

Addendum to the Handbook 2001–2002

NATIONAL ASSOCIATION OF SCHOOLS OF THEATRE

April 2003

The amendments to the NAST *Handbook 2001-2002* presented in this document were ratified by the Membership on Friday, April 11, 2003.

NAST Handbook 2001-2002 – pages 89-90

Standards for Degree-Granting Institutions

XI. Baccalaureate Degrees in Preparation for Advanced Professional Study

D. Drama Therapy

Revise entire section as follows:

D. Drama Therapy

The master's degree is the appropriate level for the professional training of drama therapists. Therefore, baccalaureate programs in drama therapy should focus on preparation for graduate work, emphasizing broad development of theatre skills and pre-professional studies in the behavioral and social sciences.

1. *Curricular Structure.* Undergraduate prerequisites for graduate study may be met in both the professional (B.F.A.) and liberal arts (B.A./B.S.) formats recognized by the Association. Regardless of the degree plan adopted, studies in psychology, sociology, anthropology, and introductory courses in drama therapy should comprise 20% to 30% of the total degree program. Percentages in other theatre studies, general studies, and electives will vary according to the professional or liberal arts emphasis of the program.
2. *Specific Recommendations for General Studies.* Studies in such areas as oral and written communication, biology, human physiology, and the social sciences are strongly recommended.
3. *Essential Competencies, Experiences, and Opportunities* (in addition to those stated for all degree programs):
 - a) Basic knowledge and skills in acting and improvisation, directing, play analysis, playwriting, children's theatre, technical theatre, scene design, and costume design. Studies should address such areas as storytelling, creative drama, puppetry, and process drama.
 - b) Knowledge of the basic principles of general psychology, abnormal psychology, social psychology and group dynamics, and basic themes of personality. Additional studies are suggested in experimental methods, history of psychology/psychotherapy, ethics, education and clinical psychology, and psychology of exceptional children.
 - c) Knowledge of the basic principles of sociology and cultural anthropology including understanding of social conflict, group dynamics, the relationship of culture to the development of personality, and studies of the family and other social groups. Studies regarding specific populations are encouraged such as, but not limited to, criminology, gerontology, special education, and women's studies.

- d) Opportunities which provide students with experiences to assist them in evaluating their interest in therapeutic work, developing skills in leading groups, honing capabilities in theatrical production, and becoming familiar with “normal” development and group behavior. Such opportunities might include working as a volunteer in agencies serving individuals who have various handicaps or are seeking the psychological benefits of creative expression, enrolling in a survey course which emphasizes the history and theory of drama therapy, or being introduced to studio techniques useful in drama therapy. Other opportunities might include teaching creative dramatics and theatre to young children and working in summer drama camps, in nursing homes, and with at-risk youth.

Introductory courses in theory and practice of drama therapy must be taught by instructors who are competent and experienced as therapists and who hold an appropriate professional credential in drama therapy, normally the RDT (Registered Drama Therapist).

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