



CRITERIA FOR ACCREDITATION OF ADMP UK PROFESSIONAL PROGRAMMES

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1. CRITERIA FOR ADMP UK ACCREDITATION OF DANCE MOVEMENT PSYCHOTHERAPY PROGRAMMES

1.1 GENERAL REQUIREMENTS

The following requirements form the basis of all training programmes in the UK and provide a base line from which institutions may design and develop a specialist programme that offers professional education in Dance Movement Psychotherapy (DMP)

- a) The education and training outlined can only be acquired within the framework of a postgraduate Masters level programme in DMP which has successfully undergone accreditation procedures through ADMP UK and which is validated by a United Kingdom University. Every recognised and accredited DMP training programme must undergo a review process every 5 years to maintain ADMP UK accreditation.
- b) An ADMP UK accredited programme will contain specific areas of study (see section 2). The level of study of each component shall be determined by the educational institution concerned; however it must be appropriate to the postgraduate Masters level of the programme as a whole.
- c) The minimum period of study shall be two academic years full-time or equivalent (i.e. three years part-time).
- d) The total classroom tutor-student contact hours for all components of study shall be a minimum of 473 hours comprising: Theory–practice integration; Research and Methodology; DMP Core Skills; Movement Observation and Analysis; Embodied Psychopathology; Experiential Knowledge of the Anatomical Body; Human Development and Growth; DMP Process Group; Clinical Supervision. Programmes also shall include a minimum of 900 hours of independent study. This does not include clinical practice which is covered at point (e) below.
- e) Clinical practice hours comprise a minimum of 675 hours over the duration of the programme (see 2.9 and 2.10 for more details). At least half of these hours should be spent on clinical work with at least 100 hours spent in a role of responsibility e.g. lead therapists in a group setting or in one-to-one work.
- f) The extent of each component of study is indicated in section 2, by identifying major areas of study required. Content is not specified in detail within this document. The detailed syllabus for each programme component should be determined by an appropriately qualified programme convener and subject to approval by the validating body of the educational institution concerned.
- g) It is the programme’s responsibility to ensure that all postgraduate students undertake the requisite amount of clinical placement hours (details in section 2.9 & 2.10, below).

- h) It is the training programme's responsibility to encourage all students on a programme leading to professional registration to enrol as student members of ADMP UK, and to maintain that membership for the duration of their training.
- i) It is the training programme's responsibility to ensure that all students are fit to study and practice.
- j) Because there exists a duty of care towards the student and the student practitioner's clients and because a student who successfully completes an accredited course becomes a professionally registered member of ADMP UK, all activities throughout the period of training must comply with the ADMP UK Code of Ethics and Professional Practice.

1.2 PHYSICAL RESOURCES

- a) Training programmes need to be located in institutions that are fully equipped to meet the requirements of a postgraduate Master's level Dance Movement Psychotherapy training. The training institute must be able to accommodate the wide range of academic and practical activities that are essential to the programme. There must be sufficient and suitable studios for movement work, seminars and tutorials with adequate storage facilities.
- b) Appropriate accommodation space must be provided for office use for tutors and support staff, as well as staff rooms and student common rooms.
- c) It is essential that the institution either possesses or has access to a suitably equipped Learning Resource Centre
- d) Training institutions must show that the physical resources allocated are of a standard adequate to meet Health and Safety regulations.

1.3 STAFFING RESOURCES

- a) The core teaching team for the training programme are required to have at least five years post qualifying clinical experience as a dance movement psychotherapist. Teaching staff must have amongst them sufficient ADMP registered Clinical Supervisors and ADMP Registered Private Practitioners with extensive experience and competence in the profession, capable of undertaking the supervision of student placements, tutorial responsibility, training groups, process groups and workshops, lecturing and contributing to the direction of the course and its relationship to the profession.
- b) It is recommended that the programme convener and tutors should have a manageable workload with adequate staff team support and should be supported by adequate administrative staff.

c) It is expected that the core teaching team will be supported by other professionals who are practising, teaching and researching in cognate fields, for example, the arts therapies, psychology, psychotherapy, dance.

d) The facilitator of the Process Group should *not* be the same person as the facilitator of group or individual supervision. It is required that the Process Group facilitator be an experienced DMP practitioner, who is on the ADMP Register of Private Practitioners with a minimum of five years post qualifying experience of facilitation in group process (details in section 2.8).

e) The training institution must ensure that supervisors and process group facilitators should receive, in addition to any peer group supervision, sufficient supervision, commensurate with their workloads, to give proper support and to maintain professional standards

f) Course convenors/programme leaders will automatically be appointed to the ADMP UK Educations and Training Committee and will be expected to attend all meetings either in person or via a deputy. The term of appointment will last as long as they are in post.

