



## **Expressive Arts Methods, Interdisciplinary Approach Coaching P**

21 cp (11 US credits)

Workload	Self-Study	Presence Time (residency with faculty)
630 hours	420 hours	210 hours

### **21 days for the following learning events:**

#### **Principles and Practices of Intermodal Expressive Arts Coaching and Consulting**

Core Group and Community Art

#### **Project Design and Implementation in the Field:**

##### **A Multi-system Approach**

Seminar

#### **Advanced Training and Methodology of Practice**

Methods of the practice of Intermodal Expressive Arts Therapy

Seminar

#### **Language and Discourse in Expressive Arts and Aesthetic Responsibility**

Poetic Work as a Principle of Language Formation in the Process of Cognition

Seminar/Workshop

#### **Resource Oriented Concepts of Counseling and Aid:**

##### **A Critical Inquiry into Schools and Methods from a Systemic Point of View**

Colloquium

#### **Arts and Society**

Lecture: Current themes in Research

#### **Atelier with Artist in Residence**

Workshop

#### **Excursion**

Focused on a Cultural Theme



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### Self study / requirements:

- Projects and Portfolio for each Learning Event and Thesis Preparation (178 hours)
- Assigned Reading (240 hours)
- Entrance requirements (E): Admissions procedure, Introduction Seminar and interview with a Core Faculty Member of the Program
- Module exam (M): Forum dispute of a given theme, with group assessment (Advanced Training Seminar) (2 hours)
- Requirements to pass Learning Events: Participation, Presentations, literary criticism of student's texts

### The students are able to:

#### **Self-competence**

##### *regarding one's own resources and capacities:*

- distinguish between personal issues, social contexts and theory
- be willing to stay committed to an intense learning process for 21 days
- cultivate balance, endurance, self care, and building fruitful and supportive relationship
- use all the offered learning events and explore new ideas
- develop a practice of self care that is energizing and sustaining
- validate and cultivate one's own resources
- identify role clichés, and cultivate an open and curious attitude
- learn to develop one's own style of learning
- be engaged in Art making, and develop artist commitment
- sharpen one's own senses
- gain insight about own weaknesses and explore new competences

##### *regarding the artistic process and the work:*

- engage in Art-making projects on an on-going basis
- train one's own aesthetic sensibility by attending to the work of others
- learn new artistic skills and expand one's range of possibilities in the Arts
- focus on one artistic modality to develop a deeper understanding of the Art-making process

##### *regarding team:*

- use the group context for one's own professional learning and personal growth
- engage with concerns, feelings, thoughts in an autonomous manner
- give and receive constructive feedback
- use all the learning events to practice social skills
- serve communal projects
- contribute to the larger learning community
- recognize one's own boundaries and those of others
- be realistic about own boundaries, and train optimism within the range of the possible



### **Professional competence**

#### *regarding Expressive Arts theory and application:*

- increase the knowledge and understanding on the Expressive Arts Theory
- learn with Intermodal Expressive Arts method and make the transfer into principles and practice for his/her own context
- practice literary criticism of texts
- engage in productive theoretical discourse
- develop further his/her own innovative thinking skills
- integrate theory, the Arts and practice
- present theory and discourse in a meaningful and logical way
- find ways of documenting information in an effective way
- use lectures as an inspiration to integrate into ones own discourse and widen the range of thinking
- perform critical analysis on a phenomenological base
- know about the different Coaching and Consulting schools, and reflect its relevance for current Coaching and Consulting practice
- distill relevant 'Menschenbilder' and 'Weltbilder' and compare their relationship to the Expressive Arts
- reflect social and developmental issues and resources in a theoretical frame, and integrate their relevance to the Coaching and Consulting practice
- learn to think poetically and philosophically
- appreciate the value of imagination and the relevance of the alternative world experience
- construct cogent arguments on a given philosophical based theme

#### *regarding personal development and goal reaching:*

- compare, distill differences and essences of the different schools of Coaching and Consulting, i.e. systemic, resource- and solutionfocussed and understand the Expressive Arts theory in context

#### *regarding communication:*

- present cases in a concise and biased way, and assess them in a context of Expressive Arts Coaching and Consulting
- understand language formation, world view and thinking relevant to the Coaching and Consulting context

#### *regarding Expressive Arts Coaching and Consulting practice:*

- reflect Coaching and Consulting situations and themes from internship, or own professional practice

#### *regarding principles and practice of Expressive Arts Coaching and Consulting:*

- assess the course of a Coaching and Consulting process
- draw from personal case study regarding their own issues and frame it within a Coaching and Consulting discourse
- understand social and developmental issues from the systemic, resource- and solution focused approach relevant to the Expressive Arts Coaching and Consulting, and integrate them into one's own context
- understand intervention techniques and methods of asking question
- reflect the artistic processes individually and collectively



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### **Social competence:**

*regarding culture:*

- learn from different cultures
- communicate his/her own culture
- lead a discourse on cultures, personal growth and goal reaching, human rights and responsibilities
- mobilize community engagement through artistic project

*regarding communication:*

- interact with an open mind in an interdisciplinary mode
- improve his/her language skills developing a precise vocabulary

*regarding relational skills:*

- develop sensitivity to and develop capacity with other learners
- learn to respect the abilities of those within the learning community
- be conscious between solitary reflection and social interaction
- recognize existing resources within a community
- integrate the environment into his/her studies

### **Methodological competence**

*regarding theoretical understanding and practice of an Expressive Arts session:*

- practice Expressive Arts Coaching and Consulting methods and integrate critical feedback on his/her performance
- develop his/her own style of Coaching and Consulting work
- know how to structure a session, in an individual, team, and group context
- observe faculty demonstrations and learn to enhance one's own Coaching and Consulting practice
- make oneself available for demonstrations and put the process in a methodological and didactic context
- actively make use of practical situations to train his/her skills to lead and process a session

*regarding the architecture of a session:*

- understand the architecture of a session and its phases, make the transfer from the learning event frame to his/her own context
- participate in coaching session with faculty and learn from this interaction
- switch roles from a learner to a professional in training

*regarding Arts based interventions:*

- demonstrate Aesthetic Response in varying contexts
- practice intervention techniques and Aesthetic Analysis with peers
- know how to address conflict and crisis using Expressive Arts Coaching and Consulting methods
- recognize group processes, and actively contribute to the group hygiene

*regarding professional language skills:*

- practice him/herself language skills, to lead in a one-to-one, in a team or in a group context
- expand communication skills within an artistic context
- practice solution oriented language skills relevant to leading a session