Hannes Krall (Ed.)

FEPTO Research Committee Meeting

Research for a magic profession?
Scientific reasoning in psychodrama training and practice

4th – 7th of October, 2018
University of Leipzig, Germany

Organizing Committee
Anett Richter-Nowak
Uwe Nowak, & Katja Kolmorgen,
Psychodrama Institute Surplus, Leipzig, Germany

Johannes Krall
FEPTO Research Committee
Alpen-Adria University of Klagenfurt
FEPTO RC Meeting:

Research for a magic profession?
Scientific reasoning in psychodrama training and practice

Johannes Krall
University of Klagenfurt, Austria

Psychodrama is magic. This statement would quickly find consensus in a community of psychodramatists. And it is true, all psychodramatists can tell stories about magic moments in their professional work or in their own experience as a protagonist on stage. We love psychodrama, because we have experienced its playfulness of spontaneous and creative action.

However, a professional community is more than a group of “believers” and “followers”. We need to challenge our experience from a systematic point of view, which includes scientific work and empirical research. Since psychodramatists are used to change roles and perspectives, we can take the role of those, who want to know more about the specific potentials and limits of our method and who want to further develop psychodrama instead of getting stuck in a conserve. Systematic inquiry and research enable us to take a meta-perspective and to understand better the change processes and positive and negative effects of our work.

Developing the role as a practitioner researcher and fostering a research culture as part of our training and practice is still a task to focus on for the future. Therefore, “Scientific reasoning in psychodrama training and practice” was the topic of our Research Committee Meeting. And yes, we need further research for our magic profession.

The FEPTO RC Meeting and the following report cover a wide range of different topics in the field of psychodrama practice, training and (group) psychotherapy research. On behalf of all participants, I want to express my gratitude to the Surplus training institute and the LOC for the invitation to come to Leipzig and for the excellent organisation of this meeting. It was a pleasure to share our research work, to learn from each other and to enjoy social events together.

Johannes Krall
Chair of FEPTO RC

Welcome to Leipzig!
A warm up to the group and the work...

Anett Richter-Nowak,
Uwe Nowak, &
Katja Kolmorgen

We were excited to welcome our colleagues - and so we started by everyone saying a “warm welcome” in her/his own language or slang to the group.
“It’s nice for me to meet you”, that’s what we’re used to telling each other – but what about saying that it is nice for you to have me in this group instead? We had fun with this, especially telling this to people we don’t know so well yet.

We love psychodrama, and work for its appreciation in the world; maybe in a few years this great method might win the Nobel-prize?! So let’s arrange into small groups and bring this idea onto the stage! We had touching laudations there – and after that we were ready to start working together.

Psychodrama Institute Surplus, Leipzig

Anett Richter-Nowak, & Uwe Nowak

The Institute was founded in 2002 and is being led by Anett Richter-Nowak and Uwe Nowak. After their Training for “Psychodrama-Leader” at the Swedish Moreno Institute with Ruuda Palmquist, Kerstin Jurdell and Leif Dag Blomkvist they both worked for several years with groups. From 1996 up to 2001 they attended several training courses, especially with Zerka Moreno in the US.

In 1999 they initiated a high-profile psychodrama conference, including workshop leaders from Germany, Sweden and the US and as their guest of honour Zerka Moreno.

In 2002 the Institute organised the second such conference on the occasion of their foundation.

One reason for the start-up of the Institute was the lack of training possibilities in psychodrama in the East-German Region. The other was that in differentiating from the existing West-German Institutes through our psychodramatic socialisation at the Swedish Moreno Institute a further reaching (as not simply fixed on therapy) perspec-
tive was available. This perspective forms the basis for developing a new training concept, which complied with the standards of the European Federation for Psychodrama Training Organisation. Since April 2013 we are an accredited member of FEPTO.

In 2003 the first training group (basic level) started. Since then five basic training groups and four advanced training groups have finished; 43 psychodrama-leaders got their certificates.

Right now, at our institute there are two training groups for Supervision and Coaching; the first training group for “psychodrama practitioner in the field of justice” just wrapped up and so did the first training group “PD with children”. The next basic level group starts in January and the advanced training group will conclude next November.

www.pdi-leipzig.de

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**Deutscher Fachverband für Psychodrama**

*Konrad Schnabel (presenter) & Frank Sielecki*

**International Psychoanalytic University (IPU) Berlin, DFP, Germany**

The DFP (Deutscher Fachverband für Psychodrama) is...

