January 2012

Curriculum for the Professional Bachelor Programme in Relaxation and Psychomotor Therapy
Curriculum for the Psychomotor Therapy Programme

Curriculum for the Professional Bachelor Programme in Relaxation and Psychomotor Therapy

**General provisions for all educational institutions**

The Curriculum is based on:

The Ministerial Order on Academy Profession and Professional Bachelor Programmes (Bekendtgørelse om erhvervsakademiuddannelser og professionsbacheloruddannelser), the Ministerial Order on the Professional Bachelor Programme in Relaxation and Psychomotor Therapy (Bekendtgørelse om uddannelsen til professionsbachelor i afspændingspædagogik og psykomotorik), the Examination Order (Eksamensbekendtgørelsen) and the Ministerial Order on Admission and Enrolment (Adgangsbekendtgørelsen).

The Curriculum describes the general profile, structure and allocation of ECTS credits for the programme. In addition, the Curriculum describes the themes and learning objectives for the 14 modules of the programme.

The Curriculum is based on a description of the learning outcome achieved by the graduates when they have completed the programme.

The purposes of the Curriculum are:

- to train qualified and competent psychomotor therapists to independently perform health education and health-related duties in a public or private context and in a self-employed capacity
- to safeguard the quality of the programme through a joint and uniform implementation of the requirements and expectations set out in the Ministerial Order on the Professional Bachelor Programme in Relaxation and Psychomotor Therapy
- to form the basis of cooperation and comparability across institutions nationally and internationally.
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1 Objective

Through the programme, students will acquire the knowledge, skills and competencies to deal with psychomotor issues within the fields of health and health education.

The objective of the programme is for students to acquire the theoretical and practical knowledge as well as the professional and personal experience required to work independently as a psychomotor therapist. Students must be able to operate within the psychomotor sphere of competency and intervention and to participate in interdisciplinary cooperation.

The programme qualifies students to undertake further education at master’s (candidatus) and master’s level.

Graduate bachelors of relaxation and psychomotor therapy must be able to:

1. plan, initiate, implement and evaluate psychomotor assignments within health promotion, prevention, teaching, educational communication, group facilitation, individual treatment, relaxation and rehabilitation

2. observe, examine and describe the overall situation of individuals and subsequently develop, set up and offer relevant relaxation and psychomotor therapy respecting the fact that each individual is unique

3. think and work according to a health education mind set through reflection and use of their own physical and relational competencies and through integration of knowledge within psychomotor, humanistic, natural and health science and social science fields

4. assess and develop relaxation and psychomotor theory, practice and methodology, including participation in development work and use of research findings

5. continue in theoretical and practical qualifying further education.

The programme ensures that graduates have acquired knowledge, skills and competencies forming the basic prerequisites for performing a broad range of the health and health education duties of the profession after completing the programme.

The premise of the programme is that graduates are capable of subsequently using the basic competency areas above on a broad spectre of individuals and groups not necessarily exemplified during the programme. Graduate psychomotor therapists are thus able to identify any lacking competencies and then acquire these.

The programme confers the title of ‘Bachelor of Relaxation and Psychomotor Therapy’, in Danish ‘Professionsbachelor i afspændingspædagogik og psykomotorik’.
2 Programme profile

The psychomotor therapy programme is profession-based and development-based.

The programme integrates developments in the profession and its fields of intervention in order to ensure that students acquire competencies within current relaxation and psychomotor therapy development opportunities and issues in the fields of health promotion, health professional and health educational activities. To this end, external partners such as employers and target groups, internship hosts, research institutions and other stakeholders are involved.

The programme integrates the relaxation and psychomotor therapy knowledge areas revolving around the interplay between body, cognition and emotion based on a holistic view of human nature. The programme supports the psychomotor therapy practice focusing on the body and the development of resources for the individual in a psychosocial context.

Based on theoretical, experimental, empirical, experience-based and practice-near learning forms, the programme contributes to professionalising the students by integrating and developing their personal and professional fields of expertise targeted in the profession’s field of interventions. The programme is characterised by the integration of personal and physical development processes in the psychomotor therapy practices in addition to specialised knowledge. Through this, the programme yields professionals capable of performing relaxation and psychomotor therapy based on theoretical and research-based knowledge, personal values and experience as well as practical and physical skills on a reflective, informed, evidence-based and dedicated basis.

The programme integrates developments in the profession and its fields of activity in order to ensure that students acquire competencies within current relaxation and psychomotor therapy issues in the fields of health promotion, health professional and health educational activities.

The ethical basis of the programme is the ethical guidelines drafted by the Danish Association of Psychomotricity (DAP) and the European Forum of Psychomotricity.

2.1 The psychomotor therapist’s field of intervention

The psychomotor therapy field of intervention comprises health promotion, rehabilitation and prevention, treatment, movement, teaching, educational communication and facilitation of group-dynamic processes – both in the public and in the private sector. Employment opportunities for psychomotor therapists include treatment facilities, crisis centres, patients’ associations, rehabilitation centres, humanitarian organisations, rest homes, residential and day centres, hospitals and adult education centres, day-care and residential institutions for children and young people, in the educational, psychiatric and social psychiatric fields or in positions as family, health, prevention, working environment, stress and staff consultants.

Psychomotor therapists’ services are targeted at individuals and groups of all ages, healthy, ill and vulnerable people. In cooperation with both the individual user and any partners such as institutions, doctors and psychologists, interventions are set up to offer the user the greatest possible psychomotor well-being.
Assignments and the field of activity are based on the resources and development potential of the individual and support the individual’s ability to function and participate in a social context.

Bachelors of Relaxation and Psychomotor Therapy have competencies and methods for working with individuals and groups within treatment, instruction, group facilitation and communication based on the interplay between body, cognition, emotion and action.

Bachelors of Relaxation and Psychomotor Therapy focus on the interplay between bodily functions. The sense of the body and the cognitive aspects of body perception are placed in a relational framework, regardless of whether the target group is children, young people, adults or elderly people. A pivotal point is the bodily interplay between emotional, cognitive and social competencies.

2.2 The psychomotor therapist’s knowledge base and methods

The knowledge imparted on the psychomotor and relaxation therapy programme has its source in the health professional field (with particular focus on health education), comprising selected areas within health science, natural science, humanities and social science.

The key psychomotor and relaxation therapy methods include:

1. Theoretical and practical methodologies for observation, assessment, decision-making, intervention, documentation and evaluation in relation to relaxation and psychomotor therapy
2. Methodologies for systematic reflection on well-founded, knowledge-based and targeted psychomotor therapy interventions
3. Scientific theories and methodologies used to develop the quality of the profession as well as to share and document knowledge in relation to relaxation and psychomotor therapy theory/practice
4. Research methods for the development of the scientific, evidence and intervention basis of psychomotor therapy.

3 Core areas of the programme

The compulsory elements of the programme are divided into eight core areas which are laid down in the Ministerial Order on the Professional Bachelor Programme in Relaxation and Psychomotor Therapy. The eight core areas are:

- Health promotion and lifestyle changes
- Prevention and physical and mental illness
- Educational communication
- Individual and group-dynamic processes
- Body awareness and movement
- Psychomotor treatment
- Relaxation
- Rehabilitation.

The compulsory elements of the programme total 150 ECTS credits and are divided into the eight core areas shown in figure 1. The core areas run through the entire duration of the programme, but with different weighting in the individual modules. The table below shows at which point in the programme the different core areas are placed.

The fifth module of the programme is an interdisciplinary joint module, and the weighting of the core areas depend on what the individual units at the university colleges offer, and possibly also on which courses students choose to attend.

A detailed description of the content of the modules is provided in the local module description of the different educational institutions.

**Figure 1**

<table>
<thead>
<tr>
<th>Distribution of the core areas’ ECTS credits</th>
<th>ECTS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health promotion and lifestyle changes</td>
<td>25</td>
<td>x</td>
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<td>x</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>Prevention and physical and mental illness</td>
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<td>x</td>
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<tr>
<td>Educational communication</td>
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<tr>
<td>Individual and group-dynamic processes</td>
<td>25</td>
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<tr>
<td>Body awareness and movement</td>
<td>25</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>Psychomotor treatment</td>
<td>25</td>
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<tr>
<td>Relaxation</td>
<td>10</td>
<td></td>
<td>x</td>
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<tr>
<td>Rehabilitation</td>
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</table>

4 **Academic basis of the programme**

The academic basis of the programme is founded on theoretical, practical as well as educational and treatment-related elements within the psychomotor therapy field in the framework of subjects within natural science, social science and humanities.

The purpose of integrating interdisciplinary theoretical and practical learning as well as work experience is to support the development of knowledge, skills and competencies in accordance with the fundamental holistic idea behind relaxation and psychomotor therapy which is the interplay between body, cognition, emotion and action.

Psychomotor therapy as a knowledge field comprises knowledge and studies of the ‘whole person’, including body, cognition, emotion and action. The scientific basis for psychomotor therapy is relaxation therapy, psychomotor, educational and psychological subjects as well as subjects within the fields of natural science, health science and social science.

The 210 ECTS credits of the programme are distributed as follows: 180 ECTS credits for theoretical and practical teaching, including 10 ECTS credits for the elective module, and 30 ECTS credits for work experience and internships. The ECTS credits for theoretical and practical teaching are distributed as follows:
4.1 Psychomotor therapy (108 ECTS)

Content:

Objective:
The objective of the psychomotor subjects is for students to acquire the methodological knowledge as well as the specialist theoretical knowledge and practical experience required to work independently as a psychomotor therapist. Great weight is attached to the students’ personal and physical development, and this is a natural and integral part of the teaching method. Students must, among other things, acquire the practices of the psychomotor therapy profession through personal experience and be capable of relating this to the theory and practice of the field.

Psychomotor theory and methodology

Objective:
For students to develop their understanding and knowledge of the theoretical, methodological and educational aspects of relaxation and psychomotor therapy. Students must also be able to integrate this knowledge in the theoretical and practical subject areas to be able to describe and analyse practical situations and motivate their choice of methodology. In addition, students must develop their own professional capabilities, identity and understanding by taking a critical view of and reflecting on the theories and methodologies of the profession. Furthermore, students must acquire knowledge and experience of the different scientific theory and research methods as well as evidence-based material related to the psychomotor field.