1.4 ASSESSMENT

The training programme should contain a range of formative and summative assessments of student progress and learning outcomes for DMP theory, skills, and clinical practice. It is recommended that assessments covering DMP core competences and clinical practice include both practical and theoretical components.

1.5 ENTRY REQUIREMENTS

The training programme must have in place appropriate, documented application and interviewing procedures. Interviews must include experiential components. It is the training programme's responsibility to ensure that applicants have:

a) An undergraduate degree in relevant field of study, or an equivalent professional qualification, or extensive experience in a related field

b) Continuous experience of at least one dance or movement form for a period of two years and exposure to, and experience of, a variety of dance and movement forms.

c) An ability to improvise, relate, and communicate through movement in solo, dyadic and group interaction in addition to an ability to use movement symbolically and expressively.

d) At least one year's relevant practical work experience (voluntary or paid) in settings with vulnerable individuals for a *minimum* of 200 hours.

e) Personal qualities required are: maturity and psychological robustness commensurate with training as a therapist; self-awareness and ability for self-reflection; commitment to self-development; ability to critically reflect, analyse and evaluate; ability to self-motivate; empathy, sensitivity and awareness in relation to others.

2. CONTENT OF DMP TRAINING PROGRAMMES AND CLINICAL PRACTICE WITHIN TRAINING

2.1 DANCE MOVEMENT PSYCHOTHERAPY THEORY-PRACTICE INTEGRATION

Dance Movement Psychotherapy programmes must comprise a critical review of both historical and contemporary theoretical perspectives and practices within dmp and influential psychotherapeutic approaches. These include the following:

1. reference to the following perspectives: anthropological, feminist, phenomenological, systemic.
2. a grounding in at least one psychotherapeutic paradigm; eg. psychoanalytic, psychodynamic, humanistic, transpersonal.
- 3) Psychological, philosophical and aesthetic perspectives on non-verbal communication, play and creativity, including the creative process derived from symbols, imagery and metaphor
- 4) Relationship to the art form, performance, compositional and choreographic skills as relevant to DMP practice;
- 5) DMP in relation to Art, Drama, Music, Play therapies and Body Psychotherapy.
- 6) The professional skills of Authentic Movement (AM), Body Mind Centering (BMC), Laban Movement Analysis (LMA) and Kestenberg Movement Profile (KMP) inform aspects of MA DMP training. However, students will not be certified practitioners of these forms on completion of their MA. In order to become certified practitioners in one or more of these forms students will be advised to continue specific training elsewhere.

2.2 DANCE MOVEMENT PSYCHOTHERAPY RESEARCH

A systematic study of the process of research in DMP and its relationship to cognate professions. Study of research processes in DMP and the Arts Therapies will include qualitative, quantitative and embodied and arts based research paradigms. The content will include an awareness of the requirements of audit, evidence based practice, practice-based evidence, clinical effectiveness and the way in which DMP research contributes to this body of evidence.

It is recommended that students create a synthesis of their theoretical knowledge and clinical experience to pursue their own research interest. A clinical issue, the student's own clinical work or a professional issue may provide the inspiration for their research. Dissemination of research to relevant audiences will be encouraged. Core tutors for this component must be experienced researchers.

The following research competencies need to be developed:

Critical Evaluation: knowledge and understanding of the importance of research and how a critical evaluation of evidence may inform practice and theory in DMP specifically and the Arts Therapies in general.

Understanding Methodology and Methods: a critical evaluation of relevant research and being able to identify appropriate research methods and methodologies for DMP research.

Research Ethics: a thorough understanding of ethical issues in respect of research in line with ADMP UK ethical procedures and those of the training institution.

Research Dissemination: ability to disseminate clinical evaluations and research findings to diverse audiences.

2.3 DANCE MOVEMENT PSYCHOTHERAPY CORE SKILLS

This is an experiential component designed to integrate theory and practice from all aspects of the training. This component provides the experience of both participant and leadership roles in a DMP group and the opportunity to receive feedback from both tutors and peers.

It is recommended that the core tutors for this component be experienced DMP's with no less than 5 years post qualifying experience. A further recommendation is that a diverse range of visiting practitioners contribute to content.

The following core skills need to be developed:

Embodied Ethics: e.g. attention to the socio-political aspects of moving bodies and their non-neutrality; how gender, sexuality, ethnicity, culture, class, disability and anthropocentrism shape our emotional and physical selves and inform our ethical values.

