

# Module Handbook

Degree:

*Bachelor of Arts (B.A.)*

Course of Study:

*Art in Social Contexts. Art Therapy and Art Education Winter Semester 2016/17*

Semester:

*Winter Semester 2016/17*

Examination

Regulation Version:

*20161*

Course Handbook

as per:

*19.02.2016*

## 1st Study Section

Module Titel

CP P WL Assessment Method

Suggested semester

1100000	Module 1	KS-1: Fundamental knowledge in praxis and theory of artistic media	20	160	600	Module examination(s)	1 - 2	
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Module Director:  Level:  Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	CH	Rele- vance	Type of Course	Assessment Method (-/- means -or-)	Grading
1121000	Foundations of painting and drawing	N.N.	8	60	C	Theory-practice seminar	Participation	-
1122000	Foundations of sculpture and drawing	Schl	8	60	C	Theory-practice seminar	Participation	-
Note:	Please select two of the following required elective subjects! No.: 11231 - 11234							
1123100	Foundations of printed graphic procedures	NN	2	20	E	Theory-practice seminar	Participation	-
1123200	Foundations of photographic procedures	NN	2	20	E	Theory-practice seminar	Participation	-
1123300	Foundations of performative procedures	NN	2	20	E	Theory-practice seminar	Participation	-
1123400	Foundations of time based media	NN	2	20	E	Theory-practice seminar	Participation	-
1130000	Module examination	-	-	-	C	Theory-practice seminar	Presentation of results	-

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

### Learning objectives in Module 1

#### Goal:

The students acquire in the module KS 1 fundamental practical and theoretical knowledge regarding material, artistic and cultural mannerism in artistic media, which acts as a foundation for the development of a differentiated perception. Through the respective media they hereby become acquainted to connected artistic methods and technical skills. Starting point for the development of an independent artistic approach are experimental surveys and the concretion of their own individual artistic intentions. The students acquire the skills to apply fundamental artistic terms both in praxis and in theory and to accordingly evaluate quality.

#### Content:

The material and practical foundations of artistic media and its possibilities are conveyed and practically tested. The students develop in their experimental surveys in the different areas a workflow. In the centre of which stands the examination of lines, colour, surface, space, form, material, movement and time. The work results are shown, reflected upon and discussed in small groups, colloquiums and presentations. Interdisciplinary exchange takes place in form of co – teaching and tutorials. Integral part of the Module is the introduction into figural drawing, the conveyance of the foundations of manual printed graphics, photography, time based media and performative methods.

#### 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: General foundations in art therapy	15	150	450	Module examination(s)	1 - 2

Module Director:  Level:  Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	CH	Relevance	Type of Course	Assessment Method (-/- means -or-)	Grading
1221000	Introduction in to the history and directions of art therapy	Schu	3	30	C	Lecture/scientific seminar	Participation	-
1222000	Foundations of human – and health sciences	He	3	30	C	Lecture/scientific seminar	Participation	-
1223000	Foundations of medicine	He	3	30	C	Lecture/scientific seminar	Participation	-
1224000	Foundations of psychology (amongst others developmental psychology)	Bu	6	60	C	Lecture/scientific seminar	Participation	-
1230000	Module examination	-	-	-	C		Test	-

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

## Learning objectives in Module 2

### Goal:

The students become acquainted in module KS 2 with the basic- and related sciences in art therapy which have defined and define the historical development of the subject. They hereby acquire basic knowledge regarding the construction and the functionality of the biopsychic contents of humans, about important developmental stages and the social involvement of humans from the point of view of health- and social sciences as well as medicine and psychology. They become acquainted to several concepts and models of illnesses and health and are capable, whilst considering the current situation, to regard these from a critical point of view.

### Content:

Following contents are conveyed to the students within the module:

- Models, concepts, determinants of health and illness on the basis of the bio-social idea of man in social science, medicine and psychology completed by the basics of the anthroposophical idea of man.
- Out of the area of medicine: Build up and function of the sensory organs, psychosomatic treatment concept amongst others built on the basis of the salutogenesis.
- Out of the area of psychology: perceptual- and developmental psychology, selected developmental and clinical models; developmental themes and developmental tasks throughout the span of life, different phases in life including the prenatal development up into the late stages of life amongst others on the basis of neuro-behavioral, psychodynamic, systemic and anthroposophic perspectives.