Content:
- Background and development of the profession
- Key fundamentals of the profession
- Planning, didactics and communication
- Dialogue – theory and methodology
- The concept of ‘psychomotor and relaxation therapy’
- Integration of the different subjects of the programme
- Theories related to the different psychomotor areas of specialisation
- Health promotion and prevention projects
- Rehabilitation
- Ethics
- Information gathering and knowledge
- Research methodologies and theory of science related to the field of psychomotoricity

Motor development

Objective:
- For students to acquire in-depth knowledge and understanding of the normal motor development of children from the ages of 0-16.
- For students to learn how to observe and assess the motor development of children at different age levels – and to account in a differentiated way for differences in the qualitative aspects of the child’s motor skills.
For students to gain an understanding of the significance of motor development for the child’s physical, mental, social and cultural development.

For students to be trained in the practical work involved in supporting and enhancing the child’s psychomotor development and in inspiring and cooperating with caregivers and other professional groups.

For students to acquire the competencies required to apply basic knowledge of psychomotor development when working with adults.

Content:

- The movement patterns and reflexes of newborns
- Development of the child’s fine and gross motor skills
- The child’s sensory-motor development and sensory integration
- Examination methods and tests
- Preparation, performance and evaluation of group instruction and facilitation and one-to-one sessions with children
- The motor development of older children and adolescents

Psychomotor treatment

Objective:
For students to acquire the practical skills and competencies required to perform individual psychomotor treatment and draw up treatment plans. This includes examination and use of systematic observation and analysis methods for motor activities and bodily and muscular functions based on relevant scientific theories.

Content:

- Observation
- Manual registration and examination of bodily function and reactions
- Muscular tension and muscular tension patterns
- Working with body awareness and experience
- Manual techniques and impulses
- Based on observations and examinations to choose relevant exercises supporting the client’s process, including basic psychomotor exercises, circulation exercises and exercises using equipment
- Professional communication and dialogue
- Process-oriented work based on the client’s reactions
- Supervision
- The professional role
- Documentation

Psychomotor group instruction and facilitation

Objective:
For students to acquire the competencies required to independently plan, conduct and evaluate thematised movement programmes and sessions with and without the use of music for different target groups. The students’ professional competencies are developed through the development of their body awareness and experience as well as by learning the tools and methods of the profession.

Content:

- The fundamentals of the profession related to psychomotor group instruction and facilitation, including body awareness and experience, spatial awareness, free dynamic movement, relaxation, concentration at rest, senses, grounding, boundaries, awareness and centring
- Sensory-motor and motor skills
- Body awareness, body experience and body perception
- Psychomotor development
- Relational competencies
- Movement and feelings
- Group dynamics and group processes
- The professional role
- Analysis of movement
- Planning, performance and evaluation
- Supervision
- Participants' background in a psychological, health, social and cultural perspective
- Dialogue and communication in groups

Physical exercise

Objective:
For students to acquire the competencies required to independently plan, conduct and evaluate physical training programmes based on exercise-physiological principles in a relaxation and psychomotor therapy perspective for a specific target group of normal adults with or without music.

Content:
- Classic composition of physical training programmes (warm-up, aerobic exercises, cool-down, strength exercises, stretching)
- Understanding and use of music (time, BPM, rate of movement, periods etc.)
- Physiological knowledge of what happens during warm-up, aerobic and anaerobic exercises, cool-down, different types of strength exercises and stretching
- Ability to identify and train integration of the upper and lower body, front and back as well as laterality.

Basic psychomotor exercises

Objective:
For students to gain an insight into how different basic exercises support and develop the mobility, strength, endurance, coordination and balance of the body. For students to acquire the competencies required to disseminate and prescribe exercises individually and to groups based on how individuals explore, exercise, enhance body awareness, and develop their own daily movement patterns. For students to gain the ability to observe, analyse and describe positions and movements based on exercises.

Content:
- Self-perception and analysis of bodily functions in the basic positions and movement
- Observation
- Dissemination of exercises that support and develop body experience and lines of action, including dialogue with clients/participants
- Exercises
- Individual and group instruction and facilitation
Psychomotor ergonomics and health promotion

Objective:
For students to acquire the competencies required to teach groups and individuals in ergonomics, prevention and health promotion at the workplace.

Content:
- Definition of ergonomics and psychomotor ergonomics
- Legislation and guidelines on the working environment
- Didactics and methods related to ergonomics
- Prevention of work-related disorders
- Stressful and repetitive strain work, lifting and moving
- Planning, conducting and evaluating individual and group instruction and facilitation in psychomotor ergonomics.

Specialised psychomotor fields

Objective:
For students to acquire the knowledge and competencies required to offer teaching and treatment within several of the specialised psychomotor fields:
- Prenatal and postnatal classes
- Psychomotor rehabilitation
- Psychomotor therapy work in psychiatry, sexology, disabled, elderly people and other target groups.

4.2 Natural science (27 ECTS)


Objective: The natural science subjects form an important part of the understanding of bodily functions and phenomena, and thus offer students an important theoretical basis for their psychomotor therapy work. Students must integrate their natural science knowledge in the psychomotor subjects.

Anatomy

Objective:
For students to acquire in-depth knowledge of the development, structure and function of the musculoskeletal system to ensure that anatomy becomes applied and integrated knowledge in their psychomotor therapy work.

In addition, students must acquire the knowledge and skills required to be able to perform movement analyses. Students must acquire in-depth knowledge of the anatomy of the standing and seated position as well as the anatomical requirements for the body when walking and running.

Content:
- Anatomical planes, directions, terminology and description method
- The structure and function of connective tissue
- The structure of the body (muscles, joints, bones)
- Surface palpation
• Joint axis, planes of movement, joint movements and alignment
• Basic biomechanical considerations in relation to muscle location and field of motion
• Movement analyses
• Neuroanatomy.

**Physiology**

**Objective:**
For students to acquire knowledge of the normal human physiological functions and reactions to internal and external impacts. In addition, students must gain in-depth and specific knowledge of the physiological field of particular relevance to the psychomotor therapy field of interventions, namely: regulation of muscle tonicity, sensory physiology, respiration, circulation, stress regulation, physiological reactions to body/mind relationships, fundamentals of memory, learning and control of motor skills.

**Content:**
• Cells
• Nervous system
• Senses
• Central nervous system
• Reflexes
• Neuromuscular control
• Autonomic nervous system
• Hormones
• Muscles
• Metabolism
• Heat balance and temperature regulation
• Respiration
• Circulation
• Neurophysiology.

**Obstetrics**

**Objective:**
For students to acquire knowledge of the physiological changes which the body undergoes during pregnancy and the normal puerperium. In addition, for students to acquire knowledge of the anatomy and physiology of the pelvic floor.

**Content:**
• The anatomy and physiology of the pelvic floor
• Sex and pregnancy hormones
• The physiological changes of the body during and after pregnancy.

**Somatic pathology**

**Objective:**
For students to acquire knowledge of the most frequent illnesses as well as knowledge and practical use of commonly used medical terms. In addition, students must be capable of applying the theoretical physiological and anatomical knowledge to the practice of psychomotor therapy in order to understand connections and decide on interventions in treatment, individual and group instruction, and facilitation.
Content:
- Musculoskeletal disorders
- Physiology of pain
- Muscle-related pain – trigger points
- Suppression of pain
- Neck-vision-balance
- Physiology of aging
- Exercise forms and preventive exercises
- Diabetes, respiratory diseases, rheumatic disorders, connective tissue diseases, infectious diseases, cardiovascular and circulatory diseases, neurological diseases.

Psychiatric pathology

Objective:
For students to acquire knowledge of the psychiatric field, including common psychiatric terms as well as the causality, diagnosing and treatment of mental disorders.

Content:
- Diagnoses
- Nervous conditions and personality disorders
- Psychosomatic reactions and diseases
- Body and exercise oriented treatment systems
- Anorexia and bulimia
- Borderline structure and early personality disorders
- Psychoses
- Affective disorders
- Organic personality disorders
- Organic psychoses and delirium
- Normal and pathological aging
- Dementia
- Transference and counter-transference as well as defence mechanisms.

4.3 Humanities (35 ECTS)

Content: ‘Psychology’ and ‘Educational theory and practice’.

Objective: The objective of the humanities subjects is for students to develop the competencies required to describe, analyse, assess, understand and respect human values, culture, philosophy of life, conditions of life, thinking, behaviour and reactions. The subjects will develop the ability of ethical reflection, interaction and communication and of assessing the need for information, guidance and instruction.

The subjects will also contribute to students gaining the ability to use knowledge related to the theories and methodologies of the humanities.

Psychology

Objective: For students to gain an insight into the concepts, methodologies, theories, philosophy and empirical results of psychology. For students to relate to people’s perception of reality, human nature and scope of action under different conditions of life in order to assess the opportunities for development of individuals, groups and organisations based on psychological science.
Students must be able to observe cognitive skills and emotional functioning with a view to assessing the need for relaxation and psychomotor therapy interventions. The development of professional competencies is based on knowledge of learning as well as human cognitive, emotional and social development.

In addition, the objective is for students to acquire competencies for educational-psychological communication and dialogue for psychomotor therapy work with individuals and groups as well as for dissemination of professional knowledge.

Another objective is for students to acquire an understanding of the typical psychological key themes of different age groups, especially the themes of childhood and their significance for adulthood, but also the themes of adolescence, middle age and old age, and to provide an understanding of the socialisation of individuals in their families and childcare institutions. Further, the subjects focus on the understanding of the connection between the mental themes of childhood and motor development and on life story and its significance for the current life situation.

For students to gain an insight into health psychological interventions to provide a perspective on relaxation and psychomotor therapy in the broader field of health educational working methods.

Content:

- The focus of psychology and paths to awareness
- Developmental psychology
- Group types and group processes
- Different perspectives on the development conditions of children
- Family and group dynamics
- Psychosomatics and stress
- Health psychological themes
- Crisis theory and loss and grief processes
- The key principles of psychotherapeutic schools
- Transference and counter-transference
- Body-mind connections
- Defence mechanisms
- Professional role and dialogue
- Cognitive processes
- Perception
- The psychology of learning
- Motivation
- Feelings/emotions
- Organisational psychology
- Humanistic research methodology and scientific character.

