



Application for ADTA Approved Program Status or Renewal: Guidelines for Self-Study Preparation

Thank you for applying for approval or reapproval with the American Dance Therapy Association (ADTA). The Preamble to the [ADTA Standards for Education and Clinical Training](#) (hyperlink provided) speaks to the ethical obligations of the ADTA to ensure quality education that is diverse, inclusive, and exemplifies best practices in administration, teaching, and supervision.

Preparation of the Self-Study is intended to serve two purposes. The Self-Study provides the ADTA Committee on Approval (COA) with documentation as to how the applying program meets the Education Standards. In addition, preparation of the Self-Study supports a process through which the applying program engages in self-evaluation and ongoing program development.

Approved programs applying for reapproval are assessed based on the **current** [ADTA Standards for Dance/Movement Therapy Master's Programs](#) (hyperlink provided). In addition, applications received in 2020-2022 will be reviewed in the context of the pandemic; all [ADTA Guidelines for COVID-19 Accommodations in DMT Education & Training](#) (hyperlink provided) will be considered. Programs are encouraged but not required to move towards compliance with the **revised** [ADTA Standards for Education and Clinical Training](#) which take effect in 2023.

Information about the Review Process:

The review of the Self Study & Approval application is a document review process. The ADTA COA reviews the Self-Study documents submitted by the applying program at their spring meeting. Brief contact with the applying program may be initiated by the committee for the purpose of clarifying committee questions about the Self-Study document. (Contact the Chair of the ADTA Committee on Approval at approval@adta.org for a copy of the COA Policies and Procedures).

I. Application:

Complete the Application Form with authorizing signatures.

II. Forms:

1. Questionnaires for Programs in 3-yr and 6-yr Re-approval

- a. Questionnaire for Supervisors
The applying program is responsible for submitting their Clinical Supervisor e-mail distribution list to the ADTA office **by April 15th** of the academic year preceding submission of the application. The ADTA office will distribute questionnaires via an online survey tool to each dance/movement therapist who served as an internship supervisor during the academic year preceding the application.
- b. Questionnaire for Students
Submit e-mail list of students who have completed all DMT program coursework in the last academic year to the ADTA national office **by April 15th**. Students may still be in the process of completing thesis and/or internship requirements. The ADTA office will distribute questionnaires via an online survey tool in a secure manner.

2. [Internship Facility Information Form](#). The applying program completes a form (provided by the COA) for each student who has completed an internship during the past academic year. The forms can be submitted as an electronic appendix to the Clinical Fieldwork and Internship Section of the Self-Study.

III. Self- Study Format:

It is incumbent upon the applying program to professionally present the self-study as an organized, paginated, document that includes a table of contents and appendices. The Approval Committee will not review the self-study if it is incomplete and/or poorly prepared. Please organize according to the following guidelines:

1. Organize the Self-Study narrative as follows:
 - a. The narrative must be written as one paginated document in WORD or as a pdf.
 - b. Upload application form, narrative and table of contents in one folder. Label “Program Name Year Self-Study Report”.
2. Organize accompanying documents as follows:
 - a. One folder containing all appendices and a table of appendices. Please label appendices to correlate with content in the narrative, using the letter or number of the Standards/Narrative section for which it provides supporting documentation.
 - b. One folder containing all syllabi for a full cycle of courses and a Plan of Study course sequence with course titles and numbers. Please organize syllabi for different modes of delivery (low residency, hybrid, academic year, etc.).

IV. Submission:

Submit all materials and the required application fee to the ADTA National Office for receipt by the **December 15th** due date.

1. Submission by mail: Copy all Self-Study folders and documents to a flash drive and mail to the ADTA Office, wherein the files will be uploaded to a Dropbox and shared with the committee members.

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2. Submission by Dropbox: The Committee on Approval welcomes you to upload your annual report directly to a specific Dropbox maintained by the ADTA.
 - a. Prior to the deadline for submission of the report, you must email the Chair of the Committee on Approval at approval@adta.org to request a link to the Dropbox folder to which you can upload all of the documents.
 - b. You will have access to this Dropbox for a limited amount of time. Once the complete Report and accompanying documentation has been uploaded, your program will no longer have access to the Dropbox without a written request.

