

## APPENDICES

### ARTS THERAPIES CURRICULUM FOR MINIMUM STANDARDS OF TRAINING

#### MUSIC THERAPY:

##### **1. Credit Map**

The Music therapy Master's program is comprised of one module worth 180 credits in total. The research component makes up 90 of these credits, with the remaining 90 credits encompassing Music Therapy Theory and Practice.

The credits and notional hours within Music Therapy Theory and Practice are divided as follows:

A) Research methodology and dissertation (90 credits / 900 notional hours)

- Inclusive of theoretical and/or educational input into research methodology
- Preparing the research proposal
- Executing the research and writing up the research results

B) Music Therapy theory (45 credits / 450 notional hours)

Inclusive of lectures, reading, preparation and self-study.

- Theoretical foundations
- Clinical pathology
- Neuropsychology
- Ethics

C) Clinical studies (45 credits / 450 notional hours)

Inclusive of lectures, reading, preparation, assignments, examination and self-study.

- Clinical resources
- Introduction to the other arts therapies

## **1. Outcomes for individual learning areas**

### **2.1 Research**

#### **2.1.1 Research methodology coursework**

After completion of this course, students

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

#### **2.1.2 Dissertation**

Students demonstrate their capacity to conduct research through submitting:

- A dissertation

### **2.2 Music Therapy Theory and Practice**

#### **2.2.1 Music Therapy Theory**

On completion of this course, students

- Have gained an in-depth knowledge of music therapy theory and other relevant psychological, psychotherapeutic, musicological, sociological, and educational theories
- Participate critically within these relevant theoretical discourses
- Engage in the dynamic interplay between theory and clinical work through applying theoretical knowledge within clinical contexts and through allowing clinical work to inform theoretical concepts
- Engage in the dynamic interplay between theory and research through utilizing in-depth theoretical understanding in the construction of research and the interpretation of findings.

### **2.3 Ethics**

On completion of this course, 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 Clinical pathology**

On completion of this course, students are able to

- Understand and distinguish between various developmental and psychological disorders as classified in the DSM IV (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)
- Work effectively in multidisciplinary teams

## **2.5 Neuropsychology**

On completion of this course, students are able to

- Understand mechanisms of brain function and effects of various forms of brain damage
- Understand the relationships between musical experiences and brain function
- Pursue further study into the specialized area of neurological music therapy

## **2.6 Clinical studies**

### **2.6.1 Clinical resources**

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

- The clinical application of a wide range of musical idioms/styles/genres
- Musical improvisation on their first instrument and on piano and guitar (one of these may, however, be their first instrument) as well as with voice
- The use of music within a therapeutic relation as the primary medium of therapy (involving techniques such as meeting, matching, intervening, contrasting, extending, stabilizing)

- Composition and arranging for individual, group and community work in relation to a wide range of needs, disabilities and strengths
- The flexible application of a wide range of musical therapeutic techniques with clients who are at a lower level of functioning as well as high functioning clients
- Skillfully use their voice as a therapeutic tool in (in a manner that is well pitched, clear, flexible, and versatile)

### **2.6.2 Documentation and assessment**

On completion of this course, students are able to

- Index clinical sessions
- Write 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 reports need to demonstrate the capacity for self-reflection and inter-subjective thinking, speculation and interpretation within a professional format.

### **2.7 Introduction to the other arts therapies**

On completion of this course, 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 dramatic processes
- Gained skills required to utilize drama within clinical work with their clients

## **2.8 Clinical internship**

### **2.8.1 Clinical practice**

Through 1000 hours of supervised clinical practice (including an observation phase, an activity phase and a clinical phase), 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 music therapy
- Gain experience in conducting music therapy with clients experiencing a broad range of pathology, disorders, diseases and emotional, psychological, relational and social challenges
- Are able to apply learnt musical/clinical skills in sessions
- 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 (as demonstrated through setting up from “scratch” and working at a community placement

### **2.8.2 Group supervision**

In this course, 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
- The value of continual supervisory input

## **ART THERAPY:**

### **1. Credit map**

The Art therapy Master's program is proposed to be comprised of one module worth 180 credits in total. The research component makes up 90 of these credits, with the remaining 90 credits encompassing Art Therapy Theory and Practice.

