

**Savitribai Phule Pune University**

**Faculty of Inter Disciplinary Studies  
Board of Studies in Physical Education & Teacher Education**

**Syllabus for  
Master of Arts (Expressive Movement Therapy)  
MA (EMT)**

**Semester and Credit System  
(Academic Year 2022- 2023)**

# SAVITRIBAI PHULE PUNE UNIVERSITY

Master of Arts (Expressive Movement Therapy)

## Semester & Credit System

(Academic Year 2022 - 23)

### Structure of the course

#### **Objective**

- To develop highly skilled professionals in the field of Expressive Movement Therapy.
- To master the competencies and skills needed to become professional Expressive Movement therapists.
- To be sensitive about emerging issues in Physical & Mental Health.
- To develop in the students an inquiring mind & ability to employ reasoning, rational thinking, critical thinking in the problems & issues relating to the field.
- To provide opportunity for creativity, self-expression & provide information on continued professional growth.
- To create a regulatory body for Expressive Movement Therapy in India and hence uplift the overall standards of professional practice.
- To host annual conferences and provide opportunities for continuing education with best facilitators from across the world.

#### **Admission requirements:**

A candidate who has passed graduation in any field from recognized by UGC will be considered eligible for admission to this course. Examination of Savitribai Phule Pune University or any other statutory university recognized by this university will be eligible for admission to MA-EMT. Provided candidate fulfills all the other conditions required in the admission procedure. Admission will be given on the basis of merit, based on regulations of state government and Savitribai Phule Pune University.

#### **Duration of the program:**

The duration of the master's degree program will be of two academic years divided in four semesters. However, in case of failures, the student can complete the program in the 5<sup>th</sup> or the 6<sup>th</sup> semester, whichever is applicable.

### **General Instructions :**

- The MA-EMT program consists of **four semesters** spread over **two academic years and 80 credits (20 credits /semester)**.
- The entire program will be evaluated for a total of **2000 marks i.e. 80credits**.
- A student has to successfully complete 80 credits (20 credits/ semester) in a minimum of two years.
- A student can choose all the 20 courses in the Admitted Institute OR 18 courses in Admitted Institute and 02 courses in any other Department/s OR Institute/College as interdisciplinary courses to complete his MA (EMT).
- One credit will be equivalent to 15 clock hours of student-teacher contact.
- The syllabus of the open course may be prepared by the teacher of the Department/Institute which will be approved by the Departmental/Institute committee before the open course is offered by Department/Institute for the respective semester.
- Details of the theoretical and practical components of each semester are given in the structure of the program.
- Internal evaluation will follow Continuous Comprehensive Evaluation procedures. Internal evaluation should be done on every credit of each course or minimum two per course as decided by the teacher concerned.

## **Rules & Regulations**

- The MA (EMT) degree will be awarded to a student who completes a total of 80 credits (5 x 4 =20 credits per semester) in a minimum of two years taking 05 courses per Semester.
- Each paper will be of 4 credits, the evaluation of which will be decided by the teacher. 04 credits Course will have 100 marks.
- In some of our courses the credit system per paper might vary depending on course requirement and teacher's discretion. This will need prior verification and permission from the concerned course coordinator.
- A student may take a minimum of 72 credits and a maximum of 80 credits in his/ her Department/Institute.
- In case a student wishes to take all courses from the Department/Institute of registration he / she can also do so.
- Eligibility for registering for courses other than the Department/Institute of registration will be decided by the Department/Institute.

### **Each course will have**

- 50 % of marks Externals semester end examination
- 50 % marks for internal assessment
- Each core unit will have an Internal (continues) assessment of 50 % of marks and a teacher may select a minimum of two of the following procedures:
  1. Written Test
  2. Term Paper
  3. Mid Term Test
  4. Journal / Lecture / Library Notes
  5. Seminar Presentation
  6. Short Quizzes
  7. Assignments
  8. Extension Work
  9. Practical evaluation

- To pass a student shall have to get minimum aggregate 40% in each head of passing (i.e. internal assessment and semester end examination) and minimum aggregate 40% marks in each course.
- Revaluation of the semester end exam answer scripts but not of Internal assessments paper according to Ordinance No. 134 A & B.
- Internal assessment answer book may be shown to the students Concerned but not the semester - end examination answer scripts.
- While marks will be given for all examinations, they will be converted into grades. The Semester end and final grade sheets and transcripts will have only grades and grade-points average.
- To pass a student shall have to get minimum aggregate 40% marks (E and above on grade point scale) in each course.

