

## EADMT TRAINING STANDARDS CRITERIA

DMT training standards produced by EADMT are for the profession of *Dance Movement Therapy*

The EADMT has reached a consensus with their Training Standards Working Group following consultation with all Full Professional Members of EADMT. The aim of this consultation, since 2012, has been to ensure a ***minimum level*** of training standards criteria applicable to Dance Movement Therapy programmes across Europe, specifically to meet best practice and achieve high quality European DMT practitioners. As DMT is taught in private and university educational institutions EADMT wishes to support both types of organisations to ensure they work towards adoption of the agreed standards by 2020. Where an institution is halfway through the training programme of a student cohort, it is understood that the new standards will be adopted with any new intake from 2020 onwards.

The intention is that Full Professional EADMT Members will both meet and evidence these agreed minimum standards regarding their national accredited and/or recognised DMT training programmes. The EADMT aspires for all Members to work towards these minimum standards from 2020 and will encourage and support Full Basic Members and Associate Members in their efforts to grow the DMT profession in their countries.

**Please note:** EADMT have aimed for inclusivity and where special national and educational differences between countries, university programmes and private institutions exist, EADMT wishes that these Training Standards criteria offer a clear framework towards which to aspire.

***ADDENDUM:*** During 2018/19 the EADMT Training Standards Working Group have been meeting to discuss, clarify and design the way forward. The Standards remain the same with some small edits to clarify them. These have come about as National Associations have addressed and applied the TS to their national programmes.

## Education and Training Standards of EADMT for the profession of Dance Movement Therapy

<p style="text-align: center;"><b>ECTS</b> European Credit Transfer System</p>	<p style="text-align: center;"><b>TOPIC</b></p>	<p style="text-align: center;"><b>CONSIDERATIONS</b></p>	<p style="text-align: center;"><b>NOTES</b></p>
<p><b>Masters level</b> or equivalent = <b>EQF 7</b> <b>120 ECTS</b></p> <p>1 ECTS = 25 hrs; 8-10 hours FF (face to face) + 15-17 hours PW (personal work)</p> <p>60 ECTS per year = 1,500 study hours = 480-600 hrs FF + 900-1,020 hours PW</p>	<p><b>Length of training programme</b></p> <p style="text-align: center;"><b>Minimum:</b> <b>2 years f/t</b> <b>3-4 years p/t</b> <b>= 120 ECTS</b></p>	<p><b>IMPORTANT:</b> The Netherlands and Spain present special and specific cases, EADMT recognise these are valid routes for The Netherlands and Spain, and acknowledge that their National Association is encouraging Masters level or equivalent training programmes in other institutions. In this way students in The Netherlands and Spain will meet the usual EADMT training standards that have been operation since 2010.</p>	<p>For clarification please note the guidelines below (<a href="http://www.theeducators.com/home/certificate/system-guidelines/">http://www.theeducators.com/home/certificate/system-guidelines/</a>):</p> <p><b>EQF 7 Second cycle Higher Education (Masters)</b> <i><b>Knowledge:</b> Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</i></p> <p><i><b>Skills-1:</b> Critical awareness of knowledge issues in a field and at the interface between different fields</i></p> <p><i><b>Skills-2:</b> Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</i></p> <p><i><b>Competence-1:</b> Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</i></p> <p><i><b>Competence-2:</b> Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams.</i></p>

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	<p style="text-align: center;"><b>Criteria for Entry</b></p> <p style="text-align: center;"><b>Option A</b>  <b>Bachelor degree – EQF 6</b> with strong recommendation for previous voluntary or paid work experience utilising dance &amp; movement, in a community, social and/or health care setting</p> <p style="text-align: center;"><b>Option B</b>            3-5yrs dance AND movement experience and practice* <b>and</b> 3-5yrs community, social, and/or health care experience</p> <p style="text-align: center;"><b>Option C</b>  <b>For Post-Masters only</b>            Masters in Psychology or equivalent, <b>and</b> movement experience</p>		<p><b>i)</b> An entry <b>age limit</b> is against University equal opportunities policy and procedures, however if the criteria for sufficient undergraduate, post-school education and work experience is met, the youngest age for entry will normally be 22 years.</p> <p><b>ii)</b> Some European countries operate more intense and longer pre-training requirements, especially in private institutions not governed by university regulations and financial pressures. Please note that EADMT are proposing a <b>minimum</b> standard across all factors that are applicable to all institutions.</p> <p>* <b>iii)</b> 250 hours minimum dance AND movement experience – including a range of styles</p> <p><b>iv)</b> As post-masters level of DMT training has been introduced in some universities we must address this level also</p>

