



## Dance Movement Therapy Diploma (DMT)

Semester I (180 hours)

Subject Code:

Lectures: 106

### 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 Klein
- 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

- Experiential and theoretical work around:
  - 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

- 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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- Bartenieff fundamentals
- Anatomy and Kinesiology

### Unit 5: Working with Groups

(12)

- 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)

- 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:
  - 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
  - Spontainiety
  - 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

### **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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**Unit 4: Understanding Research**

18

- Basics of research:
  - 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
  - Heuristic research
  - Reflexive practitioner

**Unit 5: Self – work**

12

- 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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