

EUROPEAN GRADUATE SCHOOL - EGS

Master Study Guide

Master Program in Expressive Arts:
Therapy, Coaching and Consulting,
Conflict Transformation and Peacebuilding



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Master Study Guide

MASTERS PROGRAM IN EXPRESSIVE ARTS: THERAPY, COACHING AND CONSULTING, CONFLICT TRANSFORMATION AND PEACEBUILDING

A) Introduction

The European Graduate School is a unique, multi-cultural learning environment, which emphasizes independence, self-reflection, critical thinking and community-based learning on the part of students. The program is an intensive and demanding one. Students stay with one group throughout the three-week session. The composition of the groups is determined by the core faculty in order to make the experience as inter-cultural and varied as possible. Whenever feasible, students from the various training institutes are distributed to different groups in order for students to have an opportunity to get to know each other. This experience of group involvement is designed to provide support for students. The core leader is available to students as a support as well. In order to get the most out of the program, the faculty of EGS expects that students have had some experience with group process before undertaking the program. Courses at EGS are taught in English, and students are expected to have a good working knowledge of the English language.

In the EGS curriculum, there is a balance between academic teaching and experiential learning. Excursions to surrounding areas of cultural or environmental importance are also part of the curriculum, and students are expected to attend these excursions. Events such as performances and faculty recitals are also part of the curriculum. There is an artist-in-residence who is invited to the school for three weeks to interact with students and to have the space and time to pursue their own work. The artist-in-residence usually offers a performance or an exhibit as part of their residency.

Financial Aid

EGS tries to help students pursue their studies and, depending upon how much money is available, offers several possibilities for both scholarships and work-study positions.

For more information see Financial Aid.

B) Student Counselor

Because we recognize that the program is very intensive and makes many demands on the students both intellectually and emotionally, in each summer session EGS provides support in the form of a student counselor. The counselor is available only for situations when peer support or the support of the core group leader is not enough.

C) Policies

1. Absences from Classes

EGS considers class attendance an academic requirement. Community events are also included in this requirement. Our training depends upon consistent presence and participation of students in the learning community. If, because of an act of God or force majeure (illness, death in the family, etc.), an absence is necessary, the following rules are applicable:

1. The student must inform faculty or core group leader as soon as possible.
2. Other reasons for absence must be presented in advance and will be decided upon at a meeting of the Core Faculty.
3. If more than three sessions are missed, no credit will be given and the course must be substituted or repeated at a later date. No tuition will be charged in this case.
4. If two or three sessions are missed, the teacher will give the student a make-up assignment to be completed after the summer school. No credit will be given until the teacher determines that the make-up assignment is satisfactorily completed.
5. Attendance at scheduled community events (Community Art, Lectures, Performances) is also mandatory.
6. Any non-excused absence is reason for review by the Dean and the Core Faculty. The Provost will make a final decision on the student's status. The decision may range from warning, to probation, suspension or termination.

2. Grievance Procedure

If a student has a complaint, the process for grieving is as follows: The first step is to speak to the core group leader. If the difficulty cannot be resolved with the core group leader, the student can speak to the Dean. If there is a need after this point, the Provost can be involved.

3. Gender Equality

In case of a gender equality issue the Bureau de l'Egalité (BdE) (Sekretariat für Gleichstellung und Familie) of the state of Valais is available for information and advice.

Bureau de l'Egalité (BdE)

Pré d'Amédée 2
Case postale 340
CH-1951 Sion.
Phone: +41.(0)27.606.21.20.

 [Bureau de l'Egalité](#)

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D) Assignments (Portfolio and Thesis Outline)

Writing projects are assigned between the summer schools every year in order for the students to continue their learning at home. These assignments document how the student, as a self-motivated adult learner, continues studying subjects from each summer school, reflects upon them and is able to write about the learning gained from each of the subjects.

The goal is to initiate life-long learning, establishing the student's own style on a more solid theoretical base. Putting together such a writing project is like the creation of an art work.

This kind of innovative learning process passes through certain phases: getting lost, rewriting, defining, identifying, and using exact wording and precise metaphors in search of meaning.

The completion and presentation of the assignments are a requirement for receiving credit for core group sessions. The core group leader checks on the completeness of the portfolio.

Students bring the assignments with them to the core group and the core leader will incorporate the assignments into the core group sessions during the summer school. In core group time, students read each other's assignments and present their own. The assignments must be written in English in order to be accepted for credit.