V. Self- Study Organization

Prepare the Self-Study in accordance with the preparation outline below. Due to the transition to revised Education Standards, we recognize that some programs will want to report using the current standards and others are ready to focus on the revised standards (in effect 2023). Please note that the LETTERS correspond to the *current* standards and the NUMBERS reference the *revised* standards. You may organize your report using either the alphabetical system of the current standards OR the numerical system of the revised standards.

Please respond with a narrative that fully demonstrates how you meet the Standards. In cases where requirements are not specifically met, provide justifying information.

VI. Narrative Contents

A. Preface

Preamble

The Program may provide a narrative preface to the Self-Study that offers a mission or Self-Study overview statement.

B. Program Philosophy & Theoretical Framework

Standards Section B:

The DMT master's program shall be guided by a philosophy from which the theoretical framework is derived and which leads to an integrated learning experience. In the revised standards, this is represented in the sections labeled "Organization" and "An Integrated Dance/Movement Therapy Education" in the revised standards.

Preparation of Self-Study Narrative Section B:

Discuss the educational philosophy, theoretical framework, and fundamental beliefs that guide the program. How does the program present an integrated DMT education?

C. (8.) Program Objectives

Standards Section C:

DMT master's education shall be designed to provide students with the following:

- C.1. The basic principles, concepts and techniques necessary for the practice DMT. 8.1
- C.2. The skills, knowledge and values basic to DMT as a profession. 8.1
- C.3. Knowledge of DMT as a mental health profession within the broader context of society. 8.3
- C.4. Knowledge of professional and ethical practice in the field of DMT. 8.2
- C.5. Methods for expanding knowledge in the field and improving the quality of practice. 4.1-4.3

Preparation of Self-Study Narrative Section C:

Describe the educational objectives of the DMT Program.

D. Student Competencies

Section II Core Curriculum & Competencies

Standards Section D:

Upon completion of their graduate education, DMT students will have the following competencies:

- D.1. The ability to integrate knowledge and clinical skills generic to the theory and practice of DMT. 1.1-1.7., 2.1-2.4
- D.2. Knowledge and skills in the art of dance and other related movement modalities. 2.1
- D.3. A systematized approach to movement assessment, evaluation and observation 2.5
- D.4. Knowledge of the human body and its processes. 2.1.
- D.5. The capacity to work with a variety of clinical populations and an understanding of assessment, treatment planning and methods of treatment within a clinical setting. 3.1-3.48.
- D.6. The capacity to engage in therapeutic relationships informed by self-awareness, an understanding of cultural context, recognition and respect for diversity, and a commitment to social justice. 2.2
- D.7. Knowledge of individual, family and group psychodynamics and processes. 2.3
- D.8. Skills in research design and methodology. 4.1-4.3.
- D.9. The ability to assume one's professional roles and responsibilities within various settings. 4.4-4.7.
- D.10. The ability to evaluate one's work and to seek continuous improvement of competency. 4.8-4.29

Preparation of Self-Study Narrative Section D:

Indicate how the program prepares students to develop the competencies as listed in the Standards.

E. (2.) Educational Program

Standards Section E:

The educational program shall provide both the range and depth of skills and knowledge necessary for a professional dance/movement therapist. The course of study shall be integrated and sequentially ordered in such a way that it contributes to the development of the desired competencies. (COVID accommodations granted) These guidelines offer the possibility of cooperation between DMT programs and other affiliated graduate programs.

- E.1.** The program shall grant a Master's degree in dance/movement therapy (that is, an M.A. or an M.S.). An equivalent master's degree will be accepted upon committee review. **2.1**
- E.2.** Course descriptions and the specific degree offered shall be stated in the institution's catalogue or its equivalent. **2.2**
- E.3.** The program shall offer theoretical perspectives that are specifically germane to DMT practice. **2.3**
- E.4.** The program shall offer curricular content that provides students with direct experiences in which a variety of dance/movement practices are taught. **2.4**
- E.5.** The program shall offer experiential classes that maintain a student-to-teacher ratio which guarantees faculty responsibility to individual students. **2.6**
- E.6.** In cases where DMT programs are allied with other programs, the DMT program must maintain its discrete identity in terms of content. **2.5**

Preparation of Self-Study Narrative Section E:

State the DMT Program degree title.

Chart the sequence of courses in the DMT Program Plan of Study. (COVID Accommodations granted)

Include course numbers, names, # credits, with courses listed according to term in which they are offered.

Separate plans are expected for each program delivery method (low residency, academic year, other).

