

## 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 programs 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 organizations 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 recognized DMT training programs. 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 programs and private institutions exist, EADMT wishes that these Training Standards criteria offer a clear framework towards which to aspire.

## 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 or equivalent = EQF 7</b> <b>120 ETCS</b></p> <p>1 ETCS = 25 hrs; 8-10 hours FF (face to face) + PW hours (personal work)</p> <p>60 ECTS per year = 1,500 study hrs = 480-600 hrs FF + 900-1,020 hrs 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 recognize these are valid routes for The Netherlands and Spain, and acknowledge that their National Association is encouraging Masters level or equivalent, training programs 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 specialized 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> <i><b>Skills-1:</b> Critical awareness of knowledge issues in a field and at the interface between different fields</i> <i><b>Skills-2:</b> Specialized 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> <i><b>Competence-1:</b> Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</i> <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><b>Criteria for Entry</b></p> <p><b>Option A</b>  <b>Bachelor degree – EQF 6</b> with strong recommendation for previous voluntary or paid work experience utilizing dance &amp; movement, in a community, social and/or health care setting</p> <p><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><b>Recommended Pre-education</b>            Introductory DMT course</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 hrs minimum dance AND movement experience – including a range of styles</p>

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<p><b>35</b></p>	<p style="text-align: center;"><b>Internship</b></p> <p><b>It is recommended to include:</b></p> <p><b>1.</b> Minimum 160 hrs face to face/sole therapist hrs, where the trainee therapist is leading sessions with client/s,</p> <p><b>2.</b> Minimum of two client populations, with experience in mental health settings where possible,</p> <p><b>3.</b> Group and 1:1 work, where possible.</p>	<p><b>a)</b> Minimum 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>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>

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<b>10</b>	<p style="text-align: center;"><b>Supervision</b></p> <p><b>Conversion</b> 1 ECTS = 7-10 FF, <b>with a</b> <b>minimum of 100 hrs</b></p> <p><b>1.</b> To be included throughout DMT education as an essential educational factor and opportunity for professional guidance.</p> <p><b>2.</b> 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 recognized 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>

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	<p><b>Personal Therapy (PT)</b> <b>Minimum = 100 hrs</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 <i>external</i> 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 recognized 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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<b>60</b>	<b>Subject Areas</b>  <b>Clusters 1 - 4</b> <b>+</b> <b>Electives</b>  <b>Conversion ETCS</b> <b>1 ETCS = 8 - 10</b> <b>hours FF</b>	<p><b><u>Essentials (Clusters 1-4) 57 ECTS: 440/550 hrs and Electives 3 ECTS (40-50 hrs)</u></b></p> <p><b><u>Cluster 1 35 ECTS 280–350 hrs</u></b>  <b>1.1.</b> Movement Observation and Assessment – must include LBMS (may include other in-depth tools), Experiential Anatomy that includes Somatic Practice <b>12 ETCS = 96-120 hrs</b>  <b>1.2.</b> DMT History and Theory (to include European History) <b>3 ETCS = 24-30 hrs</b>  <b>1.3.</b> DMT Approaches, Methods &amp; Applications e.g. populations, specific issues, approaches &amp; considerations, Creative Process, Story through dance, Movement practice <b>20 ETCS = 160-200 hrs</b></p> <p><b><u>Cluster 2 8 ECTS 64-80 hrs</u></b>  <b>2.1.</b> Groups: a) Group dynamics b) DMT group skills c) Group Process/Interpersonal Learning Group</p> <p><b><u>Cluster 3 10 ECTS 80-100 hrs</u></b>  <b>3.1.</b> History of psychotherapy and therapeutic models: incl. theories of creativity, healing, self–psychology, developmental psychology, neurobiology, social pedagogic applications <b>5 ETCS = 40-50 hrs</b>  <b>3.2.</b> Psycho-pathology: physical and mental health, disability <b>5 ETCS = 40-50 hrs</b></p> <p><b><u>Cluster 4 4 ECTS 20-40 hrs</u></b>  <b>4.1.</b> Research skills: methods and criteria, theory of research, statistics and application, critical review and analysis, case presentation</p> <p><b><u>Electives 3 ECTS 24-30 hrs</u></b>  <b>E.1.</b> Anthropology  <b>E.2.</b> Pedagogy  <b>E.3.</b> Dance  <b>E.4.</b> Other</p>

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	<p style="text-align: center;"><b>Programme Faculty</b></p>	<p><b>a) Important that tutors/trainers/faculty staff be:</b></p> <ul style="list-style-type: none"> <li>i) 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) have been/are engaged in research and/or publication activities</li> <li>iv) have 100 hours teaching experience and training of adults, with a certificate of completion over previous 3-5 years.</li> </ul> <p><b>b) Evaluation of teaching faculty to be undertaken every 1-3 years (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></p> <p>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 programs 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 programs, 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 (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) An essay (3,000 words) in years 1 and 2, exploring the key therapeutic concepts that have assisted the practical component of their studies.</p> <p>iii) A Case Study in year 2 (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 strongly recommended 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 by educational and/or governmental authority, the national association, and possibly a peer organization 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 programs in their country.</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>• Other</li> </ul>