

Study guide

Cohort 2022-2025

Update 2022

Master of Arts Therapies

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Preface

June 2022

Dear Dance Therapy and Music Therapy student,

Herewith the Study Guide of the Master of Arts Therapies 2022-2025.

It contains general as well as specific information about both Master programme, Dance Therapy and Music Therapy.

Apart from this study guide, which will also appear on Codarts' website, there are other handbooks, guidelines, and readers full of useful and important information. These are available on the Codarts online educational platforms.

- Study guide Codarts (general information)
- The Research Reader and Research Handbook (year 1)
- Fieldwork guidelines (year 1)
- The Internship handbook (year 2)
- Supervision guidelines (year 2)

For all course descriptions you can log into Osiris Catalogus or use the 'My Codarts' app. You can also make use of My LMS, the interactive electronic learning system Codarts uses. You are advised to keep this guide and all additional information, as in the future, after graduating from our university, national or international professional associations may ask you for detailed information about your training programme.

You are embarking on a very special journey, a bumpy one at times perhaps, as for a large part it is a journey into the unknown. This can offer you enormously rich experiences and provides you with new insights, knowledge and understanding.

In all courses of the Master of Arts Therapies you will be challenged to re-evaluate the relationship with your arts practice/profession. The professional identity that is asked for requires a transition from being a professional and/or passionate musician or dancer, towards becoming an arts-informed music- or dance therapist. This transition takes time and starts by giving yourself time to 'land'. Stay open and curious, learn, question and be critically (self)reflective and you will be well on your way before you know it...

Please feel free to get in touch with the programme leaders Music Therapy and Dance Therapy, the staff or your personal tutors whenever you need to.

On behalf of the whole faculty, we wish you an inspiring study.

Carola van 't Hof (Programme leader Master Music Therapy)

Simone Kleinlooh (Programme leader Master Dance Therapy)

Rosemarie Samaritter (Programme leader Research Master of Arts Therapies)

1 | Codarts Rotterdam

Introduction

Codarts is an international university firmly rooted in Rotterdam society, offering high-quality Bachelor's and Master's programmes in the fields of music, music theatre, dance, circus, music and dance education and music and dance therapy.

Diversity, interdisciplinarity and sustainability are anchored in Codarts' genes. We are part of national and international networks. The innovative education and research programme Rotterdam Arts & Sciences Lab - a collaboration between Erasmus University Rotterdam, Willem de Kooning Academy/Hogeschool Rotterdam and Codarts - testify to this.

Codarts has over 1,000 students, of about 65 nationalities, and about 420 staff members.

Codarts Rotterdam provides the following study programmes:

Bachelor of Music (Jazz, Pop, World Music, Classical Music and Music Theatre)

- Bachelor of Music in Education
- Bachelor of Dance
- Bachelor of Dance in Education
- Bachelor of Circus Arts
- Master of Music
- Master of Arts in Education
- Master Arts Therapies (Dance Therapy and Music Therapy)
- Master Choreography (Joint degree with Fontys, Tilburg)

Education at Codarts

Codarts Rotterdam trains talented and driven dancers, musicians and circus performers to become dedicated and inspiring artists, leaders and facilitators, ready to spread their wings in a dynamic, international context.

Our mission is based on six concepts that together make up Codarts' vision: Craftsmanship, Self-Management, Diversity, Inquisitiveness, Sustainability and Connectivity.

Craftsmanship

Codarts combines the oldest traditions and the latest trends in its professional arts education, which is based on international standards. Students immediately apply everything they learn in projects, performances and concerts

Self-Management

Codarts regards students as self-conscious designers of their own future. From the very start they learn to both take and share responsibility. This means that everything is focused on developing their personal artistic identity to the greatest effect.

Diversity

Codarts is firmly rooted in Rotterdam and has always been passing on the most diverse cultures, styles and disciplines to new generations of performing artists who indeed see the world as their operational field.

Inquisitiveness

Codarts is a research-oriented community where ideas and questions are developed, exchanged and evaluated. This takes place in a constant collaboration between professors, teachers, students and external partners. At Codarts, doing follows naturally from thinking and the students are explicitly challenged to engage in both.

Sustainability

Codarts prepares students for a professional life that may last dozens of years. Therefore, students are coached intensively in developing and maintaining their health, resilience and flexibility.

Connectivity

Codarts is the link between talents and the international professional field. In the end, everything is about connections. Connections between artist and colleagues, between artist and audience, between artist and society. Obviously, the international professional field comes to Codarts to scout talent. Aside from that, Codarts is in close contact with numerous local, national and international organisations in order to make those talents be seen and heard outside its own walls as well.

2 | Master of Arts Therapies

Where artists become arts therapists

Codarts Master of Arts Therapies is a part-time programme that spans three years and is offered in English. The study load of the programme is 120 EC. 1 EC is the equivalent of 28 hours of study. Students graduate with a Diploma Master of Arts Therapies with either a specialisation in Dance Therapy or in Music Therapy.