**The system of evaluation will be as follows:**

Each assignment/ test will be evaluated in terms of marks. The marks for separate assignment and the final (semester end) examination will be added together and converted into a grade and later grade point average. Results will be declared for each semester and the final examination will give total marks, grades, grade point average.

Marks Grade

80	to	100	O	:	Outstanding	10
		70	to	79	A + :	Excellent 09
		60	to	69	A :	Very Good 08
		55	to	59	B+ :	Good 07
		50	to	54	B :	Above Average 06
		45	to	49	C :	Average 05
		40	to	44	P :	Pass 04
		00	to	39	F :	Fail 00
		--			Ab:	Absent 00

The formula for conversion of Grade point average (GPA) into the final grade

09.00	-	10.00	-	O
08.50	-	08.99	-	A+
07.50	-	08.49	-	A
06.50	-	07.49	-	B+
05.50	-	06.49	-	B
04.25	-	05.49	-	C
04.00	-	04.24	-	P
00.00	-	03..99	-	F

$$\text{GPA} = \frac{\text{Total Amt. Of Grade Points Earned} \times \text{Credits hrs. for each course}}{\text{Total Credit Hours}}$$

Total Credit Hours

If a student misses an internal assessment examination, he/she will be given second chance with permission of the teacher concerned.

Students who have failed and who have been absent for the entire course may reappear at the semester-end exam. Their internal marks will not change. S/he can also repeat during the 5<sup>th</sup> / the 6<sup>th</sup> semester whichever is applicable.

The description for each of the grades will be as follows: Grades      Proposed Norms

O: Outstanding      Excellent Analysis of the topic, (80% and above)

Accurate knowledge of the primary material, wide range of reading, logical development of ideas, originality in approaching the subject, neat and systematic organization of content, elegant and lucid style.

A+: Excellent      Excellent Analysis of the topic, (70 to 79%)

Accurate knowledge of the primary material, acquaintance with seminal publications, logical development of ideas, Neat and systematic organization of content, effective and clear expression.

A : Very Good      Good analysis and treatment of the topic (60 to 69%)

Almost Accurate knowledge of the primary material, acquaintance with seminal publication, logical development of ideas, fair and systematic organization of content, effective and clear expression.

B+: Good      Good analysis and treatment of the topic (55 to 59%)

Basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, effective and clear expression.

B : Above Average      Some important points covered (50 to 54%)

Basic knowledge of the primary material, logical development of ideas, neat and systematic organization of content, good language or expression.

C: Average      Some points discussed (45 to 49%)

Basic knowledge of the primary material, some organization, acceptable language or expression.

P: Pass Any two of the above (40 to 44%)

F: Fail None of the above (00 to 39%)

There will be an evaluation of each course by the students at the end of every semester.

## **Academic integrity and Plagiarism**

It is the Department/Institute task to encourage ethical scholarship and to inform students and staff about the institutional standards of academic behavior expected of them in learning, teaching and research. Students have a responsibility to maintain the highest standards of academic integrity in their work. Students must not cheat in examination or other forms of assessment and must ensure they do not plagiarize.

The Department/Institute has adopted the following definition of Plagiarism:

Plagiarism is the act of misrepresenting as one's original work, the ideas, interpretations, words of creative works of another. These include published and unpublished documents, designs, music, sound, image, photographs, computer codes and ideas gained through working in a group. These ideas, interpretations, words or works may be found in print and / or electronic media.

