

Programme details for MA in Dramatherapy

(In order to view the most up to date information, please access our website:
<https://www.roehampton.ac.uk/postgraduate-courses/dramatherapy/>)

MA DRAMATHERAPY PROGRAMME CONVENOR:

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LOCATION

University of Roehampton, Whitelands College, Holybourne Avenue, London SW15 4JD.

Applicants can contact the Enquiries Office regarding visiting the University and to find out what life is really like studying at University of Roehampton.

The Enquiries Office, Erasmus House, University of Roehampton, Roehampton Lane, London SW15 3PU
enquiries@roehampton.ac.uk
020-8392 3232

Applicants can contact the postgraduate admissions team regarding further information about programmes of study, how to apply, and the progress of their application.

Department of Recruitment, International and Admissions
Room 109 Lawrence Building, Froebel College, University of Roehampton, Roehampton Lane, London SW15 5PJ
internationaladmissions@roehampton.ac.uk
020 8392 3314

For other queries please contact the university switchboard on 0208 392 3000

Programme details 2018

MA Dramatherapy, Department of Psychology

The application process

Initial selection is made through online submission of an application including previous clinical and/or theatre-based practical experience. A personal statement on applicants' experience and motives for entering the profession is required as part of the application. This gives an indication of applicants' ability to express themselves in writing and forms a basis for discussion in interview. For a full guide to making an application see guidance notes on the application/selection procedure at the end of this document.

Entry requirements specific to the programme

Entry requirements for the MA are:

- Applicants will normally be required to hold a first degree at Honours level. In most cases this will be in a modality specific discipline or a clinically related discipline such as psychology, teaching, nursing, or social work etc. Graduate level professional qualifications in appropriate disciplines such as visual art, drama, the performing arts, Occupational Therapy and Social Work, etc are also accepted.
- Applicants will be expected to have appropriate clinical experience of having worked within a setting and with clients relevant to the programme. This might include working with children, adults or older adults in the areas of learning disabilities, mental health, hospice care, dementia care, neuro-disability, homelessness etc (this is not an exhaustive list). This work can be undertaken either on a voluntary or employed basis.
- It is expected that applicants will have extensive experience either having worked professionally or having practiced extensively within applied drama/theatre.
- Applicants will need to demonstrate sustained engagement with drama and theatre, demonstrable theatrical skills and the ability to participate in embodied dramatic improvisation.
- Applicants should demonstrate a maturity of personality and self-awareness compatible with training as a therapist. Applicants need an appropriate degree of psychological mindfulness including the capacity to form and maintain appropriate empathic relationships with clients. They should also demonstrate emotional literacy, robustness and an ability to be self-reflective. This is addressed through a combination of assessments, including a health screening form, searching questions at interview related to different parts of the training course and experiential work at interview/audition.
- Applicants need to evidence that they can meet the academic demands of a Masters degree and will be required to prepare and submit a written personal statement to support their application.
- Applicants whose first language is not English will need to provide evidence that they can achieve an IELTS score of 7.
- Applicants will be required to supply the names of two referees, normally one of these should be able to comment on the applicant's academic suitability and the other the applicant's clinical suitability for the programme. References are always taken up prior to offering a place.
- In addition to these requirements, all students must be prepared to enter mandatory individual personal therapy, clinical supervision and personal indemnity insurance. Payment for therapy, supervision and indemnity insurance is separate to course fees.
- All successful applicants will need to complete an enhanced Disclosure and Barring Service (DBS) check. Payment for this is separate to the course fees.

Important additional information and costs

- In addition to these requirements students must be prepared to enter mandatory individual personal therapy and external clinical supervision for the duration of their training (this is paid for by the student, in addition to the course fees). Support from tutors is given if students require help to find a suitable therapist and/or clinical supervisor. Personal therapy and clinical supervision are mandatory prerequisites for successful completion of this training. The costs of this vary significantly and it is not helpful to state an amount here, however applicants may wish to research this in order to have awareness of the costs involved.
- Students must also be prepared to apply for and pay for an enhanced Disclosure and Barring Service check (<http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/>, £44)
- Professional indemnity insurance is required for the duration of placements, approximately £60 per year.
- The cost of travel to placement should be taken into account, this is usually between £200-300 per placement.
- Students should be aware that role play (as both client and therapist) is an important learning and teaching method on the training and will be asked to give their agreement to take part in this. Students must also be prepared to allow tutors to contact their GP or other medical doctor prior to, or during the course of the training should this be necessary.

Students will need to consent to these requirements when they accept a place on the programme. These requirements link to the need to ensure students' fitness to study and fitness to practice at all times during the training.

General credit and level rating

MA: 220 credits at Level L.

Module coding

Module codes can look confusing so it may help to understand how they are constructed:

DTH indicates the programme: Dramatherapy

The final letter indicates semester: A= Autumn, S = Spring, Y = all year.