Educational theory and practice

Objective:

For students to gain an insight into educational theories such as basic educational principles, concepts and methodologies, based on relaxation and psychomotor therapy. In addition, for students to acquire knowledge of educational philosophy, cultural theories, teaching and learning, and for students to develop an understanding of educational theories in a psychological context. Another objective is for students to relate to general and professional didactics in connection with education practice, including considerations on the students’ own learning style and personal teaching method.
Content:
- Educational theory and practice related to the psychomotor therapy profession
  - Didactics
  - Methodology
  - Learning style
  - Teaching method
  - Evaluation of impact and of methods used
  - Pre-teaching analyses
  - View of human nature and fundamental values
- General educational theory and practice
  - Educational philosophy
  - Cultural theories
  - Teaching and learning
  - Basic educational principles
- Educational theories in a psychological context
  - Dialogue
  - Body language
  - Communication.

4.4 Social science (10 ECTS)

Content: ‘Social studies’ and ‘Theory of science’.

Objective: For students to acquire the competencies required to relate the profession to society and to understand and use scientific methods.

Social studies

Objective:
For students to develop the competencies required to describe, analyse and assess the impact of social and cultural aspects on people’s conditions and opportunities in relation to health and illness. In addition, students must acquire knowledge of the structure, function and development of social and health science and relevant rules as well as develop the competencies required to reflect on and act professionally in an interdisciplinary social, cultural and organisational context. Another objective is for students to gain an insight into the interaction between people’s ways of life and reactions and in people’s working and living conditions.

Content:
- Social inequality
- Ways of life
- Welfare
- Globalisation
- The labour market
- Social science methodologies
- Culture.
Theory of science

Objective:
For students to gain an understanding of scientific character, including connections between theory and practice as well as the relationship between objectivity and values in scientific work. Another objective is for students to gain an understanding of basic methods for and assessment of the results of empirical studies. In addition, students must acquire the competencies required to read, understand and assess scientific publications relating to psychomotor therapy and related subjects, as well as the competencies required to apply basic principles of scientific character when carrying out own studies in a professional capacity.

Content:
- Psychomotor therapy and theory of science
- Empirical research, data and empirical studies
- Statistics
- Research methods
- Scientific theoretical schools and central problems
- Analysis of relevant psychomotor studies.

4.5 Supervision groups

Supervision and groups for exchange of experiences are established during the programme with ECTS credits from the humanistic and psychomotor subjects. Supervision and groups for exchange of experience provide 3 ECTS credits. The local addendum to the Curriculum describes when the groups are established.

Objective:
For students to acquire the competencies required to study, reflect on and identify their own and other people’s mechanisms and dynamics when interacting with individuals and groups. Another objective is for students to acquire the ability to choose a relevant supervision form considering the issue and offer supervision based on the chosen supervision forms.

Content:
- Supervision and selected supervision forms
- Giving and receiving supervision, a good supervision culture
- The theoretical basis and methodology of peer supervision and exchange of experience groups
- The purpose of the supervision and exchange of experience groups is to explore and reflect on the relationship between the individual and the group and the different processes in the group as they unfold in the here and now.

5 Structure and organisation of the programme

The professional bachelor in relaxation and psychomotor therapy programme equals 3½ years of full-time study, corresponding to 210 ECTS credits. A year of full-time study comprises four modules (60 ECTS) and corresponds to the work of a full-time student for one year.

A year of study is divided into two semesters, which are then divided into two modules. The programme consists of 14 modules. A semester covers 18-24 weeks. Each module equals 15 ECTS credits, except for module 13 and module 14, which equal 10 ECTS credits and 20 ECTS credits, respectively. The individual educational institution will publish the starting dates of the modules. A module is a self-contained study unit with a learning objective reflecting the profession-related theme, content and competencies of the module. A module includes practical and theoretical teaching and possible work experience.
5.1 ECTS credits

ECTS, European Credit Transfer System, is a standardised system used to state the estimated study workload to enable comparisons between study programmes nationally and internationally in Europe and related countries. The programme equals a total of 210 ECTS credits. A year of full-time study equals 60 ECTS credits, which corresponds to 1,500-1,800 working hours. The workload covers preparation, self-study, instruction, revision, assignments, projects, exams etc.

The 210 ECTS credits of the programme are distributed as follows: 180 ECTS credits for theoretical and practical instruction and 30 ECTS credits for work experience.

5.2 Overview of the programme and modules

Figure 2 shows the placement of the modules for students beginning in the autumn semester around 1 September. The local addendum to the Curriculum contains the precise start and end time of the modules for the individual educational institution.

5.3 Overview of ECTS credits for subjects and timing of the subjects

The 210 ECTS credits are distributed on the different subjects and modules of the programme, as described in figure 3. The ECTS credits for the natural science, humanistic and social science subjects are distributed on the respective modules, as shown in the figure.

In the local addendum to the Curriculum, it is described for the individual educational institution how many ECTS credits are allocated to ‘Psychomotor treatment’, ‘Psychomotor group instruction and facilitation’ and ‘Psychomotor theory and methodology’, and in which modules they are placed. However, the minimum and maximum ECTS credits must be observed, just as they cannot be placed in the orange modules.

ECTS credits for ‘Psychomotor ergonomics and health promotion’, ‘Basic psychomotor exercises’ and ‘Physical exercise’ are taken from ‘Psychomotor treatment’, ‘Psychomotor group instruction and facilitation’ and ‘Psychomotor theory and methodology’, and the distribution is described in the
individual institution’s local addendum to the Curriculum. The three subjects will primarily be placed within the sand-coloured modules.

Figure 3

|                                    | 1     | 2     | 3     | 4     | 5     | 6     | 7     | 8     | 9     | 10    | 11    | 12    | 13    | 14    | total | Max. | Min. |
|------------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Psychomotor therapy                | 27    | 22    |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Psychomotor treatment              |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Psychomotor group instruction and facilitation | 27    | 22    |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Psychomotor theory and methodology | 15    | 12    |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Basic psychomotor exercises        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Physical training                  |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Ergonomics and health promotion    |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| The three subjects above acquire ECTS credits | 13    | 9     |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| from the three top subjects        |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| The above psychomotor subjects     | 10    | 7     | 6     | 7     | 9     | 3     | 7     | 6     | 10    |       |       |       |       |       |       |       |       |
| Movement development               | 2     | 2     | 2     | 1     | 1     |       |       |       |       |       |       |       |       |       |       |       |       |
| Specialised psychomotor fields     | 7     |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Psychomotor subjects on modules 13 and 14 | 7     | 14    |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Total psychomotor subjects         | 10    | 9     | 8     | 9     | 7     | 9     | 3     | 8     | 7     | 10    | 7     | 14    | 108   |       |       |       |       |
| Total work experience              | 3     | 6     | 6     | 15    | 15    |       |       |       |       |       |       |       |       |       |       |       |       |
| Natural science                    |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Physiology                         | 1     | 2     |       | 2     | 2     | 3     |       |       |       |       |       |       |       |       |       |       |       |
| Anatomy                            | 1     | 2     |       | 2     | 2     | 3     |       |       |       |       |       |       |       |       |       |       |       |
| Obstetrics                         | 2     |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Somatic pathology                  | 2     |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Psychiatric pathology              | 3     |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Total natural science subjects     |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Humanities                         |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Educational theory and practice    | 2     | 2     |       | 2     | 2     | 1     | 2     | 1     | 1     | 2     | 1     | 1     | 1     | 1     | 1     | 1     | 10    |
| Psychology                         | 2     | 2     |       | 1     | 2     | 3     | 2     | 2     | 1     | 1     | 2     | 1     | 2     | 3     | 25    |       |       |
| Total humanities subjects          |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Social science                     |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Social studies                     | 3     |       | 1     |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Theory and methodology of science  | 1     | 1     |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Total social science subjects      |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |       |
| Total module                       | 15    | 15    | 15    | 15    | 15    | 15    | 15    | 15    | 15    | 10    | 20    | 210   |       |       |       |       |       |
Order

The following guidelines apply to students’ completion of the various modules:

- Modules 1, 2, 3 and 4 must be completed before students may start module 6
- Module 6 must be completed before students may start module 7
- Module 8 must be completed before students may start module 9
- Module 10 must be completed before students may start module 11
- Modules 1-11 must be completed before students may start module 12
- The external and internal exams in the first three years of the programme must be passed before students may finalise their bachelor project.

Rules governing the psychomotor therapy programme:

The psychomotor therapy programme

- Modules 1-4: All assignments and exams must be approved before students may start module 6
- Module 5 must be approved before students may start module 7 or 9
- Module 6 must be approved before students may start module 7
- Module 8 must be approved before students may start module 9
- Modules 1-9 must be approved before students may start module 10
- Modules 1-11 must all be approved before students may start module 12
- All exams and assignments must be assessed and approved as passed before students may finalise their bachelor project.

