

Module Handbook

Degree:	Bachelor of Arts (B.A.)
Subject:	Art in Social Contexts. Art Therapy
Heads of study programme:	Prof. Dr. Marc Schipper, Prof. Dr. Kathrin Seifert
PO-Version:	20182
Valid for Semester:	WiSe 2025 / 2026
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- Requirement for the successful completion of studies within the standard prescribed period of study is adherence to the respective recommended semesters of a module.

- When multiple people are responsible for a module, the first-mentioned is responsible for the program

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Base Curriculum

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
1100000	Modul 1	KS-1: Artistic Foundations: Practice and Theory of Artistic Media	20	160	440	600	Module examination	1-2	-

Cycle:	Yearly	Level:	Base Module	Module Director:	NN	Entry requirement:	none
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S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
1121000	Fundamentals of painting and drawing	NN	8	60	C	Theory-practice seminar	-	-
1122000	Fundamentals of sculpture and drawing	NN	8	60	C	Theory-practice seminar	-	-
Note:	Please select two of the following required elective subjects:	-	-	-	-		-	-
1123100	Fundamentals of printed graphic procedures	NN	2	20	E	Theory-practice seminar	-	-
1123200	Fundamentals of photographic procedures	NN	2	20	E	Theory-practice seminar	-	-
1123300	Fundamentals of performative procedures	Rm, Re	2	20	E	Theory-practice seminar	-	-
1123400	Fundamentals of time based media	MKI	2	20	E	Theory-practice seminar	-	-
1123700	Fundamentals of ceramics	PPa	2	20	E	Theory-practice seminar	-	-
1123800	Fundamentals of artistic techniques in wood carving	NN	2	20	E	Theory-practice seminar		
1123900	Fundamentals of artistic techniques in metal working	NN	2	20	E	Theory-practice seminar		
1130000	Module examination	NN	-	-	C	Theory-practice seminar	Presentation of results	-

Note regarding the examination requirements in Module 1:
Applicability: KS, FK, SoA

Goal, Content and Literature in Module 2

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

Students learn about and try out material and practical fundamentals of artistic media and their possibilities. In their artistic-experimental studies, 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.

Note

The Basic Curriculum in semesters 1 and 2 includes nude and portrait drawing (see Module I – Initiative Studies).

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).

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
1200000	Module 2	KS-2: Subject-specific foundations of art therapy	20	200	400	600	Module examination	1 - 2	

Cycle:	Yearly	Level:	Base Module	Module Director:	Wolfram Henn	Entry requirement:	none
					Marc Schipper		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
Note:	<i>Please select one of the following elective subjects: (No. 1221100 or 1221101)</i>							
1221100	Introduction into the history of art therapy	Se	3	30	E	Lecture/scientific seminar	-	-
1221101	Various Directions and Approaches in Art Therapy	Se	3	30	E	Lecture/scientific seminar	-	-
1222100	Fundamentals of health sciences	He	3	30	C	Lecture/scientific seminar	-	-
1223000	Fundamentals of medicine	He	3	30	C	Lecture/scientific seminar	-	-
1225100	Subject-related foundations of psychology 1: Biological and clinical psychology	SchiM	3	30	C	Lecture/scientific seminar	-	-
1225200	Subject-related foundations of psychology 2: General and experimental psychology	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 throughout the lifespan	SchiM	2	20	C	Lecture/scientific seminar	-	-
1230000	Module examination	-	-		C		Test	-

Note regarding the examination requirements in Module 2:

Applicability: 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): Bildnerei 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.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
3100000	Module KS P1	Interdisciplinary Project 1	10	100	200	300	Module examination	1 - 2	-

Cycle:	Yearly	Level:	Base Module	Module Director:	Sara Schwienbacher	Entry requirement:	none
					Gabriele Schmid		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	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:
Applicability: 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, Matthia; 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/>)

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
3500000	Module KS F1	Fundamental Studies 1	10	100	200	300	Module examination	1 - 2	-

Cycle:	Yearly	Level:	Base Module	Module Director:	Gabriele Schmid	Entry requirement:	none
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S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	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	NN	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:

Applicability: KS, TTS, FK, SoA

Goal, Content and Literature in Module KS 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.