The following are the examples of plagiarism where appropriate acknowledgement or referencing of the author or source does not occur:

Direct copying of paragraphs, sentences, a single sentence, or significant part of a sentence.

Direct copying of paragraphs, sentences, a single sentence or significant part of a sentence with an end reference but without quotation marks around the copied text.

Copying ideas, concepts, research results, computer codes, statistical tables, designs, images, sounds or text or any combination of these.

Paraphrasing, summarization or simply rearranging another person's words, ideas, etc. without changing the basic structure and/or meaning of the text.

Offering an idea or interpretation that is not one's own without identifying whose idea or interpretation it is.

A 'cut and paste' of statements from multiple sources.

Presenting as independent, work done in collaboration with others.

Copying or adapting another student's original work into a submitted assessment item.



## SEMESTER 1- ALL COURSES COMPULSORY

### **EMT-101: Dance and Movement in Health and Healing-1**

#### Credit 1: Introduction to Dance Movement Therapy

- To understand the Origin, Definition, History of Dance, and its roots around the world
- To observe dance in our culture and community
- To understand differences among dance therapy, dance education and dance as recreation
- To study the body-mid connection and its physiological implications

#### Credit 2: Anatomy

- To learn the structure of the body
- To understand Functions and names of bones, Functions and names of muscles Functions and types of joints
- To observe function of the nervous system and structure

#### Credit 3: Muscles and Bones

- To study the relationship of dance kinesiology and neurophysiology to Dance Movement Therapy
- To study the skeletal and the muscular system
- To understand the microscopic structure of the muscular system

#### Credit 4: Biomechanics Planes

- To study planes and axis of movement and axis of movement
- To analyze Physiological support systems
- To study Body types and biomechanics of dancers
- To learn about movement behaviour and wellness for dancer

## Reference Books:

- Levy, F. (2005). *Dance/movement therapy: A healing art*. AAPERD: Reston, VA.
- Sandel, S. Chaiklin, S., & Lohn, A. (Eds.). (1993). *Foundations of Dance/movement Therapy*: Dimon, T., & Brown, G. D. (2011). *The body in Motion: Its Evolution and Design*. Berkley, CA: Kapit, W. and Elson, L (2001). *The Anatomy Coloring Book*. New York: Harper Collins.

## **EMT- 102: Introduction to Psychology Theories of Counselling**

### Credit 1: Comparison between the Indian and Western Origins of Psychology

- To get an overview of Socrates and Plato versus The Vedas and the Upanishads
- To get introduced to the Natyashastra
- To learn about Psychology in the Mahabharat and the development of Psychology in India

### Credit 2: Psychodynamic Theory of Counselling

- To learn Freud's Psychoanalysis and Jung's Analytical Theory and to understand the differences and similarities in the two

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### Credit 3: Humanistic-Existential Theory of Counselling

- To learn the details of Person Centred Therapy
- To understand the difference between Gestalt Therapy, Transactional Analysis and Existential Therapy
- To learn the foundation and application of Logotherapy

### Credit 4: Cognitive Behaviour Therapies

- To get an overview of the various Behaviour Therapies
- To understand Rational-Emotive Behaviour Therapy
- To learn Multimodal and Post-Modern Therapies

## Reference Books:

Theory and Practice of Counselling- Richard Nelson Jones

Psychology in the Indian Tradition- Ramkrishna Rao, Anand Paranjape

## EMT 103: Movement Observation and Analysis- 1

### Credit 1: Introduction to LMA

- To get a basic understanding of Body, Effort, Shape, Space
- To create a movement profile incorporating all aspects of Body, Effort, Shape, Space

### Credit 2: Core Laban Theoretical Principles and selected concepts

- To gain basic insight into the formation and development of Laban Movement Analysis and to understand analysis from an Indian context
- To apply LMA to Indian movement forms

### Credit 3: Therapeutic Experience of LMA

- To encourage Personal movement observation along with observations of peers and in the community.
- To bring Movement Observation into professional and therapeutic experience

### Credit 4:

- To experience movement interventions to understand the interrelatedness of all the LMA categories

### Reference Books:

- Bartenieff, I. (2002). *Body movement: Coping with the environment*. Routledge
- Bradley, K. (2009). *Rudolf Laban biography*. Routledge
- Goldman, E. (2004). *As others see us*. Routledge
- Laban, R. (1950/2011). *Mastery of movement--4th Edition*. Dance Books
- Laban, R. (1966/2011). *Choreutics*. Dance Books
- Moore, Carol-Lynne (2014). *Meaning in motion: Introducing Laban Movement Analysis*.