4. The Portfolio:

Content:

A portfolio is an academic journal with short entries, such as relevant learning experiences, theoretical reflections, didactic and methodological information, speculations for the practice, poetic insights, specific topics or questions that are posed and then explored. Other examples could include: learning through reading literature, going to lectures, workshops or conferences relevant to the topic. Each faculty member gives specific questions as points of departure to be further explored.

Procedure:

Students start an open file (folio) for each subject course and core group during first and second summer school and continue their work at home. All the files are collected in a folder (portfolio) that is dated with the summer school year and period. As soon as the student returns home, s/he keeps working on the portfolio addressing relevant topics and questions arising from each course. The student identifies themes and questions that are crucial for his or her artistic, professional, and academic development. This researching takes an open and searching mind. Examples of this exploration might be 'significant notes' regarding:

- articles and books
- relevant movies
- artistic events
- discussions
- related situations and experiences
- e-mail discourses with another student
- learning from practice or supervision
- questions that cannot be answered but want to be understood
- thoughts about one's own professional identity and role

Before the next summer school, the student reflects on the gathered data by dealing with the following two questions:

- What emerged as being essential?
- In what respect did it enlarge the horizon of your learning?

For each course, a minimum of two pages reflection is expected.

E) Assignments to be fulfilled before attending 2nd summer school

These assignments have two parts:
portfolio and thesis outline.

5. Part One

The student brings **the whole portfolio** to the summer school.

6. Part Two

This part is a short paper, which describes what the student envisions for the thesis project. The paper culminates in a map, a **potential outline for a thesis**, which describes specifically the following:

- What is the topic you are interested in writing about?
- What is the question you want to explore?
- What motivates you and what makes you curious about this topic?

It takes time to get to a specific topic and question. A well-formulated topic helps tremendously for a focused thesis project. For instance, 'Crisis' is a much too big as a topic. 'Crisis Intervention' is already more concrete. Even more specific would be, 'Expressive Arts Therapy and Crisis Intervention', which is still a huge topic. The more concrete and manageable topic would be 'Possibilities and Limitations of the Expressive Arts Therapy within Crisis Intervention at the Clinic in Bern'.

If you formulate the topic as a question, you get the research question you want to explore. It is our hope that these assignments help to develop the student's thinking in this field and act as a preparation for thesis work to be carried out between the second and third summer schools.

F) Assignments to be fulfilled before attending 3rd summer school

There is also a portfolio assignment in the third year. Given that students need to produce a thesis in the year between the second and third summer schools, this portfolio is designed as interdisciplinary process notes to serve two purposes:

- as a resource to prepare for the exams
- as a resource and inspiration to keep going in the writing process of the thesis.

The portfolio should include notes, research materials, and reflections that were part of the writing of the thesis as well as notes from courses in previous summer schools. It is hoped that students will be able to find their own learning and research styles.

These process notes can be written in the language that the thesis is written.

In addition to the thesis, students should bring this portfolio to the third summer school. In the beginning of core group of the third year, these process notes will be used to help students prepare for the exam process.

7. Examinations

The examinations in the third summer school are designed to validate and crystallize the student's learning.

G) Students of the MA Program in Expressive Arts Therapy

will be examined in the following subject areas:

I Polyaesthetics and Intermodal Expressive Arts Therapy

Examination in the fundamental theories of Intermodal Expressive Arts Therapy and Consulting will be examined and coaching given in this body of knowledge.

The first part of the examination tests the student's ability to engage in a discourse with a professional (of the student's choice) outside of the field of expressive arts therapy.

The second part considers the enrichment of theoretical learning through the examination process.

II Includes the following two courses:

Illness and Healing in Anthropological Perspective II

Principles and Practices of Psychotherapy: A Critical Inquiry into a Variety of Schools and their Personality Theories II

Continuation of I. A critical inquiry will be made into various schools of psychotherapy and their concepts of 'restricted situations' (neurosis) in the view of EXA. Comparing and discussing the conceptualizations of the professional work of the participants will enrich and deepen the understanding of these topics on a theoretical and practical level. The examination is based on these concepts and includes a short lecture given by each student.

The examination is based on individual experiences and the ability of students to conceptualize their professional work. They may choose the topic of the short lecture and work mostly together in small groups. In this way, feedback and reciprocal learning is emphasized.

