establish overall cognition and understanding, understand and adapt to social and cultural environment, explore and experience different emotions and experiences, so as to achieve the purpose of alleviating emotional and behavioral problems.

Xie (2021) found that Shanxi Normal University had a certain tendency of inferiority of the top ten students in 18 weeks of dance intervention experiment. He found that after the subject of inferiority was alleviated, self-esteem and self-satisfaction were improved, which proved the positive effect of dance to reduce the inferiority of undergraduate students.

Banio (2020) Study the impact of Latin dance on the quality of life of the people. Through the results of 163 elderly people from Europe Latin dance after intervention, Latin dance can not only keep the body healthy and inhibit the development of many diseases but also can promote the continuous movement of the brain, thus improving the associative ability and memory ability, help them to establish new social connections, forget the loneliness, stagnation and the monotony of life.

Overall, dance psychotherapy activity is a treatment to reduce psychological stress and improve mental health through dance movements, body language and dance skills. It draws on the elements of dance and psychotherapy, promoting personal mental health, emotional expression and interpersonal relationship improvement through physical movement and emotional expression, contributing to the development of personality and improving the quality of life.

### 2.1.1 Benefits of dance psychotherapy

Dance psychotherapy activities have a positive impact on stress decompression, indicating their goals and benefits:

Emotional release and emotional adjustment: undergraduate students often face academic pressure and life pressure, and dance can be an outlet for emotional release. Through dancing, students can express their emotions, relieve tension and anxiety, and help them to better understand and adjust their emotional state. Social interaction: Participation in dance classes or group activities can promote social interaction. Building positive social relationships can provide emotional support and reduce the stress associated with feelings of isolation and anxiety. Improve creativity and confidence: Dance encourages creative expression and free dance. By overcoming dance challenges, undergraduates can improve their confidence and problem-solving skills, which can be applied to academics and life. The experimental results show that, compared with guiding the physical health plan, dance practice has obvious advantages in improving the social confidence, relieving bad mood and relieving anxiety. (Li,2015)

Gerber (2014) analyzed the interaction between stress and physical activity in his study and found that improvements in depression and anxiety were associated with regular participation in dance among stressed students, but this relationship was not exist in less stressed students. The findings suggest that dance relieves stress and depression more than other physical activities.

Overall, dance psychotherapy activities provide a comprehensive approach to help undergraduate students cope with stress. By blending physical activity, emotional articulation, social interplay, and self-perception, psychological and emotional well-being can be augmented, stress can be abated, and the individual's health and quality of life can be enhanced.

### 2.1.2 Type of dancing

#### The concept of dance psychotherapy activities

Dance psychotherapy activity is a psychotherapy approach designed to promote physical and emotional health through physical movements and dance. Dance therapy activities are usually guided by professional dance therapists, who will design personalized dance movements and choreography according to the needs and circumstances, to help the patient explore physical and emotional problems, and thus improve the psychological state.

Zhang (2019) discovered that, through a 12-week dance teaching experiment, dance instruction can be advantageous in boosting the self-assurance of young students, eradicating their sense of inadequacy, and, in addition, significantly enhancing the mental health of these students. Furthermore, the dance course was demonstrated to be beneficial in advancing the mental health of young students. In dance therapy activities, patients can express their emotions and feelings through dancing, or learn new body movements and skills through dancing, so as to improve their physical coordination and flexibility.

Chen (2005) discovered that dance is a powerful tool for cultivating cognitive abilities, bolstering confidence, accountability, honor, and collective spirit, fostering perseverance, determination, self-control, autonomy, and other personality traits, and making individuals cheerful and hopeful, full of energy. It can improve emotional life, reduce psychological pressure, and use self-discharge, compensatory migration, and other methods to reduce or transmit bad emotions. Interpersonal relationships can be bolstered through the practice of dance. In addition, because the dance has its unique content and form of activities, participants often get the pleasure of "learning", "increasing", "joy" success, "winning", etc. Eliminating character tension, exercising well, and enhancing mental health can be achieved through gratifications.

In conclusion, experts and scholars have conducted empirical studies on dance psychotherapy activities from different aspects and degrees. It can be seen that dance psychotherapy activities can help undergraduates to improve their mental and emotional health, reduce stress, and improve their overall health and quality of life.

### 2.1.3 Concepts and theories related to dance psychotherapy.

From the literature review, dance psychotherapy activities are widely recognized as a method for promoting both physical and mental health. Especially in reducing stress.

Gong et al. (2019) showed that compared with guiding health sports, dance practice has obvious advantages in improving the social confidence of undergraduate students, alleviating bad emotions ,and alleviating anxiety.

Manetti et al. (2015) and others used dance as an intervention. After 12 weeks of experiment, it is believed that dance can effectively improve the physical function of the elderly, enhance well-being, promote social interaction, and improve their mental health level, thus significantly improving the quality of life of the elderly. Therefore, we suggest that dance can serve as a means to maintain cognitive and physical function during progressive aging. Dance psychotherapy activity is a psychotherapy method that helps people to reduce their emotional and behavioral problems, including motor and breathing skills. Its theoretical bases include psychodynamics theory, Gestalt theory, body movement theory, social culture theory, and empirical theory. Dance psychotherapy can help people to adjust body movements and posture, explore unconscious motivation and conflict, establish overall cognition and understanding, understanding and adapt to the social and cultural environment, explore and experience different emotions and experiences, so as to achieve the purpose of alleviating emotional and behavioral problems.

Research has demonstrated that physical exercise can alleviate or alleviate negative feelings such as tension, depression, anxiety, inferiority complex, and stress, and can have a beneficial effect on people's physical and mental health. However, in the current studies on the effects of dance on the mental health of undergraduates, there are few studies and scant research on stress among undergraduates. As mentioned above, contemporary undergraduate students are under greater psychological pressure, and stress will have an important impact on people's physical

and mental health levels. Therefore, the study of undergraduate student stress is very necessary.

## **2.2 The concept of stress**

### **2.2.1 Meaning**

Stress is originally a physical concept that refers to forces acting vertically on the surface of an object. The concept of stress in the field of psychology was first proposed in 1956 by the Selye system, which regarded stress as a non-specific response to individuals stimulated by the environment, namely general adaptation syndrome (GAS), so Selye is known as the "father of stress". In 1984, Lazarus and Folkman proposed the term "psychological stress (psychological stress)". They believed that psychological stress is a special relationship between individuals and the environment evaluated by individuals as beyond their resources or may pose a threat to their physical and mental health.

Song (1984) believes that psychological pressure is a series of physiological and psychological changes caused by the changes in the external environment, which is unavoidable for everyone.

Liang (2006) put forward that psychological stress, also known as "psychological stress", is the tense state generated by individuals in psychological and physiological aspects when they are facing an extremely important and difficult environment.

Li (2008) believed that psychological stress is the psychological response of individuals to the cognitive evaluation of the threatening stimuli in the environment, and this theory particularly emphasizes the role of cognition.

### **2.2.2 Symptoms of stress**

Chen et al(2003). Studies have found that stress is one of the most important factors that cause mental health problems among undergraduate students, while undergraduate students often face various stresses, which may lead to various physical and psychological symptoms. Here are some of the common stress symptoms:

Anxiety: Anxiety is a common stress response that may manifest as nervous, restlessness, fear, and unstable emotional states. Depression: Long-term stress leads to depressive symptoms, such as low mood, loss of interest, lack of energy, and negative self-evaluation. Physical discomfort: Stress can cause headaches, muscle tension, stomach discomfort and fatigue. Insomnia: Difficulty falling asleep or staying asleep is a common stress symptom that can lead to fatigue and inattention. Social withdrawal: Some undergraduate students may become more isolated and have less social interactions facing stress. Anxiety and emotional problems: Some people may experience emotional bursts, impulsive behavior, or deteriorating emotional problems during stress.

Wang & Zhang (2003) believed that psychological stress response is defined as: psychological a physiological response, mainly refers to the change of various emotional reactions and physiological indicators, such as individual psychological indicators such as anxiety and low mood, hypertension, headache, insomnia and other physiological indicators

In summary of the above studies, stress response is a negative emotional reaction caused by individuals' cognition of external stress, or a negative reaction produced by individuals to their own subjective consciousness.

### **2.2.3 Sources of stress for undergraduate students**

With the rapid advancements in science and technology, the pace of modern life is accelerating, ushering in fierce competition across various industries. This dynamic presents contemporary undergraduate students with substantial challenges in academics, employment, and interpersonal relationships, thereby escalating stress levels, particularly concerning mental health. According to the research conducted by many scholars, the factors affecting the psychological pressure of undergraduates in Chinese universities mainly include interpersonal relationships, marriage and love, academic research ,and economic burden. (Huang,2020)

Chen & Zhang (2006). The study found that when individuals feel pressure, they will inevitably show it through some reaction channels, that is, stress is

through subjective evaluation and response, and then the stress reaction can have a certain impact on people, such as too much pressure leads to depression, anxiety, and other negative emotions; or psychological and physiological adverse reactions due to stress; and even some people think suicide due to the pressure. Therefore, in-depth research on stress reactions is helpful to promote the mental health of undergraduate students.

In conclusion, there are many empirical studies on psychological pressure among undergraduate students in China. First of all, the psychological pressure of undergraduate students in different regions is widespread. Whether it is a medical major, or a liberal arts or science and engineering major, there are different degrees of psychological pressure. Secondly, the pressure source of undergraduate students mainly includes economic pressure, emotional problems, study problems, employment problems and so on. There may be some differences in the ranking of the stressors of undergraduate students in different regions.

## 2.3 Research

### 2.3.1 Study of dance psychotherapy activities

Yang & Che (2020) concluded that more than three months of dance training will weaken the psychological sub-health state of undergraduate students. At the same time, they found that students trained in dance were better at taking various coping methods against stress and stress to improve their emotional problems.

Xie (2021) believed that the dance intervention experiment of the top 10 students of Shaanxi Normal University with a certain tendency of inferiority, found that the inferiority subjects reduced self-esteem, improved self-esteem and self-satisfaction, and proved that dance reduced the positive impact of inferiority on undergraduate students.

Zhang (2019) found that dance teaching plays a positive role in improving young students' confidence and eliminating inferiority complex, effectively improving the mental health of young students, and also proves that physical exercise has a positive role in promoting the mental health of young students.

Sun (2015) believes that the aesthetic consciousness of sports undergraduate students, and finds that dance is helpful to improve students' artistic aesthetic consciousness and image thinking ability, and improve students' aesthetic appreciation ability.

Merico, Ilhan (2016) believed that the impact of Latin dance on the participants' confidence, and found that 12 weeks of Latin dance training effectively improved the participants' confidence level, indicating that Latin dance training can effectively reduce people's inferiority complex and improve self-confidence.

Jones (2018) conducted a 3-month intervention in elderly people aged over 65 years, and believed that the intervention could improve the age identity of the elderly and have a positive impact on the self-integrity of the elderly.