The number denotes the course: 009 = The Ritual of Creative Expression

040L, etc indicate number of credits and at what level of study.

040 = 40 credits, L = Masters level (pass mark 50%)

The aims of the MA Dramatherapy

- a. Enable students to acquire a rigorous and comprehensive training in Dramatherapy, which confers eligibility to apply for registration with the Health & Care Professions Council.
- b. Enable students to work as competent, reflective and ethically sound therapists who can provide high quality professional services in a variety of settings through the skilful and creative application of a broad range of knowledge and self-reflective practical experience.
- c. Provide students with a thorough and in-depth embodied and systematic knowledge, experience, skills and confidence to work as a professionally qualified therapist so that they can demonstrate a comprehensive understanding of therapeutic techniques and approaches as required for professional registration purposes.
- d. Provide students with a thorough in depth and systematic understanding, from specific theoretical perspectives, for the practice of Dramatherapy while relating these to treatment models in other appropriate forms of psychological therapy or other forms of treatment.
- e. Provide students with appropriate clinical placements, with adequate supervision, in order to develop their capacity to work confidently, effectively and professionally in complex organisations with challenging client populations
- f. Develop students' ability to critically assess and reflect upon their role as potential reflective professional practitioners by active exploration and critical analysis of the key processes involved in therapeutic work and relationships.
- g. Provide opportunities for students to reflect and focus on their self-development, self-awareness, interpersonal sensitivities and creativity as they develop their identity as autonomous and creative therapists.
- h. Provide students with a thorough and comprehensive understanding of appropriate policy, legal and ethical issues, including equal opportunity and diversity issues related to therapeutic practice so that they can demonstrate an awareness and ability to manage the implications of complex ethical dilemmas, work pro-actively with others in the formulation and implementation of solutions and apply this understanding to complex and unpredictable situations.
- i. Develop students' skills in the critical evaluation of appropriate research, in respect to a wide range of service users in order that their eventual professional therapeutic practice is evidence based.
- j. Provide students with the opportunity to critically evaluate and examine, at Masters level, a range of research methodologies appropriate to the Arts and Play Therapies in general and to conduct a research project as part of their final year project work. Thus enabling students to create new knowledge and understanding in research and practice which will contribute to the development of their profession and related fields.

Learning outcomes and modules

Programme Learning Outcome	Modules
	Level 7
Knowledge and understanding Students who successfully complete this programme will be able to:	
1 Demonstrate knowledge of the key concepts of the biological, social, psychological and clinical sciences which relate to arts therapies practice.	Human Development and Growth Dramatherapy Placement 1, 2 & 3 Ritual of Creative Expression Ritual of Exploration Ritual of Transformation Therapeutic Theatre & Closure Inter-professional Learning and Practice
2 Demonstrate knowledge of the psychological and cultural background to health, and an understanding of their influences on the client-therapist relationship.	Human Development and Growth Dramatherapy Placement 1, 2 & 3 Ritual of Exploration Ritual of Transformation Therapeutic Theatre & Closure
3. Apply an understanding of the core concept of the therapeutic relationship, including its limitations	Dramatherapy Placement 1, 2, & 3 Ritual of Creative Expression Ritual of Exploration Ritual of Transformation Therapeutic Theatre & Closure
4 Demonstrate an understanding of theories of group and individual psychotherapeutic interventions.	Human Development and Growth Dramatherapy Placement 1, 2 & 3
5 Demonstrate an understanding of differences between uses of the arts in therapy and other purposes.	Dramatherapy Placement 2 Inter-professional Learning and Practice Paratheatrical Explorations
6 Demonstrate knowledge about human development, psychology, human communication, mental health, congenital and acquired disability and disorders of social functioning.	Human Development and Growth Dramatherapy Placement 1,2 & 3
7 Demonstrate an understanding of different perspectives of human health, particularly of mental health disorders and learning disabilities and will be able to critique these concepts of health, including pathologising and non-pathologising rationales.	Human Development and Growth Dramatherapy Placement 1, 2 & 3