Mission

The Master of Arts Therapies (MAT) trains talented students to become dedicated and reflective Dance or Music Therapy practitioners, ready to contribute to the diverse field of Mental Health and Wellbeing.

History

From July 1995 until 1998 a Dance Therapy course was organised in the form of a four-year postgraduate training with a core programme of main subjects in Dance Therapy and Laban Movement Analysis. The Rotterdam Dance Academy (RDA) chose to give the course a part-time character enabling the students to combine it with working in the professional field. This part-time formula appeared to attract students and teachers from abroad. After evaluation of the first course cycle, the RDA extended the curriculum with supporting subjects in psychology, anatomy, and research. This second cycle ran from 2000-2003. In June 2001 the course was officially recognised by the Ministry of Education, Culture and Science as a postgraduate programme in Dance Therapy.

At the beginning of 2004 the four-year course was converted into a two-year programme in which the internship experience became part of the curriculum. This programme carried a study load of 120 European Credits. In 2007 the postgraduate programme was converted into a master's programme and accredited as such by the Dutch government (and accredited again in 2012 and 2019 with excellent results). After evaluating the first full master cycle it became apparent that an extra year was necessary to fulfil all requirements. As from September 2012 the programme is officially offered as a three-year part-time education, which gives the students more time to process and integrate everything learnt and experienced and to finish internship and thesis.

In 2014 Codarts submitted a request to the NVAO (Dutch Flemish Accreditation Organisation) to change the name of the Master in Dance Therapy into Master of Arts Therapies, thus making it possible to expand the existing Master in Therapy with the specialisation of Music Therapy. Permission was granted and the Music Therapy programme at Codarts began in 2016.

The Music Therapy programme was developed in collaboration with the Department of Music and Performing Arts MA Music Therapy Team at Anglia Ruskin University, Cambridge UK. For a large part the Dance Therapy and Music Therapy education follow the same structure, and some courses are taught together although the content differs according to the Dance Therapy or Music Therapy professions.

The arts in therapy

The art forms of dance and music, or elements of these art forms, are used to achieve therapeutic goals. The programme looks at dance/music from psychological, philosophical, biological, physical, expressive, cultural and social perspectives and explores the meaning of dance/music from these various angles. Both programmes are rooted in the Codarts University for the Arts and for the education students who have a strong and diverse background in dance or music are selected.

The research domain into the Arts Therapies is related to human experiences with a specific focus on the contributions of arts-informed practices to mental health and well-being.

Didactic vision

The programme's fundamental point of view is that a theoretical approach must go hand in hand with applied, practical experience. Such an integrated approach will assist students to, gain experiential understanding and insight, build critical reflexive capacities and develop therapeutic skills.

The programmes' central teaching concepts include the integration of theory and practice, discovery through practical experience, and exploratory learning. Ultimately, students learn through experiential learning and the critical reflection on their experiences. The underlying foundation in different theories encourages and enhances the critical reflection on the profession of Dance Therapy or Music Therapy.

Since an enquiring attitude requires a reflective, open mind, students are encouraged to experience their educational process as a journey of discovery, and into the unknown. This journey enables a sense of creativity, new insights, and other perspectives.

Students regularly present their learnings, either through in class presentations or assessments, combining performativity in both verbal and nonverbal (artistic) components and underpinning these with relevant theory.

Working cross disciplinary between dance and music adds to the programme with an enriching perspective. Students explore and critically evaluate and reflect on the commonalities and differences between both modalities.

The international teaching faculty is composed of professionals with extensive teaching and professional therapeutic experience. The faculty team is well versed in the range of knowledge and skills relevant to these disciplines, and their experience in conducting applied research also enhances the quality of the programmes. Most teachers have a background in dance/music and improvisation, which strongly supports the programme's fundamental curriculum.

The arts-informed vision, the composition of the curriculum, the programme's outspoken international character, as well as the cross disciplinary perspective create the unique identity of the Codarts Arts Therapies programme, which is well recognised within the Netherlands and throughout Europe. This was also stated by the (international) accreditation panel in December 2019:

“The panel highly appreciates the unique profile of the programme, which makes it stand out from other programmes, both nationally and internationally. It is impressed by what the programme has achieved in the past years and what it has to offer for the future. “

“It has a professional and cohesive team of expert tutors, coaches and supervisors and offers a challenging, fully student- centred learning environment for its students who themselves are strongly invested in the continual improvement of the programme. The panel judges that the quality of the tutoring within the programme is very high and supports students in every possible way. In this sense is fully aligned with the high demands, responsibility, and ethics of the profession of arts therapy.”

“The panel applauds the strong sense of community shared by both the students, staff and management alike, which helps to create an open and safe atmosphere in which students can develop their individual profile as arts therapist.”

