

Study guide Master of Arts Therapies

Cohort 2022-2025

Update 2023

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Preface

June 2023

Dear Dance Movement 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 Movement 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 Manual
- Fieldwork guidelines
- The Internship manual
- Supervision guidelines

For all course descriptions you can log into Osiris Catalogus or use the 'My Codarts' app. You can also make use of MYLMS, 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.

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 movement 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 Movement 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 Movement Therapy)

Rosemarie Samaritter (Programme leader Research Master of Arts Therapies)

1 | Codarts Rotterdam

Introduction

Codarts Rotterdam is an international university that offers high quality professional arts education in the fields of music, dance and circus. The university has about 1000 students of 65 nationalities and approximately 420 employees. Codarts Rotterdam provides the following study programmes:

- Master of Arts Therapies
- Master Choreography (Joint-degree with Fontys, Tilburg)
- Master of Music
- Bachelor of Dance (Performer)
- Bachelor of Dance in Education
- Bachelor of Circus Arts
- Bachelor of Music (Jazz, Pop, World Music, Classical Music, Music Theatre)
- Bachelor of Music in Education

Codarts' Master of Arts Therapies holds two specialisations at master's level, a Dance Movement Therapy education, and a Music Therapy education. This study guide is meant for both specialisations and will give an overview of the programme and provide practical information.

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 Movement 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's 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 and follows the structure of the curriculum of Codarts' master's in Dance Movement Therapy.

For a large part the Dance Movement Therapy and Music Therapy education follow the same structure, and some courses are taught together although the content differs according to the Dance Movement Therapy or Music Therapy professions.

In 2021 the associate professorship Arts & Health was established. This professorship is connected to the Master of Arts Therapies and aims at contributing to the professional field of the arts therapies and highlighting the relevance of the performing arts for positive health and mental wellbeing. The research domain of the associate professorship Arts & Health is related to the impact and meaningfulness of the performing arts dance and music for personal life and society. A special focus is on the human experience of aesthetic practices in relation to health and wellbeing. Research topics of the associate professorship Arts & Health cover the applicability of arts-based and arts-informed interventions in community settings, societal networks and (mental) health settings. Link: <https://www.codarts.nl/en/research/codarts-research/professorship-performing-arts-medicine/associate-professorship-arts-health/>

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 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 Movement Therapy/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 Movement 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 / 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 the Codarts website, under Social Safety)
- As they mature in their roles of Dance Movement 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 Movement 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 | Structure of the Programme

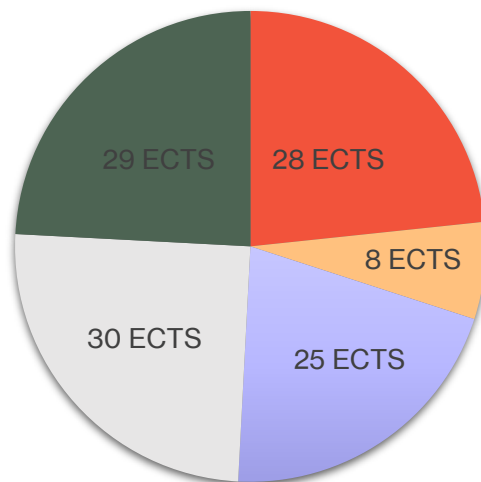
The Master of Arts Therapies carries a total of 120 European Credits (1 EC= 28 clock hours) and is based on a total study load of 3360 hours. The study load consists of scheduled classes, self-study, homework and examination assignments, presentations and fieldwork and internships. A research project 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 Movement Therapy/Music Therapy.

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

Dance Movement Therapy
1. Theory, Skills and Methods
2. Observation and Analysis
3. Psychological and Physiological Framework
4. Research
5. Professional Practice

Music Therapy
1. Theory, Skills and Methods
2. Improvisation and Composing
3. Psychological and Physiological Framework
4. Research
5. Professional Practice

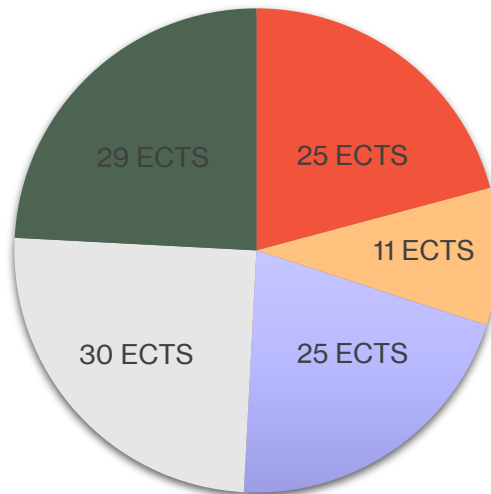
Dance Movement Therapy



- Dance Movement Therapy Theory Skills and Methods
- Observation and Analysis
- Psychological and Physiological Framework
- Research
- Professional Practice

Total 120 ECTS | 1 ECTS = 28 clock hours

Music Therapy



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

Total 120 ECTS | 1 ECTS = 28 clock hours

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.

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/music, finding out about one's (movement/music) preferences and value. Exploration takes place in experiential classes in the Theory, Skills and Methods modules. Research starts and classes are offered in psychology, neurophysiology, anatomy, observation, improvising and composing. In all domains constant critical reflection is asked while 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, deepening clinical reasoning and the content of the domains, clinical internship, and sharpening research skills, building confidence and further strengthening the identity as a dance/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/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 Movement Therapy/Music Therapy supervision, psychopathology supervision and specific research skills labs. For the thesis individual coaching is offered.

