Study plan
2016 – 2017

Expressive Arts in Coaching and Teamwork

60 ECTS (master level)

Buskerud and Vestfold University College –
Faculty of Health Sciences
Campus Drammen
Box 7053
3007 Drammen
phone: + 47 31 00 30 60
e-mail: informasjonen.drammen@hbv.no
| **Name of programme of study (Norwegian)** | Kunst og Utttrykksmetoder i Coaching og Teamarbeid |
| **Name of programme of study (English)** | Expressive Arts in Coaching and Teamwork |
| **Study level** | Master level |
| **Credits** | 60 ECTS |
| **Number of terms in the programme of study** | Four terms |
| **Year group/Study start** | 2016 spring |
| **Study campus** | Drammen |

**Summary of the programme of study**

Expressive arts works with and from the senses, and the senses are bodily based. Expressive arts is therefore an embodied approach to psychotherapy and coaching. The methodology offers a creative as well as co-creative entry to coaching and teamwork where both verbal and non-verbal communication involves interaction with the arts.

Expressive arts in coaching and teamwork engage the client / team in art-based activities that are low skill and with high sensitivity. The art making becomes a transformer, but not with the goal of making artistic products. The attention in the creative process lies on the sensitivity and willingness to stay open to surprise. The work is enriched by the client / team working with two or more art forms through intermodal transfers i.e. through painting, dance/movement, music, poetry, sculpture or theatre. This is called intermodality. In the field of Expressive Arts, decentering is a key strategy to enable clients, groups and organisations to become more resilient, more innovative and more adaptable to change. Shifting the attention of the client for example through an intermodal transfer, by doing something radically different or by simply taking a pause, enables decentering.¹

This post-graduate education in Expressive Arts in Coaching and Teamwork offers a practical and progressive take on enabling leadership that is relevant to the demands of personal and professional work within individuals and teams, it being in health services, education, international environment and development work, private or public sector endeavours.

The application of expressive arts in coaching and teamwork is based on the following:

1. The senses are in the body, and expressive arts is working with and through the senses, we therefore call it embodied leadership when we apply expressive arts methodology in coaching and change processes²

2. Within all human beings there is a constructive, creative power that is seeking individuation, wholeness and integration.³

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3. There is a fundamental connection between the different modalities of expressive arts that work with the body, i.e. dance, music, painting, story-telling, drama, film, poetry through a psychokinetic imagery process.  
4. There is a direct link between the creative expression and psychological images.  
5. We carry experiences from our childhood that affect our here-and-now expression and effectiveness as communicators in engaging with personal and professional relationships.  
6. As humans, we desire and need aesthetic stimuli and play to engage in optimal personal development.

This programme is structured as a part time master level course over two (2) years (60 ECTS). It includes three modules of which the two first are of one semester each, whereas the final module, the supervised practicum, will span over a full year.

The approach of the programme is founded on the application of expressive arts methodologies for teaching and learning. This is to enable students to acquire knowledge, develop skills and experience to excel as resilient and creative leaders and coaches. The aim is for the students to develop professional skills as leaders, process facilitators, teachers and coaches applying the expressive arts toolbox.

Students will work with the principles and practice of expressive arts as an interdisciplinary and intermodal approach to coaching and teamwork. We will take a systems perspective to personal and organisational change and learning, and a strong emphasis will be put to on students practicing skills to master the language and discourse of expressive arts in coaching and teamwork.

This Master Program is for students who wish to apply arts and systems based approaches in their professional work with individuals, teams, in organisations, it being in health services, human resources, international development or in educational settings. Students will learn to navigate resource oriented group processes through experiential collective learning and co-creation and to facilitate and to implement change.

Coaching through expressive arts approaches is the practice of helping individuals and groups to uncover their resources, potentials through a dialogue founded in the arts supporting individuals, teams and groups to progress towards formulating their own goals. Consulting refers to situations where the consultant takes a more active role to facilitate and contribute towards achieving clear project or organizational goals.