Students may only be enrolled on one module at a time. Modules that have been taken may not be repeated if they are not approved.
## 5.4 Module overview with distribution of ECTS credits

Module overview with distribution of ECTS credits and form of assessment for modules 1-4

<table>
<thead>
<tr>
<th>1st semester</th>
<th>2nd semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
<td><strong>Module 2</strong></td>
</tr>
<tr>
<td>‘Psychomotor therapy – a health educational profession’</td>
<td>‘Psychomotor therapy (9 ECTS)’</td>
</tr>
<tr>
<td>Psychomotor therapy (10 ECTS)</td>
<td>Psychomotor therapy (9 ECTS)</td>
</tr>
<tr>
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<tr>
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<td>Social science (0 ECTS)</td>
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<tr>
<td>Work experience (3 ECTS)</td>
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</tr>
<tr>
<td><strong>Total ECTS</strong></td>
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</tr>
<tr>
<td>15</td>
<td><strong>Total ECTS</strong></td>
</tr>
<tr>
<td>15</td>
<td>The module is completed with an internal exam</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>3&lt;sup&gt;rd&lt;/sup&gt; semester</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; semester</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td><strong>Module 5</strong>&lt;br&gt;‘Interdisciplinary joint module – working across professions’</td>
<td><strong>Module 6</strong>&lt;br&gt;Psychomotor treatment (7 ECTS)</td>
</tr>
<tr>
<td>Psychomotor therapy (7 ECTS)</td>
<td>Psychomotor therapy (9 ECTS)</td>
</tr>
<tr>
<td>Natural science (0 ECTS)</td>
<td>Natural science (2 ECTS)</td>
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</tr>
<tr>
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<td>Social science (0 ECTS)</td>
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</table>

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
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<td><strong>Total ECTS</strong> 15</td>
<td><strong>Total ECTS</strong> 15</td>
</tr>
<tr>
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<td>The module is completed with an external exam</td>
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</table>
### Module overview with distribution of ECTS credits and form of assessment for modules 9-12

<table>
<thead>
<tr>
<th>5th semester</th>
<th>6th semester</th>
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</thead>
<tbody>
<tr>
<td><strong>Module 9</strong></td>
<td><strong>Module 10</strong></td>
</tr>
<tr>
<td>'The professional role – group instruction and facilitation'</td>
<td>'Specialised psychomotor fields'</td>
</tr>
<tr>
<td>Psychomotor therapy (7 ECTS)</td>
<td>Psychomotor therapy (7 ECTS)</td>
</tr>
<tr>
<td>Natural science (0 ECTS)</td>
<td>Natural science (7 ECTS)</td>
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<td>Social science (0 ECTS)</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Total ECTS</strong></td>
<td><strong>Total ECTS</strong></td>
</tr>
<tr>
<td>15</td>
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<tr>
<td>The module is completed with an external exam</td>
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### 7th semester

<table>
<thead>
<tr>
<th>Module 13</th>
<th>Module 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Elective module’</td>
<td>‘Documentation and development’</td>
</tr>
<tr>
<td>Psychomotor therapy (7 ECTS)</td>
<td>Psychomotor therapy (14 ECTS)</td>
</tr>
<tr>
<td>Natural science (0 ECTS)</td>
<td>Natural science (0 ECTS)</td>
</tr>
<tr>
<td>Humanities (3 ECTS)</td>
<td>Humanities (4 ECTS) (0 ECTS)</td>
</tr>
<tr>
<td>Social science (0 ECTS)</td>
<td>Social science (2 ECTS)</td>
</tr>
<tr>
<td><strong>Total ECTS</strong></td>
<td><strong>Total ECTS</strong></td>
</tr>
<tr>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>The module is completed with an internal exam</td>
<td>The module is completed with an external exam</td>
</tr>
</tbody>
</table>

### 6. Modules

The modules and their learning objectives are common to all institutions. Each module focuses on a key theme for the psychomotor therapy profession. The academic content of the module contributes to highlighting and in-depth study of the theme of the module. The module is assessed based on the objectives set up for learning outcome. Teaching is planned to ensure progression from the simple to the complex, both at module level and in general.

The modules comprise learning activities covering theoretical knowledge on the practice of the professions, applied theories and methodologies and, as far as possible, practice-related learning situations to train practice. These learning situations provide students with the competencies required to master the theoretical, experience-based and practical skills related to the profession and its field of activities and intervention.

Progression of learning is ensured through increasing complexity, where students are expected to be able to deal with the problems they are confronted with through the learning environment.

The modules are described in detail in the individual institutions’ local addendums to the Curriculum. These local addendums also describe the organisation of the programme, requirements for assignments and projects, teaching and working methods, guidelines for any differentiated teaching, exams and rules on the duty to attend the module element.
Module 1 – Psychomotor therapy – a health educational profession

Theme
The module introduces the study of relaxation and psychomotor therapy, the subjects and the profession. The module also introduces the field, issues and phenomena characterising the work of psychomotor therapists as well as the contexts they work in.

In addition, the module introduces students to personal growth which will support the personal and professional development during the programme.

Learning objectives
After this module, students will be able to:

Knowledge
1. Understand relevant historical aspects important to the terminology, position and views of the profession and understand relaxation and psychomotor therapy issues and key fields of intervention and expertise
2. Account for key aspects of group dynamics
3. Account for the basics of the human motor apparatus and physiological functions
4. Understand the general characteristics of scientific activity and account for selected scientific theory positions
5. Account for knowledge of the ethical considerations relevant to the practice of the profession

Skills
6. Demonstrate selected basic manual skills and the ability to identify bodily movement functions

Competencies
7. To a certain extent identify own function and reaction patterns in a group context
8. Identify and reflect on own experience when using touch
9. Identify and reflect on own experience with body awareness training
10. Organise own learning through the use of different study techniques and participate constructively in the programme through a committed collaboration with others.

Distribution of ECTS credits

Psychomotor therapy, 10 ECTS

The psychomotor subjects are distributed as described in section 4.3

Natural science

Physiology, 1 ECTS
Anatomy, 1 ECTS

Humanities

Psychology, 2 ECTS

Social science

Theory of science, 1 ECTS
Assessment
The module is completed with an internal exam.

6.2 Module 2 – Fundamental professional concepts

Theme
The module covers knowledge of the fundamental concepts of the profession and the command of practical skills and methods of relevance when working in different professional areas.

In addition, the module covers the psychological and psychomotor development of young children and its impact on and connection to the child as an adult.

During this module, students are also required to work on their personal and professional development.

Learning objectives
After this module, students will be able to:

Knowledge:
1. Account for fundamental concepts of relaxation and psychomotor therapy
2. Account for physiological themes related to senses and nerves
3. Account for selected anatomical muscle, bone and tissue structures
4. Account for selected methods for training bodily movement functions
5. Account for selected theories in relation to human psychological development

Skills
6. Observe and describe key motor and sensory-motor aspects in young children based on observations and own experience
7. Use selected manual skills within psychomotor treatment

Competencies
8. Identify selected anatomical muscle, bone and tissue structures through observation and palpation
9. Identify and to a certain extent deal with issues in connection with participating in groups
10. Account for knowledge of own body awareness/body experience, including identification of own learning needs in this respect.

Distribution of ECTS credits
Psychomotor therapy, 9 ECTS

The psychomotor subjects are distributed as described in section 4.3

Natural science

Physiology, 2 ECTS
Anatomy, 2 ECTS

Humanities

Psychology, 2 ECTS

Social science
Assessment
The module must be approved, see the assessment of module 4.

6.3 Module 3 – Body, observation and reflection

Theme
The module covers the use of observation as a professional and scientific method, including observation and description of movements, movement patterns and functions in both children and adults.

The module also covers the identification and development of own bodily competencies.

The module comprises a work experience period focused on observation.

Learning objectives
After this module, students will be able to:

Knowledge
1. Account for selected concepts and theories of developmental psychology
2. Account for the basics of the psychomotor development of young children
3. Reflect on and account for selected theoretical and practical issues regarding the psychomotor development of young children
4. Account for basic awareness and knowledge of own body awareness/body experience, including identify own learning needs in this respect
5. Account for selected anatomical muscle, bone and tissue structures

Skills
6. Use observation as a scientific method
7. Observe, describe and analyse basic movement patterns in adults and identify and describe own movement patterns
8. Use basic psychomotor assessment methods

Competencies
9. Identify selected anatomical muscle, bone and tissue structures through observation and palpation
10. Use and motivate appropriate working postures.

Distribution of ECTS credits

Psychomotor therapy, 8 ECTS

The psychomotor subjects are distributed as described in section 4.3

Work experience

Observation, 3 ECTS

Natural science

Anatomy, 2 ECTS

Humanities

Psychology, 2 ECTS

Social science
Assessment
The module must be approved, see the assessment of module 4.

6.4 Module 4 – Body, relation and communication

Theme
The module covers analysis of posture and positions, movements and movement patterns. The module also covers knowledge and use of educational and psychological theories related to the theme of the module.

In addition, the module focuses on strengthening students’ own communicative and relational skills, including the identification of and reflection on their own personal and bodily abilities for contact and touch.

Learning objectives
After this module, students will be able to:

Knowledge
1. Account for selected psychological and educational theories as well as psychomotor theories and methodologies relating to dialogue and interaction
2. Reflect on their own role in connection with the establishment and administration of a professional relation – including the identification of their own learning needs in this respect
3. Account for knowledge of psychomotor development of pre-school children

Skills
4. Arrange and conduct a short course using basic skills and methods
5. Account for and use selected methods for training the body
6. Based on knowledge of psychomotor development, plan, initiate and assess psychomotor therapy activities for children

Competencies
7. Reflect on and account for reflections on interaction patterns and reactions in different group contexts, including the identification of their own learning needs with regard to relationships
8. Identify and analyse body posture, positions and movements through applied anatomy.

Distribution of ECTS credits

Psychomotor therapy, 9 ECTS
The psychomotor subjects are distributed as described in section 4.3

Natural science
Anatomy, 3 ECTS

Humanities
Psychology, 1 ECTS
Educational theory and practice, 2 ECTS

Social science
Assessment

The module is completed with an external exam, covering the learning objectives of modules 2, 3 and 4. This exam covers 45 ECTS credits, and one mark is given for all three modules. Modules 2 and 3 must be approved before the module 4 exam may be taken.

6.5 Module 5 – Interdisciplinary joint module – working across professions

Theme
The module covers the role as health and/or health pedagogical professional. Focus is on the promotion of quality, continuity and interdisciplinary cooperation in related professional fields as well as on the interdisciplinary cooperation within the health pedagogical field and the legal basis for the profession and the interdisciplinary cooperation.

Learning objectives
After this module, students will be able to:

Knowledge
1. Account for considerations concerning interdisciplinary cooperation and communication

2. Describe the legal and ethical aspects of the health services and explain which restrictions they place on the practice of the profession and interdisciplinary health professional cooperation

3. Understand and explain how communication and information technology may be used in documentation and quality assurance in the health profession

Skills
4. Communicate the contribution of own profession to the interdisciplinary cooperation

5. Seek, communicate and use empirical, developmental and research based knowledge within health promotion, relaxation, prevention, educational communication, treatment and/or rehabilitation

Competencies
6. Participate in interdisciplinary cooperation respecting and recognising the responsibility and competencies of own as well as other health professions in connection with interdisciplinary performance of assignments.

Distribution of ECTS credits

Psychomotor therapy, 7 ECTS
   The psychomotor subjects are distributed as described in section 4.3

Natural science

Humanities
   Psychology, 2 ECTS
   Educational theory and practice, 2 ECTS

Social science
   Social studies, 1 ECTS
   Theory of science, 3 ECTS

Total: 15 ECTS
Assessment
The module is completed with an internal exam

For an overview of the interdisciplinary joint UCC module, please refer to attachment 1.