### Literature:

- Antonovsky, A. (1997): Salutogenese, Tübingen: Dgvt
- Belting, H. (2001): Bild-Anthropologie. Entwürfe für eine Bildwissenschaft. München: Fink Verlag.
- Case, C./ Dally, T. (2004): Handbook of Art Therapy (1992). New York: Taylor & Francis.
- Heusser, P. (2011): Anthroposophische Medizin und Wissenschaft. Stuttgart: Schattauer.
- Hogan, S. (2007): Healing Arts. History of Art Therapy. London: Jessica Kingsley.
- Hurrelmann, K., Klotz, Th., Haisch, J., Hrsg. (2010): Lehrbuch Prävention und Gesundheitsförderung, Bern: Huber.
- Kienle, G.S./ Keine, H./ Albonico, H.-U. (2006): Anthroposophische Medizin in der klinischen Forschung. Stuttgart: Schattauer.
- Kraft, H. (2005): Grenzgänger zwischen Kunst und Psychiatrie. Köln: DuMont.
- Kramer, E. (2004): Kunst als Therapie mit Kindern. München: Reinhardt
- Linden, M., Weig, W., Hrsg. (2009): Salutotherapie in Prävention und Rehabilitation, Köln: Deutscher Ärzte-Verlag.
- Matthiesen, P./Wohler, D. (Hrsg.) (2006): Die schöpferische Dimension der Kunst in der Therapie. Frankfurt am Main: Vas-Verlag für Akademische Schriften
- Menzen, K.-H. (2004): Grundlagen der Kunsttherapie. München, Basel: Reinhardt (Neuaufg.)
- Richter, H.-G. (1999): Pädagogische Kunsttherapie (1984). Hamburg: Kovac.
- Prinzhorn, H. (2001): Bildnerie der Geisteskranken: Ein Beitrag zur Psychologie und Psychopathologie der Gestaltung (1922). Wien: Springer (6. Aufl.)
- Blos, P./ Kallner G. (2011): „Adoleszenz: Eine psychoanalytische Interpretation“ Klett-Cotta, Stuttgart.
- Wisch, K.-H./Grossmann, K.E./Grossmann K./Köhler L.(Hrsg.)(2010): „Bindung und seelische Entwicklungswege“. Klett-Cotta, Stuttgart.
- Winnicott, D.W. (2012): „Vom Spiel zur Kreativität“. Klett-Cotta, Stuttgart.
- Dornes, Martin: (2011): „Der kompetente Säugling“ Fischer, F.a.M.
- Flammer, A./ Alsaker, F. (2001): „Entwicklungspsychologie der Adosleszenz“. Huber, Bern
- Goldberg, E. Bruce, Plata, Guide, Irtel, Hans (Hrsg) (2008): „Wahrnehmungspsychologie“ Springer Spektrum, Berlin.
- Kriz, J. (2011): „Grundkonzepte der Psychotherapie“ Beltz, Weinheim.
- Oerter, R./Montada, L. (2008): „Entwicklungspsychologie“ Beltz, Weinheim.
- Schönhammer, Rainer (2009): „Einführung in die Wahrnehmungspsychologie“ Facultas wuv Universitätsverlag, Wien.
- Zimbardo/Gerrig (2008): „Psychologie“ Pearson, München.

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

Module Titel			CP	P	WL	Assessment Method	Suggested semester
1300000	Module 3	KS-3 Artistic practice 1	25	180	750	Module examination(s)	3 - 4

Module Director:  Level:  Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	CH	Relevance	Type of Course	Assessment Method (-/- means -or-)	Grading
1321000	Strategies and procedures 1	Wo, Mü, Th	8	60	C	Theory-practice seminar	Participation	-
1322000	Strategies and procedures 2	Wo, Mü, Th	8	60	C	Theory-practice seminar	Participation	-
Note:	Please select two of the following required elective subjects! No.: 13231 - 13235		-	-	-	-	-	-
1323100	Photography	NN	4	30	E	Theory-practice seminar	Participation	-
1323200	Performance	NN	4	30	E	Theory-practice seminar	Participation	-
1323300	Time based media	Böh	4	30	E	Theory-practice seminar	Participation	-
1323400	Screen printing	Bsch	4	30	E	Theory-practice seminar	Participation	-
1323500	Art in a public space	Dö	4	30	E	Theory-practice seminar	Participation	-
1330000	Module examination	-	1	-	C		Presentation of results	gr

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

### Learning objectives in Module 3

#### Goal:

The students acquire advanced knowledge regarding the specific techniques and methods in artistic media in the module KS 3. Furthermore they acquire an insight into their specific conduct regarding materials, conceptual design and results. They are capable of reflecting different artistic strategies and methods as well as their theoretical backgrounds and different contexts. They develop an understanding for inter-medial work as well as for experimental, interactive and innovative concepts. The acquired skills and expertise lead to independent phrasing picture language as a basis for artistically based therapeutic and pedagogical action.

#### Content:

Practical and theoretical skills are acquired and conveyed on the basis of the students artistic work. These are tested and examined in regard to their own artistic conceptions. The work results are shown, reflected upon and discussed in small groups, colloquiums and presentations. The student`s supervision takes place in the form of one to one talks and group discussions.