## **EMT 104: Dance Movement Therapy Theory and Practice- 1**

### Credit 1: Pioneers on the East Coast

- To study the differences in the approaches of Marian Chace, Blanche Evan and Liljan Espenak

### Credit 2: Pioneers on the West Coast

- To study the differences in the approaches of Mary Whitehouse,

Trudi Schoop and Alma Hawkins

Credit 3: Development of Dance Movement Therapy in Europe

- To study the various approaches of Helen Payne and Suzi Tortora
- To study the trauma-informed approach of Bessel van der Kolk and Babette Rothschild

Credit 4: Further expansion OF Dance Movement Therapy

To gain insight into the present day contributions of Irma Dosamentes, Janet Adler, Joan Chodorow and Fran Levy

Reference Books:

Levy, F. (2005). Dance/movement therapy: A healing art. AAPERD: Reston, VA.

Sandel, S. Chaiklin, S., & Lohn, A. (Eds.). (1993). Foundations of Dance/movement Therapy:

The Life and Work of Marian Chace. Columbia, MD: Marian Chace Memorial Fund of the American Dance Therapy Association.

Epstein, D. & Altman, N. (1994) The twelve stages of healing: A Network approach to wholeness. San Rafael, Ca: Amber-Allen Publishing

Epstein, D. (2009). Somato Respiratory Integration Workbook. Longmont, CO: Wise World.

### **EMT 105: Fieldwork and Clinical Supervision**

Credit 1: In class movement tasks, discussions, journaling

- Students will be exposed to experiential sessions involving journal writing and therapeutic processes

Credit 2: Personal process and development

- Students will be required to attend personal therapy sessions to explore their personal growth with regards to the course

Credit 3: Fieldwork including observation, shadowing and conduction of supervised sessions

- Students will be guided to internship placements to implement their learning in a supervised environment

Credit 4: Submission of case study of conducted sessions

- Students will create a detailed case study report including the therapeutic interventions as well as their administrative dealings in the placement.

## SEMESTER 2- ALL COURSES COMPULSORY

### **EMT 201: Dance and Movement in Health and Healing-2**

#### Credit 1: Contemporary Dances in DMT

- To learn the History of Contemporary Dance
- To understand the Development of Contemporary Dance
- To observe the Application of Contemporary Dance in DMT

#### Credit 2: Indian Classical Dances in DMT

- To apply the forms of Kathak, Bharatnatyam, Odissi and Mohiniattam in DMT
- To explore the use of Navrasas in DMT
- To study the core concepts of the Natyashastra and its application in DMT

#### Credit 3: Indian Folk Dances in DMT

- To explore the application of Folk Dances of different regions of India
- To understand the community benefits of Folk Dances
- To apply Folk Dances in group DMT settings

#### Credit 4: Movement Analysis and Intervention based Learning

- To attend cultural shows and analyze movement sequences
- To compare and contrast the strengths of various dance forms
- To create interventions based on specific dance forms

#### Reference Books:

- Sandel, S. Chaiklin, S, & A, Lohn, (Eds.). (1993). Foundations of Dance/movement Therapy: The Life and Work of Marian Chace. Columbia, MD: Marian Chace Memorial Fund of the American Dance Therapy Association.
- Levy, F. (2005). Dance/movement therapy: A healing art. AAHPRD: Reston, VA. 3. History of Dance: An Interactive Arts Approach: Gayle Kassing; Human Kinetics, 2007 4. Moving History/Dancing Cultures: Ann Dils, Ann Cooper Albright 5. Wesleyan University Press, 19-Oct-2001

