

Core DMT Competencies

Final Document

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1. Dance and movement skills and competencies:

- a) Creating, leading, and supporting dance- and movement-based interventions and experiences through the application of evidence-based dance-skills (EBDS*) and effective leadership in/through movement with individuals or groups;
- b) Facilitating movement in ways that are accessible, clear, and empowering (creates agency);
- c) Clarity of direction/intention with movement;
- d) Demonstration of a systematized approach to movement observation, assessment and evaluation;
- e) Establish a therapeutic relationship informed by the theoretical framework which includes embodiment and movement with an integrated theory of change.

*Details on EBDS are being developed in a separate document

2. Rehabilitation/health competencies:

- a) Understanding of (neuro)anatomy, kinesiology, movement analysis, and relevant models of health and disease;
- b) Working knowledge of factors/symptoms associated with specific diagnoses supported by biological knowledge of brain/body functions;
- c) Ability to read/engage with research and apply/translate it to practice;
- d) Understanding of how specific elements of dance/movement can address aspects of health/disease.

3. Psychosocial competencies:

- a) Familiarity with aspects of development and well-being that can be addressed through dance and movement experiences in a variety of settings (group or individual);
- b) Understanding of treatment goals and approaches with a variety of patient/client populations;
- c) Knowledge of human and motor development throughout the lifespan;
- d) Understanding of individual and group dynamics and processes;
- e) Ability to nurture and facilitate dynamic experiences that foster inclusion, communication, engagement, integration, and self-expression;
- f) Contribute to building coping skills, resilience, emotional range and adaptive abilities.

4. Professional competencies:

- a) Safe and effective use of self: Knowledge of competencies and limitations, and the practice of effective decision-making in the application of self in a therapeutic relationship;
- b) Commitment to lifelong learning and continuing education;
- c) Responsibility for personal and professional self-evaluation, including seeking appropriate supervision and peer support;
- d) Understanding of one's professional role and responsibilities within diverse settings;
- e) Recognize how one's own or other's cognitive, emotional, behavioural and movement patterns may influence outcomes, goals, and the therapeutic relationship;
- f) Awareness of how influences of intersectionality, location of self and client, and biases in theory, movement, creativity, and change can potentially affect practice and outcome.