#### Literature:

- Barck, K. / Gente, P. u. a. (Hrsg.) (1990): Aisthesis. Leipzig: Reclam.
- Barthes, R. (1964): Mythen des Alltags. Frankfurt am Main: Suhrkamp.
- Bohn, V. (1990): Bildlichkeit. Frankfurt am Main: Suhrkamp.
- Boehm, G. (Hrsg.) (1994): Was ist ein Bild?, Reihe Bild und Text., München: Fink.
- Boehme, G. (1985): Anthropologie in pragmatischer Hinsicht. Frankfurt am Main: Suhrkamp.
- Boehme, G. (1995): Atmosphären, Essays zur neuen Ästhetik. Frankfurt am Main: Suhrkamp.
- Boehme, H. (2006): Fetischismus und Kultur, Eine andere Theorie der Moderne. Reinbek bei Hamburg: Rowohlt.
- Bürger, P. (1974): Theorie der Avantgarde. Frankfurt am Main. Suhrkamp.
- Danto, A. C. (1984): Die Verklärung des Gewöhnlichen, Eine Philosophie der Kunst. Frankfurt am Main: Suhrkamp.
- Flusser, Vilem (1993): Dinge und Undinge, Phänomenologische Skizzen. München: Carl Hanser.
- Groys, Boris (2003): Topologie der Kunst. München: Carl Hanser.
- Groys, Boris (2000): Unter Verdacht, eine Phänomenologie der Medien. München: Carl Hanser.
- Kuspit, Donald (1995): Der Kult vom Avantgarde Künstler. Klagenfurt: Ritter.
- Lyotard, J. F (1986): Philosophie und Malerei im Zeitalter ihres Experimentierens. Berlin: Merve.
- Matzner, F. (Hrsg.) (2004): Public Art, Kunst im öffentlichen Raum. ein Handbuch., Ostfildern Ruit: Hatje Cantz.
- Rötzer, F. u. Rogenhofer, S. (Hrsg.) (1991): Kunst machen? Gespräche und Essays. München: Boer.
- Stingelin, M. (2000): Das Netzwerk von Deleuze. Berlin: Merve.
- Welsch, Wolfgang (1990): Ästhetisches Denken. Leipzig: Reclam.
- Welsch, Wolfgang (1988): Unsere postmoderne Moderne. Weinheim: VCH Verlag.

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

Module Titel			CP	P	WL	Assessment Method	Suggested semester
1400000	Module 4	KS-4: Concepts and models of art therapy in social contexts	10	90	300	Module examination(s)	3 - 4

Module Director:  Level:  Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	CH	Relevance	Type of Course	Assessment Method (-/- means -or-)	Grading
1421000	Different Concepts and models in art therapy	Schu	3	30	C	Lecture/scientific seminar	Participation	-
1422000	Professional roles in a pedagogical / therapeutic and art therapeutic context	NN	3	30	C	Lecture/scientific seminar	Participation	-
1423000	Concepts and models for artwork and process observations	NN	3	30	C	Theory-practice seminar	Participation	-
1430000	Module examination	-	1	-	C		Paper	gr

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

#### Learning objectives in Module 4

##### Goal:

The students acquire differentiated skills regarding specific therapeutic schools and overlapping concepts, models and several orientations in the art therapy in module KS 4. They know of concepts to give grounds to the different material qualities in the therapeutic and pedagogical praxis and models to observe a work of art as a condition for the development of an integrative work approach. They acquire knowledge regarding the requirements for an interdisciplinary based therapy method as well as knowledge regarding the scientific developmental stage in art therapy in view of the different fields of application (theory / praxis – transfer). Through which a deeper dispute regarding the theoretical positions of art therapy is initiated which is accompanied by reflected self-awareness and awareness of others by artistic means and methodic exercises.

##### Content:

The following contents are conveyed within this module to the student, some is conveyed by means of Co-Teaching:

- Basic art therapeutic concepts and models, for instance models for the development of children`s drawings
- Basic art therapeutic relationship concepts on the basis of depth psychology, behavioural psychology and systematic relationship models, considering ethical and intercultural aspects.
- Concepts and models for artwork and process observations (phenomenological, systematical etc.)
- Basic characteristics in art therapy as an interdisciplinary based therapy method (understanding of images, composition of both artistic as well as therapeutic processes, forms of dialog in an art therapeutic context, concrete interventions and specific procedures regarding the effecting factors.)