Adriana (2020) found the impact of Latin dance on people's quality of life. With 163 elderly European people, Latin dance can not only maintain physical health and inhibit the development of many diseases, but also promote the continuous movement of the brain, which can improve association and memory, help them establish new social connections and forget loneliness, stagnation and monotonous life.

### **2.3.2 Research related to stress**

Sun (2019) discovered that tea exercise had a considerable effect on both the exercise motivation and stress response of undergraduates, with tea exercise being found to be effective in enhancing exercise motivation and diminishing stress response. Additionally, motor motivation was found to have a partial role in mitigating the stress response in undergraduate students. The stress response of undergraduate students can be significantly lessened by tea and tea dance practice, as well as by boosting their exercise enthusiasm.

Adilogullari (2014) found that the influence of dance practice on social body anxiety among undergraduate students. We found that 12 weeks of dance practice effectively reduced social body anxiety among undergraduate students, and people can find a way to eliminate anxiety and stress in daily life.

Delabary (2018) conducted a study to determine the effect dance sport had on the quality of life of Parkinson's patients, and discovered that proper dance sport practice lessened the physical and mental impairments of Parkinson's patients, as well as enhancing their quality of life.

Combined with the above literature, we can believe that dance psychotherapy activities have a positive impact on reducing stress on undergraduate students, and dance can not only reduce stress, but also improve their emotional problems.

### **2.3.3 Research status of the influence**

On the research status of the impact of dance psychotherapy activities on stress reduction in undergraduate students, the following are some related research results:

Cao (2020) The experiment found that the sports happiness of the elderly in the community was significantly improved after the dance course of the elderly university, and concluded that the dance course had a positive effect on promoting the happiness of the elderly.

Wu (2019) studies the impact of dance sport exercise on self-confidence and stress among undergraduates. Found that 12 weeks of side sport practice significantly increased undergraduate confidence and increased their happiness level by enhancing their self-confidence.

Wu( 2018) Through 16 weeks of teaching experiment, dance can effectively promote the development of teenagers' physical and mental health, improve the mental health level more significantly, mainly show that dance exercise can relieve learning anxiety, tension, improve their interpersonal skills, improve their happiness, improve self-esteem level.

Shen (2020) From the perspective of the elderly, the relationship between deep leisure and dance pressure reduction. Through the experiment, the deep leisure state is significantly positively associated with the subjective well-being of the elderly, and it is believed that the deep leisure can promote happiness.

Milcomanetti (2015) and others use dance as an intervention. Experimentation conducted over 12 weeks has led to the conclusion that non-competitive dance activities can significantly enhance the physical health, joy, social aptitude, and mental wellbeing of the elderly, thus significantly enhancing their quality of life.

Therefore, it is believed that in the process of gradual aging, dance can be used as a means to maintain cognitive and physical function. Studies conducted in the past have demonstrated that dance can help to alleviate or lessen tension, depression, anxiety, inferiority complex, stress, and other negative emotions, and have a beneficial effect on people's physical and mental health. Furthermore, dance, as an aerobic exercise program, has a beneficial effect on both physical and cardiovascular health. However, in the current studies on the impact of dance psychotherapy activities on the mental health of undergraduate students there are few studies and little stress on undergraduate students.

As mentioned above, contemporary undergraduate students are faced with greater psychological pressure, and the pressure will have an important impact on people's physical and mental health levels. Therefore, it is very necessary to study the stress of undergraduate students. These findings suggest that dance mental activity has a positive effect on undergraduate students through dance methods, which helps people to reduce emotional and behavioral problems, including motor and respiratory skills.

## CHAPTER 3

### METHODOLOGY

#### 3.1 Study design

This study used an experimental design to investigate the effects of dance psychotherapy activities on stress among undergraduate students. To compare the stress between the experimental group and the control group were designed.

#### 3.2 Population and samples

##### 3.2.1 Population

This study will use the undergraduate students of Chongqing University of Mechanical and Electrical Technology as its experimental object. In total, 200 students met the population criteria for the study.

##### 3.2.2 Samples

The subjects of this study are the undergraduates of Chongqing Mechanical and Electrical Vocational University, including 60 experimental students, 30 in the experimental group and 30 in the control group. The student was selected from a pre-test of 200 students. To guarantee the accuracy of the results, no significant distinctions were found between the two groups in terms of gender, age, and academic performance.

#### 3.3 Research instruments

##### 3.3.1 Questionnaire content design:

The Scale of Stress Response Characteristics was administered before and after the experiment. This scale, compiled by Yu et al. (2008), was a revision of the undergraduate Students' Stress Reaction Characteristic Scale (CSRS), which was based on the Trait Coping Inventory (TCI). Its purpose was to determine the influence of dance psychotherapy activities on the stress levels of the students.

The total score can be calculated or scored from each dimension. A smaller score indicates a worse stress response. The alpha coefficient was 0.938, indicating

that the scale has good reliability and stress test with item objective congruent (IOC) =0.67-1.00

#### of Stress Questionnaires

- 1.I can easily lose my temper during setbacks(-)
- 2.I tend to lose my temper for a little thing (often feel anxious and irritable)(-)
- 3.I think the study task is too heavy for me to cope with(-)
- 4.I feel anxious easily.(-)
- 5.No interest in anything after class(-)

#### Level of stress

Scores of 1.00 -1.49 are at the very low level.

Scores of 1.50 -2.49 are at the low level.

Scores of 2.50 -3.49 are at the moderate level.

Scores of 3.50 -4.49 are at the high level.

Scores of 4.50 -5.00 are at the highest level.

#### 3.3.2 Dance psychotherapy activities

Dance psychotherapy activity is an effective way to reduce the pressure of undergraduate students. Here is the event plan for 8 meetings in 2 weeks The item consensus objective (IOC) of dance psychotherapy activities was 0.67--1.00.

#### Dance activities program

Week	Lesson	Title	Objective	Skills and Techniques
Week 1	Lesson 1	Introduce the concept and benefits of dance psychotherapy.	1.the concept and benefits of dance psychotherapy. 2.Distribute the syllabus to remind students of the topics and requirements for the next lesson. 3.Encourage students to ask questions or share ideas.	1. Case study: Share some practical case studies 2.Demonstration: Invite professional dance psychotherapists to demonstrate. 3.Group activities: Divide into groups for students to discuss and share their understanding of dance psychotherapy.

Week	Lesson	Title	Objective	Skills and Techniques
	Lesson 2	Body relaxation exercises and body awareness.	<p>1. This course is to help students build physical awareness.</p> <p>2. Learn to relieve stress through physical relaxation.</p> <p>3 In the discussion section, students are encouraged to share their feelings and findings to facilitate mutual learning and support.</p>	<p>1. Course Introduction Students are welcome and will briefly review the content of the last class.</p> <p>2. Body mindfulness exercises Have the students sit in comfortable chairs or on the floor, with their eyes closed.</p> <p>3. Body scan exercise Continue to keep the students with their eyes closed.</p> <p>4. Shared experience and discussion Encourage students to share their experiences with others or write them down.</p>
	Lesson 3	Let the students express their emotions through music and free dance	<p>1. Emotional expression: Help students understand how to express their emotions through music and dance, cultivate their emotional intelligence, so that they can better understand and express their emotions.</p> <p>2. Creativity: Encourage students to create unique ways of expression through music and dance to cultivate their creativity and imagination.</p> <p>3. Body coordination: Through dance practice, help students to improve their body coordination ability, enhance muscle control and balance sense.</p>	<p>1-The Power of Music Share with the students some examples of how music affects emotion. Play an emotional piece of music, and let the students close their eyes, listen, and pay attention to the emotions they feel.</p> <p>2-Sharing and Discussion Invite students to share their emotional experiences and how they express their emotions through dancing.</p>

Week	Lesson	Title	Objective	Skills and Techniques
	Lesson4	Use dance to explore personal emotional expression.	<p>1 to help participants learn to identify different emotions and how these emotions are expressed both physically and emotionally.</p> <p>2. Help the participants with how to express their emotions through the dance.</p> <p>3, to help participants establish a deeper self-awareness of their emotional and physical performance in order to better understand and manage their emotions.</p> <p>4. Cultivate the participants' self-expression ability.</p>	<p>1-Emotional expression dance exercises</p> <p>Choose a piece of music, which can be light, sad, or cheerful, according to the topic of this lesson.</p> <p>2-observation and feedback</p> <p>The students split into groups and observed each other's dance performances.</p> <p>3-Emotional expression and creation</p> <p>Students are asked to choose a specific emotion, such as anger, joy, sadness, etc.</p>
Week 2: Dealing with stress Self-exploration and summary	Lesson5	Learn how to relieve physical tension and stress through dancing.	<p>1 Help students understand what stress is and how it affects physical and emotional well-being.</p> <p>2. Help students how to be aware of the existence of stress through the perception of the body.</p> <p>3. Help students with how to express their emotions and body perception through dance.</p> <p>4. Help students to reduce their physical stress through deep breathing techniques.</p>	<p>1-Dance body-warming activity</p> <p>Do some simple dance warming activities to help students get ready.</p> <p>These include stretching, rotation, and deep breathing.</p> <p>2-Dance and emotional expression</p> <p>Demonstrate some dance movements, and let the students try to express their emotions through the dance.</p> <p>Encourage students to share their experiences and feelings.</p>

Week	Lesson	Title	Objective	Skills and Techniques
	Lesson6	Discuss stress management strategies and encourage students to share their methods.	<ol style="list-style-type: none"> <li>1. Understand the definition and source of stress</li> <li>2. Recognize the effects of stress</li> <li>3. Learn stress management skills</li> <li>4. Share and communicate</li> </ol>	<p>1-Introduction of stress management strategy :</p> <p>Introduce different stress management strategies, such as meditation, deep breathing, exercise, time management, etc.</p> <p>2-Group discussion :</p> <p>Break students into groups and ask them to discuss the methods they used in dealing with stress and list the strengths of these methods.</p> <p>3-Student sharing :</p> <p>Students are encouraged to share their personal stress management approaches one by one and how these have worked in their lives.</p>
	Lesson7	Encourage students to use dance comes from exploring and discovering internal needs.	<ol style="list-style-type: none"> <li>1. Guidance rather than a command</li> <li>2. Encourage self-expression</li> <li>3. Provide feedback and support</li> <li>4. Promote self-reflection</li> </ol>	<p>1-Dance and Self-expression:</p> <p>Introducing the concept of dance as a tool for self-expression, including its importance in different cultures.</p> <p>Show some video clips of example dances expressing emotion.</p> <p>2-Dance Practice:</p> <p>Provide some simple dance movements, and ask the students to try according to the rhythm of the music.</p> <p>Students are encouraged to express their emotions and needs through dance movements.</p> <p>3-Self-exploration and reflection:</p> <p>Group discussion: Divide the students into small groups, asking them to share their experiences and feelings during the dance process, and whether they have discovered new internal needs or feelings.</p>

Week	Lesson	Title	Objective	Skills and Techniques
	Lesson8	End with a reflective and summary course, where students share their growth and experiences over the four weeks.	1. Self-perception and reflection 2. Communication skills 3. Team work 4. Thinking ability	1 Introduction: Guide students to think about what they experienced during the whole 2 weeks of study and how they felt about growth. 2-Student sharing : Each student had the opportunity to share their important experiences, challenges, and accomplishments during these two weeks. 3-Group discussion : Break into groups and let students discuss what they hear and provide feedback and encouragement to each other. Lead groups to discuss how to apply what you have learned to the future to continuously improve mental health. 4-Personal reflection : Students were asked to write on a piece of paper their main gains, growth and future goals in four weeks.

