



The Hebrew University of Jerusalem

Syllabus

PRINCIPLES OF DRAMA-THERAPY - 20395

Last update 01-08-2023

HU Credits: 2

Degree/Cycle: 1st degree (Bachelor)

Responsible Department: Theatre Studies

Academic year: 0

Semester: 1st Semester

Teaching Languages: Hebrew

Campus: Mt. Scopus

Course/Module Coordinator: Dr. Susana Pendzik

Coordinator Email: Susana.Pendzik@mail.huji.ac.il

Coordinator Office Hours: Wednesday 14.30

Teaching Staff:

Dr. Susana Pendzik

Course/Module description:

Drama Therapy came into being as a profession in the late 1960's and 1970's from the meeting between experimental theatre and various currents of psychology, particularly, humanistic psychology and psychotherapy. This course acquaints students with the basic concepts of Drama Therapy. It defines Drama Therapy and differentiates it from related fields, such as psychodrama and creative drama.

Course/Module aims:

To provide students with concrete knowledge about the main concepts in drama therapy through theory and applied workshop techniques

Learning outcomes - On successful completion of this module, students should be able to:

1. Discuss the basic principles of the field.
2. Explain core concepts.
3. Distinguish between drama therapy & related fields.

Attendance requirements(%):

100 %

Teaching arrangement and method of instruction: The theoretical material is demonstrated through practical exercises in the creative laboratory

Course/Module Content:

- Drama therapy context and definition.
- Dramatic reality
- Different types of dramatic reality
- Aesthetic distance
- Ritual and risk
- The two continuums model
- Therapeutic work through texts.

Required Reading:

פנדזיק, ס. (2015). המציאות הדרמטית: הגדרתה וערכה הטיפול. טפול באמנויות: מחקר ויצירה במעשה הטיפולי, 5:1,

520-532.<https://ajcat.haifa.ac.il/index.php/he/2015-05-26-08-55-28/3-1-2017>
<http://ajcat.haifa.ac.il/index.php/he/>

Bailey, S. (2007) *Drama therapy*. In A. Blatner (Ed.), *Interactive and improvisational drama* (pp.164-173). NY: i Universe, Inc.

Landy, R. (1996). *The use of distancing in drama therapy*. In: *Essays in drama therapy: The double life*, (pp. 13-27). London: Jessica Kingsley.

Pitruzzella, S. (2004). *Introduction to dramatherapy: Person and threshold*. Ch. 3 (pp.77-104) Hove and NY: Brunner-Routledge.

Electronic sources

□ *Dark light: A short film on drama therapy and eating disorders:*

http://www.youtube.com/watch?v&eq;p7x-lgYmv44&feature&eq;player_detailpage

□ *Women inmates of Beirut's Baabda Prison express themselves through drama therapy performances*

http://edition.cnn.com/video/?utm_source&eq;twitterfeed&utm_medium&eq;twitter&utm_campaign&eq;Feed%3A+rss%2Fedition_meast+%28RSS%3A+Middle+East%29#/video/international/2012/07/04/inside-middle-east-prison-drama-beirut.cnn?eref&eq;rss_middleeast

Additional Reading Material:

ג'נינגס, ס. (עורכת) (1994). *דרמה תרפיה תיאוריה ומעשה למורים ומטפלים חלק א' . קרית ביאליק: הוצאת אח*.

ג'נינגס, ס. (עורכת) (1996). *דרמה תרפיה תיאוריה ומעשה למורים ומטפלים חלק ב' . קרית ביאליק: הוצאת אח*.

Emunah, R. (2020). *Acting for real: Drama therapy process, technique, and performance* (2nd ed.). New York and London: Routledge, Taylor & Francis.

Jennings, S. (1998). *Introduction to Dramatherapy: Theatre and healing*. Ch. 6 (pp. 115-129). London: Jessica Kingsley

Jenkyns, M. (1996). *The play's the thing: Exploring text in drama and therapy*. London: Routledge.

Johnson, D. & Emunah, R. (2021). (Eds.), *Current approaches in drama therapy*. Springfield, IL: Charles C. Thomas.

Landy, R. & Montgomery, D. (2012). *Drama and theatre in therapy. Theatre for change: Education, social action and therapy* (pp. 167-219). Basingstoke, Hampshire, UK: Palgrave Macmillan.

Pendzik, (2016). *Dramatherapy and the feminist tradition*. In S. Jennings and C. Holmwood, (Eds.), *The international handbook of dramatherapy* (pp.306-316). London: Routledge.

Pitruzzella, S. (2017). *Drama, creativity and intersubjectivity*. London & NY:

Routledge.

Scheff, T. (2007). *Catharsis and other heresies: a theory of emotion*. *Journal of Social, Evolutionary, and Cultural Psychology*, 1:3, 98-113.

Grading Scheme:

Essay / Project / Final Assignment / Home Exam / Referat 40 %

Active Participation / Team Assignment 40 %

Attendance / Participation in Field Excursion 20 %

Additional information:

Active participation in the creative lab is indispensable.