



Philosophical and Aesthetic Foundation – Interdisciplinary Approach D

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

Advanced Training and Theoretical Foundations

Fundamental Theories – Imagination, Polyaesthetics, Crystallization Theory and Intermodal Theory
Seminar

Process of Change

Inquiry into Change Processes and Organizational Development
Seminar

Salutogenesis and Building Resilience in Expressive Arts

An Inquiry into concepts of resilience working with individuals, teams and institutional systems
Seminar

Body and Movement in Expressive Arts Coaching and Consulting (Foundation in Expressive Arts oriented Dance)

Body-oriented Practices of Expressive Arts Coaching and Consulting with the Goal of improving Observational Skills
Seminar/Workshop

Arts and Society

Lecture: Current Theme in Research

Atelier with Artist in Residence

Workshop

Excursion

Focused on a Cultural Theme

Self study / requirements:

- Projects and Portfolio for each Learning Event and Thesis Preparations (175 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): Presentation of Portfolio in peer group and discourse in class (oral dispute) (5 hours)
- Requirements to pass Learning Events: Participation, Presentations, Forum Dispute of a given theme



The students are able to:

Self-competence

regarding one's own resources and capacities:

- develop the capacity to become attentive to the present moment in one's own experience
- recognize and validate one's resources in the field of Expressive Arts
- become realistic about one's own limits
- become comfortable with taking risks to develop further one's own resources and capacities
- identify one's own learning style
- recognize and find ways to attend to self-care
- learn to develop one's own style of learning

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:

- give and receive constructive feedback
- take responsibility for one's own role in the group process
- know how to address conflict and crisis using Expressive Arts Coaching and Consulting methods
- be a contributing member of a larger learning community
- use the group context for one's own professional learning and personal growth

Professional competence

regarding Expressive Arts Theory and Application:

- learn the basic principles and practices of Intermodal Expressive Arts
- understand Phenomenological Perspectives on the Arts and be capable of engaging in Phenomenological Reflection
- integrate the Arts into theory and practice
- engage in productive theoretical discourse
- document a process and be able to present it in a meaningful and effective way
- develop further one's own capacities for critical and innovative thinking
- practice literary criticism of texts
- present theory and discourse in a meaningful and logical way
- use lectures as an inspiration to integrate into one's own discourse, and to widen the range of thinking

regarding process of change:

- understand cross-cultural perspectives on process of change
- place Expressive Arts theory within an understanding of cultural differences regarding processes of change
- connect different processes of change and interventions to underlying 'Menschenbilder' and 'Weltbilder'
- understand processes of change in connection with Art-making and the reception of the Arts



regarding institutional characteristics and organizational development

- understand institutional characteristics within differing theoretical perspectives, i.e. systemic, resource- and solutionfocussed
- learn practical ways of working with people in institutions within an Expressive Arts framework
- present cases and situations clearly and comprehensively
- take feedback in supervision on presentations
- reflect critically Coaching and Consulting material from internship or won professional practice

regarding philosophical aesthetics:

- gain an understanding of the philosophical basis of aesthetics relevant to the Expressive Arts
- think about aesthetics in the context relevant to the Intermodal Expressive Arts
- present one's own aesthetic perspective clearly and articulately

regarding the coaching relationship:

- understand the nature of the Coaching relationship from the perspective of both the coach and the client
- apply this understanding to the ways in which the Expressive Arts coaches can use the Arts to make the Coaching relationship more effective
- create a safe space for the client and be able to build trust within the relationship

regarding body and movement awareness:

- employ awareness of the body and its capacity for movement within the context of an Expressive Arts session
- understand the central importance of body and movement in the Art-making process

Social competence

regarding culture:

- learn from being exposed to different cultures in the context of an international student body
- identify one's own cultural standards and values and be capable of taking a critical perspective on them

regarding communication:

- improve his/her language skills developing a precise vocabulary
- articulate one's own individual perspective in ways that others can understand
- interact with an open mind in an interdisciplinary mode
- mobilize community engagement through artistic project

regarding relational skills:

- be aware of closeness to and distance from others and find a balance between solitude and interaction
- increase sensitivity to other students and be able to accept differences
- develop sensitivity to and develop capacity with other learners
- learn to respect the abilities of those within the learning community
- 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:

- comprehend the overall structure of a session (the architecture)



European Graduate School EGS

Arts, Health & Society Division

- conduct a conversation with the client about their issues that encourages them to give a full resource oriented description in concrete language
- help the client step into an Art-making process that is appropriate to their capacities but also challenges them to go further
- conduct an Aesthetic Analysis of the Art-making process and the work that emerged in a Phenomenological Manner
- facilitate the client in finding meaning in the Art-making process in relationship to the initial issue they presented
- 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
- make oneself available for faculty demonstrations and place the learning in a methodological and didactic context

regarding Arts based interventions:

- develop the confidence to bring the Arts into a session
- move between artistic modalities according to the need of the client at the appropriate time
- give artistic responses to the client's work when appropriate
- help the client to have a meaningful Art-making experience
- practice intervention techniques and Aesthetic Analysis with peers
- recognize group processes, and actively contribute to the group hygiene