### **EMT 202: Psychopathology**

### Credit 1: Panic, anxiety and Obsession Disorders

- To get an overview of Generalized Anxiety Disorder
- To understand the various disorders withing Generalized Anxiety Disorder
- To explore DMT interventions for Generalized Anxiety Disorder

### Credit 2: Mood Disorders and suicide

- To understand the various kinds of mood disorders
- To explore DMT interventions for Mood disorders
- To differentiate between the different types of suicide and explore DMT interventions and the medico-legal aspect of treatment for suicidal ideation

### Credit 3: Personality Disorders

- To understand the difference between mood disorders and personality disorders
- To learn the different types of personality disorders along with causes
- To create DMT interventions for Personality Disorders

### Credit 4: Eating disorders and substance related disorders

- To study the various Eating Disorders and substance related disorders
- To create DMT interventions for clients in recovery

## Reference Books

**Abnormal Psychology-** [Jill M. Hooley](#), [James N. Butcher](#), [Matthew K. Nock](#), [Susan Mineka](#) (Author), [Preeti Kapur](#)

## **EMT 203: Group Dynamics**

### Credit 1: Group Processes

- To understand what a group is
- To learn the various theories of group formation
- To learn in detail about group dynamics

### Credit 2: Analyzing DMT in groups

- To learn healing processes in group DMT
- To differentiate between the approaches of pioneers in group DMT

### Credit 3: Facilitation of group DMT sessions

- To understand ethical considerations while conducting group DMT sessions
- To learn the concepts of transference and counter transference in group DMT sessions
- To understand the use of props in group DMT sessions

### Credit 4: The Anti-group

- To explore the concept of the Anti group and understand its formation
- To create interventions while working with the anti-group

#### Reference Books

#### Group Psychology and the Analysis of the Ego- Sigmund Freud

The Anti Group- The Anti-Group: Destructive Forces in the Group and their Creative Potential

(Routledge Mental Health Classic Editions)- Morris Nitsun

### **EMT 204: Fundamentals of Research**

#### Credit 1: Basics of Research

- To study the meaning, definition, nature of research
- Formulating research problem
- Analyzing, organizing and reviewing literature and writing references

#### Credit 2: Types of research

- How to conduct Historical research
- How to organize Experimental Research
- Difference between Qualitative and Quantitative research
- Ways of mixing methods

#### Credit 3: Experimental Research

- To understand Experimental and control group
- To explore the various Experimental Designs
- To study the different types of Variables
- To study the concept of Experiential Validity

#### Credit 4: Hypothesis, Data Collection Tools and Research Proposal

- What is Hypothesis- meaning, definition, types

- Sampling- concept, types, techniques
- To study the various Tools of data collection
- Ethical Issues in research Presenting Research Proposal

Reference Books:

Research Methodology Paperback – 1 September 2019 by C.R. Kothari, Gaurav Garg

### **EMT 205: Internship and Group Supervision**

Credit 1: Observation of therapy sessions

- To take notes and write a personal journal about observation of DMT sessions

Credit 2: Shadowing a practising therapist

- To take part in the conduction of DMT sessions along with an experienced and practicing therapist

Credit 3: Conduction of DMT sessions under supervision

- To create and carry out interventions for specific clients
- To explain the rationale of these interventions to the placement manager
- To manage administrative tasks and fulfil requirements of the particular placement setting

Credit 4: Submission of journal and case study of conducted sessions

- To document the sessions
- To create a personal reflective journal to document personal development at placement setting

### **SEMESTER 3- COMPULSORY COURSES**

#### **EMT 301: Dance and Movement in Health and Healing- 3**

Credit 1: Developmental Psychology

- To study Child and Adolescent Development
- To understand the Historical and cultural perspective on health of a child
- To learn Developmental stages of movement
- To study Developmental Disorders

Credit 2: Using movement while working with children and adolescents

- Using DMT in a group and individual settings
- Role of verbal facilitation during a DMT session
- Varied approaches to DMT with children and adolescents
- The question of privacy and boundaries



