

Module Handbook

Degree:	<i>Bachelor of Arts (B.A.)</i>
Course of Study:	<i>Art in Social Contexts. Art Therapy</i>
Semester:	<i>WiSe 2020/2021</i>
Examination Regulation Version:	<i>20182</i>
Course Handbook as per:	<i>10.09.2020</i>

- Requirement for the successful completion of seminars is an active participation, see § 12 Abs. 1 BA-PO.
The meaning of “active participation” is defined by the teaching staff.
- When multiple people are responsible for a module, the first-mentioned is responsible for the program.

1st Study Section

Module Titel			CP	P	WL	Assessment Method	Suggested semester
1100000	Module 1	KS-1: Artistic Basics: Practice and Theory of Artistic Media	20	160	600	Module examination(s)	1 - 2

Module Director: Level: Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	P	Relevance	Type of Course	Assessment Method (-;- means -or-)	Grading
1121000	Foundations of painting and drawing	Sten	8	60	C	Theory-practice seminar		
1122000	Foundations of sculpture and drawing	Schl	8	60	C	Theory-practice seminar		
Note:	Please select two of the following required elective subjects! No.: 1123100 – 1123400		-					
1123100	Foundations of printed graphic procedures	Mey	2	20	E	Theory-practice seminar		
1123200	Foundations of photographic procedures	NN	2	20	E	Theory-practice seminar		
1123300	Foundations of performative procedures	Rm	2	20	E	Theory-practice seminar		
1123400	Foundations of time based media	MKL	2	20	E	Theory-practice seminar		
1130000	Module examination	Schl	-		C	Theory-practice seminar	Presentation of results	

Note regarding the examination requirements in Module 1:

Usability: KS, FK

Goal, Content and Literature in Module 1

Goal

In Module KS 1 the students acquire important knowledge about the material and creative qualities of artistic media. Through experimenting with different artistic processes and techniques, they develop their artistic position. At the same time, they get to know fundamental terminology and can make quality assessments. Overall the module is aimed at acquiring fundamental practical artistic competences.

Content

The material and practical foundations of artistic media and its possibilities are taught and tried out.

In their experimental studies, the students develop a workflow through artistic means in different areas and media, while mainly dealing with color, area, space, form, material, movement and time.

The results are presented, reflected and discussed in plenaries, colloquia, and presentations. An interdisciplinary exchange takes place through co-teaching and tutoring.

Literature:

- Barthes, Roland (1998): Die helle Kammer. Frankfurt am Main: Suhrkamp.
- Berger, John (1995): Das Leben der Bilder oder die Kunst des Sehens. Berlin: Klaus Wagenbach.
- Benjamin, Walter (1990): Das Kunstwerk im Zeitalter seiner technischen Reproduzierbarkeit. Frankfurt am Main: Suhrkamp.
- Belting, Hans (2002): Ende der Kunstgeschichte. München: C.H. Beck.
- Boehm, Gottfried (Hrsg.) (1994): Was ist ein Bild? Reihe Bild und Text. München: Fink.
- Böhme, Gernot (1995): Atmosphären, Essays zur neuen Ästhetik. Frankfurt am Main: Suhrkamp.
- Koschatzky, Walter (1999): Die Kunst der Zeichnung. München: dtv.
- Sonntag, Susan (2011): Über Fotografie. Frankfurt am Main: Fischer (1980).

Module Titel			CP	P	WL	Assessment Method	Suggested semester
1200000	Module 2	KS-2: Subject-specific basics of art therapy	20	200	600	Module examination(s)	1 - 2

Module Director: Level: Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	P	Relevance	Type of Course	Assessment Method (-;- means -or-)	Grading
1221100	Introduction into the history of art therapy	Se	3	30	C	Lecture/scientific seminar		
1222100	Foundations of health sciences	He	3	30	C	Lecture/scientific seminar		
1223000	Foundations of medicine	He	3	30	C	Lecture/scientific seminar		
1225100	Subject-related basics of psychology 1	SchiM	3	30	C	Lecture/scientific seminar		
1225200	Subject-related basics of psychology 2	SchiM	3	30	C	Lecture/scientific seminar		
1226100	Introduction to psychiatry and psychotherapy	Go	3	30	C	Lecture/scientific seminar		
1227000	Interdisciplinary fundamentals for the development and developmental disturbance over the	SchiM	2	20	C	Lecture/scientific seminar		
1230000	Module examination	-	-		C		Test	

Note regarding the examination requirements in Module 2:

Usability: KS

Goal, Content and Literature in Module 2

Goal

In Module KS 2 the students get to know the technical foundation of relevant basic and related sciences. These also include current models of Health/Illness, as well as models of inclusion from the areas of health and social science, medicine and psychology. They gain basic knowledge of the structure and functioning of the biopsychological human configuration and its social integration, as well as the width and variety of the human course of development. They know different concepts and models related to age-specific development/ developmental disorders and are able to use these critically and distinctively.

Content

Within this module the following content is conveyed:

- Historical development and state of Art Therapy as an inter- or transdisciplinary justified method (visual understanding, design/determinants of artistic and therapeutical processes, active factors, etc.)
- Concepts of health and illnesses especially based on biopsychological models, as well as based on the anthroposophical conception of man
- from the area of medicine: anatomical and physiological fundaments of the nervous system, the cardiovascular system, and the hormone system, while taking illnesses into account. Psychosomatic, complementary medicine as well as anthroposophical oriented aspects are given special consideration. Construction and function of the sensory organs, psychosomatic treatment plans based on et al. the salutogenesis
- from the area of psychology: specialized foundations of psychology, et al. selected development and disorder models in different stages of life et al. based on et al. neuro-behavioral, psychodynamic, systemic and anthroposophic perspectives
- from the area of Psychiatry and Psychotherapy: systematic introduction in the field of Psychiatry and Psychotherapy, as well as fundamental pathology regarding appearance, diagnostic and therapy
- Interdisciplinary foundation: developmental topics and tasks over the life span from a transdisciplinary and inclusive view (et al. developmental models and children drawings as well as childish expressions and communication, basics of the attachment theory and embodiment theory) with special consideration to systemically oriented and anthroposophically-oriented views

Literature:

- Bischof-Köhler, D. (2011): Soziale Entwicklung in Kindheit und Jugend. Bindung. Empathie, Theory of Mind. Stuttgart: Kohlhammer.
- Comer, R.J. (2008, 6. Überarbeitete Auflage). Klinische Psychologie. Heidelberg/Berlin: Spektrum Akademischer Verlag.
- Heusser, P. (2011): Anthroposophische Medizin und Wissenschaft. Stuttgart: Schattauer.
- Huch, R./Jürgens, K. D. (Hrsg.): Mensch Körper Krankheit. München: Elsevier, aktuelle Auflage
- Hurrelmann, K./Klotz, T./ Haisch, J. (Hg.) (2010): Lehrbuch Prävention und Gesundheitsförderung. Bern: Huber.
- Klemperer, D. (2014): Sozialmedizin - Public Health – Gesundheitswissenschaften. Bern: Huber, 2.Aufl.
- Koll, N./ Scholz, U./ Rieckmann, N. (2011): Einführung Gesundheitspsychologie. München: Reinhardt.
- Kramer, E. (2004): Kunst als Therapie mit Kindern. München: Reinhardt.
- Kraft, H. (2005): Grenzgänger zwischen Kunst und Psychiatrie. Köln: DuMont.
- Linden, M./ Weig, W. (Hg.) (2009): Salutotherapie. Köln: Deutscher Ärzte -Verlag.
- Prinzhorn, H. (2016): Bildnerie der Geisteskranken: Ein Beitrag zur Psychologie und Psychopathologie der Gestaltung (1922). Hamburg: SEVERUS
- Richter, H. -G. (1988). Die Kinderzeichnung. Entwicklung, Interpretation, Ästhetik. Düsseldorf: Schwann.
- Schuster, M. (2015): Kinderzeichnungen: Wie sie entstehen, was sie bedeuten. München: Reinhardt Verlag.
- Wahl, H-W./Kruse, A. (2014): Lebensläufe im Wandel. Entwicklung über die Lebensspanne aus der Sicht verschiedener Disziplinen: Stuttgart: Kohlhammer.

Module Titel			CP	P	WL	Assessment Method	Suggested semester
3100000	Module P1	Interdisciplinary Project 1	10	100	300	Module examination(s)	1 - 2

Module Director: Level: Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	P	Rele- vance	Type of Course	Assessment Method (-;- means -or-)	Grading
3121000	Interdisciplinary project 1	various	3	30	C	Project		
3122000	Artistic research and epistemology	Schm, NN	3	30	C	Theory-practice seminar		
3123000	Presentation and documentation techniques	various	1	10	C	Theory-practice seminar		
3124000	Communication and feedback culture	various	2	20	C	Theory-practice seminar		
3125000	Presentation and voice	NN	1	10	C	Theory-practice seminar		
3130000	Module examination: Portfolio	-	-		C		Presentation of results	

Note regarding the examination requirements in Module P1:

Usability: KS, TTS, FK, SoA

Goal, Content and Literature in Module P1

Goal

The students can autonomously work on a given task and present their results. They are able to justify their project experiences and reflect upon these. The students gain communicative competence through the artistic project work, which is reflected in the accompanying seminar. They learn about models of active listening and non-violent communication. They get to know feedback systems and learn how to use them. They possess basic abilities and knowledge of documentation and description of aesthetic processes and can present these in a portfolio as well as verbally.

Content

The students start their studies with a project week, in which they work on a specific aesthetic task in teams. They are supervised and supported by teaching staff through co-teaching. Followed by an introduction into techniques of presentation and documentation, they create a portfolio. The students learn about the fundamentals of artistic research and its location in epistemology. They learn about participatory research approaches. Subject of the related theory-practice-seminars are models of feedback culture, non-violent communication, and active listening.

Literature:

Bräuer, Gerd (2014): Das Portfolio als Reflexionsmedium für Lehrende und Studierende. Opladen & Toronto.

• Brenne, Andreas (2008): Zarte Empirie. Theorie und Praxis einer künstlerisch-ästhetischen Forschung. Kassel: University Press.

• Fischer-Lichte, Erika (2012): Performativität. Eine Einführung. Bielefeld: transcript.

• Gläser-Zikuda, Michaela; Hascher, Tina (Hrsg.) (2007): Lernprozesse dokumentieren, reflektieren und beurteilen. Lerntagebuch und Portfolio in Bildungsforschung und Bildungspraxis. Bad Heilbrunn: Klinkhardt, Julius.

• Schöbi, Stefan; Rey, Anton (Hrsg.) (2009): Künstlerische Forschung – Positionen und Perspektiven. Zürich: Züricher Hochschule der Künste.

• Gehm, Sabine; Husemann, Pirkko; von Wilke, Katharina (Hrsg.) (2007): Wissen in Bewegung. Perspektiven der künstlerischen und wissenschaftlichen Forschung im Tanz. Bielefeld: transcript.

• Quellmelz, Matthaia; Ruschin, Sylvia (2013): Kompetenzorientiert prüfen mit Lernportfolios. In: Journal Hochschuldidaktik, 24. Jg., 2013, Nr. 1 und 2, S. 19-22.

• Rosenberg, Marshall B. (2016): Gewaltfreie Kommunikation: Eine Sprache des Lebens. Paderborn: Junfermann.

• Paulson, F. Leon; Paulson, Pearl R.; Meyer, Carol A. (1991): What Makes a Portfolio a Portfolio?, in: Educational Leadership 1991, Bd. 48, Nr. 5, S. 60-63

(http://www.ascd.org/ASCD/pdf/journals/ed_lead/el_199102_paulson.pdf).

<https://www.atd.ahk.nl/opleidingen-theater/das-theatre/feedback-method/>

Module Titel			CP	P	WL	Assessment Method	Suggested semester
3500000	Module F1	Fundamental Studies 1	10	100	300	Module examination(s)	1 - 2

Module Director: Level: Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	P	Relevance	Type of Course	Assessment Method (-;- means -or-)	Grading
3522700	Scientific work	various	3	30	C	Scientific seminar		
3522000	Propaedeutics	various	1	10	C	Exercises		
Note:	Please choose two of the following elective subjects		-					
3521400	Art / Image Science	Ber	3	30	E	Scientific seminar		
3523000	Psychology / Developmental Psychology	SchiM	3	30	E	Scientific seminar		
3523100	Medicine / Health Sciences	He	3	30	E	Lecture/scientific seminar		
3521900	Art Psychology / Social Psychology	SchiM	3	30	E	Lecture/scientific seminar		
3521300	Philosophy	NN	3	30	E	Lecture/scientific seminar		
3522300	Cultural Studies / Media Studies	RuS, KC	3	30	E	Lecture/scientific seminar		
3521500	Art and cultural sociology	RuS	3	30	E	Lecture/scientific seminar		
3522900	Social Science / Educational Science	SF	3	30	E	Lecture/scientific seminar		
3522200	Social Education / Special Education	NN	3	30	E	Scientific seminar		
3522800	Aesthetic and Cultural Education	Schm	3	30	E	Scientific seminar		
3521800	Dance and theater history	Wt, KC	3	30	E	Scientific seminar		
3522400	Aesthetics / Poetics	NN	3	30	E	Scientific seminar		
3530000	Module examination	-	-		C		Paper; Presentation	

Note regarding the examination requirements in Module F1:

Usability: KS

Goal, Content and Literature in Module F1

Goal

The students know the fundamentals of academic work and use this regarding the production of module examinations. They know the knowledge base of the fundamental, as well as the relational studies, which are relevant to their field. They particularly know the fundamentals of social and educational science as a chosen professional perspective. Consequently, they are able to use their scientific knowledge and reflect their professional orientation interdisciplinary. They get to know historical and current perspectives and positions of different disciplines and subjects, and can process these through concrete questioning.