- ... an accrediting organization for psychodrama training institutes in Germany. One of the main tasks is the development and maintenance of psychodrama training standards.
- ... represent the professional, technical and political interests of psychodramatists in Germany. ...
- engages in networking among psychodramatists, training institutes and PD organizations (like FEPTO) and other methods in Germany and international.
- ... promotes the development and promotion of psychodrama and engages in research and the publishing of books.
- ... works on this tasks in cooperation with the accredited institutes for psychodrama training.

The DFP was founded 1994 in some difficult times while a law to regulate psychotherapy in Germany was in preparation. At that time the predecessor of the DFP was for different reasons not able to represent psychodrama on a political stage.

It was a strong fight to keep psychodrama among the scientifically accepted methods, and we succeeded at least in keeping it among the 8 methods seriously in discussion. But in the end only psychoanalysis and behavior therapy won.

A large group of members founded consequently the DFP as inner part of the section, with a construction that was legally problematic and was not appreciated by all
members, because the concentration and engagement in the political reorganization of the psychotherapeutical field caused a neglecting of other fields.

The members of the DFP show a wide spread of professions. The largest subgroups are: psychologists, social worker, medical doctors, teachers, theologians, sociologists.

The fields of application are not only social and psychotherapy but also education (from Kindergarten to university), supervision, organizational development, theatre, mediation and conflict management, spiritual development and more.

The DFP is organizing several conferences. The last five conferences gave a lot of emphasis to sociometry and sociodrama. More information you can find on www.psychodrama-deutschland.de.

One main strategic goal is to get more of the psychodramatists as DFP-members. There are about 5000 psychodramatists in Germany, but only 275 are members at the moment. During its best times in the 80s this section PD hat about 470 members.

In 2018 the DFP started a campaign to get more and younger PD-Students as DFP members. Furthermore, in 2017 the DFP work on to implement Psychodrama in Universities of applied science as a didactic method. Here we search universities for collaboration. In 2016 the DFP started a research cooperation with Prof. Dr. Schnabel / IPU Berlin. The first fruits of his work you have seen in this meeting in Leipzig.

E-mail: info@psychodrama-deutschland.de Website: http://www.psychodrama-deutschland.de

Konrad Schnabel, Prof. Dr., International Psychoanalytic Unviersity (IPU) Berlin. Professor of personality psychology and psychological diagnostics. Psychodrama therapist. Research interests focus on spontaneous behavior, implicit cognition, and evaluation of action-oriented interventions.

Sielecki Frank, Dr. phil., head of of supervision in one regional government from NRW, qualified psychodramatist, psychodrama-trainer und supervisor for the Szenen-Institut; Cologne; private praxis in Bochum; Research interest: Influence and significance of Psychodrama in the 20th and 21st century; president of the DFP, German professional association of psychodrama.

### Psychodrama in formal education

**Mirjana Jovanovska Stojanovska**

MIT University, Macedonia

The beginnings of Psychodrama in Macedonia were in 1990. During all these 28 years, psychodrama education has remained at the level of informal education. Also, for many years, Psychodrama has never been explored in any direction.
The first researches of the psychodrama in Macedonia started 2012 for a master's and PhD thesis about The Impact of the Education of Psychotherapy to the Personality of the trainees.

Also in the same time in the training groups of Amigdala, the trainers together with the students are working on a pilot project:
exploring the educational process and its impact on the students. This research was taken as an integral part of Psychodrama education.

This year for the first time in Macedonia, the study of the Psychodrama will be part of the formal education. At the Clinical Psychology and Psychological Counseling Master's programme as an elective course will be: Fundamentals of Psychodrama Psychotherapy.

Students will acquire and develop fundamental knowledge of skills in Psychodrama psychotherapy and become familiar with prevailing research methods in the field of Psychodrama.

**Contents of the course program:** The program provides the graduates with the knowledge, skills, and the ethics relevant for the psychodrama field.

Learn how to treat and prevent psychological problems and: anxiety disorders, post-traumatic stress disorder, depression, and grieving problems using Psychodrama. Acquire fundamental knowledge and skills in Psychodrama and become familiar with the research methods.