### 3.4 Procedures of this study

#### (1) Study protocol:

This study aimed to investigate the effects of dance psychotherapy activities on stress in college students. The experiment is divided into two groups: the experimental group , the control group . Finally, the data were analyzed and discussed according to the results of the two measurements.

#### (2) Experimental time

From February 2023 to April 2023, there will be 2 weeks, 4 times a week and 8 sessions of 45 - 90 minutes.

### (3) Experimental requirements

Before the experiment, the most complete table of stress response characteristics of undergraduates in each group was completed, and the data were collected after recovery. After the completion of 2 weeks of teaching experiment, each group was filled in and recovered once, and the data obtained from the two measurements were statistically analyzed.

### (4) Experimental process

Preparation stage: (1) refer to the literature of dance psychological activity treatment, stress and stress response: communicate with school leaders, teachers and permission, determine the teaching plan, formulate the course plan, determine the time and place of the experiment: select subjects, group: prepare the undergraduate stress response scale: prepare other required materials. Venue: Dance Classroom of Chongqing Mechanical and Electrical Vocational and Technical University.(2) Experimental time: last for 2 weeks. Each group implemented the plan according to the experimental plan, and the teaching content was carried out in strict accordance with the pre-made in advance. Before and after the experiment, each group was organized to fill in the stress reaction on the spot and recover on the spot.(3)Data sorting: After the experiment, the obtained data was sorted out and analyzed by computer software.

### 3.5 Data statistics

The measurement study process is divided into pre-experimental and post-experimental phases. They measured the stress levels of 60 students in both the experimental and control groups and found that there were students whose stress scores were at a moderate level. Therefore, a simple randomization was made into an experimental group of 30 people and the experiment was conducted by having them participate in dance psychotherapy activities. As for the 30 students, they were simply randomly selected as a control group and arranged to study as usual.

Finally, according to the information received before and after the experiment. The period during which students began to take the stress test. Before the experiment it should be within 10 minutes of the first class and after the experiment it should be within

10 minutes of class. Before this experiment Each group was given a 28-item stress scale, and after the experiment, a 28-item stress scale was distributed. Including the experimental group and control group, 30 people per group, their stress levels decreased.

Descriptive statistics (mean standard deviation) were employed to analyze the data. The t-test has been used as a statistical method to compare pre-test and post-test designs using computer software.



## CHAPTER 4

### RESEARCH RESULTS

#### 4.1 Descriptive statistics

Objective 1: To study stress of undergraduate students.

Table 1 reveals the stress level of 60 Chongqing undergraduates randomly assigned to either experimental or control groups, with descriptive statistics calculated for each.

TABLE 1 Student stress level (n=60)

Variable	Mean	S.D.	Interpret results
Stress	3.43	20.61	moderate

Note: Average stress value before experiment

Table 1 shows the moderate overall stress levels of the students. The mean value is a 3.43, S.D value of 20.61. Considering the above analysis, the results show that the selected experiments meet the requirements and can be performed.

TABLE 2 Results of the stress of an experiment group before and after participating in dance psychotherapy activities (n=30)

group	experimental group	Before		Interpret results	After		Interpret results	t	P
		M	SD		M	SD			
	Stress	3.56	5.56	High	2.98	5.58	Moderate	4.188**	.001

Note:  $p < 0.01$  significant difference

Table 2 shows that the mean score of prestress response was 3.56 points. After 2 weeks of dance psychotherapy activity experiment, the average score of stress response was 2.98 points, down 0.58 points, lower than before the experiment,  $p < 0.01$ . According to the undergraduate stress scoring method, the higher the score, the more serious the stress response, and the stronger the stress response. A lower score indicates less pressure. As can be seen from the above data, we can see that the total score of the stress response in the experimental group was significantly reduced after the experiment, indicating that the relief effect of dance psychotherapy activities on the stress response of the experimental group is very significant

The reason for the significant difference in the total stress response scores before and after the experiment may be related to the main functions and characteristics of dance psychotherapy activity. As mentioned above, many studies have shown that dance has a positive impact on people's physical and mental health. Changes in experimental group scores before and after combined experiment. It is believed that

dance psychotherapy activity can be accomplished by improving multiple stress responses and thus reducing the overall stress response.

TABLE 3 Comparison of experimental and control groups after participating in dance psychotherapy activities (n=60)

variable	Experimental group		Interpret results	Control group		Interpret results	t	P
	M	SD		M	SD			
Stress	.98	5.58	moderate	.17	3.73	moderate	7.158	.001

Note:  $p < 0.01$  significant difference

As can be seen from Table 3, the total scores of both the experimental and control groups were very significant ( $P < 0.01$ ). And 2.98 points in the experimental group, 3.17 points in the control group, and 0.19 points higher than the experimental group. The higher the score, the stronger the stress response, the stronger it is.

The results showed that after 2 weeks of dance psychotherapy activities, the experimental group could effectively relieve the stress response of undergraduate students, while the control group did not significantly improve the total stress response score after 2 weeks of normal related knowledge learning.

The study course in the control group may not be enough to effectively reduce the stress responses of undergraduate students, as this result implies. Among them, the effect of the dance psychotherapy activity course in the experimental group was significantly better than that in the control group.

## CHAPTER 5

### CONCLUSION AND DISCUSSION

#### 5.1 Study Objectives

The research purpose of this paper is as follows:

1. To study the stress of undergraduate students.
2. To compare the stress of the experimental group before and after participating in dance psychotherapy activities.
3. To compare the stress of undergraduate students between the experimental group and the control group.

#### 5.2 Research Hypothesis

Hypothesis 1: Before and after attending the event

The stress level of undergraduate students decreased after participating in dance psychotherapy activities.

Hypothesis 2: Comparison of the control group and experimental group

The stress level of undergraduate students between the experimental group and the control group was different.

#### 5.3 Study Methods

This study used a quasi-experimental design to investigate the effects of dance psychotherapy activities on stress reduction in undergraduate students. The samples were random assignment into two groups in this study: experimental and control. The experimental group will receive the intervention for dance psychotherapy activities, while the control group will continue to use traditional teaching methods and not participate in the dance psychotherapy activity course. Studies will have pre- test and post-tests comparing stress responses before and after the intervention. Upon completion of the intervention, a post-test will be conducted to assess the stress response of both groups and to compare the mean score between pre- test and post-test.

By comparing the pre-test and post-test results, we will be able to determine whether dance psychotherapy activities have a positive effect on students' stress

responses. This will help us to better understand the potential benefits of dance activity as a psychological intervention tool for students' mental health and self-perception.

#### 5.4 Conclusion

Hypothesis 1: The stress level of undergraduate students decreased after participating in dance psychotherapy activities. results show that:

From the data in the above table, the following conclusions can be drawn : This study showed that the average score of stress response before the experimental group was 3.56, belonging to a high level. After 2 weeks of dance psychotherapy activities, the average score was 2.98 points, which belonged to the Moderate level, which was 0.58 points lower than before the experiment,  $p < 0.01$ , which was statistically significant. The stress response characteristic scale scoring method suggests that a higher score implies a more serious stress response, while a lower score implies less stress. The experimental group's total stress response was significantly diminished after the experiment, suggesting that the 2 weeks of dance psychotherapy activities had a considerable effect on the stress response in the experimental group.

Overall, dance psychotherapy activity showed significant relief in stress responses, but not in the experimental control group. This suggests that dance psychotherapy activities may have potential benefits in reducing stress responses in undergraduate students. This may support the hypothesis that participation in dance psychotherapy activities can reduce and alleviate the stress state of undergraduate students.

Hypothesis 2: The stress level of undergraduate students between the experimental group and the control group was different. The result of the study shows the following:

The experimental group's total pressure response score plummeted to 2.98, while the control group's rose slightly to 3.17 - as Tables 2 and 3 demonstrate. According to the undergraduate students' scoring method, the higher the score, the more intense the stress response. A lower score indicates less pressure. The

experimental group exhibited an exceedingly remarkable rise in stress response, whereas the control group did not, making this alteration statistically noteworthy.

This suggests that the dance psychotherapy activity had a very significant effect on undergraduate students in the experimental group, without significant relief of stress response in the control group. Therefore, there are clear differences in the stress situation between the experimental and control groups, supporting the hypothesis that there is a difference in the stress levels of undergraduate students between the experimental and control groups.

## 5.5 Discussion

### 1. The Stress among undergraduate students before and after participating in dance psychotherapy activities was different.

The results of this study showed that the experimental group had a high level in the previous experiment and a moderate level after participating in dance psychotherapy activities. The experimental control group had a moderate level before the experiment and still a moderate level after the experiment. It can be seen that there is a significant relief of the stress response through dance psychotherapy activities, but not in the experimental control group. This suggests that dance psychotherapy activities may have a potential benefit in reducing stress responses in undergraduate students. It also supports the hypothesis that participation in dance psychotherapy activities can reduce and reduce the stress state of undergraduate students according to Yang et al. (2020) found that students who had received sports dance training were better at taking various coping methods when faced with stress and stress, so as to improve their emotional problems and Sun (2019) found that dance plays a partial mediating role in the mitigation of stress response in undergraduate students. That is, dance practice can not only directly reduce the stress response of undergraduate students, but also reduce the stress response by improving their exercise motivation and Gong et al. (2019) showed that dance practice has obvious advantages in improving social confidence, alleviating bad mood ,and alleviating anxiety among undergraduate students.

Experimental results and the literature conclude that after the dance activity treatment process, undergraduates can reduce the body's stress response through dance content and relaxation techniques. Secondly, participating in dance psychotherapy activities can help undergraduate students relieve their physical stress reactions, such as muscle tension and faster heart rate. Participating in dance psychotherapy activities not only helps undergraduate student to relieve the stress and anxiety they face but also improves their mental health level and emotional stability.

## **2.The Stress among undergraduate students between the experimental group and the control group was difference.**

This study shows that, according to the data in Table 3, we can see that, first, the experimental group scored higher before the experiment and scored significantly decreased after participating in dance mental activities, indicating that dance mental activities can significantly relieve stress and negative emotions of undergraduate students.

Secondly, the control group also had higher scores before the experiment but did not score significantly lower in these aspects after the experiment, indicating that an obvious effect was not obtained.

Research shows that undergraduate students are in the "golden stage" of individual physical and mental development. With the gradual establishment and development of self-awareness, undergraduate students have different degrees of pressure in the study, life, emotions, employment and other aspects. Involvement in dance therapy is an effective form of stress reduction. In the same scenario, the stress before and after participation varied between undergraduate students participating in and without dance therapy. According study of Gerber et al (2014) analyzed the interaction between stress and physical activity in their study and found that improvements in depression and anxiety were associated with regular participation in dance exercises but this relationship was not present in less stressed students. The findings suggest that dance exercise may relieve stress and depression more than other sports activities.