The level of the programme is recognised nationally and internationally, e.g.:

- Through regular accreditations by the Dutch government every six years.
- The Codarts Master of Arts Therapies is recognized by the Dutch Association for Dance Therapy (NVDAT) and the Dutch Association for Music Therapy (NVvMT). Both associations welcome students to become members.
- The NVDAT is a full member of the European Association Dance Movement Therapy (EADMT).
- The NVvMT is a full member of the European Music Therapy Confederation (EMTC) and is an associate organizational member of the World Federation of Music Therapy (WFMT)
- Codarts' MAT is a full member of the European Consortium for Arts Therapies in Education (ECArTE).
- Graduates are eligible to register with professional associations in the Netherlands, NVDAT or the NVvMT. For students who plan to work Internationally after graduation it is advised to contact the respective professional Dance or Music Therapy association for detailed information concerning educational recognition, European credits (EC's) and membership registrations.

Ethics

The Master of Arts Therapies is designed to support students through a developmental pathway that includes an ethical framework. As students enter the programme, they are introduced to general ethical issues and responsibilities as found within group work, shared leadership and individual commitment. This growing awareness for ethical issues mirrors the learning process of a trainee being gradually exposed to ethical responsibilities in a clinical situation.

The Codarts Master of Arts Therapies' Ethics Committee has developed guidelines for ethical research conduct and offers advice on ethical aspects related to doing research in a clinical setting.

Students:

- Students will assist their own and their peers' learning and will be mindful of their responsibilities as a developing professional to the best of their abilities.
- The student group, assisted by a tutor, will negotiate and co-create amongst themselves an appropriate code of conduct to adhere to during the education. Such a code might include topics as: good timekeeping, active participation, proper preparation, awareness of diversity of abilities and cultures, use of respectful language and behaviour, matters of privacy etc.
- Throughout the education and for their clinical internships and thesis research students must adhere to Codarts' code of conduct (to be found on Codarts Intranet, under student, rules and regulations)
- As they mature in their roles of Dance Therapy and Music Therapy students, and become trainees and clinical practitioners, the students are expected to read and commit to related professional codes of practice.

For Dance Therapy students:

- the FVB's Beroepscode voor Vaktherapeuten: <https://fvb.vaktherapie.nl/beroepscode> (Dutch code covering all the arts therapies and psychomotor therapy) and
- the EADMT's Code of Professional Practice: <https://www.eadmt.com/?action=article&id=24>

For Music Therapy students:

- the FVB's Beroepscode voor Vaktherapeuten: <https://fvb.vaktherapie.nl/beroepscode> (Dutch code covering all the arts therapies and psychomotor therapy) and
- the EMTC code of ethics: <https://www.emtc-eu.com/ethical-code>

In addition to the above codes, once fieldwork observations and internship begin there is a need for trainees to also follow the specific internship's code of conduct. Trainees make a commitment to become aware of, and abide by, the codes of conduct within the host institution, and to ensure their conduct is in line with their host institution's as well as Codarts' ethical codes for research.

Codarts staff, team and management, commit to:

- The Codarts' code of conduct

- Producing and keeping up to date study and course guides and other documents containing necessary information about the curriculum and yearly assignments;
- Addressing issues of dual roles of staff and trainees and negotiating as appropriate related issues of transparency, privacy, confidentiality;
- Good time-keeping for teaching and assessing; having awareness of difference; using respectful language and behaviour.

3 | Curriculum overview

Curriculum Master of Arts Therapies 2022-2025, overview

Dance Therapy

	Courses	Year 1 developing	Year 2 connecting	Year 3 integrating	Total E.C.*
Dance Therapy Theory, Skills and Methods	DT I-VII and DT VIII-XIV	15 ECTS	11 ECTS		26 ECTS
	Development Lab. I and II	1 ECTS	1 ECTS		2 ECTS
Observation and Analysis	LMA I and II	4 ECTS	4 ECTS		8 ECTS
Psychological and physiological framework	Psy I-V (together with Music Therapy)	12 ECTS	8 ECTS		20 ECTS
	(Neuro)anatomy / Physiology I - II	2 ECTS	3 ECTS		5 ECTS
Research	Research I and II (together with Music Therapy)	5 ECTS	5 ECTS		10 ECTS
	Research Proposal		3 ECTS		3 ECTS
	Thesis			17 ECTS	17 ECTS
Professional Practice	Fieldwork	3 ECTS			3 ECTS
	Internship (including on site supervision)		**	23 ECTS	23 ECTS
	DT Group Supervision		**	2 ECTS	2 ECTS
	Personal Therapy	***	***	2 ECTS	2 ECTS
Total per year		41 ECTS	35 ECTS	44 ECTS	120 ECTS

* 1 credit point (E.C.) is 28 hours, contact time and self-study included

** internship and therefore also supervision may begin in year 2

*** personal therapy starts in year and continues throughout the education

Music Therapy

	Courses	Year 1 developing	Year 2 connecting	Year 3 integrating	Total E.C.*
Music Therapy Theory, Skills and Methods	MT I-VI and MT VII-XIII	11 ECTS	12 ECTS		23 ECTS
	Development Lab. I and II	1 ECTS	1 ECTS		2 ECTS
Improvisation and Composing,	IC I-V	7 ECTS	4 ECTS		11 ECTS
Psychological and physiological framework	Psy I-V (together with Dance Therapy)	12 ECTS	8 ECTS		20 ECTS
	Neuromusicology I - II	2 ECTS	3 ECTS		5 ECTS
Research	Research I and II (together with Dance Therapy)	5 ECTS	5 ECTS		10 ECTS
	Research Proposal		3 ECTS		3 ECTS
	Thesis			17 ECTS	17 ECTS
Professional Practice	Fieldwork	2 ECTS			2 ECTS
	Internship (including on site supervision)		**	23 ECTS	23 ECTS
	MT Group Supervision		**	2 ECTS	2 ECTS
	Personal Therapy	***	***	2 ECTS	2 ECTS
Total per year		40 ECTS	36 ECTS	44 ECTS	120 ECTS

