



Training Guide

with information about courses, requirements, processes and certification

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Dance for PD® Overview

Dance for PD® offers dance classes for people with Parkinson's disease in Brooklyn, New York and, through our network of partners and associates, in more than 300 communities in 25 countries around the world. In Dance for PD® classes, participants are empowered to explore movement and music in ways that are refreshing, enjoyable, stimulating and creative. Originally launched as a collaboration between the Mark Morris Dance Group and Brooklyn Parkinson Group, the Dance for PD® program also provides globally-recognized teacher training and nurtures relationships among other organizations so that classes based on our model are widely available.

The Dance for PD® method has been presented at the International Congress for Parkinson's Disease and Related Disorders, World Parkinson Congresses in Washington, Glasgow, Montreal, Portland, Kyoto, and Barcelona, and at Neuroscience in Washington D.C. The program has been recognized as a model program by the Society for the Arts in Healthcare and the World Health Organization (Europe).

Dance for PD® has been featured in The New York Times, USA Today, Dance Magazine, The Guardian and hundreds of other publications, as well as on NBS, ABC, CBS, CNN, PBS and NPR. The program has been honored by several awards, including the Parkinson Awareness Award, Alan Bonander Humanitarian Award, and the Sapolin Award for Public Service from the New York City Mayor's Office for People with Disabilities. Evidence from more than 48 peer-reviewed scientific studies serves to underpin the effectiveness and benefits of the Dance for PD teaching practice. Leading neurologists and movement disorder specialists around the world include Dance for PD® classes among a shortlist of recommended activities for their patients.

Introduction to Dance for PD® Training & Enrichment

Dance for PD®'s acclaimed training and enrichment programs offer something for everyone interested in the intersection of dance and Parkinson's disease. Because people from a wide range of interests and backgrounds regularly approach us for information and resources, we've designed our training and enrichment programs—online courses, introductory workshops, one-day seminars, advanced training



Photo courtesy of People Dancing; photo by Rachel Cherry

workshops, online continuing education and advanced teacher certification—to address a variety of personal and professional objectives.

Since 2007, more than 2,500 people from more than 30 countries have participated in Dance for PD® workshops, designed and developed by the Mark Morris Dance Group.

Our in-person and online workshops are

designed to enrich, inform and inspire a diverse group of individuals who want to introduce people with Parkinson's to the joys and benefits of a customized dance experience. During Dance for PD® workshops, our specially-designed training modules, demo class and interactive sessions provide a wealth of information to experienced dance teachers and other interested trainees. Our training workshops have been featured in such publications as *Dance Teacher Magazine*, *Dance Studio Life*, and *Teaching Artist Journal*.

Dance for PD® offers regularly-scheduled trainings online via Zoom, at our headquarters in Brooklyn, NY, and in association with training affiliates around the world in response to demand. We maintain close partnerships with other organizations to sustain training hubs on the West Coast of the United States; Toronto, Canada; Leicester and Edinburgh UK; Stockholm, Sweden; Shanghai, China; Seoul, South Korea; Cape Town, South Africa; Liège, Belgium; and Brisbane and Sydney, Australia.

Training & Enrichment Programs

The Dance for PD® training program is divided into two courses (tracks) to allow for facilitators and trainees to focus on specific skills that are relevant to their backgrounds and interests. Each training course has its own objectives and accreditation sequence.

The **Dance Teacher (DT) course** provides a progressive, structured and self-paced training course for qualified and experienced dance teachers who are interested in teaching classes closely based on the Dance for PD® model developed by the Mark Morris Dance Group. The components of this course include an introductory online course, introductory online or in-person workshop, practice teaching, continuing education including advanced workshops and, for those who are interested, certification as a Dance for PD® Teacher.

Our **Educational & Professional Enrichment (EPE) course** is designed to provide a comprehensive and intimate look at core components of the Dance for PD® program so that a wide variety of individuals without dance training or dance teaching experience can learn about our methods and benefit from our resources. The components of this course include an introductory online course, introductory in-person workshop, continuing education and, for those who are interested, advanced workshops and accreditation as a Dance for PD® Registered Teaching Assistant.

**“Dance for PD is a hands-down success.
It's one of the most important programs
for Parkinson's disease in the country.”**

**—Mary Ellen Thibodeau, RN, Executive Director,
Connecticut and Rhode Island APDA**

**“This was an exceptional experience, and I feel
privileged to have had this opportunity! If all dance
classes were this inspiring, educational and uplifting,
everyone would dance!”**
—Workshop participant

Dance Teacher (DT) course

Overview

We believe that people with Parkinson's disease deserve to work with knowledgeable and experienced dance teachers and professional teaching artists, and that these professionals usually provide the most comprehensive and artistically enriching experience for participants.

The **Dance for PD® Dance Teacher** course is designed to provide exceptional training for Dance Teachers who meet our qualifications. The program, from the introductory online learning course through certification, aims to provide rigorous training and comprehensive resources to help trained dancers and dance instructors adapt their expertise to work effectively and comfortably with the Parkinson's population under the guidelines and methodology of the Dance for PD® program.

Eligibility

In order to maintain the quality and founding principles of the program, we require that Dance Teacher course candidates meet the following qualification requirements:

- Embody documented proficiency in at least one major dance style (ballet, classical Indian, modern, jazz, tap, ballroom, Argentine Tango, flamenco, West African etc.)
- Have at least 3-5 years' experience consistently teaching dance in a group setting
- Demonstrate ability to adapt dance techniques and styles to a special population
- Demonstrate ability to create original, dynamic sequences of dance movement in several styles
- Demonstrate sensitivity and patience
- Demonstrate proficient musicality and sense of rhythm
- Performing experience is strongly recommended but not essential

Training Aims

Through training and certification, Dance Teachers will demonstrate:

- professional competence in dance teaching and learning for people with Parkinson's in a wide range of communities
- the ability to refine and use methods, skills and understanding in teaching and learning practice
- the ability to create high quality, safe and informed teaching and learning practice specifically designed for people with Parkinson's
- the ability to work autonomously and with professionalism
- the ability to initiate continuing professional development and to cultivate new skills throughout the teaching process

Process

The Dance Teacher course consists of six distinct steps. Each one is designed to foster continuing professional development and an expansion of skills and focuses on specific learning outcomes.

Step One: Basic application

Applicants complete an online application and are judged against eligibility criteria.



Step Two: Online learning program

An initial learning course, completed online, introduces Dance for PD® core principles and familiarize trainees with foundational knowledge.



Step Three: Introductory Training Workshop

Upon successful completion of the online course, trainees participate in a multi-day **Introductory Training workshop**, which takes place in-person around the globe or online via Zoom.



Step Four: Online assessment

This online assessment addresses topics covered in Steps Two and Three and allows trainees to evaluate their learning process. A score of at least 75% is required for passing.



Step Five: Continuing Professional Development

Trainees embark on a period of teaching/mentorship to deepen and develop skills and complete online or in-person **Advanced Training/Professional Development** before applying for certification.



Step Six: Dance Teacher Certification

Eligible teachers advance to the certification process, which takes about one year to complete.



Photo courtesy of Queensland Ballet

Credit System

Successful completion of each step in the training process results in the earning of credits, which are based on the number of hours spent on each component. Trainees may accrue credits as follows:

Successful completion of eight-module online course	5 credits
Successful completion of online assessment	5 credits
Successful completion of one-day enrichment seminar, or volunteer training with 10 hours of volunteer assisting	10 credits
Successful completion of in-person Introductory Training workshop	20 credits
Successful completion of in-person Advanced Training workshop	20 credits

Once accrued, credits are one of the qualifying elements needed to apply for the Dance for PD® Dance Teacher Certification. To apply for Dance Teacher Certification, at least **50 credits** are required in addition to other eligibility requirements. Additional post-certification continuing education credits are listed under the Certification Continuing Professional Development requirements.



Step One: Basic application

To begin the Dance Teacher course, applicants must complete an [online questionnaire and training application](#), available through the Dance for PD website. Once the basic application is approved for eligibility, trainees will be invited to move forward with the online learning program.

Step Two: Online learning program

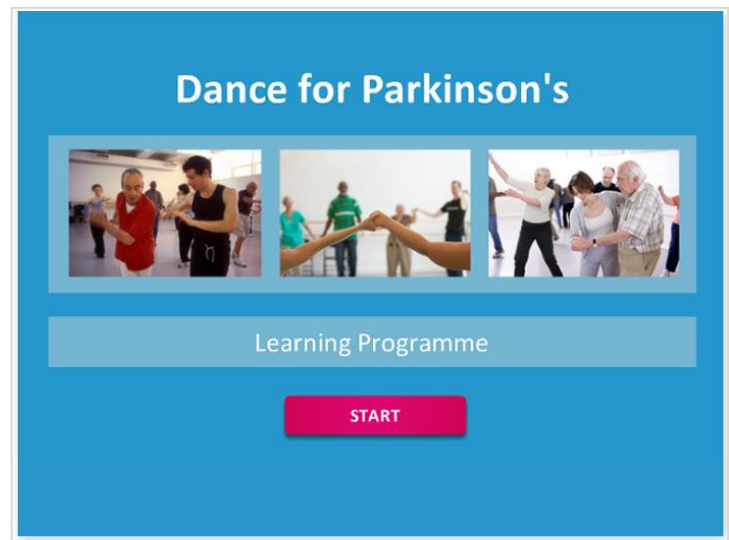
The online learning course consists of eight modules and is designed as a self-directed, self-timed course that encourages self-reflection and provides foundational and important knowledge necessary to complete the full Dance Teacher course. The course takes 10-12 hours to complete.