It can be seen that participating in dance can significantly relieve various pressures and negative emotions of undergraduate students ,and have a positive impact on their physical and mental health and learning efficiency.

## 5.6 Recommendation

### 5.6.1 Recommendations for applying research result

Experimental data show that undergraduate students involved in dance psychotherapy activities significant improvements in both their emotional state and interpersonal relationships, thus reducing their stress. Therefore, dance psychotherapy activities can be considered an effective mental health intervention for psychological counseling and treatment of undergraduate students.

Based on my teaching experience in higher vocational undergraduate students ,and combined with the data from this experimental study, when you feel stressed out, it may be a good way to relax dance. Here are some tips for undergraduate students to reduce stress: Choose a dance style that suits you: Different dance styles have different music, movements ,and rhythms, which you can choose according to your preferences. Dance with you: Dancing with friends can make the process more fun and help you fit into the dance. While dancing, you can communicate with your friends and share your feelings and feelings, which can help you relieve stress. Stay focused and relax: Stay focused and relax while dancing. Focusing on the music and movements and immerse yourself in the dance will help you relax better. Integrate dancing into your daily routine: spare some time to dance on weekends or evenings, or participate in a school dance club. This can help you develop good dancing habits while reducing stress.

In short, dancing is a great way to relax. If you are a undergraduate students student, you can try finding a dance studio or attending the school's dance club, dance course, etc., to learn different dance styles. At the same time, stay focused and relaxed, and integrate dancing into your daily life to help you reduce your stress and enjoy dancing.

### 5.6.2 Recommendations for future studies

(1) Dance psychotherapy activities should be used with students from other study majors, such as medicine, science, and humanities.

(2) Suggestions conditions allow the dance and psychotherapy activities as a public course, strengthen the sports dance project especially dance propaganda of psychotherapy activities, improve the enthusiasm of undergraduates to participate in dance psychotherapy activities to help them in the process of practice of bad mood, reduce psychological pressure, enhance their subjective well-being, reduce and prevent the occurrence of psychological disorders.

(2) It is suggested that undergraduate students and universities pay more attention to the mental health level of undergraduates, especially undergraduates. Regular mental health level tests for undergraduates to grasp their mental health level dynamics in real- time. According to the actual situation, mental health education courses or psychological counseling platforms are set up to provide professional psychological counseling channels for students.

## REFERENCES

- Adilogullari, I. (2014). The examining the effects of 12-week Latin dance exercise on social physique anxiety: The effects of 12-week Latin dance. *The Anthropologist*, 18(2), 421-425.
- Banio, A. (2020). The influence of Latin dance classes on the improvement of life quality of elderly people in Europe. *Sustainability*, 12(6), 2155.
- Bi, X., & Peng, Y. (2003). Effect of physical exercise on undergraduate mental health. *China Sports Science and Technology*, (03), 31-32.
- Burgess, G., Grogan, S., & Burwitz, L. (2006). Effects of a 6-week aerobic dance intervention on body image and physical self-perceptions in adolescent girls. *Body image*, 3(1), 57-66.
- Chen, L., & Xue, L. (2005). The influence of physical dance on undergraduate mental health. *Art Hundred*, (03), 177-179.
- Chen et al(2003).Research on the basic characteristics of undergraduate students students' psychological pressure, applied psychology,9(3),3-4.
- Chen & zhang,(2005). Analysis of stress and mental health and coping strategies. Teaching from Hunan Normal University Journal of Education Science,4(6),87-90.
- Daley, A. J., & Huffen, C. (2003). The effects of low and moderate intensity exercise on subjective experiences in a naturalistic health and fitness club setting. *Journal of Health Psychology*, 8(6), 685-691.
- Dos Santos Delabary, M., Komerovski, I. G., Monteiro, E. P., Costa, R. R., & Haas, A. N. (2018). Effects of dance practice on functional mobility, motor symptoms and quality of life in people with Parkinson's disease: a systematic review with meta-analysis. *Aging clinical and experimental research*, 30, 727-735.
- Feng, P, Li, W, & Liu, J. (2005). A research on the influence of "sports dance" on the mental health of contemporary undergraduates. *Beijing Sport University Daily*, (04), 479-480.
- Fu, A., Wang, G, Hu, Y, & Yang, L. (2019). Study on the effects of dance yoga on physical fitness and mental health among undergraduates. *Journal of Guangzhou Institute of Physical Education*, 39(04), 86-45.
- Gerber, M., Brand, S., Elliot, C., Holsboer-Trachsler, E., & Pühse, U. (2014). Aerobic exercise, ball sports, dancing, and weight lifting as moderators of the relationship between stress and depressive symptoms: an exploratory cross-sectional study with swiss university students.

*Perceptual and motor skills*, 119(3), 679-697.

- Gong, Y., Zhang, Y., Yang, X., Guan, Y., & Tang, D. (2019). Intervention effect of exercise on sleep quality and negative mood in anxious undergraduates. *School Health in China*, 40(04), 542-545.
- Gong, Y., Zhang, Y., Yang, X., Guan, Y., & Tang, D. (2019). Intervention effect of exercise on sleep quality and negative mood in anxious undergraduates. *School Health in China*, 40(04), 542-545.
- Liao, J. (2010). Fitness running intervention study on undergraduate mental health and sleep quality. *Journal of Military Sports Education undergraduate students*, 29(04), 123-125.
- Luo, Y., Zhou, L., Liu, J., & Shi, Z. (2022). The relationship between attribution, self-esteem and undergraduate social avoidance and distress. *Chinese Journal of Health Psychology*, 30(02), 253-256.
- Liu, J., & Wang, X. (2019). Effect of dance on undergraduate anxiety and physical and mental health. *Journal of Guangzhou Institute of Physical Education*, 39(05), 107-110.
- Huang, D., Wu, H., & Wang, S. (2014). Investigation on the characteristics of undergraduate confidence development. *Education and occupation*, (27), 182-184.
- Liu, C., & Zhou, A. (2013). Experimental study on sports dance exercise to reduce inferiority complex among undergraduates. *Hubei Sports Science and Technology*, 32(05), 430-432.
- Liu, W. (2007). On the influence of Music education on mental health. *Science and Technology Information*, (08), 115.
- Ji, N., & Li, Y. (2006). Compilation of undergraduate Subjective Well-being Scale. *Psychological and Behavioral Research*, (01), 49-54.
- Jong, Y. M., Lee, M. S., & Lee, J. K. (2018). Effects of Participation in Dancesports Program on Age Identity, Existential Identity, and Ego Integrity of the Elderly in South Korea. *Indian Journal of Public Health Research & Development*, 9(11).
- Marini, M., Monaci, M., Manetti, M., Piazza, M., Paternostro, F., & Sgambati, E. (2015). Can practice of Dancesport as physical activity be associated with the concept of "successful aging"? *The Journal of sports medicine and physical fitness*, 55(10), 1219-1226.
- Meric, O., & Ilhan, A. (2016). Does 12-Week Latin Dance Training Affect the Self-Confidence of the University Students?. *Journal of Education and Learning*, 5(4), 159-164.
- Sun, M. (2019). *Study on the influence of cha-cha dance exercise on exercise motivation and stress response of ordinary undergraduate students*[Master's thesis]. Yangzhou University.
- Shen, & Qian. (Eds.). (2020). The relationship between deep leisure and subjective well-being. Wuhan Institute of Physical Education.
- Sun Yixiong. (2015). *The study of improving aesthetic consciousness of undergraduates in PE undergraduate students*[Master's thesis]. Jilin Institute of Physical Education.

- Shao, L. (2007). The influence of sports dance in undergraduate students and universities on undergraduate leisure life. *Journal of Guangzhou Institute of Physical Education*, (05), 20-22.
- Tang, Y. (2018). Study on the influence of music education on mental students' undergraduate students. *Contemporary Educational Practice and Teaching Research*, (11): 231-232.
- Tang, Y. (2005). The influence of sports dance teaching on the psychological quality of undergraduates. *Clinical Rehabilitation in China*, (32), 94-95.
- Wang, J. (2014). Research on psychological characteristics and political education of contemporary undergraduates. *30(03)*, 134-137
- Wang, Shirong. (2019). On the influence and effect of psychology on physiology. *Chinese Journal of Microecology*, 31(06), 738-739 + 744.
- Wu, C. (2019). *12 weeks of moderate-intensity dance to exercise the confidence of undergraduates*[Master's thesis]. Yangzhou University.
- Wu, L. (Ed.). (2018). *The influence of physical and mental health in adolescents*. Shanghai Institute of Physical Education.
- Wang & Zhang.(2003). Summary of Stress Research, *Journal of Xinyang Normal University Philosophy and Social Sciences Edition*,23(1),59-62.
- Xie, Q., & Wan, B. (2021). Research on the influence of sports dance on the inferiority complex of undergraduates. *Journal of Yancheng Institute of Technology (Social Science Edition)*, 34 (04), 88-91.
- Xie, L., & Yin, X. (2010). Experimental study on the effects of dancesology exercise on undergraduate mental health. *Journal of Jiangxi Normal University (Natural Science Edition)*, 34 (04), 437-440.
- Xiao, L., Liu, Wen., & Yin , H. (2019). The relationship between undergraduate employment stress and subjective well-being: the mediating role of psychological adaptability. *Community Psychology Research*, 8(02), 136-147.
- Xu, W., & Li, Y. (2017). Effect of physical exercise on undergraduate depression-multiple mediating
- Yang, H., Che, Gu., Feng, Y., & Chen, H. (2020). Effect of sports dance exercise on the psychological sub-health state of undergraduates: the intermediary effect of coping style. *Journal of Tianjin Institute of Physical Education*, 35(05), 560-565.
- Yu, X., et al. (2008). Development of a questionnaire on the stress response characteristics of undergraduate students students. *LILUN DaoBao*, (8), 57-58.
- Yu, X., You, F., & Liu, S. (2008). Preparation of the stress response characteristic questionnaire for undergraduate students. *Theoretical Guide*, (08), 57-58.
- Yan, B., Zheng, X., & Qiu, L. (2003). Study on factors influencing undergraduate subjective well-being. *Journal of South China Normal University (Natural Science Edition)*, (02), 137-142.

- Yang, Ji., & Xiang, C. (2021). Research on the path of physical exercise to improve undergraduate psychological happiness: the intermediary effect of social self-efficacy. *Journal of Chengdu Institute of Physical Education*, 47(03), 132-136 + 142.
- Zhang, H. (2019). An empirical study on the inferiority psychological intervention of young students. *Beijing Youth Research*, 28(02), 103-108.
- Zhang, L, & MAO, Z. (Eds.). (2003). *Sports psychology*. East China Normal University Press.
- effects of social support. *Chinese Journal of Sports Medicine*, 36(05), 423-428.