Describe the sequencing and integration of curriculum, with regard to DMT theory and practice approaches.

(COVID Accommodations granted)

Report the DMT student/faculty ratio in courses.

Describe the experiential course component.

Describe how the DMT Program maintains DMT identity and content integrity if affiliated with other programs.

Appendices Section E:

Appendix course descriptions and/or identify where they are located in college catalog.

Appendix the University or College Catalog or insert an electronic link.

F. Academic Content

Section II Core Curriculum & Competencies

Standards Section F:

Coursework in the DMT program shall encompass the following content:

- F.1.** Dance/movement therapy theory. **1.1-1.7, 2.1.2-2.1.10,**
- F.2.** The interrelationships between physiological, psychological and socio-cultural factors and their effects on human growth, development and behavior. **2.3.1-2.3.15**
- F.3.** Knowledge of the developmental, expressive, multicultural, and communicative aspects of verbal and non-verbal behavior. **2.2.1-2.2.5**
- F.4.** Methods for observation, analysis and assessment. **2.5.1-2.5.14**
- F.5.** Theoretical information and practical application relating to individuals, families and groups in their psychosocial and cultural contexts, including knowledge of group processes. **2.2.6-2.2.14**
- F.6.** Clinical applications of dance/movement and related psychological theories. **3.12-3.48**
- F.7.** Human anatomy and kinesiology. **2.1.1**
- F.8.** Research in DMT and human behavior. **4.1-4.3**
- F.9.** Knowledge of psychopathology and diagnostic skills. **3.1-3.11**
- F.10.** Basic knowledge of neuroscience as it relates to the theory and practice of DMT. **2.4.1-2.4.12**
- F.11.** Elective content and additional study in areas that enhance the students' skills or adds to their knowledge of mental and

physical health, and human behavior.

Preparation of Self-Study Section F:

Identify how the DMT Program addresses the content specified by the Standards.

Appendices Section F:

Appendix five (5) or more Thesis Abstracts from past year.
Include syllabi for all courses for a full academic cycle.

G. (8.) Clinical Fieldwork and Clinical Internship

Standards Section G Overview:

G. Fieldwork and internships

Fieldwork and internships are required, and shall both be under the administrative and educational direction of the college faculty. (COVID Accommodations granted)

Close liaison shall be maintained between the school and each agency with clearly defined methods for communication and evaluation.

A contract between the school and the agencies shall state the expectations and responsibilities of both parties.

Fieldwork and internship differ in the amount of time spent in an agency, and in the level of responsibility of the student/intern.

Preparation of Self-Study Narrative Section G Overview:

Describe the overall structure and function of Clinical Fieldwork and Internship in the DMT Program.

Describe the DMT administrative and educational oversight for Clinical Fieldwork and Internship.

Describe mechanisms for communication between DMT Program and clinical site.

Describe how Clinical Fieldwork and Internship differ from one another.

Appendices Section G Overview

Appendix fieldwork manual and internship manual or attach equivalent procedural documentation.

Appendix Affiliation Agreement Form including provision for student liability insurance.

Appendix student, supervisor and/or site evaluation forms for fieldwork and internship.

G.1. (8.) Clinical Fieldwork

Standards Section G.1 Clinical Fieldwork:

G.1: Hours earned in Clinical Fieldwork cannot be applied to the Clinical Internship. 8.4

Fieldwork shall provide the beginning student with:

G.1.a. Direct exposure to dance/movement therapy practice within a clinical setting. 8.5.1

G.1.b. An orientation to health and educational systems. 8.5.3

G.1.c. An understanding of the role and function of the dance/movement therapist within the system. 8.5.2

Self-Study Preparation Section G.1:

Describe the structure of Clinical Fieldwork.

Describe how the DMT Program Clinical Fieldwork experience meets Standards G.1.a- G.1.c.

Describe the selection of placements and the student placement process.

Discuss the role of academic and clinical supervisors.

Describe methods of evaluation.

G.2. (8.) Clinical Internship

Standards Section G.2 Clinical Internship:

G.2. Clinical Internship—

The internship shall provide the student with the opportunity to integrate DMT skills and theory within an intensive, supervised practicum experience. 8.16-8.20

It is expected that by the completion of the internship, the student will be ready to assume the role of a beginning clinician.