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	and practice*, <b><i>and</i></b> community, social, and/or health care experience  <b>Recommended Pre-education</b> Introductory DMT course		
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<p style="text-align: center;"><b>35</b>  <b>(875 hours minimum)</b></p>	<p style="text-align: center;"><b>Internship</b></p> <p><b>It is recommended to include:</b></p> <ol style="list-style-type: none"> <li>1. Minimum 160 hours face to face (FF)/sole therapist hours, where the trainee therapist is leading sessions with client/s,</li> <li>2. Minimum of two client populations, with experience in mental health settings where possible,</li> <li>3. Group and 1:1 work where possible.</li> </ol>	<p><b>a)</b> Minimum 875 Internship hours to include:</p> <ul style="list-style-type: none"> <li>• 1:1 DMT – where possible</li> <li>• Group DMT</li> <li>• Team Meetings</li> <li>• Record keeping, reports</li> <li>• Presentations to department, sector &amp; colleagues</li> </ul> <p><b>b)</b> It is preferable that there is an Introduction to the healthcare system of the country – assisting transition from ‘education (school) skills’ to ‘working-in-the-field skills’.</p> <p><b>c)</b> The ‘other’ hours amount to 5.5 hours per week over 2 years</p>	<p><b>NB:</b></p> <p><b>i)</b> Minimum &amp; maximum hours to be considered, where different associations can translate the EADMT Training Standards (TS) to the educational system in their own country.</p> <p><b>ii)</b> Flexibility is vital – within clear parameters.</p> <p><b>iii) PLEASE NOTE:</b> 160 hours minimum Face to face DMT contact with clients AND the remaining 715 hours undertaken writing notes, reports, attending review and team meetings, preparing and offering presentations to health, social and educational colleagues. <b>Supervision</b> is a core aspect of the training programme and should therefore <u>not</u> be included in Internship hours.</p> <p><b>iv)</b> Each course would benefit from contracting with each placement site to ensure the safety of the student and the success of the placement for all.</p>

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<p style="text-align: center;"><b>10</b>  <b>(100 hours minimum)</b></p>	<p style="text-align: center;"><b>Supervision</b></p> <p>1. To be included throughout DMT education as an essential educational factor and opportunity for professional guidance.</p> <p>2. Strong recommendation: small supervision groups (between 3–5) and individual where there is a specialist requirement.</p>	<p><b>Qualification of Supervisors</b></p> <p><b>a)</b> It is <i>advisable</i> that all supervisors are trained, or are in training, to meet national supervision standards, e.g. registered by National Association and have undertaken specific training recognised as essential to offer competent supervision.</p> <p><b>b)</b> All supervisors engaged on training courses will be experienced practitioners with a minimum of 3 years' full-time equivalent practice.</p>	<p><b>i)</b> There is an additional recognition of the value of Professional Development sessions, where specific supervision input is received, relevant to a specific population or approach.</p>

## Education and Training Standards of EADMT for the profession of Dance Movement Therapy

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	<p><b>Personal Therapy (PT)</b> <b>Minimum = 100 hours</b></p> <p><b>1. Strongly recommended</b> - for application to a DMT training programme; 1 years' Personal Therapy (about 40 hours) to be experienced with a Creative Arts Therapist, or other body-based psychotherapist, in group or individual format</p> <p><b>2. 60 hours</b> PT should be concurrent with programme</p> <p><b>3. Total minimum PT = 100 hours</b></p>	<p><b>Qualification of Personal Therapists</b></p> <p><b>a)</b> PT must be received from a therapist <b>external</b> to the training programme.</p> <p><b>b)</b> Important to identify difference between 'self-experience' group and PT.</p>	<p><b>i)</b> PT is recognised by EADMT as an essential aspect of becoming a therapist, where each country has diverse levels and expectations.</p> <p><b>ii)</b> PT to be <i>strongly recommended</i> by the University/School</p> <p><b>iii)</b> DMT Associations should state PT as a <i>requirement for registration to practice</i></p>

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<p align="center"><b>60</b></p>	<p align="center"><b>Subject Areas</b></p> <p><b>Clusters 1 - 4 + Electives</b></p> <p><b>Conversion ECTS 1 ECTS = 8-10 Face to Face hours</b></p>	<p><b><u>Essentials (Clusters 1-4) 57 ECTS: 456/570 hours and Electives 3 ECTS (24-30 hours)</u></b></p> <p><b><u>Cluster 1 35 ECTS 280–350 Face to Face hours</u></b></p> <p>1.1. Movement Observation and Assessment – must include LBMS (may include other in-depth tools), Experiential Anatomy that includes Somatic Practice <b>12 ECTS = 96-120 hrs</b></p> <p>1.2. DMT History and Theory (to include European History) <b>3 ECTS = 24-30 hrs</b></p> <p>1.3. DMT frameworks, approaches, methods, applications e.g. psychodynamic, person-centered, humanistic, social constructivist, systemic; creative, expressive; specific populations, issues, &amp; considerations (Issues of diversity &amp; ethics etc) <b>20 ECTS = 160- 200 hrs</b></p> <p>1.4. Assessment tools, Goal-setting, treatment planning, contra-indications</p> <p><b><u>Cluster 2 8 ECTS 64-80 Face to Face hours</u></b></p> <p>2.1. Groups: a) Group dynamics b) DMT group skills c) Group Process/Interpersonal Learning Group</p> <p>2.2. 1:1 Skills</p> <p><b><u>Cluster 3 10 ECTS 80-100 Face to Face hours</u></b></p> <p>3.1. History of psychotherapy and therapeutic models: incl. theories of creativity, healing, self–psychology, developmental psychology, neurobiology, social pedagogic applications <b>5 ECTS = 40-50 hrs</b></p> <p>3.2. Psycho-pathology: physical and mental health, disability <b>5 ECTS = 40-50 hrs</b></p> <p><b><u>Cluster 4 4 ECTS Face to Face 16-40 hours</u></b></p> <p>4.1. Research skills: methods and criteria, theory of research, statistics and application, critical review and analysis, case presentation</p>

