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 100 communities in 13 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. An on-going collaboration between the Mark Morris

Dance Group and Brooklyn Parkinson Group, the Dance for PD® program also provides 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 in Berlin (2005), the World Parkinson Congress in Washington, D.C. (2006) and at Neuroscience 2008 in Washington D.C. The program was recognized as a model program at the Society for the Arts in Healthcare's annual conference (2010). The World Parkinson Congresses in Glasgow (2010) and Montreal (2013) included Dance for PD® demonstration classes, and the program was presented two years in a row at the Parkinson's Unity Walk in Central Park.

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. A growing body of scientific research conducted at a number of major university research centers around the world including Roehampton University, University of Florida, Queensland University of Technology, and the University of Freiburg points to the benefits of dance classes based on the Dance for PD® model for people with Parkinson's. A number of 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 workshops, online continuing education and advanced teacher certification—to address a variety of personal and professional objectives.

Since 2007, more than 1,000 people from 32 states and 17 countries have participated in Dance for PD® workshops, designed and developed by the Mark Morris Dance Group and Brooklyn Parkinson Group. Our workshops are designed to enrich, inform and inspire a diverse group of individuals

> "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

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 in Brooklyn, and we offer workshops around the world in response to demand. We continue to evaluate demand in various cities and schedule trainings accordingly. We maintain close partnerships with other organizations to sustain training hubs in the San Francisco Bay Area, Leicester, UK, Brisbane and Sydney, Australia, and Maastricht, The Netherlands.

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/Brooklyn Parkinson Group. The components of this course include an introductory 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 workshop, continuing education and, for those who are interested, advanced workshops and accreditation as a Dance for PD® Registered Teaching Assistant.

> "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!"
> —2012 participant

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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 five 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 and assessment, completed online, introduce Dance for PD® and familiarize trainees with foundational and important knowledge.

Step Three: Introductory Training Workshop
Upon successful completion of the online assessment, trainees participate in a practical, two-day **Introductory Training workshop**, which takes place several times a year around the world.

Step Four: Continuing Professional Development
Trainees embark on a period of teaching/mentorship to deepen and develop skills, and participate in an **Advanced Training workshop** before advancing to certification.

Step Five: 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 online program (learning course and assessment)	10 credits
Successful completion of online assessment only without online course	5 credits
Successful completion of enrichment seminar, volunteer training or 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. In order 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 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 program consists of two components: a learning course and an assessment. The eight-module learning course 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. Once ready, trainees complete an assessment to test understanding and the ability to move forward with the practical elements of the training. While the learning course is optional, the assessment is required. It is recommended that trainees complete the learning course in order to prepare for the assessment. However, Dance Teachers who already have exceptional knowledge or skills working with people with movement disorders may move directly from the online application to the final assessment.
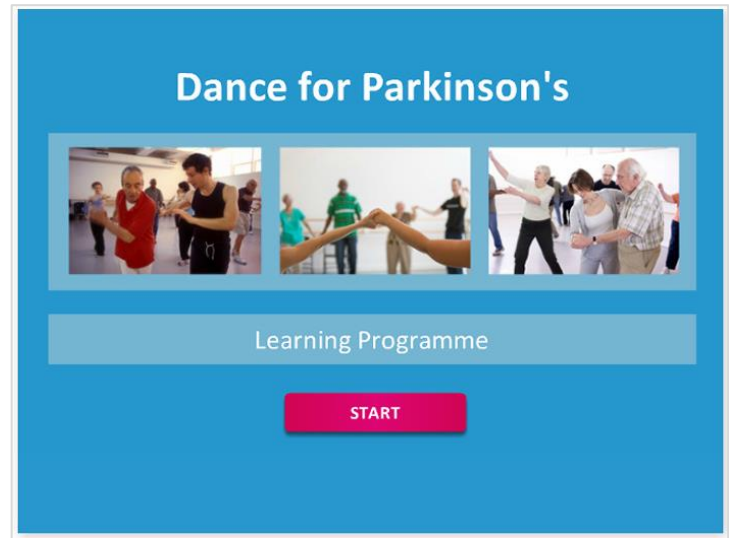
Learning outcomes

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. The assessment may be completed once the trainee indicates that he or she has completed the course. All trainees will be required to take the final

assessment, and a grade of 75% will be considered passing. Upon successful completion of the assessment, trainees are invited to register for the Introductory Training workshop of their choice.