**Objective of the programme:** This programme will enable students to develop into an academic professional who will practice Psychodrama. Students have broad knowledge of contemporary scientific theory and instruments as well as skills related to prevention, psychotherapeutic treatment and policy formation in the area of psychological aspects of health, illness and psychopathology.

Students will be familiar with research methods in Psychodrama and can implement that knowledge to practice.

Students will learn to make an independent contribution to problem analyses, diagnosis and psychotherapeutic treatment of psychological problems and disorders using Psychodrama tools. Students will work towards becoming a scientist-practitioner, applying knowledge of Psychodrama and critical scientific thinking in concrete situations of mental health and illness.

*Mirjana Jovanovska Stojanovska, PhD in Psychology. She is an assistant professor at the faculty of psychology- MIT University, Skopje. She is the founder, senior trainer and supervisor in the school for Psychodrama training "Amigdala". She is Gestalt therapist (EAGT certified) and certified supervisor by The Gestalt Center London. She is also individual member of EAP. She is a supervisor in several school for psychotherapy in Macedonia. She runs a privat office for psychotherapy, counseling and psychodiagnostic. Her research interest includes studying the educational process and the outcomes of psychotherapy.*
As psychodramatists, our aim is that Psychodramatherapy remains or becomes a recognized method of Psychotherapy. Yet, most probably only those psychotherapy methods will be scientifically recognized in the future that develop approaches with which they can work disorder-specific in individual settings. Therapeutic interventions have to be based on a systematic theory. The speaker will demonstrate the disorder-specific approach in clients with depression by the example of the four step psychodramatic dialogue with role reversal in the individual setting.

Current trends in (group) psychotherapy research – relevant for psychodrama?

**Bernhard Strauß**

Universitätsklinikum Jena, Germany

**Professor Bernhard Strauss of Medical Psychology and Psychotherapy, Friedrich-Schiller-University, Jena, Germany and Head of the Institute of Psychotherapy Medicine and Psychotherapy, University Hospital**

*Bernhard Michael Strauss* is currently Full Professor of Medical Psychology and Psychotherapy at the Friedrich-Schiller-University, Jena, Germany and head of the Institute of Psychosocial Medicine and Psychotherapy at the University Hospital. He completed his training in psychology at the University of Constance (Southern Germany), and his doctorate at the University of Hamburg. Following a five year position at the Psychiatric Hospital of Hamburg University (Department of Sex Research), he worked as an Associate Professor at the University Hospital at Kiel (Department of Psychosomatic Medicine and Psychotherapy) between 1986 and 1996. During this time he completed his psychotherapeutic training as a psychoanalyst with additional special trainings in group psychotherapy as well as sex therapy.

As the head of the Institute at Jena University, he was/is involved in research projects from the fields of psychotherapy research, psychooncology, prevention, medical and psychotherapeutic education, health psychology etc. Bernhard Strauss was a member of the Executive Committee of the German Society for Sex Research; he is past president of the German College of Psychosomatic Medicine and
Psychodrama and wise interventions: A pilot study and research plan

Konrad Schnabel

International Psychoanalytic University (IPU) Berlin, Germany

Wise interventions focus on improving self-control of human behaviour by the use of efficient self-reinforcing processes that help to overcome dysfunctional reactions (e.g., Walton, 2014). This research project explores variants of wise interventions that are directly linked to action-oriented behaviours and that are based on psychodrama theory and practice. A current pilot study uses new psychodramatic variants of established self-affirmation interventions that were previously shown to have positive effects especially in minority groups (Cohen et al., 2009). Participants are recruited from different groups of refugees in Germany as well as from volunteers who work with refugees. Supported by a trained psychodrama therapist, participants bring on stage short scenes that show how their personal values can foster their personal growth. The pilot study aims at developing generic interventions that may be employed in diverse occupational and clinical domains.

Konrad Schnabel, Prof. Dr., International Psychoanalytic University (IPU) Berlin. Professor of personality psychology and psychological diagnostics. Psychodrama therapist. Research interests focus on spontaneous behavior, implicit cognition, and evaluation of action-oriented interventions.
Effectiveness research of trauma stabilisation and learning in the EBTS-Project

Reijo Kauppila

Helsinki Psychodrama Institute, Finland

EBTS Evidence Based Trauma Stabilisation training and programme are created and implemented in the EBTS-project funded by Erasmus+ Adult Education. The EBTS-Training and -Programme support the integration of refugee, asylum seeking and immigrant families, and widen competencies of professionals, who work with these families. Both training and programme are based on trauma theories and using playing in stabilisation. The EBTS-project started in September 2017 and it lasts two years.

