# GrichmGidanceforthepre registrationed cation and training of Danatherapists

May 2023

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2) The role and scope of practice

psychological resilience

good interpersonal skills

Members of the damatherapy staff teams not list and interview applicants. This includes a practical group workshop to assess engagement with the art form of dama, and interpresonal skills. Applicants with no Bachelor level degree or equivalent qualification will be required to complete a written task to demonstrate sufficient academic ability.

## **Clinical Supervision**

The principle aims of supervision are to protect dient safety and to reflect on and develop the diamatherapists practice. The supervisee remains responsible and accountable for their dirical work. The role of the supervisor is to support the diamatherapist to develop their dirical practice, and to ensure the welfare of the client through the supervision process. As a requirement of the course, students must attend regular dirical supervision when working the apeutically. A distinction is made between clinical and managerial supervision

Supervision should include a combination of individual and group supervision Clinical supervisions hould be undertaken with a diametherapist from the BADth register of supervisors. Clinical supervision should normally be face to face. Clinical supervisors contribute to the assessment of the student.

Students should receive weekly supervision for every two days of clinical practice. This may include individual and/or Q supervision e

# 4) Management, staffing and resources of Dramatherapy programmes

# Management

The programme must have a secure place in the academic institution and/or education provider's business plan and provision

Academic institutions must consult fully with programme leaders regarding any changes at institutional level that might affect course delivery or provision

Teaching staff must include Diamatherapists with extensive experience in the profession capable of undertaking the management of student placements, tutorial responsibility, training groups and workshops, lecturing and contributing to the direction of the course and its relationship with the profession

It is important that there is a strong profile of visiting lectures, bringing specialist practice and research to the delivery of the curiculum

Training institutions should work towards staff reflecting and representing diverse communities, working towards a model of inclusivity in the profile of teaching staff

Appropriate support staff she, tuio r e, e itutto td in soutow t

## Teaching and learning strategies

Courses in dramatherapy must span at least two years full-time or three years part time. An academic year is defined as a minimum of 1000 hours or 30 weeks of timetabled workshops, seminars, and lectures.

Teaching and learning strategies must include written, performed, oral, individual and group work as well as research, artistic and clinical elements

A high proportion of the course work must be experiential in nature, with an emphasis on learning and developing appropriate artistic, the apeutic, and dirical skills. A high proportion of experiential learning is essential in order to cultivate combined skills in these areas

Small group work, which allows for reflective and embodied practice should be included in the programme

Practical/dirical elements must be integrated with the academic/theoretical elements

Students should have an awareness of the practice of the other arts therapies and related disciplines

All delivery will be face to face in order to teach and assess core skill sets of a dramatherapist. Where orline delivery is used, this should not replace in person teaching. In exceptional

#### Context

Cultural, social, political, economic & ethical issues as they affect Dramatherapy practice. Intersectionality including equal opportunities, race, age, gender, disability, religion beliefs, sex and sexual orientation, neurodiversity, social class, pregnancy and maternity, maniage and civil partnership Understanding of organisational and institutional dynamics through a systemic lens.

### Research

Understanding of critical perspectives including qualitative and quantitative research methods, literature reviewand analytic processes, an understanding of the relevance of historical, current, and organizes earch into the development of good practice.

#### **Practice**

Students must gain substantial practical experience underpinned by relevant theories. Within the integrity of the individual course's approach to diametherapy, the curriculum must include the following:

### Drama and theatre skills

### Including

storytelling

storymaking

devising

improvisation

enactment

expressive movement

enbodinent

voice work

saiptwak

performence

rde

aesthetics of space

## Dramatherapy core processes

Anundestanding of different styles and genies, including embodiment, aesthetic distancing diamatic projection, active witnessing role play and personification, life drama connection and transformation, spontaneous play, and improvisation

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# Facilitationskills in dramatherapy

# Including

Use of damatherapy skills in working with individuals and groups

The containment and management of processes and boundaries

Ethical issues, consent, and codes of ethics

Note taking and record keeping

All sturbents must complete a minimum of 100 clinical sessions of dramatherapy practice over the two years. A clinical session may include an assessment and individual or group dramatherapy. A clinical session does <u>not</u> include MDT meetings, review meetings, staff meetings or supervision Each placement should be for an agreed period of weekly continuous practice.

The diametherapy placement should be integrated, as far as possible, into the overall service provision of the provider:

All placement providers should include

a compehensive induction, including health and safety and safeguarding procedures regular management supervision

induction in referral systems, hardover procedures/practices and report writing training in skills/knowledges relevant to the specific setting and client group an appropriate space for dramather appropriate.

#### Placement handbook

All programmes should provide placement documentation for students, clinical supervisors and placement managers that will include the following:

A contextual outline of how placement practice sits within the overall structure and pedagogy of the training programme

details of the timing of placement work within the academic year

the placement learning outcomes

expectations of students' professional conduct on placement amoutline of procedures where there is cause for concern details of placement assessment procedures

details of insurance

details of the placement contract

#### Placement contract

There should be a contract between course provider and placement provider. There will be a named professional placement manager who will sign the contract on behalf of the placement provider. Some contracts will include the clinical supervisor and the student.

The contract will outline the agreement between the relevant parties and the terms and expectations of the placement.

Annual training initiatives will be offered to placement providers and supervisors.

# Appendix 2 The role of the professional and statutory bodies in the education and training of Dramatherapists

## The British Association of Dramatherapists

BADth is the professional body that represents diametherapists and through its executive and subcommittees, advises and develops policy and guidelines for the practice of Diametherapy.

BADth has designed a core curiculum framework informed by the Standards of Education and Training and Standards of Proficiency required for registration with the HCPC. It provides the Code of Ethics for the practice of Dramatherapy, It has an essential professional advisory role to the HCPC, which accredits training courses www.badth.orguk

#### **Health and Care Professions Council**

The HCPC is the statutory body in the UK under which Dramatherapists are registered and licensed to practise. The HCPC is a regulatory body that protects the public. It holds a register of approved health professionals who neet their standards as laid down in the Standards of Education and training (SEI) and Standards of Proficiency (SOP)

The HCPC approves training courses in educational institutions, which meet their standards. However, each individual graduate must apply for registration and demonstrate that they meet the required standards.

Higher education institutions must comply with the HCPC standards and demonstrate how they can achieve this in approval and revalidation of programmes.

#### Quality Assurance Agency

The Quality assurance agency is responsible for ensuring standards in teaching and learning appropriate to the level of qualification. The QAA has laid out its standards in benchmarking statements for higher degrees.

# Appendix 3 Information on training programmes

Queen Margaret University

MSc Dramatherapy

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University of Roehampton

School of Psychology

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