Advanced Curriculum

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
3200000	Module KS P2	Interdisciplinary Project 2	10	100	200	300	Module examination	3 - 4	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Céline Kaiser	Entry requirement:	P1

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	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:

Applicability: KS, TTS, FK, SoA

Goal, Content and Literature in Module KS 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 therapeutic 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.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
3600000	Module KS F2	Fundamental Studies 2	10	90	210	300	Module examination	3 - 4	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Gabriele Schmid	Entry requirement:	F1
					Maren Witte		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
Note:	<i>Please choose three of the following elective subjects</i>		-	-	-		-	-
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	NN	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:
Applicability: KS, TTS, FK, SoA

Goal, Content and Literature in Module KS 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 Fundamental Studies are: Art theoretically valid models of interpretation, Phenomenology of perception, Types of teaching and learning.

Literature:

Will be announced in the seminars.

No.	Module Title					CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
3700000	Module 3	KS-3: Artistic practice and aesthetic strategies				10	80	220	300	Module examination	3 - 4	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	nmpk	Entry requirement:	KS 1
					Effrosyni Kontogeorgou		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
3721000	Strategies, procedures and aesthetic mediation processes 1	Th, CS, To	4	30	C	Theory-practice seminar	-	-
3722000	Strategies, procedures and aesthetic mediation processes 2	Th, CS, To	4	30	C	Theory-practice seminar	-	-
Note:	Please select one of the following required elective subjects:		-	-	-		-	-
3723100	Fundamentals of photographic procedures	NN	2	20	E	Theory-practice seminar	-	-
3723200	Fundamentals of performative procedures	Rm	2	20	E	Theory-practice seminar	-	-
3723600	Fundamentals of printed graphic procedures	NN	2	20	E	Theory-practice seminar	-	-
3723700	Fundamentals of time based media	MKI	2	20	E	Theory-practice seminar	-	-
3723800	Fundamentals of ceramics	PPa	2	20	E	Theory-practice seminar	-	-
3723900	Fundamentals of artistic techniques in wood carving	NN	2	20	E	Theory-practice seminar	-	-
3724000	Fundamentals of artistic techniques in metal working	NN	2	20	E	Theory-practice seminar	-	-
3730000	Module examination	-	-	-	C		Presentation of results	gr

Note regarding the examination requirements in Module 3:

Applicability: KS, SoA

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 therapeutic 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-revelatory, and autoethnographic forms of therapeutic theatre. Springer Nature.
- Settele, Bernadett und Mörsch, Carmen (2012): Kunstvermittlung in Transformation. Hochschule Luzern.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
3800000	Module 4	KS-4: Approaches and concepts in art therapy	20	200	400	600	Module examination	3 - 4	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Kathrin Seifert	Entry requirement:	none
					Sara Schwienbacher		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
3821000	Different Concepts and models in art therapy	Se	3	30	E	Scientific seminar	-	-
3821001	Introduction to the History of Art Therapy	Se	3	30	E	Scientific seminar	-	-
3821100	Art therapy in clinical fields of application	Se	3	30	C	Scientific seminar	-	-
3821200	Art therapy in educational and other social fields of application	SSchw	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:	-	-	-	-		-	-
3825100	Systemic-oriented concepts for working with children, adolescents and adults	Lz	3	30	E	Scientific seminar	-	-
3825200	Systemic-oriented concepts for working with children, adolescents and adults	various	3	30	E	Scientific seminar	-	-
3830000	Module examination	-	-	-	C		Paper	gr

Note regarding the examination requirements in Module 4:

Applicability: KS

Paper urgently recommended by the end of semester 4!

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, systemical, 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. Spreti, 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.
- Koller, H.-C. (2012). Bildung anders denken. Stuttgart: Kohlhammer.
- Martius, P., v. Spreti, F., Henningsen, P. (2008): Kunsttherapie bei psychosomatischen Störungen. München: Elsevier.
- Ganter-Argast, C. (2015): Das Erleben der Kunsttherapiegruppe aus PatientInnen- und TherapeutInnensicht unter besonderer Berücksichtigung von Essstörungen. Dissertationsschrift Universität Tübingen
- [Niederreiter, L.\(2021\). Kunst, Bildung und Bewältigung. Kohlhammer.](#)
- Gaiss, S. (2015): Kunsttherapie und Kunstpädagogik. München: Herbert Utz.
- Dammann, G (2013): Spiegelprozesse in Psychotherapie und Kunsttherapie. Göttingen: Vandenhoeck & Ruprecht.
- v. Spreti, F., Martius, P., Steger, F. (2018): KunstTherapie. Stuttgart: Schattauer Verlag.
- Duncker, H., Hampe, R., Wigger, M. (2018): Kreative Lernfelder. Band3. Freiburg: Karl Alber

