Module Handbook for the
Master of Arts
Eurythmy

Course of Study:

Eurythmy in Education and as Social Art at Alanus University

Revised 1.9.2015

Master of Arts Eurythmy
Course of study: Eurythmy in Education and as Social Art

EuSuG MA 1   Eurythmy Teaching Methods with Children, Adolescents and Adults I

EuSuG MA 2   Eurythmy Teaching Methods with Children, Adolescents and Adults ll

EuSuG MA 3   Eurythmy

EuSuG MA 4   Education and School Development

EuSuG MA 5   Art and Society

Eu MA 6   Anthroposophy/Eurythmy Studies/Social Science

Eu MA 7   Complementary Artistic Subjects

EuSuG MA 8   Main Master's Project

Eu MA 9   Practical Field Work

Study Plan for the three specialisations

Master of Arts Eurythmy	Course of Study Eurythmy in Education and as Social Art	Course of Study Eurythmy therapy	Course of Study Eurythmy as Performing Art
Core Subjects **15 CP**	Eurythmy teaching methods for children, adolescents and adults I 5 CP	Fundamentals of Eurythmy therapy 5 CP	Solo work 5 CP
	Eurythmy teaching methods for children, adolescents and adults II 5 CP	Applied Eurythmy therapy I 5 CP	Ensemble work 5 CP
	Eurythmy 5 CP	Applied Eurythmy therapy II 5 CP	Directing, Choreography and Coaching 5 CP
Academic Study **10 CP**	Education and School Development 5 CP	Medicine I 5 CP	Aesthetics, History of Eurythmy 5 CP
	Art and Society 5 CP	Medicine II 5 CP	Directing, Choreography Assistance 5 CP
Anthroposophy and Research Skills **5 CP**	Anthroposophy / Eurythmy Studies / Social Science 5 CP		
Supplementary Subjects **5 CP**	Complementary Artistic Subjects 5 CP		
Masters Module **15 CP**	Master's Project 15 CP	Master's Project 15 CP	Master's Project 15 CP
Placement **10 CP**	Practice Placements 10 CP		
Total	**9 Modules, 60 CP**		

Module: EuSuG MA 1	Eurythmy Teaching Methods with Children, Adolescents and Adults I	
Course of Study: MA Eurythmy	Recommended start: 1st semester	
Responsible: Prof. Andrea Heidekorn Prof. Ulrike Langescheid	Workload: 150 Hours	Credits: 5 ECTS
Prerequisites: none	Frequency: bi-annually	Duration: 2 blocks

Content of this Module:	This module on the fundamentals of eurythmy teaching provides an overview of the basic elements and general educational exercises in eurythmy, focusing on the educational context. It covers all ages from kindergarten to adolescence. In projects, the theme "Eurythmy for Adults" is covered in general terms.
Learning aims:	Students acquire a detailed picture of the nature and effect of eurythmy for different age groups. They develop an in-depth knowledge of the relationship between developmental phases and the approach and tools of eurythmy in education. They learn about teaching methods, developing an understanding for different age groups and the appropriate use of these methods. Teaching skills are developed through practical examples and reflective seminar work. Students practice self-awareness and self-assessment with regard to their role as eurythmy teacher/tutor.
Learning outcomes:	- Expertise in teaching methods - Greater perception within educational situations - Flexibility - Creative use of the basic eurythmical elements - Independence in the choice of eurythmical methods
Teaching and learning methods:	Seminar/ practical exercises, group lessons, individual practice.
Assessment procedures/ Requirements for awarding CP:	- Demonstration lesson with colloquium/discussion, or - Written assignment, presentation and colloquium/discussion
Recommended reading:	• Magdelene Siegloch: Eurythmie. Freies Geistesleben, Stuttgart 1997. • Elisabeth Göbel: Eurythmie im ersten Jahrsiebt. Freies Gesistesleben. 2005. • Hilde Müller: Lebendiger Eurythmie-Unterricht. Möllmann. 2000. • Schriften der pädagogischen Forschungsstelle beim Bund für Waldorfschulen Deutschland: Heft 1142, 1157, 1072, 1024, 1025. • Helga Daniel: Eurythmie in der Unterstufe. • Helga Daniel: „Bewegt ins Leben", „Übung macht den Meister". • Sylvia Bardt: „Eurythmie als menschenbildende Kraft". Freies Geistesleben. 2010. • Annemarie Dubach: Basic Elements of Eurythmy. Mercury Press. Spring Valley, New York. 2000.