##### Literature:

- Brög, H. /Foos, P./ Schulze, C. (Hrsg.) (2006): Korallenstock. Kunsttherapie und Kunstpädagogik im Dialog. München: Kopaed Verlag
- Dally, T. (1994): Art as Therapy. An introduction to the use of art as a therapeutic technique. New York:
- Dannecker, K. (2006): Psyche und Ästhetik. Die Transformation der Kunsttherapie. Berlin:
- Franzen, G. (2003): Symbolisches verstehen. Beiträge zur angewandten Kunstpsychologie. u.a. Frankfurt am Main, Berlin, Bern:
- Kramer, E./Wilson, L. (2003): Kindheit und Kunsttherapie. Graz/Wien: Nausner & Nausner
- Mees-Christeller (2003): Anthroposophische Kunsttherapie. Freiburg: Urachhaus
- Richter, H.-G. (1987): Die Kinderzeichnung. Entwicklung, Interpretation, Ästhetik. Düsseldorf:
- Sachs-Hombach, K. (Hrsg.) (2005): Bildwissenschaft zwischen Reflexion und Anwendung. Köln: Herbert von Halem Verlag
- Schmeer, G. (2007): Das Ich im Bild. Ein psychodynamischer Ansatz in der Kunsttherapie. Stuttgart: Pfeiffer (4. Aufl.)
- Schottenloher, G. Hrsg. (2002): Wenn Worte fehlen, sprechen Bilder. München: Kösel
- Sehringer, W. (1999): Zeichnen und Malen als Instrumente der psychologischen Diagnostik. Heidelberg: Ed. Schindele
- Sinapius, P./ Wendland-Baumeister, M./ Niemann, A. /Bolte, R. (Hrsg.): Bildtheorie und Bildpraxis in der Kunsttherapie. Wissenschaftliche Grundlagen der Kunsttherapie Bd. 3. u.a. Frankfurt am Main, Berlin, Bern: Lang Verlag
- Titze, D. (Hrsg.) (2005): Aus der Mitte. Die Kunst der KunstTherapie. Dresden: Sandstein



Module Titel			CP	P	WL	Assessment Method	Suggested semester
1500000	Module 5	KS-5: Foundation work experience	10	33	300	Module examination(s)	2 - 3

Module Director:  Level:  Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	CH	Relevance	Type of Course	Assessment Method (-/- means -or-)	Grading
1521000	Foundation work experience / - Project, Mentoring	Versch.	7	3	C	Practical course / Project	Participation	-
1522000	Introduction for the foundation work experience / project work	Ma	3	30	C	Theory-practice seminar	Participation	-
1530000	Module examination	-	-	-	C		Practical course report; project report; project documentation; project work	gr

Note regarding the examination requirements in Module 5: Connected to module KS 11

### Learning objectives in Module 5

#### Goal:

The students learn to apply artistic methods and procedures in different social contexts and vocational fields in the context of the foundation work experience. They learn to shape social processes and they begin to understand the meaning of their own actions as an element of the artistic form in social areas of practice as well as to describe and reflect the hereby made experiences and observations. They learn to artistically put themselves into relation with others and to stimulate and accompany creative processes.

#### Content:

The students are introduced to conceptual design, planning and realization of artistic work in a social context. They get to know possible mistakes that can be made. They are introduced to different techniques of describing and evaluating social and artistic processes. They complete their foundation work experience or foundation project and present their observations and reflections in the form of a report. In the course of this they are accompanied by a mentor.

#### Literature:

- Böhmman, Marc; Schäfer-Munro, Regine (2008): Kursbuch Schulpraktikum: Unterrichtspraxis und didaktisches Grundwissen. Beltz.
- Böhmman, Marc; Schäfer-Munro, Regine (2011): Survival-Guide Schulpraktikum (Beltz Pocket). Beltz
- Leavy, Patricia (2008): Method Meets Art: Arts-Based Research Practice. Guilford Pubn
- Ellermann, Walter (2010): Sozialpädagogische Praxis: Band 3 - Das sozialpädagogische Praktikum. Cornelsen: Scriptor.
- Stamer-Brandt, Petra (2011): Pädagogische Praktika in Kita und Kindergarten: planen - begleiten - auswerten. Verlag Herder
- Stamer-Brandt, Petra (2010): Projektarbeit in Kita und Kindergarten: planen, durchführen, dokumentieren. Leitfaden für Pädagogisches Handeln. Verlag Herder.
- Wiater, Werner (2010): Der Praktikumsbegleiter: Intensivkurs Schulpraktikum. Beobachten und analysieren, planen und versuchen, überprüfen und verbessern. Auer GmbH.

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

## 2nd Study Section

Module Titel			CP	P	WL	Assessment Method	Suggested semester	
4100000	Module 6	KS-6 Artistic praxis 2	10	80	300	Module examination(s)	5	

Module Director:  Level:  Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	CH	Rele- vance	Type of Course	Assessment Method (-/- means -or-)	Grading
4121000	Strategies and procedures 3	Wo, Mü, Th	8	60	C	Theory-practice seminar	Participation	-
4122000	Aesthetic conveyance processes	Wo, Mü, Th	2	20	C	Colloquium	Participation	-
4130000	Module examination	-	-	-	C		Presentation of results	gr

### Learning objectives in Module 6

**Goal:**

In the Module the students broaden their skills regarding specific techniques and procedures in artistic media. They are able to reflect different artistic strategies and procedures as well as their theoretical backgrounds and contexts in light of social developments and phenomena. They also have the ability to independently develop, convert and convey intermedial work, experimental, interactive and innovative concepts. The acquired skills and abilities lead to independent phrasing and pictorial language which acts as a foundation for artistically based therapeutic and pedagogic actions.