Learning outcomes

- 1: Develop an understanding of the context in which Dance for PD classes take place
- 2: Develop an understanding of the objectives, principles and values of Dance for Parkinson's classes
- 3: Learn how to explain confidently and clearly the benefits of dance for people with Parkinson's
- 4: Have a basic understanding of Parkinson's and the effects it has on participants' function
- 5: Learn ways to manage and structure a class to minimize risk to the participants
- 6: Develop an understanding of the management of the learning environment
- 7: Develop an understanding of inclusive teaching and learning processes
- 8: Develop creative approaches to teaching and learning in dance
- 9: Demonstrate knowledge and understanding of the use of dance language and imagery
- 10: Plan and deliver dance activities suitable for people with Parkinson's disease
- 11: Respond flexibly to the needs of group participants
- 12: Plan specific, contextually-informed dance activities suitable for people with Parkinson's disease
- 13: Integrate and apply elements of dance technique to people with Parkinson's disease
- 14: Integrate an awareness of pedagogic techniques that foster maximum participation in a dance class for people with Parkinson's disease

Timeline and requirements

The online learning course may be started and completed at any time, but completion of the course is required to participate in a training workshop. Under certain circumstances (last-minute workshop registration, for example), it is allowable to complete the online course within four weeks of the workshop's completion.



The online course requires a computer or tablet but minimal technical skills. Requests to opt out of the online course must be made in writing to admin@danceforpd.org.

Fees

The online learning course costs US \$132 (£110), \$120 (£100) for members of Dance for PD® or members of People Dancing: the foundation for community dance. This covers the cost of the course and the Ofqual-certified assessment.

Step Three: Introductory Training workshop

Our **Introductory Training workshops** are the foundation of our Dance Teacher course, and the first step in a process to develop a Dance for PD® teaching practice.

“This workshop was all the things one could ask for... Well organized, thoughtful in its content, well balanced in presentation, practice and break and network time. I left feeling informed, educated and inspired.”

—J.B., Philadelphia

Once the online learning program has been successfully completed, trainees are invited to register for an Introductory Training workshop of their choice. Workshops are offered internationally. Information about upcoming workshops is available on our website at [Locations & Dates](#).

Content

Most Introductory Training workshops involve 16 hours—spread over two days for an in-person workshop and up to four days for an online workshop—and consist of intensive experiential and practical sessions in the studio or via Zoom. Trainees cover training modules focusing on core philosophies and methods, issues related to working with people with Parkinson’s, safety considerations, integration of music as well as a seminar on administrative Best Practices and considerations. Workshops also include a teaching practicum that provides trainees an opportunity to hone their skills of exercise development and presentation. All trainees will participate in an actual Dance for PD® class, work directly with Dance for PD® founders or approved Dance for PD® certified instructor trainers, and engage in interactive learning sessions with teachers from a diverse selection of communities and backgrounds.

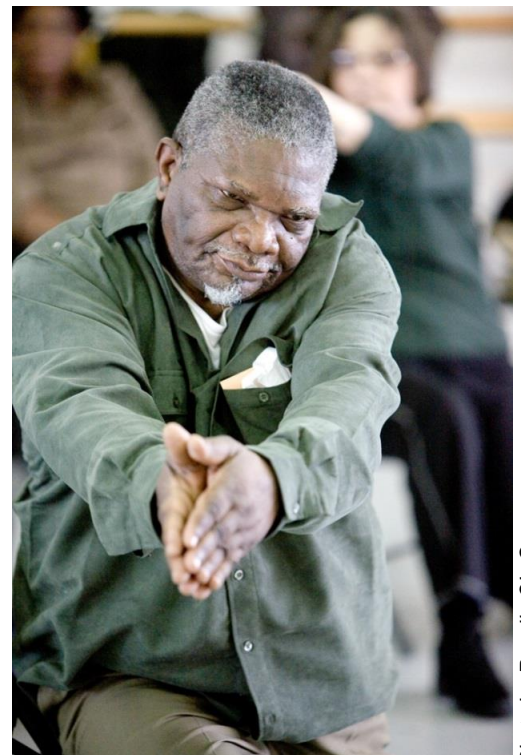


Photo by Rosalie O' Connor

Training Modules

The workshop is structured around the following eight training modules:

Module 1:	Core principles
Module 2:	What to Expect
Module 3:	Safety
Module 4:	Teaching Techniques
Module 5:	Class Design and Structure
Module 6:	Exercise Design
Module 7:	Adaptations/Translations
Module 8:	12 Keys to Success

Sample schedule

Our workshops provide an immersive, interactive experience by leveraging a variety of formats and educational approaches over the two days. Here's an example of a typical two-day workshop:

Day 1

09:00	Introduction of attendees
09:15	Introduction--Why Dance for PD®?
10:00	Parkinson's Overview
11:00	Anatomy of a Class: structure, content and methodology
01:00	Lunch
02:00	Anatomy of a Class: structure, content and methodology
04:30	Balance and freezing workshop
05:30	Film excerpts: <i>Why Dance for PD®</i> and <i>Capturing Grace</i>

Day 2

09:00	Teaching Practicum
01:00	Lunch
02:00	Dance for PD® community class
03:15	Discussion
04:15	Administrative and logistical considerations
05:00	Wrap up and next steps

Learning outcomes

- 1: Understand and teach the preferred techniques and styles of dance in a Dance for Parkinson's context
- 2: Understand the application of movement vocabulary and principles to support the teaching of a Dance for PD® class

- 3: Understand how to plan and structure a Dance for Parkinson's class and use this knowledge to implement successful lesson planning
- 4: Employ creative approaches to introducing dance to enrich physical and artistic understanding and increase accessibility
- 5: Understand the role of music to support Dance for PD teaching and apply this knowledge in actual practice
- 6: Understand how to apply different teaching and learning strategies and approaches to meet the needs of individuals and understand how to adapt approaches to suit a variety of abilities and levels of mobility
- 7: Understand and apply safe practice, including risk assessment and safe in-class assisting techniques
- 8: Understand and apply the use of improvisation as a teaching and learning strategy
- 9: Understand and apply Parkinson's-relevant movement planning concepts related to balance and locomotion
- 10: Understand how to pace a class with sensitivity and comprehension of Parkinson's-specific considerations
- 11: Understand the importance of effective practice, including warm-up and cool-down procedures, in relation to planning and delivery of Dance for Parkinson's classes
- 12: Understand the concepts of progression in order to develop and sustain progress in individual and group learning
- 13: Understand the role of class management, communication, and presentation skills and apply these in effective delivery of Dance for Parkinson's classes
- 14: Understand the basic administrative tasks and considerations required to establish a successful Dance for Parkinson's program
- 15: Understand a dance/movement phrase through analysis and apply that understanding to the teaching in the Dance for Parkinson's context
- 16: Develop strategies for accident prevention and incident management
- 17: Understand and adjust boundaries of own role in different situations
- 18: Understand the importance of social interaction within Dance for Parkinson's class setting and demonstrate ability to create activities that foster interaction and engagement
- 19: Understand basic choreographic structures and forms that foster inclusive engagement and participation

Fees

Tuition for training workshops ranges from \$199-\$399 and includes downloadable training materials and a complimentary one-year Dance for PD® Professional Membership. Depending on the location and training host, tuition may also include a Dance for PD® digital media bundle. Media bundles, which provide comprehensive video and audio resources, are available as an add-on purchase at all training locations.

Training organizations

Global partnership arrangements mean that we recognize training courses administered by our partner organizations and honor credits accrued through the courses offered by:

Mark Morris Dance Group/Dance for PD®
Dancing with Parkinson's Canada
People Dancing/Dance for Parkinson's Partnership UK
English National Ballet
Dance for Parkinson's Australia
Balettakademien Stockholm
Dance Base Edinburgh
Canada's National Ballet School/Sharing Dance for People with Parkinson's
Inspirees Institute, China
Dance for Parkinson's South Africa
Dancers' Career Development Center, Seoul



B A L E T T A K A D E M I E N
STOCKHOLM

Step Four: Online Assessment

The Dance for Parkinson's online assessment should be completed as soon as the trainee has completed both the prerequisite online learning program and the live, interactive training workshop. In order to teach, all Dance Teacher track trainees will be required to take the final assessment, and a grade of 75% will be considered passing. Trainees who do not earn a passing grade will be asked to take the assessment a second time. Trainees should make every effort to complete the assessment within two weeks of completing a workshop. The assessment can be bundled with the online course and paid together for a discount, or it can be purchased separately. Through successful completion of the assessment, trainees earn a Participatory Arts Qualification (PAQ) - Level 4, accredited by the UK's Ofqual.

