



Module ITS-P (Methods, Interdisciplinary Approach) – 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

Social and Developmental Issues in Psychology

Critical Inquiry into the role of Aesthetics and Social and Developmental Theories
Seminar

Advanced Training and Methodology of Practice

Methods of the practice of Intermodal Expressive Arts Therapy
Seminar

Language and Discourse in Expressive Arts Therapy

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

Principles and Practices of Psychotherapy

Critical Inquiry into a Variety of Schools and their Personality Theories I
Colloquium

Arts and Society

Lecture: Current themes 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 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 psychotherapeutic schools, and reflect its relevance for current therapeutic practice
- distill relevant 'Menschenbilder' and 'Weltbilder' regarding the principles and practices of Psychotherapy and demonstrate their relationship to the Expressive Arts Therapy
- reflect social and developmental issues and resources in a theoretical frame, and integrate their relevance to the therapeutic practice
- learn to think poetically and philosophically
- appreciate the value of imagination and the relevance of the alternative world experience
- learn to construct cogent arguments on a given philosophical based theme

regarding health and illness:

- compare, distill differences and essences of the different schools of psychotherapy, 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 Therapy
- understand language formation, world view and thinking relevant to the therapeutic context

regarding Expressive Arts therapeutic practice:

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

regarding principles and practice of Expressive Arts Therapy:

- assess the course of a therapeutic process
- draw from personal case study regarding their own issues and frame it within a therapeutic discourse
- understand social and developmental issues in psychology relevant to the Expressive Arts Therapy and integrate them into one's own context
- understand intervention techniques and methods of asking question
- reflect the artistic processes individually and collectively

Social competence

regarding culture:

- learn from different cultures
- communicate his/her own culture
- lead a discourse on cultures, health and healing, 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 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
- observe faculty demonstrations and learn to enhance one's own therapeutic 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 Therapy 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