* 1 credit point (E.C.) is 28 hours, contact time and self-study included

** internship and therefore also supervision may begin in year 2

*** personal therapy starts in year and continues throughout the education

4 | Structure of the Programme

The Master of Arts Therapies carries a total of 120 European Credits (1 EC= 28 clock hours) and is based on a total study load of 3360 hours. The study load consists of scheduled classes, participation in development labs, self-study, homework and examination assignments, presentations and fieldwork and internships. A research project and writing a thesis conclude the programme.

Class (or online) attendance at a minimum of 80 % is essential and required as the experiential learnings are critical for integrating the principles of Dance Therapy/Music Therapy.

To achieve the programme's goals and learning outcomes, the curriculum has been composed into 5 units:

- Dance Therapy: Theory, Skills and Methods and Music Therapy Theory, Skills and Methods
- Dance Therapy: Observation and Analysis and Music Therapy: Improvisation and Composing
- Psychological and Physiological Framework
- Research
- Professional Practice

There is an overarching theme for each year of study: developing in year one, connecting in year two and integrating in year three.

- **Year 1** focuses on development and growth, play, creativity, giving meaning to dance or music, finding out about one's (movement or music) preferences and values, exploring the body or musical improvisation, different Dance Therapy or Music Therapy principles and methods, psychology, diversity issues, and through constant critical reflection connecting everything to personal interest and qualities, building up the enquiring mind. Getting acquainted with clinical practice through fieldwork, classes in leadership styles and skills and initiating internship.
- **Year 2** connects practice to education, clinical reasoning, clinical internship and sharpening research skills, psychopathology, observations, building confidence and further strengthening the identity as a dance or music therapist.
- **Year 3** applies the acquired and accumulated skills, knowledge and experience further into the internship and thesis, the integration of it all.

Years 1 and 2

The first two years classes take place on Fridays plus twice per month on Saturdays. There are three intensive weeks of four to five days, usually one in October, February/March and June/July. Dance or Music Therapy supervision and psychopathology supervision is offered in small groups as soon as students commence their internships.

Year 3

In the third year the programme continues to provide Dance Therapy or Music Therapy supervision, psychopathology supervision and specific research skills labs. For the thesis individual coaching is offered.

Dance Therapy: Theory, Skills and Methods

Music Therapy: Theory, Skills and Methods

These courses cover the broad scope of dance or music therapeutic methods and theoretical approaches that are recognised and used in the contemporary international field of the arts therapies. Students are not exclusively trained in one specific approach, instead are offered a wide spectrum of methods and theories, as we believe this makes them more flexible and so equips them in the best possible way to find their own professional identity. In the “Theory Skills and Methods” courses students will be challenged to re-evaluate the relationship with their arts practice/profession. The professional identity that is asked for requires a transition from being a musician, dancer or other professional, towards becoming an arts-informed music or dance therapist. This process takes time, curiosity, learning and critical (self)reflectivity and develops throughout the experiential courses. Within the experiential classes students learn to invite and engage ‘clients’ into an arts-experiential space and artistic interaction in the present moment through embodied and musical (inter)action. As such new experiences and developments can take place that may open clients’ perception to other ways of acting, regulating, and relating than those they use in the context of their daily lives.

All the experiential courses are assessed with your presence and/or a presentation and/or a paper. Course assessments focus on the knowledge, skills and specific methods addressed in that course. Possible assignments and their criteria are laid down for each single course in the course description.

Dance Therapy: Observation and Analysis

Music Therapy: Improvisation and Composing

The theoretical and practical approaches and methods in Dance Therapy and Music Therapy are supported by the study of movement analysis (Laban Based Movement Studies) for the Dance Therapy students, and improvisation and composing for the Music Therapy students.

Psychological and Physiological Framework

Specific Dance Therapy and Music Therapy course work is offered separately. The greater part of the structure is similar, which enables Music Therapy and Dance Therapy students to work together in generic subjects such as Therapeutic Schools, Developmental Psychology, Psychopathology, Research and parts of Neuro-anatomy/Physiology/Neuromusicology.

Group experience

During the first two years of the programme students engage in an experiential group process (Dance Therapy and Music Therapy separately) and personal/ group experiences are linked to the theory of Group Psychotherapy. Becoming aware of group

psychotherapeutic theory helps discern, analyse and deal with one's own group processes and difficulties that might occur along the way and supports the future practitioner intern/Dance Therapy/Music Therapy therapist when working with groups in clinical practice.