8.9

G.2.a. The internship shall be a minimum of six months full time or a 700-hour course of study, following the first year of graduate education. **8.10**

This shall include a minimum of 350 hours of direct client contact, all of which must be related to the development of skills required of a dance/movement therapist. **8.10.1 (COVID Accommodation granted)**

G.2.b. Standards for entrance to, and completion of, the internship shall be clearly established by the DMT academic program. These standards shall be written in the institutional catalogue, its equivalent, or in an internship manual. **8.6-8.7**

G.2.c. The internship shall be concurrent with, or subsequent to, the graduate DMT coursework. **8.8**

G.2.d. Core faculty and agency supervisors shall be at the BC-DMT credential level. **3.11**

In the course of the internship, the student shall have a minimum of 70 hours of on-site BC-DMT supervision. In the absence of an BC-DMT credentialed therapist on-site, the academic institution shall provide for 70 hours of BC-DMT supervision. **8.11, 8.15 (COVID Accommodation granted)**

G.2.f Facilities shall be selected on the basis of firm commitment to DMT education and the ability to provide students with professionally trained DMT supervisors capable of integrating and applying academic knowledge to practice. **8.12-8.13, 8.21**

G.2.g. Facilities shall be licensed, accredited or therapeutic settings, which provide clinical experience and in-service education as it applies to criteria for Fieldwork and Internship sites. **8.12 (COVID Accommodation granted)**

Self-Study Preparation Section G.:

Describe the structure and requirements of the Clinical Internship, including requirements for commencement and completion of internship as cited in the DMT Program Fieldwork Manual.

Discuss the role and qualifications of clinical supervisors.

Discuss DMT Program adherence to G.2.f & G.2.g. including how BC-DMT supervisors are contracted when there is not a BC-DMT credentialed dance/movement therapist employed in the clinical site.

Describe the selection of placement sites and the student placement process.

Describe methods of evaluation.

H. (3.) Faculty

Standards Section H:

H.1. There shall be a full-time director in the academic DMT department who is BC-DMT credentialed with extensive teaching, clinical and administrative experience. **3.1**

H.2. The DMT program director shall have a full-time appointment in the institution with primary responsibility to the DMT program. **3.2**

H.3. In addition, there shall be at least one BC-DMT credentialed faculty member appointed full-time to the program, or more than one to constitute one full-time equivalent. **3.3**

H.4. Faculty shall teach only the subject area in which they are qualified. **3.4**

Teaching of DMT practice and theory content shall be limited to BC-DMT credentialed faculty. **3.5**

Teaching of observation and assessment of movement content requires documented evidence of additional and advanced training beyond what is required for master's approved programs. **3.6**

Self- Study Preparation Section H:

Provide a broad overview of the nature of faculty staffing in the program.

Describe how teaching and administrative responsibilities are allocated among residential faculty (full-time and part-time) and adjunct faculty OR complete the Faculty Workload Matrix (see COA for a copy).

Address Standards H.1-H.4

For each faculty member provide status and credential information OR complete the Faculty Workload Matrix (see COA For a copy).

- a. Status: full-time, part-time, adjunct
- b. Status: tenure (if faculty member is not tenured, identify if the position is a tenure track position)
- c. ADTA credential.
- d. Academic rank.
- e. Highest degree earned.

For each faculty member identify teaching and administrative responsibilities:

- a. Courses taught and credit unit assigned to each.
- b. Thesis/independent study assignments (# of students assigned and # of credits granted each)
- c. Administration (hours per week)
- d. Field supervision (# of students and # of hours or % of time)
- e. Advisement (#of students and # of hours or % of time)

Appendices Section H.:

Appendix current CVs for all faculty members.

Optional: Faculty Workload Matrix

I. (1.) Administration

Standards Section I:

I.1. The program's parent institution shall be accredited by its regional accreditation association. **1.1**

I.2. A program in DMT shall be under administrative auspices that assure and support its philosophy, objectives, purposes and goals through:

- a. Adequate financial support. **1.2.1**
- b. Allocation to DMT faculty of responsibility and authority for the program's governance in all respects within the policies and procedures of the parent institution. **1.2.2**
- c. Assignment of faculty workloads that reflect the need for release time for functions basic to the operation of a professional degree program, and commensurate with workloads in other professional degree programs of the institution. **1.2.4**
- d. Criteria and procedures for appointment, promotion and the granting of tenure for faculty in the program which are consonant with those of the program's parent institution. **1.2.3**
- e. Allocation of sufficient support staff to facilitate the orderly administration of the program. **1.2.5**
- f. Provision of space, equipment, supplies and library/media holdings sufficiently adequate to meet the needs of the program. **1.2.6**

I.3. There shall be established criteria and procedures for the filing and processing of grievances by faculty, staff and students in relation to any aspect of program operation, commensurate with those of the parent institution.