APPENDIX



Appendix1

The Effect of dance psychotherapy activities on stress reduction for  
undergraduate students

**Dance psychotherapy activities program**

Meeting number	Week 1: Build the foundation
Title	Lesson 1: Introduce the concept and benefits of dance psychotherapy.(45-90 minutes)
1.Key concept	Dance psychotherapy activities can help students learn more about themselves and accept their feelings and experiences. Reduce anxiety and stress: Participating in dance activities can reduce anxiety and stress and improve emotion management skills. Enhancing social interaction: Dance courses can provide social opportunities to help individuals build and strengthen social relationships.
2.Objective	<ol style="list-style-type: none"> <li>1. Case study: Share some practical case studies</li> <li>2.Demonstration: Invite professional dance psychotherapists to demonstrate.</li> <li>3.Group activities: Divide into groups for students to discuss and share their understanding of dance psychotherapy.</li> </ol>
3.Skills and Techniques	<p>Teaching techniques</p> <ul style="list-style-type: none"> <li>-Expectation Method</li> <li>-Lecture Method</li> <li>-Questioning Method</li> </ul>
4. Procedure	<p>4.1 Initial stage</p> <p><b>Part 1: Import</b></p> <p>Students are welcome to introduce themselves and the course content.</p> <p>Ask questions: What do you know about dance psychotherapy? Has anyone ever tried it?</p> <p>Guide the students to share their knowledge or experience.</p> <p>4.2 Working stage</p> <p><b>Part 2: Overview of Dance psychotherapy</b> Use images or video clips to show the actual scene of dance psychotherapy.</p> <p>Explain the definition of dance psychotherapy: A method that combines the principles of dance and psychotherapy to promote physical and mental health.</p> <p>Highlighting the role of dance, such as emotional expression, physical relaxation, and stress relief.</p> <p><b>Part III: Benefits and Objectives</b> Explore the benefits of dance psychotherapy, such as reducing stress, improving emotional expression skills, and improving physical awareness.</p> <p><b>Objective:</b> By learning dance psychotherapy, we will enhance our mental health and emotional expression skills during this semester.</p> <p><b>Part 4: Group discussion</b> Divide the students into groups and ask them to discuss the following questions:</p> <p>What do you think of what you learned this week?</p> <p>What do you expect from this course?</p> <p>Each group is encouraged to share the results of their discussion.</p>

	<p>4.3 summary stage</p> <p>Students were asked to read simple materials about dance psychotherapy and to think about their personal expectations and goals. In the next class, they will have the chance to share their thoughts.</p>
5. Evaluation	<p>The evaluation is carried out through students' self-evaluation, student peer evaluation and teacher evaluation.</p> <p>The score ratio is: 30% of students 'self-evaluation + 30% of students' mutual evaluation + 40% of teacher evaluation = 100%</p> <p>Student evaluation: Teachers distribute the evaluation form through the superstar platform and ask students to evaluate their knowledge and skills</p> <p>Quality, including mastery of dancesport features, innovation, cooperation and communication skills and psychological stress.</p> <p>Student evaluation: The teacher distributes the evaluation form through the superstar platform and asks the group students to evaluate themselves</p> <p>Self-study ability, cooperative spirit, communication ability and other aspects of the score.</p> <p>Teacher evaluation: the teacher observes the students' performance in class, and publishes the practice questions of sports dance. Students were assessed by observation and test results.</p>
key teaching point	<p>Summarize the focus of this class:</p> <ol style="list-style-type: none"> <li>1.the concept and benefits of dance psychotherapy.</li> <li>2.Distribute the syllabus to remind students of the topics and requirements for the next lesson.</li> <li>3.Encourage students to ask questions or share ideas.</li> </ol>
teaching materials	<ol style="list-style-type: none"> <li>1.Empty classroom or dance room.</li> <li>2. Projector or whiteboard, used for displaying the content.</li> <li>3. Pictures or video clips to show the practical application of dance psychotherapy.</li> <li>4. notebooks and pens.</li> </ol>
sum-up	<p>Students were asked to read simple materials about dance psychotherapy and to think about their personal expectations and goals. In the next class, they will have the chance to share their thoughts.</p>



That's all about building basic relationships

Meeting number	Week 1: Build the foundation
Title	Lesson 2: Body relaxation exercises and body awareness.(45-90 minutes)
1.Key concept	<p>1. This course is to help students build physical awareness.</p> <p>2. Learn to relieve stress through physical relaxation.</p> <p>3 In the discussion section, students are encouraged to share their feelings and findings to facilitate mutual learning and support.</p>
2.Objective	<p>1.Students can explain the poses used to relax the body.(K)</p> <p>2.Students will practice exercises to relax the body.(P)</p> <p>3. Students can express their feelings through physical perception.(P)</p> <p>4. Students will practice body awareness.(P)</p>
3.Skills and Techniques	<p>3.1 Counseling techniques</p> <ul style="list-style-type: none"> <li>-Staying with feeling Technique</li> <li>-Homework assignment Technique</li> </ul> <p>3.2 Teaching techniques</p> <ul style="list-style-type: none"> <li>-Questioning Method</li> <li>-Discussion Method</li> <li>-Think-pair-share</li> <li>-Audio-Visual Material of Instruction Method</li> </ul>
4. Procedure	<p>4.1 Initial stage</p> <p>1. Course Introduction</p> <p>Students are welcome and will briefly review the content of the last class.</p> <p>Guide the students to discuss their understanding and experience of physical relaxation.</p> <p>4.2 Working stage</p> <p>2. Body mindfulness exercises</p> <p>Have the students sit in comfortable chairs or on the floor, with their eyes closed.</p> <p>Guide the students to concentrate and start taking deep breaths. Encourage them to feel the sense of breath coming in and out of the body.</p> <p>Slowly guide the students to pay attention to their body parts, starting from the head, gradually moving down, pay attention to any tension or discomfort.</p> <p>Encourage students to use their imagination to relax and solve their physical tension.</p> <p>3. Body scan exercise</p> <p>Continue to keep the students with their eyes closed.</p> <p>Start a body scanning exercise that gradually guide students to focus on different areas of the body such as the head, neck, shoulders, back, arms, abdomen, legs, and feet.</p> <p>Stay in each area for a moment and ask the students how they feel about that part.</p> <p>Guide the students to relax the tension, so that the pressure and discomfort gradually reduce.</p> <p>4. Shared experience and discussion</p> <p>Encourage students to share their experiences with others or write them down.</p> <p>Facilitate group discussions on how to reduce stress through physical relaxation and how to apply</p>

	<p>these techniques to daily life.</p> <p>4.3 summary stage</p> <p>-Homework was assigned and students were required to practice physical relaxation exercises daily and record their experiences.</p> <p>-The focus of this class is to help students build physical awareness and learn to relieve stress through physical relaxation. Ensure that a relaxed and supportive atmosphere is created during the practice session so that students can deeply experience physical sensation. In the discussion section, students are encouraged to share their feelings and findings to facilitate mutual learning and support.</p>
5. Evaluation	<p>The evaluation is carried out through students' self-evaluation, student peer evaluation and teacher evaluation.</p> <p>The score ratio is: 30% of students 'self-evaluation + 30% of students' mutual evaluation + 40% of teacher evaluation = 100%</p> <p>Student evaluation: Teachers distribute the evaluation form through the superstar platform and ask students to evaluate their knowledge and skills</p> <p>Quality, including mastery of dancesport features, innovation, cooperation and communication skills and psychological stress.</p> <p>Student evaluation: The teacher distributes the evaluation form through the superstar platform and asks the group students to evaluate themselves</p> <p>Self-study ability, cooperative spirit, communication ability and other aspects of the score.</p> <p>Teacher evaluation: the teacher observes the students' performance in class, and publishes the practice questions of sports dance. Students were assessed by observation and test results.</p>
key teaching point	<p>In this session, students will learn how to improve physical awareness and reduce stress through physical relaxation exercises to prepare for subsequent dance psychotherapy activities.</p>
teaching materials	<ol style="list-style-type: none"> <li>1. Empty schoolroom or dance room.</li> <li>2. Projector or whiteboard, used for displaying the content.</li> <li>3. Pictures or video clips to show the practical application of dance psychotherapy.</li> <li>4. notebooks and pens.</li> </ol>
sum-up	<p>Summarize the main points of this lesson and emphasize the importance of physical awareness to mental health.</p> <p>Homework was assigned and students were required to practice physical relaxation exercises daily and record their experiences.</p> <p>The focus of this class is to help students build physical awareness and learn to relieve stress through physical relaxation. Ensure that a relaxed and supportive atmosphere is created during the practice session so that students can deeply experience physical sensation. In the discussion section, students are encouraged to share their feelings and findings to facilitate mutual learning and support.</p>



On the picture is to guide the students to close their eyes to relax the tension, so that the pressure and discomfort gradually reduced.

Meeting number	Week 2: Emotional expression
Title	Class 3: Let the students express their emotions through music and free dance(45-90 minutes)
.Key concept	This course allows students to express their emotions through music and free dancing, and to learn to relieve stress through physical relaxation. Ensure a relaxed and supportive atmosphere during the practice so that students can deeply experience the body feeling.
.Objective	<ol style="list-style-type: none"> <li>1. Emotional expression: Help students understand how to express their emotions through music and dance, cultivate their emotional intelligence, so that they can better understand and express their emotions.</li> <li>2. Creativity: Encourage students to create unique ways of expression through music and dance to cultivate their creativity and imagination.</li> <li>3. Body coordination: Through dance practice, help students to improve their body coordination ability, enhance muscle control and balance sense.</li> </ol>
.Skills and Techniques	<p>3.1 Counselling techniques</p> <ul style="list-style-type: none"> <li>-Staying with feeling Technique</li> <li>-Homework assignment Technique</li> </ul> <p>3.2 Teaching techniques</p> <ul style="list-style-type: none"> <li>-Questioning Method</li> <li>-Discussion Method</li> <li>-Think-pair-share</li> <li>-Audio-Visual Material of Instruction Method</li> </ul>
. Procedure	<p>4.1 Initial stage</p> <p>Part 1-Emotional Introduction</p>