Research

Codarts' MAT provides students with the knowledge and skills to develop a professional attitude and expertise as a mental health professional with an expertise as a practice-based researcher.

The Master Dance Therapy/Music Therapy is:

- a reflective practitioner with knowledge about evidence based AT practices and theoretical frameworks that are used in the AT's
- a practice-based researcher with knowledge about research methodologies and designs and with master level research skills

The research programme is organised in a blended learning format and consists of research classes, online seminars group- and individual coaching. Research modules in Years 1 and 2 offer the theoretical framework for the students to build their knowledge about research methods, learn about the practical application of the theories and develop their research skills. Personalised coaching in Years 2 and 3 will support students to build, conduct and document their final thesis research project.

From the beginning, students are encouraged to explore the practice of the arts therapies (through fieldwork). From observation and participation students may find their personal initial research question. Group and individual coaching will support the student to deepen and expand this initial interest and develop their personal research practice. While personal inclinations are encouraged and accepted, the programme also invites students to participate as a researcher in larger projects and contribute to the knowledge development of the professional field of Dance Therapy and Music therapy.

The student's process is monitored closely through formative and summative evaluation moments which include presenting work-in-progress for peers and teachers.

Professional Practice

Fieldwork

Fieldwork ensures that the programme has a practical, real-world orientation from the very beginning. Students are asked to visit and observe professional dance or music therapists at their clinical work at least four times. The aim is to get acquainted with clinical institutions, different arts-therapeutic approaches and client populations.

Internship

The internship prepares students to step into the actual work world of the profession. If the Dutch language is sufficient, it is best to start as soon as possible after completion of Fieldwork in the second half of the first year of training. It may start or intensify later,

depending on the student's available time, next to study and work. It goes without saying that being in internship during the taught component of the programme helps integrate theory with practice. International students should keep in mind that Dutch internship sites require a good command of the Dutch language. International students can organise internships abroad in another European country with an alternative planning, during summer and partly in year 3. The decision to either learn Dutch or do the Internship abroad needs to be made as soon as one enters the programme, as it effects the type of research that can be conducted as well

Students need to have a minimum of 400 hours of professional experience over a minimum period of nine months in a clinical setting. However, it is strongly advised to continue the internship over a longer period of time and acquire as much experience as possible.

The internship and fieldwork are overseen by a fieldwork and internship coordinator, provided by Codarts, who keeps track of the student's development and stays in regular contact with the student, the institute's on-site supervisor and head of the programme and, if needed, with Codarts' Music Therapy and Dance Therapy supervisors. There is a separate fieldwork and internship handbook, which describes the conditions, goals and assessment criteria of the fieldwork and internship and contains all used formats.

Supervision

A minimum of 100 hours of on-and offsite supervision is required. The student receives on-site supervision at the internship site by a therapist from the internship institution. During the internships students must also participate in (small) group Dance Therapy or Music Therapy off-site supervision, offered by the programme. This is meant to assist the students to critically reflect upon their practice with clients. Students will bring internship material /clinical cases to these supervision sessions, which focus upon the student's interpersonal dynamics, Dance Therapy or Music Therapy skills and safe practice.

The programme's Dance Therapy or Music Therapy supervision sessions are given by a registered supervisor, who meets the standards set by a professional association for Dance Therapy or Music Therapy. If students choose to arrange an internship outside the Netherlands and therefore cannot participate in the group supervision organised at Codarts, online individual or group supervision might be offered (under certain conditions, described in the aforementioned internship guidelines).

Personal Therapy

Students are required to commit to personal therapy for the duration of the education (50 hours minimum). This can be done with either a registered dance or music therapist, other arts therapist, or with a registered psychotherapist. The personal therapist is not to be involved in the programme in any way. The personal therapy is NOT paid for by the education, and it needs to be considered that the costs of personal therapy are on top of Codarts annual institutional fee.

Module Descriptions

Each course is described in Osiris Catalogus and in MYLMS, which outlines the relevance and relationship to the profession and its goals and content. These course descriptions also give information on desired learning outcomes, didactic methods, required and recommended readings, assessment procedures and criteria. The module descriptions are also to be found on MYLMS.

Exemptions

It is possible to qualify for an exemption from a component of the curriculum on the basis of earlier education, training and/or work experience. In order to receive an exemption, the student has to submit a written request to Codarts' Examination Board, supported by copies of relevant diplomas, certificates, written proof of work experience, and suchlike. More information on the exemption procedure can be found in the general info guide.

If the student's CV demonstrates a thorough knowledge on master's level and/or experience in the areas of psychology, psychotherapy, (neuro)anatomy, physiology, Dance Therapy or Music Therapy clinical work, supervision and/or research, the student may be exempted from (part of) these modules. No exemptions however are granted for the Dance Therapy or Music Therapy modules, the research proposal and thesis.

A Certified Movement Analyst may apply for an exemption of the LMA I module, but not for the LMA II module, as its focus on the therapeutic application in clinical practice.