The overall goal of this module is the development of scientific competences, esp. sound reflection and communication capabilities.

Content

In Modul F1 the fundamentals of academic work are taught, as well as different epistemologies and their application.

Apart from the obligatory seminars, the students can choose from a range of classes in basic as well as related studies, relevant to their field. Examples for seminars in the Studium Fundamentale are: Art theoretically valid models of interpretation, Phenomenology of perception, Types of teaching and learning.

Literature:

Will be announced in the seminars.

2nd Study Section

Module Titel			CP	P	WL	Assessment Method	Suggested semester
3200000	Module P2	Interdisciplinary Project 2	10	100	300	Module examination(s)	3 - 4

Module Director: Level: Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	P	Relevance	Type of Course	Assessment Method (-;- means -or-)	Grading
3221000	Interdisciplinary project 2	various	4	40	C	Project		
3221100	Preparatory seminar	various	2	20	C	Scientific seminar		
3222100	Project forum 1	RuS, Versch	1	10	C	Scientific seminar		
3222200	Project forum 2	various	1	10	C	Scientific seminar		
3223000	Project management, project documentation and evaluation	RuS	2	20	C	Scientific seminar		
3230000	Module examination: Portfolio	-	-		C		Presentation of results	gr

Note regarding the examination requirements in Module P2:

Usability: KS, TTS, FK, SoA

Goal, Content and Literature in Module P2

Goal

The students can apply their acquired artistic knowledge and skills to a specific artistic interdisciplinary project. They are able to work in groups with students from all study fields as well as plan, execute and present a free artistic, art therapeutical or work-related project (e.g. Theater in business establishments, Projects in a psychiatric ward, Art in public spaces or art institutions, Art therapy in clinics,...).

They can reflect on their artistic work concerning the contents of the project related seminars. They can offer different perspectives concerning their work. They understand the basic steps of planning, executing and securing the results of projects. They have media competences at the interface between the arts and the sciences relevant to their studies.

In the artistic interdisciplinary projects and the following project forum, the students learn about problems and approaches during the planning and execution phase of projects in social contexts. They form peer consulting groups and profit from different ideas, impulses, and experiences. The forum offers help during the ongoing project planning and executing. The students learn to counsel and support each other.

Content

The students choose from different projects offered by teachers of the university in their area of research or plan their own interdisciplinary projects. The students plan their project with the help of various artistic mediums and types. They are accompanied by various teachers through co-teaching. They describe and document their projects and reflect on these amid project-specific theory models and fundamental thoughts in project management.

The project forum included in the module, offers students and teachers a platform to exchange project related experiences in the various praxis fields of the involved areas of study.

Literature:

- Bishop, Claire (2012): Artificial Hells. Participatory Art and the Politics of Spectatorship. New York: Verso.
- Höhne, Steffen (2009): Kunst- und Kulturmanagement. Paderborn: Wilhelm Fink Verlag.
- Klein, Armin (2010): Projektmanagement für Kulturmanager. Wiesbaden: VS -Verlag für Sozialwissenschaften.
- Scheuermann, Arne; Berchtold, Peter (Hrsg.) (2011): Neue Darstellungsformen. Künstlerische Forschung zum Führungsverständnis in Krankenhäusern. Sulgen: Niggli.
- Thompson, Nato (Hrsg.) (2012): Living as Form. Socially engaged Art from 1991-2011. Cambridge: The MIT Press.

Module Titel			CP	P	WL	Assessment Method	Suggested semester
3600000	Module F2	Fundamental Studies 2	10	90	300	Module examination(s)	3 - 4

Module Director: Level: Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	P	Relevance	Type of Course	Assessment Method (-;- means -or-)	Grading
Note:	Please choose three of the following elective subjects		-					
3622200	Art and cultural sociology	RuS	3	30	E	Scientific seminar		
3622900	Aesthetic and Cultural Education	SF	3	30	E	Lecture/scientific seminar		
3623100	Medicine / Health Sciences	He	3	30	E	Scientific seminar		
3623000	Art / Image Science	Ber	3	30	E	Lecture/scientific seminar		
3622500	Art and cultural sociology	SchiM	3	30	E	Lecture/scientific seminar		
3621600	Philosophy	NN	3	30	E	Lecture/scientific seminar		
3621500	Cultural Studies / Media Studies	RuS, KC	3	30	E	Lecture/scientific seminar		
3621700	Psychology / Developmental Psychology	SchiM	3	30	E	Lecture/scientific seminar		
3622000	Social Education / Special Education	NN	3	30	E	Scientific seminar		
3622800	Aesthetic and Cultural Education	Schm	3	30	E	Scientific seminar		
3623200	Dance and Theater Studies	Wt, KC	3	30	E	Scientific seminar		
3623300	Aesthetics / Poetics	NN	3	30	E	Scientific seminar		
3630000	Module examination	-	1		C		Paper; Presentation	gr

Note regarding the examination requirements in Module F2:

Usability: KS

Goal, Content and Literature in Module F2

Goal:

The students know the fundamentals of the social and educational science as a chosen professional perspective in their future occupational fields. They can reflect on their artistic and scientific experiences and knowledge. They can reflect on their professional orientation interdisciplinarily. They learn how to deal with artistic processes and the scientific sources relevant to their field of study and can work on a specific question.

Content:

The focus of module F2 is on the advancement of scientifically justified reflection capability. Different scientific perspectives of the current society and fundamental problems of the human self-conception are being connected productively. The module serves the training of the reflection competences, related to aesthetic perception and the practice of power of judgment. It provides knowledge of the theoretical and methodical fundamentals of the arts and science beyond the borders of their particular discipline. It trains the interaction with complex communicative processes and leads to the acquirement of communicative competence in view of societal fields. Apart from the obligatory seminars, the students can choose from a range of classes in basic as well as related studies, relevant to their field of studies. Examples for seminars in the Studium Fundamentale are: Art theoretically valid models of interpretation, Phenomenology of perception, Types of teaching and learning.

Literature:

Will be announced in the seminars.