Theory U is a social technology for helping to bring about profound innovation and change. The focus is on sensing and actualizing emerging future opportunities, both individually and collectively. Leaders in business, government and organisations across the world have applied the approach with great success. It was crystallised out of the organisational learning tradition articulated by Peter Senge.

This programme is designed for those in or aspiring for a role as a team leader, project manager, facilitator, educator or coach. It is relevant in achieving career options in several fields of practice, including: education, health services, the arts, international development, environmental services, design and planning, and as an independent consultant or coach.

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The programme will provide training in applying expressive arts methodologies, embodiment practices in coaching and teamwork. The emphasis will be on developing relational skills through arts-based approaches for making “stuck” situations in a project or system visible and gain new perspectives.

Students will learn expressive arts methodology and movement practices that enable them to engage with groups in involving, creative ways, and to apply these methods to specific personal, organisational and leadership challenges. Students will be introduced to concepts and principles of coaching and teamwork through experiential learning (learning by doing) approaches with an emphasis on body awareness, presentation- and embodied leadership skills as well as interpersonal relations. Students are encouraged to further develop their own resources, style and special interests in order to take the expressive arts approaches out into the world.

* Admission requirements

A minimum of 3 years of tertiary education (Bachelors or equivalent) in social sciences including education, management, policy, public relations, health and social care. The applicant must have at least two year of relevant work experience. Students should document that they already have professional experience in working with people. Relevant work experience may include; teaching, supervision, governance, management, communications, health services, social care, sustainability, foreign aid, environment and development, customer care, counselling and the like.

All applicants are required to take a 30-hour introductory course in expressive arts methodology organized by HBV/NIKUT, or an expressive arts university that cooperates with NIKUT. Students must include a copy of their introductory course diploma in their application.

Applications are assessed on an individual basis. All applicants will be considered based on the focus of the primary degree, academic performance, work experience and performance, personal qualifications and suitability, and the focus and ambitions of the applicant.

During the course of study, the student should ideally be employed or contracted with an employer/organization that will enable the student to practice and apply what is learned in the course. To be successful and to deepen the skills and knowledge acquired in the program, students need to have the opportunity to test the theoretical/methodological knowledge through their work.

* Relevance for employment and/or further studies

Approved Education gives 60 credits at master level.

Students with a background from health and social care, education and practice can apply for recognition of the post graduate courses for further education towards a Master's degree in clinical health at the University College of Buskerud and Vestfold (up to 60 credits).

Students are encouraged to shape their studies (and in particular the second year) to their personal aspirations for work. Relevant jobs after graduation may include work as a team leader, project manager, educator or coach in education, health services, international development, environmental services, work with refugees, in front-line service in the municipalities, in hospitals, activity centres, language training centres, as well as national and international policy and change work.
In line with the National Qualifications Framework for the 2nd cycle (master level) after having completed the program at HBV, the candidate will have achieved the following learning outcomes:

**Knowledge:**
- have advanced knowledge in the field of expressive arts methodology in leadership and coaching.
- have a thorough knowledge of scientific and artistic theory and method in the subject area.
- from a leadership perspective have knowledge to apply expressive arts methodologies in coaching and teamwork.

**Skills:**
- increased ability for presence in artistic creation processes.
- exhibit a high degree of sensitivity in the exercise of artistic expression, coaching, teaching and supervision.
- the ability to reflect on art-making and expressions in teamwork.
- can work independently with practical and methodological solutions.
- can apply relevant methods in research, academic and artistic development.
- capability to develop and manage an independent project.
- apply expressive arts methodology in a resource and solution-oriented approach to individual/group coaching, project management, supervision and teaching.

**General competencies:**
- master the modes of expression of expressive arts, and be able to work independently with a client/group.
- can communicate about issues, analyse and present synthesis of the work both to specialists audiences and the general public.
- can contribute to academic innovation in the field of education, leadership, coaching and communications based on expressive arts methodologies and approaches.