The credits and notional hours within Art Therapy Theory and Practice are divided as follows:

- A) Research methodology and dissertation (90 credits / 900 notional hours)
- Inclusive of theoretical and/or educational input into research methodology
  - Preparing the research proposal
  - Executing the research and writing up the research results

- B) Art Therapy theory (45 credits / 450 notional hours)

Inclusive of lectures, reading, preparation and self-study.

- Theoretical foundations
- Developmental Psychology
- Clinical pathology
- Neuropsychology
- Ethics

- C) Clinical studies (45 credits / 450 notional hours)

Inclusive of lectures, reading, preparation, assignments, examination and self-study.

- Clinical resources
- Introduction to the other arts therapies

## **2. Outcomes for individual learning areas**

### **2.1 Research**

#### **2.1.1 Research methodology coursework**

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 arts therapy specifically
- are able to design a research study (with an understanding of ontological, epistemological, methodological and ethical considerations), collect data, analyse data and interpret findings.
- are able to critically read and interpret research studies

#### **2.1.2 Dissertation**

Students demonstrate their capacity to conduct research through submitting:

- A dissertation

### **2.2 Art Therapy Theory and Practice**

#### **2.2.1 Art Therapy Theory**

On completion of this course, students

- Have gained an in-depth knowledge of art therapy theory and other relevant psychological, psychotherapeutic, sociological, arts based and educational theories
- Participate critically within these relevant theoretical discourses
- Engage in the dynamic interplay between theory and clinical work through applying theoretical knowledge within clinical contexts and through allowing clinical work to inform theoretical concepts
- Engage in the dynamic interplay between theory and research through utilizing in-depth theoretical understanding in the construction of research and the interpretation of findings.

## **2.3 Ethics**

On completion of this course, 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 Developmental Psychology**

On completion of this course, students are able to

- Identify connections between basic core concepts within the emotional cognitive, social and physical development of children
- Appreciate the important role of non-verbal communication including the body and voice, within human development, learning and play.
- Have a systematic understanding of normal child development as well as factors that may contribute to developmental difficulties, deficits and delays.
- Understand the difference between developmental psychology and psychoanalytical views of growth and development
- Understand process of verbal and non-verbal communication and be able to relate this to practice
- Have a critical understanding of the affordances and constraints of developmental theories when working with a range of disabilities and diagnoses.

## **2.5 Clinical pathology**

- On completion of this course, students are able to
- Understand and distinguish between various developmental and psychological disorders as classified in the DSM IV (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)
- Work effectively in multidisciplinary teams

## **2.6 Neuropsychology**

On completion of this course, students are able to

- Understand mechanisms of brain function and effects of various forms of brain damage
- Understand the relationships between art experiences and brain function

## **2.7 Clinical studies**

### **2.7.1 Clinical resources**

- On completion of this course, students have developed clinical skills regarding
- The clinical application of a wide range of arts materials
- The use of art making within a therapeutic relation as the primary medium of therapy
- Composition and arranging for individual, group and community work in relation to a wide range of needs, disabilities and strengths
- The flexible application of a wide range of art making therapeutic techniques with clients who are at a lower level of functioning as well as high functioning clients

### **2.7.2 Documentation and assessment**

On completion of this course, students are able to

- Index clinical sessions
- Write 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 reports need to demonstrate the capacity for self-reflection and inter-subjective thinking, speculation and interpretation within a professional format.

## **2.8 Introduction to the other arts therapies**

- On completion of this course, 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 music/sound within therapeutic processes
- Gained increased freedom of expression through music
- Gained skills required to utilize sound within clinical work with their clients
- Had personal experience of encountering the use of drama within therapeutic processes
- Gained increased freedom of expression through dramatic processes
- Gained skills required to utilize drama within clinical work with their clients

## **2.8 Clinical internship**

### **2.8.1 Clinical practice**

- Through 1000 hours of supervised clinical practice (including an observation phase, an activity phase and a clinical phase), 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 music therapy

- Gain experience in conducting art therapy with clients experiencing a broad range of
- pathology, disorders, diseases and emotional, psychological, relational and social challenges
- Are able to apply learnt arts based/clinical skills in sessions
- 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 (as demonstrated through setting up from “scratch” and working at a community placement

### **2.8.2 Group supervision**

In this course, 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
- The value of continual supervisory input

## **DANCE MOVEMENT THERAPY:**

### **1. Credit Map**

The Dance Movement Therapy Master's program is comprised of one module worth 180 credits in total. The research component makes up 90 of these credits, with the remaining 90 credits encompassing Music Therapy Theory and Practice.