In this presentation the focus is on learning research, and effectiveness research of the EBTS-Programme will be discussed shortly, too.

Effectiveness of Learning in EBTS-Trainings

Research of learning is connected to the EBTS-Training, in which 38 professionals working with refugee, asylum seeking and immigrant families were trained in Spring 2018 to conduct the EBTS-Programme in Germany, Finland and Bulgaria.

Research task / problem / question:
how using experiential learning based on psychodrama methods impacts learning of participants both qualitatively and quantitatively (2 sub questions):
• How using action methods based on psychodrama and sociometry can be recognised in experiences of learners?
• How learning on the group level can be recognised in experiences of learners?

There are three instruments: Personal Goals for Learning (PGL) and Helpful Aspects for Learning (HAL), which are developed from instruments for psychotherapy research (PQ and HAT by Robert Elliot). The third instrument is a focus-group discussion, in which learners are participants.

Data collection: PGL was filled in in the beginning of each training seminar. HAL was filled in the end of each seminar. The focus-group is in the end of each seminar. The number of data:
• PGL: about 300 defined goals
• HAL: about 100 defined helping aspects for learning
• Focus groups: 6 videotaped session à 15-30 minutes.

Data analysis is partly abductive based on preformulation of Morenian learnig model / theory, and its main concepts. The analysis is both quantitative and qualitative, and the main focus is on qualitative content analysis. One specific interesting perspective in interpretation is, how these are connected to Morenian learning and learning in the group and on group level.

The analysis and interpretation of data will be completed till the end of 2018, and the research report will be ready in early Spring 2019.

Contact person: Reijo Kauppila (reijo@traumastabilization.eu and mobile +358 44 599 3377)

The Effectiveness Research of the EBTS-Programme

Research of trauma stabilisation is connected to the EBTS-Programme, which is conducted by trained EBTS-Leaders, who are professionals working with asylum
seeking, refugee and immigrant families in Bulgaria, Germany and Finland. The research design, instruments and the present status of the effectiveness research of EBTS-Programme is shortly presented. Data collection for this research will continue till March 2019, and the research report will be ready till Summer 2019.

Contact person: Milena Mutafchieva (milena@traumastabilization.eu and mobile +359 888 266 377)

Reijo Kauppila, Psychodramatrainer TEP, M.Ed. (Adult Education), Coach ACC, FEPTO Chair of Training Committee. Reijo Kauppila is the director and the main trainer in Helsinki Psychodrama Institute in Finland, and he gives seminars in the use of psychodrama in organizations, coaching and organizational counselling in other European countries, too. He is Chair of Training in FEPTO Council, and vice-president of Nordic Board of Examiners. Special interests in psychodrama: Training: Extremely interested in adult learning and development. Reijo’s two main interests in psychodrama training are a) to research and develop the pedagogical and educational competences of trainers and training institutes, and b) to concretize, what makes learning in and by psychodrama so special.

Wilhelm Wundt (1832–1920) Exhibition: Founder of modern Psychology
The psychodramatic therapy and the theme of death in cancer patients

Ivan Fossati

University of Milan, Italy

Psychological support to cancer patients is essential to contain the sufferance that arises and often persists beyond treatment success. Group psychotherapy has proved to be effective in reducing psychological sufferance of cancer patients; only few studies investigated psychodramatic psychotherapy. This approach is particularly suitable to address difficult-to-explore issues such as death.

The aim of this paper is to explore how the theme of death emerges during group sessions of psychodramatic psychotherapy with cancer patients. To this end, 73 randomly selected sessions’ transcripts were analyzed within inductive thematic analysis approach. Sessions were conducted, from 2011 to 2017, in a North Italian Hospital.

The theme of death was addressed in most of the sessions (89%); death was most of the times spontaneously introduced by the group participants (85%).

Four themes related to death were identified: the Death of significant others, the Image of one’s own death, the Mortality of the human being and the Role of the disease in the redefinition of life/death.

Data from this qualitative study suggested that cancer patients need to talk about death. The psychodramatic approach may play a role in facilitating cancer patients expressing their thoughts and emotions about death. Death could represent not only the content of the discourse but also a therapeutic mean able to foster a change.