The learning principles of the programme emphasize experiential methods for active learning with a resource-oriented approach where self-study, co-creation and interaction with co-students are a must. There will be an on-going interchange between individual work and group work, something that is expected to challenge each individual student's values, attitudes, feelings, knowledge, intellect and creativity in different ways.

Arts based experiential learning is at the heart of the program, and this is underpinning all activities including seminars with lectures and group work and student peer groups and written work. The program is based on a high degree of self-facilitated study and exploration for the students, both as part of peer-groups and as individual work.

**Learning activities and requirements:**

**a) Active participation in seminars.** There is a requirement for a minimum of 90% attendance at seminars.

**b) Work in peer groups:** The students themselves will lead these sessions, in dialogue with the teachers. They provide an opportunity for students to share their process, practice their teaching skills and receive feedback from each other.
c) **Creative workshops:** Students are required to deepen and develop their own creative practice. There is a requirement for 40 hours of creative workshop in each study year (20 hours each term).

d) **Study time:** Students must expect to spend approximately 300 hours of self-study time outside of the classroom. This includes work in peer groups and creative workshops.

e) **Individual coaching:** Over the course of the two-year programme, students are required to take 30 hours of individual coaching (at own cost) where expressive arts approaches are applied. The coach must be approved by NIKUT and the sessions must be documented. 15 of the individual sessions should be taken in the second year. All 30 hours needs to be completed by the end of the programme.

| Literature |
|------------|---|
| The required literature includes approximately 4200 pages over two years. The literature is primarily centred on books and articles in the field of expressive arts methodologies and psychology, somatics, coaching, teamwork and change processes. In addition, we also include some supporting literature from other disciplines including project management. |

In addition, a list of suggested readings by theme will be made available to students at the beginning of the program.

<table>
<thead>
<tr>
<th>* Assessment and examination</th>
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<tbody>
<tr>
<td>Students are required to document and demonstrate their learning journey through three different streams:</td>
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<tr>
<td>1) Assigned Papers and Seminar Reports</td>
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<tr>
<td>2) Oral and Written Exams</td>
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<tr>
<td>3) Presentation and Performances</td>
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Student will be strongly encouraged to keep a) Personal process journal and b) a journal of methodology and theories, but will not be assessed on these.

<table>
<thead>
<tr>
<th>* Specific recognition</th>
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<tr>
<td>Contact the Faculty with regard to specific recognition (crediting of previous education) in the programme of study.</td>
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<tr>
<th>* Study evaluation</th>
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<tbody>
<tr>
<td>The programme of study shall be regularly evaluated in order to maintain high quality. In order to help improve the educational quality of the programme of study, students are expected to actively participate in evaluations, questionnaires, meetings etc. The evaluations shall be carried out in accordance with HBV's quality assurance system.</td>
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<tr>
<th>* Study model</th>
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<tr>
<td>The post-graduate education is organised as a part-time education over four (4) semesters with a total of 60 credits:</td>
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<table>
<thead>
<tr>
<th>Semester 1 (autumn)</th>
<th>Semester 2 (spring)</th>
<th>Semester 3 (autumn)</th>
<th>Semester 4 (spring)</th>
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<tbody>
<tr>
<td>ExaCT 100</td>
<td>ExaCT 200</td>
<td>ExaCT 300</td>
<td>ExaCT 300 continues</td>
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<table>
<thead>
<tr>
<th>* Approved study plan (date, name, title)</th>
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<tbody>
<tr>
<td>08.10.15 Anne Grethe Steinsvåg, studieleder. Godkjent I UFU 08.10.15</td>
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</tbody>
</table>
Course name (Norwegian)
Introduksjon til kunst- og uttrykksmetoder i coaching og teamarbeid

Course name (English)
Introduction to Expressive Arts in Coaching and Teamwork

Course code
ExaCT 100

Course level
Master level

Scope (credits)
15 ECTS

Language of instruction
English

Number of semesters
One

Course summary
The course has the following focus areas:

- Methodology and practice of intermodal expressive arts.
- Generate understanding through experiential learning of how expressive arts is bodily based. Expressive arts methodologies in coaching and teamwork enables embodied leadership.
- Expressive arts methodology with drama, movement and dance with emphasis on group forming, development, leadership and performance.
- Expressive arts methodology with visual art (picture, sculpture, painting) and movement with an emphasis on embodiment, arts-led and arts-oriented attitude.
- Expressive arts with poetry (poetry, adventure, free writing) with an emphasis on the aesthetic attitude and aesthetic response.
- Working with expressive arts from music and movement.

