Programme Specification

MA DANCE MOVEMENT PSYCHOTHERAPY

Valid from: SEPTEMBER 2015
Programme Code: MB9CN
SECTION 1: GENERAL INFORMATION

Programme Title

MA Dance Movement Psychotherapy

Award Title and Interim Awards

Master of Arts in Dance Movement Psychotherapy
Postgraduate Diploma in Dance and Movement as Healing
Postgraduate Certificate in Dance and Movement as Healing

Mode of Study

The MA in Dance Movement Psychotherapy will be delivered as a full-time programme. Modules will be delivered by face to face/blended and work-based/practice-based learning at the University’s Derby Campus (Kedleston Road site).

Programme Start Date

Start date: September 2007
Period of Validation: Continuous

Awarding Institute

University of Derby

College

The MA in Dance Movement Psychotherapy sits in the Department of Therapeutic Practice within the College of Health and Social Care.

Institution Delivering the Programme

University of Derby

Subject Benchmark Statement

QAA Subject Benchmark for Arts Therapy (2004)

External Accreditation/Recognition

Accredited by the Association for Dance Movement Psychotherapy (ADMP) and follows the criteria revised in August 2016.
JACS Code

B900

Programme Specification last Updated

March 2017 for September 2017 start

SECTION 2: OVERVIEW AND PROGRAMME AIMS

The MA in Dance Movement Psychotherapy is the only programme within the Midlands area that provides training as a Dance Movement Psychotherapist. It provides an academic and professional training and has been validated at MA level since 2007. The programme currently sits within the College of Health and Social Care and is delivered alongside Masters programmes in Art Therapy and Dramatherapy.

Following the tradition of the strong clinical practice established at Derby, the programme aims to integrate theory and practice with research as a foundation. In order to obtain the MA, students will be expected to demonstrate the qualities of a reflective practitioner, committed to clinical practice that is informed by research and innovative practice. The programme will develop the student’s capacity for reflective and critical thinking through practice that is based on the concepts and knowledge of the processes that are embodied in a non-dualistic understanding of the body and the mind.

The programme is at the forefront of innovative practice in recognising the connection between neurology, psychotherapy and Dance Movement Psychotherapy. This has led to pioneering research in the neurological and clinical fields that in turn impacts upon the recognition of the potential contribution of Dance Movement Psychotherapy. Fundamental to the programme is the understanding of the body-mind connection and how movement, dance and creativity can bring a more mindful awareness to therapeutic intervention.

Emphasis is placed upon the accessibility of Dance Movement Psychotherapy to the community and the programme assumes that the processes of the whole body and mind are a necessary part of everyday experience. There is also an emphasis on the diversity that working in the community provides. The programme places the sensitivity to the client as central to the development of good practice. The emphasis on practice is fed by the emphasis on the academic standards and requirements of the MA and this will enable reflective and reflexive practice. This will influence the student and will develop and refine their own sensitivities and those of the client. The programme will promote a mindful understanding of the differences and cultures and how this is reflected in the body and mind relationship. The programme team will encourage the exploration of relationship though the creative elements and interlinking of feelings, gestures, body experience, images, stories and thoughts and how this is experienced in the context of social and power dynamics.

There is an emphasis on the thinking body and critical awareness will be supported through the understanding of independent scholarship through a creative and academic study so that of different methodologies will embody the development of practice and the individual journey of the trainee. The programme team believe that it is important to develop reflective practice so that clinical practice can have an ethical basis and creative element. It is important that the journey of therapy will enable the application of integrity and sensitivity to the total body mind experience. There is a core belief in this as it is experienced in the dancing body and the importance of engagement with dance and movement practice as a creative process within and outside of the programme.
The programme has successfully established close links with community partnerships and stakeholders. This has created a rich and diverse network of research and placement opportunities for both staff and students. The programme has also received a number of important accolades and achievements with prizes for a project with refugees, clinical skills development with neurological illness, and a successful research project with Dance 123 BID, (a charity with a focus on eating disorders), and Staffordshire University.

Significantly, there is now collaboration with the British Red Cross in the development of placements. Robust systems are in place to ensure the quality and monitoring of placements for students in order to ensure safe practice. Those students enrolling on to the programme from non-dance backgrounds are guided appropriately in terms of their placement and can utilise the existing links established by the teaching team, many of which continue to work as practitioners. Students are encouraged to approach placement providers independently and may contact new organisations to satisfy their own areas of interest.

As clearly demonstrated in the programme learning outcomes, the MA in Dance Movement Psychotherapy reflects the University’s mission in terms of meeting national, international and local needs, preparing students for employment and further study, enabling them to develop their capacity to learn in a widening access to education. The programme has an international emphasis and this is supported by the programme team who have taught extensively in Europe, the USA, Mexico and Russia. Members of the programme team have presented at conferences nationally and internationally and have been active in collaborative research projects, publishing work that has international and national significance. This experience makes the pedagogical basis for teaching and learning, a rich, innovative and diverse practice.

The programme satisfies the criteria for training outlined by the Association of Dance Movement Psychotherapists (ADMP). As this is psychotherapy training, the programme will explore and study the relationship between therapist and client and the relationships within groups. The student will experience supervised clinical work. This is an extensive part of the programme and students will be expected to be in personal therapy for the duration of their studies. Personal therapy will take place outside of the University course, so that the student can become more aware of their own body reactions, their own personal development and personal issues. This will inform their awareness and responses to the clients. Students will be advised to keep a log of their personal therapy hours which must be 80 hours for the duration of the two-year programme and a form must be signed off by the Programme Leader and the Personal Therapist. The Therapist must be a registered arts therapist, a UKCP registered therapist or if BACP registered they must be a Psychotherapist and not a counsellor.

As a graduate of the MA in Dance Movement Psychotherapy from Derby University, students will be eligible to apply for registration (RDMP) with ADMP UK which will provide a licence to practise. The MA Art Therapy and Dramatherapy programmes are registered by the Health Professions Council (HPC). HCPC standards, and also those of the UK Council for Psychotherapy (UKCP), have also informed the developments of this Dance Movement Psychotherapy programme.
The programme aims are for successful students to be able to:

- Meet the registration requirements of the professional accreditation body.
- Practise within the legal and ethical boundaries of their profession.
- Through placements, form links to the local community.
- Practise in a non-discriminatory manner.
- Understand the obligation to maintain fitness to practise.
- Work, where appropriate, in partnership with other professionals, support staff, patients, service users, and their relatives and carers.
- Demonstrate effective and appropriate skills in communicating information, advice, instruction and professional opinion to colleagues, service users their relatives and carers.
- Develop skills and rigour in the areas of reflective and innovative practice and research.
- Contribute to an International context of Dance Movement Psychotherapeutic practice.

To support the student in meeting these aims, the programme will:

- Provide a positive innovative learning experience which promotes excellence, your personal and professional development and engenders the concept of lifelong learning.
- Promote advanced practice and research so that you can critique your own practice to meet the needs of developing practice of dance movement psychotherapy.

SECTION THREE: PROGRAMME LEARNING OUTCOMES

On completion of the programme successful students will demonstrate:

Knowledge and understanding of:

- Anatomy, neuropsychology, kinesiology, avoidance of injury, physiology and physical disabilities and safe practice for all physical, mental and emotional experience
- A variety of psychological aspects of human development over the lifespan.
- Theories of abnormal psychology, mental illness, psychiatric diagnostic systems and categories, medication and its effects on movement.
- Dance movement psychotherapy, its history and approaches.
- Movement analysis systems.
- The client’s needs and the way they are expressed in movement.
- Research principles.
- Theories of personality.
- Different perspectives on play, the creative process and dance.
- The relationship between the Arts Therapies.

Practical and subject specific skills in:
- The self as a therapist and own movement preferences.
- The nature of relationship; transference and counter-transference and inter-subjectivity
- Political and cultural concepts manifested in the body.
- Integrating psychotherapeutic and movement based theoretical concepts for individual or group/children/adults.
- Anthropological and sociological aspects of dance and movement in a diverse multi-cultural society.
- Promoting the use of movement through the selection of appropriate props, musical, visual or dramatic prompts.
- A range of therapeutic dance forms.
- Facilitating dance making processes.
- Evaluating movement practice that is translated to audiences with or without movement background.

**Intellectual skills in:**

- Analysing theoretical material
- Reflecting upon experience in light of personal and formal theory
- Professional reasoning
- Independent thought
- Evaluating the work of self and others.
  - Inter-subjectivity
  - Formulating therapeutic perspectives.
- Evaluating practice within multi-disciplinary contexts
- Critically reflecting upon theoretical frameworks

**Transferable skills in:**

- Recognising personal strengths.
- Communicating ideas effectively both orally and written.
- Time management.
- Team working and group facilitation.
- Using learning resources and current technology to find, interpret and deliver information.
- Self reliance, innovation and independent thought.
- Reflective practice.
**SECTION FOUR: PROGRAMME STRUCTURE**

**Structure and Curriculum**

This is a two-year programme which comprises three phases. Through a full-time programme, it is delivered in such a way that it is accessible to students who are living at a distance, or need to retain part of the week in which to earn an income. In each semester, one full day is required for University attendance, and one for clinical placement which starts in Phase 1. The programme must be completed within four years from the point of initial enrolment, unless extenuating circumstances apply (this is a derogation from the University PG regulations in response to the need to ensure the currency of the programme and your fitness to practice). This flexibility enables you to proceed more slowly, for example, where additional needs apply while at the same time ensuring the currency of professional training.

During the course of training students will need to complete:

- The equivalent of a minimum of 675 hours, half of which must be clinical work which includes 100 face to face direct contact clinical hours and 60 hours of Mental Health familiarisation, of clinical placement over the duration of the programme.
- Engage in personal therapy which will need to be verified at the end of each year of the programme.
- Have personal therapy for the duration of this two-year programme and for an additional two years if the programme is completed over four years.

<table>
<thead>
<tr>
<th>Phase</th>
<th>Module</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>One</td>
<td>Psyche-Soma: The Body Mind Relationship</td>
<td>20</td>
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<tr>
<td></td>
<td>Movement Observation and Analysis: Studio</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Clinical Placement and Supervision</td>
<td>20</td>
</tr>
<tr>
<td>Two</td>
<td>Dance Movement Psychotherapy: Research, Theory and Skills</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Clinical Supervision and Advanced Practice</td>
<td>20</td>
</tr>
<tr>
<td>Three</td>
<td>Arts Therapies Independent Scholarship: A Body of Work</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Experiential: Group Skills</td>
<td>20</td>
</tr>
</tbody>
</table>

All modules are core. All elements have to be passed to obtain an overall pass grade for the module.

Students will need to pass all modules in Phase 1 in order to progress to Phase 2. 80% attendance in each module is required in order to pass the module.

In Phase 1 the student will also commence the Experiential: Group Skills module, but this is not completed and assessed until the Summer Semester in Phase 2.
Phase 3 runs alongside Phase 2. On successful completion of the whole programme, successful students apply for registration in order to gain a licence to practice in accordance with the requirements of ADMP UK.
Personal Development Planning

The recording of the students’ achievements and reflection upon them are central to their development as reflective practitioners. The University has a policy of encouraging students to engage in Personal Development Planning (PDP) and Continuing Professional Development. We are committed to encouraging students to reflect upon their own learning and achievement. This is demonstrated in the teaching and learning methods used throughout the programme. It is also supported via personal tutorials (individual and group).

All students must become student members of ADMP UK and maintain the membership throughout the duration of the programme.

SECTION FIVE: PROGRAMME DELIVERY

Learning and Teaching Methods

Learning and teaching methods are underpinned by a transformational model of learning which embraces both personal and professional growth. This model aims to promote autonomy of the student both as a professional and as a lifelong and reflective learner who is able to practice professionally and with academic rigour. This reflects the University’s Learning Teaching and Assessment Strategy

Modules in the programme include the following Learning and Teaching methods:

- Videos are used for both reviewing practice in line with the ethical policy of the University and also for demonstrating teaching points from videos in the public domain.
- Student presentation to develop verbal, cognitive, movement and presentational skills.
- Student experience will be communicated through written reflective journals and will be used for developing understanding of personal process and awareness of personal movement profiles.
- Group activities, including the use of on line discussion and activities, and practical experiential sessions will enable the student to understand the body - mind relationship and the integration of theory and practice.
- Written essays and assignments will develop academic rigour, critical reflection and an understanding of the importance of formal theory.
- Discussion will assist the integration of theory and practice, and development of critical thinking.
- The use of technology will underpin many of the teaching and learning methods such as presentation, discussion and movement observation.
- Independent Scholarship will include written component and a Body of Work based within the art form and the relationship to clinical work.
- Examination and application of research methodology.

Placements
There are at least two periods of work based learning on placement with supervision in the university setting. A placement database is available to support students in finding and organising their own placements. Before embarking on placement, there is a period of placement preparation for the student to ensure their readiness for placement.

Placements will be monitored and clinical supervision will be provided in line with professional requirements. Students are encouraged to approach placement providers independently and may contact new organisations to satisfy their own areas of interest.

Placement is a collaborative agreement between the Clinical Manager, University Supervisor and the student and is supported by a well established and robust process of documentation and checks to ensure safe and ethical practice.

Weekly supervision will include student presentations and the assessment will include written case study at both stages of the programme. This can include individual supervision as well if necessary. There is a constant dialogue with students and reflection takes place to check that learning outcomes are being met. There is communication between the placement through the Placement Manager and the University Supervisor and the Clinical Coordinator and Placement Office and quality processes are robust to satisfy quality and best practice.

Phase 1 enables the student to apply the principles of Dance Movement Psychotherapy in a placement setting and in the second year to progress to advanced dance movement psychotherapeutic practice.

The programme is delivered by practising Dance Movement Psychotherapists and staff within the Arts Therapies team, along with guest speakers both national and international.

**Ethics**

All students are required to comply with research governance and ethics principles whilst undertaking their programme of study. This is of particular importance when conducting placements and research involving other people, for example module assessments or Independent Scholarship. Information on these principles can be found on the University Website at [www.derby.ac.uk/research/ethics](http://www.derby.ac.uk/research/ethics).
Assessment

The programme conforms to the University's Postgraduate Regulatory Framework with the following exception:

A minimum attendance level of 80% is required for students to pass the following modules on this programme:

- Psyche-Soma: The Body and Mind Relationship
- Movement Observation and Analysis: Studio
- Experiential: Group Skills
- Dance Movement Psychotherapy: Research, Theory and Skills
- Clinical Supervision and Advanced Practice
- Clinical Placement and Supervision

Failure to attend can result in a non-acceptance of assessed work for the module and also a fail and return decision whereby students are required to retake the module in its entirety. In exceptional circumstances, extenuating circumstances may be implemented on this ruling.

<table>
<thead>
<tr>
<th>Phase 1 Module Title</th>
<th>Assessment method</th>
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<tbody>
<tr>
<td>Psyche-Soma: The Body Mind Relationship (20 credits)</td>
<td>Students will;</td>
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<td>- deliver a twenty-minute presentation</td>
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<td>- produce a video of a movement solo</td>
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<tr>
<td>Movement Observation and Analysis: Studio (20 credits)</td>
<td>Students will;</td>
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<td></td>
<td>- participate in group facilitation of one hour; the structure and practice will show the relationship of the movement to the verbal process.</td>
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<td></td>
<td>- Submit an analysis of their own personal movement profile.</td>
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<tr>
<td>Clinical Placement and Supervision (20 credits)</td>
<td>Students will produce a 4000 word case study based upon the student’s interventions with an individual or client group.</td>
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<thead>
<tr>
<th>Phase 2 Module Title</th>
<th>Assessment method</th>
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<tbody>
<tr>
<td>Experiential: Group Skills (20 credits)</td>
<td>Students will;</td>
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<td></td>
<td>- produce a video which relates the use of symbolism or themes to the movement and dance improvisation experienced within the experiential sessions</td>
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<td></td>
<td>- submit a 2,000 word written critique.</td>
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<tr>
<td>Dance Movement Psychotherapy: Research, Theory and Skills (20 credits)</td>
<td>Students will;</td>
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<tr>
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<td>- submit a 2,500 word essay;</td>
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<td></td>
<td>- evaluate a piece of research in a 20 minute presentation.</td>
</tr>
<tr>
<td>Clinical Supervision and Advanced Practice (20 credits)</td>
<td>Students will produce a 5000 word case study based upon the student’s interventions with an individual or client group.</td>
</tr>
<tr>
<td>Phase 3 Module Title</td>
<td>Independent Scholarship includes;</td>
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</tr>
<tr>
<td>Arts Therapies</td>
<td>- a 5,000 written critique;</td>
</tr>
<tr>
<td>Independent Scholarship:</td>
<td>- viva;</td>
</tr>
<tr>
<td>A Body of Work (60 credits)</td>
<td>- Body of Work based within the art form and its relationship to clinical work.</td>
</tr>
</tbody>
</table>

As seen in the table above, there is a wide variety of assessment methods which ensures the ability to integrate theory and practice, in order to develop academically, professionally and personally.
SECTION SIX: ADMISSIONS

Entry requirements

www.derby.ac.uk/applying

Applicants must have a relevant first degree such as Dance, Dance Movement Studies, Psychology, Sociology, Nursing, Occupational Therapy or Physiology, Education. Students who have no degree in dance will have two-year’s experience in Dance or Movement.

The University’s Regulatory Framework for the Recognition of Prior Learning may be used for non-graduate applicants. This provision will only be used in exceptional circumstances to accommodate the student if they are able to demonstrate an equivalent of the admissions criteria.

The applicant will also need to demonstrate sufficient life experience and emotional robustness, in addition to the appropriate intellectual capacity, to cope with the nature and particular demands of the programme.

In some cases relevant professional experience will be necessary, which may include voluntary, paid, full-time and part-time work in a range of settings. It is important that applicants have taken responsibility for aspects of their work, rather than observing others.

The programme is aware that students may have special needs in terms of placement and other aspects of learning and assessment. Where this is the case, advice is taken from the Student Support and Student Wellbeing Service so that if possible, a way can be found for the student to proceed. The aim is to ensure that, whilst the student is not disadvantaged, a way is found which enables them to progressively gain the kinds of proficiencies necessary in order to be able to later register as a Dance Movement Psychotherapist.

The admissions procedures conform to the University's Equal Opportunities policy and aims to diminish traditional barriers, both formal and informal, which deny access. The programme is open to people who do not have formal academic qualification and welcomes applications from people of all ages as long as they have professional and life experience and can be considered adequately prepared to succeed on the programme. The programme also adheres to the Equality Act 2010 and the Disability Discrimination Act 1995.

For EU or non-EU applicants who wish to train as Dance Movement Psychotherapists, and their first language is not English, care is taken to ensure that the applicant has reached the required standards for English Language. This is set at IELT’s 7.0 so that the student will not be disadvantaged alongside other students.

All applications will normally undergo a selection and interview process requiring attendance at the University. The applicant will be interviewed individually and also within a movement group process by a Registered Dance Movement Psychotherapist. There will also be a written part of the interview where the interviewee is asked to reflect on their group process. In certain circumstances and where interview is not possible, Skype (along with additional evidence such as DVD), may be used in the interview process.

Enrolment on to the programme is dependent upon Criminal Records Bureau clearance and satisfactory health checks. Because Dance Movement Psychotherapists work in a position of trust with vulnerable people, applicants are exempt from the Rehabilitation of Offenders Act 1974 (Exception) (Amendment) Order 1986. Applicants are therefore required to disclose in their application, and at interview, any previous convictions, bind-over orders or cautions. Any criminal convictions disclosed will be discussed with the Subject Manager.
convictions are recent, or part of a continuing pattern of offences or considered to place service users and their agencies at risk, the applicant is unlikely to be offered a place. If the applicant has convictions and is offered a place, they are informed that they must disclose the offences to placement providers and this may limit the choice of placement available to them. Applicants are also advised that their convictions may adversely affect future employment opportunities.

If the applicant is offered a place they will be required to complete an application for the DBS. If the enhanced DBS Disclosure reveals information not previously disclosed, their place on the programme will be reviewed.

With regard to health checks if the applicant accepts an offer on to the programme they are then required to complete an initial health check to ensure that they are fit to undertake the training and in particular the clinical placement components.

SECTION SEVEN: STUDENT SUPPORT AND GUIDANCE

There are many varieties of support within the University at programme, university and module level.

Within the programme

Programme Leader

Personal Tutors: The student will be allocated a Personal Tutor at the start of the programme.

Module Leaders and Tutors

Within the College

The College has a system of Student Liaison Officers who will assist students.

Within the University

There is a well established and confidential Support Wellbeing Service at the University of Derby, which is independent of the programme and available for support during the student’s time at University. They can guide students with financial difficulties, accommodation, health and personal difficulties.

If the student has an on-going difficulty or special needs they may be eligible for a Support Plan for their studies, which the Support Wellbeing Service will prepare with them.

If the student prefers to access support from a different perspective, they could also contact the University Chaplaincy service, whose staff are able to offer support for faith related and non-faith related concerns

Independent advice and support is also available via the ‘The Source’, in the Student Union

Site of study

There is a Student Support Centre located on each of the University’s sites and who deal with such areas as:

- General advice and guidance
SECTION EIGHT: POST PROGRAMME OPPORTUNITIES

Once the student has completed the MA in Dance Movement Psychotherapy/Therapy, has applied for, and been granted registration by ADMP, opportunities for employment and career development will depend upon their area of interest and intended focus.

Whilst Dance Movement Psychotherapy is a relatively “young” profession, there are emergent opportunities in employment which may arise from placement in a variety of settings including community, education and the NHS.

The programme supports the student in gaining confidence in the skills of job application and self-presentation as well as with regard to employment opportunities. Their experience of finding and organising placements will complement this process. ADMP offers further Continuing Professional Development courses and another University delivers a programme which offers supervisor training.

The programme also offers a platform for Doctoral Studies and research.

SECTION NINE: EMPLOYER LINKS

Current developments within the national context and field of Dance Movement Psychotherapy have been considered within the design, content and delivery of the programme. In particular, reference has been made to developments within the Department of Health, Social Services, Community and Voluntary Sectors and the Arts in Health agendas.

Clinical Placement Managers from a range of clinical settings provide an important role not only within the delivery of the programme through offering students clinical placements but also in developing these areas as potential employment.

The above is exemplified by innovative developments:

- Consultation with the local community in Derby has led to local school requests for Dance Movement Psychotherapy students on placements.
- Staff have led on a Schizophrenia project in the NHS, developing practice and research possibilities.
- A research pilot with regard to Dance Movement Psychotherapy and body image has been developed.
- Dance Movement Psychotherapy services have been developed for the following client populations: Eating Disorders, Parkinson’s Disease and Refugees.

All of the above are community projects and involve local communities in Derby or the Potteries and the East Midlands and they reflect a real desire for the development of Dance Movement Psychotherapy practice in schools, community and health contexts. There are now students travelling form the North West and the South East and have worked in schools, women’s centres and secure hospitals and in hospitals with specialist facilities for dementia. These developments have informed the content of modules at the same time as adhering to the criteria of ADMP.