III Presentation and Oral Defense of the Masters Thesis

This examination will take place in the presence of the class, including the core group leader and one or two outside experts.

For this examination, students will have time for preparation during the core group and in the first session of the course through a coaching relationship. The presentation can be

- art analogue, art-oriented or play-oriented.

We emphasize that:

- the product is the process
- the student is the expert
- As a self-directed learner, we expect that the student will set out personal learning goals:
 - What is it that you want to learn from your presentation?
 - What do you want to explore and achieve?
 - How do you recognize it and how will the audience recognize it?

H) Students of the MA Program in Expressive Arts Coaching, Consulting and Education

will be examined in the following subject areas:

I Polyaesthetics and EXA / Intermodal Decentering® in Coaching and Consulting

Examination in the fundamental theories of Intermodal Decentering® in Coaching and Consulting will be examined and coaching given in this body of knowledge.

The first part of the examination tests the student's ability to engage in a discourse with a professional (of the student's choice) outside of the field of expressive arts coaching.

The second part considers the enrichment of theoretical learning through the examination process.

II Principles and Practices of Coaching and Consulting: A Critical Inquiry into a Variety of Schools and their Methods II

Continuation of I. A critical inquiry will be made into various schools and their concepts of 'restricted situations' in the view of EXA / Intermodal Decentering®. Comparing and discussing the conceptualizations of the professional work of the participants will enrich and deepen the understanding of these topics on a theoretical and practical level. The examination is based on these concepts and includes a short lecture given by each student.

The examination is based on individual experiences and the ability of students to conceptualize their professional work. They may choose the topic of the short lecture and work mostly together in small groups. In this way, feedback and reciprocal learning is emphasized.

III Presentation and Oral Defense of the Masters Thesis

This examination will take place in the presence of the class, including the advisory group leader and one or two outside experts.

For this examination, students will have time for preparation during the core group and in the first session of the course through a coaching relationship. The presentation can be

- art analogue, art-oriented or play-oriented.

We emphasize that:

- the product is the process
- the student is the expert
- As a self-directed learner, we expect that the student will set out personal learning goals:
 - What is it that you want to learn from your presentation?
 - What do you want to explore and achieve?
 - How do you recognize it and how will the audience recognize it?
 -

These examinations are designed to help the student clarify and consolidate learning gained from all the summer school sessions at EGS. Examinations attempt to design processes that fit with our “arts based” and “self-directed” approach to learning.

The thesis work helps a great deal to prepare for these examinations. In the course of thesis researching, it is obvious that the student also reviews the theories of intermodal expressive arts as well as reflect upon practical applications of expressive arts. Doing the thesis is a step toward articulating more clearly and defining one's professional identity. In addition, the student might want to prepare by critically re-visiting the themes of their previous courses. In the process of doing this, it is suggested that the student emphasizes the core concepts and practices of EXA method and considers some of the differences and similarities with other methods in the professional field. Additionally students will be guided and will get preparation time in each course.

Over-all criteria for passing an examination would include:

1. Completing the work of the course.
2. Demonstrating that new learning has occurred. Showing that one has gone beyond the original conceptions and is entertaining new perspectives.
3. Openness to questioning in a discourse.
4. Showing a capacity for articulating concepts clearly.
5. Having a clear understanding of the core concepts of the EXA method.
6. Being engaged and interested in the subject.

The examinations are rated on a Pass/Fail basis. In the event that a student does fail any one of the examinations, they will not receive the diploma. In this case, they must meet with the examining teacher and discuss how remediation may be carried out. In an exceptional situation, the remediation may take place before graduation. The core faculty can make such a decision. If the remediation takes place after the summer school, the following steps must be carried out:

1. The student must submit a written piece of work negotiated with the examining teacher. This written work must be sent to the EGS office. It will be read by the examining teacher, one member of the core Faculty and the Director of the cooperating institute.
2. The examining teacher and the core faculty member must submit a written report on the student's work.
3. The Director of the cooperating Institute will meet with the student and conduct an oral examination on the written work. The Director must submit a written report on the oral examination. The student must complete all remediation work by May 31 of the year following their third summer session unless an exemption is granted. They will also be required to pay the Maintaining Status Fee for each semester that their work is outstanding [CHF 250.- per semester].

We guarantee one graduating class in the first period of summer school. We will also have a graduation ceremony for that class. Registration is on a first come first served basis. Please do not book any travel arrangements, until final registration is confirmed. EGS cannot be responsible for travel arrangements made before confirmation of registration.