	<p>1.Start the course and briefly review the previous class.</p> <p>2. Introduce today's topic: emotional expression. To explain the importance of emotion to mental health.</p> <p>4.2 Working stage</p> <p><b>Part 2-The Power of Music</b> Share with the students some examples of how music affects emotion.</p> <p>Play an emotional piece of music, and let the students close their eyes, listen, and pay attention to the emotions they feel.</p> <p><b>Part 3-Free dance Practice</b> Give students some free dance instruction:</p> <ol style="list-style-type: none"> <li>1. Encourage them to translate their emotions into dance movements.</li> <li>2. Emphasize that there is no need to worry about dance skills, just express your feelings.</li> <li>3. Provide different types of music to inspire different emotions.</li> </ol> <p>Play multiple music clips, each clip is about 5 minutes, and let the students dance freely with the music. After each piece of music, let them sit down and reflect on their emotions and experience.</p> <p><b>Part 4-Sharing and Discussion</b> Invite students to share their emotional experiences and how they express their emotions through dancing.</p> <ol style="list-style-type: none"> <li>1. Guide the group discussion to discuss the positive effects of emotional expression on mental health.</li> <li>2. Remind students that emotional expression is a healthy outlet that can help them reduce stress.</li> </ol> <p>4.3 summary stage</p> <p>-Homework was assigned and students were required to practice physical relaxation exercises daily and record their experiences.</p> <p>-The focus of this class is to help students build physical awareness and learn to relieve stress through physical relaxation. Ensure that a relaxed and supportive atmosphere is created during the practice session so that students can deeply experience physical sensation. In the discussion section, students are encouraged to share their feelings and findings to facilitate mutual learning and support.</p>
. Evaluation	<p>The evaluation is carried out through students' self-evaluation, student peer evaluation and teacher evaluation.</p> <p>The score ratio is: 30% of students 'self-evaluation + 30% of students' mutual evaluation + 40% of teacher evaluation = 100%</p> <p>Student evaluation: Teachers distribute the evaluation form through the superstar platform and ask students to evaluate their knowledge and skills</p> <p>Quality, including mastery of dancesport features, innovation, cooperation and communication skills and psychological stress.</p> <p>Student evaluation: The teacher distributes the evaluation form through the superstar platform and asks the group students to evaluate themselves</p> <p>Self-study ability, cooperative spirit, communication ability and other aspects of the score.</p> <p>Teacher evaluation: the teacher observes the students' performance in class, and publishes the practice questions of sports dance. Students were assessed by observation and test results.</p>
key teaching point	<ol style="list-style-type: none"> <li>1. Help students to use music and free dance to express their emotions.</li> <li>2. Improve students' emotional awareness and expression ability.</li> </ol>
teaching materials	<ol style="list-style-type: none"> <li>1. Empty schoolroom or dance room.</li> <li>2. Projector or whiteboard, used for displaying the content.</li> <li>3. Pictures or video clips to show the practical application of dance psychotherapy.</li> <li>4. notebooks and pens.</li> </ol>

um-up	<p>Summarize today's session and encourage students to continue to practice emotional expression before the next session. Ask for student feedback to see their feelings and opinions about the course.</p> <p>The key to this lesson is to create an environment full of understanding and acceptance and encourage students to express their emotions freely. At the same time, the choice and guidance of music should help stimulate various emotions so that students can express different emotional states through dance.</p>
-------	--



The picture is a free dancing through music

Meeting number	Week 2: Emotional expression
Title	Class 4: Use dance to explore personal emotional expression.(45-90 minutes)
Key concept	This course is to help students explore personal emotional expression with sports dance dance., And learn to relieve stress through physical relaxation. Ensure a relaxed and supportive atmosphere during the practice so that students can deeply experience the body feel.
Objective	<ol style="list-style-type: none"> <li>1 to help participants learn to identify different emotions and how these emotions are expressed both physically and emotionally.</li> <li>2. Help the participants with how to express their emotions through the dance.</li> <li>3, to help participants establish a deeper self-awareness of their emotional and physical performance in order to better understand and manage their emotions.</li> <li>4. Cultivate the participants' self-expression ability.</li> </ol>
Skills and Techniques	<ol style="list-style-type: none"> <li>3.1 Counselling techniques <ul style="list-style-type: none"> <li>-Staying with feeling Technique</li> <li>-Homework assignment Technique</li> </ul> </li> <li>3.2 Teaching techniques <ul style="list-style-type: none"> <li>-Questioning Method</li> <li>-Discussion Method</li> <li>-Think-pair-share</li> <li>-Audio-Visual Material of Instruction Method</li> </ul> </li> </ol>

<p>. Procedure</p>	<p>4.1 Initial stage</p> <p>Part 1-Course Introduction</p> <p>Review the content of the last session and the students' experience in body awareness exercises.</p> <p>Guide students to think about the importance of emotional expression and the potential to express emotion through dance.</p> <p>4.2 Working stage</p> <p>Part 2-Emotional expression dance exercises</p> <p>Choose a piece of music, which can be light, sad, or cheerful, according to the topic of this lesson.</p> <p>Distribout music or have students use their own music equipment.</p> <p>Students are encouraged to dance freely and express their current emotions without worrying about appearance or technique.</p> <p>Remind students that they can express emotions through movements, expressions and postures.</p> <p>Part 3-EE observation and feedback</p> <p>The students split into groups and observed each other's dance performances.</p> <p>Each group selected a representative to share their observations and feelings about each other's performance.</p> <p>Guide students to provide positive and constructive feedback to help them with a deeper understanding of emotional expression.</p> <p>Part 4-Emotional expression and creation</p> <p>Students are asked to choose a specific emotion, such as anger, joy, sadness, etc.</p> <p>Within the group, students collaborate to create a dance to express selected emotions.</p> <p>Each group performed their dance at the end of the class.</p> <p>4.3 summary stage</p> <p>-Homework was assigned and students were required to practice physical relaxation exercises daily and record their experiences.</p> <p>-The focus of this class is to help students build physical awareness and learn to relieve stress through physical relaxation. Ensure that a relaxed and supportive atmosphere is created during the practice session so that students can deeply experience physical sensation. In the discussion section, students are encouraged to share their feelings and findings to facilitate mutual learning and support.</p>
<p>. Evaluation</p>	<p>The evaluation is carried out through students' self-evaluation, student peer evaluation and teacher evaluation.</p> <p>The score ratio is: 30% of students 'self-evaluation + 30% of students' mutual evaluation + 40% of teacher evaluation = 100%</p> <p>Student evaluation: Teachers distribute the evaluation form through the superstar platform and ask students to evaluate their knowledge and skills</p> <p>Quality, including mastery of dancesport features, innovation, cooperation and communication skills and psychological stress.</p> <p>Student evaluation: The teacher distributes the evaluation form through the superstar platform and asks the group students to evaluate themselves</p> <p>Self-study ability, cooperative spirit, communication ability and other aspects of the score.</p> <p>Teacher evaluation: the teacher observes the students' performance in class, and publishes the practice questions of sports dance. Students were assessed by observation and test results.</p>

key teaching point	This lesson aims to help students explore their own emotional expression through dance and encourage them to express their inner feelings in body language.
teaching materials	<ol style="list-style-type: none"> <li>1. Empty schoolroom or dance room.</li> <li>2. Projector or whiteboard, used for displaying the content.</li> <li>3. Pictures or video clips to show the practical application of dance psychotherapy.</li> <li>4. notebooks and pens.</li> </ol>
um-up	<p>Summarize the focus of this lesson and emphasize the importance of emotional expression through dance.</p> <p>Homework was assigned and students were asked to practice their emotional expression dance every day and to think about their growth and findings in emotional expression.</p> <p>The goal of this class is to encourage students to deeply explore and express emotions through dance. Ensure to create a supportive environment that encourages students to demonstrate authentic emotions and share their experiences. Through group observation and feedback, students can learn how to effectively communicate emotions in body language, while also learning from and offering to support each other.</p>



On the picture is choosing a piece of music for emotional expression

Meeting number	Week 3: Dealing with stress
Title	Lesson 5: Learn how to relieve physical stress and stress by dancing.(45-90 minutes)
1.Key concept	<p>This course is to help students learn how to relieve physical stress and stress through dancing., And learn to relieve stress through physical relaxation. Help students on how to use meditation techniques in their dance. This can include focusing on breathing, feelings, and emotions, helping them to reduce tension and anxiety.</p> <p>Encourage students to express their feelings through dancing.</p>

Objective	<p>2.Objective</p> <ol style="list-style-type: none"> <li>1 Help students understand what stress is and how it affects physical and emotional well-being.</li> <li>2. Help students how to be aware of the existence of stress through the perception of the body.</li> <li>3. Help students with how to express their emotions and body perception through dance.</li> <li>4. Help students to reduce their physical stress through deep breathing techniques.</li> </ol>
Skills and Techniques	<p>3.Skills</p> <ol style="list-style-type: none"> <li>3.1 Counselling techniques <ul style="list-style-type: none"> <li>-Staying with feeling Technique</li> <li>-Homework assignment Technique</li> </ul> </li> <li>3.2 Teaching techniques <ul style="list-style-type: none"> <li>-Questioning Method</li> <li>-Discussion Method</li> <li>-Think-pair-share</li> <li>-Audio-Visual Material of Instruction Method</li> </ul> </li> </ol>
Procedure	<p>4.</p> <ol style="list-style-type: none"> <li>4.1 Initial stage <p><b>Part 1-</b> Introduce the relationship between dance and stress relief</p> <p>Explain how the dance helps to release tension and stress.</p> <p>Guide the students to think about how they usually deal with the stress.</p> </li> <li>4.2 Working stage <p><b>Part 2-</b>Dance body-warming activity</p> <p>Do some simple dance warming activities to help students get ready.</p> <p>These include stretching, rotation, and deep breathing.</p> <p><b>Part 3-</b>Dance and emotional expression</p> <p>Demonstrate some dance movements, and let the students try to express their emotions through the dance.</p> <p>Encourage students to share their experiences and feelings.</p> <p><b>Part 4-</b>Learn a simple dance routine</p> <p>Teach the students a simple example of a dance, including basic dance steps and movements.</p> <p>Slowly guide the students to follow it and practice the dance.</p> </li> <li>5. Dance practice and relaxation <p>Students can dance under relaxing music, combining the newly learned dance movements with emotional expression.</p> <p>Remind the students to stay focused during the practice, focus on the dance, and forget the daily stress.</p> </li> <li>4.3 summary stage <ul style="list-style-type: none"> <li>-Homework was assigned and students were required to practice physical relaxation exercises daily and record their experiences.</li> <li>-The focus of this class is to help students build physical awareness and learn to relieve stress through physical relaxation. Ensure that a relaxed and supportive atmosphere is created during the practice session so that students can deeply experience physical sensation. In the discussion section, students are encouraged to share their feelings and findings to facilitate mutual learning and support.</li> </ul> </li> </ol>
Evaluation	<p>5.</p> <p>The evaluation is carried out through students' self-evaluation, student peer evaluation and teacher evaluation.</p> <p>The score ratio is: 30% of students' self-evaluation + 30% of students' mutual evaluation + 40% of teacher evaluation = 100%</p>