The credits and notional hours within Dance Movement Therapy Theory and Practice are divided as follows:

A) Research methodology and dissertation (90 credits / 900 notional hours)

- Inclusive of theoretical and/or educational input into research methodology
- Preparing the research proposal
- Executing the research and writing up the research results

B) Art Therapy theory (45 credits / 450 notional hours)

- Inclusive of lectures, reading, preparation and self-study.
- Dance Movement Therapy Theory and Practice
- Critical Dance Movement Therapy and Advanced Skills
- Developmental Psychology
- Clinical pathology
- Ethics

C) Clinical studies (45 credits / 450 notional hours)

Inclusive of lectures, reading, preparation, assignments, examination and self-study.

- Clinical resources
- Supervised Clinical Studies Placement
- Introduction to the other arts therapies

## **2. Outcomes for individual learning areas**

The Dance Movement Therapy Masters programme highlights theory and research as integral parts of a good professional training. Students are expected to demonstrate a very good knowledge of the diversity of research methods with a depth of understanding of relevant, systematic and ethical methods of research based clinical practice.

Supervised clinical practice is an essential aspect of the programme, while students are expected to be in regular personal therapy that is congruent to, and for the whole duration of, their training. Personal therapy will take place outside the University and provides vital support to a student's training, deepens their understanding of self and contributes towards insightful responses to their clients' needs.

The different learning areas are interrelated and reflect a continuous dialogue between theory, research and practice. Students learn through interactive lectures, observation and experience. The dance movement and therapy of Dance Movement Therapy are independently promoted through the degree of emphasis in each learning areas design. This encourages students to develop the concept of dance movement as therapy and to take this forward into their professional work. Students learn from academics and from practitioners in diverse clinical settings. The following is a summary of the learning areas and does not include the means of assessment of each.

### **2.1 Research Methods**

Aims

Enable students to:

- have an understanding of research principles, a range of quantitative, qualitative and mixed methods research methodologies and appropriate analysis for these;
- show a contextual understanding of research within the field of Dance Movement Therapy specifically;
- design a research study (with an understanding of ontological, epistemological, methodological and ethical considerations), collect data, analyse data and interpret findings;
- critically read and interpret research studies.

## **2.1.2 Dissertation**

Students demonstrate their capacity to conduct research through submitting:

- A dissertation

## **2.1 Dance Movement Therapy Theory and Practice**

### **Aims**

- Enable students' development of:
- knowledge surrounding different Dance Movement Therapy approaches (historical and contemporary) and some understanding of philosophical and psychotherapeutic principles underpinning the profession;
- knowledge and understanding of diverse physiological, cognitive, emotional and social needs of individuals and ways in which these are expressed in body postures and gestures, movement preferences, use of symbolism and metaphor and creative communication;
- knowledge and skills relating to different movement observation and analysis systems and diverse dance forms and movement practices that recognise individual needs, relevant contexts, and are sensitive to issues of culture, gender, age, religion and disability.

## **2.2 Critical Dance Movement Therapy and Advanced Skills**

### **Aims**

Enable students' development of:

- critical appraisal of certain Dance Movement Therapy approaches to specific client groups and settings and an in-depth consideration of relevant psychotherapeutic principles and biopsychosocial perspectives;
- safe and skillful uses of culturally sensitive Dance Movement Therapy methods and techniques that indicate a breadth of practical knowledge relating to different types and levels of psychotherapeutic relationships. These needs to include awareness and application of different special relationships in movement and dance, movement props and advanced movement observation and analysis tools;

- presentation skills for diverse audiences and multiple purposes including introducing Dance Movement Therapy to new settings, sharing clinical processes and outcomes with respect to confidentiality, and creating new job opportunities.

### **2.3 Ethics**

On completion of this course, 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 Developmental Psychology**

On completion of this course, students are able to

- Identify connections between basic core concepts within the emotional cognitive, social and physical development of children
- Appreciate the important role of non-verbal communication including the body and voice, within human development, learning and play.
- Have a systematic understanding of normal child development as well as factors that may contribute to developmental difficulties, deficits and delays.
- Understand the difference between developmental psychology and psychoanalytical views of growth and development
- Understand process of verbal and non-verbal communication and be able to relate this to practice
- Have a critical understanding of the affordances and constraints of developmental theories when working with a range of disabilities and diagnoses.