The online course requires a computer but minimal technical skills. It is expected that the course and assessment will take approximately 10 hours. Requests to opt out of the online course must be made in writing to admin@danceforpd.org. Trainees who do not earn a passing grade will be asked to repeat the course or, for those who ask to be placed out of it, to take it for the first time before completing a second assessment.

Fees
The online learning course costs US $95 (£65), $85 (£55) for members of Dance for PD® or members of People Dancing: the foundation for community dance. The final assessment is included in the online learning course fee. There will be a fee of US $25 (£15) for those taking only the final 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.

Once the online learning program has been successfully completed, trainees are invited to

> "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

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 are two full days, and consist of intensive experiential and practical sessions in the studio. 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 master instructors, 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 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   Class structure/risk assessment/safety
12:00   Balance and freezing workshop
01:00   Lunch
02:00   Technique Modules
04:30   Integrating dance styles, developing Dance for PD® exercises
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

Photo by Rosalie O'Connor

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 $100-$350 and includes printed materials. Depending on the location and training host, tuition may also include a Dance for PD® 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®
People Dancing/Dance for Parkinson's Network UK
English National Ballet
Dance for Parkinson's Australia
Canada's National Ballet School/Dancing with Parkinson's

Step Four: Continuing Professional Development (CPD)

We provide continuing professional development and education for Dance Teachers through our Professional Membership program and Advanced Training workshops.

Mentoring/Fieldwork

Once a trainee has completed the Introductory Training workshop, he or she is 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 teachers 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 community Chatter group
- Invitations and access to phone seminars with guest speakers
- Program newsletters and research updates
- Access to online library of articles and audio-visual archive
- Advanced notification for workshops and master classes

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

Advanced Training workshops

Trainees must also attend at least one **Advanced Training workshop** to supplement skills and knowledge gained in the first three steps of the training process. Advanced Training workshops are offered annually in the United States and United Kingdom. Similar workshops may be planned for Europe and/or Australia.

Advanced Training workshops provide trainees with an opportunity to hone their skills, supplement their knowledge, connect with other teachers, and continue to integrate best

"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., 2015 workshop participant, Ohio

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.

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 situations

Courtesy of People Dancing; photo by Rachel Cherry

Step Five: 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 Mark Morris Dance Group/Brooklyn Parkinson Group Dance for PD® model.