Required prerequisite knowledge
30 hour introductory course

Learning outcome
After completing the course, the student should have the following learning outcomes:

Knowledge:

- have an good understanding the intermodal transfers, decentering and low skill high sensitivity as some cornerstones of expressive arts.
- have a thorough knowledge of the different characters of the different modalities of expression incl. dance, drama, poetry, music and image.
- understand how the different modalities are used to create safe relationships where the individual self and identity can be developed.
- have knowledge of the application of expressive arts in coaching and change processes and how these may interact in different social and cultural contexts.
**Skills:**

- can work with low skill and high sensitivity in a group.
- can create a suitable and safe setting for an artistic and expressive session i.e. for coaching or to facilitate a seminar.
- can lead a group of active participatory methods with participants at the beginner level of proficiency in the modalities.
- can demonstrate basic skills in all art forms worked with in the course based on the premise of low skill high sensitivity.
- can work proactively with a group in teambuilding and stress reduction
- can engage in an artistic process as well as shaping and reflecting the process of another and/or group.

**General Competencies:**

- recognizes the enduring challenges in the artistic process on the way to good solutions.
- use their own artistic expression as a resource to develop and deepen a personal style with openness to surprises.
- reflect on their personal, artistic and professional development process as a leader, coach and communicator.
- participate constructively in co-creation and decision-making both with individuals and groups.

**Learning activities**

The course consists of seminar based instruction and guidance as well as self-study.

- There are four seminars of respectively three and four days for a total of 14 days.
- Students meet in peer groups between meetings where they practice methods one day each month (four days each semester). Participation in the peer group must be documented through short summaries included in the class reports.
- There is also a requirement for 20 hours of work in a creative workshop. Students choose one topic where they demonstrate both the art-form and write a short report about their experience of this.
- Expected scope of self-study is approximately 300 hours, this includes the time in peer group work and in creative workshops.

**Participation/compulsory work requirements**

There is a requirement for a minimum of 90% attendance in seminars. It is mandatory for students to meet in peer groups for a full day between each seminar (3 peer-group meetings each term).

**Examination**

**Evaluation throughout the course:**

- Students document their learning process by preparing a report from each seminar.
- Students must present one practical and one theoretical proposal during the course in order to take the exam.
- The work in a creative workshop needs to be illustrated and documented in a brief presentation to be shared with the other students. This may be presented as part of the individual performance work.
**Final Assessment:**
- The final exam has two parts and consists of an oral exam in the form of a performance and an individual take-home exam over a week. Both requirements must be met to pass the course. If a candidate does not get passed on one of the parts, only the part the student fail must be presented again to pass the course.

**Grading:**

<table>
<thead>
<tr>
<th>Seminar reports</th>
<th>Pass / Fail</th>
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<tr>
<td>Oral exam: performance</td>
<td>Pass / Fail</td>
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<tr>
<td>Individual take-home exam (written)</td>
<td>Pass / Fail</td>
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* Examination support material
All aids allowed.

* Course evaluation
The course shall be regularly evaluated in order to maintain high quality. In order to help improve the educational quality of the programme of study, students are expected to actively participate in evaluations, questionnaires, meetings etc. The evaluations shall be carried out in accordance with HBV’s quality assurance system.

* Literature (reading list)
1300 pages, of which approximately 250 pages (20%) are self-selected. Please see the reading list.