6.6 Module 6 – Psychomotor treatment

Theme
This module will focus on psychomotor teaching and treatment methods and forms of dialogue. In addition, it will focus on methodologies and theories in relation to psychomotor treatment. The module covers different approaches for the connections between body and mind.

The module will also cover the students’ own professional and professional and personal development in relation to the professional role.

Learning objectives
After this module, students will be able to:

Knowledge
1. Account for general and specific theories on body-mind connections
2. Account for selected physiological themes
3. Account for selected educational schools and learning theories

Skills
4. Motivate and use basic psychological and psychomotor therapy methods for observation, assessment and intervention
5. Account for and use selected interview and dialogue methods
6. Use basic treatment methods, manual techniques and exercises – including the use of appropriate working postures

Competencies
7. Account for and identify factors impacting on the relation between client and therapist
8. Cooperate with the client on development of body/mind perception
9. Organise, conduct and evaluate treatment using systematic accounts
10. Identify and account for their own professional and personal learning objectives in order to develop their own professional role.

Distribution of ECTS credits
Psychomotor therapy, 9 ECTS

The psychomotor subjects are distributed as described in section 4.3

Humanities

Psychology, 3 ECTS
Education theory and practice, 1 ECTS

Natural science

Physiology, 2 ECTS

Social science

Assessment
The module is completed with an internal exam.
Module 7 – The professional role – psychomotor treatment

Theme
This module will focus on knowledge of ergonomics, stress and relaxation and on the practice of the psychomotor therapy profession covering treatment and individual instruction related to the themes of the module.

In addition, the module will focus on knowledge and performance of supervision and on the professional and personal competencies in the professional role.

Learning objectives
After this module, students will be able to:

Knowledge
1. Account for selected physiological knowledge in relation to the themes of the module
2. Account for selected theories in relation to the themes of the module
3. Account for selected bone and motor apparatus disorders, including back disorders
4. Account for selected therapeutic schools and their significance for psychomotor therapy practice
5. Account for selected science methodology in relation to the relaxation and psychomotor therapy profession related to the themes of the module

Skills
6. Gather information and use research-based and development-based knowledge and methods in relation to relaxation and psychomotor therapy work within the themes of the module
7. Motivate the choice of psychomotor therapy method for treatment
8. Account for and use selected supervision methods
9. Practice self-care as therapists through the use of psychomotor therapy methods

Competencies
10. Organise, conduct and evaluate process-oriented psychomotor treatment programmes
11. Establish, maintain and end professional contact, dialogue and interaction with clients
12. Identify, account for and motivate their own professional and personal supervision needs
13. Identify and reflect on own ability to be empathic and attentive in the role as a therapist.

Distribution of ECTS credits

Psychomotor therapy, 3 ECTS

The psychomotor subjects are distributed as described in section 4.3

Humanities

Psychology, 2 ECTS

Natural science

Physiology, 2 ECTS
Somatic pathology, 2 ECTS

Social science

Work experience
This module includes work experience equalling 6 ECTS credits. These may be distributed over a period covering both work and studies. Example: Three weeks of teaching, six weeks of work
experience (three days of work experience and two days of studies a week), one week of completion/assessment.

**Assessment**
The module is completed with an external exam.

### 6.8 Module 8 – Psychomotor group instruction and facilitation

**Theme**
Psychomotor group instruction and facilitation involves educational and didactic considerations concerning the planning of movement classes based on the participants’ abilities and a resource-oriented psychomotor approach.

In addition, the module comprises practical exercises in the conduct and evaluation of group instruction and facilitation, including group dynamics. The module covers instruction and facilitation of different age and target groups.

**Learning objectives**
After this module, students will be able to:

**Knowledge**
1. Account for selected theories and themes relating to group instruction and facilitation
2. Account for group processes and dynamics
3. Describe and account for the normal motor development of older children from a psychomotor perspective based on observations
4. Account for physiological knowledge in relation to physical exercise
5. Account for selected subjects in cognition, motivation and emotion

**Skills**
6. Plan, conduct and evaluate targeted and process-oriented instruction and facilitation
7. Account for and motivate didactic and methodical considerations and choices in relation to programmes
8. Account for and communicate principles of appropriate preventive training

**Competencies**
9. Plan, conduct and evaluate instruction and facilitation supporting the psychomotor development of older children
10. Plan, conduct and evaluate instruction in physical exercise based on psychomotor therapy
11. Identify and account for professional and personal learning objectives for the development of the role as a facilitator and instructor.

**Distribution of ECTS credits**

Psychomotor therapy, 8 ECTS

The psychomotor subjects are distributed as described in section 4.3

Natural science

Physiology, 3 ECTS
Assessment
The module is completed with an internal exam.

6.9 Module 9 – The professional role – group instruction and facilitation

Theme
This module will focus on knowledge of group processes as well as individual processes in groups. In addition, it will focus on the conduct of psychomotor group instruction and facilitation for children, teenagers, adults and elderly people.

The module also focuses on the development of own professional role in relation to conducting process-oriented group sessions. This includes knowledge and learning of selected supervision methods.

Learning objectives
After this module, students will be able to:

Knowledge
1. Account for knowledge on elderly people and aging
2. Account for the psychomotor development of teenagers
3. Account for selected science methodology in relation to the psychomotor therapy profession related to the themes of the module

Skills
4. Account for and use selected supervision methods
5. Use knowledge of psychological cognition and motivation aspects in relation to psychomotor therapy practice
6. Use and motivate the choice of theories and themes within psychomotor group instruction and facilitation
7. Describe, evaluate and reflect on the target group’s processes and dynamics

Competencies
8. Based on knowledge of the target group and its abilities, independently plan, conduct and evaluate psychomotor group instruction and facilitation programmes involving the themes of the module
9. Communicate, account for and motivate instruction methods and intentions
10. Identify and reflect on their own ability to be empathic and attentive in the role as instructor and facilitator
11. Structure and work on professional and personal learning objectives as a group instructor.

Distribution of ECTS credits
Psychomotor therapy, 7 ECTS
The psychomotor subjects are distributed as described in section 4.3

Humanities
Psychology, 1 ECTS
Educational theory and practice, 1 ECTS
Work experience
This module includes work experience equalling 6 ECTS credits. These may be distributed over a period covering both work experience and studies. Example: Three weeks of teaching, six weeks of work experience (three days of work experience and two days of studies a week), one week of completion/assessment.

Assessment
The module is completed with an external exam,

6.10 Module 10 – Specialised psychomotor fields

Theme
The module covers health promotion, prevention and rehabilitation within the psychomotor therapy profession. During this module, students will gain an insight into a number of specialised psychomotor fields and thereby knowledge at competency level within a minimum of two of these fields, of which one must be the psychiatric field. The specialised psychomotor fields cover, among others, the prenatal and postnatal field, sexology, lifestyle issues, function impairment, mental disorders, trauma, grief and crisis reactions.

Learning objectives
After this module, students will be able to:

Knowledge
1. Account for theory in relation to the themes of the module
2. Account for and discuss various concepts of health and illness in a multidimensional perspective

Skills
3. Assess and motivate the choice of and use relevant methods and tools in a health promotion, prevention or rehabilitation effort in relation to the themes of the module
4. Search for, assess and use recent knowledge and research in relation to the themes of the module
5. Use psychiatric terminology and account for the causality of mental disorders and be acquainted with diagnostics
6. Use, assess and motivate the choice of psychomotor therapy methods in the work with mental disorders

Competencies
7. Use academic working methods to describe, delimit, analyse and discuss an issue in the psychomotor field of practice.

Distribution of ECTS credits
Psychomotor therapy, 7 ECTS

The psychomotor subjects are distributed as described in section 4.3

Humanities

Psychology, 1 ECTS
Natural science

Psychiatric pathology, 3 ECTS
Somatic pathology, 2 ECTS
Obstetrics, 2 ECTS

Social science

Assessment
The module is completed with an internal exam.

6.11 Module 11 – Society, group and the individual

Theme
The module covers the professional, academic and personal competencies in relation to the performance of relaxation and psychomotor therapy practice.

The module also covers the professional role as a psychomotor therapist and prepares students to practice the profession independently. The module focuses on developing students' competencies for decoding and understanding a workplace context, organisational relationships, workplace culture and the work situation of the individual.

In addition, the module focuses on development and research work, innovation and fundamental academic working methods.

Learning objectives
After this module, students will be able to:

Knowledge
1. Account for and reflect on how societal, institutional and cultural factors influence the life situation, abilities and resources of the individual
2. Account for selected organisational psychology theories
3. Reflect on the ethical aspects of development and research work
4. Account for knowledge of the ethical issues of the practice of the profession and understand and act in consideration of these

Skills
5. Know, understand and master the basic methods of empirical studies and understand the main issues involved

Competencies
6. Critically assess their own professional role and formulate and motivate learning objectives in this regard
7. Establish and maintain a professional, therapeutic and educational relation to the target group
8. Be innovative in making agreements and describing the objectives of the practice of the profession in connection with private practice
9. Account for, motivate and use the choice of relevant educational and psychological theories in relation to issues in psychomotor therapy.
Distribution of ECTS credits

Psychomotor therapy, 10 ECTS

The psychomotor subjects are distributed as described in section 4.3

Humanities

Psychology, 2 ECTS

Natural science

Social science

Social studies, 1 ECTS
Theory of science, 2 ECTS

Assessment
The module is completed with an external exam.

6.12 Module 12 – Interdisciplinarity and psychomotor therapy

Theme
This module covers independent and critical practice of the profession in a monodisciplinary or interdisciplinary context. Students work independently on the planning, initiation, coordination and performance of psychomotor programmes. This includes evaluation and professional and personal reflection. For the purpose of documentation and communication, students will work on a small project using scientific methods related to the practice of relaxation and psychomotor therapy.