1) M.A. Thesis

Organization:

During second summer school, students get a thesis advisor assigned. During core group, students get informed about the process of writing a thesis, the procedure and requirements. If there are enough students, the thesis advisor teaches a thesis seminar. If there are not enough students, it is organized as an **individual thesis tutorial**. Student and Thesis advisor sign a contract which goes to the student's file. Students pay the fee directly to the advisor.

The advisor helps with the thesis content, its organization and the refinement of an adequate writing style. It is however NOT his or her task to correct grammar and typos. Students must find an editor for their thesis.

After having received the thesis evaluation from the advisor, the student submits a written **evaluation about the thesis advising** at the end of the thesis seminar or individual tutorial. The advisor is responsible for informing the students about EGS graduation requirements and to verify the needed items for graduation (see check list).

- **The organization for the thesis seminar meetings** is as follows: thesis research meetings and individual meetings:

The number of meetings depends on the group size. A minimum number of meetings would be the same as the number of students in the group, three for three students, four for four etc. In addition, each student gets a minimum of two or three individual meetings, usually towards the end where students have more individual needs.

The role of the thesis advisor has a number of different aspects:

1. To contract with the student for the appropriate number and frequency of advising sessions [see above]. Availability and an honest continuing relationship provide that the student will not fail at the end as concerns are addressed at an early stage.
2. To give input on how to research.
3. To help the student develop a theme/topic for the thesis.
4. To help the student maintain the theme throughout the thesis research.
5. To keep the overview for the thesis work.
6. To assist the student find a guiding frame of reference that helps the student reflect and inspire their thinking.
7. To recommend readings, guide the readings and serve as a resource for ideas that shape the project.

- **The format of the thesis** (how to quote, titles, how to make a bibliography, etc.) should conform with the publication practices of the scientific community of that language culture and field of study, e.g. in USA, APA MLA, in German, DIN, etc. . If another format is more practical, it has to be approved by a core faculty member in collaboration with the thesis advisor. Swiss and German students can find guidelines in the book *Kreatives Schreiben von wissenschaftlichen Hausarbeiten und Referaten* by Lutz von Werder..
- **Timetable for completion of the thesis and approval:** the thesis is approved through the thesis evaluation in English by the thesis advisor. No later than one month before the first summer school, the student must submit the Testatheft for signatures, the abstract in English and the thesis to the thesis advisor.
If the thesis is not in English, German or French language, a **two to three page summary** in English and a **reading sample of 2-3 pages** have also to be provided by the student and be signed by the editor.
The summary and reading sample is only accepted if the thesis advisor has EGS faculty status and is a native speaker.
Otherwise, the thesis needs to be submitted in **English**.
- The evaluation of the thesis advisor will be part of the student's file at EGS.
- In cases where a student cannot finish the thesis before the third summer session, they may still attend the summer session and the graduation ceremony with their graduating group. They will be required to pay a maintaining status fee of CHF 500.- per year or CHF 250.-- per semester during the time period of completion of the thesis. Students have seven years to complete the MA.
- Students who complete the thesis by December 31 of the academic year of their graduation ceremony will not be charged a maintaining status fee.
- Students who take more than a year to work on their thesis will be expected to pay additional thesis advising fees. Such fees will be determined by the thesis advisor within the limits of the standard thesis seminar.

Content and Format of the Thesis

The thesis project is a public document that is available through the EGS library. The thesis writers should bear in mind that researchers of our domain may be interested in using it as a resource.

Content:

The thesis is a contribution to our field and it is a piece of art done with an art-oriented or art analogue attitude.

The EGS thesis has three main components:

1. Artistic: the exercise of an artistic medium for research purposes, i.e., art-making and reflecting on it imaginatively or using the work of writing itself as a research tool.
2. Practical: the application of the theoretical and artistic work in actual professional situations with people.
3. Theoretical: an attempt to understand the artistic and practical work from a certain perspective. This grows out of reflections on the personal and the practical. Theory is always embedded in a context and the theory forms, informs and is shaped by the theme that is being developed in the thesis.