Cognitive skills	
Students who successfully complete this programme will be able to:	
8 Demonstrate an understanding of core processes in therapeutic practice and be able to engage these to formulate and offer therapeutic interventions.	Dramatherapy Placement 1, 2 & 3 Therapeutic Theatre & Closure
9 Employ a coherent approach to the therapeutic process	Dramatherapy Placement 1, 2, & 3 Research Methods Research Project
10 Demonstrate an understanding of both the symbolic value and intent inherent in drama as an art form, and translate such understanding to more explicit forms of enactment and re-enactment of imagined or lived experience.	Ritual of Creative Expression Ritual of Exploration Paratheatrical Explorations Ritual of Transformation Dramatherapy Placement 1, 2 & 3 Therapeutic Theatre & Closure
11. Recognise the centrality of creativity, play, movement, storytelling, enactment, ritual theatre and the performance arts in the dramatherapeutic relationship.	Ritual of Creative Expression Ritual of Exploration Paratheatrical Explorations Ritual of Transformation Dramatherapy Placement 1, 2 & 3 Inter-professional Learning and Practice
12. Recognise that the discipline of dramatherapy has deep foundations within the many cultural traditions that use ritual, drama and performance for the enhancement of health.	Ritual of Creative Expression Ritual of Exploration Ritual of Transformation Therapeutic Theatre & Closure Dramatherapy Placement 1,2 & 3
Practical skills	
Students who successfully complete this programme will be able to:	
13 Apply key principles of influential theatre practitioners in the therapeutic setting.	Ritual of Creative Expression Paratheatrical Explorations Dramatherapy Placement 1, 2, 3
14 Apply a range of theatrical presentation techniques and engage clients in a variety of performance derived roles	Ritual of Creative Expression Dramatherapy Placement 1, 2, 3
15 Apply core processes and forms of creativity, movement, play and dramatic presentation pertinent to practice with a range of client groups.	Dramatherapy Placement 1, 2, 3 Ritual of Creative Expression Ritual of Exploration Paratheatrical Explorations Ritual of Transformation Therapeutic Theatre & Closure
16 Apply a variety of approaches to assessment, intervention and evaluation of practice and adjust these for a particular individual or group.	Dramatherapy Placement 1, 2 & 3
17 Establish and maintain a safe practice	Dramatherapy Placement 1, 2 & 3

environment.	Ritual of Creative Expression Ritual of Exploration Ritual of Transformation Therapeutic Theatre & Closure
18 Demonstrate a sophisticated understanding of the importance of maintaining their own creative potential and confidence within the medium of drama.	Ritual of Creative Expression Paratheatrical Explorations Dramatherapy Placement 2 & 3 Therapeutic Theatre & Closure
Key transferable skills Students who successfully complete this programme will be able to:	
19 Demonstrate a capacity for self-reflection on the extent and limitations within clinical practice.	Dramatherapy Placement 1, 2 & 3
20 Demonstrate an ability to use research skills to identify, investigate, analyse and formulate a solution to problems.	Research Methodologies and Methods Research Project
21 Demonstrate an expertise in employing an appropriate range of skills and procedures essential for the practice of dramatherapy.	Dramatherapy Placement 1 Dramatherapy Placement 2 Dramatherapy Placement 3
22 Apply the range of communication and other interpersonal skills necessary for effective practice.	Dramatherapy Placement 1, 2 & 3
Research Skills Students who successfully complete this programme will be able to:	
24 Demonstrate the ability to accurately record the progress of their work with clients and to use this material as data for both clinical and research purposes	Research Project
25 Assume individual responsibility for maintaining up to date awareness of current research, scholarship and developments in therapeutic practice	Research Project Dramatherapy Placement 1 Dramatherapy Placement 2 Dramatherapy Placement 3
26 Demonstrate their abilities to effectively and systematically analyse and evaluate both clinical and research materials and data.	Dramatherapy Placement 1 Dramatherapy Placement 2 Dramatherapy Placement 3 Research Project
27 Contribute to the development and dissemination of evidence-based practice within a professional context.	Dramatherapy Placement 2 & 3 Research Methodologies and Methods Research Project
28 Demonstrate an ability to use such material in an ethical way.	Dramatherapy Placement 1, 2 & 3 Research Methodologies and Methods Research Project
29 Demonstrate an in depth understanding of the relationship between theory and practice and	Dramatherapy Placement 2 Dramatherapy Placement 3

how clinical evidence can be used to both verify existing theory and generate new theoretical questions	Research Methodologies and Methods Research Project
30 Demonstrate their ability to develop research propositions and/or research questions from their experience and to communicate these verbally and in writing.	Research Methodologies and Methods Research Project
31 Demonstrate in depth knowledge and understanding of a range of appropriate research methods	Research Methodologies and Methods Research Project
32 Demonstrate their ability to successfully complete a research project and present and defend this work in the form of a Research Project.	Research Project

Programme outline

This course provides a professional training in Dramatherapy, approved by the Health and Care Professions Council.

The MA Dramatherapy programme at Roehampton offers unique training within the Ritual Theatre process of dramatherapy. Drawing heavily on the theatrical observations of Peter Brook and the experiments of Jerzy Grotowski, as well as anthropological notions of “rites of passage” and the importance of “myth”, the programmes offers a clearly structured developmental process for the clinical application of dramatherapy at various levels.

On this course, you will learn to facilitate an in-depth therapeutic process for a range of client groups, and devise therapeutic performances and workshops. You will also undertake an original piece of research into dramatherapy practice.