Ivan Fossati, Clinical psychologist and psychotherapist at S. Paolo Hospital, University of Milan. Psychodrama trainer at Studio di Psicodramma of Giovanni Boria in Milan. Member and Past President of AIPsiM, Italian Association of Morenian Psychodramatists. From 2004 I worked with cancer patients in S. Paolo Hospital.
Play and seriousness
- to express oneself and what one thinks or feels through creative and spontaneous action in a creative process

Siri Skar

Moreno Institute Oslo, Norway

A master thesis on how work in a group of psychodrama and other creative expressions can act as an input to personal development work and contribute to aesthetic experiences for people in drug treatment.

The thesis describes a single case study where the use of psychodrama and other creative forms of expression among a group of people in drug treatment is investigated. The starting point for the study was to find out more about how psychodrama and other creative forms can supplement personal development for people who may be challenged to express their own thoughts and feelings verbally. The research question was: How do people in drug treatment describe participation in a group that uses psychodrama and other creative forms of expression, and how can these experiences contribute to aesthetic experiences? The purpose of the survey was to investigate participant experience and how work in such a group can contribute to aesthetic experiences.

Some significance dimensions are proposed for the participants based on the participants' subjective descriptions, and by discussing theory. Central theories are John Dewey and his theory of aesthetic experience and Jacob Levy Moreno, with particular emphasis on spontaneity theory. Artistic mediation is described in connection with the aesthetic experience. The study uses a qualitative method with an exploratory and flexible research design drawing on art-based research. The survey is based on social science and art research, where participatory observation, questionnaires and indepth-qualitative individual interviews are used. Eclectic analysis is used and presentation of empirical data and discussion takes the form of a polyphonic conversation, where the intention is to ensure that both the breadth and the depth of empirical material are accounted for. Empirical data and discussion are presented through two levels: the group level and the individual level, with a main emphasis at the individual level, where participants describe events and experiences from the group that they found to be positive and/or significant to them. It also draws a perspective from two participants who were not so positive. This case study shows that the use of psychodrama and other creative forms of expression in a group creates an opening for a different social space, which provides room for aesthetic experiences for some of the participants. This suggests that social-aesthetic experiences here generate artistic mediation that promotes spontaneity and collaboration. Through such experiences, meaningful change movements can be initiated that bring people in drug treatment forward with increased courage, openness, self-esteem and self-confidence on their way to stepping up a drug-free path for themselves. It may be a contribution and supplement along with drug treatment to find the verbal language of thoughts and feelings, but further research is needed to say something more about possible contexts, meaning and effect.

Siri Skar is a Psychodrama Psychotherapist (7 years part time at the Moreno Institute in Oslo) and a lecturer in drama. She has a Masters degree in drama & theatre studies from Oslo Metropolitan University, former Oslo University College in Norway that she finished May 2018. This master thesis will be the subject for her presentation. She is a board member of the Moreno Institute Oslo and is a part of the
Morenian Identity, Theory and Methodology  
3rd STEP 2018

Paola de Leonardis & Marco Greco

Centro Studi di Psicodramma Milano/Italy
Studio di Psicodramma Torino/ Italy/ Moreno Museum’ Association, Baden, Austria

Moving towards a common ground for theoretical and technical Psychodrama

1) Following our research survey on PD training organization and contents among the FEPTO Training Institutes (First Step 2014-2016), presented at the FEPTO General Meeting in Marathon (Greece 2016),
2) and after our second survey inside FEPTO on psychodrama international glossaries and on the most innovative items concerning contemporary Psychodrama (Second Step 2016-2018), presented at the RC meeting in Tallin (Estonia 2017),
3) our RC subgroup has developed two Conceptual Maps titled: Psychodrama Theoretical and Methological Specificity, and Psychodrama Integration with other Psychological and Educational Approaches, presented at the last General Meeting in Pravetz (Bulgaria, 2018).

During a Small Group in Pravetz the two Maps were more deeply discussed and it was proposed to evaluate the technical possibility of building online a sort of Wikipsychodrama, in order to offer to the whole PD community a tool for cooperating to build a theoretical and methodological shared platform.

Since then the two Maps have been completed and we need to enter in an operative phase.