Use of touch: an understanding of the appropriate use of touch within ethical boundaries.

Facilitation: e.g. kinaesthetic empathy, structure, maintaining therapeutic boundaries, assessment, interventions, establishing therapeutic contracts, closure, identifying and working with individual and group themes, using symbolic movement, integration of verbal and non-verbal material, safe practice.

Movement Improvisation: e.g. facility to embody a wide movement vocabulary, ability to engage in spontaneous and playful movement interaction, development of compositional and choreographic processes.

Psychotherapeutic Relationship: As set out above at 2.1, Point 1 which demonstrates the variety of perspectives across a range of psychotherapeutic relationship styles.

The above core skills must be studied and practised both as they emerge in the group and in their clinical application to child and adult clients; a variety of diagnoses; group and individual settings.

2.4 MOVEMENT OBSERVATION AND ANALYSIS

Proficiency in a systematised approach to the observation and description of human movement. This includes exploration and analysis of the individual student's own movement preferences, as well as those of various client populations, both child and adult, and a knowledge of developmental movement patterns throughout the life cycle.

Clinical applications of movement observation should equip the student with:

- 1) Skill in observing and recording client movement;
- 2) Ability to relate this to an understanding of the client's needs in order to assist in the formulation of therapeutic goals and to inform the process of on-going DMP with that client;
- 3) Ability to present this material using accessible language to other clinical professionals in verbal and written form.

2.5 EMBODIED PSYCHOPATHOLOGY

Study of, and, critical engagement with psychological, medical and social models of mental illness including: theories of abnormal psychology, psychiatric diagnostic systems and major diagnostic categories, medication including its potential effects on the body and movement located within current DMP clinical practices and case presentations.

2.6 EXPERIENTIAL KNOWLEDGE OF THE ANATOMICAL BODY

An experiential and theoretical understanding of the human body that includes aspects of anatomy, physiology, kinesiology, biology, neuropsychology and neuroscience as these relate to safe physical practice with diverse populations.

2.7 HUMAN DEVELOPMENT AND GROWTH

Critical engagement with a variety of psychological perspectives on the emotional, biological, neurocognitive, social and physical aspects of human development including: verbal and non-verbal communication in development, pre-symbolic and symbol formation, developmental delays and psychiatric disorders across the lifespan.

2.8 DANCE MOVEMENT PSYCHOTHERAPY PROCESS GROUP

This is an experiential component comprising participation and reflection on a bounded therapeutic process within an educational context. It is recommended that the Process Group shall be a minimum of 70 (seventy) hours for both fulltime and part-time students delivered regularly throughout student contact time within the academic framework. The Process Group will facilitate the exploration, development and understanding of aspects of the student's individual psychology through group DMP process. It will enable the student to integrate DMP practice, relational skills and theoretical concepts through active participation in a group process. The Process Group is an opportunity for the exploration of new behaviours, perceptions and attitudes towards self and others. Also it provides the opportunity to explore and understand the complexities and intricacies of group dynamics. It is required that the supervisor for this component be an experienced DMP with no less than 5 years post qualifying experience, who is on the ADMP Register of Private Practitioners.

2.9 GENERAL REQUIREMENTS FOR CLINICAL PRACTICE

Clinical practice must take place under the overall supervision of a supervisor who is on the ADMP Register of Clinical Supervisors. A tripartite contract, outlining responsibilities, expectations, and assessment procedures, must be set up between training institution, clinical practice setting, and student. A specific line manager must be designated within the clinical practice setting. The accredited course has the responsibility to ensure the suitability of on-site management in relation to the needs of specific clinical placement.

Clinical practice must commence during the period of theoretical and experiential study. Students may continue clinical practice after completion of these hours. Clinical supervision is mandatory throughout all clinical practice during training.

The clinical practice settings provide opportunities for observation and familiarisation with different client groups as well as for application of the material covered in theoretical and experiential studies.

The minimum requirements are as follows:

a) The training institution will require that the student fulfil the equivalent of a minimum of 675 hours of clinical placement over the duration of the programme. Placements will include direct client contact as a therapist providing Dance Movement Psychotherapy in either group or individual sessions. Some placement hours may include client contact as a co-therapist. Experience of at least two different client populations is required. It is expected that students will have placement experience with clients across the life span in a range of settings for example: in and out patient psychiatric units, community mental health, mainstream and special schools, forensic settings, dementia care, learning disabilities, and trauma.

b) Due to the nature of DMP practice the clinical hours include: referral and assessment procedures, recording sessions, attending ward rounds, participating in multi-disciplinary team meetings or doing case presentations and liaising with fellow professionals. These clinical responsibilities are considered essential for psychotherapeutic holding and when working with vulnerable clients in all settings.