Module: EuSuG MA 2	Eurythmy Teaching Methods with Children, Adolescents and Adults II	
Course: MA Eurythmy	Recommended start: 2nd semester	
Responsible: Prof. Andrea Heidekorn Prof. Ulrike Langescheid	Workload: 150 Hours	Credits: 5 ECTS
Prerequisites: none	Frequency: bi-annually	Duration: 2 blocks

Content of this module:	This advanced module builds on the module Eurythmy Teaching Methods with Children, Adolescents and Adults I. Further experience is gained in relation to working with eurythmy with all ages and in various contexts (work with amateurs, adults, projects, etc.) It includes the use of additional mediums and methods. A central theme is bringing eurythmy to heterogeneous groups. The subject of biographical development is addressed in relationship to the selection of relevant eurythmical tools and themes. The study of the effectiveness of different eurythmical elements, the use of social-artistic eurythmy, and the metamorphosis of eurythmical exercises for different themes and objectives are central to this module.
Learning aims:	Students develop competence in the use of flexible methods and the ability to implement these creatively in different contexts using a variety of teaching methods and mediums. Students gain the ability to plan, present and analyse lessons and projects independently. Students gain confidence in using eurythmical methods imaginatively and appropriately with various age groups. The activities of perceiving and giving form are practised in the context of group work; the individual learning objective is reflective self-perception.
Learning outcomes:	• Ability to work towards an aim • Capacity for self-reflection • Communication skills • Organisation and self-management
Teaching and learning methods:	Seminar/ practical exercises, group lessons, individual practice.
Assessment procedures/ Requirements for awarding CP:	• Demonstration lesson with colloquium/discussion, or • Written assignment, presentation and colloquium/discussion
Recommended reading:	• M. Brater: Betriebseurythmie. • M. Brater: Lern(prozess) begleitung in der Ausbildung. • Kastner: Gesundheits- und Sicherheitsnetzwerk der Zukunft. • C. v. Houten: Erwachsenenlernen als Willenserweckung. • R. Steiner: Study of Man. Rudolf Steiner Press. London (GA 293). • R. Steiner: Soul Economy and Waldorf Education. Anthroposophic Press. Spring Valley, New York (GA 303).

Module: EuSuG MA 3	Eurythmy	
Course of study: MA Eurythmy	Recommended start: 3rd semester	
Responsible: Prof. Tanja Masukowitz	Workload: 150 Hours	Credits: 5 ECTS
Prerequisites: none	Frequency: bi-annually	Duration: 2 blocks

Content of this module:	The students work on an artistic project of educational or social relevance in three steps: their own eurythmy work, reflection, and adaptation. In the *first* step, they develop, rehearse and present their own artistic, eurythmical work (solo or ensemble), approaching their subject as an art. The process is documented. In the *second* step, they reflect on their process. The students identify the key stages and qualities of the process, focussing on the underlying artistic intention and its effect on their own development and learning. In the *third* step, the experiences and insights gained from this artistic process form a basis on which to develop a social/artistic project in their own professional field.
Learning aims:	The students' own eurythmical resources are deepened and further developed with a new focus. Compositional and dramatic capacities are intensified. Students explore their own concept of art, bringing it into relationship with educational, social, and developmental processes. The activity of shaping an artistic project with educational or social relevance leads to a differentiated and expanded use of the possibilities of eurythmy in the professional domain and in various institutional and social contexts. The challenges and opportunities of the transformative processes inherent in eurythmical activity become the theme within their own professional field of work.
Learning outcomes:	• Creativity • Strength and the courage to create • Capacity for self-reflection • Overview
Teaching and learning methods:	Examples of individual work and/or ensemble work, accompanying discussions, individual work in various fields.
Assessment procedures/ Requirements for awarding CP:	Performance, presentation of artistic work, implementation of an artistic adaptation into their professional field, documentation and colloquium/discussion on the overall process.
Recommended reading:	• Basic eurythmy literature • Biographies of eurythmists • Rudolf Steiner: Eurythmy as Visible Speech (GA 279). Anastasi. Leominster (2005). • Rudolf Steiner: Eurythmy as Visible Singing (GA 278). Anastasi. Leominster (2013). • Rudolf Steiner: Eurythmy: Its Birth and Development (GA 277a). Anastasi. Leominster (2002). • Volker Harlan: What is Art? Conversation with Joseph Beuys. Clairview Books. London 2004.