Dance Movement Therapy/Music Therapy, Theory, Skills and Methods

These courses cover the broad scope of dance movement/music therapeutic methods and theoretical approaches that are recognized 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 or dancer/other professional, towards becoming an arts-informed music- or dance movement 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 Movement Therapy: Observation and Analysis Music Therapy: Improvisation and Composing

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

Psychological and Physiological Framework

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

Group experience

During the first two years of the programme students engage in an experiential group process (Dance Movement Therapy and Music Therapy separately) linking the experiences to Dance Movement Therapy 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 Movement 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 graduated Master Dance Movement Therapist or Music Therapist 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 and skills labs, 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 research ethics, and the practical application of the theories. 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 Movement 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. A Research Manual offers detailed information about the contents of the research curriculum as well as the applicable assessment procedures and criteria.

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 movement/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 affects 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' MT and DMT 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 Movement Therapy/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 Movement Therapy/Music Therapy skills and safe practice.

The programme's Dance Movement Therapy/Music Therapy supervision sessions are given by a registered supervisor, who meets the standards set by a professional association for Dance Movement Therapy/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/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 payed 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 Movement Therapy/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 Movement Therapy/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 app called 'My Codarts'.

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 MyLMS.

4 | 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 Movement Therapy tutors are Katharina Conradi and Céline Gimbrère.

Music Therapy tutors are Kathinka Poismans and Harry Kappen.

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

Student monitor

As students' progress through the Masters programme, the Core 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.

After the discussions, the general themes arising will be assembled and presented anonymously to the Core Team. Student insight and input are appreciated to help us to continue to strengthen the programme.

Any individual issues that arise that are impacting student progress are also discussed in order to try and help them to succeed. These issues may be shared with the Core Team only with the student's permission.

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

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 Movement Therapy/Music Therapy come together for approximately 4 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, (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/speech therapist	<ul style="list-style-type: none">• healthy use of your voice• problems with voice and breathing• optimal tuning between speech and vocal techniques.
student psychologist & performance psychologist	<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.

5 | Quality assurance

Feedback and evaluation

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

- Student meetings
- Teachers meetings
- Advisory Committee meetings
- Programme leaders meetings
- Research steering committee meetings
- The research team meetings
- Research coaches meetings
- Supervision/fieldwork/internship meetings
- Core team meetings

Additional information comes through written or verbal feedback:

- From all students in individually scheduled talks with the programme leaders, 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 and the research coordinator.
- **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 Movement 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'

Programme Committee

One Dance Movement Therapy and one Music Therapy student representing the Master of Arts Therapies take part in the Performing Arts Programme 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 programmes 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 Movement 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.

6 | Professional standards

The Netherlands

The Nederlandse Vereniging voor Danstherapie (NVDAT) and the Nederlandse Vereniging voor Muziektherapie (NVvMT) are the Dutch Associations for Dance Movement 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.

Europe, Dance Movement 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 Movement Therapy

Every country has its own required level of education for entry into the Dance Movement Therapy profession. Please make sure to check these requirements. The Management 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

7 | Faculty and staff

The Master of Arts Therapies faculty

Dance Movement 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, Kathinka Poismans, Marko Punkanen, Alan Turry, Gustavo Schultz Gattino, Sander van Goor and others to be announced.

Dance / Music Therapy Group Dynamics

Charles Huffstadt.

Laban Movement Analysis

Katharina Conradi.

Music Improvisation and Composing

Harry Kappen, Kathinka Poismans and José Pouwels .

Psychology / Psychotherapy

?vacancy and Rozemarijn Boonstra Schalk.

Neuro-anatomy/Neuromusicology /Physiology

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

Research coordinator

Pauline Briguet.

Research

Ditty Dokter, Marja Cantell, Rosa María Rodríguez Jiménez.

Research coaches (Dance Movement Therapy and Music Therapy)

Marja Cantell, Anke Coomans, Ditty Dokter, Philomena de Groot, Theo Dimitriadis, Thania Acarón, Gisela Linnen, Chris Müller and Eleanor Richards.

Research 2nd readers (Dance Movement Therapy and Music Therapy)

Irina Cleff-Haüssler, Katharina Conradi, Simone Kleinlooh, Meertine Laansma, Annemieke Plouvier, Carola van 't Hof, Rozemarijn Schalk.

Research Ethics Committee

Annemieke Plouvier, Erik Zwiep and Magda Ramaker.

Dance Movement Therapy Supervision

Renate Hoenselaar, Annemieke Plouvier.

Music Therapy Supervision

Gerlind Starniske, Jennifer Zantopp.

Fieldwork and Internship Coordination

Dance Movement Therapy: Kitty Veldhuis.

Music Therapy: José Pouwels.

Personal Tutors Dance Movement Therapy

Katharina Conradi and Céline Gimbrère.

Personal Tutors Music Therapy

Kathinka Poismans and Harry Kappen.

Advisory committee

Renate Hoenselaar, Borut Koçar, Albert Berman, Anneke Veraart.

The MAT Staff

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

Programme Leader Codarts MAT Research - Rosemarie Samaritter

Programme Leader Dance Movement Therapy - Simone Kleinlooh

Programme Leader Music Therapy - Carola van 't Hof

Research Coordinator - Pauline Briguet

Educational Support Officer - Lara ter Braak

Contact

Codarts Rotterdam

Kruisplein 26

3012 CC Rotterdam, The Netherlands

T: +31 (0) 10 217 1082

E: artstherapies@codarts.nl

www.codarts.nl