Eligibility

The certification process is reserved for those teachers 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.
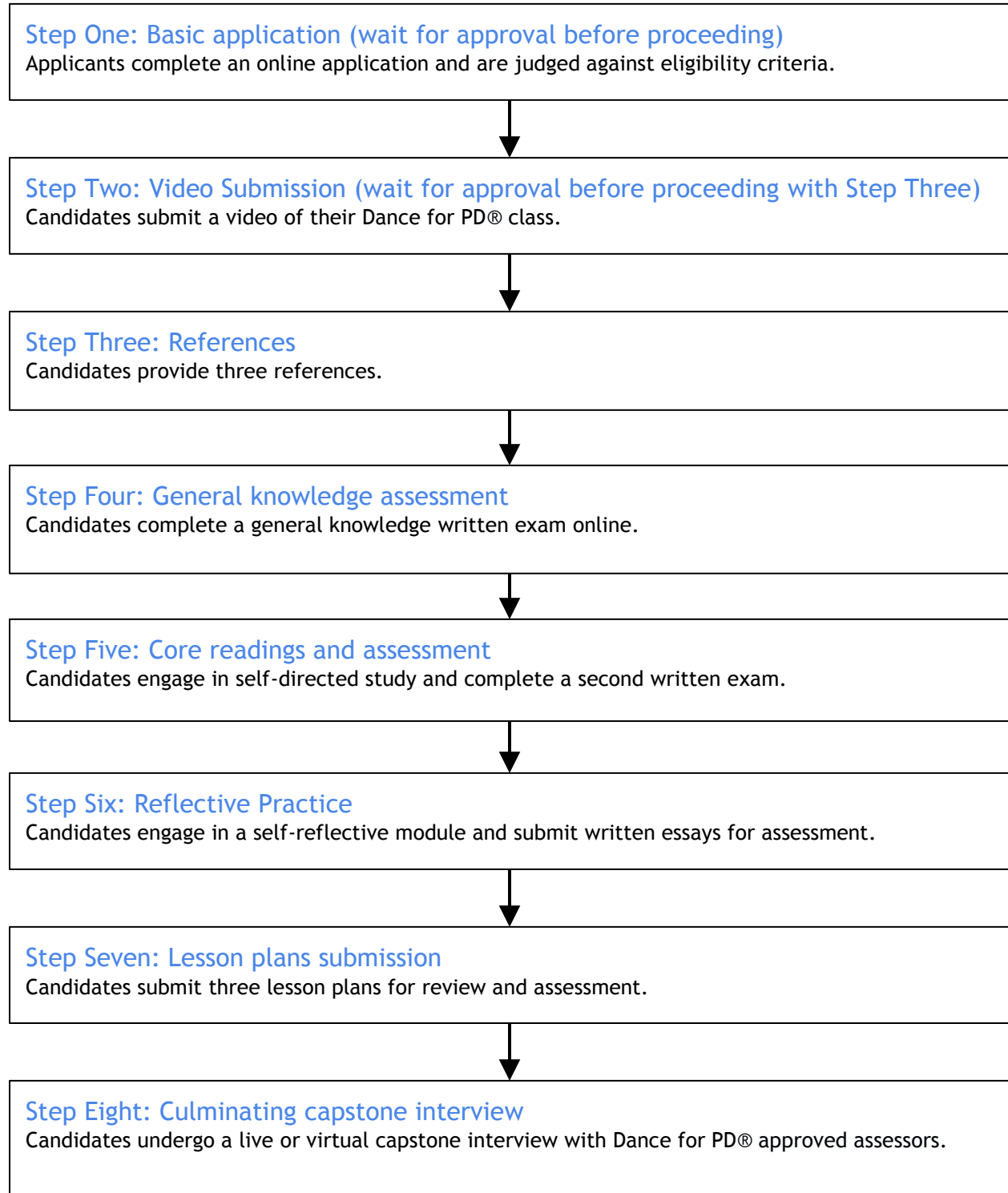
Step One: Basic application (wait for approval before proceeding)
Applicants complete an online application and are judged against eligibility criteria.

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Step Two: Video Submission (wait for approval before proceeding with Step Three)
Candidates submit a video of their Dance for PD® class.

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Step Three: References
Candidates provide three references.

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Step Four: General knowledge assessment
Candidates complete a general knowledge written exam online.

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Step Five: Core readings and assessment
Candidates engage in self-directed study and complete a second written exam.

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Step Six: Reflective Practice
Candidates engage in a self-reflective module and submit written essays for assessment.

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Step Seven: Lesson plans submission
Candidates submit three lesson plans for review and assessment.

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

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: Video submission

Process

Once the candidate has successfully completed the application, he or she will be asked to submit a video of their Dance for Parkinson's class. The video must abide by the following guidelines:

1. Video may be submitted by digital file or DVD. Dance for PD cannot return DVDs. We recommend sending digital files to admin@danceforpd.org using WeTransfer or similar file transfer service.
2. The video must capture a 60-minute class without any edit points, although it may be broken up into shorter segments for easy transfer. Assessors want to see the class straight through, including transitions. The class itself must have at least eight participants.
3. The video must capture approximately 25 minutes of seated material, 15 minutes of supported standing material, and 20 minutes of across-the-floor material. (Accommodations for a specific group's levels and needs will be made.)
4. Assessors will stop watching videos at 60 minutes; no additional footage will be reviewed.
5. Videos may be less than 60 minutes.
6. 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 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 Three: 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 Four: 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 95% is required to pass. Candidates may retake the exam up to two times. Additional testing instructions are available on the exam portal.