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		<b><u>Electives 3 ECTS Face to Face 24-30 hours</u></b> E.1. Anthropology E.2. Pedagogy E.3. Dance E.4. Other
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	<p style="text-align: center;"><b>Programme Faculty</b></p>	<p><b>a) Important that tutors/trainers/faculty staff:</b></p> <ul style="list-style-type: none"> <li>i) are qualified as DMT to the minimum of post-graduate Diploma or Masters level</li> <li>ii) have a minimum of 3 years full-time equivalent supervised DMT practice</li> <li>iii) are recommended to have been/are engaged in research and/or publication activities</li> <li>iv) have 100 hours teaching experience and training of adults</li> </ul> <p><b>ADDENDUM:</b> Where possible a certificate or diploma in teaching in Higher Education is an advantage</p> <p><b>b) Evaluation of teaching faculty to be undertaken every 1-3 years (or according to the national norm) and to include:</b></p> <ul style="list-style-type: none"> <li>i) student evaluation of institution, programme and each faculty member</li> <li>ii) staff evaluation of institutional support, health of programme, self-evaluation</li> <li>iii) staff group reflective process identifying strengths and gaps</li> </ul> <p><b>c) Support for faculty:</b> Sufficient mentoring, support staff, suitable resources to be made available to all faculty</p>

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	<p style="text-align: center;"><b>Assessment</b></p> <p>1. EADMT suggests student evaluation takes place twice a year - minimum</p> <p>2. Each programme should maintain an attendance register for monitoring and evaluation purposes</p>	<p>a) The assessment of students is of utmost importance, for the student themselves, for the faculty and to meet professional standards.</p> <p>b) An evaluation method is particularly important within programmes where every course/module may be taught by a different faculty member. Such courses require each tutor to complete an evaluation for each student following their module/course.</p> <p>EADMT suggest adopting this method across all programmes, with a frequency that meets their specific needs.</p> <p><b>The following minimum of formal assessments are suggested:</b></p> <p>i) An annual essay/creative presentation (equivalent to 2,500 words) reflecting on the experience of the Interpersonal Learning Group/Self-experience/Process Group, drawing from group theory and practice literature.</p> <p>ii) Two essays (3,000 words), during the whole training, exploring the key therapeutic concepts that have assisted the practical component of their studies.</p> <p>iii) A Case Study in final year (5,000-6,000 words), drawing on theory and practice and exploring the relevance to the client of one or two clinical sessions. It is <b>strongly recommended</b> to require an oral presentation of the Case Study.</p> <p>iv) An oral assessment of a) the student running a group warm-up, b) exploring the development of their work with an individual or group, c) presentation (10-15 minutes) of a particular client group and the relevance of DMT to this group.</p>

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<b>15</b>	<b>Final Thesis</b>  Minimum of 10,000 words	<p>To include:</p> <ul style="list-style-type: none"> <li>• Research work</li> <li>• Writing</li> <li>• Editing</li> <li>• Creative/Reflexive exploration</li> </ul>
	<b>Programme Evaluation</b>	<ol style="list-style-type: none"> <li>1. To be undertaken every 6 years (maximum) by educational and/or governmental authority, the national association, and possibly a peer organisation e.g. another national Arts Therapies Association, Body Psychotherapy Association or similar, where possible.</li> <li>2. Each National Association should develop criteria for accreditation and renewal of all DMT training programmes in their country. (EADMT Training Standards offer a template)</li> <li>3. An Evaluation Commission in each National Association to be established. This Commission would hold the standards, procedures and processes required for regular evaluation.</li> </ol>
	<b>Further topics to be discussed</b>	<ul style="list-style-type: none"> <li>• Continuous Professional Development (CPD) standards</li> <li>• Private Practice requirements</li> <li>• International exchange of students – where the criteria may be set by a national association, higher regulatory body and/or between training institutions</li> <li>• EADMT protocol to register/accredit Member Association programmes</li> </ul>