

Dance Movement Therapy Diploma (DMT)



Semester I (180 hours)	Subject Code:	Lectures: 106
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Objectives:

- To acquaint students with the basic tenets of DMT.
- To acquaint students with the various schools of thought of psychology that DMT draws from.
- To acquaint the students with the basic tools and techniques, leaning towards applicability of the subject.
- To help students understand the scope of the work
- To acquaint students with the know-how of how to apply the principles of DMT
- To help students develop some basic documentation skills for their work

Unit 1: Introduction to Dance Movement Therapy

(12)

- Definition and History of Dance Movement Therapy
- Introduction to Body-Mind Nexus through:
 - Body Awareness
 - Exploring Body Image
 - Exploring Range of Motion
- Principles and Objectives of DMT
- Role of dance in Mental and Physical health
- Introduction to ethical practice and basic philosophies

Unit 2: Theoretical Reference to DMT

(12)

- DMT and its relationship with different schools of psychology
- Critical discussion of psychodynamic literature and its application to DMT with special focus on the works of:
 - Sigmund Freud

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- Carl Jung
- DW Winnicott
- Melanie Klien
- Bowlby
- Carl Rogers
- Eric Erickson
- Working Alliance Theories about ethical boundary setting in DMTwork, such as, theories about:
 - The use of touch
 - Confidentiality
 - Consent
 - Developing Reflexivity etc.

Unit 3: Tools and Techniques of DMT	12
<ul style="list-style-type: none">• Experiential and theoretical work around:<ul style="list-style-type: none">- Embodiment- Attunement- Creative Visualization• Psychophysiology: Understanding emotions and their presentation in the body• Working with metaphors and authentic movement• Working with sound, non- verbal work and somatic experiences• Introduction to Process work (Verbal or Art oriented)	

Unit 4: Understanding Self-work	16
<ul style="list-style-type: none">• Performance in and as therapy (relationship between art, aesthetics and therapy)• Learning Movement observation and how to articulate it and reflect it• Laban Movement Analysis• Kestenberg Movement Profile	

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<ul style="list-style-type: none"> • Bartenieff fundamentals • Anatomy and Kinesiology 	
Unit 5: Working with Groups	(12)
<ul style="list-style-type: none"> • Group Dynamics • Group as a microcosm of society and family • Introduction to facilitation skills • Introduction to holding / Containing and Counseling skills • Understanding Cultural Empathy and Sensitivity • Psychosocial work • Understanding Neurodiversity 	

Unit 6: Working with Specific Populations	(30)
<ul style="list-style-type: none"> • How to constitute a group • Understanding the populations: • DMT with children in school settings, therapy settings, and with parents. • DMT with Adults • Psychopathology and DMT • Some common psychic states such as depression, obsession, hysteria and psychosis. • Clinical picture: defences, attachment patterns, needs and conflicts • Specialised groups such as: <ul style="list-style-type: none"> - Special Needs Children and Adults - Geriatric Population - Family Constellation work - Post Trauma work - Working with the Physically Disabled - Rehab Settings • Role of the therapist • Developing a therapeutic presence 	



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- Working with Individuals, theories behind:
 - Setting
 - Working alliance
 - Verbal skills
 - Attunement
 - Spontaneity
 - Creativity

Unit 7: Introduction to Basic Documentation

(12)

- Revisiting LMA and KMP
- How to write a session plan
- Choosing structure and format for session reports based on client, population and setting
- Developing pre-and post- tests
- Studying literature about basic testing, research skills and acknowledgement of biases etc.

After 3 months -

Assignments and library hours (16 hours)

- Critical Reflexivity: In depth study and critical analysis of any one theory or theorist's work including class reflections
- Working alliance setup: Research different methodologies and develop
 - History Taking form
 - Working alliance contract framework
- Assignment on history and pioneers of DMT

Facilitation and reflection Hours (16 hours):

- Peer facilitations and reports
- Art journal development



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At the end of Semester 1 (end of 6 months) -

Assignments and Library Hours (18):

- Developing an intervention plan for any group of students of their own choice
- Understanding one's own affinity to a specific population group and unpacking the choice through theoretical and personal reflection
- Developing: session plan structures and report

Facilitation and reflection hours (24):

- Developing a plan and conducting a session with the peer group in the presence of one faculty member
- Attending peer facilitations and critically analyzing them
- Developing an art journal



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Intermodalities & Research and Reflection

Semester II (110 hours)	Subject Code:	Lectures: 82
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Objectives:

- To acquaint students with Intermodal ways of working with the arts as therapies
- To acquaint students with more psychological frameworks and how they intermingle
- To help students reflect on ethical dilemmas in DMT
- To help the students understand the basics of research methodologies
- To acquaint students with how research and documentation works with DMT.
- To help the students explore self-care, self-work and Continuous Professional Development.

Unit 1: Creative Arts Therapy	(18)
<ul style="list-style-type: none">• Expressive arts therapies• Relationship between drama therapy, art therapy, music therapy and DMT• Working with sculpture, text, story and art• Model of therapy:<ul style="list-style-type: none">- Initial Meeting- Needs Analysis- Intervention- Process work- Closure	

Unit 2: Different Models and approaches	(16).
<ul style="list-style-type: none">• Understanding similarities and differences in different schools of DMT such	

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<p>as authentic movement, 5 rhythms, sesame method etc.</p> <ul style="list-style-type: none"> • Working with behaviorism, humanism, existentialism • Relationship between special education, occupational therapy, psychiatry, CBT and DMT • Collaborative Models 	
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Unit 3: Settings and Assessments	(18)
<ul style="list-style-type: none"> • Working in teams • Working with community settings • Working with vulnerable populations • Understanding medical settings: <ul style="list-style-type: none"> - Hospitals - Hospices - Half way homes - Terminal Wards • Self assessment tools • Practical Concerns while working DMT in vulnerable settings • Professional Code of Conduct • Ethical Dilemmas • Feedback mechanisms according to settings • Developing Case studies • Introduction to BESS, Observation parameters and Notations 	

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Unit 4: Understanding Research	18
<ul style="list-style-type: none"> • Basics of research: <ul style="list-style-type: none"> - How to develop hypothesis - What is primary and secondary data - What are biases and acknowledgements in psychological research - Tools of research • Introduction to Quantitative research methods and principles • Introduction to Qualitative Research Methods and principles • Research and DMT <ul style="list-style-type: none"> - Heuristic research - Reflexive practitioner 	

Unit 5: Self – work	12
<ul style="list-style-type: none"> • Importance of Supervision • Developing individual facilitation skills • Importance of being in therapy • Self – care methods • Art practices • Developing Professional development plans • Culmination and closing of the group 	



End of 9 months -

Assignments and Library Hours (18):

- Difference between creative arts therapy and expressive arts therapy
- Critical Analysis of common ethical dilemmas
- Case study analysis of DMT intervention
- DMT and its relationship with psychodynamic theories

Internship and reflection hours (35):

- Developing an art journal

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- Students will be asked to choose a setting and undergo a supervised internship
- 5 supervision contact hours with a small group

Assessments –

Assignments and Library Hours (18):

- Heuristic research Essay: Introspective and theoretical reflection on the journey of the course and internship with special focus on some theoretical frameworks
- Quantitative Research: Develop a hypothesis and use DMT with a special group to track the pre - and post intervention, to present an analysis.

Internship and reflection hours (70):

- Developing an art journal
- Students will be asked to choose a setting and undergo a supervised internship
- 15 supervision contact hours included with a small group

Supportive Modules:

- **Personal Therapy: Students must complete 36 hours of personal therapy during the training and internship period.**
- **Group Process work will be conducted for two hours during every unit.**



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