Learning objectives
After this module, students will be able to:

Knowledge
1. Account for and reflect on methods involved in quality and development work
2. Account for the ethical issues of the practice of the profession and be able to understand and act in consideration of these

Skills
3. Critically assess research-based and development-based knowledge of relevance to a given psychomotor issue
4. Establish situations that motivate the client/participants to develop new ways of acting
5. Demonstrate and account for the use of theory on groups, group processes and dynamics
6. Command the basic principles of facilitation of groups based on the group process
7. Demonstrate and account for the use of interview and dialogue forms

Competencies
8. Observe, identify and describe issues and development opportunities and, using this, motivate and independently plan psychomotor interventions
9. Independently coordinate, initiate, conduct and evaluate a targeted and coherent instruction and treatment programmes
10. Participate in an equal and respectful cooperation with the client/participant and monodisciplinary and interdisciplinary partners.
Distribution of ECTS credits

Psychomotor therapy
Natural science
Humanities
Social science

Work experience
This module includes work experience equalling 15 ECTS credits.

Assessment
The module is completed with an internal exam.

6.13 Module 13 – Elective module

Theme
The elective module covers critical study and development of relaxation, psychomotor therapy and health, including health educational, academic knowledge and practice relating to groups or individuals at a national or international level.

The module will allow students to work in-depth and to place the profession into the perspective of related professions or the international aspects of the practice of the profession.

The elective module may cover theoretical and interdisciplinary programmes and programmes across professions as well as work experience and may either be taken at the students’ own programme, on another Danish or foreign health programme at professional bachelor degree level or another programme offering elective modules related to the psychomotor therapy profession.

The module may delve deeper into themes already covered by the programme or complementing it. The module offers students the opportunity for in-depth study or personal tailoring of their programme.

Elective modules are described by the relevant institutions. Descriptions and registration procedures are provided (in Danish) on a joint website for all health programmes (www.sundhedsuddannelse.dk). The deadlines for application and the timing of elective modules are the same for elective modules offered by health programmes at professional bachelor degree level.

The institution offering the elective module is responsible for agreements, level, assessment etc. The educational institution where students are enrolled is responsible for approving the elective module.

Students have access to organising the elective module themselves as theoretical and/or practical studies. This must be approved by the educational institution where the students are enrolled in accordance with the institution’s guidelines.

Learning objectives
After this module, students will be able to:

Knowledge
1. Account for special knowledge of one or more selected fields within the profession

Skills
2. Use special professional skills
3. Use research and development-based knowledge in relation to particular issues

Competencies
4. Participate in a critical discussion of one or more issues or fields of relevance to the profession
5. Participate in a critical discussion of the practice of the psychomotor therapy profession in a national and international perspective.
Distribution of ECTS credits

Psychomotor therapy, 7 ECTS

The psychomotor subjects are distributed as described in section 4.3

Humanities

Educational theory and practice, 1 ECTS
Psychology, 2 ECTS

Natural science

Social science

Total 10 ECTS

Assessment

The module is completed with an internal exam.

6.14 Module 14 – Documentation and development

Theme

The module covers in-depth study through examination and communication of a particular issue of the profession using scientific method as well as theoretical and empirical material. The module prepares students for the bachelor project which will complete the programme. It focuses on the role of the psychomotor therapist as a professional developer and innovator. The project may be completed in cooperation with an employer in order to use experience and evidence from practice.

Learning outcome

After this module, students will be able to:

Knowledge

Skills
1. Use information technology to search for and select national and international research-based knowledge and to take a critical approach to it
2. Use the fundamentals of theory of science and scientific methodology to develop and document the psychomotor therapy profession
3. Use and select relevant scientific qualitative and quantitative methods for data collection, data processing and description of data
4. Generate and process own evidence in relation to the issue covered by the project
5. Express themselves clearly orally and in writing on an issue

Competencies
6. Identify and delimit an issue within relaxation and psychomotor therapy and take a critical approach to the relevance of the issue
7. Assess and act according to general research-ethical principles
8. Participate in and communicate psychomotor development and project work.
Distribution of ECTS credits

Psychomotor therapy, 14 ECTS
   The psychomotor subjects are distributed as described in section 4.3

Humanities

   Psychology, 3 ECTS
   Educational theory and practice, 1 ECTS

Natural science

Social science

   Theory of science, 2 ECTS

Total 20 ECTS

Assessment of and requirements for the bachelor project

The module is completed with an external exam.

The exam is a bachelor project comprising a written project and a subsequent individual oral examination. The project and the oral presentation are weighted equally in the assessment. The bachelor project may be written in cooperation between more students. When writing the project in groups, all group members are responsible for the overall content and presentation of the bachelor project. The authorship must be distributed equally on the individual group members. It must be stated next to each section/chapter which member of the group has primary responsibility for the relevant part. Excluded from this is the problem formulation and conclusion.

Students must as far as possible write the project in cooperation with employers. Character limits for the bachelor project:

<table>
<thead>
<tr>
<th>No. of students</th>
<th>No. of characters</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60,000-72,000</td>
</tr>
<tr>
<td>2</td>
<td>84,000-96,000</td>
</tr>
<tr>
<td>3</td>
<td>108,000-120,000</td>
</tr>
<tr>
<td>4</td>
<td>132,000-144,000</td>
</tr>
</tbody>
</table>

A minimum of 1,800 pages of literature of relevance to the project must be cited.
7 Teaching and working methods

7.1 Teaching methods

The courses of the programme are equivalent to a total of 180 ECTS credits.

Teaching is planned to ensure personal, professional and pedagogical progression and to allow students to combine their theoretical knowledge with practical experience.

The teaching and working methods reflect the academic content of the programme and thus support learning and the development of knowledge, skills and competencies. Variation and differentiated teaching and working methods contribute to ensuring that students are able to grasp the connections between the scientific fields of the programme and between theoretical teaching and practice, and that this relationship is put into the perspective of the relaxation and psychomotor therapy field of intervention. The teaching methods used seek to promote innovative competencies. A broad range of teaching and working methods are used to take account of the students’ different learning profiles.

The programme comprises teaching that promotes knowledge and skills and teaching presenting situations that allow self-experience and reflection for the students. Sensory perception, identification of feelings, reflection, verbalisation and integration of body experiences and possible new actions are fundamental in several subjects.

Students’ understanding of group dynamics is vital, both in respect of each other and in the groups that they come across in class or during their work experience or in the future as graduate psychomotor therapists. The programme will focus on group dynamic processes in order for students to learn how to communicate relevant material to a target group, facilitate group dynamic development processes and be able to handle group situations expediently. In addition, it will focus on students’ own competencies in relation to participating in group processes.

Students’ ability to relate to others is important. Self-awareness and staying in touch with oneself in different situations and relating without letting issues from own lives interfere in the processes of treatment, instruction and facilitation are equally important prerequisites for becoming a competent psychomotor therapist. For this reason, students’ capacity for concentration, attention, contact and presence is trained in several subjects.

The theoretical and practical elements of the programme comprise:

- Knowledge disseminating from lectures, including classes and lectures
- Learning in groups, including group work and presentations, supervision and experience exchange groups, dialogue and processing and reflection
- Project work and case work with varying modes of presentation and communication of the outcome and product of the work
- Training of practical and physical skills, where students train their own skills, including their own body awareness
- Training of practical and physical skills (treatment, instruction and facilitation methods), where students train their skills in relation to each other or others
- Guidance in connection with individual and joint assignments, such as major written papers or project work
- Work on IT-related teaching tools.
7.2 Work experience and internships

Work experience and internships equals a total of 30 ECTS credits distributed over the programme with progression from observation to reflection and independent practice.

The objective of work experience and internships is to develop and create a connection between the students’ theoretical knowledge and practical skills and competencies. During their work experience and internships, students integrate the tools, methodologies, theories, skills and competencies to perform relaxation and psychomotor therapy assignments with people individually or in groups. Students thus take part in authentic client, instruction and facilitation processes either individually or in cooperation with other professionals. The work experience is comprised by the psychomotor therapy field of activity.

Guided by the educational institution, students must find their own internships. Work experience and internship are organised in cooperation between the individual educational institution, the host partner and the students. Students will prepare in cooperation with the host and the educational institution and identify the purpose, objective and content of the work experience and internship.

During the work experience and internship, students participate in authentic work procedures with other professionals, citizens, users etc.

The educational institution approves host partners relevant to the field of intervention. For work experiences and internships to be approved, they must be relevant for the intended learning outcome for the work experience or internship in question. The host partner must also assign a person responsible for the student’s work experience and internship.

The academic psychomotor teaching and guidance in connection with the work experiences and internships are coordinated by the educational institution and managed by counsellors appointed by the educational institution.

The counsellors may be affiliated with the host partner and the educational institution. Teaching may cover guidance and supervision, individually and in groups. Teaching may also cover subjects related to specific issues.

Other rules governing work experiences and internships, including requirements and expectations for the parties involved, are laid down in the individual institution’s local addendum to the Curriculum.

7.3 Professional guidance

The purpose of professional guidance is to consider students’ various abilities and needs in order for the programme to be set up with varying teaching methods that fit the students’ learning styles and motivation and support their completion of the programme. Academic guidance may support the individual student and differentiated student groups by means of, for example, a structured dialogue on module, subjects, method, teaching, work experiences and internships, individuals study plan etc.

7.4 Information technology (IT)

To aid teaching, IT is integrated to build study-relevant competencies enhancing the students’ ability to participate actively, communicate, share knowledge and cooperate on the programme. IT is used in teaching and learning processes on an equal footing with other media which generally support and extend different types of interaction.

In respect of students’ current and future scope for professional development, IT tools are used to support the students’ acquisition of information competencies. By means of IT, students develop the ability to search for information and to critically select, assess, organise and use information from different relevant sources.
The possibility of using different IT tools in the studies and in class contributes to making students confident IT users.

The use of IT for planning, conducting and evaluating teaching must contribute to innovation, variation, flexibility and versatility of teaching and study forms.

7.5 **Study guidance**

Study guidance requires the active participation of the student counsellor, the academic supervisor and the student and supports students during their studies, from choice of education, completion of the programme to considerations on continuing and further education.

Study guidance helps students form an overview of their studies and enables them to make their own informed choices concerning their own learning and well-being. In addition, study guidance and academic guidance focus on helping students in connection with:

- Starting their studies and the first modules
- The connection between practice and teaching and learning in different contexts
- Study and work habits, time management and overview.

The purpose of study guidance is to support students' study activity and learning process with factual information and guidance in order for students to make their own informed choices on academic and study-related matters.