Module: EuSuG MA 4	Education and School Development	
Course of Study: MA Eurythmy	Recommended start: 1st semester	
Responsible: Prof. Dr. Jost Schieren	Workload: 150 Hours	Credits: 5 ECTS
Prerequisites: none	Frequency: bi-annually	Duration: 3 blocks

Content of this module:	The following topics are covered in this module: • General methods of education • Specific aspects of Steiner/Waldorf education • Educational diagnosis and advice • School organisation and school development • Leading and chairing group meetings • Further training in the teaching profession
Learning aims:	Knowledge of the general methods of teaching and learning as well as the specific educational methods of Steiner/Waldorf education. Students become familiar with the basic elements, methods and problems of diagnosis within an educational context. The students also gain knowledge of fundamental legal aspects of teaching and of school management. They will gain insights into organisational principles to enable them to assess opportunities for development in mainstream and alternative schools. They become familiar with a range of concepts and techniques for leading discussions, participating in and chairing meetings, and skills that they can use in their professional field. Students get to know various theoretical concepts within the teaching profession. They develop a differentiated self-reflection and understanding of their role in relation to various fields of work and will be able to apply this awareness to specific situations.
Learning outcomes:	• Analytical skills, contextual thinking, abstract and lateral thinking • Problem-solving skills, communication, motivation, persistence/stamina, independence • Contextual understanding of roles and tasks
Teaching and learning methods:	Fulfilling tasks related to theory and practice, processing information from different sources, distributed information, practical seminars, discussion and reflection.
Assessment Procedures/ Requirements for awarding CP:	The form of examination (study-related assessment) will be determined by the tutor. Details concerning the assessment are given at the beginning of the module by the tutor responsible, usually during the first seminar.
Recommended Reading:	The current reading list is announced at the beginning of a seminar.

Module: EuSuG MA 5	Art and Society	
Course of Study: MA Eurythmy	Recommended start: 3rd semester	
Responsible: Prof. Michael Brater	Workload: 150 Hours	Credits: 5 ECTS
Prerequisites: none	Frequency: bi-annually	Duration: 3 blocks

Content of this module:	The following themes are presented and discussed: the principles of social science and core sociological phenomena, questions and research relating to eurythmy in social domains (childhood and youth, school, the workplace, migration and inter-cultural relations, demographic [population] change, adult education, biography, social deprivation, illness, culture and art). Issues, principles and concepts of social and biographical processes, as well as the challenges and opportunities for accompanying them artistically are developed. Emphasis is given to the processes involved in learning and to shaping and accompanying a learning process. Further themes of this module are the position of the artist in society, one's own position in an open, self-directed, freelance profession, and competence in managing specific projects.
Learning aims:	• Competence in the chosen professional field • Assessment and development of the social relevance of eurythmy as an artistic medium of experience in various workplaces • To know, describe and use the principles of social and cultural studies and research • To know, use and be able to apply creatively the theories of action and creativity, and the processes of learning in different work environments.
Learning outcomes:	• A sense of and capacity for entrepreneurship • An understanding and ability to work with contemporary issues and processes • Deepened social and methodological skills and the ability to reflect • A conscious, committed and evolving relationship to one's own and others' lifelong learning • Courage and ability to introduce one's artistic skills into other social contexts/ groups
Teaching and learning methods:	Lectures, seminars, exercises, independent work on subject literature, relevant practice-related tasks, presentations, preparation and evaluation of one's own projects especially from the perspective of social science, and practical seminars to develop competency.
Assessment Procedures/ Requirements for awarding CP:	Choice between: talk, written assignment, exam, oral exam/colloquium, written documentation or visually enhanced presentation. The assessment choices are individually agreed with the tutor.

