

LAUREA UNIVERSITY OF APPLIED SCIENCES**Specialisation studies in encounter art (Laurea Tikkurila, sote), SXV812KE**

		1. year	2. year
OP	STUDIES	15	15
V055	ENCOUNTER ART		
V1249	Orientation of Learning	2	
V1250	Encounter Art Student Group and Artistic Activity	5	
V1251	Encounter Art Guidance	3	
V1252	Encounter Art Client Group	5	
V1253	Kohtaamistaiteen kehittämistehtävä		10
V1254	Development and Application of Encounter Art		5
		15	15

V055 ENCOUNTER ART, 30 cr

Description:

The aim of the Specialisation Studies in Encounter Art is for students to advance their competence in applying art-based activities to sustaining and promoting the wellbeing of individuals, groups and communities as well as to facilitate rehabilitation of individuals and groups. Students produce new competence knowledge and insight in applying Encounter Art in the field of social services, health and sports and in the context of cultural activities, and the different forms of cooperation (projects) in particular. Students develop best practices in applying Encounter Art together with different client groups. Students foster appreciation for art-based activities and creativity in society as well as the implementation of art-based activities in the employment sector.

V1249 Orientation of Learning, 2 cr

The student is able to:

The first study unit is designed to introduce students to the specialisation studies and provide them with the approach and skills for lifelong learning. Self-reflection is an important factor in learning to learn, and refers to an ability to acquire information about oneself (understanding, attitudes), evaluate one's actions and make changes to these actions and attitudes.

- 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..
- Data acquisition exercise, including information gathering, critical evaluation of data and use of evidence-based information- The preconditions for a safe group that promotes learning are created at the beginning of the studies.
- The group is both a place for and subject of learning. Familiarisation with group processes and phenomena provides guidance skills and allows to arrange Encounter Art activities in the different client environments of workplaces.

Study unit description:

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V1250 Encounter Art Student Group and Artistic Activity , 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 functional group and one's own activities in the group
- Appreciate and respect art creation as an empowering method
- Respect the significance and joy of self-expression and art creation of each individual

Contents of the study unit:

- Familiarisation with the art process through personal creation in workshops
- Group reflection

- Learning diary and reflection on personal learning

Study unit description:

The study unit is based on Encounter Art guidance training and has a strong focus on personal artistic work. It examines the creative process in art, provides Encounter Art assessment and development methods and looks at the theoretical foundation for activities. The study unit pays specific attention to the student group as a learning and operating environment. It also examines approaches relating to guidance and their foundations.

V1251 Encounter Art Guidance , 3 cr

The student is able to:

- Recognise, anticipate and manage the development stages of a group process and resulting phenomena
- Understand oneself and the meaning of interaction in group activities
- Identify the tasks, responsibilities of professional ethics, roles and expectations
- Apply and steer the starting points of Encounter Art and art creation with the chosen client group

Contents of the study unit:

- Taking part in lectures and art creation
- Group reflection
- Learning exercise on group phenomena
- Encounter Art Guidance Portfolio

Study unit description:

The study unit develops one's approach and operating models specifically from the perspective of Encounter Art guidance. The tasks, roles and expectations towards Encounter Art tutors vary and change during the different group process stages.

The purpose of the study unit is to examine the theoretical foundations and phenomena of a group process and guidance and to support students in analysing these through practical experiences. Personal guidance is examined during the studies among student and client groups through self-evaluation and peer evaluation. The study unit also includes a learning exercise on group phenomena and compiling an Encounter Art guidance folder.

Students advance their own guidance skills during guidance provided to the Encounter Art client group.

Encounter Art groups always involve two trained tutors sharing the guidance task. Group activities are arranged for a closed group of 6-8 members, principally as periods of 8-10 sessions. Important aspects of the work of the two tutors include a systematic approach and target orientation in the different stages of meetings, observation and reflection, and developing one's own activities.

The learning exercise of the study unit can be implemented on the basis of student or client group guidance. The Guidance Folder is drawn up from the viewpoint of planning, implementing and evaluating one's own client group. The Guidance Folder includes the tutors agreement (e.g. distribution of tasks for documentation and reporting), group meeting plans, self-evaluations and peer feedback, and the conclusion and process evaluation on client group guidance.

Both a dialogic and narrative approach are strongly present in the competences of Encounter Art guidance. A dialogic partnership highlights the reciprocal character of interaction and an expectation of mutual understanding. A dialogue requires boldness to enter a shared zone of amazement with the client to find new insight. (Mönkkönen, 2007.) Also reflection is closely linked to dialogue, which demands critical assessment of and reflection on the foundations of one's concepts (Mezirov 1996.) A narrative approach enables the sharing of hopes, attitudes, values

and fears. The narrative approach allows to steer art creation and group activities in a way that clients' stories, meanings, manners of speech and entire field of life are realised (Rankanen, 2007, 202).