Step Five: Continuing Professional Development (CPD)

We provide continuing professional development and education for Dance Teachers through our Professional Membership program, online live and on demand workshop series, and advanced training workshops.

Mentoring/Fieldwork

Once a trainee has completed the Introductory Training workshop, they are ready to begin a pilot **teaching/mentorship** period in which learned skills are applied to an actual Dance for PD® group class environment. Depending on the skills and comfort level of the trainee, a period of additional observation and assisting in existing Dance for Parkinson's classes may be suggested or desired before the trainee begins teaching. It is highly recommended that trainees establish mentoring relationships with experienced, trained and/or certified Dance for Parkinson's teachers in communities or regions where classes already take place. Dance for PD® or Dance for PD® partner staff can assist in mentorship placements where available.



Professional Membership

Our **Professional Membership** will provide Dance Teachers with comprehensive online resources as well as access to the online community group. These resources will allow teaching artists to deepen their knowledge by connecting with a virtual interactive community of affiliated teachers doing similar work. As a Professional Member, teachers have access to our many resources, including:

- Access to teaching community online Ryver forum
- Invitations and access to online Professional Development opportunities with guest presenters
- Program newsletters and research updates
- Access to online library of articles, 300+ recorded classes, music resources and an audio-video archive
- Advanced notification for workshops and master classes

Advanced Training workshops

Trainees must also attend at least 20 hours of Continuing Professional Development to supplement skills and knowledge gained in the first three steps of the training process. These hours can be accrued through advanced training workshops or through monthly online CPD workshops (90 minutes each) available live or on demand [here](#). Trainees must complete an evaluation after each online workshop to earn credit hours.

Advanced training workshops provide trainees with an opportunity to hone their skills, supplement their knowledge, connect with other teachers, and continue to integrate best practices—all with the perspective that comes with working in the

community for a period of time. Teachers exchange concerns and exercises with colleagues and develop new ideas to take back to their local classes. There are no waiting requirements for advanced training workshops, but the professional development experience is much more meaningful when trainees have been assisting or teaching in an actual Dance for Parkinson's class for at least six months.

“The seminar was wonderful! I didn’t know what to expect but it was truly illuminating. Your extensive knowledge and presentation were essential to the success of the forum.”

—E.Y., workshop participant, Ohio

Sample schedule

Advanced workshops incorporate discussion sessions, movement classes and exercise exchange forums. Here’s an example of a typical three-day workshop:

Day 1

- 03:00** Welcome
- 04:00** Argentine Tango workshop
- 05:00** Technical focus and analysis: spiraling and weigh shift
- 07:00** Meet and greet reception

Day 2

- 09:30** Research briefing and analysis
- 10:45** Teacher exchange: Across the floor exercises
- 11:45** Break
- 12:00** Gaga workshop
- 01:30** Lunch
- 02:30** Tap workshop
- 03:30** Modern workshop
- 04:15** Music and rhythm
- 05:15** Special topics: Challenges and resolutions
- 06:30** Optional: Drinks and conversation



Courtesy of People Dancing; photo by Rachel Cherry

Day 3

- 09:00** Teacher exchange: Seated dances
- 10:00** Hula workshop
- 11:00** Teacher exchange: Improvisation
- 12:00** Lunch
- 01:00** Jazz workshop
- 02:00** Panel discussion
- 03:00** Network forum
- 04:00** End

Learning outcomes

- 1: Select/adapt a range of resources, movement vocabularies, styles and approaches to promote inclusive teaching and learning
- 2: Create lesson plans based on creatively constructed units or themes
- 3: Understand proper classroom management and curriculum methods that maximize involvement and participation
- 4: Understand the need to adapt teaching and learning styles to manage different learning contexts and settings
- 5: Demonstrate an awareness of creative approaches to teaching and learning in Dance for Parkinson's classes
- 6: Initiate, encourage and shape creative responses within dance teaching and including the development of compositional understanding and literacy
- 7: Understand the role of music and other art forms in supporting the delivery of dance teaching and learning in the Dance for Parkinson's context
- 8: Describe dance using dance/movement language, terminology and imagery
- 9: Develop and manage basic administrative tasks and establish effective partnerships
- 10: Understand the need for ongoing Continuing Professional Development to support improvement of professional skills and keep updated with best practice
- 11: Adjust content to participant level and ability
- 12: Recognize the need to adapt approaches according to the requirements of different individuals
- 13: Refine understanding and ability to adjust boundaries of own role in different situation



Courtesy of People Dancing; photo by Rachel Cherry

Step Six: Dance Teacher Certification

The Certification process represents the highest level of Dance for PD®'s Training Program and is reserved for those teachers who have proven eligibility. Dance for PD® recognizes advanced skills, experience, and training through a special certification program for qualified Dance Teachers who have trained with us, have professional experience, and who most closely follow the class structure and artistic content of the Dance for PD® model.



Eligibility

The certification process is available for teaching artists who have proven eligibility through the following credentials:

- Documented proficiency in at least one major dance style (ballet, classical Indian, modern, jazz, tap, ballroom, Argentine Tango, flamenco, West African etc.)
- At least 5 years' experience consistently teaching dance in a group setting
- At least 50 credits in the Dance for Parkinson's training process, gathered from approved partners
- Ability to adapt dance techniques and styles to a special population
- Ability to create original, dynamic sequences of dance movement in several styles
- Sensitivity and patience
- Proficient musicality and sense of rhythm
- Performing experience strongly recommended
- Successful completion of at least 50 hours of teaching in a group Dance for PD® setting
- Special consideration given for hours accrued in one-on-one sessions when group setting is not available



Courtesy of Hrishikesh Pawar.

Process

The certification process consists of eight steps, which address either assessment or learning.

Step One: Basic application (wait for approval before proceeding)

Applicants complete an online application and are judged against eligibility criteria.



Step Two: Lesson plans submission

Submit three lesson plans for review and assessment. One plan is chosen for video submission.



Step Three: Video Submission (lesson plans must be approved first)

Candidates submit a video of their Dance for PD® class.



Step Four: References

Candidates provide three references.



Step Five: General knowledge assessment

Candidates complete a general knowledge written exam online.



Step Six: Core readings and assessment

Candidates engage in self-directed study and complete a second written exam.



Step Seven: Reflective Practice

Candidates engage in a self-reflective module and submit written essays for assessment.



Step Eight: Culminating capstone interview (optional)

Candidates undergo a live or virtual capstone interview with Dance for PD® approved assessors.

Step One: Basic Application (wait for approval before proceeding)

Process

Candidates must supply the following information through the online certification application, for which a link will be provided in your invitation letter.

- Contact information
- Educational background
- General teaching and performing experience
- Actual classes/courses taught
- Dance for PD® teaching hours (minimum of 50)
- Choreography or other creative projects with name of piece, year and venue
- Workshops and seminars completed (including Dance for PD®)
- Publications (if any)
- Experience with community outreach/special populations
- Resume (attached)
- Statement of current Dance for PD® collaborators (dance studios, PD groups, healthcare facilities)
- Short essay of intent

Assessment descriptor

Applications will be judged against the Dance for PD® Certification eligibility criteria listed above.

Incomplete or premature applications will not be accepted. Candidates must demonstrate evidence of hours and training completion upon request. Once approved, candidates may move on with the remaining steps of the process in order. Since most of the Certification process is conducted online, candidates will need to be able to use a computer and execute basic functions include online exam-taking and the downloading and uploading of materials.

Step Two: Lesson plans submission

Process

Candidates shall submit three lesson plans outlining two full Dance for Parkinson's classes. The lesson plans may be based on past or future classes. Lesson plans must be submitted using the form provided when you receive instructions for Step 2. Plans must be based on the core Dance for PD lesson planning template, which is available [here](#). Plans that are lacking key areas listed in this template will be returned for resubmission.

Assessment descriptor

Lesson plans will be reviewed and graded Pass/Fail based on the following criteria. Plans must:

1. Represent Dance for PD® teaching methodology, approach, and best practices indicated in

training and on the core Dance for PD lesson planning template

2. Include a range of activities reflecting structured and improvisational/co-creative approaches
3. Include activities that foster technique, creativity, social interaction and inclusion
4. Include concrete strategies for promoting accessibility for all participants
5. Be realistic in terms of pacing and use of allotted time
6. Include a progressive warm up

Your assessors will select one lesson plan to be used as the basis for your video submission. In some cases, the assessors may make specific recommendations for additional content they'd like to see included in your video submission, or they may suggest omitting certain activities to fit into the time limit required for the video submission.

