

LAUREA UNIVERSITY OF APPLIED SCIENCES**Specialisation studies in encounter art (Laurea Tikkurila, sote), SXV810KE**

		1. year	2. year
OP	STUDIES	15	15
V005	ENCOUNTER ARTS		
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V005 ENCOUNTER ARTS, 30 cr

Description:

The goals of Encounter Art are

- to promote well-being by means of art and group work and to enhance inclusion at the individual, community and societal levels
- to support and improve clients' well-being by means of art-based methods while working with small client groups
- to improve clients' psychosocial well-being using Encounter Art as a systematic method in clients' rehabilitation and planned care

The specialisation studies in Encounter Art are part of Laurea's supplementary and further education. The goal of specialisation studies is to provide training for expert roles, supporting the career development of students. The studies are often carried out alongside and closely tied with work, allowing students to benefit from their work experience. The specialisation studies advance, expand and develop new knowledge, skills and abilities acquired by the students during the basic studies, which are necessary for the ever-changing labour market.

01219 Learning to learn, 2 cr

The student is able to:

- Draw up a personal study plan with realistic personal learning targets, and evaluate its fulfillment
- Work independently and in small groups and share their competence with others
- Participate in Laurea's learning environments (Library, Optima)
- Make practical use of gathered information

Contents of the study unit:

- The personal study plan is drawn up at the beginning of the specialisation studies and its fulfillment is evaluated during and at the end of the studies. The study plan and its self-assessment constitute a written assignment.
- Information gathering, critical evaluation of information and using evidence-based information.

01220 Encounter Art Activities, Group and Guidance, 5 cr

The student is able to:

- Enjoy creating images and understand factors that influence the creation process
- Use Encounter Art assessment folders
- Observe and analyse the basic phenomena of a activity-oriented group

Contents of the study unit:

- Familiarisation with the art process through personal creation in workshops
- Learning exercise on group phenomena
- Learning to use folders through lectures and learning exercises

01221 Activities in Client Environments, 5 cr

The student is able to:

- Plan, guide and evaluate target-oriented, group-based art activities
- Make use of supervision as a tool for personal professional development and coping at work

Contents of the study unit:

- Planning and leading an average of ten Encounter Art sessions for a client group

- Reflective reporting on activities on the basis of the assessment folders
- Participation in supervision meetings

V0009 Alternative Encounter Art Client Environments, 8 cr

The student is able to:

- Use different methods for the theoretical definition and practical guidance of Encounter Art activities
- Apply the principles of Encounter Art in the chosen client environment

Contents of the study unit:

The contents is divided under two main headings:

1) Client- and Family-oriented Encounter Art Methods, and 2) Group- and Community-centred Encounter Art Methods, Multidisciplinary Networking

Study unit description:

1) Client- and Family-oriented Encounter Art Methods

Work methods that promote client- and family-oriented welfare focus on a dialogic, narrative and cooperative perspective as well as on how the client, family and close relatives view their resources, creativity and empowerment.

Interaction competence forms a broad specialist competence area and a focus of study for social psychology. It encompasses all communication and relationship-building skills. Dialogue has an important role in evaluating interaction competence. (Mönkkönen, 2007.) Dialogue begins by listening to oneself and one's reactions. A dialogic relationship requires the worker to be consciously aware of what is taking place during interaction and its progress. (Mönkkönen, 2007)

A narrative approach allows to share personal wishes, attitudes, values and fears in a partnership. Client work pays attention to clients' stories, meanings, manners of speaking and entire spheres of life. Professional work is largely based on the narratives of individuals. To what extent is the client's narration heard? How do people narrate and talk about themselves?

A cooperative method involves partnership with clients, their close relatives and different experts. Experts apply their knowledge base to best suit the client's needs, and sharing their knowledge base and experiences with others are tools for attaining mutual understanding targeted to sustain and foster client welfare. Cooperation between the tutor and client or client group takes place in workshops, seminars or multidisciplinary cooperation groups.

2) Group- and Community-centred Encounter Art Methods, Multidisciplinary Networking

Communality should stem from social interaction that can shape the shared values and desires of communities through a common process. Sociocultural animation seeks to progress from an individual level towards a larger, societal goal. The intention is to make society into a better, increasingly equal and aware whole, and this process can be joined through individual participation. The goal of seeking cultural democracy means that animation pedagogy constitutes an education activity with a purpose of improving the prevailing reality (Kurki, 2006).

Participation results in social change. Community-centred methods focus on activity-oriented workshops and seminars that seek to bring groups together and provide the preconditions for establishing groups. Shared expertise, a joint website, for example, can serve as a tool for creating and maintaining a community.

The group is a vital tool in Encounter Art. Activities are based on closed, target-oriented group work, and related guidance methods are crucial.

01222 Development Studies and Practical Application, 10 cr

The student is able to:

- Participate in diverse research and development environments
- Act as responsible innovators in work environments within their field

- Address issues in society from the perspective of their field

Contents of the study unit:

- Implementing a development exercise individually, in pairs or in groups
- Presenting the development exercise in a joint seminar and/or through publishing
- Providing constructive verbal and written feedback to other students as part of seminar work, and participating in joint research, development and innovation discussions