- The large categories of the PD Specificity Map are: Specific philosophical principles (group referred, individual referred, cosmic); Theoretical basic assumptions (spontaneity-creativity theory, tele theory, role theory); Specific clinical elements (specific mental functions activated, specific elements for diagnosis, specific factors for change); Specific methodology (setting, techniques, fields of application).
- The subdivision of the PD Integration Map is: Philosophical theories; Psychological theories; Educational theories; Psychotherapeutic approaches.

In Leipzig we propose two moments for going on with our project:
- one moment during the Plenary Session, for presenting the two integrated Maps and possibly the Wikipsychodrama design (15-20 min.);
Research as part of psychodrama training

Johannes Krall

University of Klagenfurt, Austria

According to the constitution of FEPTO the main „focus is psychodrama training and research”. The Federation will work (…) to promote research and quality-evaluations of the method (FEPTO Constitution 1996, p. 2). Therefore, the question, which role has research in psychodrama training and practice goes to the heart of FEPTO as an organization.

The focus which is given to research in the constitution requires teaching a research informed practice. If we follow this path with a view on training, we have to think about necessary training standards for conducting psychodrama training. Basic objectives in dealing with research in psychodrama need to be part of the training (see results of RC work at the Annual Meeting in Pravetz):

- Reading and writing academic papers
• Basic knowledge in research design/ getting a good research questions
• Getting to know basic mixed methods approach/ quantitative and qualitative tools for psychotherapy/ learning processes
• Interviews and thematic analyses/ questionnaires for assessing the learning process
• Interpreting data/ drawing conclusions
• Searching/getting access to research literature
• Ethics in research

An integration of research contents in the Minimal Training Standards (MTS) for psychodrama training is needed in order to assure, that research doesn’t only depend on good will and the interest of individual trainers and training institutes, but it is seen as a fundamental part of training in psychodrama.

Krall Johannes, ao. Univ.-Prof. Dr., Alpen-Adria-University of Klagenfurt, Educational Sciences and Research; psychologist, counsellor, psychotherapist, supervisor; trainer for supervision at the Austrian Society of Groupdynamics and Grouptherapy and lecturer for psychodrama at the University of Innsbruck; President of FEPTO and co-chair of the FEPTO Research Committee. Key activities: Current research interest in psychodrama training, supervision and psychodrama practice. Several publications about psychodrama, supervision, violence, trauma of children and youth.

Case Study – Guidelines for a good practice

Galabina Tarashoeva

Psychodrama Center Orpheus, Bulgaria

“A psychotherapy case report is a piece of research that makes a contribution, however modest, to current psychological knowledge. Case study methodology is a set of principles for deriving clinically useful or socially relevant knowledge from the material of cases. Historically, case study research has been marginalized in psychology and been overshadowed by quantitative methods relying on group comparisons of scores on specific variables. Yet without a case based strategy of research it is not possible to derive meaningful principles on which to base everyday practice (Edwards, Dattilio & Bromley, 2004)”. 
This session started with short sociometry about the level of knowledge, practice and experience in working with case study of the participants in the meeting. Guidelines for writing and publishing an Evidence-Based Case Study from various forms of treatment that meet the American Psychological Association's criteria for Evidence-Based Practice (APA, 2006) as well as the Clinical Utility dimension in the Criteria for Evaluating Treatment Guidelines (APA, 2002) was presented. An information for the two models of methodological approaches for writing a scientifically valuable report on the case study was provided: Model 1: Hermeneutic enquiry into psychotherapy process and Model 2: Outcome evaluation. The suggestions of David Edwards for planning a psychotherapy case study and structuring a case report have been helpful for the participants in the discussion. The session ended with expressed wish for forming subgroup for case studies in the Research Committee.

Reference:

Galabina Tarashoeva, MD, psychiatrist, psychodrama therapist and psychodrama educator is the Director of Psychodrama Center Orpheus. She is a Member of the board of directors of the International Association for Group Psychotherapy and Group Processes. Founding member of the Federation of European Psychodrama Training Organization (FEPTO) and a member of its Research committee. She takes part in several international (EC) projects, applying psychodrama methods.

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The use of psychodrama in psychology students education

Krzysztof Ciepliński

John Paul II Catholic University of Lublin, Poland

Psychodrama is a method based on the human potential to play and experiential learning. The author will present the concept and results of the application of selected psychodrama techniques in psychology students academic education.