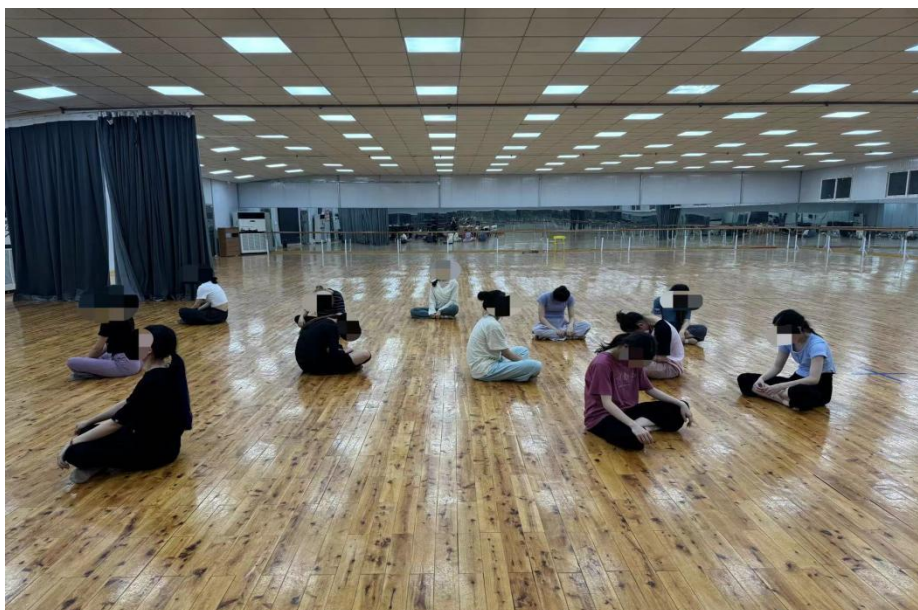
	<p>Student evaluation: Teachers distribute the evaluation form through the superstar platform and ask students to evaluate their knowledge and skills</p> <p>Quality, including mastery of dancesport features, innovation, cooperation and communication skills and psychological stress.</p> <p>Student evaluation: The teacher distributes the evaluation form through the superstar platform and asks the group students to evaluate themselves</p> <p>Self-study ability, cooperative spirit, communication ability and other aspects of the score.</p> <p>Teacher evaluation: the teacher observes the students' performance in class, and publishes the practice questions of sports dance. Students were assessed by observation and test results.</p>
key teaching point	<ol style="list-style-type: none"> <li>1. Teach the students how to use the dance to relieve physical tension and stress.</li> <li>2. Help students understand the connection between body movements and emotions.</li> <li>3. Provide some simple dance movements and techniques that can be used when dealing with stress in daily life.</li> </ol>
teaching materials	<ol style="list-style-type: none"> <li>1. Empty schoolroom or dance room.</li> <li>2. Projector or whiteboard, used for displaying the content.</li> <li>3. Pictures or video clips to show the practical application of dance psychotherapy.</li> <li>4. notebooks and pens.</li> </ol>
sum-up	<ol style="list-style-type: none"> <li>1. Review the course with students and ask about their feelings and experiences.</li> <li>2. Discuss how to apply dance skills to stress management in daily life.</li> <li>3. Assign some homework, such as dancing for some time a day, to reduce stress and record the experience.</li> </ol> <p>This lesson plan is designed to help students learn to relieve physical stress and stress through dancing, while also encouraging them to better understand the connection between emotion and the body.</p>



This is an attempt to express your emotions through dancing

Meeting number	Mee	<b>Week 3: Dealing with stress</b>
	Title	Lesson 6: Discuss stress management strategies and encourage students to share their methods.(45-90 minutes)
Key concept	1.K	This course is mainly about helping students discuss stress management strategies and encouraging students to share their methods. Help students on how to use meditation techniques in their dance. This can include focusing on breathing, feelings, and emotions, helping them to reduce tension and anxiety. Encourage students to express their feelings through dancing.
Objective	2.O	<ol style="list-style-type: none"> <li>1. Understand the definition and source of stress</li> <li>2. Recognize the effects of stress</li> <li>3. Learn stress management skills</li> <li>4. Share and communicate</li> </ol>
Skills and Techniques	3.Sk	<ol style="list-style-type: none"> <li>3.1 Counselling techniques <ul style="list-style-type: none"> <li>-Homework assignment Technique</li> </ul> </li> <li>3.2 Teaching techniques <ul style="list-style-type: none"> <li>-Questioning Method</li> <li>-Discussion Method</li> <li>-Think-pair-share</li> <li>-Audio-Visual Material of Instruction Method</li> </ul> </li> </ol>
Procedure	4.	<p>4.1 Initial stage</p> <p><b>Part 1- Introduction :</b></p> <p>Guide the students to review the contents of the previous classes and emphasize the importance of stress management.</p> <p>4.2 Working stage</p> <p><b>Part 2-Introduction of stress management strategy :</b></p> <p>Introduce different stress management strategies, such as meditation, deep breathing, exercise, time management, etc.</p> <p>Provide examples and short instructions that explain the advantages of each strategy.</p> <p><b>Part 3-Group discussion :</b></p> <p>Break students into groups and ask them to discuss the methods they used in dealing with stress and list the strengths of these methods.</p> <p>Each group shared the results of their discussion.</p> <p><b>Part 4-Student sharing :</b></p> <p>Students are encouraged to share their personal stress management approaches one by one and how these have worked in their lives.</p> <p>Provide support and encouragement.</p> <p>5. Practical practice :</p> <p>Introduce a simple meditation or deep breathing exercise for students to try.</p> <p>Let the students experience these techniques in class so that they can use them when needed.</p> <p>summary stage</p> <ul style="list-style-type: none"> <li>-Homework was assigned and students were required to practice physical relaxation exercises daily and record their experiences.</li> <li>-The focus of this class is to help students build physical awareness and learn to relieve stress through</li> </ul>

		physical relaxation. Ensure that a relaxed and supportive atmosphere is created during the practice session so that students can deeply experience physical sensation. In the discussion section, students are encouraged to share their feelings and findings to facilitate mutual learning and support.
Evaluation	5.	<ol style="list-style-type: none"> <li>1. Group discussion: Break students into groups and share their stressors and coping strategies within the group.</li> <li>2. Role playing: Let students understand and experience different stressful situations and coping strategies through role playing.</li> <li>3. Stress management log: encourage students to record their daily stressors and coping styles.</li> <li>4. Case study: Let the students study a case of stress management and share their findings.</li> <li>5. One-on-one tutoring: Provide opportunities for students to discuss personal issues privately with their instructor or counselor.</li> </ol>
key teaching point	key	<ol style="list-style-type: none"> <li>1. Teach the students how to use the dance to relieve 1. Understand the different stress management strategies.</li> <li>2. Encourage students to share their own coping methods for stress.</li> <li>3. Provide practical tools to help students better manage stress .</li> </ol>
teaching materials		<ol style="list-style-type: none"> <li>1. Empty schoolroom or dance room.</li> <li>2. Projector or whiteboard, used for displaying the content.</li> <li>3. Pictures or video clips to show the practical application of dance psychotherapy.</li> <li>4. notebooks and pens.</li> </ol>
-up	sum	<ol style="list-style-type: none"> <li>1. Summarize the key points of this class and emphasize the stress management strategies that students can continue to apply.</li> <li>2. Encourage students to practice and share these methods in their daily life.</li> </ol> <p>The goal of this lesson plan is to teach students not only how to deal with stress, but also to encourage them to share and learn from practical experiences from their classmates.</p>



This is through meditation, deep breathing, and exercise

Meeting number	Week 4: Self-exploration and summary
Title	Lesson 7: encourages students to use dance from exploring and discovering internal needs.(45-90 minutes)
.Key concept	This course is primarily to encourage students to use dance to explore and discover internal needs. Students are encouraged to express their feelings through dance to help them develop skills while respecting their unique style and creativity. Help them to better understand their inner needs and motivations
.Objective	<ol style="list-style-type: none"> <li>1. Guidance rather than a command</li> <li>2. Encourage self-expression</li> <li>3. Provide feedback and support</li> <li>4. Promote self-reflection</li> </ol>
.Skills and Techniques	<p>3.1 Counselling techniques</p> <ul style="list-style-type: none"> <li>-Staying with feeling Technique</li> <li>-Homework assignment Technique</li> </ul> <p>3.2 Teaching techniques</p> <ul style="list-style-type: none"> <li>-Questioning Method</li> <li>-Discussion Method</li> <li>-Think-pair-share</li> <li>-Audio-Visual Material of Instruction Method</li> </ul>
. Procedure	<p>4.1 Initial stage</p> <p><b>Part 1- Introduction:</b></p> <p>Guide the students to discuss how dance expresses emotions and feelings and why it can be used for self-</p>

	<p>exploration.</p> <p>4.2 Working stage</p> <p><b>Part 2-Dance and Self-expression:</b></p> <p>Introducing the concept of dance as a tool for self-expression, including its importance in different cultures.</p> <p>Show some video clips of example dances expressing emotion.</p> <p><b>Part 3-Dance Practice:</b></p> <p>Provide some simple dance movements, and ask the students to try according to the rhythm of the music.</p> <p>Students are encouraged to express their emotions and needs through dance movements.</p> <p><b>Part 4-Self-exploration and reflection:</b></p> <p>Group discussion: Divide the students into small groups, asking them to share their experiences and feelings during the dance process, and whether they have discovered new internal needs or feelings.</p> <p>Each group shared the results of their discussion.</p> <p>summary stage</p> <p>-Homework was assigned and students were required to practice physical relaxation exercises daily and record their experiences.</p> <p>-The focus of this class is to help students build physical awareness and learn to relieve stress through physical relaxation. Ensure that a relaxed and supportive atmosphere is created during the practice session so that students can deeply experience physical sensation. In the discussion section, students are encouraged to share their feelings and findings to facilitate mutual learning and support.</p>
. Evaluation	<ol style="list-style-type: none"> <li>1. Guide students to self-exploration: provide a series of dance activities and exercises, and encourage students to explore and discover the internal needs and emotional expression of dance by themselves.</li> <li>2. Encourage creative choreography: Give students the opportunity to create their own dance works to demonstrate their creativity and uniqueness.</li> <li>3. Promote self-reflection: Students are encouraged to reflect on their dance performances, consider whether their internal needs are met, and whether they successfully convey the emotions or stories they want to express.</li> <li>4. Encourage diversity: Explore different dance styles and cultures to broaden students' dance horizons and encourage them to get inspiration from diversity.</li> </ol>
key teaching point	<ol style="list-style-type: none"> <li>1. Encourage students to use dance as a tool for expression and self-exploration.</li> <li>2. Help students understand how dance can help them discover their inner needs and emotions.</li> <li>3. Provide a creative and fun way for students to learn more about themselves.</li> </ol>
teaching materials	<ol style="list-style-type: none"> <li>1. Empty schoolroom or dance room.</li> <li>2. Projector or whiteboard, used for displaying the content.</li> <li>3. Pictures or video clips to show the practical application of dance psychotherapy.</li> <li>4. notebooks and pens.</li> </ol>
um-up	<ol style="list-style-type: none"> <li>1. Summarize the focus of this class and emphasize that dance is a powerful tool for self-expression and exploration.</li> <li>2. Encourage students to continue to use this way in the future to understand their internal needs.</li> </ol> <p>The goal of this lesson plan is to provide a unique opportunity for self-exploration through dance, encouraging students to freely express themselves, and to gain a deeper understanding of their inner needs and emotions.</p>