## **2.5 Clinical pathology**

- On completion of this course, students are able to
- Understand and distinguish between various developmental and psychological disorders as classified in the DSM IV (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)
- Work effectively in multidisciplinary teams

## **2.6 Supervised Clinical Studies Placement 1**

### **Aims**

Enable students to:

- provide Dance Movement Therapy that is appropriate to individual clients and/or specific groups and sensitive to different needs;
- integrate theory, skills and feedback from supervision within their own clinical practice in a way that addresses both verbal and non-verbal aspects of the work;
- develop awareness of somatic, non-verbal and symbolic communication between client and therapist and ability to reflect on their practice appropriately;
- build a professional and clearly defined role and attitude that facilitates good working relationships with clients, peers and colleagues.



## **2.7 Supervised Clinical Studies Placement 2**

### Aims

Enable students to:

- deliver time-limited Dance Movement Therapy that is appropriate for individual clients and/or specific groups and settings, and is ethical and sensitive to ability, gender, age, ethnicity, religion and diverse cultural needs;
- make sound clinical decisions and offer appropriate justifications for these decisions in ways that integrate theory and research, and are firmly rooted in principles of evidence-based practice;
- demonstrate strong therapy skills that take into account body-based knowledge and skills, and show ability to facilitate in-depth and appropriately bounded therapeutic relationships;
- show in-depth understanding of the setting and their expected role within the organisation, and form appropriate lines of communication with clients, carers, fellow students and other professionals.

## **2.8 Dance Movement Therapy Clinical Project**

### Aims

Enable students to:

- make appropriate applications of research skills to practice including completing systematic literature reviews, understanding a wide range of different research studies, undertaking relevant data collection and analysis and writing about their practice in a consistent and systematic way;
- conceptualise their practice in ways that are appropriate to the client needs, setting, and their own preferences, respectful of culture, religion, ethnicity, gender and age, ability and disability and mindful of alternative ways of working and alternative biopsychosocial perspectives;
- integrate theory, research and practice while acknowledging the central role of movement and dance for the practice of Dance Movement Therapy;
- take a student-centered approach to learning, manage with a range of tasks in an effective and timely manner and show commitment to Continuing Professional Development.

## **2.9 Introduction to the other arts therapies and practicing in a South African context**

### Aims

Enable students to:

- engage with the arts therapies (art, dance movement, drama and music) as vibrant, growing, evidence-based and relevant professions in a South African context;
- strive towards making the arts therapies relevant in the political, economic and social context of South Africa and Africa;
- explore avenues of growth and development for the arts therapies that result in greater job opportunities for its members;
- contribute to relevant engaged research for quality publications reflecting the experiences of arts therapies practitioners, clients and communities in South Africa;
- have personal experience of utilising music within clinical work with their clients;
- have personal experience of encountering the use of fine arts within therapeutic processes;
- gain increased freedom of expression through the visual arts;
- gain skills required to utilize art media within clinical work with their clients;
- have personal experience of encountering the use of drama within therapeutic processes;
- gain increased freedom of expression through dramatic processes;
- gain skills required to utilize drama within clinical work with their clients.

## **Drama Therapy:**

### **1. Credit Map**

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 DramaTherapy Theory and Practice.

The credits and notional hours within Drama Therapy Theory and Practice are divided as follows:

- A) Research Workshops and Research Report (90 credits / 900 notional hours)
- Inclusive of theoretical and/or educational input into research methodology
  - research workshops, presentations, panel evaluations
  - ethics workshops
  - ethics examination
  - research proposal, ethics proposal, and corrections
  - Executing the research and writing up the research results
- B) Drama Research (18 credits/ 100 notional hours)
- lectures, workshops, seminars, laboratories
  - 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
  - Theories of Personality and Drama Therapy Approaches Module – Lectures, presentations and workshops, reading, preparation for assignments
  - Abnormal psychology and Arts Therapies Approaches Module - Lectures, presentations and workshops, reading and preparation for one assignment
  - 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
  - Clinical Placement – Assessment, evaluations, reporting, practice, individual and group supervision
  - Ethics – Lectures, reading, integrated into all modules

## **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 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 the 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

- ❖ Depending on individual degree structures at varying institutions we acknowledge that this may differ.

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 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