Step Three: Video submission

Process

Once the candidate's lesson plans have been reviewed, he or she will be asked to submit a video of a Dance for Parkinson's class that is based on the lesson plan selected by the assessor. The video must abide by the following guidelines:

1. Video should be submitted by digital file of an in-person or Zoom class. Video files should be uploaded to our Certification Video Dropbox [here](#).
2. The video must capture three minutes of studio time before the class starts, followed by a 60- to 75-minute class without any edit points. Assessors want to see the pre-class and class activities straight through, including all transitions. If your equipment divides the footage into several files, we ask that you combine those files into a single film using basic editing software. The class itself must have at least eight participants.
3. The video frame must capture the instructor as well as all class participants at all times. We will not accept videos that show only the instructor, or just a few participants. If sending a Zoom class, please record and send both the Speaker View and Gallery View files.
4. The video must capture seated, supported standing, and across-the-floor material. (Accommodations for a specific group's levels and needs will be made.)
5. Assessors will stop watching videos at 75 minutes; no additional footage will be reviewed.
6. Videos may not be less than 60 minutes.
7. Sound quality must be adequate in order to make out the music and the teacher's instructions; videos should be compressed to reduce file size. Videos may be shot on standard consumer electronics (Digital cameras, Flip cameras, iPhones) that show the image with adequate clarity and flow. Professional videography is not required.

Assessment descriptor

Video submissions will be assessed by a panel of expert assessors based on the following criteria:

- Candidate represents comprehensive understanding of Dance for PD® best practices and a

thorough knowledge of practice in teaching and learning in the Dance for PD® context.

- Candidate follows the approved lesson plan, making any adjustments and changes necessary to ensure maximum enjoyment and inclusion of the participants in the room that day
- Candidate displays high-level practical dance teaching and facilitation of learning in context
- Candidate integrates a variety of technical and imaginative components
- Candidate displays individual creativity and personal approach
- Candidate's teaching represents thorough understanding and application of all learning outcomes from the online learning program, Introductory Training workshop, Advanced Training workshop and continuing professional development opportunities
- Candidate's class management sensitively supports and nurtures all class participants and addresses the full range of abilities and levels of mobility in the class
- Candidate's communication skills allow for the clear, energetic and appropriate exchange of information throughout the class
- Candidate's class is inclusive and safe
- Class participants display understanding and execution of class material at an appropriate level
- Candidate displays skills of adaptability within the Dance for PD® framework

Each video submission will be reviewed by at least two assessors. Assessors will address any concerns and suggestions that develop during the review process through a written report highlighting strengths and areas for improvement. Following review, there are three options:

1. The video is approved, and the candidate will receive comments and suggestions based on reviewers' comments
2. Reviewers feel that certain areas need to be improved before the video is approved. Candidates will receive a set of comments, as well as a request for certain sections of class to be done again and resubmitted by video for second review.
3. Reviewers feel that the candidate is not ready for certification. A complete set of comments is shared with the candidate, and the candidate will be asked to work on specific skills before resubmitting a complete class again within a mutually-agreed upon timeframe. In the case of this option, the candidate reserves the right to request a third assessor.

Step Four: References

Process

Three references must be provided as part of the candidate's initial application. Two references must be participants in the candidate's regular Dance for Parkinson's class; one reference must be a teaching colleague or administrator.

Assessment descriptor

References will complete an online form that contains a series of questions relating to the candidate's teaching practice and skills. Any concerns or negative feedback will be shared with the candidate as part of the interview process, although serious concerns may be addressed earlier in the process.

Step Five: General knowledge assessment**Process**

Immediately following the successful completion of the video review process, candidates will receive an access code for the remaining elements of the certification process, beginning with a general untimed online assessment, which integrates a variety of question formats including multiple choice, true/false, and essay.

Assessment descriptor

The general assessment incorporates information, concepts and learning outcomes covered in the three training courses. Specifically, assessment scoring is contingent upon:

- General knowledge of Parkinson's manifestations and how they might present in a Dance for Parkinson's class
- Comprehensive understanding of pedagogic concepts and best practices
- Skills of observation and analysis relating to the class environment
- Comprehensive knowledge of Dance for PD® teaching practices and approaches
- Understanding of safety considerations
- Class planning skills
- Understanding of basic musical concepts and rhythms

Grading

A score of 90% is required to pass. Candidates may retake the exam up to two times. Additional testing instructions are available on the exam portal.

Step Six: Core readings & assessment**Process**

The second written exam tests comprehension of materials contained within the Dance for PD® Certification core reading packet, comprised of essays, articles and research papers related to dance and Parkinson's. Candidates will engage in a process of self-directed reading and study culminating in the second written assessment. Preparation for this exam can begin as soon as the Step Two is complete.

Learning outcomes

Upon completion of the reading packet, candidates will be able to:

- 1: Identify key concepts and issues in research on dance and Parkinson's
- 2: Understand basic methodologies for scientific research in the field
- 3: Understand and appreciate different perspectives on Dance for Parkinson's practice
- 4: Understand both historical and current perspectives on the clinical dimensions of Parkinson's
- 5: Understand and reflect upon creative practice as it pertains to Dance for Parkinson's

Assessment descriptor

The reading assessment will test a candidate's comprehension and absorption of the material and concepts contained within the Dance for PD® Certification packet. Candidates may refer to their packets during the assessment but may not use online search engines or other tools.

Grading

A score of 90% is required to proceed to the next step. Candidates may retake the exam up to two times. Additional testing instructions are available on the exam portal.

Step Seven: Reflective practice

Process

This component aims to guide candidates through the process of reflective practice in order to provide them with observational and reflective skills to evaluate their own teaching practice. Reflective practice occurs through required and optional primary activities. Candidates must complete all of the required reflections, and at least two of the three optional activities. Short reflective essays will be required for each activity module. Essays should be submitted using the general reflective essay templates available in corresponding folders on the Reflective Practice module dashboard. Using the activities as avenues for personal and professional development, candidates should focus their essays on any area that they would like to address, including:

- Connecting the activity to Dance for Parkinson's practice
- Challenges or conflicts aroused by the activity
- Critical thinking and analysis about the activity
- Analyzing any new learning that the activity has stimulated
- Analyzing one's own strengths and weaknesses in relation to the reflective activity and one's own teaching practice

Required activities

1. Dance for Parkinson's class observation

Candidates shall observe, analyze and evaluate practice in two different Dance for Parkinson's programs other than one's own through site visits or online viewing.

2. Reflective, self-directed reading

Candidates shall select one reading from two of the four subject areas below. Candidates may suggest other appropriate and relevant readings to be done in lieu of the suggested list below. Instructions for submitting alternatives are available in the corresponding Reflective Practice folder on the online portal.

Dance History/Criticism <i>(choose one)</i>	Scientific and patient perspectives <i>(choose one)</i>	The Business and Practice of the Arts <i>(choose one)</i>	Music <i>(choose one)</i>
<p>Time and the Dancing Image Deborah Jowitt. NY: William Morrow 1988</p> <p>No Fixed Points: Dance in the Twentieth Century Mary Reynolds and Malcolm McCormick. New Haven: Yale University Press 2003</p> <p>Dancing in the Streets: A History of Collective Joy Barbara Ehrenreich. New York: Metropolitan Books 2006</p> <p>Dancers, Buildings, and People in the Streets Edwin Den. New York: Horizon Press 1965</p> <p>Reading Dance Robert Gottlieb. New York: Pantheon 2008</p> <p>Tools for Choreography and Creation The Art of Making Dances Doris Humphrey. Princeton: Princeton Book Company 1987</p> <p>The Intimate Act of Choreography Lynne Anne Blom and L. Tarin Chaplin. Pittsburgh: University of Pittsburgh 1982</p> <p>Dance as a Healing Art: Returning to Health with Movement and Imagery Anna Halprin. Mendocino: LifeRhythm 2000</p> <p>Why We Dance: A Philosophy of Bodily Becoming Kimerer LaMothe. New York: Columbia University Press 2015.</p> <p>Out Loud: A Memoir Mark Morris and Wesley Stace. New York: Penguin 2019.</p>	<p>Dancing with Parkinson's Sara Houston. Chicago: Intellect Books/University of Chicago 2019</p> <p>Brain Storms: The Race to Unlock the Mysteries of Parkinson's Disease Jon Palfreman. New York: Scientific American/Farrar Straus and Giroux 2015.</p> <p>The Brain That Changes Itself Norman Doidge. New York: Viking 2007</p> <p>A User's Guide To The Brain John J Rately. New York: Pantheon Books 2001</p> <p>Awakenings Oliver Sacks. New York: Vintage 1999</p> <p>Navigating Life with Parkinson's Disease Sotirios Parashos, Rose Wichmann and Todd Mel. New York: Oxford Univ. Press 2013</p> <p>Spark: The Revolutionary New Science of Exercise and the Brain John J Ratey. Little Brown and Company 2008</p> <p>The Art of Changing the Brain: Enriching the Practice of Teaching Exploring the Biology of Learning James E. Zull. Sterling, VA: Stylus Publishing 2002</p>	<p>Managing the Nonprofit Organization Peter F. Drucker. New York: Icon 1990</p> <p>The Art of the Turnaround Michael M. Kaiser. Hanover: University Press of New England 2008</p> <p>Good to Great + Good to Great for Nonprofits (monograph) James C. Collins. New York: Harper Business 2001</p> <p>The Rise of the Creative Class: And How It's Transforming Work, Leisure, Community and Everyday Life Richard L. Florida. New York: Basic Books 2002</p> <p>Leading Roles: 50 Questions Every Arts Board Should Ask Michael M. Kaiser. Hanover: University Press of New England 2010</p> <p>The Politics of Culture: Policy Perspectives for Individuals, Institutions, and Communities Wallach et al. New York: New Press 2000</p> <p>Managing a Nonprofit Organization in the Twenty-First Century Thomas Wolf. New York: Simon & Schuster 1999</p> <p>The Essential Drucker: The Best of Sixty Years of Peter Drucker's Essential Writings on Management Peter F. Drucker. New York: Collins 2008</p> <p>Arts, Inc.: How Greed and Neglect Have Destroyed Our Cultural Rights Bill Ivey. Berkeley: University of California Press 2008</p>	<p>Musicophilia Oliver W. Sacks. New York: Alfred A. Knopf 2007</p> <p>This is Your Brain on Music Daniel J. Levitan. New York: Plume 2007</p> <p>The Classical Style Charles Rosen. New York: W W Norton 1997</p> <p>The Joy of Music Leonard Bernstein. New York: Amadeus Press 2004</p> <p>The Unanswered Question: Six Talks at Harvard Leonard Bernstein. Cambridge: Harvard University Press 1981</p> <p>Dance and Music: A Guide to Dance Accompaniment for Musicians and Dance Teachers Harriet Cavalli. Gainesville: University Press of Florida 2001</p>