The above is to try the dance movements according to the rhythm of the music

Meeting number	Week 4: Self-exploration and summary
Title	Lesson 8: End with a reflective and summary course, where students share their growth and experiences over the four weeks.(45-90 minutes)
.Key concept	This course mainly ends with reflection and summary, so that students can know themselves and think about their own learning and growth. This helps them to understand their learning style and needs. By sharing their growth and experiences, students can improve their oral and written presentation skills. This is an important skill for their future academic and professional development.
.Objective	<ol style="list-style-type: none"> <li>1. Self-perception and reflection</li> <li>2. Communication skills</li> <li>3. Team work</li> <li>4. Thinking ability</li> </ol>
.Skills and Techniques	<ol style="list-style-type: none"> <li>3.1 Counselling techniques <ul style="list-style-type: none"> <li>-Staying with feeling Technique</li> <li>-Homework assignment Technique</li> </ul> </li> <li>3.2 Teaching techniques <ul style="list-style-type: none"> <li>-Questioning Method</li> <li>-Discussion Method</li> <li>-Think-pair-share</li> <li>-Audio-Visual Material of Instruction Method</li> </ul> </li> </ol>

. Procedure	<p>4.1 Initial stage</p> <p><b>Part 1- Introduction :</b></p> <p>Guide the students to think about what they experienced during the whole four weeks of learning, and how they felt growing.</p> <p>4.2 Working stage</p> <p><b>Part 2-Student sharing :</b></p> <p>Each student had the opportunity to share their important experiences, challenges, and accomplishments during these two weeks.</p> <p>Students are encouraged to share the insights they have learned about stress management, self-exploration, and mental health.</p> <p><b>Part 3-Group discussion :</b></p> <p>Break into groups and let students discuss what they hear and provide feedback and encouragement to each other.</p> <p>Lead groups to discuss how to apply what you have learned to the future to continuously improve mental health.</p> <p><b>Part 4-Personal reflection :</b></p> <p>Students were asked to write on a piece of paper their main gains, growth and future goals in four weeks.</p> <p>This exercise can help students crystallize their experiences and provide direction for the future.</p> <p>summary stage</p> <ul style="list-style-type: none"> <li>-Homework was assigned and students were required to practice physical relaxation exercises daily and record their experiences.</li> <li>-The focus of this class is to help students build physical awareness and learn to relieve stress through physical relaxation. Ensure that a relaxed and supportive atmosphere is created during the practice session so that students can deeply experience physical sensation. In the discussion section, students are encouraged to share their feelings and findings to facilitate mutual learning and support.</li> </ul>
-------------	---

. Evaluation	<p>1. Group discussion: Divide students into groups and share their growth and experience. Each group can select a spokesperson to share the summary on behalf of the group. This can promote cooperation and group thinking.</p> <p>2. Personal reflection log: Students are required 1. Group discussion: Divide students into groups and share their growth and experience. Each group can select a spokesperson to share the summary on behalf of the group. This can promote cooperation and group thinking.</p> <p>to keep a reflection log during the four weeks of study. This can be a written diary, online blog, or voice record. Students can record their learning experiences, challenges and growth in a journal and then share some of them in class.</p> <p>3. Ask questions: Provide leading questions and encourage students to answer them to help them think about the insights and experiences they gained during their two weeks. For example: " What was your biggest gain from the course?"Or" Where have you made significant progress?"</p> <p>Which class did you like studying the most? from a total of 8 classes and why ?</p> <p>4. Summary report: Students are encouraged to write a summary report for their growth and experience. This can include a review detailing what they have learned in the curriculum and how to apply that knowledge.</p>
key teaching point	<ol style="list-style-type: none"> <li>1. Students are encouraged to review their learning and experiences throughout the course.</li> <li>2. Provide a platform for students to share their growth and reflection.</li> <li>3 Help students to recognize that they may have acquired some valuable skills and insights.</li> </ol>
teaching materials	<ol style="list-style-type: none"> <li>1. Empty schoolroom or dance room.</li> <li>2. Projector or whiteboard, used for displaying the content.</li> <li>3. Pictures or video clips to show the practical application of dance psychotherapy.</li> <li>4. notebooks and pens.</li> </ol>
um-up	<ol style="list-style-type: none"> <li>1. Summarize the gains of the whole course, and emphasize the growth and skills that students have learned.</li> <li>2. Encourage students to keep paying attention to their mental health and realize the value of self-care.</li> </ol> <p>This lesson plan is designed to provide a meaningful ending for students to review and share their learning and growth over the four weeks, while encouraging them to apply what they learn to the future to maintain their mental health.</p>



Above is the summary stage





Appendix 2

Scale of stress response characteristics in undergraduate students

## Stress test

Explanation: The questionnaire consists of 28 questions ,During the past 6 months, what event has occurred? Has something happened to you and you have ,How do you feel about that event? Put a check mark  in the stress level box. If any of the questions do not occur, skip them. No need to answer.

1 means Strongly disagree

2 means Disagree

3 means Moderatly agree

4 means Agree

5 means Strongly agree

Note: Remember to select one of each number.

	Strongly disagree	Disagree	Moderately agree	Agree	Strongly agree
	completely inconsistent	some inconsistent	more consistent	fully consistent	
1. I can easily lose my temper during setbacks(-)					
2. I tend to lose my temper for a little thing (often feel anxious and irritable)(-)					
3. I think the study task is too heavy for me to cope with(-)					

4.I feel anxious easily.(-)					
5. No interest in anything after class(-)					
6. Not being motivated to study (and hard to concentrate)(-)					
7. Is always negative(-)					
8. I sometimes feel dizzy (-)					
9.I have a headache on one side. (-)					
10.I feel tired easily (-)					
11. I feel irritated more easily than before. (-)					
12. I feel angry more easily.(-)					
13. I am an impatient person and often feel guilty afterwards. (-)					
14. I think the entertainment time is very little, all day long remember to study(-)					
15. I don't have a sense of humor(-)					
16. I don't want to socialize. Meeting people makes me uncomfortable. (-)					
17.I think it's a waste of time to participate in group activities on campus(-)					
18. I have always been not satisfied with my learning efficiency(-)					
19. I am not satisfied with my recent performance(-)					

20.I often catch colds. (-)					
21. Sometimes I feel back pain(-)					
22. I care very much about what other people say about me.(-)					
23. I don't think my teachers and classmates appreciate themselves very much(-)					
24. I have difficulty with sleeping (-)					
25. I have very few other hobbies(-)					
26.I feel a heavy burden inside me (-)					
27. It's easy to get confused inside of yourself (-)					
28.I have had a change in my appetite. (-)					

**Note: This scale contains 7 dimensions:**

- 1.negative emotions (1,2,11,12,13,22,23);
- 2.poor physiology (8,9,10, 20,21,28)
- 3.negative self (6,7,17,18,19,26,27);
- 4.poor interpersonal (5,15,16,25);
- 5.poor sleep (24);
- 6.anxiety (4);
- 7.learning disorder (3,14,).

With levels 1-5, the total score can be calculated or scored according to each dimension. A smaller score indicates a worse stress response.

Scores of 1.00 -1.49 are at the very low level.

Scores of 1.50 -2.49 are at the low level.

Scores of 2.50 -3.49 are at the moderate level.

Scores of 3.50 -4.49 are at the high level.

Scores of 4.50 -5.00 are at the highest level.



Appendix3

## Conformity Index of Dance Psychotherapy Activities Program

IOC=0.67--1.00

Sessions	Questions	Opinion of experts people			Sum	IOC	Summary of results
	1.Key concept	1	1			.67	vailable
	2. Objective	1	1			.67	vailable
	3. Skills and Techniques	1	1	1			vailable
	4. Procedure	1	1	1			vailable
	4.1 Initial stage	1	1	1			vailable
	4.2 Working stage	1	1	1			vailable
	4.3 summary stage	1	1	1			vailable
	5. Evaluation	1	1	1			vailable
	1. Key concept	1	1			.67	vailable
	2. Objective	1	1			.67	vailable
	3. Skills and Techniques	1	1	1			vailable
	4. Procedure	1	1	1			vailable
	4.1 Initial stage						

		1	1	1			available
	4.2 Working stage	1	1	1			available
	4.3 summary stage	1	1	1			available
	5. Evaluation	1	1	1			available
	1. Key concept	1	1			.67	available
	2. Objective	1	1			.67	available
	3. Skills and Techniques	1	1	1			available
	4. Procedure	1	1	1			available
	4.1 Initial stage	1	1	1			available
	4.2 Working stage	1	1	1			available
	4.3 summary stage	1	1	1			available
	5. Evaluation	1	1	1			available
	1. Key concept	1	1			.67	available
	2. Objective	1	1			.67	available
	3. Skills and Techniques	1	1	1			available
	4. Procedure	1	1	1			available
	4.1 Initial stage	1	1	1			available

	4.2 Working stage	1	1	1			available
	4.3 summary stage	1	1	1			available
	5. Evaluation	1	1	1			available
	1. Key concept	1	1			.67	available
	2. Objective	1	1			.67	available
	3. Skills and Techniques	1	1	1			available
	4. Procedure	1	1	1			available
	4.1 Initial stage	1	1	1			available
	4.2 Working stage	1	1	1			available
	4.3 summary stage	1	1	1			available
	5. Evaluation	1	1	1			available
	1. Key concept	1	1			.67	available
	2. Objective	1	1			.67	available
	3. Skills and Techniques	1	1	1			available
	4. Procedure	1	1	1			available
	4.1 Initial stage	1	1	1			available
	4.2 Working stage						

		1	1	1			vailable
	4.3 summary stage	1	1	1			vailable
	5. Evaluation	1	1	1			vailable
	1. Key concept	1	1			.67	vailable
	2. Objective	1	1			.67	vailable
	3. Skills and Techniques	1	1	1			vailable
	4. Procedure	1	1	1			vailable
	4.1 Initial stage	1	1	1			vailable
	4.2 Working stage	1	1	1			vailable
	4.3 summary stage	1	1	1			vailable
	5. Evaluation	1	1	1			vailable
	1. Key concept	1	1			.67	vailable
	2. Objective	1	1			.67	vailable
	3. Skills and Techniques	1	1	1			vailable
	4. Procedure	1	1	1			vailable
	4.1 Initial stage	1	1	1			vailable
	4.2 Working stage	1	1	1			vailable

	4.3 summary stage	1	1	1			available
	5. Evaluation	1	1	1			available





Appendix4

## Conformity Index of Stress Test

IOC=0.67--1.00

o.	Opinion of experts			um	OC	ummary of results
	people					
	1	1	1			vailable
	1	1	1			vailable
	1	1	1			vailable
	1	1	1			vailable
	1	1	1			vailable
	1	1	1			vailable
	1	1	1		.67	vailable
	1	1	1			vailable
	1	1	1			vailable
0	1	1	1			vailable
1	1	1	1			vailable
2	1	1	1			vailable
3	1	1	1			vailable

4	1	1	1			available
5	1	1	1			available
6	1	1	1			available
7	1	1	1			available
8	1	1	1			available
9	1	1	1			available
0	1	1	1			available
1	1	1	1			available
2	1	1	1			available
3	1	1	1			available
4	1	1	1			available
5	1	1	1			available
6	1	1	1			available
7	1	1	1			available
8	1	1	1			available

VITA