Recommended Reading:	• Adorno, T .W.: Gesellschaftstheorie und Kulturkritik, Frankfurt 1975 • Ulrich Beck: Risikogesellschaft, Frankfurt 1986 • Reuter-Herzer, M. Engelsman, A., Brater, M.: Künstler in sozialen Arbeitsfeldern, Stuttgart 1986 • Friedrich Fürstenberg: Die Sozialstruktur der Bundesrepublik Deutschland. Ein soziologischer Überblick, Wiesbaden 1988 • M. Brater, U. Büchele, H. Herzer: Eurythmie im Industriebetrieb, Stuttgart 1989 • Liebald, C., Wagner, B.: Aus- und Fortbildung für kulturelle Praxisfelder, Hagen 1993 • Peter Vaill: Lernen als Lebensform, Stuttgart 1998 • Sebastian Müller-Rolli: Kulturpädagogik und Kulturarbeit. Grundlagen, Praxisfelder, Ausbildung, München 2000 • Annemarie Ehrlich: Kreativ handeln. Mein Leben mit der Eurythmie, Merzhausen 2005 • Glaser, H.: Kleine Kulturgeschichte der Bundesrepublik Deutschland, Frankfurt 2007 • Hans G. Bauer, Michael Brater, Ute Büchele, Angelika Dufter-Weis, Anna Maurus, Claudia Munz: Lern (prozess) begleitung in der Ausbildung. Wie man Lernende begleiten und Lernprozesse gestalten kann. Ein Handbuch, Bielefeld 2006 (2007) • Rainer Geißler. Die Sozialstruktur Deutschlands, Wiesbaden 2010 • M. Brater, A. Heidekorn, Ch. Hemmer-Schanze, N. Schrode, J. Wagner: Eurythmie in sozialen Arbeitsfeldern. Arbeitsbereiche, Aufgaben und Qualifikationsbedarf der Sozialeurythmie. Ein Forschungsbericht. Dornach 2011 • M. Brater, S. Freygarten, E. Rahmann, M. Rainer: Kunst als Handeln – Handeln als Kunst. Was Arbeitswelt und Berufsbildung von Künstlern lernen können. Bielefeld 2011 • Heike Kahlert und Christine Weinbach: Zeitgenössische Gesellschaftstheorien und Genderforschung: Einladung zum Dialog, Wiesbaden 2012

Module: EU MA 6	Anthroposophy, Eurythmy Studies, Social Science	
Course of Study: MA Eurythmy	Recommended start: 2nd semester	
Responsible: Prof. Stefan Hasler	Workload: 150 Hours	Credits: 5 ECTS
Prerequisites: none	Frequency: bi-annually	Duration: 3 blocks

Content of this module:	• Anthroposophic spiritual science: epistemology, the study of the nature of the human being, self-education • Eurythmy studies: scientific approaches, aesthetics, history of eurythmy, basic research methods, and effective methodologies • Tasks in society, the concept of competence, how to practice, eurythmy and the public, self-development and self-presentation
Learning aims:	Students are prepared for the demands of professional life. This entails: (1) awareness of methods and the ability to educate yourself, (2) the ability to reflect on your own activity and to develop your professional competence on the basis of a methodical approach to your practice, (3) identifying the conditions within your professional domain and developing appropriate practical plans for action. These themes underlie the following three seminars: (1) **Anthroposophical spiritual science**: Eurythmy lives in the context of spiritual science (anthroposophy) founded by Rudolf Steiner. Artistic and professional development within this context always entails self-development and self-education. For this, anthroposophy gives various methods of schooling. The objective is a) to study and discuss anthroposophy and the scientific and philosophical foundations of knowledge, b) to comprehend and critically reflect on the implicit and explicit picture of the human being in the context of anthroposophy, and c) to test and make use of the methods of self-education. Anthroposophy exists within a cultural, philosophical, and historical context. Students will be encouraged to place Steiner's work into the framework of non-anthroposophical scientific models and theories and to critically reflect on its specific possibilities and limitations. (2) **Eurythmy studies**: Students learn to illuminate and penetrate their own subject by means of selected themes. In particular, phenomenological, empirical and hermeneutical methods of scientific study or research are applied, developed and questioned for their specific relevance this subject. (3) **Social science**: After clarifying the concept of competence, students investigate what skills are essential for their chosen careers. Out of this arises the path of personal schooling in this profession, in which an emphasis is put on eurythmical practice in an environment where eurythmy is not known. Hence the students develop an individual profile and learn to implement their ideas and intentions in projects and professional marketing.
Learning outcomes:	• Ability to reflect on epistemology and philosophy • Contextual communication skills • Insight into relevant ideas about the nature of the human being • Ability to practice self-education and self-development, crisis management, honest self-assessment and problem-solving strategies • Understanding of research methods • Ability to bridge theory and practice
Teaching and learning methods:	Seminars, experiential learning, individual discussions, individual coaching