**Content:**

Practical as well as theoretical skills and knowledge are acquired and conveyed by the means of the student`s artistic work. These are tested and examined in regard to their own artistic conceptions. The work results are shown, reflected upon and discussed in small groups, colloquiums and presentations. The student`s supervision takes place in the form of one to one talks and group discussions.

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

Module Titel			CP	P	WL	Assessment Method	Suggested semester
4200000	Module 7	KS-7: Approaches and methods in the process of art therapy	10	90	300	Module examination(s)	5

Module Director:  Level:  Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	CH	Relevance	Type of Course	Assessment Method (-/- means -or-)	Grading
4221000	Elected approaches and methods in art therapy	Schu	3	30	C	Theory-practice seminar	Participation	-
4222000	Integrative approaches and methods	Versch.	3	30	C	Theory-practice seminar	Participation	-
4223000	Art therapy in different settings (one to one-, group- and family therapy)	Versch.	3	30	C	Theory-practice seminar	Participation	-
4230000	Module examination	-	1	-	C		Presentation of results	gr

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

## Learning objectives in Module 7

### Goal:

In Module KS 7 the students deepen their abilities to apply different artistic means and media regarding different art therapeutic orientations, clinical pictures and goals. Acting as a foundation for this is, beside the students keeping up their own practical artistic work, also a regular group accompaniment. The students are acquainted to the diverse means of expression and effects which artistic processes can have, which are tested and reflected upon on developed art therapeutic procedures and methodical concepts. In this way students are able to acquire methodical – practical skills and learn how to apply specific art therapeutic interventions and approaches in different settings. They are able to adopt a fundamental therapeutic attitude and are acquainted to appropriate forms of documentation regarding art therapeutic work.

### Content:

The following contents are conveyed within this module:

- Different approaches and methods in art therapy (e.g. depth psychology, systematically solution-orientated, resource-orientated, anthroposophical)
- Fundamental and practical aspects regarding the development of art therapeutic processes in different settings
- Integrative and embodiment approaches and methods (e.g. Expressive arts therapy)
- Potentials and possibilities, therapeutic areas of art therapeutic interventions
- Application-oriented knowledge regarding relationship phenomena and group dynamical processes in art therapy

### Literature:

- Eberhart, H./ Knill, P. (2010): Lösungskunst: Lehrbuch der kunst- und ressourcenorientierten Arbeit. Göttingen: Vandenhoeck & Ruprecht (2. Aufl.)
- Frieling, E. (2008): Therapiewege im Formenzeichnen. Frankfurt am Main: Vas-Verlag für Akademische Schriften
- Fuch, T. (2009): Das Gehirn als Beziehungsorgan. Eine phänomenologisch-ökologische Konzeption. Stuttgart: Kohlhammer
- Gammer, C. (2009): Die Stimme des Kindes in der Familientherapie. Heidelberg: Carl Auer
- Gudehus, C./ Welzer, H./ Eichenberg, A. (Hrsg.): Gedächtnis und Erinnerung. Ein interdisziplinäres Handbuch. Stuttgart: Mertzler
- Hampe, R./ Stalder, P. B. (Hrsg.) (2011): Multimodalität in den Künstlerischen Therapien. Berlin: Frank und Timme.
- Landgarten, H. (2010): Kunsttherapie als Familientherapie: Ein klinischer Leitfaden mit Falldarstellungen. Karlsruhe: Gerardi
- Schmeer, G. (2006): Die Resonanzbildmethode. Visuelles Lernen in der Gruppe. Selbsterfahrung - Team - Organisation. Stuttgart: Klett-Cotta
- Schneider, B. (2009): Narrative Kunsttherapie: Identitätsarbeit durch Bild-Geschichten. Ein neuer Weg in der Psychotherapie. Bielefeld: Transcript
- Tomalin, E./Schauwecker, P. (1989): Interaktionelle Kunst- und Gestaltungstherapie in der Gruppe. Köln: Claus Richter
- Waller, D. (2008): Group Interactive Art Therapy: Its use in training and treatment. London: Routledge Chapman & Hall
- Wieland, E. (2008): Plastisches Gestalten in der Kunsttherapie. Dortmund: Modernes Lernen

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

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	25	210	750	Module examination(s)	6 - 7

Module Director:

Level:

Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	CH	Relevance	Type of Course	Assessment Method (-/- means -or-)	Grading
4321000	Elected methods/ approaches in art therapy	Sta, Gö, Ma	16	120	C	Theory-practice seminar	Participation	-
4322000	Fields of application for psychotherapy and psychiatry	NN	3	30	C	Scientific seminar	Participation	-
4323000	Fields of application for medicine	He	3	30	C	Scientific seminar	Participation	-
4324000	Different treatment situations with different indications in art therapy	Versch.	3	30	C	Scientific seminar	Participation	-
4330000	Module examination	-	-	-	C		Presentation of results	gr

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

Note regarding the examination requirements in Module 8: The module is an elective module and is studied as an alternative to module KS 9. It is recommended to prove seminars from module KS 9 as elective courses.