Students who have completed a BA training in Arts Therapies and have shown sufficient mastery of research methodologies (to be assessed as part of the audition procedure) may apply for an alternative, more compressed research trajectory through the research programme.

This shortened research trajectory will be framed over 2 years instead of the regular 3 years. Additional documentation about this trajectory in detail is available from the coordinator research.

Assessment

The Master of Arts Therapies believes in constructive feedback for any kind of test, assignment or examination to further students' process and development. The student's performance in each module will be assessed according to evaluation procedures and criteria set out in the course outlines. When relevant and appropriate courses will be jointly assessed. Most courses are assessed on a two-point scale: Passed/Not Passed. Only the thesis and thesis presentation are assessed on a 100-point scale. (marks 1-10, with decimals)

Codarts Master of Arts Therapies uses two forms of assessment to follow and administrate study progress:

Formative assessment: no credits are awarded for this kind of assessment. Homework or presentations are used to monitor and guide the student's process and development, and feedback and advice are given.

Summative assessment: credits are awarded for this type of assessment when at a given moment the result or the product must be passed or not passed. Feedback and advice form part of this type of assessment as well.

Attendance at a minimum of 80 % always forms part of a summative assessment, either as specific criterion or as entry requirement for the exam. An extra assignment will always be given if this percentage is not met.

Next to this criterion, specific course criteria are assessed. These are all described in Osiris Catalogus and on MyLMS. Students can check this also on the MyCodarts app.

In general, assignments will be assessed according to whether they:

- Demonstrate an understanding of the theoretical concepts and methods explored in class
- Present the practical experience gained in class
- Demonstrate the ability to integrate theory and practice

Paperwork needs to:

- Show academic writing qualities
- Demonstrate application possibilities for specific treatment goals and settings
- Reflect student's own learning processes by relating to theory and experience

The Teaching and Examination Regulation (TER, or in Dutch: Onderwijs- en Examenregeling, OER) of Codarts applies to all Codarts programmes. For the MAT additional regulations are laid down in an addendum to the general TER. The TER contains information on the structure of the MAT rules and regulations around tests and re-examinations (for students and teachers), exemptions, supervision of study, and administration. The TER is available for reference in the library and on MyCodarts (mycodarts.nl).

5 | Student support

Within the Master of Arts Therapies the following support is offered:

Personal tutor

Next to personal therapy, which takes place outside Codarts, students can ask advice, get guidance from a personal tutor who is a dance or music therapist, on matters of educational development within the programme. The tutoring can take place twice per year during the first two years of study and can be initiated by the personal tutor or the student. Tutoring is not assessed nor is it obligatory. However, it is recommended to make use of this offer, as it can greatly assist the learning process.

Dance Therapy tutors are Katharina Conradi and Céline Gimbrère.

Music Therapy tutors are Kathinka Poismans and Harry Kappen

Furthermore, the programme leaders Music Therapy and Dance Therapy offer help and guidance in more practical matters concerning the study.

Student monitor

As students' progress through the Masters programme, the Core (Management) Team keeps track of their education trajectory and regularly discusses their advancement. Every year, one-on-one talks are held with each student to discuss individual experiences with, and progress in the MAT programme overall.

Based on availability, talks may be held in person or online.

Year 1 January : Progress

Year 2 January : Progress

Year 3 July/September: Exit talks

Academic tutor

Students lacking experience or having difficulties with for instance a more structured or academic way of writing and thinking can receive extra guidance from an academic tutor

Student meetings

Students and the programme leaders Dance Therapy and Music Therapy come together for a couple of scheduled meetings per year. Both students and the programme leaders can bring in items to discuss.

Student Life

Student Life is a high-quality student support programme and offers information, education, guidance and care in areas relating to performance enhancement, personal development, injury prevention and general wellbeing. Services include:

Student counsellor, Boukje Kruit-van Rijn (decaan@codarts.nl) can help you when you have questions concerning exam postponement or studying with a disability or chronic illness, but also when you have questions about insurances, finances or housing.

Performing Arts Health Centre (PAHC) focuses on injury prevention, enhancement of overall (physical, psychological and social) wellbeing, mental skills and performance enhancement. The PAHC consists of a team of various healthcare specialists who are experienced in working with performing artists:

specialist:	advice regarding:
physiotherapist	<ul style="list-style-type: none"> • complaints of posture, joints, muscles and nerves • training and improvement/optimization of performance • technique in relation to physical complaints.
(sports) dietician	<ul style="list-style-type: none"> • general nutritional advice • nutrition and energy • nutrition in relation to maximizing performance.
voice therapist	<ul style="list-style-type: none"> • healthy use of your voice • problems with voice and breathing • optimal tuning between speech and vocal techniques.
mental coach	<ul style="list-style-type: none"> • motivational problems • performance anxiety • study skills • stress • coping with injuries • perfectionism
performance coach	<ul style="list-style-type: none"> • interaction instrument/performer • performance presentation • link between musical and physical intention and intuition

The PAHC works closely with healthcare specialists in various disciplines in-and outside school who are experienced in working with professional dancers and sport related professionals providing the best advice and services possible.