Module Titel			CP	P	WL	Assessment Method	Suggested semester
3700000	Module 3	KS-3: Artistic practice and aesthetic strategies	10	80	300	Module examination(s)	3 - 4

Module Director: Level: Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	P	Relevance	Type of Course	Assessment Method (-;- means -or-)	Grading
3721000	Strategies, procedures and aesthetic mediation processes 1	Wo, Mü, Th	4	30	C	Theory-practice seminar		
3722000	Strategies, procedures and aesthetic mediation processes 2	Wo, Mü, Th	4	30	C	Theory-practice seminar		
Note:	Please select one of the following required elective subjects!		-					
3723100	Foundations of photographic procedures	NN	2	20	E	Theory-practice seminar		
3723200	Foundations of performative procedures	Rm	2	20	E	Theory-practice seminar		
3723600	Foundations of printed graphic procedures	NN	2	20	E	Theory-practice seminar		
3723700	Foundations of time based media	MKL	2	20	E	Theory-practice seminar		
3730000	Module examination	-	-		C		Presentation of results	gr

Note regarding the examination requirements in Module 3:

Usability: KS

Goal, Content and Literature in Module 3

Goal

In module KS 3, the students gain extended knowledge in specific processes and techniques of artistic media. They can reflect and convey different aesthetic strategies and processes as well as their theoretical backgrounds in different contexts. They develop an understanding especially for intermedial work, for experimental, interactive and innovative concepts. The artistic expertise gained in this module results in an autonomous position and formulation as a basis for art-based therapeutical and paedagogical acting and communicating.

Content

Through artistic work in the studio, practical abilities and theoretical knowledge is developed and conveyed. These are tried out and examined in regards to the development of one's artistic conception. The results are shown, reflected and discussed in small groups, colloquiums, and presentations. The mentoring of the students takes place in single as well as group conversations. The module exam is the result presentation of the module KS 3 (§ 10 und § 12.1.1 /PO).

Literature:

- Ang, Tom (2015): Die Geschichte der Fotografie: In über 1500 Bildern. London: Dorling Kindersley.
- Boehm, G. (2015) Wie Bilder Sinn erzeugen. Die Macht des Zeigens. Berlin: BUP.
- Ernst, Wolfgang (2012): Chronopoetik, Berlin: Kulturverlag Kadmos.
- Goldberg, Rose Lee (2014): Die Kunst der Performance: Vom Futurismus bis heute. Berlin: Deutscher Kunstverlag.
- Groys, B. (2003): Topologie der Kunst. München: Carl Hanser.
- Mörsch, Carmen, Sachs Angeli und Sieber, Thomas (2016): Ausstellen und Vermitteln im Museum der Gegenwart: Bielefeld: Transcript Verlag.
- Omlin, Sybille (2013): Smoky Pokership *Raum, Kunst, Ausstellung, Transformation, Performance*. Nürnberg: Verlag für Moderne Kunst.
- Pendzik, S./ Emunah, R./ Johnseon, D. R. (Hrsg.) (2016): The self in performance. Autobiographical, self-reevelatory, and autoethnographic forms of therapeutic theatre. Springer Nature.
- Settele, Bernadett und Mörsch, Carmen (2012): Kunstvermittlung in Transformation. Hochschule Luzern.
- Siegmund, J. (2007): Die Evidenz der Kunst. Künstlerisches Handeln als ästhetische Kommunikation. Bielefeld: Transcript Verlag.

Module Titel			CP	P	WL	Assessment Method	Suggested semester
3800000	Module 4	KS-4: Approaches and concepts in art therapy	20	200	600	Module examination(s)	3 - 4

Module Director: Level: Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	P	Relevance	Type of Course	Assessment Method (-;- means -or-)	Grading
3821000	Different Concepts and models in art therapy	Se	3	30	C	Scientific seminar		
3821100	Art therapy in clinical fields of application	CG	3	30	C	Scientific seminar		
3821200	Art therapy in educational and other social fields of application	CG	3	30	C	Theory-practice seminar		
3822000	Professional roles in a pedagogical / therapeutic and art therapeutic context	SchiM	3	30	C	Scientific seminar		
3823000	Concepts and models for artwork and process observations	various	3	30	C	Theory-practice seminar		
3823100	Biographical reflections with artistic media	various	2	20	C	Theory-practice seminar		
Note:	Please select one of the following required elective subjects! No.: 3825100 - 3825200		-					
3825100	Systemic-oriented concepts for working with children, adolescents and adults	PA	3	30	E	Scientific seminar		
3825200	Systemic-oriented concepts for working with children, adolescents and adults	Se	3	30	E	Scientific seminar		
3830000	Module examination	-	-		C		Paper	gr

Note regarding the examination requirements in Module 4:

Usability: KS

Goal, Content and Literature in Module 4

Goal

In module KS 4 the students gain differentiated knowledge about schools of therapy-specific and general approaches, as well as interdisciplinary models in art therapy. They have knowledge and understanding of the state of art therapy in view of different fields of application. They have knowledge of different orientations, directions and requirements of art therapy in practice. They know concepts of justification for the use of different art materials in the therapeutic and pedagogical work. That contains models of art and process viewing as a requirement for the development and reflection of artistic-therapeutical work approaches. Through this, a deepened confrontation with theoretical positions of art therapy becomes possible, which is accompanied by a reflective self and external experience through artistic means and methodical exercises.

Content

Within this module the following content is conveyed, partially through co-teaching:

- Different directions, approaches as well as transdisciplinary reference models in art therapy
- Art therapy in clinical as well as in (curative) educational and additional social fields, especially also in inclusive application fields
- Different concepts and models of work and process viewing (phenomenological, hermeneutical, anthroposophical, systematical, etc.)
- Artistic-therapeutical concepts for the work with children, youth and adults based on systemic oriented and anthroposophical concepts
- self-awareness through artistic media

Literature:

- Dannecker, K./ Herrmann, U. (Hrsg.) (2017): Warum Kunst? Über das Bedürfnis, Kunst zu schaffen. Berlin: Medizinisch Wissenschaftliche Verlagsgesellschaft.
- Dannecker, K. (2006): Psyche und Ästhetik. Die Transformationen in der Kunsttherapie. Berlin: Medizinisch Wissenschaftliche Verlagsgesellschaft
- Dokter, D./ Hills de Zárate, M. (Hrsg.) (2016): Intercultural arts therapies research. Issues and methodologies. London, New York: Routledge.
- Domma, W. (Hrsg.) (2016): Pädagogische Kunsttherapie und Soziale Arbeit. Beiträge zur Theorie, Praxis und Forschung. In: Schriften der Katholischen Hochschule NRW, Opladen, Berlin, Toronto: Verlag Barbara Budrich.
- Eberhard, H./ Knill, P. (2010): Lösungskunst. Lehrbuch der kunst- und ressourcenorientierten Arbeit. Göttingen: Vandenhoeck & Ruprecht (2. Aufl.).
- Fuchs, T. (2009): Das Gehirn als Beziehungsorgan. Eine phänomenologische ökologische Konzeption. Stuttgart: Kohlhammer.
- Gammer, C. (2009): Die Stimme des Kindes in der Familientherapie. Heidelberg: Card Auer Verlag.
- Gruber, H./ Wichelhaus (Hrsg.) (2011): Kunsttherapie mit Kindern und Jugendlichen. Aktuelle Bezüge aus klinischen und sozialen Anwendungsfeldern. Berlin EB Verlag.
- Gudehus, C./ Welzer, H./ Eichenberg, A. (Hrsg.) (2010): Gedächtnis und Erinnerung. Ein interdisziplinäres Handbuch. Stuttgart: J. B. Metzler.
- Landgarten, H. (2010): Kunsttherapie als Familientherapie. Ein klinischer Leidfaden mit Falldarstellungen. Karlsruhe: Gerardi.
- Rössler, W./ Matter, B. (2012) (Hrsg.): Kunst- und Ausdruckstherapien. Ein Handbuch für die psychiatrische und psychosoziale Praxis (Konzepte und Methoden der Klinischen Psychiatrie. Stuttgart: Kohlhammer.
- Richter, H.-G. (1999): Pädagogische Kunsttherapie (1984). Hamburg: Dr. Kovac Verlag (2. Aufl.).
- Seifert, K. (2013): Kunsttherapie bei Patienten mit unipolaren Depressionen im klinischen Bereich. Entwicklung, Durchführung und Evaluation eines fototherapeutischen Behandlungsmodells. Köln: Claus Richter.
- Schmeer, G. (2006): Resonanzbildmethode. Visuelles Lernen in der Gruppe. Stuttgart: Klett-Cotta.
- Schneider, B. (2009): Narrative Kunsttherapie. Identitätsarbeit durch Bildgeschichten. Ein neuer Weg der Psychotherapie. Bielefeld: Transcript.
- v. Sprei, F./ Philipp, M. (Hrsg.) (2012): Kunsttherapie bei psychischen Störungen. Stuttgart/ Jena: Urban & Fischer (2. Aufl.).
- Waller, D. (2008): Group Interactive Art Therapy. It use in training and treatment. London: Routledge Chapman & Hall.

Module Titel			CP	P	WL	Assessment Method	Suggested semester
3900000	Module 5	KS-5: Foundation work experience	10	33	300	Module examination(s)	3 - 4

Module Director: Prof. in Dr. Kathrin Seifert,
Prof.in Dr. Christiane Ganter-Argast

Level: **More Advanced module** Entry requirements: -

Cycle: **Yearly**

S#	Titel of Subject	Lecturer	CP	P	Rele- vance	Type of Course	Assessment Method (-;- means -or-)	Grading
Note:	Please select one of the following required elective subjects! No.: 3921100 - 3921300		-					
3921100	Foundation work experience / - Project, Mentoring	various	7	3	E	Practical course / Project		
3921200	Foundation work experience / - Project, Mentoring	various	7	3	E	Practical course / Project		
3921300	Foundation work experience / - Project, Mentoring	various	7	3	E	Practical course / Project		
3922000	Introduction to the basic internship / project work and case supervision	Se	3	30	C	Scientific seminar		
3930000	Module examination	-	-		C		Practical course report; Project report; Project documentation; Project work	

Note regarding the examination requirements in Module 5:

Usability: KS

Goal, Content and Literature in Module 5

Goal

As part of the foundation internship, which can also be completed in the form of project work, the students gain abilities in using artistic methods and processes in social contexts and different therapeutical and pedagogical professional fields. They learn to design social processes through the means of art and to understand the meaning of their actions as an element of visual art. At the same time, they learn to connect with others through artistic means, as well as to encourage and guide artistic processes. The experiences and observations made are described and documented systematically, in reflected in guided intervision groups.

Content

During the foundation internship, the students are supported by a mentor. In addition, case supervision is offered. Furthermore, the module includes:

- Concepts, planning and execution of artistic-therapeutical work in different social professional fields and additional social contexts
- Forms of documentation (et al. case documentation, process documentation) and evaluation in the field of practice.

The students formulate their practical experiences, observations, and reflections in an internship report.

Remarks

Connected with Module KS9

Literature

Will be announced in the seminars.

Module Titel			CP	P	WL	Assessment Method	Suggested semester
4100000	Module 6	KS-6: Artistic practice and projects	20	150	600	Module examination(s)	5 - 6

Module Director: Level: Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	P	Relevance	Type of Course	Assessment Method (-;- means -or-)	Grading
4121000	Strategies, procedures and aesthetic mediation processes 3	Wo, Mü, Th	8	60	C	Theory-practice seminar		
4122000	Strategies, procedures and aesthetic mediation processes 4	Wo, Mü, Th	8	60	C	Colloquium		
Note:	Please select one of the following optional subjects! No. : 4123100 - 4123400		-					
4123100	Time-based media	NN	4	30	E	Theory-practice seminar		
4123200	Performance	NN	4	30	E	Theory-practice seminar		
4123300	Art in public space	Dö	4	30	E	Theory-practice seminar		
4123400	photography	Ws, Sj	4	30	E	Theory-practice seminar		
4123500	printed graphics	Mey	4	30	E	Theory-practice seminar		
4130000	Module examination	-	-		C		Presentation of results	gr

Note regarding the examination requirements in Module 6:

Usability: KS

Goal, Content and Literature in Module 6

Goal

In this module, the students broaden their knowledge in the specific techniques and processes of artistic media. They can reflect upon different artistic strategies and processes in various contexts and against the background of social development and phenomena. They have the ability to independently develop, implement and convey intermedial tasks and experimental, interactive and innovative concepts. The gained abilities and competences lead to independent formulation and imagery as a basis for therapeutical and pedagogical acting. On that basis, artistic intervention and projects in public spaces can be designed and their importance for artistic-therapeutical acting can be reflected upon.

Content

Based on the students' artwork, practical abilities and theoretical knowledge is developed and conveyed. These are tested and explored in regards to their artistic concept and the use of different artistic media as well as interventions. The results are shown, reflected and discussed in small groups, colloquiums, and presentations. The mentoring of the students takes place in single as well as group conversations. The module exam is the presentation of the module KS 3 (§ 10 und § 12.1.1 /PO).