### Credit 3: Specialized DMT sessions for Children and Adolescents

- Review of Neurodevelopmental disorders, anxiety and ODD
- DMT interventions while working with clients with Eating disorders, Learning Disorders, Social Anxiety and Trauma
- Practical methodologies to work with each aspect

#### Credit 4: Session plan, Treatment plan and interventions Treatment template

- Assessment- Goals and objectives
- Planning sessions
- The top-down and bottom- up approach
- Play therapy, Mindfulness, Music therapy, storytelling, Transactional Analysis, Gestalt interventions

#### Reference Books :

Greenspan, S. & Wieder, S. (1998).

*The child with special needs: Encouraging intellectual and emotional growth.* Merloyd Lawrence, Perseus Book Group: USA..

3. Winnicott, D. (1971, 2005).

4. *Playing and reality.* Routledge, New York, NY

### **EMT 302: Dance and Movement in Health and Healing-4**

#### Credit 1: DMT in Neurology

- To understand in detail about the various neurological illnesses
- To plan and create interventions for clients with neurological conditions

#### Credit 2: DMT for marginalized populations

- To be exposed to living conditions of slums or other socio-economically downtrodden areas
- To understand the development of children living in foster care
- To understand the development of adults in care homes
- To understand the current status and problems faced by the LGBTQ+ community
- To create DMT interventions for marginalized populations

#### Credit 3: DMT for Trauma and Abuse

- To study the various kinds of abuse
- To get an overview of the work done for trauma and abuse in the country
- To create DMT interventions for clients with histories of trauma and abuse

#### Credit 4: DMT in Social Work

- To understand the scope and reach of social work
- To explore the integration of DMT in social work
- To create DMT interventions for a social work setting

#### Reference Book

The Body Remembers- Babette Rothschild

The Body holds the Score- Bessel van der Kolk

## **EMT 303: The Spectrum of Creative Arts Therapies**

### Credit 1: Art Therapy

- To get an overview of the principles and core concepts of art therapy
- Tools in art therapy
- To create DMT interventions that can be integrated in art therapy sessions

### Credit 2: Music Therapy

- To get an overview of the principles and core concepts of music therapy
- Tools in music therapy
- To create DMT interventions that can be integrated in music therapy sessions

### Credit 3: Drama Therapy and Story Telling

- To get an overview of the principles and core concepts of Drama therapy and storytelling
- The use of metaphor
- To create DMT interventions that can be integrated in drama therapy and storytelling sessions

### Credit 4: Application of DMT in various therapeutic interventions

- To design integrative sessions of DMT with other modalities
- To explore and distinguish between possibilities of art therapy interventions based on particular client needs

### Reference Books

Dance Movement Therapy, Theory and Practice- Helen Payne

## **SEMESTER 3: OPTIONAL COURSES (any 2)**

### **EMT 304: Experiential Learning**

#### Credit 1: DMT experiential in Small and large Groups

- To gain a therapeutic experience in a small DMT sub-group of the main cohort
- To gain a group therapeutic experience in a DMT group of the entire cohort

#### Credit 2: Independent and Peer movement research

- To explore movement repertoire of oneself
- To explore the movement repertoire of a peer in a group setting

### Credit 3: Dance Labs

- To explore various current and relevant issues through dance and movement
- To improvise movement as a response to stories brought in on different themes
- To collaborate within a group to contribute movement ideas and interventions

### Credit 4: Coursework Summary

- To maintain a personal journal to document the journey and development of the self
- To create a movement portfolio that reflects the personal journey
- To attach a written piece elaborating on the movement portfolio

### Reference Books:

The Joy of Movement- Kelly McGonigal

## **EMT 305: Fieldwork and Supervision**

### Credit 1: Observation of therapy sessions

- To take notes and write a personal journal about observation of DMT sessions for children with Special Needs

### Credit 2: Shadowing a practising therapist

- To take part in the conduction of DMT sessions for children with special needsv along with an experienced and practicing therapist