Self- Study Preparation Section I:

State how the institution is accredited

Address allocation of monies for program salaries and other program resources. Are these congruent with resources allotted other programs in the university?

Describe the procedures and processes for decision making in the area of educational content, budget, administration, and personnel with regard to the DMT program.

Address Standards 2.c.-2.f

Provide the name and address of the Director of the Program so that a letter of approval status may be mailed to them at the conclusion of the review process.

Provide the name and addresses of the Dean or Provost of the program so that a brief formal letter of approval status may be mailed to them.

Include names and addresses of any other administrative personnel that should receive a formal letter of approval status.

Appendices Section I:

Chart of the administrative organization of the program within the institution.

Attach links to or copies of policy and procedure for filing and adjudication of grievances by faculty staff and students.

J. (4.) Admissions

Standards Section J:

J.1. Students shall be selected for admission to the program on the basis of written criteria and a corresponding

screening process.

4.2

J.2. Admissions criteria shall include the applicant's:

a. emotional, physical and intellectual capacity as well as motivation in accordance with the demands of a graduate program in DMT, 4.2.1

b. a broad liberal arts undergraduate background, 4.2.2

c. a wide range of dance and movement skills, 4.2.3 & 4.2.4

d. the demonstrated capacity to use dance and movement in their broadest creative and expressive functions.

J.3. Admission requirements shall be stated clearly in the regularly published catalogue or its equivalent in the program's parent institution. 4.1

Self-Study Preparation Section J:

State Admissions Criteria re: Standards J.2.

Describe admissions screening procedures fully and how they reflect the admissions criteria.

Identify where admissions criteria are published.

Appendices Section J.:

Include any admissions screening forms, interview questions, and/or admissions criteria.

Provide a link to any online admissions materials, if applicable.

K. (5.) Evaluation Procedures

Standards Section K:

There shall be established explicit criteria and procedures for the evaluation of:

K.1. Students in relation to progress in the academic program, fieldwork and internship components of the program. 5.1-5.5

K.2. Faculty, including a formal feedback system by students. 5.6-5.9

K.3. The program's academic, fieldwork and internship component. 5.10-5.14

Self-Study Preparation Section K:

Describe procedures for faculty evaluation of student progress in the program in both academic coursework and fieldwork.

Describe procedures for student evaluation of educational content and faculty.

Describe procedure for administrative evaluation of faculty.

Appendices Section K:

Appendix forms for academic and clinical evaluation of students

Appendix forms for evaluation of courses/faculty by students

Appendix forms for administrative evaluation of faculty.

L. (6.) Student Advisement

Standards Section L:

The program shall have established criteria and procedures for ongoing advisement of students in relation to their academic and clinical studies. 6.1, 6.3

All advisement related to DMT coursework and practice shall be provided by a trained dance/movement therapist. 6.2, 6.4

Self-Study Preparation Section L:

State the provisions for academic advisement of students.

State the policy for probation and/or dismissal of students.

M. (7.) Job Development

Standards Section J:

The program shall participate in the development of employment opportunities for its graduates. **7.1-7.3**

Self -Study Preparation Section J:

Describe how the program supports students in the job search process and participates in job development opportunities.

N. Program Development**Self- Study Preparation Section M:**

Discuss the specific strengths and weaknesses of the program

Discuss any plans for program revision or development.

9. Guidelines for Distance Learning

Please note that the revised ADTA Standards include very specific requirements for distance learning. If your program regularly includes distance learning, report on the following standards. Compliance with Distance Learning Standards is not required until 2023.

Distance Learning procedures that were hastily put in place as a result of the pandemic will not be assessed in terms of compliance. Please note if/when the program pivoted to distance learning as a result of the pandemic, and include whatever information possible.