### Learning objectives in Module 8

#### Goal:

The students acquire in module KS 8 essential scientific, methodical and practical competences which enables them to work artistically and art therapeutically in different clinical settings. They acquire fundamental knowledge regarding clinical treatment and accordingly learn to classify and treat illnesses or respectively for health promotion. They are enabled to evaluate appropriately and well founded artistic processes and its results in the context of clinical signs and development potential. They therefore acquire the ability to be aware of the process and to derive sensible (target group- and target-specific) goals and decisions for intervention. At the same time they are enabled to competently convey their own artistic and art therapeutic view in multi professional teams as well as in clinical work contexts.

#### Content:

- Pathology and hygienics (Clarification regarding the significance of art therapy within the framework of treatment strategies for specific disorders and interdisciplinary treatment programs in a clinical context)
- Intervention orientated fundamentals and diagnostic procedures
- Art therapy in specific treatment contexts (e.g. acute ward, day-unit) and with different clinical pictures (theory / praxis seminars)
- Exemplary case work / portrayal of transfer possibilities to adjust art therapeutic procedures regarding patients-/specific work area requirements

#### Literature:

- Aulbert, E./ Nauck, F./ Radbruch, L. (2011): Lehrbuch der Palliativmedizin. Stuttgart: Schattauer
- Gruber, H./ Wichelhaus, B. (2011): Kunsttherapie mit Kindern und Jugendlichen. Berlin: Eb-Verlag
- Hampe, R./ Martius, Ph./ Reiter, A. et al. (Hrsg.) (2003): Trauma und Kreativität. Therapie mit künstlerischen Mitteln. Bremen: Univ. Verlag Bremen
- Henzler, C., Riedel, I. (2004): Maltherapie. Eine Einführung auf der Basis der Analytischen Psychologie von C. G. Jung. Stuttgart: Kreuz-Verlag
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- Petersen, P. (2000): Der Therapeut als Künstler. Stuttgart: Mayer
- Rössler, W./ Matter, B. (Hrsg.) (2012): Kunst- und Ausdruckstherapien. Ein Handbuch für psychiatrische und psychosoziale Praxis. Stuttgart: Kohlhammer
- Sachse, R. (2006): Therapeutische Beziehungsgestaltung. Göttingen: Hogrefe Verlag
- Schmeer, G. (2006): Die Resonanzbildmethode - Visuelles Lernen in der Gruppe: Selbsterfahrung - Team - Organisation. Stuttgart: Klett-Cotta
- Schütz, N. (2002): Im Explorationsraum der Bilder. Emotionszentrierte Kunsttherapie. Psychologische Grundlagen und Perspektiven. Fahretoft
- von Sprei, F./Martius, P./ Förstl, H. (Hrsg.) (2005): Kunsttherapie bei psychischen Störungen. München: Urban & Fischer
- Stoppe, Gabriela (2006): Demenz. München:
- Tschuschke, V. (2010) (Hrsg.): Gruppenpsychotherapie. Von der Indikation bis zu Leitungstechniken. Stuttgart, New York: Thieme Verlag
- Yalom, I. (2005): Theorie und Praxis der Gruppenpsychotherapie. Stuttgart: Klett-Cotta

#### Journals:

- Kunst & Therapie, Zeitschrift für bildnerische Therapien, Claus Richter Verlag
- Musik, Tanz- und Kunsttherapie, Zeitschrift für künstlerische Therapien, Hogrefe
- Art Therapy - Journal of the American Art Therapy Association

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

Module Titel			CP	P	WL	Assessment Method	Suggested semester
4400000	Module 9	KS-9 Specific fields of application, procedures and techniques in art therapy 2: pedagogical applications	25	210	750	Module examination(s)	6 - 7

Module Director:  Level:  Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	CH	Relevance	Type of Course	Assessment Method (-/- means -or-)	Grading
4421000	Elected methods/ approaches in art therapy	Sta, Gö, Ma	16	120	C	Theory-practice seminar	Participation	-
Note:	Please select three of the following required elective subjects! No.: 44221 - 44224		-	-	-		-	-
4422100	Concepts and strategies in aesthetical education	Schm	3	30	E	Lecture/scientific seminar	Participation	-
4422200	Waldorf education: models of action and methods	NN	3	30	E	Lecture/scientific seminar	Participation	-
4422300	Curative pedagogy: methods	Schu	3	30	E	Lecture/scientific seminar	Participation	-
4422400	Pedagogical methods and procedures	Versch.	3	30	E	Lecture/scientific seminar	Participation	-
4430000	Module examination	-	-	-	C		Presentation of results	gr

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Note regarding the examination requirements in Module 9: The module is an elective module and is studied as an alternative to module KS 8. It is recommended to prove seminars from module KS 8 as elective courses.

