



Theoretical Foundation and Research Module F

24 ECTS (12 US Credits)

Total Contact Hours: 150

Self-Study Hours: 450

Total Learning Hours of this module: 600

9 days for the following learning events:

Developmental Psychology

Foundation

Biography as a Resource

or 7 sessions individual biographic work

Understanding Health and Illness

Psychopathology & Salutogenesis

Ethics and Menschenbild

Professional Ethics

Plus

Intermodal Research Colloquium – Qualifying Exam (is during summer school organized)

Thesis Project

Self-study / requirements: All self-study assignments require documentation in the portfolio.

Assigned literature

- Students will receive a bibliography of assigned and optional readings for each course, as well as a master bibliography of fundamental texts to the field of Expressive Arts Therapy. Reading is to be tracked and noted in the student portfolio, reviewed in peer groups.
- Students will demonstrate familiarity with the reading materials through discourse in class and correct use of terminology and application of theory in written assignments.

Entrance qualification

- (E): Participants should have already completed the required readings and coursework for Module K, 60 hours of advisor-approved artistic training with a master artist in a discipline of the student's choice.
- (M): The assessment of a student's self-study will be based upon the following items:
 - Current and inclusive portfolio documenting at least 120 hours of self-study, peer-group meetings, readings and module assignments.
 - Completion of required number of documented method specific training hours (MST) with a module provider designee.
 - Completion of required number of supervised practicum hours as required by the program. This number of hours required may vary depending upon the standards of training in various locations.
 - 180 hours documented master art training, in a discipline of the student's choice.

Competences: – at the end of the module/unit the learner will have acquired the responsibility and autonomy to:

Self-competence: Ability to:

- independently review and comprehend scholarly articles and literature of the field.
- address new concepts critically, and integrate them into praxis independently.
- be a self-motivated, continuing learner (e.g. to be curious, interested, thirsty for knowledge)
- learn from experience, and be open to consideration and critique of cultural bias in ontology.
- recognize the implications of personal history upon professional relationships in praxis



- cultivate a conscious ethos with an awareness of personal and professional limits and potential.
- develop personal competencies which serve the work of Expressive Arts Therapy (EXA)

Professional competence: The Student should be able to:

- develop and articulate a professional model of praxis
- be skillful in the professional interview with the client.
- ask concretizing questions to identify correctly the client's narrative of distress
- understand the potential for existential crises to generate positive change in one's life.
- identify presenting symptoms of distress and disease, and develop a non-judgmental approach, to distinguish between pathology and normal mechanisms of coping/adjustment to change.
- recognize and support incidents of salutogenesis provided by the client's physical, mental and intellectual resources.
- reflect upon mankind and development, mankind and change
- have a clear grasp of professional and ethical responsibility for the health and safety of clients.
- be willing to address questions about mankind, moral concepts and epistemology.
- undergo an assessment of competencies and evaluation of prior learning toward the need for continuing education in order to expand the scope of competency in specialized areas. (somatic disturbances, physiology and anatomy, progress of diseases)

Social competence: Student should be prepared to:

- contribute to the informed professional discourse about the field.
- professionally discuss field concepts with persons of differing opinions, and reach compromise
- cultivate an appropriate and professional way of coping with conflicts

Methodical competence: Student should:

- use both deductive and inductive reasoning to grasp a situation.
- create an Art-oriented or Art-analogue theory of praxis where necessary.
- use interventions that support the client's own resources for managing and creating change.

Research – Key Qualification:

Learning objective: Be able to research and address a professional question on a practical, theoretical and artistic level, using the MA Thesis Project in order to recognize resources that strengthen and broaden one's own professional competence, and enrich the field of work.

Key qualification: Ability of achieving an innovative, academically rigorous and theoretically grounded contribution to the field of Expressive Arts.

Self-competence: The student is able to:

- assess a project's likelihood of completion within the frame (i.e. time, available resources)
- work on a project with disciplined effort.
- be curious and develop a habit of inquiry.
- describe the materials of their observation phenomenologically.
- think logically and creatively.
- recognize and suppress their biases and be open to unexpected outcomes.
- cope with novel ideas and experiences and consider others' ways of thinking about them.
- revise in accordance with evidence and be open to feedback from advisors and colleagues.
- report the outcomes coherently, acknowledging both failures and successes with equal weight.