Optional activities (select 1 of 3)

1. Performance reflection

Candidates shall attend two live performances in a six-month period and write a response based on personal observations and opinions. Candidates should not write a review. If no live performance is available, candidates should select two dance films for viewing. Each film must be at least 30 minutes.

2. Taking class

Candidates will engage in and report on at least two dance classes in the style of their choice. The class must be a dance or somatics class (Alexander, Feldenkrais, Pilates). Yoga, Zumba, Martial Arts and fitness classes are not considered appropriate activities for this self-reflective module.

3. Musical selections

Candidates will select five pieces of music (each piece must be a minimum of 5 minutes) for close listening, reflection and analysis. Candidates are encouraged to choose music of different styles and genres and to analyze music they might use in their Dance for Parkinson's classes if they are utilizing recorded music.

Learning outcomes (dependent on individual choices and selections)

- 1: Assess professional skills and knowledge related to Dance for Parkinson's teaching practice
- 2: Understand the need for ongoing Continuing Professional Development to support improvement of professional skills and keep updated with best practice
- 3: Develop and manage projects and establish effective partnerships
- 4: Reflect awareness of good practice teaching practice
- 5: Evidence understanding of own capacity as a practitioner
- 6: Evidence comprehensive understanding of relevant literature and key texts in related fields
- 7: Evidence understanding of the range of teaching approaches within the Dance for Parkinson's field
- 8: Evidence reflective and critical thinking skills as part of engaged, thoughtful practice

Step Eight: Culminating live/virtual interview (optional)

Process

The certification process may culminate in a live or virtual session with one or two Dance for PD® approved assessors. During this session, the assessors may ask the candidate to:

1. Discuss potential class activities spontaneously (without preparation)
2. Modify or adapt any of those exercises as requested by the assessors
3. Discuss any remaining concerns, questions or areas of weakness with the assessors
4. Receive mentoring/coaching from the assessors

Assessment descriptor

Based on the candidate's performance, the certifier will either approve or postpone certification after this session. Candidates will receive notice of their status within four weeks of the interview.

Final grade

Pass: You demonstrate an authoritative and engaging knowledge and understanding of autonomous dance learning and teaching with people with Parkinson's and their communities.

Fail: You demonstrate limited knowledge and understanding of autonomous dance learning and teaching with people with Parkinson's and their communities and are not prepared to be a certified teacher.

Policies and guidelines

Timeframe & logistics

It is expected that the entire certification process will take eight to 12 months. The process must be completed within 15 months after the initial application is approved. Candidates who take longer than 15 months to complete their certification work must receive special written approval and must resubmit a second application fee to continue. Coursework will be hosted on Canvas, an online platform that houses readings, manages testing, allows for the download of templates and uploading of essays to a course dropbox. Candidates who have completed the course must review and sign the Certification Agreement in order for certification to be officially recognized and valid.

Fees

Certification has the following fees:

Application fee	\$100 (non-refundable)
Assessment fee	\$600 (50% refundable if candidate fails certification process)
Certification fee	\$800 (payable when course is completed, prior to execution of agreement)
Total fee	\$1500
+ Annual membership fee	\$60 per year
+ Recertification fee	\$25 every two years

Application fee is due upon approval of the application. Assessment fee must be paid before exams are taken. Payment plans for the certification fee may be available to those in need on a case-to-case basis. Please contact us for further information.

Recertification and Continuing Professional Development

Certified Teachers must recertify every two years to maintain their certification. Successful recertification requires:

1. adherence to all terms described in the [Dance for PD Certification Agreement](#)
2. review and evaluation of class attendance and feedback
3. maintenance of a paid annual membership, and
4. accumulation of at least 20 credits of continuing education every two-year cycle, with at least 10 of those credits being done through the Dance for PD program. Credits can roll over from year to year so long as 20 hours are completed every two years. A credit is equivalent to one hour of participation.

Credits are reported through the CPD Activity Log linked to the Dance for PD® certification page. To encourage a range of CPD activities, there are credit limits to specific activities. Approved activities with are listed below. Next to each activity is listed the maximum number of credits that a Certified Teacher can earn from a specific activity—for example, teachers can earn up to 5 credits for phone seminars, even if they participate in seven hours of seminars over two years.

Professional Development workshop presented Dance for PD® or approved affiliate	20 credits
Dance for PD® CPD workshops	20 credits
Participation in an online CPD program that supports the development of your practice	15 credits
Writing an article for publication or producing a film in an arts-related area	5 credits
Participating in a specialist arts learning group (i.e. Arts for Health)	10 credits
Taking part in a mentoring program as a mentor or mentee	10 credits
Participation in dance performance as a performer, choreographer or producer	10 credits
Attending a performance or exhibition	5 credits
Approved dance workshop, intensive or non-Dance for PD® teacher training	10 credits
Attendance at a Parkinson's-related conference or symposium	10 credits
Completion of additional Dance for PD® self-reflective work	5 credits

Recertification will be initiated by MMDG. We will send a brief questionnaire, reporting form and link to Certified Teachers. A recertification processing fee of \$25 will be required. For recertification, accurate attendance records of the past two years' worth of classes must be submitted upon request, and the candidate's students may be asked to complete a questionnaire about their experience in the class.

Benefits of certification

Certified teachers will be able to use the language: **Dance for PD® Certified Teacher** in any class descriptions or promotions. Certified teachers will receive prime billing on the website. For full terms, please review the [Dance for PD® Certification Agreement](#).

Certification and licensing

In order for the class to be called Dance for PD®, the certified teacher will need to partner with an approved organization, venue or institution, information about which is submitted during the application process. The organization must review and execute a [Dance for PD® Licensing Agreement](#), and complete an annual licensing payment according to the following sliding scale based on the sponsoring organization's annual budget:

Budget \$1 - \$100,000	\$125
Budget \$101,000-\$1 million	\$250
Budget \$1 million - \$5 million	\$500
Budget more than \$5 million	\$750

Licensing covers up to six locations. For more than six locations, an additional 25% is required.

Loss of certification

Certification may be revoked for any of these reasons:

1. Terms and guidelines of this agreement are breached
2. Continuing education credits are not completed
3. Membership is not paid
4. Trademark is improperly used (i.e. teacher moves to a different, non-approved organization and calls class Dance for PD®)
5. Anonymous renewal references are overwhelmingly negative
6. Fundamental content of class shifts from what is recorded on video or stated in lesson plan
7. Class attendance drops noticeably during the period of certification

More information about certification terms is available in the Dance for PD® Certification Agreement.



Courtesy of People Dancing; photo by Rachel Cherry

Educational & Professional Enrichment Program (EPE)

Overview

We believe that people with Parkinson's deserve to be supported by knowledgeable and experienced individuals who are passionate about contributing to an enriching community. The Dance for PD® Educational & Professional Enrichment course is designed for people without a dance teaching background who want a comprehensive overview of Dance for PD® approaches and Best Practices for their own enrichment rather than because they would like to lead a dance class.

Eligibility

The Dance for PD® Educational and Professional Enrichment course is designed to respond to the needs and interests of three sets of constituents:

- The therapist, caregiver, person with Parkinson's, allied health worker or medical professional who would like to learn more about the Dance for PD® program but has no interest in lead teaching an actual class
- The recreational dancer, therapist, program coordinator or movement practitioner who would like to assist in a class or facilitate an individual or group's active viewing of the Dance for PD® At Home video series
- The individuals wishing to be trained assistants in Dance for PD® classes

Aims

Through training, EPE candidates will gain:

- Understanding of the role of dance and dance teaching in the lives of people with Parkinson's
- Familiarity with methods and approaches used in teaching and learning practice
- The ability to support Dance for Parkinson's programs through advocacy, planning, administrative support and in-class assistance
- Knowledge of the background and objectives of Dance for Parkinson's classes
- Knowledge of safety issues related to Dance for Parkinson's classes

EPE Options

EPE candidates may engage with the Educational & Professional Enrichment course in the following ways:

1. Take the online training course with or without assessment
2. Take a Dance for PD® or affiliated introductory workshop
3. Assisting in or provide support in a Dance for Parkinson's program after initial training
4. Complete the Dance for PD® Registered Teaching Assistant qualification

Process

EPE training is open-ended. Participants may begin and end their participation with the online course. Others may decide to continue with the in-person workshop. For those wishing to assess and qualify their experience through the **Dance for PD® Registered Teaching Assistant (RTA)** qualification, all five steps of the process must be completed.