Literature:

- Boehm, G. (2015) *Wie Bilder Sinn erzeugen. Die Macht des Zeigens*. Berlin: BUP.
- Ernst, Wolfgang (2012): *Chronopoetik*, Berlin: Kulturverlag Kadmos.
- Goldberg, Rose Lee (2014): *Die Kunst der Performance: Vom Futurismus bis heute*. Berlin: Deutscher Kunstverlag.
- Groys, B. (2003): *Topologie der Kunst*. München: Carl Hanser.
- Mörsch, Carmen, Sachs Angeli und Sieber, Thomas (2016): *Ausstellen und Vermitteln im Museum der Gegenwart*: Bielefeld: Transcript Verlag.
- Omlin, Sybille (2013): *Smoky Pokership Raum, Kunst, Ausstellung, Transformation, Performance*. Nürnberg: Verlag für Moderne Kunst.
- Pendzik, S./ Emunah, R./ Johnseon, D. R. (Hrsg.) (2016): *The self in performance. Autobiographical, self-reevelatory, and autoethnographic forms of therapeutic theatre*. Springer Nature.
- Prinz, S. (2014): *Die Praxis des Sehens: Über das Zusammenspiel von Körpern, Artefakten und visueller Ordnung (Sozialtheorie)*. Bielefeld: Transcript.
- Settele, Bernadett und Mörsch, Carmen (2012): *Kunstvermittlung in Transformation*, Hochschule Luzern
- Siegmund, J. (2007): *Die Evidenz der Kunst. Künstlerisches Handeln als ästhetische Kommunikation*. Bielefeld: Transcript Verlag.

Module Titel			CP	P	WL	Assessment Method	Suggested semester
4200000	Module 7	KS-7: Art Therapeutic Interventions and Setting Forms	15	140	450	Module examination(s)	5 - 6

Module Director: Prof.in Dr. Christiane Ganter-Argast,
Prof. in Dr. Kathrin Seifert

Level: **More Advanced module** Entry requirements: **Basic Modules**

Cycle: **Yearly**

S#	Titel of Subject	Lecturer	CP	P	Rele- vance	Type of Course	Assessment Method (-;- means -or-)	Grading
4201100	Selected intervention methods of art therapy in different settings 1	NN	2	18	C	Theory-practice seminar		
4201200	Selected intervention methods of art therapy in different settings 2	NN	1	12	C	Theory-practice seminar		
4202100	Integrative / intermodal interventions 1	Se	2	18	C	Theory-practice seminar		
4202200	Integrative / intermodal interventions 2	various	1	12	C	Theory-practice seminar		
Note:	Please select one of the following optional subjects! No .. 4203100 - 4203200		-					
4203100	Anthroposophically oriented methods and procedures in art therapy	NN	3	30	E	Theory-practice seminar		
4203200	Systemic-oriented methods and procedures in art therapy	NN	3	30	E	Theory-practice seminar		
4204000	Diagnostic procedures and projective instruments	NN	3	30	C	Scientific seminar		
4205000	Self-awareness with different artistic media	NN	2	20	C	Theory-practice seminar		
4230000	Module examination	-	1		C		Presentation of results	gr

Note regarding the examination requirements in Module 7:

Usability: KS

Goal, Content and Literature in Module 7

Goal

In this module, the students extend their abilities to use artistic-therapeutical intervention methods in regards to the respective goals and indications in various settings (single, group, pair and family work). Here they can expand on their knowledge of either systemical-oriented or anthroposophically-founded methods and processes. The students know the diverse possibilities of expression and communication in artistic processes and their results, which are tried and reflected upon in reference to developed art therapeutical processes and methodical concepts. They gain technical, especially methodical and diagnostical competences and learn about the use of art therapeutical intervention and approaches in different practical settings. Accordingly, they can adopt a therapeutical attitude in the art therapy profession.

Content

Within this module the following content is conveyed:

- Intervention methods, processes and techniques of art therapy in various settings (e.g. depth psychology, systematical – goal-oriented, resource-oriented, anthroposophical, etc.)
- foundations and practice-oriented aspects of the development of art therapy processes in various settings
- Integrative and especially also embodiment oriented methods and processes (e.g. Expressive Art Therapy)
- Special systemic-oriented as well as anthroposophical-oriented methods and processes in art therapy
- Diagnostical processes and projective Instruments for use in art therapy
- Personal experience with different artistic media

Literature:

- Bleckwedel, J. (2015): Systemische Therapie in Aktion. Kreative Methoden in der Arbeit mit Familien und Paaren. Göttingen: Vandenhoeck & Ruprecht.
- Engelhardt, H./ Knill, P. (2010): Lösungskunst. Lehrbuch der kunst- und ressourcenorientierten Arbeit. Göttingen: Vandenhoeck & Ruprecht.
- Frieling, E. (2008): Therapiewege und Formenzeichnen. Frankfurt am Main: Bad Homburg: VAS.
- Hampe, R./ Stadler, P. B. (Hrsg.) (2011): Multimedialität in den Künstlerischen Therapien. Berlin: Frank und Timme.
- Sehringer, W. (1999): Zeichnen und Malen als Instrumente der psychologischen Diagnostik. Ein Handbuch. Heidelberg: Universitätsverlag (2., vollst. neubearb. Aufl.).
- Reddemann, L. (2001). Imagination als heilsame Kraft. Zur Behandlung von Traumafolgen mit ressourcenorientierten Verfahren. Stuttgart: Pfeiffer bei Klett-Cotta Verlag.
- Tschuschke, V. (2010) (Hrsg.). Gruppenpsychotherapie. Von der Indikation bis zur Leitungstechniken. Stuttgart, New York: Thieme Verlag.
- Yalom, I. (2005). Theorie und Praxi der Gruppenpsychotherapie. Stuttgart: Klett-Cotta.

Module Titel			CP	P	WL	Assessment Method	Suggested semester
4300000	Module 8	KS-8:Specific fields of application, procedures and techniques in art therapy 1: Clinical applications	15	150	450	Module examination(s)	5 - 6

Module Director: Level: Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	P	Relevance	Type of Course	Assessment Method (-;- means -or-)	Grading
4301000	Relationship formation in art therapy	NN	3	30	C	Theory-practice seminar		
4302000	Good art therapy practice	various	3	30	C	Scientific seminar		
4303000	Art therapy in medical guidelines	various	3	30	C	Scientific seminar		
4324100	Different treatment situations with different indications in art therapy 1	various	2	18	C	Scientific seminar		
4324200	Different treatment situations with different indications in art therapy 2	various	1	12	C	Scientific seminar		
4325000	Ethics and professional law	Nau	3	30	C	Scientific seminar		
4330000	Module examination	-	-		C		Presentation of results	gr

Note regarding the examination requirements in Module 8:

Usability: KS

Goal, Content and Literature in Module 8

Goal

In Module KS 8 the students gain an extended knowledge about the future professional activity in the different scopes. They know the range of clinical care as well as the areas of health promotion and prevention, related classifications for filing and care for illnesses or promotion of health. They are familiar with the ethical, professional law and professional politic foundations. On that basis, they can develop (manualize) and describe interventions for specific target groups and indications, as well as derive application-oriented research questions. They are qualified to soundly and appropriately assess visual-artistic processes and their results, in the context of signs of disorder and potential for development. Overall the students acquire professional and research-related competences in this module.

Content

The following content is included in this module:

- Basic relational concepts and forms of dialogue in art therapy based on depth psychology, behavioral psychology, anthroposophical and systematic relationship models in consideration of gender perspectives, ethical and intercultural aspects.
- Application-oriented knowledge about types of relationship structures, relationship phenomena and group dynamic processes in art therapy
- Current status of art therapies in medical guidelines
- Art therapy in specific treatment situation (e.g. in acute treatment, inpatient, ambulant groups), in different indications and pathology (theory/practice seminars)
- Exemplary casework/ presentation of transfer possibilities of art therapeutical processes geared towards patient and professional related demands
- Ethical and legal foundations of art therapy or rather artistic therapies for various professions

Literature:

- Arbeitskreis OPD (2009): Operationalisierte Psychodynamische Diagnostik OPD-2. Das Manual für Diagnostik und Therapieplanung. Bern: Huber.
- Bachmann, L.M./ Puhan, M. A./ Streurer, J. (Hrsg.) (2008): Patientenorientierte Forschung. Einführung in die Planung und Durchführung einer Studie. Bern: Huber.
- Bäuml, Behrendt, Hennigsen, Pitschel-Walz (2016): Handbuch der Psychoedukation für Psychiatrie, Psychotherapie und Psychosomatische Medizin. Stuttgart: Schattauer.
- Hauth, I./Falkai, P./ Deister, A. (Hrsg.) (2017). Psyche Mensch Gesellschaft. Psychiatrie und Psychotherapie in Deutschland: Forschung, Versorgung, Teilhabe. Berlin: Medizinische Wissenschaftliche Verlagsgesellschaft.
- Menzen, K-H. (2013): Kunsttherapie in der Sozialen Arbeit. Indikatoren und Arbeitsfelder. Dortmund: Verlag modernes Lernen.
- Mersch, D./ Ott, M. (Hrsg.) (2007): Kunst und Wissenschaft. München: Wilhelm Fink Verlag.
- Ochs, M./ Schweitzer, J. (Hrsg.) (2012): Handbuch Forschung für Systemiker. Göttingen: Vandenhoeck & Ruprecht.
- Moritz, C. (Hrsg.) (2014): Transkription von Video- und Filmdaten in der Qualitativen Sozialforschung. Multidisziplinäre Annäherungen an einen komplexen Datentypus. Wiesbaden: Springer Verlag.
- Pfaff, Neugebauer, Glaeske, Schrappe (2017): Lehrbuch der Versorgungsforschung. Systematik-Methodik-Anwendung. 2. Auflage, Stuttgart: Schattauer Verlag.
- Reinecke, J. (2014): Strukturgleichungsmodelle in den Sozialwissenschaften. Oldenburg: De Gruyter (2. Aufl.).
- Westermann, R. (2000): Wissenschaftstheorie und Experimentalmethodik. Ein Lehrbuch zur Psychologischen Methodenlehre. Göttingen: Hogrefe Verlag.

Module Titel			CP	P	WL	Assessment Method	Suggested semester
4600000	Module 11	KS-11: Professional work experience	25	100	750	Module examination(s)	7

Module Director: Prof. in Dr. Kathrin Seifert,
Prof.in Dr. Christiane Ganter-Argast

Level: **More Advanced module** Entry requirements: **Basic Modules**

Cycle: **Yearly**

S#	Titel of Subject	Lecturer	CP	P	Rele- vance	Type of Course	Assessment Method (-;- means -or-)	Grading
Note:	Please select one of the following required elective subjects! No.: 4621100 - 4621300		-					
4621100	Professional work experience/ work orientated project, mentoring	various	17	20	E	Practical course / Project		
4621200	Professional work experience/ work orientated project, mentoring	various	17	20	E	Practical course / Project		
4621300	Professional work experience/ work orientated project, mentoring	various	17	20	E	Practical course / Project		
4622000	Preparation of the internship: documentation and evaluation	Se	2	20	C	Scientific seminar		
4623000	Supervision	various	3	30	C	Scientific seminar		
4624000	Employment law, ethics, setting up business	NN	3	30	C	Theory-practice seminar		
4630000	Moduel examination	-	-		C		Practical course report; Project report; Project documentation; Project work	gr

Note regarding the examination requirements in Module 11:

Usability: KS

Goal, Content and Literature in Module 11

Goal:

Within the vocational internship, the students can use the knowledge and field related competences gained in their studies. They expand in either systemically oriented or anthroposophically founded knowledge in various social, therapeutical and pedagogical areas of expertise. The internship can also be completed within a practical project. They can initiate, moderate and responsibly guide therapeutical processes while taking indication related, ethical and institutional aspects into account. The experiences and observations gained in the vocational internship can be described, systematically documented and evaluated by the students. They know and reflect the influences of their action as well as the influences of the specific setting. Furthermore, they can competently act in multi-professional teams and convey their discipline-specific knowledge.

Content:

During the foundation internship, the students are supported by a mentor. In addition, case supervision is offered. Furthermore, the module includes:

- Preparation, implementation, documentation and evaluation of the internship or project
- Supervision of the course of cases and problem constellation as well as experience in design and moderation of art therapeutical processes and the professional role.
- Foundations of discussion strategies and speech formation

Remarks

Connected with Module KS5

Literature

Will be announced in the seminars.

Module Titel			CP	P	WL	Assessment Method	Suggested semester
4700000	Module 10	KS-10: Artistic mediation	10	60	300	Module examination(s)	8

Module Director: Level: Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	P	Relevance	Type of Course	Assessment Method (-;- means -or-)	Grading
4721000	Strategies, procedures and aesthetic mediation processes 5	various	7	60	C	Theory-practice seminar		
4730000	Module examination	-	3		C		Presentation of results; Colloquium	gr

Note regarding the examination requirements in Module 10:

Usability: KS

Goal, Content and Literature in Module 10

Goal

The students further develop the competences acquired in the modules KS 1, KS 3 and KS 6 independently and can design and realize a final presentation of their artistic work or a thematic exhibition. They are able to communicate and convey their work and presentation concepts confidently.

Content

The students design and realize an artistic final presentation or thematic exhibition autonomously. The presentation can be related to various artistic, social or cultural contexts. The respective conception and realization of the work are to be defended openly within the school context. The mentoring of the students takes place in single and group settings, and in the form of a colloquium.

Literature:

- Sachs-Hombach, K. (Hrsg.) (2005): Bild Wissenschaft. Zwischen Reflexion und Anwendung. Köln: Herbert von Halem Verlag.
- Sachs-Hombach, K./ Totzke, R. (Hrsg.) (2012): Bilder -Sehen-Verstehen. Zum Verhältnis von begrifflich -psychologischen Ansätzen in der bildwissenschaftlichen Forschung. Köln: Herbert von Halem Verlag.

(additional literature follows)

Module Titel		CP	P	WL	Assessment Method	Suggested semester
5500000	Module F3	10	90	300	Module examination(s)	5 - 6

Module Director: Level: Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	P	Relevance	Type of Course	Assessment Method (-;- means -or-)	Grading
Note:	Please choose three of the following elective subjects.		-					
5522800	Aesthetic and Cultural Education	Schm	3	30	E	Scientific seminar		
5522500	Aesthetics / Poetics	NN	3	30	E	Lecture/scientific seminar		
5521800	Social Education / Special Education	NN	3	30	E	Scientific seminar		
5522200	Psychology / Developmental Psychology	SchiM	3	30	E	Scientific seminar		
5522600	Art / Image Science	Ber	3	30	E	Lecture/scientific seminar		
5522700	Art Psychology / Social Psychology	SchiM	3	30	E	Scientific seminar		
5522100	Dance and Theater Studies	Wt, KC	3	30	E	Scientific seminar		
5522900	Art Psychology / Social Psychology	SF	3	30	E	Lecture/scientific seminar		
5523100	Medicine / Health Sciences	He	3	30	E	Scientific seminar		
5521600	Philosophy	NN	3	30	E	Lecture/scientific seminar		
5522300	Cultural Studies / Media Studies	RuS, KC	3	30	E	Lecture/scientific seminar		
5521500	Art and cultural sociology	RuS	3	30	E	Lecture/scientific seminar		
5530000	Module examination	-	1		C		Paper; Presentation	gr

Note regarding the examination requirements in Module F3:

Usability: KS

Goal, Content and Literature in Module F3

Goal:

The students know the fundamentals of the social and educational science as a chosen professional perspective on their future occupational fields. They can reflect on their artistic and scientific experiences and knowledge. They can reflect on their professional orientation interdisciplinarily. They learn how to deal with artistic processes and the scientific sources relevant to their field of study and can work on a specific question.

Content:

The focus of module F3 is on the scientifically justified reflection capability. Different scientific perspectives of the current society and fundamental problems of the human self-conception are productively being connected. The module serves the training of the reflection competences, related to aesthetic perception and the practice of power of judgment. It provides knowledge of the theoretical and methodical fundamentals of the arts and science beyond the borders of their particular discipline. It trains the interaction with complex communicative processes and leads to the acquirement of communicative competence in view of societal fields. Apart from the obligatory seminars, the students can choose from a range of classes in basic as well as related studies, relevant for their field of studies. Examples for seminars in the Studium Fundamentale are: Art theoretically valid models of interpretation, Phenomenology of perception, Types of teaching and learning.

Literature:

Will be announced in the seminars.

Module Titel			CP	P	WL	Assessment Method	Suggested semester
6000000	Module IS	Initiative study	10		300	Module examination(s)	1 - 8

Module Director: Level: Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	P	Relevance	Type of Course	Assessment Method (-;- means -or-)	Grading
6021400	Forum positions	various	3	30	E	Lecture		
6021500	Research forum / Research workshop	various	3	30	E	Theory-practice seminar		
6021600	Drawing the nude and the portraid	NN	2	30	E	Theory-practice seminar		
6021700	Introduction to woodcarving	NN	2	30	E	Theory-practice seminar		
6021100	Mobility window	various	-		E			
6021200	Subject-specific offers	various	-		E			
6022000	Business English	NN	2		E	Exercises		
6030000	Module examination	-	-		C		Protocol; Presentation of results	

Note regarding the examination requirements in Module IS:

Usability: KS, TS, FK, SoA

Goal, Content and Literature in Module IS

Goal

The module gives students the possibility to develop an individual profile in regards to their specific professional orientation. It promotes the mobility of the students through the creditability of foreign credit points.

In the position forum, students get to know current artistic and scientific positions given the implementation in the Arts in Social Contexts. They learn about discipline-specific and interdisciplinary discourses and how to reflect upon these in regards to their professional field. Through that, the position forum offers insights into the self-organization of the studies. The research forum enables the students to research and apply methods and approaches autonomously, in recourse to specific research questions, as they arise from professional practice modules and conceptional observations of the artistic and scientific final theses.

Content

In the module, the courses from different areas are combined to profiled course sequels, which allows students who for example change their major to purposefully acquire competences in regards to enrolling in the Master program "Art and Theater in Social Contexts (M.A./M.F.A.). The position forum and research forum are also located within the module. The position forum takes place in the form of lectures and lecture series, which are complemented by discussion forums. The research forum offers a platform for the exchange of research perspectives from different disciplinary approaches.

Remarks

The crediting of credit points acquired at other universities and competences acquired in other professional fields is possible.

Literature

Will be announced in the seminars.

Module Titel			CP	P	WL	Assessment Method	Suggested semester	Grading
8000	Module 12	KS-12: Bachelor thesis	15	30	450	Module examination(s)	8	graded

Module Director: Level: Entry requirements:

Cycle:

8021	Scientific colloquium for the bachelor thesis	various	1	10	C	Colloquium		
8022	Scientific theory / Research questions	NN	2	20	C	Scientific seminar		
8030	Written bachelor thesis - Module examination	-	12		C		Bachelor project work	gr

Note regarding the examination requirements in Module 12:

Usability: KS

Goal, Content and Literature in Module 12

Goal

The students are able to handle a specialized isolated topic or rather a relevant question and problem in accordance with scientific criteria. They can autonomously produce a scientifically based, methodically disclosed and practice related piece of work. It is advised to further scientifically pursue the knowledge and competences acquired during the studies, in regards to the chosen focus of systemically-oriented or anthroposophically founded art therapy.

Content

The students work on a fundamental theoretical or application-oriented question from the context of their studies. They independently work on a topic while including scientific criteria. The bachelor thesis includes 30 pages.

Literature

(Literature follows)

Index

C: Compulsory
CP: Credit Points
E: Elective
gr: graded
O: Optional
P: Presence / Contact
WL: Hours
Versch: Workload