There are common criteria for the body of thesis:

- It demonstrates the ability to re-search, to be willing to go on a journey, meeting unknown territory being open minded and connected with one's feelings and cognition.
- It shows the ability to approach the project with an artist's attitude, surrendering to the hardship of de-forming and de-structuring rather than hunting for results and handy rationalizations.
- It demonstrates an ability to make distinctions between one's bias and spaces where one can freely move in and out, playing with closeness and distance.
- It documents an original body of thought, something which can only be written and done by the author, as it is clearly one's own playing with words. And of course, there is nothing, which is not written about.
- It shows the skill of looking around, validating others who searched in a similar way.
- It shows the value of being a life long learner.
- It shows that one can fully immerse oneself into a matter, whether it is in an art-oriented or art analogue way.

Form of the Thesis

- Front Page must show the following:
 - title of the thesis
 - name of author (A thesis submitted by....)
 - date
 - In partial fulfillment of the requirements for the degree of Master of Arts from the Division of Arts, Health and Society at the European Graduate School EGS
 - name of thesis advisor

- Abstract: a one paragraph (130 words) academic description of the thesis content, a 'summary of the summary' for the EGS library
- Authorization to keep the MA thesis on record at EGS: Mention on the cover page: " Hereby I give EGS the authorization to send the Thesis file on CD-ROM or on diskette to people who are interested in my thesis "
- The following must be included after the front page and the abstract:
 - Table of Contents
 - Table of Illustrations (if needed)
 - Body of the Thesis (Introduction, Main Part, Conclusion)
 - Bibliography (list only the books relevant to the thesis)
- Length: Usually a thesis ranges from 70 to 100 pages. The numbering of the pages starts with the beginning of the main part. All the art work (copies of paintings, photographs, etc.) needs to have a page number attached to it. This should, of course, correspond to the Table of Illustrations.
- Spacing: No more or less than 1.5 spaces between lines.
- Binding: Do not bind the thesis until it is approved. Bring one copy with you to the summer school for the oral defense. Allow enough margin on the left side (4 cm) in order for the text to clear the binding. A diskette submitted to EGS is required.
- Quoting and Titles: Be consistent in keeping the same system throughout. The system should conform to the publication practices of the scientific community of your own country. (i.e., APA in North America and Duden in Europe) Be sure to acknowledge your sources.

Evaluation of the thesis:

The evaluation of the thesis from the advisor to the student is the official feedback received by the student. In writing their evaluations, advisors should bear in mind the following points:

1. The evaluation of the thesis is more than a summary of the thesis. It reflects where it leads the thinking of the advisor.
2. The remarks about the thesis are placed in a broader context - i.e., does this thesis make a contribution to the field? If so, what is the nature of that contribution?
3. The advisor comments both about the process and the product.
4. The advisor addresses the personal commitment of the student.
5. The advisor comments on the ways in which the thesis demonstrates how the student is moving toward becoming a professional in the field.

After the student receives an evaluation from the advisor, the student writes at the end of the third summer school an evaluation of the thesis advising process (group or individual format). Both evaluations go to the Dean for review.

The approved core faculty responsible for that region gives final approval by signing the Transcript booklet [Testatheft].

Honors Thesis

If a student does exceptional thesis work, the advisor can recommend that the student receive an honors designation with magna cum laude. The thesis advisor determines that the thesis makes a unique contribution to the field. The recommendation must be in the EGS office three weeks prior to the summer school. The thesis will be reviewed by the dean or a designated faculty member. The designation of honors will be confirmed only after the student passes the presentation and oral defense of the Masters thesis course with an excellent evaluation. The teacher of this course must recommend the student for an honors designation.

Criteria for honors thesis:

The thesis needs to show innovative excellence with respect to EXA in at least one of the following areas:

**artistic,
theoretical,
practical.**

Faculty Thesis Prize

The EGS faculty thesis prize is donated by the members of the faculty of the university in order to encourage research of high quality and distinction. The prize will be awarded for an MA. Thesis which makes a substantial contribution to the field of expressive arts. This highest designation will also be confirmed only after the student passes the presentation and oral defense of the Masters thesis course with a superior evaluation. The core faculty will select a prize-winning work. The prize will be awarded at a graduation ceremony. This prize includes an honorarium of 500 CHF. The student receives a summa cum laude. At best, one prize can be given per year.

Criteria for faculty thesis prize:

- Needs to show innovative excellence with respect to EXA in all of the following areas: artistic, theoretical, practical.
- Once a thesis is approved as an honors thesis, the core faculty may select one thesis for the faculty thesis prize.

The thesis needs to be written (or translated) in English, the common EGS language.

For more information: See our website expressivearts.egs.edu or ask your study advisor.