

This letter is intended to address questions about online course delivery during the pandemic. Due to the embodied nature of the field and the central role of movement in forging therapeutic relationships, the ADTA requires face-to-face education for dance/movement therapy-specific coursework (See Addendum B). During the pandemic, face-to-face courses were temporarily permitted to switch to distance learning (See Addendum A). Therefore, effective immediately, an exception to the number of credits that can be obtained online has been granted through the Dance/Movement Therapy Certification Board (DMTCB) with the support of the Interboard (ADTA President, DMTCB Chair, Education Chair, Committee on Approval Chair), as follows:

COVID-RELATED DISTANCE LEARNING EXCEPTION POLICY:

- All courses offered between January 1, 2020 through August 31, 2024 will be counted as “face-to-face” credits, regardless of the actual delivery method.
- The delivery method of any course with a start date prior to Jan.1, 2020, or after Aug. 31, 2024, will be assessed based on the actual course delivery (See Addendum C).

ALTERNATE ROUTE (AR) R-DMT APPLICATION: During the next several application cycles, applicants will be evaluated by the DMTCB based on the varied landscape of educational delivery that occurred throughout the pandemic.

Example: If a student completed 3 DMT Theory & Practice credits of synchronous learning in 2019, they would only have 2 remaining Theory & Practice distance learning credits available for any course they would begin in September of this year or later. (Any courses taken during the exception period from 1/1/20-8/31/24 would be considered “face-to-face.”) If a student began their first course at any time since 1/1/20, they would have all 5 Theory & Practice credits available for courses that begin 9/1/24 or later.

To support the applicant’s AR R-DMT application process, all students, educators, advisors, and supervisors are encouraged to have clear start dates on all DMT course or fieldwork documentation in preparation for the students’ R-DMT applications.

LOOKING AHEAD:

The pandemic transformed education and healthcare; in the future, the standards will be revised to reflect what we have learned. However, until we have more data to assess long-term outcomes for evidence-based newer pedagogical practices, we will follow established ADTA policy and procedures. With ethical responsibilities to current and future clients, we must continue to assure that we are upholding standards that lead to student success in achieving competencies for the field guided by the goal of creating competent clinicians.

If you have additional questions, please contact the DMTCB Chair (dmtcbchair@adta.org), Education Chair (education@adta.org) or the Alternate Route Education Subcommittee Chair (areducation@adta.org)

ADDENDUM A: APPROVAL STATUS

During the height of the COVID-19 global health crisis, the ADTA Committee on Approval offered recommendations, resources, and accommodations to the approval process to assist programs and alternate route education in creatively supporting students and educators. Any course that has changed delivery method since the original approval must go through reapproval immediately.

ADDENDUM B: DISTANCE LEARNING STANDARDS

Section I-B, 6.1 of the *ADTA Standards for Education and Clinical Training* defines the number of credits that can be taken online, UNLESS the course was taken during the exception period from January 1, 2020- through August 31, 2024.

Due to the embodied nature of the field, the central role of movement in forging a therapeutic relationship, and the emphasis on clinical practice, the ADTA requires the following:

At least 15 credits (of 20) DMT History, Theory, Practice, and Professional Development must be face-to-face

At least 4 credits (of 6) of observation and assessment of movement must be taught face-to-face or via synchronous learning

Group dynamics must be face-to-face learning

Clinical supervision must be face-to-face or synchronous learning

Psychology courses may be taught in any format

ADDENDUM C: EXCERPT OF GLOSSARY ENTRIES FROM THE ADTA STANDARDS FOR EDUCATION & CLINICAL TRAINING:

Asynchronous Learning: when students independently learn the same content at various times and locations.

Distance Learning: learning that involves programs of study delivered entirely or partially outside of regular face-to-face interactions between instructors and students in classrooms, independent study, and clinical sites associated with academic and clinical coursework to fulfill the degree or non-degree equivalency. Delivery methods can be diverse and often include various technologies, which enable substantial interactions between educators and students.

Face-to-Face Course: also known as a classroom course, all instructional activity is organized around in person class meetings.

****Please note:** Courses designated as hybrid are considered as fulfilling the face-to-face component of the standards.**

Hybrid Course: also known as blended, most course activity takes place online with some required “face to-face” instruction.

Synchronous Learning: an approach to distance learning where teaching and learning occur in real time. For purposes of a DMT education, this most often entails simultaneous video and audio communication.