* Approved course plan (date, name, title)
08.10.15 Anne Grethe Steinsvåg, studieleder
* Course name (Norwegian)
Teoretisk grunnlag i kunst og utrykksmetoder, coaching og teamwork

* Course name (English)
Theoretical Foundations of Expressive Arts in Coaching and Teamwork

* Course code
ExaCT 200

* Course level
Master level

* Scope (credits)
15 ECTS

* Language of instruction
English

* Number of semesters
One

* Course summary
The course has the following focus areas:

- Scientific methods and phenomenology in arts-based research
- Self-, team and organisational development through the expressive arts
- The interpersonal relationship in coaching and processes of change
- The role of imagination in learning organisations
- Introduction to theory of process and change management
- The systems theory approach to organisations and nature
- Ethics in the role of the helper

* Required prerequisite knowledge
Passed topic ExaCT 100.

* Learning outcome
After completing the course the student should have the following learning outcomes:

**Knowledge:**

- knowledge of the scientific and phenomenological basis for expressive arts approaches
- advanced knowledge of expressive coaching principles and theories
- knowledge about what fosters imagination and learning in teams and organizational change

**Skills:**

- sensitivity and proficiency in phenomenological descriptions of artistic expressions
- work resource oriented and here-and-now with relational challenges
- can have confidence and trust that art expression and the process shows the way
- have an active and critical approach to their own professionalism and ethical responsibility
**General competencies:**

- increased level of reflection on human development and change processes
- realize personal and professional limitations and confidence in own potential

* Learning activities

The course consists of seminar based instruction and guidance as well as self-study.

- There are three (3) seminars of four (4) days with a total of 12 days.
- Students meet one day each month (four days) in peer groups between seminars where they practice and explore the methodologies and approaches taught in the seminars. Participation in the meetings must be documented through a brief write up in the reports.
- 20 hours of creative workshop is required. Students choose one topic in which they demonstrate both an art form and write a short reflection about their experience of this learning activity.
- Expected scope of self-study is approximately 300 hours for which time in the creative workshop and the peer group is included.

* Participation/compulsory work requirements

Minimum of 90% attendance. It is mandatory participation in peer groups between seminars.

* Examination

**Evaluation throughout the course:**

- Work in a creative workshop documented in folders and are presented in class.
- Individual written seminar reports after each seminar.

Coursework must be completed and approved before students take the final exam.

**Final assessment**

Individual take-home exam (written).

**Grading:**

Seminar reports – Pass/ Fail
Individual take-home exam (written) – Graded A - F

* Examination support material

All aids are allowed.

* Course evaluation

The course shall be regularly evaluated in order to maintain high quality. In order to help improve the educational quality of the programme of study, students are expected to actively participate in evaluations, questionnaires, meetings etc. The evaluations shall be carried out in accordance with HBV's quality assurance system.

* Literature (reading list)

1300 pages, of which approximately 250 pages (20%) are self-selected. See the reading list.

* Approved course plan (date, name, title)

08.10.15 Anne Grethe Steinsvåg, studieleder
Course name (Norwegian)
Praksis

Course name (English)
Practicum

Course code
ExaCT 300

Course level
Master level

Scope (credits)
30 ECTS

Language of instruction
Norwegian/English

Number of semesters
Two

Course summary
The course has the following areas of focus:

- Terminology, methodologies and approaches for coaching and supervision.
- Project management, stakeholder analysis and design.
- Expressive arts methodologies applied in coaching and processes of change.
- Working with expressive arts in teams and large groups.
- Building personal and collective resilience.
- Stakeholder analysis and stakeholder management.
- Stress and conflict management.
- Contract signing and writing.
- Poiesis, ethics and aesthetics.
- Phenomenology, poiesis, ethics and aesthetics in practice.
- Theory-U and process facilitation.
- Organisational learning.