No.	Module Title					CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading	
3900000	Module 5	KS-5: Foundational Internship					10	33	267	600	Module examination	3 - 4	-

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Sara Schwienbacher	Entry requirement:	none
					Kathrin Seifert		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
Note:	Please select one of the following required elective subjects! No.: 3921100 - 3921300		-	-	-	-	-	-
3921100	Foundational work experience / - Project, Mentoring	various	7	3	E	Practical course / Project	-	-
3921200	Foundational work experience / - Project, Mentoring	various	7	3	E	Practical course / Project	-	-
3921300	Foundational work experience / - Project, Mentoring	various	7	3	E	Practical course / Project	-	-
3922000	Introduction to the foundational 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:
Applicability: KS

Goal, Content and Literature in Module 5

Goal

As part of the Foundational 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 Foundational 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
- Foundational Internship/Project consisting of 150 hours

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

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
4100000	Module 6	KS-6: Artistic practice and projects	20	150	450	600	Module examination	5 - 6	graded

Cycle:	Yearly	Level:	Advanced Module	Module Director:	nmpk	Entry requirement:	Base Module KS 3
					Effrosyni Kontogeorgou		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
4121000	Strategies, procedures and aesthetic mediation processes 3	Th, CS, To	8	60	C	Theory-practice seminar	-	-
4122000	Strategies, procedures and aesthetic mediation processes 4	Th, CS, To	8	60	C	Colloquium	-	-
Note:	Please select one of the following optional subjects!		-	-	-		-	-
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	NN	4	30	E	Theory-practice seminar	-	-
4123600	Various interdisciplinary offers (artistic techniques)	NN	4	30	E	Theory-practice seminar		-
4130000	Module examination	various	-	-	C		Presentation of results	gr

Note regarding the examination requirements in Module 6:

Applicability: KS, SoA

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 therapeutic 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). This includes a position paper on artistic stance and work.

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-revelatory, 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.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
4200000	Module 7	KS-7: Art Therapeutic Interventions and Setting Forms	15	140	310	450	Module examination	5 - 6	graded

Cycle:	yearly	Level:	Advanced Module	Module Director:	Kathrin Seifert	Entry requirement:	Base Modules
					Marc Schipper		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
4201100	Selected intervention methods of art therapy in different settings 1	Schw	2	18	C	Theory-practice seminar	-	-
4201200	Selected intervention methods of art therapy in different settings 2	various	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:	<i>Please select one of the following optional subjects! No. : 4203100 or 4203200</i>		-	-	-		-	-
4203100	Anthroposophically oriented methods and procedures in art therapy	Lin/Lue	3	30	E	Theory-practice seminar	-	-
4203200	Systemic-oriented methods and procedures in art therapy	Lz	3	30	E	Theory-practice seminar	-	-
4204000	Diagnostic procedures and projective instruments	Se	3	30	C	Scientific seminar	-	-
4205000	Self-awareness with different artistic media	Bis/NN	2	20	C	Theory-practice seminar	-	-
4230000	Module examination	-	1	-	C		Presentation of results	gr

Note regarding the examination requirements in Module 7:
Applicability: 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 systematical-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.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
4300000	Module 8	KS-8: Specific fields of application, procedures and techniques in art therapy 1: Clinical applications	15	140	310	450	Module examination	5 - 6	graded

Cycle:	Two times yearly	Level:	Advanced Module	Module Director:	Marc Schipper	Entry requirement:	Base Modules
					Kathrin Seifert		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
4301000	Relationship formation in art therapy	Schw	3	30	C	Theory-practice seminar	-	-
4302000	Good art therapy practice	various	3	30	C	Scientific seminar	-	-
4303000	Art therapy in medical guidelines	Se	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	NN	3	30	C	Scientific seminar	-	-
4330000	Module examination	-	-	-	C		Presentation of results	gr

Note regarding the examination requirements in Module 8:

Applicability: 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:

- Base 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.
- Bleckwedel, J. (2015): Systemische Therapie in Aktion. Kreative Methoden in der Arbeit mit Familien und Paaren. Göttingen: Vandenhoeck & Ruprecht
- Damman, G. Meng, Th. (2013) Spiegelprozesse in Psychotherapie und Kunsttherapie. Vandenhoeck und Ruprecht.
- Fereidooni, K. Höbl, St. (2021): Rassismuskritische Bildungsarbeit: Reflexionen zu Theorie und Praxis.
- Martius, Ph. von Spreti, F. Henningsen, P. (2008): Kunsttherapie bei psychosomatischen Störungen. Urban und Fischer.
- Schmeer, G.(2006): Die Resonanzbildmethode. Visuelles Lernen in Gruppen Klett-Cotta, Stuttgart
- Schmeer, G.(2003): Kunsttherapie in der Gruppe Vernetzung, Resonanzen, Strategeme Klett-Cotta, Stuttgart.
- Schulze-Stampa, C. Schmidt, G. (2021) Kunst und Krankenhaus. Kohlhammer.
- von Spreti, F. Bertram W. Fuchs, Th. (2022): Kunsttherapie kompakt. Schattauer Verlag, Stuttgart.
- 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.

No.	Module Title					CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading	
4600000	Module 9	KS-9: Professional work experience					25	100		750	Module examination	7	

Cycle:	Two timwa yearly	Level:	Advanced Module	Module Director:	Marc Schipper	Entry requirement:	Base Modules
					Kathrin Seifert		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	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	SchiM, GHA	3	30	C	Scientific seminar	-	-
4624000	Employment law, ethics, setting up business	GHA	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 9:
Applicability: KS

Goal, Content and Literature in Module 9

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
- Professional Internship/Project consisting of 300 hours

Remarks

Connected with Module KS5

Literature

Will be announced in the seminars.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
4700000	Module 10	KS-10: Artistic mediation	10	60		300	Module examination	8	

Cycle:	Yearly	Level:	Advanced Module	Module Director:	nmpk	Entry requirement:	Base Modules
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S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
4721000	Strategies, procedures and aesthetic mediation processes 5	various	7	60	C	Theory-practice seminar	-	-
4730000	Module examination	-	3	-	C		Presentation of results	gr

Note regarding the examination requirements in Module 10:

Applicability: 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)

No.	Module Title					CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading	
5500000	Module F3						10	90		300	Module examination	5 - 6	

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Gabriele Schmid	Entry requirement:	P1
					Marc Schipper		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	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	NN	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:

Applicability: 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.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
6000000	Module IS	Initiative study	10			300	Module examination	1 - 8	

Cycle:	Yearly	Level:	Advanced Module	Module Director:	Gabriele Schmid	Entry requirement:	none
					Céline Kaiser		

S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	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	-	-
6021800	Different artistic techniques	NN	2	30	E	Theory-practice seminar	-	-
6021100	Mobility window	various	var	-	E		-	-
6021200	Subject-specific offers	various	-		E		-	-
6022000	Business English	NN	2		E	Exercises	-	-
6023000	Social Credit Points	various	-		E		-	-
6030000	Module examination	-	-	-	C		Protocol; Presentation of results	-

Note regarding the examination requirements in Module IS:
Applicability: KS, TTS, 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 social commitment as well as student mobility by simplifying the creditability of credits earned abroad as well.

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.

Social credit points are awarded to students who are involved in community and university politics in the sense of service learning. They are awarded for social and voluntary commitment. Creditable activities are, for example, participation in student initiatives, representation of the student body in university committees, involvement in the AStA, supervision of exchange students or similar. Creditability is checked by the module coordinators. Remunerated activities cannot be credited.

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.

No.	Module Title		CP	P	SSt	WL	Assessment Method	Recommended Semester	Grading
8000	Module 12	KS-12: Bachelor thesis	15	30		450	Module examination	8	graded

Cycle:	Two times yearly	Level:	Advanced Module	Module Director:	Gabriele Schmid	Entry requirement:	Base Modules
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S#	Course Title	Lecturer	CP	P	Relevance	Type of Course	Assessment Method	Grading
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	various	12	-	C		Bachelor project work	gr

Note regarding the examination requirements in Module 12:

Applicability: 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 Hours
WL:	Workload
Versch.:	different