

Drama for Life
Department of Applied Arts, Arts Therapies and Arts Research
Wits School of Arts
University of the Witwatersrand

Drama Therapy Programme

Bachelor of Arts with Honours in the field of Drama Therapy

Master of Arts in the field of Drama Therapy

*Supervision in Clinical, Psycho-Education and Community Drama Therapy
Internship Course*

Drama for Life's (DFL) Drama Therapy Programme, founded on principles of relational humanism and liberation pedagogies, is an Integrated Approach to Drama Therapy within the context of Africa. Drama Therapy consists of introductory, intermediate and advanced modules that focus on the contemporary body of Drama Therapy theories, methods of clinical, community and education-based practice and assessment within a practice-based research framework. The course aim is to work towards an integrative human rights and social justice-based model of Drama Therapy in Africa.

“The goal of this professional Integrated Drama Therapy education and training is to grow compassionate, vulnerable, wholehearted, resilient and relational psychotherapists; psychotherapists who grasp the embodied power of art as the means of healing, and arts as a means toward healing; critically engaged psychotherapists who understand the socio-political and cultural implications of the construction of a therapeutic alliance; and psychotherapists who embody principles of ‘Ubuntu.’” ~

Warren Nebe

1. Credit Map

The Drama for Life Drama Therapy Programme consists of four years of study, inclusive of the following:

- Bachelor of Arts with Honours in the field of Drama Therapy (NQF Exit Level: 8, minimum 9 months of study)
- Master of Arts in the field of Drama Therapy (NQF Exit Level: 9, minimum 14 months of study)
- Supervision in Clinical, Psycho-Education and Community Drama Therapy Internship Course (NQF Exit Level: 9, minimum 10 months of practice and study)

The Drama Therapy Honours programme is comprised of 138 credits in total. The research component makes up 30 of these credits, with the remaining 108 credits encompassing Drama Therapy and Applied Drama and Theatre Theory and Practice. The Honours programme is a prerequisite for entry into the Drama for Life Drama Therapy Programme.

The Drama Therapy Master's programme is comprised of 180 credits in total. The research component makes up 90 of these credits, with the remaining 90 credits encompassing Drama Therapy Theory and Practice.

The credits and notional hours within the Master's Drama Therapy programme are divided as follows:

A) Research Workshops and Research Report (90 credits / 900 notional hours)

- 80 hours of research workshops, presentations, panel evaluations
- 10 hours of ethics workshops
- 10 hours of ethics exam
- 50 hours of research proposal, ethics proposal, and corrections
- 750 hours of research report

B) Drama Research (18 credits/ 100 notional hours)

- 42 hours minimum lectures, workshops, seminars, laboratories
- 42 hours reading, practice, creative research
- 16 hours examination and evaluation process

C) Drama Therapy Theory and Practice (72 credits / 800 notional hours)

- *Drama Therapy Theory and Practice Module* – Lectures and /or seminars and/or laboratory, research essay pertaining to an Integrated (112 hours)
- *Theories of Personality and Drama Therapy Approaches Module* – Lectures, presentations and workshops, reading, preparation for assignments (112 hours)
- *Abnormal psychology and Arts Therapies Approaches Module* - Lectures, presentations and workshops, reading and preparation for one assignment (112 hours)
- *Critical Reflexive Praxis in Drama Therapy* – Lectures, seminars, workshops in identity, gender, race, culture, activism and mindfulness studies; field work, written assignments and practical and oral exams (140 hours)
- *Clinical Placement* – Assessment, evaluations, reporting, practice, individual and group supervision (300 hours)
- *Ethics* – Lectures, reading, integrated into all modules (24 hours)

2. Outcomes for individual learning areas

2.1 Research

2.1.1 Research Workshops and Research Report

After completion of this course, students:

- have a thorough understanding of qualitative research
- have an understanding of quantitative and mixed methods research
- have a contextual understanding of research within the field of drama therapy specifically
- are able to critically read and interpret research studies
- are able to design a research study (with an understanding of ontological, epistemological, methodological and ethical considerations), collect data, analyse data and interpret findings.

2.1.2 Drama Research

After completion of this course, students:

- Have a thorough grasp of Performance as Research
- Have a comprehensive understanding of Performance Studies and its anthropological and sociological relationship to Drama Therapy and traditional healing knowledge systems
- Have a personal understanding of embodied research, its meaning, its impact and implications
- Have an understanding and appreciation for the complexities, ethics and processes required for embodied research and, by implication, drama therapy

2.1.3 Drama Research Outputs

Students demonstrate their capacity to conduct research through presenting and, or submitting:

- A Performance as Research and/or Arts-based Research Project, and
- A Research Report in Drama Therapy by Written Report, or
- A Research Report in Drama Therapy by Creative Research and Written Report

2.2 Drama Therapy Theory and Practice

2.2.1 Theory and Practice

On completion of the drama therapy programme, students:

- Have gained an in-depth knowledge and understanding of drama therapy theory, its historical development and its relationship to Performance as Research, Performance Ethnography, Drama in Education, Theatre of the Oppressed, Playback Theatre, Creative Drama, Process Drama, Play, Improvisation and other forms of Applied Drama and Theatre
- Have gained an in-depth knowledge of drama therapy theories and its relationship with other relevant psychological, psychotherapeutic, sociological, anthropological, social justice and educational theories

- Can critically discuss and demonstrate their understanding within these relevant theoretical discourses in relation to diversity
- Have developed an integrated, context conscious approach to drama therapy
- Have engaged in the dynamic interplay between theory and practice to develop a critical reflexive praxis in clinical, psycho-educational and community drama therapy work
- Have engaged in the dynamic interplay between theory and research through utilizing in-depth theoretical understanding in the construction of research and the interpretation of findings
- Are able to apply learnt theoretical skills and demonstrate understanding of the core processes of drama therapy in a South African context.

2.3 Ethics

On completion of the drama therapy programme, students are able to:

- Distinguish between ethical and non-ethical behaviour in a professional context
- Apply learnt skills within clinical practice and research
- Adhere to and discuss professional conduct, confidentiality, ethics in practice and research, statutory legislation, registration, and professional development in light of the HPCSA code of conduct
- Conduct themselves in a professional and ethical manner in all professional contexts.

2.4 Mental Health, Wellness and Illness

On completion of this course module, students are able to:

- Understand and distinguish between various cultural, spiritual and medical concepts of mental health and wellness, and more specifically, mental illness/disorders/pathology
- Understand and distinguish between various developmental and psychological disorders as classified in the DSM V (including knowledge of diagnostic criteria, symptoms and effects, progression of the disease or disorder, and treatment from multidisciplinary perspectives)
- Understand and distinguish between various, relevant medical conditions, especially from the perspective of physical challenges, cognitive impairments, emotional implications and social and relational consequences (including illness and disability)
- Apply and explore this knowledge in clinical contexts (in sessions with clients, report writing and clinical presentations)
- Understand and practise drama therapy within the scope of practice for Drama Therapy according to HPCSA outlines.

2.5 Clinical studies

2.5.1 Clinical resources

On completion of this course, students have developed clinical skills regarding:

- Orientation, observation and active participation within the selected clinical psychotherapeutic and psychiatric settings, special need and community-based sites, engaging in daily routines, staff meetings, case study presentations, groups and therapeutic programme
- The clinical application of a wide range of drama therapy approaches
- The clinical application of drama and theatre skills, storytelling and improvisational play making techniques for therapeutic purposes
- The use of drama within a therapeutic relationship as the primary medium of therapy (involving techniques such as dramatic projection, playing, role playing and personification, drama therapeutic empathy and distancing, active witnessing, embodiment, life-drama connection and transformation)
- Designing and creating of session plans for individual, group and community work in relation to a wide range of long term or short-term needs, disabilities and strengths
- The flexible application of a wide range of drama therapeutic techniques, processes and clinical skills with clients with diverse levels of functioning and various disorders
- Skillfully use their body, voice and imagination as a therapeutic tool (in a manner that is clear, flexible, and versatile).

2.5.2 Documentation and assessment

On completion of the Drama for Life Drama Therapy Programme, students are able to:

- Read, evaluate and record/document client profiles, treatment plans, treatment goals and treatment reports of clinical sessions
- Discuss work in supervisory sessions, applying clinical thinking and theory to individual cases
- Develop session notes
- Write client reports (assessment, progress and final), providing accurate, concise, sufficient and clear information regarding the presentation of the client, reasons for referral, aims and structure of the clinical work and outcomes of the clinical process. These observation reports need to demonstrate the capacity for self-reflection and evaluation as well as inter-subjective thinking, speculation and interpretation within a professional format.

2.6 Introduction to the other arts therapies

On completion of this Drama for Life Drama Therapy Programme, students have:

- Had personal experience of encountering their bodies within therapeutic processes
- Gained increased freedom of expression through movement
- Gained skills required to utilize movement and dance within clinical work with their clients
- Had personal experience of encountering the use of fine arts within therapeutic processes
- Gained increased freedom of expression through the visual arts
- Gained skills required to utilize art media within clinical work with their clients
- Had personal experience of encountering the use of drama within therapeutic processes
- Gained increased freedom of expression through music processes
- Gained skills required to utilize music within clinical work with their clients

2.7 Clinical internship

2.7.1 Clinical practice

The Drama for Life Drama Therapy Programme consists of 1000 hours of supervised clinical practice from the Honours through to the post-MA Internship Programme. This involves the following:

- Bachelor of Arts with Honours in the field of Drama Therapy (NQF Exit Level: 8): 100 Supervised Observation Hours
- Master of Arts in the field of Drama Therapy (NQF Exit Level: 9): 300 Supervised Placement Hours
- Supervision in Clinical, Psycho-Education and Community Drama Therapy Internship Course (NQF Exit Level: 9): 600 Supervised Internship Hours

Through 1000 hours of supervised clinical practice, students:

- Are able to develop professional rapport with staff and clients at various institutions.
- Are able to assess clients, set therapeutic goals, conduct and monitor a process of Drama Therapy
- Have gained experience through exposure to conducting Drama Therapy with individuals and groups with a broad range of disorders, emotional, psychological and social needs, pathologies and age groups
- Are able to apply clinical and Drama Therapy skills in practical settings
- Are able to discuss work (within ethical parameters) in supervisory sessions, applying clinical thinking and theory to cases.
- Are able to document treatment plans, session notes and write up assessment, progress and final reports.

- Learn how to use clinical supervision in a way that is helpful to their continual development as a therapist and ensures that high quality, ethical services are being provided to their clients
- Are able to set up their own clinical work (for example in environments with little infrastructure and support)

2.7.2 Group supervision

In the Drama for Life Drama Therapy Programme, students learn:

- To present cases
- To discuss and explore these cases in the context of group supervision through reflection on transference and countertransference issues, development of their skills as therapists, pertinent issues relating to the client, group, community or context and, importantly, application of theory with regards to these matters
- To develop the voice of their 'internal' supervisor
- To work with feedback and peer supervision
- To combine clinical thinking, practice and reflection into their work ethic
- The value of continual supervisory input

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