Assessment Procedures/ Requirements for awarding CP:	Talks, written essays, project presentations, journal and/or written documentation may be used to demonstrate competence in self-education and the achievement of the learning objectives. At the start of each seminar, the appropriate method of assessment will be announced.
Recommended Reading:	• Steiner, Rudolf: The Philosophy of Freedom. Rudolf Steiner Press, London & Anthroposophic Press, Spring Valley, New York. • Steiner, Rudolf: A Theory of Knowledge implicit in Goethe's World Conception. AP Spring Valley, New York. • Steiner, Rudolf: Theosophy. RSP London & AP Spring Valley, New York. • Stefan Hasler: Die Toneurythmieformen von Rudolf Steiner. Dornach (2009). • Goethe. Fairytale, tr. Thomas Carlyle. http://wn.rsarchive.org/RelAuthors/GoetheJW/GreenSnake.html "Goethe's Fairy Tale of the Green Snake and the Beautiful Lily", Donald Maclean (tr.). With a commentary by Adam McLean. Grand Rapids, MI. Phanes Press. • Brater, M., Heidekorn, A., Hemmer-Hill, Ch, Schrodde, N., Wagner, K., Eurythmie in sozialen Arbeitsfeldern: Arbeitsbereiche, Aufgaben und Qualifikationsbedarf der Sozialeurythmie. Dornach 2011.

Module: MA 7	Complementary Arts	
Course of Study: MA Eurythmy	Recommended start: 3rd semester	
Responsible: Prof. Tanja Masukowitz	Workload: 150 Hours	Credits: 5 ECTS
Prerequisites: none	Frequency: bi-annually	Duration: 3 blocks

Content of this module:	This module provides experience in various artistic and movement-related subjects, such as: • Music, e.g. elementary music theatre by Carl Orff, choir • Theatre, e.g. biographical theatre, mime • Speech, e.g. speech formation, voice and speech training • Drama • Dance, e.g. modern dance, Indian dance • Fine arts, e.g. clay modelling/ sculpture, painting • Other related arts, therapies and forms of movement, e.g. Tai Chi, dance therapy, Feldenkrais Courses are available in these subjects; individual solutions can also be found in co-operation with other institutes.
Learning aims:	Through acquiring basic knowledge and skills in at least two complementary subjects, the student's own subject is repeatedly re-examined from different angles. This provides stimulus for an intensive experience and comparison of related or different forms of movement and art. Through exposure to other art forms/ types of therapy, the student acquires a differentiated perception and an enhancement of eurythmical and therapeutic elements.
Learning outcomes:	• Capacity to develop self-determined aims • Interest in and openness to other impulses • Inner flexibility and openness • Enhanced expressiveness and representational skills in artistic subjects • An extended range of movement ability and qualities • Ability to perceive and carry out tasks • Broadening of horizons
Teaching and learning methods:	Individual lessons, group sessions, individual practice and work, project tasks, seminars, lectures, and so on.
Assessment Procedures/ Requirements for awarding CP:	At the start of the seminar the modes of assessment will be agreed individually with the respective tutors. The following assessment forms are possible: • Discussion during the lessons • Sharing exercises • Group tasks and individual tasks • Exhibitions and presentations • Reports and homework
Recommended Reading:	Literature on the chosen themes is chosen individually with the agreement of the respective tutors.

Module: EuSuG MA 8	Main Master's Project	
Course of Study: MA Eurythmy	Recommended start: 4th semester	
Responsible: Prof. Andrea Heidekorn Prof. Ulrike Langescheid	Workload: 450 Hours	Credits: 15 ECTS
Prerequisites: At least two completed modules	Frequency: bi-annually	Duration: Maximum 6 months