6 | Quality assurance

Feedback and evaluation

The programme leaders takes care to involve various internal and external groups in monitoring and evaluating the programmes, including:

- Students meetings
- Teachers meetings
- Advisory Committee meetings
- Coordinators team meetings
- Research steering committee meetings
- Research team meetings
- Research coaches meetings
- Supervision/fieldwork/internship meetings

Additional information comes through written or verbal feedback:

- From all students in individually scheduled talks, once per year (study progress)
- From all students anonymously on completion of modules using Codarts' Evasys and personally in "the exit talk" with the programme leaders.
- From biennial student satisfaction research (NSE- National Student Survey),
- From all graduates, through occasional job surveys
- From all teachers, formal and informal, in between evaluations/observations

Structural consultation

The programme leaders are supported by:

- **The core team**, to develop and monitor the programme's policy, to further the integration of programme components, to track and implement developments (both in- and outside the programmes) and to monitor students in their development
- **The research steering committee** to implement and evaluate research policy, to monitor the quality of research inside the programme. This team consists of the research programme leader, the research coordinator and the research advisor Music Therapy
- **The research team**, to follow up on policy and content of the research modules, and student progress. This team consists of the research coordinator and the research teachers together with the programme leader of the MAT research
- **The coaches committee**, which consists of coaches, who coach the students in their research proposals and theses, and second readers (second assessors). Together they provide feedback and assess students' proposals and theses, and give feedback on quality and assessment procedures of proposal and thesis
- **The ethics committee**, which offers advice on ethical aspects related to doing research in a clinical setting
- **The advisory committee** a group of professionals from outside Codarts; Dance Therapy and Music Therapy practitioners and a healthcare professional (psychologist/psychiatrist) who work in mental health care institutions and private practices, as an 'outside eye'

Study Committee

One Dance Therapy and one Music Therapy student representing the Master of Arts Therapies take part in the Performing Arts Study Committee, which consists of students and teachers from different study years and departments. To be part of the student panel gives the students the opportunity to discuss certain aspects of their study programme at Codarts which they feel might need improvement or discussion. Approval by this panel is sought for changes in the curriculum.

Joining the panel creates an excellent opportunity to be more involved and connect with students from other departments.

Through this combination of external monitoring and internal feedback and consultation the curriculum remains up-to-date and is consistent with national and international professional standards and practice.

Alumni

A programme of alumni relations concerns the following goals:

- To obtain a better sense of the connection between the MAT programme and the professional world: e.g., keeping track of where the graduates work and offering 'refresher' programme activities for graduates of the programme.
- To provide students with more information about possible internship placements, fieldwork possibilities, to help create a professional network.

One way of doing the above is organised through social media groups for all Dance Therapy and Music Therapy students, alumni and teachers. In these groups information can be shared of upcoming events as presentations, conferences, and workshops or of vacancies that came to our attention. Current students can see where the graduates work, particular client groups they work or have worked with, and if they can offer fieldwork, research- and/or clinical placements.

Alumni are regularly invited to extracurricular lectures and events within the programme often in close collaboration with the professional associations, the NVDAT and the MVvMT. Several of our alumni, now experienced therapists themselves, are involved in the education as teachers and/or members of the research committee.

7 | Professional standards

The Netherlands

The Nederlandse Vereniging voor Danstherapie (NVDAT) and the Nederlandse Vereniging voor Muziektherapie (NVvMT) are the Dutch Associations for Dance Therapy and Music Therapy. They are professional associations and part of the Federatie Vaktherapeutische Beroepen (FVB). Both our programmes are recognised by the associations, which makes it possible for our students to already become member during study. After graduation they can professionally register as dance or music therapist with the Register Vaktherapie when meeting some additional requirements as working as a therapist and engaging with continuous professional development

Codarts and the Dutch Associations collaborate in offering a programme of continuous education. (International) guest teachers will offer workshops for members of the association for which credit points, needed for re-registration, can be received.

FVB: Federatie Vaktherapeutische Beroepen: www.vaktherapie.nl

NVDAT: www.nvdat.nl

NVvMT: www.nvvmt.nl

The Master of Arts Therapies of Codarts is a member of KenVaK - Lectoraat Kennisontwikkeling Vaktherapieën. www.kenvak.nl. KenVaK is a research center for the arts therapies, a cooperative of Zuyd University of Applied Sciences, Utrecht University of Applied Sciences, Stenden University of Applied Sciences and HAN University of Applied Sciences. KenVaK's goal is the development of the body of knowledge of the arts therapies and psychomotor therapy, by means of (collaborate) research in practice and curriculum development in the bachelor and master training programmes.

Europe, Dance Therapy

Through the annual European Network for the Professional Development of Dance Movement Therapy, held since 1996, a European Dance Movement Therapy Association (EADMT) was established in October 2010.