V1252 Encounter Art Client Group , 5 cr

The student is able to:

- Plan, implement and evaluate target-oriented, meaningful 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 8-10 Encounter Art sessions for a client group
- Participation in supervision meetings
- Reflective reporting on activities on the basis of the assessment folders

Study unit description:

The study unit involves the guidance of client groups together with a colleague in authentic client environments. Encounter Art client groups may be part of the services of the student's work community or implemented with some other service provider. Group composition and practical arrangements are agreed upon with each unit. **In addition to group guidance, the study unit involves drawing up a client group folder and participant folder and cooperation with the client's family and/or care team.**

Target-oriented planning, implementation and reporting on client groups progress in line with guidance to support the professional development of students. Supervision also acts as a collegial and confidential reflective environment in the handling of possible challenging client situations. During the Specialisation Studies, supervision is an important element in sharing experiences and enhancing Encounter Art. Supervision aims to share and develop new competence knowledge, clarify the role of the tutor and support individual learning. The purpose of guidance in client group work is also to foster the collaboration skills and communality of students.

The client group folder includes reports on target-oriented planning, guidance and evaluation of the Encounter Art group based on available templates. The Encounter Art participant folder comprises documentation collected by tutors on participation by each group member. A research permit obtained from each participant or his/her guardian and a description of the client's initial situation, based on the current care and service plan, for example, is included in the participant folder. Also the objectives for group activities and the tutor's observations and reflections and authentic comments of participants relating to art creation can be attached. Discussion on activities, recommendations for the future and ensuring follow-up with the care or rehabilitation team are also recommended to be included in the folder.

The purpose of the data collected in the folders is to document the experiences of participating clients and the health and welfare progress, and to support evaluation and development of Encounter Art activities and guidance.

V1253 Kohtaamistaiteen kehittämistehtävä, 10 cr

The student is able to:

- Participate in diverse research and development environments
- Act as responsible innovators in work environments within their field
- Take part in the discourse on the role of art in society, its meaning in everyday contexts and from the viewpoint of the student's professional 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

Study unit description:

Students implement a personal development exercise during the study unit. In some cases, the exercise can be carried out in pairs or groups. The subject matter must arise from a development need related to Encounter Art within the workplace and demonstrate the student's personal study plan targets. The development exercise can constitute a study or centre around an activity. In both cases, a report is drawn up on the development exercise, which is presented as agreed during a seminar or development event of the Encounter Art community.

The development exercise must be a concise, consistent presentation of an issue that demonstrates professional familiarity with and a scientific, investigative and developmental approach towards the profession. The development exercise may be implemented as a functional assignment or its report, whereby it comprises a sample of an investigative and developmental approach rather than a conventional study. The purpose of a development exercise is to generate a new activity or outcome. In all cases, the exercise must be a logically justifiable entity with an element of positive criticalness. Theoretical knowledge and evaluation have an important role. A general functional exercise serves as a temporal description with a strong emphasis on the reflective approach of participants. In addition, a development exercise includes a systematic documentation plan. Even a single practical but modest evaluation method may be sufficient. However, activities must not be an end in themselves; the development exercise must be accompanied with theoretical examination, which involves setting welfare-related targets. The exercise must demonstrate the voice of the client and/or activities that address client needs. The overall, long-term significance and future of activities must also be considered.

V1254 Development and Application of Encounter Art , 5 cr**The student is able to:**

- Take part in the discourse on the role of art in society and its meaning in everyday contexts
- Act as responsible innovators in work environments in applying Encounter Art methods
- 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
- Present the applied Encounter Art activities clearly and intelligibly to partners, the work community and stakeholders(training events, workshops)
- Make Encounter Art known in everyday contexts (e.g. arranging exhibitions, launching and maintaining collaboration, creating brochures, maintaining a website)
- Maintain and strengthen the ethical principles of Encounter Art (art belongs to everyone)
- Express themselves clearly and intelligibly in written and visual form

Study unit description:

Students advance their competence in using art-based methods that maintain and promote welfare while acting in dialogic partnerships with individuals, groups, families and communities. **The theoretical foundations are connected to the philosophy of Japanese Clinical Art activities, and arise from a basis of socio-cultural animation and research data on the applied use of art.** Developing Encounter Art is connected to socio-cultural animation in its purpose of enhancing participation in the lives of individuals, both in day-to-day matters and as cultural producers. The ethical foundation of Encounter Art is the idea that culture is not the right of a few, but a basic pillar in life. In group-based art creation, the tutor helps clients/work communities in their personal empowerment process.