Content of this module:	The Main Master's Project documents self-developed, planned, implemented and analysed sequences of lessons in at least two different age groups, or a self-developed, planned and executed eurythmical practical research project consisting of at least 20 hours of social-artistic work. The Main Master's Project is a scientifically oriented work relating to educational/cultural activities. The students show their ability to use educational/social-artistic activities by demonstrating: - Systematic, professionally relevant and goal-oriented preparation - Adequate and effective implementation - Qualitative reflection and evaluation, in terms of scientifically oriented practical research Students show they are able to present and analyse their ideas as well as essential educational/social-artistic processes (including placing theories within a contextual framework) and are also able to derive questions for further educational/social-artistic research. The students should be able to reflect on their own process of development, to see it in a wider perspective and to document it. The Main Master's Project comprises at least 40, at most 60 pages (without appendices and bibliography) and meets the requirements of scientifically oriented texts: structure, clarification of aim, systematic reasoning, objective reasoning, appropriate language, and citation. The appendices include: - A time plan and work schedule for the educational eurythmy project - Descriptions of the exercises used, possibly with sketches - The empirical instruments/methods used - Any necessary statistical analysis, if not included in the text - Photographs, drawings, and other documents referred to in the text
Learning aims:	By combining different forms of learning (see below), students gain a broad knowledge and perspective with regard to the possibilities and limitations of educational studies, and are able to reflect upon the relation between theories of education and educational practice, or social/cultural theories and social-artistic practice. Students are to apply methods of scientific study: creating lesson plans/project concept on the basis of critically examined theories about learning and development, outlining their intentions and content, with a discussion of their chosen procedures (methodology and methods) as well as possible alternatives. They are to effectively carry out their lesson plans/project in the classroom/project setting: - Acquiring and demonstraing practical teaching skills - Describing concisely the actual teaching/project processes (recording and presenting the learning situations and issues that arose) - Applying appropriate qualitative and quantitative methods of empirical research - Analysing and evaluating teaching procedures/project processes on the basis of explicit criteria, proposing and discussing alternatives - Identifying and reflecting on the strengths and weaknesses of their own teaching/project management - Posing further questions from a scientific point of view

Learning outcomes:	• Planning skills • Analytical skills, overview and contextual perspective • Abstract and lateral thinking • Ability to verbalise eurythmical matters • Problem-solving skills, flexibility • Methodological skills • Ability to reflect • Imaginative handling of the teaching material/eurythmical elements
Teaching and learning methods:	Carrying out a self-directed project (series of lessons/project design and implementation), written documentation of the project and experiences, mentoring by tutors, reflection and feedback conversations, seminars.
Assessment Procedures/ Requirements for awarding CP:	The achievement of the learning aims and the acquisition of key skills is assessed on the basis of: • The submission of the Main Master's Project/written documentation and analysis • An oral presentation of the work (approx. 45 min.) • A colloquium (extended professional discussion) on the theme of the Main Master's Project
Recommended Reading:	Individual reading list

Module: Eu MA 9	Practical Field Work	
Course of Study: MA Eurythmy	Recommended start: 1st and 2nd semester	
Responsible: Prof. Prof. Andrea Heidekorn Prof. Ulrike Langescheid	Workload: 300 Hours	Credits: 10 ECTS
Prerequisites: none	Frequency: bi-annually	Duration: 6 – 10 weeks

Content of this Module:	**Course of study: Eurythmy as Performing Art** To develop, implement, perform, document and evaluate a stage project with a self-selected target group. It can be either a self-initiated project, or an existing one in which the student actively participates. **Course of study: Eurythmy in Education and as Social Art** To prepare, implement, document and reflect on three sequences of teaching, each with 6-10 sequential lessons that build on each other. This series of lessons will be carried out with different ages, at least one of which is to take place in a school, and another one with adults. For more lessons or project sequences, you can choose the target group. The mentoring process is part of the placement/internship. **Course of Study: Eurythmy Therapy** To apply the principles of eurythmy therapy in practice under the supervision of a mentor. The internships will take place in various fields of eurythmy therapy; students will learn through working with individual patients manifesting various medical conditions. Therapy sessions are independently carried out under the guidance of supervisors. Your particular strategy in therapy will be developed and documented in collaboration with doctors and colleagues. Participation in team meetings or therapy discussions is part of the placement/internship.
Learning aims:	Students gain insight and access to a new perspective on how to convey and apply eurythmy in their own field of work. They acquire competence and self-confidence in the planning, implementation and analysis of their own performing/directing, teaching or therapy strategies. From a critically reflective perception of eurythmy practice, they develop new research questions. Their role as performer, teacher, facilitator, or therapist is reflected back and consolidated. The ability is deepened to present content clearly in oral and written form.
Learning outcomes:	• Self-confidence and competence in perceiving and forming a process • Professional, personal, methodological self-evaluation • Stamina, engagement and commitment • Ability to analyse and reflect • Co-operation skills, social skills, willingness to learn
Teaching and learning methods:	Placements, internships, and professional practice, applying what you have learnt and are currently researching Supervision, intervision, assessment conversations
Assessment Procedures/ Requirements for awarding CP:	The achievement of the learning objectives and the acquisition of key skills are ensured by: • Presentation and colloquium/discussion • Documentation • Conversations with the accompanying mentor
Recommended Reading:	Literature on the theme