Step Five: 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 95% 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 Six: 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 three of the four subject areas below (three readings total). 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 *(choose one)*	Scientific and patient perspectives *(choose one)*	The Business and Practice of the Arts *(choose one)*	Music *(choose one)*
Time and the Dancing Image by Deborah Jowitt. NY: William Morrow 1988 **No Fixed Points: Dance in the Twentieth Century** by Mary Reynolds and Malcolm McCormick. New Haven: Yale University Press 2003 **Dancing in the Streets: A History of Collective Joy** by Barbara Ehrenreich. NY, NY: Metropolitan Books 2006 **Dancers, Buildings, and People in the Streets** by Edwin Denby. New York: Horizon Press 1965 **Reading Dance: A Gathering of Memoirs, Reportage, Criticism, Profiles, Interviews, and Some Uncategorizable Extras** by Robert Gottleib New York: Pantheon 2008 **Tools for Choreography and Creation** **The Art of Making Dances** by Doris Humphrey. Princeton: Princeton Book Company 1987 **The Intimate Act of Choreography** by Lynne Anne Blom and L. Tarin Chaplin. Pittsburgh: University of Pittsburgh 1982 **Dance as a Healing Art: Returning to Health with Movement and Imagery** by Anna Halprin. Mendocino: LifeRhythm 2000 **Dance Imagery for Technique and Performance** by Eric N. Franklin. Champaign: Human Kinetics 1996	**The Brain That Changes Itself** by Norman Doidge. New York: Viking 2007 **A User's Guide To The Brain** by John J Rately. New York: Pantheon Books 2001 **Awakenings** by Oliver Sacks. New York: Vintage 1999 **Navigating Life with Parkinson's Disease** by Sotirios Parashos, Rose Wichmann and Todd Melby. New York: Oxford Univ. Press 2013 **Spark: The Revolutionary New Science of Exercise and the Brain** by John J Ratey. Little Brown and Company 2008 **The Art of Changing the Brain: Enriching the Practice of Teaching by Exploring the Biology of Learning** by James E. Zull. Sterling, VA: Stylus Publishing 2002	**Managing the Nonprofit Organization** by Peter F. Drucker. New York: Icon 1990 **The Art of the Turnaround** by Michael M. Kaiser. Hanover: University Press of New England 2008 **Good to Great + Good to Great for Nonprofits (monograph)** by James C. Collins. New York: Harper Business 2001 **The Rise of the Creative Class: And How It's Transforming Work, Leisure, Community and Everyday Life** by Richard L. Florida. New York: Basic Books 2002 **Leading Roles: 50 Questions Every Arts Board Should Ask** by Michael M. Kaiser. Hanover: University Press of New England 2010 **The Politics of Culture: Policy Perspectives for Individuals, Institutions, and Communities** by Wallach et al. New York: New Press 2000 **Managing a Nonprofit Organization in the Twenty-First Century** by Thomas Wolf. New York: Simon & Schuster 1999 **The Essential Drucker: The Best of Sixty Years of Peter Drucker's Essential Writings on Management** Peter F. Drucker. New York: Collins 2008 **Arts, Inc.: How Greed and Neglect Have Destroyed Our Cultural Rights** by Bill Ivey. Berkeley: University of California Press 2008	**Musicophilia** by Oliver W. Sacks. New York: Alfred A. Knopf 2007 **This is Your Brain on Music** Daniel J. Levitan. New York: Plume 2007 **The Classical Style** Charles Rosen. New York: W W Norton 1997 **The Joy of Music** Leonard Bernstein. New York: Amadeus Press 2004 **The Unanswered Question: Six Talks at Harvard** Leonard Bernstein. Cambridge: Harvard University Press 1981 **Dance and Music: A Guide to Dance Accompaniment for Musicians and Dance Teachers** by Harriet Cavalli. Gainesville: University Press of Florida 2001