### Credit 3: Conduction of DMT sessions under supervision

- To create and carry out interventions for specific clients
- To explain the rationale of these interventions to the placement manager
- To manage administrative tasks and fulfil requirements of the particular placement setting

### Credit 4: Submission of journal and case study of conducted sessions

- To document the sessions
- To create a personal reflective journal to document personal development at placement setting

## **EMT 306: Movement Observation and Analysis-2**

### Credit 1: Movement patterns

- Exploring the various movement patterns
- Observing the self's movement patterns and that of peers

### Credit 2: Introduction to KMP and Basic Concepts

- Understanding the development of Kestenberg Movement Profile

- Studying the various applications of KMP

Credit 3: Pre-efforts, efforts, shape and shaping in planes

- Learning the development of efforts
- Distinguishing between effort and pre-effort
- What is shape in KMP
- Understanding shape in various planes

Credit 4: Application of KMP to DMT

- Creating movement interventions while integrating the KMP approach

Reference Books

Dance Movement Therapy- theory and practice- Helen Payne

**EMT 307: Open Course**

#### **SEMESTER 4: COMPULSORY COURSES**

**EMT 401: Marketing skills**

Credit 1: Introduction to Marketing

- Definition of marketing
- Application and scope of the field of DMT
- Marketing Strategies

Credit 2: Creating a Business Plan

- Tools for Marketing
- Digital Marketing Trends

Credit 3: Brand Identity Process of creating a brand

- Branding for a product, person, service
- Discovering the brand's USP

#### Credit 4: Creating a Brand

- Creating a personal brand vision
- Creating a marketing strategy for a brand

#### Reference Books

Digital Marketing for Beginners- David Ross

### **EMT 402: Field Trips**

#### Credit 1: Schools of Special Educational Needs

- To have supervised visits to various schools with special educational needs
- To document the personal as well as educational learning

#### Credit 2: De-addiction Centres

- To have supervised visits to de-addiction and rehabilitation centres
- To document the personal as well as educational learning

#### Credit 3: Psychiatric Hospitals

- To have supervised visits to psychiatric hospitals
- To understand the administration and medico-legal functioning of psychiatric settings
- To document the personal as well as educational learning

#### Credit 4: Orphanages and NGOs

- To have supervised visits to orphanages and NGOs
- To understand the administration and medico-legal functioning of such settings
- To document the personal as well as educational learning

### **EMT 403: Research Project**

- Planning the research topic along with the faculty and subject expert
- Candidate should follow guidelines of the research report format

### **SEMESTER 4: OPTIONAL COURSES (any 2)**

### **EMT 404: DMT for Special Populations**

#### Credit 1: DMT for Addiction

- Creating and implementing customized DMT interventions for addiction and rehabilitation centres

#### Credit 2: DMT for Eating Disorders

- Creating and implementing customized DMT interventions for eating disorders

### Credit 3: DMT for Older Adults

- Understanding about geriatric psychiatry
- Exposure to various settings for palliative care
- Creating and implementing customized DMT interventions for Older Adults

### Credit 4: DMT for Physical Disabilities

- To understand the various forms of physical disabilities
- To understand the process of getting a handicap certificate
- To create and implement DMT interventions for physical disabilities

### Reference Books

The Embodied Mind: Cognitive Science and Human Experience- Eleanor Rosch, Evan Thompson, Francisco Varela

### **EMT 405: Fieldwork and Supervision**

- To take notes and write a personal journal about observation of DMT sessions for children with Special Needs

### Credit 2: Shadowing a practising therapist

- To take part in the conduction of DMT sessions for children with special needsv along with an experienced and practicing therapist

### Credit 3: Conduction of DMT sessions under supervision

- To create and carry out interventions for specific clients
- To explain the rationale of these interventions to the placement manager
- To manage administrative tasks and fulfil requirements of the particular placement setting

### Credit 4: Submission of journal and case study of conducted sessions

- To document the sessions
- To create a personal reflective journal to document personal development at placement setting

### **EMT 406: Open Course**