Step One: Basic application

Applicants complete an online application and are judged against eligibility criteria.



Step Two: Online learning program

An initial learning course, completed online, introduce Dance for PD® and familiarize trainees with foundational and important knowledge.



Step Three: Introductory Training Workshop

Upon successful completion of the assessment, trainees participate in a multi-day **Introductory Training workshop**, which takes place in person around the globe as well as online via Zoom.



Step Four: Online assessment

This online assessment addresses topics covered in Steps Two and Three and allows trainees to evaluate their learning process. A score of at least 70% is required for passing.



Step Five: Continuing Professional Development

Trainees can assist in a Dance for Parkinson's setting in a number of different ways: in-class assistance, providing administrative support etc. and can continue to deepen skills by engaging in Professional Development opportunities in-person or online.

Step Six: Registered Teaching Assistant

Some trainees may choose to advance to the four-step process of qualifying their experience as a teaching assistant.



Credit system

Successful completion of each step in the training process results in the earning of credits. One credit is the equivalent of approximately one hour of training or engagement. Trainees may accrue credits as follows:

Successful completion of online course	5 credits
Successful completion of enrichment seminar, volunteer training or at least 10 hours of assisting in an active Dance for Parkinson's program	10 credits
Successful completion of in-person introductory workshop	20 credits
Successful completion and score of at least 70% on the online assessment	5 credits

Once accrued, credits are one of the qualifying elements needed to apply for the Dance for PD® Registered Teaching Assistant. In order to apply for the RTA qualification, **40 credits** must be accrued. Additional continuing education credits are listed under the RTA Continuing Professional Development requirements.

Step One: Basic application

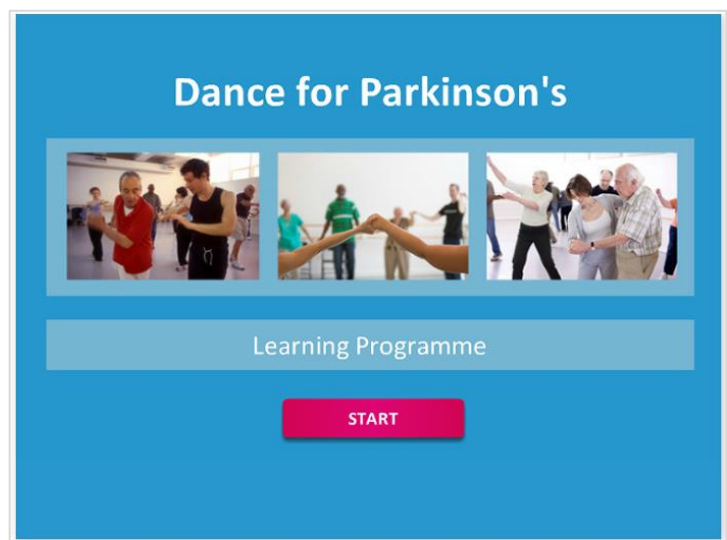
To begin the Educational & Professional Enrichment course, applicants will be asked to complete an **online questionnaire and application**. Once the basic application is approved for eligibility, trainees will be invited to move forward with the online training program.

Step Two: Online learning program

The online learning course consists of eight modules and is designed as a self-directed, self-timed course that encourages self-reflection and provides foundational and important knowledge necessary to complete the full Dance Teacher course. The course takes 10-12 hours to complete.

Learning Outcomes

- 1: Develop an understanding of the context in which Dance for Parkinson's classes take place
- 2: Develop an understanding of the objectives, principles and values of Dance for Parkinson's classes
- 3: Learn how to explain confidently and clearly the benefits of dance for people with Parkinson's
- 4: Have a basic understanding of Parkinson's and the effects it has on participants' function



- 5: Learn ways to support class activities in ways that minimize risk to the participants
- 6: Develop an understanding of providing support within the learning environment
- 7: Develop an understanding of inclusive teaching and learning processes
- 8: Understand the range of dance activities suitable for people with Parkinson's disease
- 9: Understand the needs of group participants

Timeline and requirements

The online learning course can be started and completed at any time. EPE trainees who are interested in applying for the RTA qualification are required to take the EPE final assessment, and a grade of 75% will be considered passing. The assessment can be completed once the trainee indicates that he or she has completed the first four modules of the course.

The online course requires a computer but minimal technical skills. It is expected that the course and assessment will take between 8-20 hours.

Fees

The online learning course costs US \$132 (£110), \$120 (£100) for members of Dance for PD® or members of People Dancing: the foundation for community dance. This covers the cost of the course and the Ofqual-certified assessment. If you are not planning to pursue the RTA track, you may purchase the course only (no assessment) for £75/\$90, £65/\$78 for members for Dance for PD or People Dancing.

Step Three: Introductory Training Workshop

Our introductory training workshops are the foundation of our Educational & Professional Enrichment course, and the first step in a process to develop a deeper understanding of assisting in a Dance for Parkinson's setting.

Once the online learning program has been successfully completed, trainees are invited to register for an introductory training workshop of their choice. Workshops are offered in training hubs around the world as well as online via Zoom. Information about upcoming workshops is available



Courtesy of People Dancing; photo by Rachel Cherry

“This workshop was completely satisfying, both on personal and professional levels. I thoroughly enjoyed each day's activities ... I feel uplifted and inspired by all I witnessed”
—Workshop Participant

on our [website](#).

Content

Most Introductory Training workshops involve 16 hours—spread over two days for an in-person workshop and up to four days for an online workshop—and consist of intensive experiential and practical sessions in the studio or via Zoom. Trainees cover training modules focusing on core philosophies and methods, issues related to working with people with Parkinson's, safety considerations, integration of music as well as a seminar on administrative Best Practices and considerations. Workshops also include a teaching practicum that provides trainees an opportunity to hone their skills of exercise development and presentation. All trainees will participate in an actual Dance for PD® class, work directly with Dance for PD® founders or approved Dance for PD® certified instructor trainers, and engage in interactive learning sessions with teachers from a diverse selection of communities and backgrounds.

Training Modules

The workshop is structured around the following eight training modules:

- Module 1: Core principles
- Module 2: What to Expect
- Module 3: Safety
- Module 4: Teaching Techniques
- Module 5: Class Design and Structure
- Module 6: Exercise Design
- Module 7: Adaptations/Translations
- Module 8: 12 Keys to Success

Sample schedule

Our workshops provide an immersive, interactive experience leveraging a variety of formats and educational approaches. Here's an example of a typical two-day in-person workshop:

Day 1

- 09:00** Introduction of attendees
- 09:15** Introduction: Why Dance for PD®?
- 10:00** Parkinson's Overview
- 11:00** Anatomy of a Class: structure, content and methodology
- 01:00** Lunch
- 02:00** Anatomy of a Class: structure, content and methodology



- 04:30** Balance and freezing workshop
05:30 Film excerpts: *Why Dance for PD®* and *Capturing Grace*

Day 2

- 09:00** Teaching Practicum
01:00 Lunch
02:00 Dance for PD® community class
03:15 Discussion
04:15 Administrative and logistical considerations
05:00 Wrap up and next steps

Learning Outcomes

- 1: Understand the preferred techniques and styles of dance in a Dance for Parkinson's context
- 2: Understand the application of movement structures and principles to support the teaching of a movement class for people with Parkinson's
- 3: Understand creative approaches to introducing dance to enrich physical and artistic understanding and increase accessibility
- 4: Understand the role of music to support movement for people with Parkinson's
- 5: Understand and support safe practice, including risk assessment and safe in-class assisting techniques
- 6: Understand the use of improvisation as a teaching and learning strategy
- 7: Understand Parkinson's-relevant movement planning concepts related to balance and locomotion
- 8: Understand the role of class management, communication, and presentation skills
- 9: Understand the basic administrative tasks and considerations required to establish a successful community program for people with Parkinson's
- 10: Understand and recognize strategies for accident prevention and incident management
- 11: Understand and adjust boundaries of own role in different situations
- 12: Understand importance of social interaction within the class setting

Fees

Tuition for training workshops ranges from \$199-\$399 and includes downloadable training materials and a complimentary one-year Dance for PD® Professional Membership. Depending on the location and training host, tuition may also include a Dance for PD® digital media bundle. Media bundles, which provide comprehensive video and audio resources, are available as an add-on purchase at all training locations.