Standards Section 9.: Distance Learning Standards

9.2 Standards Application to Distance Learning—Programs are responsible for demonstrating that the method of delivery is an effective means of promoting student competency while meeting all the Standards. **(COVID Accommodations granted)**

9.3 Overarching Program Requirements, Consistency, and Equivalency (COVID Accommodations granted)

9.3.1 Distance learning programs can be any combination of face-to-face, hybrid, and online coursework.

9.3.2 Programs must specify and provide rationale for the ratio or # of hours of face-to-face to distance learning per course, if any, as well as for the program as a whole.

9.3.3. Distance learning programs must apply for program approval even when approved face-to-face programs are housed within the same academic institutions as approved face-to-face programs.

9.3.4. The academic institution shall have mechanisms in place to ensure consistent application of policies, procedures, and standards for enrolling, persisting, and matriculating in the course or program.

9.3.5. When an identical program or one with an identical title is also offered on campus, the institution must demonstrate functional equivalency across all domains of each program with established mechanisms to ensure equitable quality among delivery systems.

9.3. Purposes and Resources (COVID Accommodations granted)

9.3.6. The purposes shall be clearly stated in the admissions materials with demonstrable institutional support that fulfills such purpose through current or proposed systems of distance learning.

9.3.7. The institution must allocate ongoing technical and financial support that sustains distance learning programs in their scope, purpose, size, and content.

9.3.8. The program shall provide and publish academic and technical support services. It is recommended that time is dedicated at the beginning of the program to teach the use of technology and that course specific technology requirements are also taught at the beginning of the course.

9.3. Delivery systems, Verification, Evaluation, Technology, & Communication (COVID Accommodations granted)

9.3.9. Delivery systems must support the program purpose, educational and clinical components, and the teaching and learning of student competencies.

9.3.10. The academic institution must implement verification methods (secure login and password, proctored examinations) to ensure that the registered student is the same student who participates in and completes the

program and is awarded academic credit.

9.3.11. The academic institution must establish and publish the technical competence and equipment requirements of students for each distance learning program or course and assess whether students meet these requirements prior to enrollment.

9.3.12. Institutions must employ policies and procedures that protect student privacy and notify students of costs associated with verification of student identity at time of registration.

9.3.13 Programs must employ policies and procedures that protect confidential client information including the duration that course content and related assignments are held or available.

9.3.14 Course instructions, expectations, evaluation criteria, mechanisms for communication with instructors and students, and policies on distance learning decorum must be clearly articulated and readily available to all constituencies involved in a distance learning program

9.3.15 Evaluation measures specific to distance learning shall be established for each course and the program as a whole for students to complete at regular intervals

9.3. Faculty (COVID Accommodations granted)

9.3.16 Faculty must demonstrate knowledge in various modules and learning management systems employed by the institution, and remain current with new technology

9.3.17 In addition to meeting the ADTA standards for faculty, load issues should be taken into consideration when designing, administering, and teaching in the program as distance learning requires a significant amount of time that extends beyond the credits of the courses

9.3.18 Office hours can be fulfilled virtually and/or responding to students within a timely manner as established by the institution. Such policies need to be clearly posted and readily available.

9.3. DMT curriculum (COVID Accommodations granted)

9.3.19 Distance learning programs must meet all Program Outcome Standards as well as Academic and Clinical Curricular Standards evidenced by student success in achieving competencies within all 4 curriculum content areas as set forth in the *ADTA Standards for Education and Clinical Training*

9.3.20 Faculty determine what content is delivered online and how that delivery is implemented in accordance with the Standards

9.3.21 In addition to traditional components of a syllabus (description, rationale, competencies, outline, assignments, evaluation methods) (see glossary), all syllabi must include technology requirements and related student support and resources.

9.3.22 Online learning management systems and additional technology utilized to support academic and clinical distance learning must be clearly articulated in the curriculum and effectively advance student learning

9.3. Evaluation (COVID Accommodations granted)

9.3.23 Methods of evaluating Practice (Core Content Area 3 of Section II) competencies long distance must be specified

9.3.24 Methods of evaluating movement observation and assessment competencies long distance must be specified

9.3. Clinical Training and Supervision

9.3.25 Legal contracts and/or affiliation agreements must be in place, which specify the roles and responsibilities of the program, site, BC-DMT supervisors, on site supervisors, and the student

9.3.26 Program staff or faculty must serve as a liaison between the academic program and clinical sites, providing support and training

9.3.27 Individual on-site and academic supervision must be provided in accordance with the Clinical Internship Standards. A minimum of 70 hours of BC-DMT supervision is required. Site visits can occur through such means as video and teleconferencing, but must include audio and visual components and direct observation of the student's work while upholding all legal and ethical mandates of the profession, site, and academic program, especially as related to issues of confidentiality.