According to the mission statement the EADMT “represents national professional dance movement therapy associations in Europe, working actively to promote their further development of professional practice and the legal recognition of the profession. The EADMT assures and promotes the quality of dance movement therapy practice and trainings in Europe for the protection of clients, professionals and institutions. The EADMT aims to nurture mutual respect of differences and to foster exchange and collaboration between member countries.” The Nederlandse Vereniging voor Danstherapie (NVDAT) is a full professional member of the EADMT. European Association for Dance Movement Therapy: www.eadmt.com

Europe, Music Therapy

The development of music therapy as a profession in the form of a European-wide organisation began in 1989 with the foundation of the European Music Therapy Association, EMTA, that organised the first Dutch international congress for music therapy, focusing on the exchange between European music therapists.

The European Music Therapy Confederation EMTC was founded in 1991 and in 2004 achieved official AISBL status at EU level in Brussels as a non-profit making, international, professional organisation, according to Belgian law with a constitution, bylaws and a code of ethics.

The EMTC is a confederation of professional music therapy associations (i.e. associations for qualified, practicing music therapists), working actively to promote the further development of professional practice in Europe, and fostering exchange and collaboration between member countries. An important focus for the EMTC is the European Music Therapist Register (EMTR). The structure of the EMTR became operational in 2012. The European Music Therapist Register (EMTR) is linked to the level of higher education standards of a master's degree.

The Dutch Association for Music Therapy (NVvMT) is a full professional member of the EMTC.

European Music Therapy Confederation: www.emtc-eu.com

Outside of Europe, Dance Therapy

Every country has its own required level of education for entry into the dance therapy profession. Please make sure to check these requirements. The Core Team will help out where possible.

Outside of Europe, Music Therapy

In 1985 the World Federation of Music Therapy was founded in Genoa, Italy. It is now organised under the laws of the state of North Carolina in the USA.

Its mission as stated on the website is: *'WFMT is dedicated to developing and promoting music therapy throughout the world as an art and science. The Federation supports the global development of educational programs, clinical practice, and research to demonstrate the contributions of music therapy to humanity'* The WFMT is divided into eight global regions representing different parts of the world: Africa, Australia/New Zealand, North America, Latin America, Southeast Asia, Europe, Eastern Mediterranean, and Western Pacific. Conferences are held every three years.

As a university Codarts' Music Therapy programme is an associate organisational member. Students can be members too.

The World Federation of Music Therapy: www.wfmt.info

8 | Faculty and staff

The Master of Arts Therapies faculty

Dance Therapy Theory, Skills and Methods

Fabian Chyle, Katharina Conradi, Céline Gimbrère, Lorna Hauff, Simone Kleinlooh, Jeannette Mac Donald, Marko Punkanen, Rosemarie Samaritter, Suzi Tortora and others to be announced.

Music Therapy Theory, Skills and Methods

Anke Coomans, Carola van 't Hof, Ming Hung Hsu, Meertine Laansma, Helen Loth, José Pouwels, Kathinka Poismans, Marko Punkanen, Eleanor Richards, Alan Turry, Eckhard Weymann and others to be announced.

Dance or Music Therapy Group Dynamics

To be announced

Laban Movement Analysis

Katharina Conradi

Music Improvisation and Composing

Harry Kappen, Helen Loth, José Pouwels, Eleanor Richards and other guest teachers

Psychology / Psychotherapy

Gea Procee and Rozemarijn Boonstra Schalk.

Neuro-anatomy/Neuromusicology /Physiology

Artur Jaschke, Kathinka Poismans, Rosemarie Samaritter and other guest teachers

Research coordinator

Tamara Rumiantsev

Research

Ditty Dokter, Raluca Popa, Marja Cantell

Research coaches (Dance Therapy and Music Therapy)

Marja Cantell, Anke Coomans, Ditty Dokter, Philomena de Groot, , Raluca Popa, Eleanor Richards, Rosemarie Samaritter.

Research 2nd readers (Dance Therapy and Music Therapy)

Irina Cleff-Haüssler, Katharina Conradi, Simone Kleinlooh, Meertine Laansma, Annemieke Plouvier, Rozemarijn Schalk, Juliane Tissen.

Research Ethics Committee

Annemieke Plouvier and Magda Ramaker

Dance Therapy Supervision

Renate Hoenselaar, Annemieke Plouvier

Music Therapy Supervision

Juliane Tissen, Jennifer Zantopp

Fieldwork and Internship Coordination

Dance Therapy: Kitty Veldhuis

Music Therapy: José Pouwels

Personal Tutors Dance Therapy

Katharina Conradi

Céline Gimbrère

Personal Tutors Music Therapy

Kathinka Poismans

Harry Kappen

Advisory committee

Renate Hoenselaar, Borut Koçar, Albert Berman, Alec Chatolev

The MAT Staff

Head Master of Arts Therapies – Caroline Harder (ad interim)

Programme Leader Codarts MAT Research - Rosemarie Samaritter

Programme Leader Dance Therapy - Simone Kleinlooh

Programme Leader Music Therapy - Carola van 't Hof

Research Coordinator – Tamara Rumiantsev

Planning and Support – Lara ter Braak

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