Evidence Brief: Drama Therapy

Contents

Produced by the Knowledge Management team Evidence Briefs offer an overview of the published reports, research, and evidence on a workforce-related topic.

Date of publication: January 2025

There may have been an update to this Evidence Brief - to check you are reading the most current version please see the links below:
- Complete Evidence Brief list – link for Workforce, Training and Education staff
- Complete Evidence Brief list – link for External staff

Key publications – the big picture

NHS Long Term Workforce Plan
NHS England, 2023 (updated 2024)
(No direct mention of Drama Therapists, but the British Association of Drama Therapists contributed to the LTWP.) Increase AHP training places to 17,000 by 2028/29, putting us on the path to increasing places overall by a quarter to more than 18,800 by 2031/32. (Page 19) With full implementation over the longer term, the NHS total workforce would grow by around 2.6–2.9% a year, with an expansion of the NHS permanent workforce from 1.4 million in 2021/22 to 2.2–2.3 million in 2036/37, including an extra 60,000–74,000 doctors, 170,000–190,000 nurses, 71,000–76,000 allied health professionals (AHPs), and 210,000–240,000 support workers alongside the expansion of new roles such as 22 | NHS Long Term Workforce Plan physician associates and nursing associates, and greater use of apprenticeships. (Page 21) Education and training places for the AHP workforce are estimated to need to grow by 19–25% by 2030/31. This Plan sets out an ambition to increase AHP training places by 25% to over 18,800 by 2031/32. To support this level of ambition and work towards this level of expansion, AHP training places will increase by 13% to 17,000 by 2028/29, with an increase of 8% by 2024/25. (Page 45) More than a third of AHPs could train through apprenticeships, compared to 6% now, but this would vary by professional group. The Plan sets out the following assessment for proportion of entrants joining the AHP workforce via an apprenticeship route by 2031/32. (Page 45)

Revised standards of conduct, performance and ethics
Health & Care Professions Council, 2024

The revised standards of conduct, performance and ethics came into effect on 1 September 2024. Our guidance on social media, which sits alongside the standards, has also been revised.

Approved programmes
Health & Care Professions Council, 2024
A database of approved education programmes for Allied Health Professionals.

Recruitment of overseas allied health professionals
NHS Employers, 2024
How overseas allied health professionals (AHPs) can enter the UK for work.

Innovation and collaboration: supporting Allied Health Professions Return to Practice
NHS England, 2023
It is well recognised that there are significant challenges in AHP workforce supply, retention, and growth across all sectors of health and care. Returning Allied Health Professions are a vital element of the Health Education England (HEE) workforce plan and are essential in re-directing knowledge, skills and experience back into health and care sectors.

AHP Educator Career Framework
Council of Deans of Health, 2023
The AHP Educator Career Framework is an outcome-based career framework that describes the knowledge, skills and behaviours required to be an effective teacher, learning facilitator, supervisor and role model in AHP education in practice and formal education settings. First and foremost, it promotes the education pillar of AHP professional practice, recognising that education is everyone's responsibility.

Genomics for allied health professionals: Survey results

NHS England WT&E, Genomics Education Programme, 2023
Overall, your responses showed that a good majority of you feel you don't have a good understanding of genomics.

Your future allied health professionals
NHS Employers, 2023
This infographic sets out the different routes available for organisations to train allied health professionals.

A guide to ESR coding for Advanced Practitioner roles
NHS England WT&E, 2022
To ensure that advanced practitioners' skills are consistently recognised, and better enable those skills to be deployed across healthcare settings we must now ensure that the NHS workforce accurately reflects the breadth of the modern clinical workforce.

The Allied Health Professions (AHPs) Strategy for England
NHS England, 2022
This strategy is a catalyst for change. Wherever you work, every member of our AHP community has a part in realising our collective ambitions through its delivery. I therefore encourage you to take a moment to consider how the AHP community can enable the change required to deliver future care today.