Optional activities (select 2 of 3)

1. Performance reflection
Candidates shall attend three 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 three dance films for viewing. Each film must be at least 50 minutes. Some suggestions are listed here:

The Hard Nut (Mark Morris)
Dido and Aeneas (Mark Morris)
Falling Down Stairs (Mark Morris)
Blood Wedding (Antonio Gades)
West Side Story (original production)
Breath Made Visible (Halprin)
Singin' in the Rain (original film production)
Choreography by Balanchine (Chaconne, Prodigal Son, Ballo Della Regina, Elegie, The Steadfast Tin Soldier, Tchaikovsky Pas de Deux; 2004)
Balanchine's Apollo (1993)
Martha Graham Dance on Film (Appalachian Spring and Night Journey; Nathan Kroll, 2007)
Revelations (Alvin Ailey)
Swan Lake (American Ballet Theater, 2005)

2. Taking class
Candidates will engage in 8 weeks of a dance course or on-going class 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 Seven: Lesson plans submission

Process

Candidates shall submit three lesson plans outlining three full Dance for Parkinson's classes. The lesson plans may be based on past or future classes. Lesson plans must be submitted using the template available through the corresponding online dashboard.

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
2. Include a range of activities reflecting structured and improvisational 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

Plans that are lacking any of these key areas will be returned for resubmission.

Step Eight: Culminating live/virtual interview

Process

The certification process will culminate in an hour-long live or virtual session with 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 will demonstrate an authoritative and engaging knowledge and understanding of autonomous dance learning and teaching with people with Parkinson's and their communities.

Fail: You will demonstrate limited knowledge and understanding of autonomous dance learning and teaching with people with Parkinson's and their communities.

Policies and guidelines

Timeframe & logistics

It is expected that the entire certification process will take eight to 18 months. The process must be completed within 24 months after the initial application is approved. Candidates who take longer than 24 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 an online platform Schoology.com 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 fee (after first year)	$75 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 by Dance for PD® or approved affiliate	20 credits
Dance for PD® phone seminars	5 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

Recertification will be initiated by MMDG, which 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 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 two 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.

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Step Two: Online learning program
An initial learning course and assessment, completed online, introduce Dance for PD® and familiarize trainees with foundational and important knowledge. EPE trainees do the first four modules of the online course and take their own assessment.

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Step Three: Introductory Training Workshop
Upon successful completion of the assessment, trainees participate in a practical, two-day **Introductory Training workshop**, which takes place several times a year around the world.

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Step Four: 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.

↓

Step Five: Registered Teaching Assistant
Some trainees may choose to advance to the 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 and assessment	10 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

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 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 program consists of two components: a learning course and an assessment. The eight-module learning course is designed as a self-directed, self-timed course that encourages self-reflections and provides foundational and important knowledge beneficial to assisting in a Dance for Parkinson's setting. All EPE trainees must complete at least the first four modules of the online course. However, only those trainees wishing to apply for the Registered Teaching Assistant qualification need to complete the EPE final assessment for the online course, which is based on the first four modules.

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.

Courtesy of People Dancing; photo by Rachel Cherry

Fees

The online course costs US $95 (£65), $85 (£55) for members of Dance for PD® or members of People Dancing: the foundation for community dance. The final assessment is included in the online course fee.

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 internationally. Information about upcoming workshops is available on our website at Locations & Dates.

"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"
—2012 Participant

Content

Most introductory training workshops are two days, and consist of intensive experiential and practical sessions in the studio. Trainees cover training modules focusing on core philosophies and methods, issues related to working with people with Parkinson's, safety considerations, integration of music, and general teaching approaches as well as a seminar on administrative Best Practices and considerations. All EPE trainees will participate in a Dance for PD® class, work directly with Dance for PD® founders or master instructors, and engage in interactive learning sessions with teachers from around the country. EPE trainees take part in an actual Dance Teacher Introductory Training workshop, covering modules that focus on core philosophies and methods, issues related to working with people with Parkinson's, safety considerations, integration of music, and general teaching approaches that can be applied to somatic practice, yoga and physical therapy. EPE trainees cover most of the same modules as the participants on the Dance Teacher course, but are not required to develop, design and practice-teach original exercises as part of the workshop.