The guidance is organised by the educational institution as individual and collective guidance, mutually supporting and supplementing each other. Guidance is aimed at study technique, study tools, study and work habits as well as study environment in order to make students more aware of learning, study requirements and completion. This includes help for planning their own time, development of learning style and setting up study groups.

Guidance counsellors, academic supervisors and students make active and systematic use of experience and evaluations/self-evaluations to enable them to strengthen their learning and quality development of teaching.

Another purpose is to support career and competency planning with the aim of organising learning and study processes, information and guidance on job hunting, continuing and further education, change of studies and international exchange.

8 **Cooperation between educational institutions and internship hosts**

The educational institution and the internship host cooperate on the setting and terms of the students' learning and the connection between theory and practice in accordance with the learning objectives to be met by the students.

Agreements are concluded between the host and the educational institution on:

- the procedure for approval of internship host
- organisation of the work experience and internship
- cooperation between students, internship host and educational institution
- procedures for evaluation and quality assurance of the work experience and internship.
9 Criteria for approval of internship hosts

Work experience and internships are provided in host companies or institutions approved by the educational institution. They cover a broad range of psychomotor private and public fields of activity within the educational sector, the pedagogical sector and the social and health sector.

The criteria for approval of internship hosts are:

- opportunities for relevant relaxation and psychomotor therapy practice
- relevance to the students’ education and learning
- the assignment of a person responsible for the work experience or internship
- assignment of a student supervisor student with a professional background in education or health.

10 Study plans

Based on the general study plan, the student sets up an individual study plan for the work experience or internship cooperation with the educational institution and the internship host.

An individual study plan contains the purpose, objectives and content as well as the timing of the work experience, teaching, guidance, study activities, submission of assignments, feedback on assignments and the like as well as of the evaluation and assessment.

The educational institution prepares students for the work experience and internship, and their experiences are integrated in the theoretical teaching.

11 International educational opportunities

The purpose of offering students the opportunity to study abroad is to enable them to conduct themselves professionally in a globalised world.

For this reason, the programme aims to ensure that students acquire intercultural and international competencies, covering knowledge of and respect for other cultures and the ability to reflect on own cultural values and to understand how they influence the relaxation and psychomotor therapy practice. In addition, knowledge of the health educational views of other cultures, which in Denmark primarily relates to people with another ethnic origin than Danish, is required.

The educational institutions offering psychomotor therapy programmes cooperate with the European Forum of Psychomotricity and with different contacts abroad to help students conclude exchange agreements. The individual educational institution concludes agreements with foreign institutions to promote student and teacher mobility. Students have the option of taking parts of the theoretical teaching and their work experience abroad at institutions approved by the educational institution. The international dimension of the programme also covers integration of international aspects in the daily teaching activities, including use of international literature, international academic development trends, foreign guest lecturers and participation in international conferences.

The individual institution’s local addendum to the Curriculum contains a description of the options available for taking parts of the programme abroad and the rules governing this, including on pre-approved credit transfer.
12 Exams and assessments

Each module is assessed in the form of an external or internal exam.

External exams are assessed by internal examiners and external examiners. External examiners are appointed by the Danish Ministry of Education.

Internal exams are assessed by at least one internal examiner from the educational institution.

The individual institution is allowed to determine the exam requirements on the individual modules, applicable only at the institution in question.

12.1 Overview of assessments

Modules 4, 7, 9, 11 and 14 are assessed in external exams.

Modules 2 and 3 are completed with an internal approval.

Module 4 is completed with an external exam. This exam covers the learning objectives of modules 2, 3 and 4. This exam covers 45 ECTS credits, and one mark is given for all three modules. Modules 2 and 3 must be approved before the module 4 exam may be taken.

The other modules of the programme are assessed in internal exams.

The external and internal exams on the programme are assessed according to the 7-point grading scale. However, the work experience on the programme and module 1 are assessed as pass/fail.

Exams cover practical, written or oral presentations, submission of projects and portfolio (a portfolio is a student’s own selection of representative works within a given field, gathered, described and reflected over a period of time and for the purpose of assessment) etc. Any eligibility requirements for exams are described in the local addendum to the Curriculum (such as submission of assignments or duty to attend). With regard to work experience, students must have shown the study activity described in the students’ individual study plans.

12.2 Assessment guidelines

Reference is made to the Ministerial Order on Tests and Examinations on Vocational Study Programmes (Bekendtgørelse om prøver og eksamen i erhvervsrettede uddannelser).

When registering for and starting a module, students will automatically be registered for the exam in the relevant module.

An exam is considered to have been started and count as an examination attempt, unless the student has withdrawn his or her registration in due time. Registration may be withdrawn up to the start of the exam, unless the educational institution has set another deadline.

Failure to fulfil any exam requirements set up by the institution in the local addendum to the Curriculum will be regarded as automatic withdrawal of registration for the module.

Exams are held in Danish. If circumstances permit, the institution may allow students to take an exam in a foreign language.

At the end of the second semester after the start of the study programme, students must register for the exam after the fourth module. The exam must be passed by the end of the fourth semester after the start of the study programme for the student to continue the study programme on the fifth semester.
In the assessment of the bachelor project, emphasis is placed on the academic content and on the students’ spelling and writing proficiency if the exam paper is written in Danish, with the academic content being given the highest weight.

The external and internal exams in the first three years of the programme must be passed before students may finalise their bachelor project.

The exam rules, which only apply to the individual institution, are described in the local addendum to the Curriculum.

12.3 Special exam conditions

Students who fulfil the conditions may be offered special exam conditions in accordance with the Danish Act on Special Educational Assistance at Institutions of Higher Education (Lov om specialpædagogisk støtte ved videregående uddannelser).

13 Attendance

Students’ development of competencies for cooperation and relational work as well as practical and body experience and skills requires a high degree of attendance in classes and learning activities in the modules. The programme involves experience-based learning processes aimed at process-oriented and action-oriented knowledge forms, which requires presence and active participation to obtain a sufficient learning outcome and acquire knowledge, skills and competencies. Students have a duty to attend learning and teaching activities of the above-mentioned type as well as their work experience and internships. The individual educational institutions may extend the scope of the duty to attend and the current practice for management of this duty.

In the individual institution’s local addendum to the Curriculum, the duty to attend will be described in detail along with the requirements for documentation of the students’ attendance.

For all work experience and internship periods, students have an 80% duty to attend, and this must be documented in order the students to be registered for assessment in the module in question.

The individual institution may decide that a student must interrupt or end his or her studies, if it is apparent that the student is not able to participate adequately in the relevant activities due to permanent somatic or mental illness, substance abuse or the like.

14 Exemption (credit transfer)

It is possible to be exempted from parts of the programme based on qualifications already acquired. Exemption is granted based on documented course completion or employment corresponding to the part of the programme for which an exemption is requested.

Exemption is granted based on the individual institution’s assessment of whether courses already completed correspond to the theoretical parts of the programme, and whether qualifications obtained through employment corresponds to the objectives set up for the work experience comprised by the programme.

Such assessment is made based on documented courses and employment. Documentation for courses taken may take the form of formal diplomas or certificates. For employment, documentation will normally be employment contracts, letters of reference etc.

Exemption may take the form of shortening of the duration of the programme or exemption from parts of the programme.
15 Exemption

The educational institution may, in extraordinary circumstances, grant exemptions to the general provisions of the Curriculum and in the individual institution’s local addendum to the Curriculum.

16 The individual institution’s local addendum to the Curriculum The local addendum contains the following:

- Detailed module description for all modules, including:
  - exams
  - organisation
  - requirements for assignments and projects
  - teaching and working methods
  - guidelines for any differentiated teaching
  - regulations for attendance in module elements.

- Practical guidelines on the administration of rules of attendance

- Rules governing work experience and internships, including requirements and expectations for the parties involved

- Any requirements for reading foreign-language literature and an indication of the level of proficiency required

- Access to taking parts of the programme abroad and the rules governing this, including on pre-approved credit transfer.

17 Commencement and interim arrangement

The Curriculum enters into force in August 2009. Students enrolled before August 2009 will follow the previous Curriculum. Students returning from leave will follow the new Curriculum without an interim arrangement.

Approved by

The Professional Bachelor Programme in Relaxation and Psychomotor Therapy at
University College Capital UCC, Hillerød, and VIA University College, Randers

January 2012
6.5 Module 5 – Interdisciplinary joint UCC module – working inter-professionally

Module structure

Module 5 is divided into two elements. The first three weeks of the module comprise an interdisciplinary profession-oriented element, equalling 4.5 ECTS, with the participation of students from all professional bachelor programmes at UCC. The next seven weeks of the module comprise an interdisciplinary profession-oriented element, equalling 10.5 ECTS, in cooperation between the healthcare programmes at UCC.

UCC’s interdisciplinary profession-oriented element

UCC offers an interdisciplinary programme element called ‘UCC’s interdisciplinary profession-oriented element’. The element is compulsory for all professional bachelor programmes at UCC and equals 4.5 ECTS credits.

UCC’s interdisciplinary profession-oriented element is described in a special catalogue specifying a number of important professional challenges. Within each professional challenge, different programme modules are offered, each covering a theme with one or more interdisciplinary issues. These modules are called interdisciplinary modules. Each interdisciplinary module is offered in cooperation between several teachers, most often from different programmes.

Students must choose an interdisciplinary module between all the interdisciplinary modules offered by UCC. Within each interdisciplinary module class, students are, as far as possible, divided into groups across the programmes.

Objective:
The objective of UCC’s interdisciplinary profession-oriented element is to enhance students’ abilities to cooperate between the professions. Students take part based on their own basic education identity and participate in interdisciplinary cooperation to develop qualified and innovative measures in the interdisciplinary cooperation.

Learning objectives:
By participating in UCC’s interdisciplinary profession-oriented element, students will learn the following within the interdisciplinary theme:

- to identify interdisciplinary issues within the chosen theme
- to describe interfaces and boundaries between their own and other professions
- to reflect on the contribution of their own profession to the interdisciplinary cooperation.
The organisation of the individual interdisciplinary modules must ensure that students are able to achieve the learning objectives. This must be described in the syllabuses for the modules.