### Learning objectives in Module 9

#### Goal:

The students acquire in module 9 KS detailed scientific, methodical and practical skills which enable them to work artistically and therapeutically in different pedagogical fields of work. They become acquainted to fundamental pedagogical and didactic models, methods and procedures as well as their importance in different pedagogical contexts as well as in the field of aesthetic education for different age levels. They acquire methodical and didactical skills and strategies to inspire and accompany artistic and art therapeutic processes in different curative-, special- and socio-pedagogical fields of work.

#### Content:

- Concepts and strategies in aesthetic education (in childhood and adolescence)
- Progressive teaching orientated foundations, models of action and praxis concepts
- Specific foundations and target group based requirements for artistic-therapeutic work with humans (children, adolescents and adults) with special educational needs and their relational systems (basic features of curative- and special needs education)
- Approaches for crisis prevention and curative pedagogy for developmental support and socio-pedagogical integration / inclusion
- Different pedagogical methods and procedures

#### Literature:

- Brög, H. /Foos, P./ Schulze, C. (Hrsg.) (2006): Korallenstock. Kunsttherapie und Kunstpädagogik im Dialog. München: Kopaed Verlag
- Bröcher, H.-J. (2006): Kunsttherapie als Chance: Erfolgreiche ästhetisch-gestalterische Verfahren in Sonder- und heilpädagogischen Handlungsfeldern. Heidelberg: Universitätsverlag Winter
- Buschkühle, C. P. (2012): Künstlerische Kunstpädagogik: Ein Diskurs zur künstlerischen Bildung. Oberhausen: Athena
- Blohm, M./ Heil, Ch./ Peters, M./ Sabisch, A./ Seydel, F. (Hrsg.) (2006): Über Ästhetische Forschung. Lektüre zu den Texten von Helga Kämpf-Jansen. München: Kopaed Verlag.
- Hurrelmann, Klaus (2007): Lebensphase Jugend. Weinheim: Beltz Juventa.
- Kirschenmann, J./ Schulz, F./ Sowa, H. (Hrsg.) (2006): Kunstpädagogik im Projekt der allgemeinen Bildung. München: Kopaed Verlag.
- Loebell, Peter (Hrsg.) (2011): Waldorfschule heute. Stuttgart: Freies Geistesleben.
- Menzen, K.-H. (1994): Heilpädagogische Kunsttherapie. Methode und Praxis. Freiburg i. Breisgau: Reinhardt
- Meyer, T./ Sabisch, A. (2009): Kunst Pädagogik Forschung: Aktuelle Zugänge und Perspektiven. Bielefeld: Transcript
- Peez, G. (2002): Einführung in die Kunstpädagogik. Stuttgart: Kohlhammer
- Regel, G. (2008): Das Künstlerische vermitteln ... : Aufsätze, Vorträge, Statements und Gespräche zur Kunst, Kunstlehre und Kunstpädagogik. München: Kopaed Verlag.
- Schieren, Jost (2008): Bild und Wirklichkeit, Welterfahrung im Medium von Kunst und Kunstpädagogik. München: Kopaed Verlag.
- Schottenloher, G. (2004): Kunst- und Gestaltungstherapie in der pädagogischen Praxis (1983). München: Kösel Verlag

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Module Titel			CP	P	WL	Assessment Method	Suggested semester
4500000	Module 10	KS-10: Artistic praxis 3	10	60	300	Module examination(s)	7 - 8

Module Director: **Bernd Müller-Pflug, Elke Wolf** Level: **More Advanced module** Entry requirements: **Basic Modules KS 1-7, P1, P2, F1, F2**

Cycle: **Yearly**

S#	Titel of Subject	Lecturer	CP	CH	Relevance	Type of Course	Assessment Method (-/- means -or-)	Grading
4521000	Strategies and procedures 4	Versch.	4	30	C	Theory-practice seminar	Participation	-
4522000	Aesthetic conveyance processes	Versch.	4	30	C	Colloquium	Participation	-
4530000	Module examination	-	2	-	C		Presentation of results colloquium	gr

### Learning objectives in Module 10

**Goal:**

The students further develop independently the skills acquired in modules KS 1, KS 3 and KS 6 and create a final presentation of their artistic work. They are able to convey their work and presentation concept in a dignified manner.

**Content:**

The students independently create and realize an artistic final presentation. The presentation can refer to different artistic, social or cultural contexts. The concept and realisation of the work is presented viva voce for students and faculty of the university.