9.3.28 Group supervision by the academic BC-DMT may also be provided through discussion boards, synchronous conferencing, and/or live-time webinars while upholding all legal and ethical mandates of the profession, site, and academic program, especially as related to issues of confidentiality

Self-Study Preparation Section 9.

The following are requested but not required, unless a program/course was intentionally designed to be

distance learning during a regular course of study.

Discuss how the method of delivery promotes student competency, and substantiate the interface of best pedagogical practice, method of delivery, and technological systems while upholding the ADTA Standards. Describe how the distance learning experience is qualitatively and functionally equivalent to the on-campus program.

Specify and provide rationale for the ratio or # of hours of face-to-face versus distance learning per course and/or program as whole.

List procedures in place for student verification, evaluation, privacy/security, and confidentiality in distance learning and any associated costs.

Unless listed on individual syllabi, list all technological competencies, online learning management systems, equipment requirements, and additional technology required for distance learners and any associated costs.

Unless listed on individual syllabi, define distance-learning specific course instructions, expectations and mechanisms for communication.

List resources and/or trainings available to faculty to assist with learning management systems and new technology.

Appendices Section 9.: (COVID Accommodations granted)

Provide links to or copies of policies and procedures related to admissions to distance learning programs.

Provide links to or copies of technical support services offered to distance learners.

Provide links to or copies of distance-learning evaluations of Practice competencies and movement observation and assessment competencies.

If distance learning programs have a separate fieldwork and/or internship manual or associated forms, kindly provide copies/links.

Thank you for your thoughtful, timely, and comprehensive response to the Self-Study. Questions regarding the application process or submission can be directed to the Chair of the Committee on Approval at approval@adta.org.

Revised, April 1991

Revised, January 1997

Revised April, 2011

Revised October, 2013

Minor revisions November 2019

Minor revisions January 2021

ADTA ADDENDUM TO APPLICATION FOR PROGRAM APPROVAL*

GLOSSARY OF TERMS-- for use in completion of the self-study or program application

Academic Curriculum – all required and elective courses, sequentially organized, that comprise the degree requirements of a program.

Administrative Organization – hierarchical administrative structure of program.

Admission Criteria – academic, personal and dance/movement requirements stipulated by institution to qualify for entry into program.

Advisement – information and consultation on academic, internship or other matters related to educational and professional development.

Clinical Internship – clinical service as a dance/movement therapy intern for a period of six months full-time of a minimum of 700 hours over the course of study which meets all of the criteria listed in ADTA's Standards for Graduate Dance/Movement Therapy Programs.

Clinical Population – term may be appropriately used to draw patient/client distinctions in terms of age, diagnosis, psychosocial and/or developmental issues, and for prevention of problems and disease.

Clinical Supervisor – A BC-DMT who provides supervision in a dance/movement therapy clinical placement.

Course Outline – Form provided by the instructor to student that describes the purpose and objectives of course, content, requirements, methods of evaluation, required readings, and how the course content is to be covered through the semester.

Development – course content that covers the human life span from birth to death.

Faculty – full and part-time instructional personnel affiliated with the program.

Fieldwork – pre-internship dance/movement therapy experiences in a clinical setting, designed to provide students with: a) direct exposure to dance/movement therapy within a clinical setting, b) an orientation to educational and health systems and c) an understanding of the role and function of the dance/movement therapist with the system. Hours earned in Fieldwork cannot be applied to the internship.

Faculty Workload – all activities (teaching, advising, supervisory, administrative, etc.) which comprise a faculty member's total responsibility to the program.

Internship Placement Procedures – how internship policies are implemented regarding the establishment and maintenance of the clinical placement by the program inclusive of forms and contracts used to do so.

Liability Insurance – legal and financial protection against liability of the student while student is placed at a clinical facility.

Objectives – broad academic and clinical goals of the program.

Philosophy – fundamental beliefs informing program's educational objectives.

Release Time – time granted to attend conferences and other professional developmental opportunities.

Student Competencies – areas of knowledge and skills students will have upon completion of the program.

Theoretical Framework – the conceptual model, principles and assumptions that guide the academic and clinical components of the program.