



## **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 Therapy**

Core Group and Community Art

#### **Salutogenesis and Building Resilience in Expressive Arts**

Health, Resilience and Illness, with a Focus on Diagnostics (Psychopathology II)  
Seminar

#### **Advanced Training and Theoretical Foundations**

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

#### **Body and Movement in Expressive Arts Therapy** (Foundation in Expressive Arts oriented Dance)

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

#### **An Inquiry into the Process of Change**

Critical Inquiry into the Concepts of Processes of Change as they manifest themselves across Cultures  
Seminar

#### **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 Therapy 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 health and illness (salutogenesis and psychopathology):*

- understand salutogenesis and the different forms of psychopathology within differing theoretical perspectives
- learn practical ways of working with salutogenesis within an Expressive Arts framework
- able to present cases and situations clearly and comprehensively
- able to take feedback in supervision on presentations
- reflect critically therapeutic material from internship, or own professional practice regarding assessment, diagnosis and treatment plan
- assess the course of a therapeutic process



*regarding anthropological understanding:*

- understand cross-cultural perspectives on illness and healing
- place Expressive Arts theory within an understanding of cultural differences regarding healing practices
- connect different healing practices to underlying “Menschenbilder” and “Weltbilder”
- understand health, illness and recovery in connection with Art-making and the reception of the Arts

*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 therapeutic relationship:*

- understand the nature of the therapeutic relationship from the perspective of both the therapist and the client
- apply this understanding to the ways in which the Expressive Arts therapist can use the Arts to make the therapeutic 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)
- conduct a conversation with the client about their issues that encourages them to give a full resource oriented description in concrete language



## European Graduate School EGS

Arts, Health & Society Division

- 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 Therapy methods and integrate critical feedback on his/her performance
- develop his/her own style of therapeutic 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