**Literature:**

The same as KS 4

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

Module Titel			CP	P	WL	Assessment Method	Suggested semester
4600000	Module 11	KS-11: Professional work experience	20	56	600	Module examination(s)	6 - 7

Module Director:  Level:  Entry requirements:

Cycle:

S#	Titel of Subject	Lecturer	CP	CH	Relevance	Type of Course	Assessment Method (-/- means -or-)	Grading
4621000	Professional work experience/ work orientated project, mentoring	Versch.	16	16	C	Practical course / Project	Participation	-
4622000	Preperation for the professional work experience: research strategies	N.N.	2	20	C	Theory-practice seminar	Participation	-
4624000	Employment law, ethics, setting up business	NN	2	20	C	Theory-practice seminar	Participation	-
4630000	Moduel examination	-	-	-	C		Practical course report; project report; project documentation; project work	gr

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Note regarding the examination requirements in Module 11: Connected to module KS 5

### Learning objectives in Module 11

#### Goal:

The students learn to apply the skills, knowledge and competence they have acquired throughout the course of their studies in different social, pedagogical and therapeutic settings. They are able to professionally describe, evaluate and reflect their experiences and observations. They are able to initiate and to moderate interaction- and communication processes. They are further able to create relationships by artistic means in the specific context and to thereby consider the relevant ethical and legal aspects in their vocational field. The students are aware of the influence which their own actions can have and the artistic processes in different contexts and are able to bear the respective specific conditions in mind. They are able to stimulate creative processes in different vocational fields (e.g. one to one- or group settings) and to accompany it in a professional manner. The students are able to scientifically evaluate and convey such processes.

#### Content:

The following contents belong to this module:

- Preparation, realization, evaluation and documentation regarding the professional work experience or the work orientated project
- Legal foundations and ethical aspects in art therapy regarding the different clinical and socio-pedagogical vocational fields
- Instruments useful for documenting art therapeutic processes and their evaluation
- Basic features and methods for art therapeutic (field-) research

#### Literature:

- Aldridge, D. (2005): Case study design. London: Jessica Kingsley
- Blohm, M. et al. (Hrsg.) (2006): Über Ästhetische Forschung. Lektüre zu Texten von Helga Kämpf-Jansen. München: Kopaed Verlag
- Flach, S. (2008): Berufs- und Leistungsrecht für künstlerische Therapien. München: Reinhardt
- Kaplan, F. (2000): Art, Science and Art Therapy. London: Jessica Kingsley
- McNiff, S. (1998): Art-based Research. London: Jessica Kingsley
- Peez, G. (2007): Handbuch Fallforschung in der Ästhetischen Bildung/ Kunstpädagogik. Hohengehren: Schneider Verlag.
- Petersen, P./ Gruber, H. et al. (Hrsg.) (2011): Forschungsmethoden Künstlerischer Therapie. Grundlagen - Projekte - Vorschläge. Stuttgart, Berlin: Reichert (überarb. 2. Aufl.)
- Plecity, D. M. (2008): Kunsttherapie quantitativ und qualitativ: Die Auswirkung auf das körperliche und emotionale Befinden. Saarbrücken: Vdm Verlag Dr. Müller
- Riedle, H. (2002): Praxisrecht für Therapeuten. Berlin: Springer
- Sinapius, P./Ganß, M. (Hrsg.) (2006): Grundlagen, Modelle und Beispiele kunst-therapeutischer Dokumentation. Wissenschaftliche Grundlagen der Kunsttherapie Bd. 1. Frankfurt am Main, Berlin, Bern: Peter Lang Verlag
- Titze, D. (Hrsg.) (2008): Resonanz und Resilienz. Dresden: Sandstein
- Zeitschrift: Ethik in der Medizin, Berlin.

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Module Titel			CP	P	WL	Assessment Method	Suggested semester	Grading
8000	Module 12	KS-12: Bachelor thesis	15	30	450	Bachelor project work	8	graded

Module Director:  Level:  Entry requirements:

Cycle:

8021	Scientific colloquium for the bachelor thesis	versch.	1	10	C	Colloquium	Participation	-
8022	Scientific theory/ research questions	Schm, Schu, RuS, N.N.	2	20	C	Scientific seminar	Participation	-
8030	Written bachelor thesis - module examination	-	12	-	C		Bachelor project work	gr

### Learning objectives in Module 12

#### Goal:

The students are able to independently work on a narrowed down subject or a relevant problem. They can independently create a scientifically founded, methodically proven and practice related work.

#### Content:

The students create a theoretically based or practically orientated question taken out of the context of their studies. They independently work on a subject including scientific criteria. The bachelor thesis encompasses 30 pages. The colloquium is presented in the form of a lecture and presents as themes; methods and research access in view of the students concrete questions and objects in context of their bachelor thesis.

#### Literature:

- Bortz, J./ Döring, N. (2006): Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler. Berlin: Springer
- Flick, U./ Kardoff v./ E./ Steinke, I. (2005): Qualitative Forschung. Ein Handbuch. Hamburg: Rowohlt
- Fuchs-Heinritz, W. (2009): Biographische Forschung: Eine Einführung in Praxis und Methoden. Wiesbaden: VS Verlag
- Geyer, S. (2003): Forschungsmethoden in den Gesundheitswissenschaften. Eine Einführung in die empirischen Grundlagen. München, Weinheim: Beltz Juventa
- Lamnek, S. (2005): Qualitative Sozialforschung. Lehrbuch. München, Weinheim: Beltz Juventa (4. Aufl.)
- Mey, G./ Mruck, K. (Hrsg.) (2010): Handbuch Qualitative Forschung in der Psychologie. Wiesbaden: VS Verlag

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