Social competence

- allow time and attention to attend the learning cohort when expected in spite of their own workload.
- follow the group process and make contributions that further the progress in other's work.
- commit to the group process in spite of challenges arising from the work or from the life-world.



- conceptualize, describe and summarize new ideas through abstraction, deduction, deconstruction and reconstruction. Be ready to question, criticize, and argue new ideas.
- research primary literature effectively, collect, compare, sort out material, cope with a theme

Methodological competence

- use the methods of Expressive Arts literally in writing and practice them (aesthetic analyses)
- think critically about the methods of the field, and share this thinking in writing.
- be acquainted with research methods
- capture data from observations in a reliable and consistent manner, with an eye to avoiding bias.

Knowledge – at the end of the module/unit the learner will have been exposed to the following:

- Apply an expressive arts-based, resource oriented set of theories and methods in therapeutic work with individuals and groups.
- Apply the decentering method within the architecture of a therapy session
- Work collaboratively with peers and colleagues.
- Articulate the basic principles and practices of expressive arts therapy clearly and comprehensively.

Skills – at the end of the module/unit the learner will have acquired the following skills:

- have a clear grasp of professional and ethical responsibility for the health and safety of clients
- identify presenting symptoms of distress and disease, and develop a non-judgmental approach, to distinguish between pathology and normal mechanisms of coping/adjustment to change
- be skillful in the professional interview with the client
- ask concretizing questions to identify correctly the client's narrative of distress
- use interventions that support the client's own resources for managing and creating change
- recognize and support incidents of salutogenesis provided by the client's physical, mental and intellectual resources
- describe the materials of their observation phenomenologically
- create an Art-oriented or Art-analogue theory of praxis where necessary
- understand the potential for existential crises to generate positive change in one's life
- undergo an assessment of competencies and evaluation of prior learning toward the need for continuing education in order to expand the scope of competency in specialized areas. (somatic disturbances, physiology and anatomy, progress of diseases)

Judgment Skills and Critical Abilities

The learner will be able to:

- a) use both deductive and inductive reasoning to grasp a situation
- b) cultivate a conscious ethos with an awareness of personal and professional limits and potential
- c) learn from experience, and be open to consideration and critique of cultural bias in ontology
- d) think critically about the methods of the field, and share this thinking in writing
- e) be willing to address questions about mankind, moral concepts and epistemology
- f) recognize the implications of personal history upon professional relationships in praxis
- g) recognize and suppress their biases and be open to unexpected outcomes.
- h) address new concepts critically, and integrate them into praxis independently.

Module-Specific Communication Skills

The learner will be able to:

- a) use the methods of Expressive Arts literally in writing and practice them (aesthetic analyses)
- b) cope with novel ideas and experiences and consider others' ways of thinking about them
- c) be a self-motivated, continuing learner (e.g. to be curious, interested, thirsty for knowledge)
- d) contribute to the informed professional discourse about the field
- e) cultivate an appropriate and professional way of coping with conflicts



- f) allow time and attention to attend the learning cohort when expected in spite of their own workload
- g) follow the group process and make contributions that further the progress in other's work
- h) commit to the group process in spite of challenges arising from the work or from the life-world

Module-Specific Learner Skills

The learner will be able to:

- develop and articulate a professional model of praxis
- conceptualize, describe and summarize new ideas through abstraction, deduction, deconstruction and reconstruction. Be ready to question, criticize, and argue new ideas.
- independently review and comprehend scholarly articles and literature of the field.
- develop personal competencies which serve the work of Expressive Arts Therapy (EXA)
- professionally discuss field concepts with persons of differing opinions, and reach compromise
- reflect upon mankind and development, mankind and change
- research primary literature effectively, collect, compare, sort out material, cope with a theme, think logically and creatively
- be acquainted with research methods
- revise in accordance with evidence and be open to feedback from advisors and colleagues
- report the outcomes coherently, acknowledging both failures and successes with equal weight
- assess a project's likelihood of completion within the frame (i.e. time, available resources)
- capture data from observations in a reliable and consistent manner, with an eye to avoiding bias.
- work on a project with disciplined effort.
- be curious and develop a habit of inquiry.