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   Class structure/risk assessment/safety
12:00   Balance and freezing workshop
01:00   Lunch
02:00   Technique Modules
04:30   Integrating dance styles, developing Dance for PD® exercises
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

Photo by Emma Fishwick

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 workshop ranges from $100-$350 and includes printed materials. Depending on the location and training host, tuition may also include a Dance for PD® 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®
People Dancing/Dance for Parkinson's Network UK
English National Ballet
Dance for Parkinson's Australia
Canada's National Ballet School/Dancing with Parkinson's

Step Four: Continuing Professional Development (CPD)

Fieldwork

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

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** program provides comprehensive online resources as well as access to the online community group. These resources will allow trainees to deepen their knowledge by connecting with a virtual interactive community of affiliates doing similar work. As a Professional Member, trainees have access to our many resources, including:

- Access to community Chatter group
- Invitations and access to phone seminars with guest speakers
- Program newsletters and research updates
- Access to online library of articles and audio-visual 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. 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 Five: 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 lack 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 by 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.
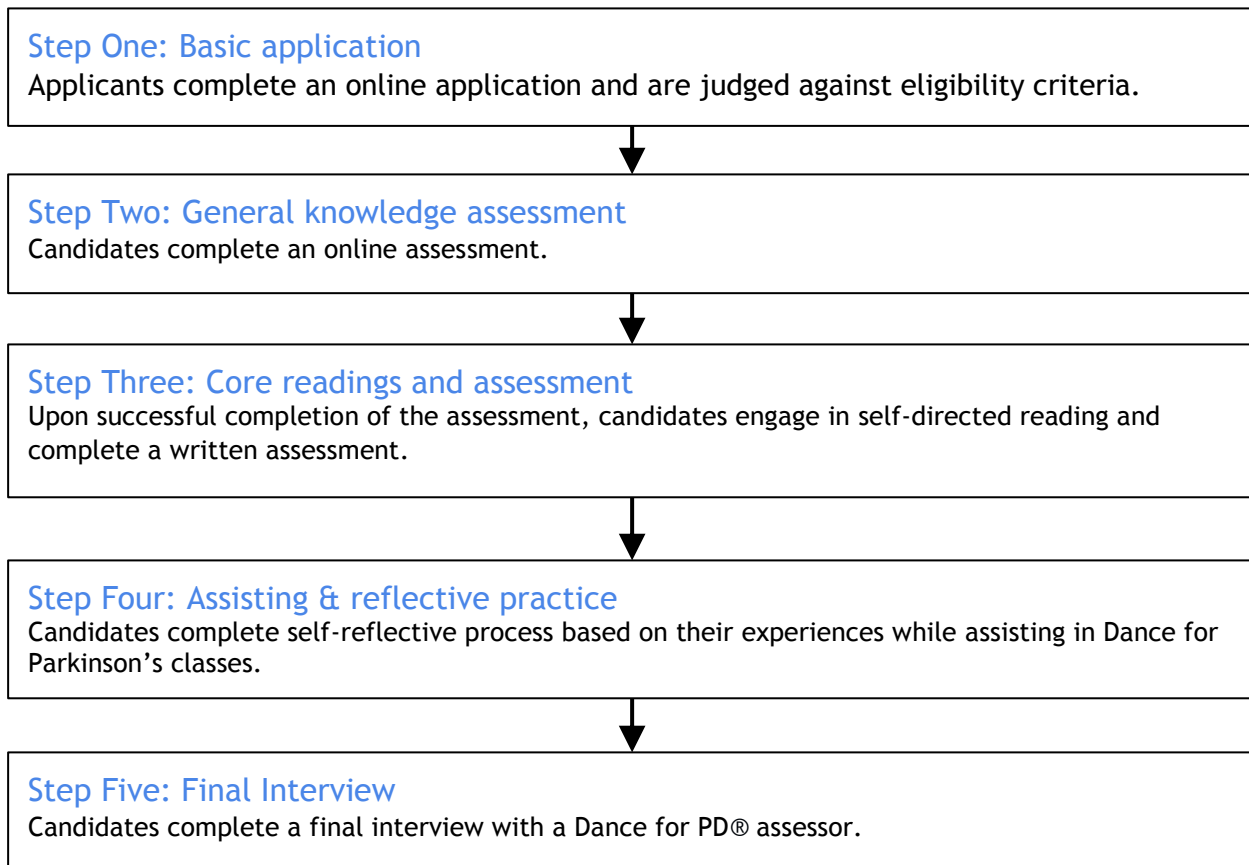
Dance for PD® Registered Teaching Assistant