**Timing of the element on the programme**

UCC’s interdisciplinary profession-oriented element is taken in different semesters on the various programmes:

<table>
<thead>
<tr>
<th>Programme</th>
<th>Timing on the programme, spring semester and autumn semester, respectively</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiotherapy</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; module</td>
</tr>
<tr>
<td>Teacher education</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; or 4&lt;sup&gt;th&lt;/sup&gt; semester</td>
</tr>
<tr>
<td>Psychomotor therapy</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; module</td>
</tr>
<tr>
<td>Social education</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; semester</td>
</tr>
<tr>
<td>Nursing</td>
<td>5&lt;sup&gt;th&lt;/sup&gt; module</td>
</tr>
<tr>
<td>Textile and handicraft design</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; semester</td>
</tr>
<tr>
<td>Sign language interpretation</td>
<td>Pending</td>
</tr>
</tbody>
</table>

**Correlation between UCC’s interdisciplinary profession-oriented element and the interdisciplinary elements/modules of the programme**

On the professional bachelor programmes where the Ministerial Order on the Programme in Relaxation and Psychomotor Therapy contains provisions on an interdisciplinary element or module, UCC’s interdisciplinary profession-oriented element is part of this. This applies to the physiotherapy, teacher education, social education, nursing and textile and handicraft design programmes.

It is described in the syllabus/curriculum for the individual educational institution how UCC’s interdisciplinary profession-oriented element is combined with the other compulsory study activities within the interdisciplinary element/module.

**Duration, exam form and participation**

UCC’s interdisciplinary profession-oriented element is of three weeks’ duration (full-time studies).

The three weeks include the students’ work on a final exam report.

Students’ completion of one of UCC’s interdisciplinary modules may either be part of the exam in the programme’s interdisciplinary element/module or serve as the entire exam. This is described in the provisions of the educational institution’s syllabus/curriculum.

Students’ participation in UCC’s interdisciplinary profession-oriented module is approved in the exam, when the exam is assessed as Passed.

**The report**

Students’ must hand in a report documenting the academic competencies acquired through the interdisciplinary module. The subject or the issue must be interdisciplinary. The subject for the report is chosen by the students, approved by the teachers on the interdisciplinary module and must be evident in the report.

The report may be written independently or in groups. The table of contents of group reports must show which parts the individual students are responsible for. The number of characters includes spaces and excludes the front page, the table of contents, the bibliography and any appendices:
• 1 student, min. 12,000 and max. 19,200 characters
• 2 students, min. 19,200 and max. 21,600 characters
• 3 students, min. 21,600 and max. 24,000 characters
• 4 students, min. 24,000 and max. 26,400 characters and so forth, adding 2,400 characters per extra student.

If students hand in other products than a written report when completing the module, the teachers may reduce the page requirement for the report. This must be agreed in writing at the time of approval of the subject/issue, at the latest.

Submission of the report
Reports must be submitted in digital form as specified in the manual.

Assessment
In the assessment of the written report, emphasis is placed on students’ ability to document, through their work on a delimited and approved subject or a delimited and approved issue, that they have fulfilled the learning objectives set up for UCC’s interdisciplinary profession-oriented element.

The interdisciplinary profession-oriented element – the health programmes

Theme: Working across professions

The module covers the role as a health professional partner. It focuses on the different contributions of the health professions to promoting quality, continuity and interdisciplinary cooperation on patients as well as the legal basis for the health services. It also focuses on the individual, the family and groups of people with different philosophies and conditions of life and on the impact of social, cultural and institutional factors on health promotion, health preservation, prevention, rehabilitation and treatment measures.

Objective

The objective of the module is for students to acquire the competencies required to participate in cooperation between health professionals in order to strengthen the measures taken in relation to the users of the healthcare sector and health-related challenges in society. Through the module, students must develop and strengthen their health professional identity, partly comprising the core competencies of their own health profession, and partly the common identity with the professions with which they will have to cooperate in future. In addition, students must acquire knowledge of the methods used for documentation as well as of the development and safeguarding of the quality of health services.

Learning objectives

After this module, students will be able to:

Participate in interdisciplinary cooperation respecting and recognising the responsibility and competencies of their own profession as well as the responsibility and competencies of other health professions in connection with interdisciplinary performance of assignments

• Analyse an interdisciplinary issue and challenge in relation to a problem area
• Account for an interdisciplinary problem area and cooperation as well as the professions’ fields of responsibility and competency in relation to a given interdisciplinary assignment, including account for the objectives and methods of interdisciplinary intervention
• Describe interdisciplinary forms of cooperation in relation to knowledge of interdisciplinary forms of cooperation.

Describe the legal and ethical aspects of the health services and explain which restrictions they place on the practice of the profession and interdisciplinary health professional cooperation

• Account for legal and ethical guidelines of importance to interdisciplinary intervention and cooperation
• Explain/understand how communication and information technology may be used in documentation and quality assurance in the health profession
• Select and motivate how information and communication technology tools and methods may be used in the interdisciplinary work, including their impact on the organisation of the health professional work.

Search for, communicate and apply empirical, R&D-based knowledge in relation to health promotion, prevention, diagnostics, treatment and/or rehabilitation

• Integrate, apply and communicate relevant knowledge and theory in relation to both monodisciplinary and interdisciplinary intervention
• Integrate and apply knowledge in relation to future monodisciplinary and interdisciplinary practice and account for the significance of this.

Describe the classical conceptions of social science on knowledge and provide examples of the contribution of social science to theory and practice,

Use the problem-oriented project method in the written assignment by:

• selecting, describing and motivating a clinical problem area in relation to the individual person, the family or groups of people where an interdisciplinary approach is required
• accounting for the responsibilities and competencies of the individual professions in relation to the interdisciplinary assignment
• delimiting the clinical problem area and drafting a problem formulation that includes an interdisciplinary perspective
• describing the objective of investigating this issue
• accounting for the investigative method by describing the chosen approach and motivating the choice of theory
• describing relevant data that will contribute to clarifying the problem in the problem formulation
• processing, analysing and interpreting the data collected using relevant theory
• drawing a conclusion relevant to the chosen problem formulation
• putting the problem in perspective by making proposals on areas for development in relation to the interdisciplinary intervention field.
ECTS credits for central subject areas

<table>
<thead>
<tr>
<th>Physiotherapist ECTS</th>
<th>Psychomotor therapist ECTS</th>
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</thead>
<tbody>
<tr>
<td>Physiotherapy theory and methodology</td>
<td>5</td>
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<tr>
<td>Health informatics</td>
<td>1</td>
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<td>Pathology</td>
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<td>Public health and epidemiology</td>
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<tr>
<td>Legislation and public administration</td>
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<td>Sociology</td>
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<td>Communication</td>
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Content of the subject areas

The individual subject areas are worked into the joint teaching, project work, communication and peer review function on the projects of the module. Teaching during the first three weeks of the module covers the following themes:

1) Interdisciplinary cooperation

2) Organisation of health services and their significance for the patient/citizen from an interdisciplinary perspective

3) Health informatics and communication from an interdisciplinary perspective

4) Health and illness from an interdisciplinary perspective.

Literature will be listed in the lesson plan.

Theme 1: Interdisciplinary cooperation

Theory and methodology of the professions

- Key theoretical concepts of the field of activity of the individual professions of relevance to interdisciplinary work
- Monodisciplinary and interdisciplinary competencies in relation to selected target groups
- Fundamental values and scientific methods in health professions
- Interdisciplinary issues reflected relative to monodisciplinarity, multidisciplinarity and interdisciplinarity.

Sociology

- Profession
  - Knowledge of the profession and its characteristics and development from a modernity perspective
  - Power processes and discourses
  - Reflexive modernisation
- Identity
  - Formation and development of a profession identity
  - Relational competencies
- Interdisciplinarity
  - Clarification of concepts: monodisciplinarity, multidisciplinarity and interdisciplinarity, working across professions
  - Forms of cooperation and partners
  - Function and role assignment.

Introduction to project work

- Project work
  - Method and content
    - Data collection and processing methods
      - Observation
      - Interviews
  - Group processes
  - Conflict management
    - Guidance, communication, peer review
- Practice study in connection with project
  - Examination and generation of data, nationally and/or internationally.

Theme 2: Organisation of health services and their significance for the patient/citizen from an interdisciplinary perspective

Organisation and legislation

- The Danish health service
  - Structure, organisation and place in society
  - Sectorial units and reforms – nationally, regionally and locally
  - The role of the professions
  - Political and economic framework
- Key legislation
  - The Danish Healthcare Act (*Sundhedsloven*), the Danish Social Services Act (*Lov om social service*), the Danish Medical Registration Act (*Autorisationsloven*)
- Key concepts
The patient’s legal status, professional secrecy and disclosure of information, consent, duty of care and use of force, the responsibilities and rights of health professionals, record-keeping and records

Sources and rules of law.

**Ethics and theory of science**

- The ethical guidelines of the health professions
- The Helsinki Declaration.

**Theme 3: Health informatics and communication from an interdisciplinary perspective**

**Health informatics and information technology**

- Health policy objectives
  - History, general strategies and visions, quality development
  - Documentation, information and communication, including portals
- Telemedicine and pervasive healthcare
- Data security and ethics.
Theme 4: Health and illness from an interdisciplinary perspective

Public health, epidemiology and environmental medicine

- Public health science
  - Health perceptions and concepts, health promotion and prevention
  - Health policy and public health work, nationally and internationally
  - Health profiles
  - Social inequality in the health sector
- Health promotion – theories and planning models
- Epidemiological methods (descriptive and analytical), and qualitative methods in public health work
- Selected areas within environmental medicine.

Pathology

- Health and illness within a clinical problem area.

Learning activities

The module comprises a three-week teaching element, a three-week project element and one week of peer review of projects as well as an internal exam. The module includes the following teaching and study forms: class teaching, theoretical lectures, dialogue-based teaching, monodisciplinary and interdisciplinary group work, presentations, studies in practice, project work and guidance.

Presentation and peer review

The presentation and peer review element is organised in teams of 2-4 project groups. Each group must present their own project and participate in a discussion of the project with a peer review group. The project group’s supervisor will participate in the presentation and peer review. A total of 30 minutes will be allocated for each group presentation. In addition, each project group will peer review another project.

Rules on the internal exam on module 5

Formal requirements