"I learned more than I could have ever imagined and I love to dance more than I ever imagined. I have already utilized some of your ideas into my treatment approaches with my patients and they have worked GREAT!"

—L.D., DPT

Training organizations

Global partnership arrangements mean that we recognize training courses administered by our partner organizations and honor credits accrued through the courses offered by:

Mark Morris Dance Group/Dance for PD®
Dancing with Parkinson's Canada
People Dancing/Dance for Parkinson's Partnership UK
English National Ballet
Dance for Parkinson's Australia
Balettakademien Stockholm
Dance Base Edinburgh
Canada's National Ballet School/Sharing Dance for People with Parkinson's
Inspirees Institute, China
Dance for Parkinson's South Africa
Dancers' Career Development Center, Seoul



BALETTAKADEMIEN
STOCKHOLM

Step Four: Online Assessment

The Dance for Parkinson's online assessment is required for trainees in the Dance Teacher track but optional for EPE trainees. However, if an EPE trainee wishes to pursue the RTA qualification, they are required to take the assessment, which should be completed as soon as they have completed both the prerequisite online learning program and the live, interactive training workshop. In order to be eligible for the RTA program, EPE trainees will be required to take the final assessment and receive a passing grade of at least 70%. Trainees who do not earn a passing grade will be asked to take the assessment a second time. The assessment can be bundled with the online course and paid together for a discount, or it can be purchased separately. Through successful completion of the assessment, trainees earn a Participatory Arts Qualification (PAQ) - Level 4, accredited by the UK's Ofqual.

Step Five: Continuing Professional Development (CPD)

Fieldwork

EPE trainees who complete an Introductory Training workshop may choose to put their knowledge into

practice :

1. Assisting in a local Dance for Parkinson's class
2. Providing administrative support to a local Dance for Parkinson's class
3. Being an advocate or ambassador for a local Dance for Parkinson's program

EPE trainees may not teach or lead classes.

Professional Membership

Our **Professional Membership** will provide Dance Teachers with comprehensive online resources as well as access to the online community group. These resources will allow teaching artists to deepen their knowledge by connecting with a virtual interactive community of affiliated teachers doing similar work.

As a Professional Member, teachers have access to our many resources, including:

- Access to teaching community online Ryver forum
- Invitations and access to online Professional Development opportunities with guest presenters
- Program newsletters and research updates
- Access to online library of articles, 300+ recorded classes, music resources and an audio-video archive
- Advanced notification for workshops and master classes

Advanced Training workshops

For those trainees wishing to complete the RTA qualification, additional professional development can be achieved by participating in an advanced training workshop or by joining monthly online Continuing Professional Development workshops. These workshops provide trainees with an opportunity to hone their skills, supplement their knowledge, connect with other teachers, and continue to integrate best practices—all with the perspective that comes with working in the community for a period of time. There are no waiting requirements for advanced training workshops, but the professional development experience is much more meaningful when trainees have been assisting in an actual Dance for Parkinson's class for at least six months.

Learning Outcomes

- 1: Understand the specific needs and challenges of class participants and teachers in their own communities
- 2: Recognize areas where their support may be constructive
- 3: Reinforce recognition of safe and effective practice
- 4: Understand proper classroom management and curriculum methods that maximize involvement and participation
- 5: Develop and manage basic administrative tasks and establish effective partnerships
- 6: Refine understanding and ability to adjust boundaries of own role in different situations

[Step Six: Qualification through the Dance for PD® Registered Teaching Assistant](#)

The Registered Teaching Assistant (RTA) title is designed for trainees who are not trained as dance teachers, and who may not have the qualifications to lead Dance for PD® classes on their own, but who nonetheless would like to work toward a level of recognized accreditation. The RTA program is designed for:

- People who would like to assist in Dance for PD® classes that are taught a Dance Teacher or Certified Dance for PD® teacher
- People who would like to facilitate active group viewings of the Dance for PD® At Home DVD series in private settings or in facilities like continuing care facilities and nursing homes

The RTA program is not designed or promoted as a stepping-stone to Dance Teacher Certification.

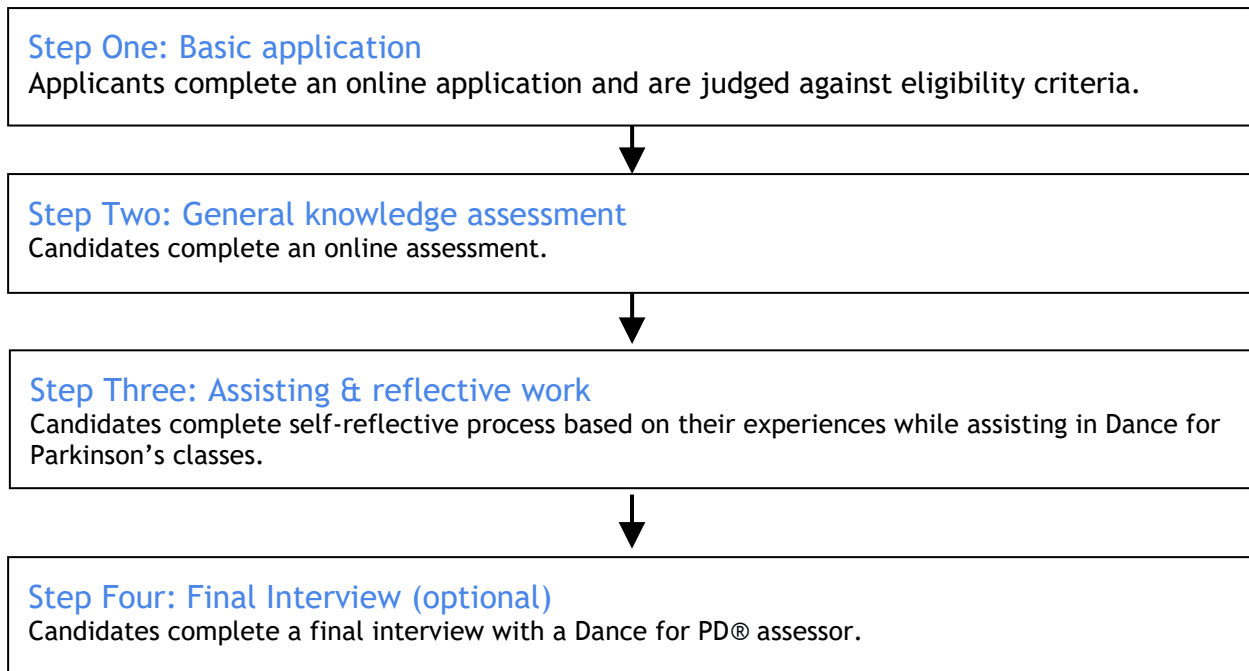


Dance for PD® Registered Teaching Assistant

Eligibility

A candidate for the RTA qualification must have completed steps one through four of the EPE training course (basic application, online learning program, Introductory Training workshop & Continuing Professional Development) and have accrued at least 40 credits.

Process

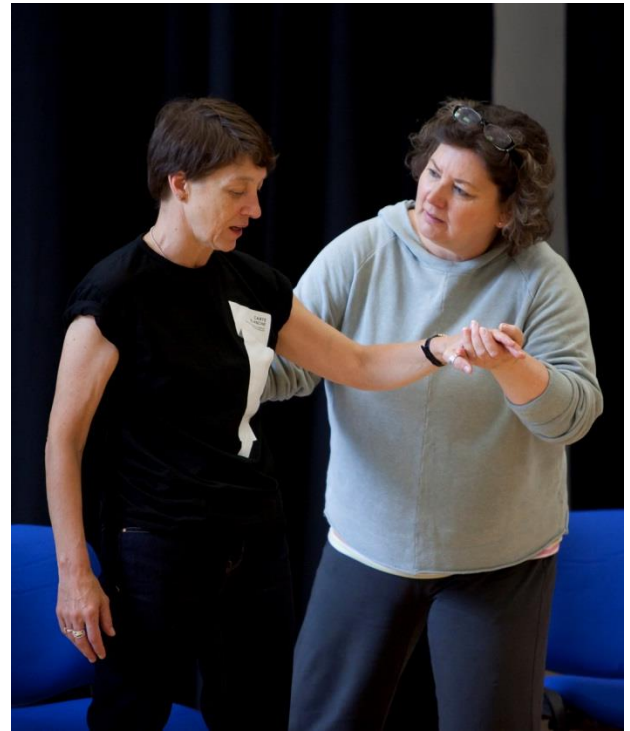


Step One: Online application

The basic online application will ask candidates to provide the following information:

- Contact information
- Educational background
- Teaching background (if any)
- Any Dance for PD® assistant work
- Workshops and seminars completed (including Dance for PD®)
- Experience with community outreach/special populations in addition to Dance for PD® work
- Resume (attached)
- Statement of current Dance for PD® collaborators (dance studios, PD groups, healthcare facilities)
- Short essay of intent
- Three references (one from a Dance for PD® teacher, two from class participants)

This application, which will be hosted online, will be reviewed by Dance for PD® staff and approved or rejected.