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

↓

Step Two: General knowledge assessment
Candidates complete an online assessment.

↓

Step Three: Core readings and assessment
Upon successful completion of the assessment, candidates engage in self-directed reading and complete a written assessment.

↓

Step Four: Assisting & reflective practice
Candidates complete self-reflective process based on their experiences while assisting in Dance for Parkinson's classes.

↓

Step Five: Final Interview
Candidates complete a final interview with a Dance for PD® assessor.

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.
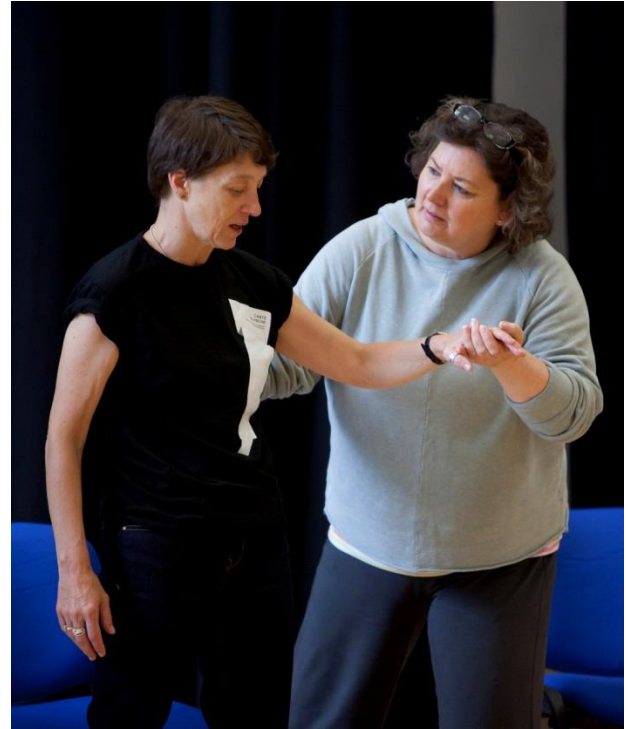
Courtesy of People Dancing; photo by Rachel Cherry

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 Five: 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® RTA packet. Candidates may refer to their packets during the assessment but may not use online search engines or other tools.

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 Four: Assisting & reflective practice

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 Five: Final interview

RTA candidates will participate in a final 30-minute 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 an online platform Schoology.com that houses readings, manages testing, allows for the download of templates and uploading of essays to a course dropbox.

Fees

The RTA program has the following fees:

Application fee	$50 (non-refundable)
Assessment fee	$200
Qualification fee	$200 (payable when process is completed)
Total fee	**$450**

+Annual Professional Membership ($45)

+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 by 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 by Dance for PD® or approved affiliate	20 credits
Dance for PD® phone seminars	5 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 by 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 by 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 and application form, please contact us.

Stanley J. Wertheimer

Stanley J. Werthheimer is 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 by 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 by Gunilla Norris, a psychotherapist, author and his partner of 16 years. They live in Mystic, Connecticut.

The Stanley J. Wertheimer Fellowship Fund is not only inspired by Stan's work, but also by 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.