Allied Health Professions' Research and Innovation Strategy for England
NHS England WT&E, 2022
This Strategy comprises a definitive collective national reference statement that encompasses and supports the existing research and innovation strategies of all the Allied Health professional associations.

What can AHPs offer in mental health settings?
Health Education England, 2021

AHPs are the key to transforming health, care, and wellbeing. Working at the top of their competencies and skills, AHPs lead mental health teams to new ways of working. Their expertise in rehabilitation and enablement is vital to move away from over-reliance on hospitals and towards professional interventions across health and social care settings.

AHP Workforce Reform Priorities 2021/2022
NHS England WT&E, 2021
Developed with The British Association of Dramatherapists (BADth), British Association for Music Therapy (BAMT) and British Association of Art Therapists (BAAT).
The work includes the following research projects:
- Project 1: Art, Drama and Music Therapies and Dual Identity as Allied Health Professions and Psychological Therapies
- Project 2 NHS Practice Placement Expansion Communication Strategy for Art, Drama and Music Therapists
- Project 3: Identifying priorities in future workforce of art, drama, and music therapy, and promoting examples of good practice in postgraduate training programmes across the UK

My role in tackling health inequalities: a framework for allied health professionals
The King's Fund, 2021
This framework builds on our commitments in the UK allied health professions public health strategic framework 2019–2024 (Allied Health Professions Federation 2019) and we hope AHPs across the UK will find it useful. It aims to help you to consider your own unique contribution to tackling health inequalities and to help maximise this through a series of lenses and questions.

What is advanced clinical practice?

NHS England WT&E, no date (estimated post-2020)
Advanced clinical practitioners come from a range of professional backgrounds such as nursing, pharmacy, paramedics and occupational therapy. They are healthcare professionals educated to Master's level and have developed the skills and knowledge to allow them to take on expanded roles and scope of practice caring for patients.

Standards of education and training
Health & Care Professions Council, 2017
In line with the way our education quality assurance model functions, we have split our standards of education and training along institution and programme levels.

See also: Review of the standards of education and training (2024)

British Association of Drama Therapists

NHS 10 Year Plan - Your Response [sic]
BADth, 2024
What should be included in the 10-Year Health Plan?
- **Integration of Dramatherapy:**
- Include dramatherapy in community and primary care for early intervention.
- **Workforce Development:** Address shortages and enhance training for dramatherapists.
- **Investment in Rehabilitation:** Invest in community rehab services, including dramatherapy.
- **Leadership Roles for AHPs:** Create leadership roles for Allied Health Professions.
- **Equitable Access to Care:** Ensure equitable access to coordinated care.

Curriculum Guidance for the pre-registration education and training of Dramatherapists
BADth, 2023 (note: this resource downloads as a PDF)
This curriculum guidance aims to explain the BADth guidelines for the content, delivery, and quality assurance of training programmes whose graduates are eligible to apply for registration with the HCPC.

Case Studies

Therapeutic puppetry as a drama-therapy intervention for people living with dementia: A case study
The Journal of Gerontopsychology and Geriatric Psychiatry 38(1), 2024
Four themes were generated: (1) Puppetry encourages the flow of creativity; (2) puppetry encourages self-expression and authenticity; (3) puppetry supports memory and the sequence of the therapeutic process; (4) puppetry leads to a transformation of the inner experience. The findings point to the contribution of the project for people with dementia.

Why I decided to become a dramatherapist
NHS England WT&E, no date
After the completion of my undergraduate degree I began exploring the world of drama, which was when I first learnt about Dramatherapy as a profession. I was intrigued about the psychotherapeutic benefits of creativity, play and drama when working with people with mental health difficulties and complex traumas.

Examples of placement innovations
NHS England WT&E, no date

We have an established art psychotherapy service within this service and recognised a need to expand the models of arts psychotherapies on offer to the women in the service, especially to those who have experienced historical trauma. It is often difficult for our service users to verbalise these experiences, as a result the trauma memories held within the body. Offering a dramatherapy intervention allowed a different opportunity for service users to explore and express their difficulties, in addition to solely talking therapies and art psychotherapy already available in the service. Having a student on placement allowed us to try out different approaches and expand the range of therapies we offer.

The Star for workforce redesign

More resources and tools are available in the AHP Quick Reference Guides Upskilling section of the Star. Alternatively, search for 'Allied Health' or 'drama therapy' in the search bar.

Statistics

You can find relevant statistics on the Health and Care Statistics Landscape.

Registrant data and statistics
Health & Care Professions Council, 2024
These factsheets provide a breakdown for each of the professions we regulate.

Key statistics on education and training for HCPC professions
Health & Care Professions Council, 2024

We have provided key statistics as a summary of the picture of education and training for the professions we regulate, and how that picture is changing.

Retention rates of first time HCPC registrants, 2013 to 2018
Health & Care Professions Council, 2023
The HCPC embarked upon this analysis to inform our work on preceptorship. We consider that the findings are of wider value. They have particularly important implications for providers and funders of training, and for workforce planners. They are also likely to be of great interest to other stakeholders including professional bodies.

Dramatherapy Workforce Survey 2022
BADth, 2023 (note: this resource downloads as a PDF)
• 189 Dramatherapists completed the 2022 BADTH Workforce Survey. That's 21% of our membership.
• They told us about 331 places where they work.
• On average dramatherapists are:
- employed to work 27 hours a week
- seeing 13 clients a week each (2,474 hours combined)

National Data Programme

Workforce, Training and Education staff can look at the WT&E Data and Analytics Service resources including the National Data Warehouse SharePoint site to find out more about datasets and Tableau products.

Published Peer Reviewed Research

Community, Primary Care, Social Care

[A Scoping Review on the Use and Potential of School-Based Drama Therapy to Enhance Socio-emotional Skills in Early Childhood](#)
Early Childhood Education Journal 52, 2024
Based on the results, practice recommendations include the use of metaphor, distance, and life-drama connection to enhance socio-emotional skills, using dramatic play as a tool to address adverse experiences, and applying SBDT to support specific clinical populations. Policy recommendations include the use of SBDT within a public health trauma approach and the need for ecological integration of SBDT into schools. Research recommendations include the need for a broad-level articulation of a scaffolded SBDT research agenda in schools focused on socio-emotional skills and recommendations specific to methodological and reporting rigor.

[The effect of drama therapy on depressive symptoms and quality of life among older adults in residential care facilities: A systematic review](#) Abstract only*
The Arts in Psychotherapy 91, 2024
Highlights
- Older adults in residential facilities suffer from depressive symptoms and low quality of life.
- Drama therapy entails activities like storytelling, improvisation, and role-playing.
- Findings revealed the positive effect of drama therapy on depressive symptoms.
- The effect of drama therapy on quality of life remains undetermined.

[A patchwork quilt: Drama therapy and life-stories group with older adults](#) Full text available with NHS OpenAthens account*
The Journal of Gerontopsychology and Geriatric Psychiatry 37(1), 2024
The analysis revealed three main themes: (a) movement arousing memories inherent in the body; (b) the contribution of music to autobiographical memory; (c) transformation and change in the life story through dramatic resonances. These findings shed light on the contribution of drama therapy to support older adults at varied functioning and cognitive levels, and to promote positive aging.

[Effect of drama training on self-esteem and personality strengths: A feasibility case control study of nidotherapy](#)
The International journal of social psychiatry 70(5), 2024
The intervention group showed positive improvement in personality strengths ($p = .009$) compared to the control group that had no mental illness, and also improved more than the control group with mental illness but not to a significant degree ($p = .16$). Self-esteem recorded with the Rosenberg scale was lower in those in the acting group at baseline compared with the other two groups ($p = .088$) but after acting training improved by 29% to be equivalent to the control groups.

[A Scoping Review on the Use and Potential of School-Based Drama Therapy to Enhance Socio-emotional Skills in Early Childhood](#)
Early childhood education journal, 2023
Based on the results, practice recommendations include the use of metaphor, distance, and life-drama connection to enhance socio-emotional skills, using dramatic play as a tool to address adverse experiences, and applying SBDT to support specific clinical populations. Policy recommendations include the use of SBDT within a public health trauma approach and the need for ecological integration of SBDT into schools. Research

recommendations include the need for a broad-level articulation of a scaffolded SBDT research agenda in schools focused on socio-emotional skills and recommendations specific to methodological and reporting rigor.

[Little Voices: Can a play-based dramatherapy group provide a safe container to help children explore the effects of domestic abuse?](#) Abstract only*
Dramatherapy 44(2-3), 2023
Little Voices is underpinned by current attachment and trauma research. I ask if a dramatherapy group can create a safe place to address the trauma of domestic violence. Vignettes of sessions are reflected upon and contextualised within current research theories. Qualitative evaluations were completed by child, parent and teachers and indicate that the groupwork had a positive effect on the children's ability to interact with parents and peers.

[Bringing creative psychotherapies to primary NHS Mental Health Services in the UK: A feasibility study on patient and staff experiences of arts for the blues workshops delivered at Improving Access to Psychological Therapies (IAPT) services](#)
Counselling & Psychotherapy Research 22(3), 2022
On the whole, the creative workshop was received very well, suggesting that the Arts for the Blues, a creative intervention rooted in primary care and shaped for people with depression and staff from IAPT services, may be a suitable psychological intervention.

[Understanding school-based drama therapy through the core processes: An analysis of intervention vignettes](#)
The Arts in Psychotherapy 73, 2021
Recent scholarship into school-based drama therapy (SBDT) has largely explored individual interventions and programs. What remains less understood are broad practice trends across SBDT

in North America. The current study is an investigation of descriptive intervention vignettes (N = 49), aggregated from a larger 2018 survey of North American drama therapists.

Digital

[Students' perceptions of crisis-mode tele-drama therapy training with older adults](#) Full text available with NHS OpenAthens account*
The Journal of Gerontopsychology and Geriatric Psychiatry, 2024
This study describes a crisis-mode field training response project for drama therapy (DT) students in Israel who delivered tele-DT sessions for community-dwelling older adults during the first lockdown. We analyzed interviews with nine students and three field training coordinators thematically to better understand their experiences. This yielded three main themes that point to three trajectories: changes in students' perceptions of DT for older adults, changes in students' perceptions of the use of tele-DT over the telephone for older adults, and the value of training during an emergency.

[Barriers to Video Call–Based Telehealth in Allied Health Professions and Nursing: Scoping Review and Mapping Process](#)
Journal of Medical Internet Research 25, 2023
This review identified key barriers to video call–based telehealth use by allied health professionals and nurses, which can foster the development of stable infrastructure, education, training, guidelines, policies, and support systems to improve telehealth services. Further research is necessary to identify potential solutions to the identified barriers.

["Migrated onto the Screen": The impact of the COVID-19 pandemic on the clinical practice of drama therapy](#)
The Arts in psychotherapy 79, 2022

We hypothesize that practitioners who were able to channel the discipline's creative ethos and recognize that online drama therapy presents a qualitatively different phenomenon (vis-a-vis in-person practice) were best able to experience the fluency position. We speculate that "online drama therapy" may be different from "practicing drama therapy online," wondering whether it will develop into a new brand of drama therapy, as more and more practitioners and clients "migrate onto the screen".

Advances for future working following an online dramatherapy group for adults with intellectual disabilities and mental ill health during the COVID-19 pandemic: A service evaluation for Cumbria, Northumberland Tyne and Wear NHS Foundation Trust.
British Journal of Learning Disabilities, 2022
Online dramatherapy groups can be a beneficial alternative when face to face groups are not possible or challenging to attend due to access difficulties. Online groups can offer opportunities to meet with peers, build relationships, improve confidence and learn new skills in technology. Accessible summary: Groups delivered online, using the internet, are an option for people with an intellectual disability when attending a group in the community is not possible.Online dramatherapy groups can provide people an opportunity to share stories and experiences through creative means.Friendships can be established through facilitated online group platforms.Online groups introduce people to technology and opportunities to learn digital skills that can be used outside the group.

Digital integrated dramatherapy: A feasibility study in women undergoing assisted reproductive technology
Frontiers in Psychology 13, 2022
A total of 22 women participated in the same intervention in three groups. Participants assessed the feasibility and utility of the

method, both in the synchronous and asynchronous phases. The group had a fundamental role: the participants were supportive, and therapeutic benefits were due to strengthening and resilience obtained through a dialogue with other women. Using metaphors, the participants could move from the narration of the Assisted Reproductive Technology pathway to creative and corporeal expression.

A Pilot Remote Drama Therapy Program Using the Co-active Therapeutic Theater Model in People with Serious Mental Illness
Community Mental Health Journal 58(8), 2022
A focus group was conducted 1 week after the performance. Six participants completed the program and crafted a public performance themed around hope. No significant differences were identified in the quantitative measures. Five themes were identified in the post-performance focus group. Drama therapy presents an opportunity for individuals with serious mental illness to process and share their journeys with their diagnoses and re-create a healthy sense of self with increased community awareness.

Diversity and inclusion

Giving voice: Dramatherapists with disabilities & illnesses
Dramatherapy 44(1), 2023
Welcome to this special edition of Dramatherapy: 'Giving Voice: Dramatherapists with Disabilities & Illnesses'. As co-editors, we both identify as having visible and non-visible disabilities, and so joined forces in the creation of this issue. Our original aim was to raise awareness, connect, explore and consider challenges, share insight and give voice to dramatherapists and health professionals who live with disability and/or illness.

[Practicing in an expanded paradigm: Case examples and ethical anchors for creative arts therapists working in community-based social justice contexts](#) Abstract only*
The Arts in Psychotherapy 80, 2022
This article builds on the body of knowledge that calls for an expansion of the frame of creative arts therapy practice beyond and outside the paradigms of conventional psychotherapy.

[Care work and social justice in creative arts therapy: Putting queer performance theory and disability justice in conversation with drama therapy](#) Abstract only*
The Arts in Psychotherapy, 2022
Highlights
- Situating drama therapy theory and practice in a social justice framework.
- Putting disability justice in conversation with drama therapy.
- Putting queer performance theory in conversation with drama therapy.
- Exploring clinical and non-clinical experiences of using drama therapy with LGBTQIA2S+ populations via autoethnography.

["Raising the curtain on the equality theatre": a study of recruitment to first healthcare job post-qualification in the UK National Health Service](#)
Human Resources for Health 20, 2022
The Healthcare Workforce Equity + Diversity Lens we have developed can help to 'raise the curtain on the equality theatre' and inform more inclusive approaches to recruitment such as contextualised recruitment or effective allyship between employers and universities.

Education and curriculum

[Then is now: The necessity of exploring cultural context and intergenerational cultural trauma in dramatherapeutic training](#)
Dramatherapy, 2023
This article explores how discomfort elicited by racial and ethnic focus can lead to avoidance, diminishing the dramatherapist's ability to understand clients' lived experience. It also pinpoints colour-blind racial ideology's negative impact, alongside the limitations of intellectual understanding alone when engaging with cultural realities. Consequently, this article promotes experiential exploration of cultural context in dramatherapy training. It supports incorporation of Powell's Embodied Multicultural Assessment model, with additional ICT focus, as this could prove invaluable to trainees' professional development.

[Tele-Drama Therapy with Community-Dwelling Older Adults: A Field Training Project](#)
Clinical Gerontologist 46(3), 2023
Three themes emerged: the role of drama therapy methods in the therapeutic process, attitudes toward psychotherapy for older adults, and the phone as a therapeutic setting. These themes coalesced into a triangular model associating dramatherapy, tele-psychotherapy and psychotherapy with the older population. A number of obstacles were identified.

[Evaluating a specialist education programme for nurses and allied health professionals working in older people care: A qualitative analysis of motivations and impact](#)
Nurse Education Today 97, 2021
Understanding the motivations to undertake a specialist gerontological programme and the impacts on practitioners and older people care and services will help inform the continuing

professional development agenda for nurses and allied health professionals working in this field of practice.

Leadership, coaching and supervision

Inequitable barriers and opportunities for leadership and professional development, identified by early-career to mid-career allied health professionals Abstract only*
BMJ Leader 8(3), 2024
Thematic analysis (TA) generated four themes, including the barriers and opportunities for AHP leadership development and career progression. Further TA identified three overarching themes: equitable and interprofessional leadership development; an equitable and structured AHP career pathway; and having AHP leaders at a strategical and/or very senior level. These overarching themes were subsumed under the umbrella category: equity of opportunity and voice. The AHPs, who were interviewed, reported inequitable access to both career and leadership development, compared with other professions, such as nurses, doctors and pharmacists.

Playing the role of supervisor: Reflections on supervision
Dramatherapy 43(1-3), 2023
What does a supervisor do? What makes for good supervision? Is one a supervisor, or is it a role one steps into, that once embodied allows you to gather and hold insights plain-old-you don't have access to? This article, in the form of a case study, uses self-reflection and interviews with supervisees to explore these questions.

The importance of the supervisory relationship during adverse and unprecedented times
Dramatherapy 43(1-3), 2023
An exploration of working from a position of perceived disempowerment and the challenges of overcoming barriers in an increasingly unsteady socio-political landscape is presented. Vignettes and images of the lived experiences of the supervisor and supervisee are provided, alongside the main body of content, highlighting the importance of the supervisory relationship. Supervision, and the consistency of its practice in this instance, is shown to enable the exploration of the client world and 'meaning making' despite the global pandemic crisis. It is demonstrated that through effective stability within the supervisory relationship, supervisees' can be empowered to continue providing therapeutically sound services for clients through times of national crisis. Supervision is now, more than ever, needed to support therapists in this brash, destructive, uncertain world.

Wade in the waters! A critical reflection of supervision: The perspective of a Dramatherapist of African Caribbean decent
Dramatherapy 43(1-3), 2023
However, if I was going to help the many students, supervisees and clients; particularly from African and African Caribbean heritage to gain a sense of identity and perspective in relation to their own negative experiences within institutions, then I was going to have to decide to use this opportunity to give voice to the challenges I encountered. With the support of my own Clinical supervisor and the lecturers on the Diploma in African Centred Psychology and African Psychotherapeutic Practice, I took courage as I began to tell my side of my story from being trained, practicing and becoming a Clinical Supervisor.

Role progression and development

Client experiences of drama therapy: A systematic review and qualitative meta-analysis Full text available with NHS OpenAthens account*
Qualitative Psychology, 2024

The results indicated that clients perceived drama therapy to be supportive to work on personal challenges and to strengthen communal relationships. Particularly, symbolic, creative, and playful experiences were deemed as supportive, although studies also indicated that some clients perceived them as difficult or obstructive in therapy. Overall, these results add to the growing literature identifying a positive perception of drama therapy while highlighting areas for improvement in its implementation.

Translucence and non-visible disability: The development of a disabled dramatherapist
Dramatherapy 44(1), 2023
This article explores how having two non-visible disabilities, Optic Disc Coloboma and Addison's Disease, has contributed to my development as a dramatherapist. I consider how disability led to me linking health and the arts, how my identity and therapeutic practice has developed alongside expectations, knowledge and consequences of disability. I reflect on how the translucence of my disabilities, where little is certain, developed my understanding of self and therapy. I then discuss how the specifics of my disability have led to an engagement with the effects of the hormone cortisol when considering the therapist-client relationship. Finally, I consider possible benefits of making non-visible disabilities more visible.

Research trends in drama therapy: a bibliometric analysis based on Scopus
Frontiers in Psychology 14, 2023
The work of the pioneers of drama therapy continues to be actively cited, influencing the development of drama therapy. Today's leading researchers are increasingly engaging in collaborative research, working across disciplines and contributing to scientific progress. The hot topic of research is older adults and mental health. The diversity of terminology and the large volume of unpublished research point to the need for consolidation. Altmetric analysis would optimize the use of scientific information, promoting innovative research.

Effectiveness of drama-based therapies on mental health outcomes: A systematic review and meta-analysis of controlled studies Full text available with NHS OpenAthens account*
Psychology of Aesthetics, Creativity, and the Arts, 2023
These drama-based therapies are used for mental health treatment across a range of clients and in various healthcare settings. The aims of this systematic review and meta-analysis were to (a) aggregate and synthesize the evidence on drama-based therapies, (b) assess the strength of the effects of drama-based therapies on mental health outcomes, and (c) examine which outcome, study, sample, or intervention characteristics moderated the strength of the effect on the outcomes. Inclusion criteria were randomized control trials and clinical control trials, mental health outcomes, and therapy interventions.

"Migrated onto the Screen": The impact of the COVID-19 pandemic on the clinical practice of drama therapy
The Arts in Psychotherapy 79, 2022
We speculate that "online drama therapy" may be different from "practicing drama therapy online," wondering whether it will develop into a new brand of drama therapy, as more and more practitioners and clients "migrate onto the screen".

Drama therapy and the treatment of eating disorders: Advancing towards clinical guidelines
The Arts in Psychotherapy 80, 2022
Highlights
- Embodiment for ED treatment comes with special considerations for practitioners.
- EDs should be contextualized in terms of an individual's intersecting identities.

- DTs are part of a collaborative team and translating their work is essential to comprehensive care.

[Enablers and barriers to progressing a clinical academic career in nursing, midwifery and allied health professions: A cross-sectional survey](#)
Journal of Clinical Nursing 31(3-4), 2022
Lack of a clear model of career progression, at national and local level, and barriers to creating joint posts impacts on capacity of clinical academics to strengthen integration of research with practice.

[The Significance of Understanding Body Language in Depressed Patients within the Context of Creative Psychopharmacotherapy](#)
Psychiatria Danubina 33, 2021
It is important to point out the importance of other alternative approaches in the treatment of depression when standard psychopharmacotherapy is not enough. Body language is a powerful form of non-verbal communication that provides important traces of intentions, emotions, and motivations in other people.

[A qualitative study exploring experiences and challenges of combining clinical academic training with family life](#)
BMC Medical Education 21, 2021
Although people manage to find ways to successfully combine clinical academic roles with family life, findings highlight a need to identify ways of supporting and encouraging trainees with caring responsibilities to ensure that they remain on the clinical academic pathway.

Secondary and tertiary care

[The Development and Application of Drama-Combined Nursing Educational Content for Cancer Care](#)
International Journal of Environmental Research and Public Health 18(8), 2021
Using drama in nursing education for cancer patients provided an opportunity for students to imagine the clinical experiences of cancer patients, helping them to understand patients' points of view and reflect on their self-images as future nurses.

[Drama Therapy in the Context of Psychiatric Care](#) Full text available with NHS OpenAthens account*
Arts Therapies in Psychiatric Rehabilitation, 2021
In acute psychiatry, drama therapy may complement allopathic treatments, providing improvements in self-esteem and self-efficacy, distraction and relief from concerns and negative thoughts, insight, and social connection. In outpatient care, drama therapy increases social interaction, facilitates emotional regulation, and offers a means of rehearsing interpersonal skills.

Workforce perspectives and mental health

[Learning, living and working with dyspraxia and ADHD: A neurodiverse dramatherapist's comment on the formal education system](#) Abstract only*
Dramatherapy 44(1), 2023
To further support the case for educational restructuring, trauma-informed research is used to highlight flaws in the United Kingdom's mainstream education system that parallels the gaps that neurodiverse learners fall through. This article uses an autoethnographic lens to look at the problems within these structures and how they impact both learners and employees, from children to adults. The Sesame Approach to Drama and Movement Therapy (DMT-Sesame) is considered as a comparative structure, which focuses on the body, creative freedom, exploration, authenticity, and individuality, and could accentuate the quality of many neurodiverse traits. DMT-Sesame

could therefore inspire the changes that ought to be made to formal educational structures, whereby learning environments are accessible to every individual and enable self-discoveries that support successful development.

Waving and drowning: The gradations of therapist fitness to practise Abstract only*
Dramatherapy 44(1), 2023
If therapists become ill or experience trauma while practising, in the form of vicarious traumatisation, triggering of early trauma or current personal life trauma: how do we assess whether we are fit to practise? The article aims to address how to obtain advice and support and the longer term impact of gradations to practice. Do we find ourselves in pursuit of self-care practising more defensively, in greater depth, with different tipping points when mortality and vulnerability are highlighted through illness and Dis/ability?

Thriving with chronic pain: A newly qualified Dramatherapist's journey towards learning their body's language Abstract only*
Dramatherapy 44(1), 2023
An analysis of how society has impacted the authors relationship of their body that is affected by chronic pain will take place, as well as unpacking their experiences of having chronic pain and endometriosis. Chronic pain has been a constant within the authors adult life. This pain and societies attitudes toward disability informed a belief that becoming a Dramatherapist was not an achievable ambition. The author will delineate the steps taken, challenges overcome and drastic shifts in thinking that took place before training, during and once qualified. Through this Autoethnographic exploration of the authors lived experiences, they discovered the essential pillars of turning surviving into thriving were community, connection, education and self-advocacy.

Evaluating the effectiveness of resilience-building training within the national health service in the UK Full text available with NHS OpenAthens account*
BMC Medical Education 17(6), 2022
The developers used knowledge and expertise in both the fields of psychology and drama-based learning to promote comprehension, retention and a capacity for using and conveying these strategies to other health-care workers.

H.E.R.O. Unmasking: A mixed methods pilot study to explore the impact of a tele-drama therapy protocol on frontline healthcare workers during COVID-19 Abstract only*
Drama Therapy Review 8(2), 2022
H.E.R.O. (Helping Essential workers Reclaim roles Online) Unmasking was a virtual drama therapy protocol designed to support frontline healthcare workers (re)connect to part of their humanity overshadowed by the role of the Healthcare Hero during the COVID-19 pandemic.

Joining the workforce during the COVID-19 pandemic: views of Allied Health Profession students
Journal of Interprofessional Care 36(5), 2022
Content analysis regarding students' anticipations, fears, and support needs identified the following themes: professional identity and growth; opportunities for improvement; preparedness for transition from university to the workplace, the workplace environment; COVID-19; support from lecturers; daily support within the workplace and innovative methods of support.

Wellbeing and coping of UK nurses, midwives and allied health professionals during COVID-19-a cross-sectional study
PLoS One 17(9), 2022
This paper compares cross-sectional data on quality of working life, wellbeing, coping and burnout of nurses, midwives and

AHPs in the United Kingdom (UK) at two time points during the COVID-19 pandemic.

Competency Frameworks

[The standards of proficiency for arts therapists](#)
Health & Care Professions Council, 2023
These standards set out safe and effective practice in the professions we regulate. They are the threshold standards we consider necessary to protect members of the public.

*Help accessing articles or papers

Where a report/ journal article or resource is freely available the link has been provided. If an NHS OpenAthens account is required this has been indicated. It has also been highlighted if only the abstract is available. If you do not have an OpenAthens account you can [self-register here](#).

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