Courtesy of People Dancing: photo by Rachel Cherry

Step Two: General knowledge assessment

Once their application is approved, candidates will receive an access code for the remaining elements of the certification process, beginning with a general untimed online assessment, which integrates a variety of question formats including multiple choice, true/false, and essay.

Assessment descriptor

The general assessment incorporates information, concepts and learning outcomes covered in the online and introductory training courses, as well as Continuing Professional Development. Specifically, assessment scoring depends on:

- General knowledge of Parkinson's manifestations and how they might present in a Dance for Parkinson's class
- Comprehensive understanding of pedagogic concepts and best practices
- Skills of observation and analysis relating to the class environment
- Comprehensive knowledge of Dance for PD® teaching practices and approaches
- Understanding of safety considerations

- Class planning skills
- Understanding of basic musical concepts and rhythms

Grading

A score of 80% is required to pass. Candidates may retake the exam up to two times. Additional testing instructions are available on the exam portal.

Step Three: Assisting & reflective work

Process

The reflective practice component aims to provide candidates with observational and reflective skills to evaluate their own RTA practice. Reflective practice for the RTA qualification centers on journaling based on the RTA candidate's experience assisting in recognized Dance for Parkinson's classes or for those who are assisting in the engagement of Parkinson's participants in a group viewing of a Dance for PD® At Home DVD.

Candidates must complete journaling based on at least 10 hours of Dance for Parkinson's class participation. Journal entries will then be compiled and submitted for review through the RTA online course portal. Entries should comprise 5-10 pages, double-spaced. Candidates may focus their journaling on any area that they would like to address, including:

- Challenges or conflicts aroused by their class participation
- Critical thinking and analysis about the class
- Analyzing any new learning that class participation has stimulated
- Analyzing one's own strengths and weaknesses in relation to class participation

Assessment descriptor

Journals will be assessed on a pass/fail basis. A pass grade will be given to those submissions whose content:

- Meets the required criteria relating to length
- Poses areas for analysis and discussion
- Represents clear observations and thoughtful analysis
- Relates to the candidate's specific interests, with reference to future practice

Step Four: Final interview (optional)

RTA candidates will participate in a final interview with an assessor. The interview will be used to:

- Raise any issues or concerns revealed during the journaling process
- Determine the candidate's future intentions as they related to the Dance for PD® program
- Explore questions relating to the RTA's current participation and practice



Courtesy of Belconnen Arts Centre; photo by Jamila Toderas

RTA policies and guidelines

It is expected that the qualification process will take between two and six months. Coursework will be hosted on Canvas, an online platform that houses readings, manages testing, allows for the download of templates and uploading of essays to a course drop box.

Fees

The RTA program has the following fees:

Application fee	\$50 (non-refundable)
Assessment fee	\$150
Qualification fee	\$200 (payable when process is completed)
Total fee	\$400
+Annual Professional Membership	(\$60)
+Reregistration every two years	(\$25)

Application fee is due upon approval of the application. Assessment fee must be paid before exams are taken.

Continuing Professional Development & Renewal

RTAs must renew their registration every three years completing at least 15 credits of Continuing Professional Development (CPD) every three-year cycle. A credit is equivalent to one hour of participation. Credits can roll over from year to year so long as 15 credits are completed every three years. Credits are reported through the CPD Activity Log linked to the Dance for PD® certification and RTA page. To encourage a range of CPD activities, there are credit limits to specific activities. Approved activities with are listed below. Next to each activity is listed the maximum number of credits that an RTA can earn from a specific activity—for example, RTAs can earn up to 5 credits for phone seminars, even if they participate in seven hours of seminars over two years.

Professional Development workshop presented Dance for PD® or approved affiliate	20 credits
Dance for PD® online Continuing Professional Development workshops	20 credits
Participation in an online CPD program that supports the development of your practice	15 credits
Writing an article for publication or producing a film in an arts-related area	5 credits
Participating in a specialist arts learning group (i.e. Arts for Health)	8 credits
Taking part in a mentoring program as a mentor or mentee	10 credits
Participation in dance performance as a performer, choreographer or producer	10 credits
Attending a performance or exhibition	2 credits
Approved dance workshop, intensive or non-Dance for PD® teacher training	10 credits
Attendance at a Parkinson's-related conference or symposium	2 credits
Completion of additional Dance for PD® self-reflective work	5 credits

Benefits of being an RTA

RTAs teachers will be able to use the language: Dance for PD® Registered Teaching Assistant but will not be permitted to teach a Dance for PD® class themselves. They may assist a class or facilitate an interactive viewing of the Dance for PD At Home DVD series for an individual or group. RTAs will also be listed on the website and will receive access to special continuing education and networking opportunities.



For more information about training and certification, please email **admin@danceforpd.org** or call 1-800-957-1046.

Wertheimer Fellowships

The **Stanley J. Wertheimer Fellowship Program** provides in-depth training and mentorship opportunities to exceptionally qualified teachers interested in offering high quality dance classes for people with Parkinson's disease modeled after those jointly created the Mark Morris Dance Group and Brooklyn Parkinson Group in Brooklyn, New York. The Fellowship program covers two years of Dance for PD® workshop tuition and membership fees for new and existing Parkinson's dance teachers so that they can receive extensive training and professional development in the program's approach and methodology.

With their teaching experience, training, compassion and dedicated focus, Stanley J. Wertheimer Fellows exemplify the best practices of the Dance for PD® program, allowing Dance for PD® to make a significant impact in new communities and allowing more people with Parkinson's disease to have access to this specialized approach to movement and music.

Candidates who are interested in becoming Stanley J. Wertheimer Fellows must demonstrate a commitment to developing and teaching a Dance for PD® program in their own communities. Candidates who are current teachers must demonstrate a successful track record in their existing programs. Both new and existing teachers must have strong dance teaching credentials and present a written endorsement of their plan or program from a recognized local PD support group, medical center or PD organization.

Dance for PD® Program staff will review each Fellow's progress after the first year to ensure that Fellowship guidelines and objectives are being followed.

Fellowship benefits

- Tuition-free training at unlimited workshops and professional development sessions for two years
- Free membership in the Dance for PD® program, allowing online access to special support resources, a dedicated community Chatter group for teachers, and other materials
- On-going mentoring and support from Dance for PD® founding teachers and staff
- Letters of support from Dance for PD® program staff
- Invitations to conference calls with other Fellows
- Access to visit and observe other Dance for PD® network classes around the world (local permission required)

Fellowship Requirements

- Candidates must complete a written application and submit a written endorsement of their project or existing program from a recognized local PD support group, medical center, or PD organization.
- Candidates must attend at least one workshop a year and join Dance for PD® as a member

- Fellows are required to submit two brief progress reports a year to Dance for PD® program staff and Fellowship underwriters
- Fellows can reapply for the program for one additional extension year after the first two-year Fellowship is completed

Eligibility

Candidates must demonstrate:

- Fluent proficiency in at least one major dance style (ballet, classical Indian, modern, jazz, tap, West African, ballroom etc.)
- At least five years experience teaching dance technique in a group setting
- Strong musicality and the ability to work with an accompanist
- Commitment to launching a local Dance for PD® program within one year after completing the first workshop
- Existing association with an established team of collaborators to launch a program (teachers applying without endorsement from a PD group or medical center will not be accepted)
- For existing teachers, a track record of success teaching a class that follows the Dance for PD® model

For more information and to receive an application form, please contact us.

Stanley J. Wertheimer

Until his passing, Stanley J. Wertheimer was Professor Emeritus of Mathematics at Connecticut College, where he was Chair of the Mathematics Department and Director of Academic Computing. In 1971, he spent a sabbatical year living in England, where he discovered his passion for pottery and English folk dancing/Morris Dancing. As a potter and a dancer, Stanley possessed a special insight into the creative process that inspired his perspective on teaching. Focusing on his understanding of the conjunction between mathematics and the arts, he motivated his students to use creative tools to master and find meaning in mathematics. His preferred method of teaching – relying more on class participation and presentations rather than lecture and testing – was enthusiastically adopted by most of his students. In his last active decade he gave no tests, and no grades until the end of the term. Generations of students were able to learn doing, rather than listening and mimicking.

In 1990, Stanley was diagnosed with Parkinson's disease. Understanding how important it is to have good information and to find ways to partner with others in the Parkinson's community, he founded, in 1994, a Parkinson's working group. The goal of the group was to provide education and support for people with PD and to collaborate with the medical community to enhance treatment and research. In his role as an advocate and educator he has inspired and helped countless people with PD. His interest in Parkinson's disease and dance became focused in 2008 through the joint efforts of the Brooklyn Parkinson Group and Mark Morris Dance Group. Over the years Stanley has remained an active potter, having several shows at local galleries. In addition, his work has been featured in the Parkinson's Disease Foundation's "Creativity and Parkinson's Insights", as well as their yearly calendar. Stanley has three

children and six grandchildren – two of his own and four with Gunilla Norris, a psychotherapist, author and his partner of 16 years.

The Stanley J. Wertheimer Fellowship Fund is not only inspired by Stan's work, but also the experience of his mother Belle, who lived with Parkinson's disease for most of her life. Her courage and determination set an example for everyone around her.

