

## **GLOSSARY/ DEFINITIONS: of terms used in the European Association Dance Movement Therapy Questionnaire**

Below are some definitions which we hope you will find helpful when completing the Dance Movement Therapy (DMT) Training programme questionnaire. The aim of the questionnaire is to explore, evaluate and clarify the European Association Dance Movement Therapy's (EADMT) training programme standards that are accepted and demanded by the Member Associations of the EADMT. If the criteria for training standards required by National Associations are a representation of the EADMT standards we will have achieved some success towards clarifying and integrating our European DMT professional identity.

Each Association strives to assert their DMT identity, and this is important as we strive for official recognition of our profession across many European countries. A detailed illustration of our training and educational standards will serve as a general guide for DMT training programmes in countries that seek to become a Member of the EADMT. The guidelines for training and education standards also become a valuable tool when assisting new applicant Members to the EADMT to establish their national criteria.

### **1. LEVEL OF TRAINING**

All qualifications in the European Higher Education Area are located within three cycles. One of the objectives indicated in the Bologna Declaration in 1999 was the "adoption of a system based on two main cycles, undergraduate and graduate." In 2003 doctoral studies were also included in the Bologna structure and referred to as the third cycle. The level of a DMT training programme is expected to be equivalent to second cycle education (leading to graduate cycle that is a master's level degree). Private training courses that are located outside educational institutes will be expected to demonstrate that their training programme reaches an equivalent level (through presentation of the documentation of the programme content - see Accreditation section below).

#### **1.1. FULL TIME**

In a full-time academic year (that may also be organised in study blocks) the student workload in most cases ranges from 1,500 to 1,800 hours (workload includes taught time, projects, clinical practice and/or internship, self-directed study, group study and examinations). This is equivalent to 60 ECTS (European Credit Transfer System) credits, where one credit corresponds to 28 hours. Based on the ECTS key feature that 60 credits are allocated to the workload of a full-time academic year, 30 ECTS credits are normally allocated to a semester and 20 ECTS credits to a trimester.

#### **1.2. TAUGHT TIME – HOURS & CONTEXT**

An 'hour' in the ECTS is equal to 45-60 minutes. 'Taught time' is understood to mean 'contact time' between students and teaching staff and indicates *only* the time in which the students are taught directly. This does *not* include internship hours.

#### **1.3. PART TIME**

One study year is less than 60 ECTS credits that means the general workload during the academic/study year is less than 1500 hours.

## 2. PROCESS GROUP

This is also known as the 'Training Group', 'Experiential Group', 'Creative Movement Group' or 'Personal Development Group' and is essentially an opportunity for the student group to meet regularly and explore DMT in action within a group format. There is an expectation that the group dynamics will be addressed and an application of DMT Theory and Skills will be explored in this 'live' situation. The Process Group facilitator is not normally expected to be a supervisor of the students in the group, a therapist of group members or a personal tutor.

## 3. INTERNSHIP - CLINICAL PRACTICE, PRACTICE EDUCATION, PLACEMENT

This refers to the student's hours of practical clinical experience and other activities directly related to this experience and held within the framework of the training programme. Students may be working with and/or alongside other practitioners or be practising individually within a multi-disciplinary team. It is expected that all internships take place within an institutional setting and in collaboration and under the supervision of other professionals who are clinically responsible for the clients. The clinical experience might refer to work within special education, social care settings, hospitals, prisons etc.

## 4. CLINICAL SUPERVISION

This refers to specifically designated sessions, *separate from taught sessions*, which support the student's/practitioner's internship and/or clinical work.

**4.1 INDIVIDUAL OR GROUP SUPERVISION:** Supervision can be facilitated on a one-to-one (individual) or group basis and must be with an appropriately qualified and experienced practitioner (the supervisor) who can assist the student/practitioner to critically reflect upon their practice with clients. Students/practitioners will bring material from their internship/clinical work to these sessions, which will focus on their interpersonal dynamics, DMT skills, theoretical understanding and safe and ethical practice.

NB: Clinical supervision is different from taught sessions and covers more than case management issues which might arise within an internship.

Supervision sessions should be facilitated by a dance movement therapist and/or registered supervisor. However, some supervisors may be from other psychotherapeutic modalities, specifically in countries where DMT is relatively new and/or the number of DMT supervisors is limited and if the student/practitioner requires input from an expert in the field of their practice.

**4.2 PEER SUPERVISION:** Supervision sessions (individual or group) similarly aimed at assisting DMT students/practitioners to critically reflect upon their practice with clients, but facilitated by other DMT students/practitioners not yet qualified or registered as supervisors. Peer supervisors may also be highly skilled practitioners supporting each other by offering their specific expertise in a field of practice.

Peer supervision is usually encouraged as complementary to supervision but not considered sufficient in itself. The hours of peer supervision between students or new

practitioners are not counted towards supervision hours required for graduation or professional registration.

## **5. PERSONAL THERAPY**

This refers to when the student receives regular psychotherapy, for the duration of the programme, in an individual or group setting with a professional of the field who is accepted as suitable by the training faculty. The personal therapy model may include both verbal and arts therapies input. Personal therapy takes place outside the framework of the DMT training programme - whereby a personal therapist *cannot* also be the student's tutor or supervisor.

## **6. REGISTRATION**

**6.1 ALTERNATIVE ROUTE FOR REGISTRATION** – comprises a set of Criteria for Registration as a DMT that is provided for applicants who have not completed a training programme accredited or recognised by the national DMT Association in the country they wish to practice. This route is usually applied to DMTs who have completed a DMT training programme outside of their resident country.

**6.2 GRANDPARENT ROUTE FOR REGISTRATION** – comprises a set of Criteria for Registration as a DMT developed for national pioneers of DMT who have introduced and practiced DMT in their country before the establishment or recognition of a professional training. This route is usually open for a limited period of time.

## **7. CPD (CONTINUOUS PROFESSIONAL DEVELOPMENT)**

This constitutes additional taught sessions or group supervision sessions attended after graduating from a professional DMT training. CPD hours may be required by the national DMT Association to maintain registration. Activities considered applicable to CPD annual/bi-annual logs include attendance and/or presentation at conferences, further education and training, relevant workshops and retreats, group supervision sessions, submission of articles to peer-reviewed journals and chapters to edited books. This is not an exhaustive list and activities may be within the field of DMT or a related field e.g. psychotherapy, other arts therapies, movement analysis etc.

## **8. PROGRAMME RECOGNITION**

### **8.1. VALIDATION**

This is when a University or other educational establishment agrees that the standards of learning and teaching offered within a programme adequately meet their internal and appropriate external training standards. As a result of submission of a validation document to the institution and this being accepted the university of institution will validate the programme for a set period of time - often 5 years.

### **8.2. PROGRAMME ACCREDITATION**

This is when a professional body assesses the standards of a programme against their agreed professional standards and criteria for registration of professionals and finds the programme is undertaken in accordance with their professional requirements. Following the submission of appropriate documents to the professional body with evidence of a range of criteria being met, the professional body may offer accreditation to the programme for a period of up to 5 years.