Required prerequisite knowledge
Passed ExaCT 100 & ExaCT 200

Learning outcome
After completing the course the student should have the following learning outcomes:

Knowledge:

- theoretical and practical expertise in the practice of expressive arts methodology applied in professional context of coaching and change processes.
- knowledge of expressive arts terminology, methodologies and approaches to coaching and change processes.
- knowledge of tools and approaches to enable improved resilience, manage stress and conflicts both personally and in a team or organisation.
- understanding of professional and ethical rules.
Skills:

- can work independently as a coach, educator or supervisor using the expressive arts toolbox.
- able to present a professional case in which the expressive arts methodologies are applied emphasising the phenomenological form.
- ability to plan and implement complex projects: Develops clear goals that are consistent with agreed strategies; identifies priority activities and assignments; allocates appropriate amount of time and resources for completing work and meeting deadlines; foresees risks and allows for contingencies when planning.
- proficiency and sensitivity in giving and receiving constructive feedback to fellow students and supervisors/teachers.

General competencies:

- can handle conflicts and high stress in a professional situations and intervene adequately with clients, colleagues and relevant stakeholders.
- skilled in introducing the methods of expressive arts to participants/clients with low skills in. The audiences may be in health care, education, international organisations, government or private sector.

* Learning activities

This course is a supervised practicum. Each term will consist of two seminars of four (4) days (8 in total) and four (4) days of supervision, in total 12 days.

The course includes an introduction to practical tools and methodologies for co-creation, project management, coaching, facilitation and organisational learning. The seminars are structured to guide the students through their practical work placements to help students gain confidence in working with the tools and methodologies of the course. This will be facilitated through seminars and group coaching sessions. Case studies and presentation of good practice from work with clients for coaching, education or management will be emphasised.

Students are required to practice the work in an internship and/or public presentations. The internship is intended to give students a hands-on experience in applying expressive arts coaching in established context such as organisations, business, hospitals, education, international development, with refugees, environmental organisations or the arts. Public presentations may include classes, workshops, lectures, or private sessions.

Students are required to meet in peer groups at least once between the seminars and the group supervisions, in total four (4) days each term. Participation in the study labs must be documented.

Forty (40) hours of creative workshops (20 hours each term). Students will choose two themes where they can demonstrate both the art form, and will write about the experience of engaging with the art form.

Expected time for the studies is approximately three hundred (300) hrs each term (600 hrs in total) incl. study lab, creative workshops internships and or presentations.

Students are required to take 15 hours of individual coaching (at own cost) where expressive arts approaches are applied. The coach must be approved by NIKUT and the sessions must be documented.
**Participation/compulsory work requirements**
A minimum of 90% attendance at seminars and group supervision. It is mandatory participation in peer groups between seminars.

**Examination**

**Evaluation throughout the course:**
- Students document their learning process by preparing a folder that contains practice reports on the practices linked to relevant theory.
- The student will present their fieldwork in class.

Coursework must be completed and approved before the student can take the final exam in the 4th semester.

**Final assessment:**
- Written take home exam (autumn)
- Individual project report of the fieldwork (internship / public presentations) where expressive arts methodologies are applied and demonstrated (spring).

**Grading:**

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<tr>
<th>Component</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Oral Presentation (3rd semester)</td>
<td>Pass / Fail</td>
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<tr>
<td>Performance (4th semester)</td>
<td>Pass / Fail</td>
</tr>
<tr>
<td>Individual take-home exam (written) (3rd semester)</td>
<td>Graded A – F (40%)</td>
</tr>
<tr>
<td>Project Report (4th Semester)</td>
<td>Graded A - F (60%)</td>
</tr>
</tbody>
</table>

**Examination support material**
All aids are allowed

**Course evaluation**
The course shall be regularly evaluated in order to maintain high quality. In order to help improve the educational quality of the programme of study, students are expected to actively participate in evaluations, questionnaires, meetings etc. The evaluations shall be carried out in accordance with HBV's quality assurance system.

**Literature (reading list)**
Building on ExaCT100 and ExaCT 200. 1600 pages of which 400 pages are self-selected based on the list of suggested literature, and 500 pages are of open choice. See reading list.

**Approved course plan (date, name, title)**
08.10.15 Anne Grethe Steinsvåg, studieleder