The programme consists of three stages, which offers a clearly structured developmental process for the clinical application of dramatherapy. In Stage One, you will be introduced to basic theatre skills and use these creatively to work with established stories and characters. This progresses into an exploration of the personal identifications that we have with stories and myths, and an understanding of the deep foundations within many cultural traditions of using ritual, drama and performance for the enhancement of health. In Stage Two, the focus moves on to employing drama and theatre processes as vehicles for exploring our own inter-personal and internal ‘dramas’. Stage Three involves students in conducting their own piece of practical investigation into dramatherapy practice.

The programme aims to encourage a questioning critical and evaluative approach to both theory and practice. There is a balance between experiential learning and rigorous academic study at an advanced level. The course emphasises the emotional development of the student practitioner together with clinical exploration through critical enquiry.

The programme may be studied full-time (4 semesters/2 academic years) or part time (6 semesters/3 academic years).

Since it is the MA which confers the professional qualification it is necessary to complete successfully all the modules with a total of 220 L credits.

*NB There is no intermediary or aegrotat award for this programme,
ALL modules MUST be completed for an award to be made.*

Credit Accumulation and Transfer Scheme [CATS]:

Accreditation of Prior (Certificated) Learning [APL]. This scheme relates to applicants who have prior certificated learning which may be transferable in the form of credit to their Roehampton programme.

Due to the highly specific and integrative approach of the MA Dramatherapy programme this scheme will rarely be relevant and will ONLY apply to students who have accredited learning from

- i) a Dramatherapy training course in the UK recognised by the UK Health & Care Professions Council and offering recognised transferable credits.
- ii) an overseas Dramatherapy training course offering HCPC- recognised transferable credits

Any CATS queries should be directed to Subah Kamran (s.kamran@roehampton.ac.uk). Timetable requirements

Full-time Mode of Delivery

Students attend full day's teaching on Thursdays and Fridays each week during term-time from late September to late June.

Mon-Weds are used for students to undertake, personal therapy, external clinical supervision and clinical placement(s) throughout the academic year.

Part-time Mode of Delivery

Students attend one full weekend of teaching (Friday evening to Sunday afternoon) per month between September and June (inclusive).

In addition a minimum of one day per week needs to be set aside for personal therapy, external clinical supervision and clinical placement(s) throughout the academic year.

Tuition fees

Please note that fees rise each year in line with inflation

Please consult the website for up to date details

Curriculum map

NB There is no intermediary or aegrotat award for this programme, ALL modules MUST be completed for an award to be made.

Full-time mode

Year 1					
Code	Module Title	Level	Credits	Status	Pre-requisites
DTH020L001Y	Human Development & Growth	7	20	Compulsory	
DTH040L009Y	The Ritual of Creative Expression	7	40	Compulsory	
DTH020L003Y	Dramatherapy Placement 1	7	20	Compulsory	
DTH020L010Y	The Ritual of Exploration	7	20	Compulsory	
DTH010L011Y	Paratheatrical Explorations	7	10	Compulsory	
Year 2					
DTH020L006S	Dramatherapy Research Methodologies and Methods	7	20	Compulsory	
APT010L003Y	Inter-professional Learning and Practice	7	10	Compulsory	
DTH040L045Y	Research Project	7	40	Compulsory	
DTH010L012Y	The Ritual of Transformation	7	10	Compulsory	
DTH010L004Y	Dramatherapy Placement 2	7	10	Compulsory	Placement 1
DTH010L005Y	Dramatherapy Placement 3	7	10	Compulsory	Placement 1
DTH010L013Y	Therapeutic Theatre & Closure	7	10	Compulsory	

Part-time mode

Year 1					
Code	Module Title	Level	Credits	Status	Pre-requisites
DTH020L001Y	Human Development & Growth	7	20	Compulsory	
DTH040L009Y	The Ritual of Creative Expression	7	40	Compulsory	
DTH020L003Y	Dramatherapy Placement 1	7	20	Compulsory	

Year 2					
APT010L003Y	Inter-professional Learning and Practice	7	10	Compulsory	
DTH020L010Y	The Ritual of Exploration	7	20	Compulsory	
DTH010L004Y	Dramatherapy Placement 2	7	10	Compulsory	Placement 1
DTH010L011Y	Paratheatrical Explorations	7	10	Compulsory	
DTH010L012Y	The Ritual of Transformation	7	10	Compulsory	
Year 3					
DTH020L006S	Dramatherapy Research Methodologies and Methods	7	20	Compulsory	
DTH040L045Y	Research Project	7	40	Compulsory	
DTH010L005Y	Dramatherapy Placement 3	7	10	Compulsory	Placement 1
DTH010L013Y	Therapeutic Theatre & Closure	7	10	Compulsory	

Modules in Detail

Human Development and Growth [DTH020L001Y]

This module introduces students to contemporary theories of human development and growth. It will provide the context for their clinical work and will describe effective communication with other professionals. The module provides a consideration of the different theoretical 'languages', perspectives and current research concerning human development: embodied, psychological, social and biological

The module will provide students with a systematic understanding of typical and atypical development. To this end, students will be introduced to: development, verbal and pre verbal communication in development, pre-symbolic and symbol formation, developmental delays and psychiatric disorders across the lifespan. Students registered on this module will receive teaching with students from all 5 Arts and Play Therapies programmes.

Assessment: 1 essay on metaphor, containment and psychological theories of human development (3,000 words).

Research Methodologies and Methods [DTH020L006A] and Research Project [DTH040L045Y]

The first research module provides students with an introduction to research practice and a variety of methodological research frameworks in the Arts Therapies, including qualitative, quantitative, embodied and arts based research paradigms. Through giving an overview of research approaches, including theoretical research, practice based evidence and evidence based practice, Research Methodologies and Methods module will provide students with a framework within which they can plan and write a research proposal. Students registered on this module will receive teaching with students from all 5 Arts and Play Therapies programmes.

For the Research Project module, students create a synthesis of their theoretical knowledge and clinical experience to pursue their own research interest.

Assessment: Research proposal (2,000-2,500 words) and 8,000 word independent project.

Interprofessional Learning and Practice [APT010L003Y]

This module offers the opportunity to gain direct experiential knowledge about a range of disciplines within the arts and play therapies. Students are expected to demonstrate an understanding of how the different modalities can be

used to explore the relationship to self, other and the creative medium. These workshops provide students with knowledge and understanding of cognate disciplines other than their own, to broaden students experience and interprofessional learning.

Assessment: Digital submission (video up to 5 minutes, reflective essay no more than 1,500 words)

Dramatherapy Placement 1 [DTH020L003Y]

This module is the first of three Placement modules which together involve students undertaking appropriate clinical placements in which they cumulatively demonstrate the Standards of Proficiency required to register as a Dramatherapist with HCPC.

Dramatherapy Placement 1 prepares students for their initial placements through a taught curriculum which includes key technical and clinical approaches to working dramatherapeutically with a range of client groups.

Group processes will be explored in relation to key theorists providing a clear theoretical understanding of the life and stages of groups to prepare students for working with groups in their first placement. The Placement Viva provides an opportunity for students to share their learning by presenting an overview of, and vignettes from, their respective placement experiences.

Students undertake a 20 session clinical placement delivered within a group setting at a Creative Expressive level. This enables students to apply the theoretical and experiential learning from this module.

The Dramatherapy programme models the practice of external clinical supervision, so that students have the opportunity to reflect upon the systemic issues of institutional and clinical demands alongside the training requirements of the programme through an independent, external perspective. In Dramatherapy Placement 1, students receive fortnightly clinical supervision in small groups with a BADth registered clinical supervisor.

Dramatherapy Placement 2 [DTH020L004Y]

Dramatherapy Placement 2 prepares students for a more in-depth placement experience through a taught curriculum which includes a series of clinical practice seminars that focus on particular areas of the dramatherapeutic relationship in relation to both group and individual dramatherapy.

The Case Presentation provides an opportunity for students to share their learning by presenting an overview of, and vignettes from their respective individual dramatherapy placement experiences.

Students undertake a minimum of 20 sessions of group dramatherapy and 20 sessions of individual dramatherapy at a more exploratory level of understanding, reflection or intervention than in Dramatherapy Placement 1. This enables students to deepen and develop their theoretical and experiential perspectives from the learning of this module.

Dramatherapy Placement 3 [DTH020L005Y]

Dramatherapy Placement 3 prepares students to undertake a final clinical placement, conducting a piece of clinical work at a significant level of psychological depth and/or in specialist areas of practice. The taught curriculum includes a series of clinical practice seminars that focus on particular areas of specialist practice and preparation for becoming an independent practitioner.

Students are required to submit a Placement Report to evidence their learning, together with the formative reports from their Clinical Supervisor and Placement Manager.

Students will also undergo a final viva which will consider their overall development in terms of clinical practice, theoretical understanding, confidence in the dramatic medium and their developing persona as a competent reflective practitioner.

Students undertake 40 sessions of either group dramatherapy or individual dramatherapy at a more in-depth level of understanding, reflection or intervention than in Dramatherapy Placement 2. This enables students to deepen and develop their theoretical and experiential perspectives as a developing dramatherapist.

The Ritual of Creative Expression [DTH040L009Y]

This module introduces trainees to the central tenets of the Ritual Theatre form of dramatherapy. It provides an introduction to the therapeutic use of story in terms of structuring and developing a group experience at a creative expressive level of dramatherapy practice. It locates the use of existing stories and story-making structures within a

variety of clinical settings with a range of client groups. The module develops by introducing the students to ritual theatre structures that enable personal material to be safely contained and worked with at a 'creative expressive' level, before exploring ways in which we identify with and can work through the medium of archetypal myths and mythic structures.

The Ritual of Exploration [DTH020L010Y]

This module develops the skills and techniques of dramatherapy practice for working at a more exploratory level with client groups and individuals within the Ritual Theatre form of dramatherapy. The module initially introduces a focus for working with individual clients: from initial assessment through formulation of treatment aims, to structuring individual sessions and evaluating the outcome of interventions with individuals. The module then develops these structures by introducing ways of formulating, understanding and working with internal conflict and the experience of 'the divided self', by means of an exploration of "sub-personalities" and "Internal Family Systems".

Paratheatrical Explorations [DTH010L011Y]

This module develops the ritual theatre form, which moves the work from personal theatre "plays" enacted within a dramatic reality, to working with personal material in a less dramatically distanced way. Para-theatrical work offers the dramatherapist a form within which to create "experiences" that act as a "vehicle" or ritual for the transformation of feelings. The theory and practice of Paratheatrical Explorations enables students to help clients work to resolve personal conflicts by addressing them directly using a theatre form. The module explores how physical work can be employed to express withheld emotions in the body, drawing on various contemporary practitioners.

The Ritual of Transformation [DTH020L012Y]

This module considers how to dramatise both conscious and unconscious material arising within the individual personality structure. It explores processes of advanced dramatherapy practice in relation to Joseph Campbell's idea of the monomyth and how this relates to internal conflicts of personal growth and self-sabotage. Students will explore Rebillot's 'Call to Adventure' as a therapeutic structure. It will develop the students' capacity to work with various forms of "resistance" and ambivalence in order to collaborate with clients in devising and performing symbolic rituals of healing and change. Self-reflexivity in students' use of their own emotions and those of their clients is incorporated to create a safe therapeutic environment. It also aims to provide a marked shift from trainee dramatherapist to professional practitioner. This module aims to strengthen students own resources of self-leadership through an investigation of significant aspects of their own psyche. The module offers an embodied understanding of multiplicity, including the destabilizing effect of extreme polarizations in people's internal worlds. It supports students to work creatively to facilitate intra-psychic change and transformation, bringing healing to their own internal worlds and those of their clients.

Therapeutic Theatre & Closure [DTH010L013Y]

In this final module students examine the boundaries between artistic and clinical practice and deepen their experience of theatrical processes to understand the therapeutic potential inherent within the application of the art form. To this end, students devise an original piece of theatre followed by a drama workshop in which they will consider the applicability of appropriate creative processes for a given client group and the boundaries of creative and therapeutic practice. The module goes on to explore existential issues of closure, mortality and bereavement and their manifestations in the clinical space in the form of suicidal behaviour and complex grief reactions. The module culminates in students addressing their own closure of the training by creating a Personal Theatre piece - a ten to fifteen minute self-facilitated piece of ritual theatre detailing their journey through the course.

Guidance notes on the application procedure

Please note:

Entry requirements are all mandatory.

Personal interview/audition is ALWAYS required.

Please read all the information carefully before deciding to apply.

To make best use of interview time and avoid unnecessary travel for some applicants we would like to make a preliminary assessment of eligibility. To help us to do this please read these notes thoroughly and send a personal statement with your completed application. Giving all the submitted applications and statements the attention and thought that they deserve is time consuming so you may experience some delay before you receive a response. You will then receive a response through the University online system explaining that we are not proceeding with your application, an advice letter, or we will invite you to attend an Admissions Day with programme staff, trying to give you at least two weeks' notice.

Admissions Days usually take place from February through to July but as places are limited we advise early application. There is not always capacity within the interview schedule to see those who apply in June/July.

Please note that we are not able to give feedback to those who are not invited to an Admissions Day as there is often a complex combination of factors involved.

However we would offer advice if there was a clear indication of something which could be done to make re-application more successful in future.

**Personal Statement
Instructions and guidelines**

Please follow these instructions carefully - failure to do so may result in your application not being considered

500-1,000 words. The personal statement should cover the following main areas:

- What has led you to wish to train as a therapist? You should demonstrate some insight into how your life experience has led to this application, and any experience you have had of your own personal therapy.
- Your drama/theatre background. Particularly in relation to your experience of applied theatre/drama in relation to health, social care and special educational settings
- Your experience of work with people, particularly with those client groups with whom dramatherapists generally work (such as children, adults or older adults with severe learning disabilities or autism, or mental health problems; other areas of work may also be relevant). Such experience is a mandatory pre-requisite for training.
- Your understanding, so far, of the nature of dramatherapy as a distinctive discipline (in particular as practised in the UK). Mention relevant courses, conferences and reading, any meetings with dramatherapists, personal therapy/development etc. Please come ready to discuss some of your reading, understanding and personal experiences.

The personal statement is also an indication of how well you express yourself in writing and helps us consider issues we would like to explore with you during the interview.

Your completed application form should be submitted via the online system (<https://uniofroehampton.force.com/OnlineApp>). Your personal statement can be attached or sent to Department of Recruitment, International & Admissions, Room 109 Lawrence Building, Froebel College, University of Roehampton, Roehampton Lane, London SW15 5PJ

- Due to the intensive nature of study on this training, applicants must have not only the basic entry qualifications but also some knowledge of the profession obtained either by reading recent UK publications, meeting and talking with qualified therapists or perhaps undertaking an introductory course. It is often helpful to have personal experience of being in therapy. Interviews will explore applicants' knowledge of the profession and awareness of the nature of the training course before offering a place.
- We advise prospective students to join the British Association of Dramatherapists. Contact details;
BADth
Waverley, Battledown Approach, Cheltenham, Gloucestershire GL52 6RE
Telephone: 01242 235 515
Website www.badth.org.uk
BADth provides information about the profession and the various trainings, and organises conferences and workshops.

Introductory reading list

- Dix, A, Gersch I. & Haythorne D. & Leigh L. (Eds) (2012) Dramatherapy with Children, Young People and Schools, London, Routledge
- Dokter, D., Holloway, P. & Seebohm, H. (Eds) (2011) Dramatherapy and Destructiveness: Creating the Evidence Base, Playing with Thanatos, London, Routledge
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Frequently asked questions



What is the history of the dramatherapy training course at Roehampton?

The Arts and Play Therapies trainings are well established within the programmes offered at University of Roehampton. A professional training in Dramatherapy has been delivered at Roehampton since 1993 when the former *Institute of Dramatherapy* (established by Sue Jennings) transferred to the Digby Stuart Campus. The University of Roehampton has the unique position of being the only University in the UK currently offering professional trainings in all the Arts and Play Therapies. Since 1996 Dramatherapy has been regulated by the Health and Care Professions Council (HCPC). Teaching staff have professional qualifications and registration, produce internationally recognised research and continue to engage with their own clinical or research practice. This has culminated in Roehampton developing the first Professorship in Dramatherapy in the UK.

Can I still apply to the Programme if I don't hold a degree in Drama?

Ideally we are looking for candidates who have a degree in the area of drama/theatre. However, we also consider applicants with a degree in a related field, such as the arts, humanities, psychology and social sciences.

Can I still apply to the Programme if I don't hold a degree?

On occasion, we do accept special entry applicants who do not hold a degree. Applicants without a degree need to have extensive clinical experience; experience of drama/theatre and demonstrate the qualities expectant of a Dramatherapy trainee. Special entry candidates also need to demonstrate that they can manage the academic demands of an MA training.

Do I have enough clinical experience to apply?

This is one of the most frequently asked questions. The Programme looks for applicants who have extensive post qualifying clinical experience within a setting and with clients relevant to the Programme. This might include working with children, young people, adults and elderly with behaviour or developmental challenges, learning difficulties, mental health or substance abuse issues, homelessness or facing life threatening illnesses, trauma or displacement etc. This work can either be done on a voluntary or employed basis. Arts and health workers in a hospital would be welcome to apply as would people who have had experience working for aid agencies abroad. Applicants need to have worked face to face with people in a helping capacity, within a clinical context. Applicants need sufficient experience to have developed a professional attitude and insight into the nature of the client group and care institutions.

Teachers and learning assistance need to have worked within special needs to meet this entry criterion. Unfortunately, working in a mainstream school with ordinary young people would not constitute clinical experience. While applicants may have first-hand experience of mental illness through, for example, a family member, this would not constitute clinical work. However, this would be a valuable experience for an applicant's global understanding.

Clinical experience completed several years ago will be considered, however, it would strengthen an application form if the candidate had more recent clinical experience.

Applicants are asked to list their clinical experience carefully in their application form and self-assess to see if they meet this criterion before applying. In some cases, it might be useful to delay applying for a year and use the time to accrue further clinical experience. We would recommend at least commitment of one session a week for a year.

Where can I obtain further clinical experience?

When trying to obtain further clinical experience, future applicants may wish to explore clinical services that are of interest to them, near where they live, for either paid or voluntary experience. The experience should involve working face-to-face with vulnerable or difficult to reach people within a clinical context. An excellent on-line resource for voluntary work can be found at www.do-it.org.uk.

How do I apply from outside the UK?

EU and overseas applicants must include an extensive list, with dates, of clinical experience with their application. Also a video clip of a performance piece or a facilitation of a drama workshop needs to be attached. This can either be sent as a disc, electronically via a website. EU and overseas application forms cannot be processed without a film clip.

It would be helpful to know in your application if you were travelling to the UK at any point. Should your application be successful it would be best to meet in person for an interview, where you could present your practical video. If you cannot travel then you will be interviewed over the telephone or through skype

What should I expect at an Admissions Day?

All applicants who are invited to an Admissions Day need to participate in a practical group drama workshop. This will be followed by an individual one to one interview.

Can I make an appointment to visit the University and speak to someone about training as a dramatherapist?

Unfortunately, due to this frequent request, we cannot make appointments to see individuals to discuss training options. However, we do hold 2 Open Days every year, which anyone interested can attend. This is a good opportunity to visit the University, meet the Programme staff and find answers to your questions. Open Days usually occur in January and June. You are advised to keep visiting the Programme webpage for updated information.

Is there an application deadline?

There is no formal application deadline. We usually stop interviewing candidates towards the end of June for the following academic year. As places are limited, an early application is encouraged. You are welcome to send in an application at any point. It is best to ensure that the University receives your application by the March prior to the September start of any given year.

What is the time commitment for part-time study?

Part time students need to dedicate one weekend a month usually from Friday 6.30 through to Sunday 5pm. There is also an intensive week at Easter each year. There is also the requirement for a Clinical Placement day once a week and possibly two evenings for a therapy session and individual Clinical Supervision.

The placement day needs to be negotiated between the student and the placement. The therapy and clinical supervision times will be negotiated between the therapist or supervisor and student.

In addition, the Programme begins with a full induction day and all students are expected to attend, and involves a further three-day block of teaching for the shared Arts & Play Therapies modules in Years One & Three.

Part time students need to find time to attend personal therapy once a week.

What is the time commitment for full-time study?

Full time students need to dedicate 4 days a week to their training. Two days a week at University, one day a week at Clinical Placement and one day a week to cover personal therapy, clinical supervision and independent study (some of which may be delivered within the University on Wednesdays of Year One).

Students are expected to attend the University on a Thursdays and Fridays (and potentially Wednesdays during Year One of the training)

University days usually start at 10.00am and end at 5.30pm

Can I do my placement near to where I live?

On the whole, finding and allocating placements in Year One is done through our placement coordinator. The Programme has extensive links to clinical services nationally and every effort will be made to place students with a dramatherapist in a service in travelling distance to the student's home. However, depending on each student's location and availability, students need to be prepared to travel up to 1.5 hour one way, to reach their placement. On some occasions, those students living in more remote locations will be asked to work in collaboration with the placement coordinator to help identify local services. Some students will be involved in pioneering placements where they will establish a modest dramatherapy service.

Will the training equip me to practice as a therapist using other forms such as dance, drama or music?

Roehampton is unique in that it offers all the expressive arts therapy Programmes. While on the training, there is an opportunity to engage in taster workshops with the other arts therapy modalities as it is felt that a basic understanding of the other arts therapies is important. However, the dramatherapy Programme is committed to training dramatherapists within the theatre art modality. However as dramatherapists we do tend to use music, art making, movement, visualisation.

From September 2018 there will be new cross discipline teaching that will bring together students from all five Arts and Play Therapies programmes. This teaching will require students to come in on different days of the week to the usual teaching pattern. For example:

- 2018-2019 Human Development and Growth - the block teaching dates were: Wednesday 10th , Thursday 11th and Friday 12th October 2018
- 2019-2020 Research Methodologies and Methods - the block teaching dates are likely to be: Monday 23rd, Tuesday 24th and Wednesday 25th September 2019

The Interprofessional Learning and Practice module will be delivered during week days, weekday evenings and some weekends in the academic year 2019-20. Students will be required to select three workshops in modalities different to their own. Students will be able to select workshop dates across the year that may be different to their formal training days.

Do I need to complete a Foundation course before applying to the MA Programme?

Completing a Foundation course is not a prerequisite to applying to the Programme. However, it can be a useful experience to find out more about dramatherapy as well as exploring yourself and dramatherapy techniques in a unique environment. The Foundation course may be of equal interest to arts practitioners who wish to explore their practice in a psychological space but who don't necessarily wish to go on to the full training.

I have already had therapy do I need to have it again?

Yes, therapy is a mandatory aspect of the training and provides an important area of exploration and support for students. You will be expected to be in therapy throughout the duration of the course. There is also a requirement that you have had at least 6 months personal therapy before you commence training.

Am I the right age to apply?

There is no age criteria associated with training. However, applicants need to have sufficient maturity and life experience to meet the personal qualities that are expected of a trainee therapist.

Shall I wait for all my documents before I apply?

No. The application process takes some time and you can submit your initial application and obtain references and copies of documents while this is being processed. However, any offer of a place is conditional upon submission of all the evidence.

Is there any funding available?

The majority of home/EU MA dramatherapy students are self-funding. More information about funding opportunities can be found on our finance pages. Roehampton also offers a range of scholarships for international students.