The research was conducted at the John Paul II Catholic University of Lublin, Poland, from October 2017 to June 2018. The participants were students of the fourth year of psychology. Qualification for the training and control groups was voluntary and randomized. 24-hour three-day training for three groups with 14 participants was prepared and conducted by a certified psychotherapist and psychodrama trainer.
The goals of the training were the following: 1) providing students with personal experiences and knowledge on typical short-term small group processes; 2) familiarizing them with the selected psychological methods and techniques used in groups; 3) developing their core professional competencies, like self-awareness, interpersonal communication and group cooperation.

The positive and negative emotions, self-esteem and the participants' own estimation of their interpersonal skills were controlled, using Polish versions of the following questionnaires: The Positive and Negative Affect Schedule (PANAS) D. Watson & A. Clark; The Rosenberg Self-Esteem Scale (SES) and ICQ-R40 D. Buhrmester, M.T. Wittenberg, T.H. Reis & W. Furman. Pre-, post- and follow-up tests were used. The Polish version of R. Elliott’s Helpful Aspects of Therapy (H.A.T.) questionnaire was used for analyzing the change process from the trainee’s perspective.

Studies have shown that participants demonstrated changes in their self-esteem level and emotional processes. The levels of positive and negative emotions, identified as a stage, as well as a feature, were changing during the training. Qualitative analysis has proved that participation in the training was connected with many helpful personal events.

Krzysztof M. Ciepliński, PhD, is a psychologist, integrative psychotherapist, psychodrama therapist and trainer as well as researcher and lecturer at The John Paul II Catholic University of Lublin (Poland); He is a former Co-chair of the FEPTO Research Committee and current Vice President of FEPTO. He provides group, couple and individual psychotherapy. His research interests include psychodrama/experiential learning outcome and change process studies, integration of psychotherapy and positive psychology.

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**Spontaneity, Alexithymia, and Psychological Well-Being: a study with psoriasis patients**

*António-José Gonzalez & Paulo Martins*

ISPA Instituto Universitário, Portugal

The skin is the most extensive organ of the senses and has been considered as the mirror of the emotions, an organ of communication and perception, being through the skin that physical contact is obtained and the physical sensations and the emotions are transmitted. On the other hand, skin diseases are often stigmatized due to fear of contagion or even linked to prejudices of lack of personal hygiene, resulting in the
maintenance of physical distance in relation to those with these diseases. Among various skin diseases, psoriasis is an incurable disease of the skin that affects 1 to 3% of the world’s population, and in Portugal this disease affects about 250-300,000 individuals. Thus, the objective of our study was to study the differences related to the expressiveness and well-being of psoriasis patients and those of normalized individuals. A total of 175 subjects (Nfem = 109, Nmasc = 66), aged between 19 and 73 years (M = 39; SD = 13) participated in the study, in which 112 subjects (68 (61%) women and 44 (39% ) men are psoriasis patients and 63 are non-patients. To measure the constructs under study, the Toronto Alexithymia Scale (TAS-20), the Revised Spontaneity Assessment Inventory (SAI-R) and the Scale of Psychological Well-Being were used. The results showed that patients with psoriasis had higher values of alexithemia than the non-patient ones (Mpsoriasis = 49.43, SD = 4.46, Mnormalize = 42.65, SD = 4.25 p = .045). However, there are no differences between these groups regarding spontaneity (Mpsoriasis = 56.94, SD = 12.37, Mnon-patient = 58.9, SD = 11.12, p = .297). Regarding Psychological Wellbeing, psoriasis patients showed lower levels than the non-patient group (Mtotal = 75.58, SD = 13.379, MPSoriasis = 73.06, SD = 14.33, Mnon-patient = 80.05, SD = 10.15, p = .002 ). The results also show that, as alexithymia increases, spontaneity decreases (r = - 401, p≤.01). Finally, as the spontaneity increases psychological well-being in general, and more specifically in the environment domain (r = 0.477, p≤.01) personal growth (r = 0.427, p≤. 01) positive relationships with others (r = 0.454, p≤.01), objectives in life (r = 0.568, p≤.01) and the acceptance of self (r = 0.591, p≤.01), increase.

