

## 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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<ul style="list-style-type: none"><li>- Carl Jung</li><li>- DW Winnicott</li><li>- Melanie Klien</li><li>- Bowlby</li><li>- Carl Rogers</li><li>- Eric Erickson</li><li>• Working Alliance Theories about ethical boundary setting in DMTwork, such as, theories about:<ul style="list-style-type: none"><li>- The use of touch</li><li>- Confidentiality</li><li>- Consent</li><li>- Developing Reflexivity etc.</li></ul></li></ul>	
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<b>Unit 3: Tools and Techniques of DMT</b>	12
<ul style="list-style-type: none"><li>• Experiential and theoretical work around:<ul style="list-style-type: none"><li>- Embodiment</li><li>- Attunement</li><li>- Creative Visualization</li></ul></li><li>• Psychophysiology: Understanding emotions and their presentation in the body</li><li>• Working with metaphors and authentic movement</li><li>• Working with sound, non- verbal work and somatic experiences</li><li>• Introduction to Process work (Verbal or Art oriented)</li></ul>	

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

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

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



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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)

- Expressive arts therapies
- Relationship between drama therapy, art therapy, music therapy and DMT
- Working with sculpture, text, story and art
- Model of therapy:
  - Initial Meeting
  - Needs Analysis
  - Intervention
  - Process work
  - Closure



### Unit 2: Different Models and approaches

(16).

- Understanding similarities and differences in different schools of DMT such

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as authentic movement, 5 rhythms, sesame method etc.

- Working with behaviorism, humanism, existentialism
- Relationship between special education, occupational therapy, psychiatry, CBT and DMT
- Collaborative Models

### Unit 3: Settings and Assessments

(18)

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

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



**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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