2.10 CLINICAL SUPERVISION

The responsibility lies with the training institution to provide weekly clinical supervision concurrent with the programme and clinical placement experience. It is a requirement that at least one of the clinical supervisors on the training programme be on the ADMP Register of Clinical Supervisors. Advanced practitioners in the process of gaining their ADMP supervisory license also may supervise. Clinical supervision within the training programme should be in small groups. Group size should be commensurate with clinical caseload. Experience of supervision from more than one clinical supervisor is required in the training programme. (Also see 1.3 (a)).

The minimum requirement for clinical supervision is 1 hour for every 6 Dance Movement Psychotherapy sessions. Where student caseload is over and above the minimum requirement students will be expected to undertake external private supervision. It is expected that external supervisors are licensed DMP clinical supervisors.

2.11 MENTAL HEALTH FAMILIARISATION

Curriculum Requirements

Trainings must provide a curriculum that covers the following elements:

1. Current approaches to the management and treatment of "Mental Illness", including the role of mental health nurses, occupational therapists and psychiatrists.
2. Different drug treatments that are available and their effects and short and long term side-effects.
3. The basics of the legislative and organisational framework, including the Mental Health Act, the Care Programme Approach and the various agencies involved.
4. Statement on different approaches to mental illness, distress, spiritual crisis.

Familiarisation Placement Requirements

The placement must be in a setting that allows trainees to spend time with those who have severe mental health problems. Additionally the setting must provide an opportunity for discussion with staff involved with assessment and diagnosis. This

can be achieved in a variety of settings including local authority day care centers or voluntary organisations working with client groups with mental health issues e.g. MIND.

Trainees should submit the ADMP 'mental health familiarisation' form alongside their placement portfolios.

Duration

The familiarisation placement should be at least 60 hours long.

3. CRITERIA FOR PERSONAL THERAPY

3.1

Accredited training programmes will have in place mechanisms for ensuring that all students are in appropriate personal therapy for the duration of each year of their training. Personal therapy must be either group or individual or a combination of both. The minimum requirement of Personal therapy is weekly for a minimum of 40 hours for each academic year. Therapy must be continuous, apart from holiday breaks for the duration of the training.

3.2

Students must see a therapist registered as a private practitioner with the Association for Dance Movement Psychotherapy (ADMP) or registered with the United Kingdom Council for Psychotherapy (UKCP), the British Association for Music Therapy (BAMT), the British Association of Drama Therapists (BADth) and the British Association of Art Therapists (BAAT).

In the event of a student opting to have a non-ADMP/UKCP/BAMT/BADth/BAAT (e.g. British Psychoanalytic Council - BPC or British Association for Counselling and Psychotherapy - BACP) personal psychotherapy, the qualifications of the personal therapist must be ascertained and be supplied to the student's training programme before commencing therapy.

In the case of a BACP registered therapist, confirmation that the therapist has done a psychotherapy training is required and the student needs to supply this information to their training programme to ascertain eligibility.

When personal therapy is not Dance Movement Psychotherapy, it should be supplemented with on-going personal dance movement work with the aim of deepening the candidate's understanding of their personal movement process.

Personal therapy should be within the psychodynamic, humanistic, existential or integrative theoretical schools and depending on the orientation of each programme. Since ADMP as a UKCP organisational member belongs to the Humanistic and Integrative Psychotherapy College (HIPC), it is suggested that for the

purposes of UKCP registration applications, candidates experience more than one therapy modality (e.g. psychodynamic and humanistic psychotherapy).

3.3

The personal therapist must not be involved with the student's training programme in any capacity, nor act as their clinical supervisor.

3.4

A Dance Movement Psychotherapy Process Group, as described in section 2.8 of this document, does not meet the requirements of this section for personal Dance Movement Psychotherapy.

4. STUDENT REGISTRATION PROCEDURES AND FEES

4.1 APPLICATION PROCEDURE

It is the expectation that each training programme will encourage all DMP students to be members of the professional association ADMP UK. The length of a student's membership of ADMP UK must be the same as the length of their course. If this requirement has been adhered to throughout their training the student will automatically be registered as RDMP following receipt of confirmation of graduation from their training programme. Students who seek professional registration from ADMP and who have not been members throughout their programme will be charged a fee equal to that payable for each year of their course of non-membership together with an additional late registration fee of £15.