Assessing Spontaneity through SAI-R: reflections, criticisms and alternative suggestions

Paulo Martins & António-José Gonzalez

ISPA Instituto Universitário, Portugal

In a series of studies using the portuguese version of the SAI-R, the construct of spontaneity is correlated with other constructs related with mental and physical health. In this presentation we will address the advantages and disadvantages associated with the use of this instrument and try to suggest different forms to address the evaluation of spontaneity.
António-José Gonzalez is a PhD in Educational Psychology. He teaches in ISPA – University Institute in Lisbon, Portugal. He created and coordinates dISPArteatro, ISPA’s theatre group, where he teaches, acts, directs plays and interventions in several contexts: schools, hospitals, communities, etc. In 2017 a Playback Theatre group – Projecto Eco – emerged from dISPArteatro. Coordinator of the Post Graduation in Expressive Arts in ISPA, Psychodrama director, TEP and member of the board of the Portuguese Psychodrama Society (SPP). Member of the Research Committee of FEPTO (Federation of European Psychodrama Training Organizations).

Paulo Martins has a PhD in Human Kinetics with a specialization in Sport and Exercise Psychology from the Human Kinetics Faculty of the University of Lisbon. He has been a lecturer and a researcher for the university’s Department of Sport and Health since 2004 on the topic of sport pedagogy. His main research interest is personal and social responsibility and he published several research articles on the topic. He has an interest in arts and is an actor in Playback Theater - Eco Project and in the Improvisation Theater Group – Dispar Teatro.

Evaluation of the RC Meeting: strengths, weaknesses, challenges

Susanne Schulze
ÖAGG Austria

Dear colleagues,

let me give you a brief report of our „15 minutes silent evaluation“. To remember: I asked you to go in a sort of vernissage through the last two and a half days, beginning with the warming up, the Psychodrama Nobel prize on Thursday, the speeches from Krüger and Strauss, the playback performance, the presentations of the research projects - till now, Saturday evening.

I asked (1) you to pause for a moment, to have a good look inside yourself, then write your strongest moments on the Flipcharts. So you did, in a good spirit. All you wrote you can read further down. I think this is a useful way to document feedback, after a big workload in short time, with little energy. I really liked the experience with you, with the contents, the being together at dinner, the nightwalk and this beautiful town Leipzig, I haven´t known yet. One of the best tasks I´v ever had – given in the warming up from Anett, Uwe and Katja was: to explain to somebody you don´t know: why he/she is a lucky person because I am here. Thank you very much, see you, Susanne Schulze.

1) I only wanted to give us all a break, to have a pause, unfortunately I didn´t manage to take my time, to give you your time, guess I was a bit nervous. But psychodramatists are able to complete little faults.
Summary of the feedback:

With regards to the opening and warm-up:
Saying hello in all languages; Nobel prize!!! Leipzig Halle; Idea of nobel price – wonderful; Inspiring story;

Culture and feelings:
Positive energy; finding ANIMA; huge excitement; curiosity; warmth including welcoming; open eyes; Respect for beginners; wonderful creative people; GOOD; fantastic; inspiring - exciting; YES !; Where is Mari? Met Siri!!! Gorgeous talents and fun; inspiring, laughing, deepness; passionate lectures; sharing my dreams; numbers are friends; impressed; passionate lectures; human bond! I will never forget your meal orders; persistence; Thank you Ivan;

With regard to contents:
I felt exited to learn something new; I am very impressed of the diversity; interactive face to face; Single case research; Single case – a super approach; Mental functions activated by PD; High level of competence; Inspiration from Bernhard’s lecture; Serious, experimental and good; statistic energy! too much intellect; Looking at the problems form the other side; specification and integration; Strauss is not only waltz; B. Strauss – solid, inspiring;

Wishes/proposals for the future:
More movement; lectures interesting but too little interaction (except Krueger); one-way communication – I missed room for discussion; stop coffee-machine noise

Open questions:
What is research for and what are we searching where?
Psychodrama break through into institution;

Susanne Schulze, psychologist, psychotherapist and councillor, supervisor and coach, trainer at the Austrian Society of Groupdynamics and Grouptherapie for supervision and psychodrama counselling. Working in my own Praxis with teams, groups and individuals.
Invitation to the FEPTO RC Meeting at the....

University of Padova
28th of February - 3rd of March 2019

Ines Testoni & Francesca Alemanno (LOC)
University of Padova

Looking forward to meeting you in Padova,

Hannes Krall

Chair of FEPTO RC

Dr. Johannes Krall, ao. Univ.-Prof.
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Photo gallery: