FROM RESILIENCE TO WELLBEING-PROMOTING HEALTH THROUGH PSYCHODRAMA AND ACTION METHODS

28th of February - 3rd of March 2019

Palazzo del Capitanio, Piazza Capitaniato 3 Padova – Italia
FEPTO RC Meeting:
From Resilience to Wellbeing – Promoting Health through Psychodrama and Action Methods

Welcome to Padova
Ines Testoni, Francesca Alemanno & Johannes Krall

Sociodramatic warm-up
Jutta Fürst
University of Innsbruck, Austria

Psychodrama in Italy
Diana Botti
President of Aipsim, Italy

The intervention aims to retrace the history of the development of psychodrama in Italy, with all its outlines, with all its theoretical and practical extensions, both in its peculiar areas, problematic and applicative, and in its historical and scholastic epigones, including creations that always have a common denominator: Jacob Levy, "Moreno", in Hebrew "more anu", our master. A trace, therefore, of the historical development of the national psychodrama increased by the presence of J.L. Moreno in the first attempt to humanize the industrial context of Olivetti of Ivrea; by Zerka Toeman Moreno in torcere the Carignano of Turin for unusual theatrical uses; by Enzo Spaltro, prince of the group culture and of the playful "training for life"; by Ottavio Rosati and editorial courage in translating and introducing the sum of the fundamental principles of Morain and combining them, novel Magister Ludi, with play and theater; of Gianni Boria and of the methodical heroism in bringing back the psychodrama to the original bed; by Giulio Gasca and Maurizio Gasseau and their analytical audacity in demythologizing the in-
Resilience can be seen as an interactive and dynamic quality rather than a personal trait. Resilience is the result of individuals being able to interact with their environments and the processes that either promote wellbeing or protect them against the overwhelming influence of risk factors (Zautra, Hall & Murray 2010).

Psychodrama can contribute to resilience and wellbeing in many ways. First and foremost, it empowers people to self-direct their lives. Psychodrama starts from the resources and strengths, faces the burdens and challenges of people and helps to create new scenes of individuals and groups according to their abilities and needs. Moreno discovered the possibility to create these new scenes in the surplus reality of the psychodrama stage and he claimed: “Every true second time is the liberation from the first”.

Moreno had a focus on the individual as a spontaneous and creative actor, who can face, respond, adapt to or change adverse live events or circumstances. Even though he has not used the term resilience explicitly, his interest clearly was devoted to support people and groups in difficult situation and to help them to grow from their challenges to wellbeing in healthy environments.

Psychodrama is closer to a salutogenetic approach (Aaron Antonovsky) than a pathological categorization and treatment. Promoting salutogenesis is an aim of psychodrama, which helps to foster and to develop a “sense of coherence”, which is described by certain quality of life experiences:

- **Comprehensibility**: to understand what happens in life and what might happen in the future
- **Manageability**: a belief that things are manageable and within control
- **Meaningfulness**: a good purpose for what happens in life; it makes sense to care about life
The conference and FEPTO RC Meeting “From Resilience to Wellbeing – Promoting Health through Psychodrama and Action Methods” is co-organized by the University of Padova and the FEPTO Research committee. It is very encouraging to see, that every year more researchers and practitioners in psychodrama are getting involved in research activities and by that contributing to a common research culture in our professional field.

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; Former 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.

A decade of Psychodrama Research – Trends and Methodological Implications

Hod Orkibi

University of Haifa, Israel

Despite the wealth of literature describing clinical work, psychodrama intervention research is relatively limited compared to other psychotherapies. Therefore, an integrative systematic review was used, that combines publications with diverse methodologies and all types of participants, interventions, comparisons, and outcomes. The result is a comprehensive summary of psychodrama intervention research in the last decade (2007-2017). Trends will be reviewed and specific recommendations will be discussed to improve methodology, transparency, and specificity in reporting future psychodrama intervention research.

Link to the paper: https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0212575

Hod Orkibi, PhD is a certified psychodrama therapist, a tenured Senior Lecturer and a researcher at the School of Creative Arts Therapies, University of Haifa, Israel. Dr. Orkibi advises M.A. and Ph.D. students and serves as the Head of international programs and collaborations. Dr. Orkibi’s research areas include psychodrama therapy process and outcomes; drama, creativity, and wellbeing; arts-based community rehabilitation; self-control; and professional development. His work has been presented at international conferences and has been published in refereed journals. He is a researcher at the Emili Sagol Creative Arts Therapies Research Center and serves on the board of the international journals The Arts in Psychotherapy; Arts Therapies; and the Academic Journal of Creative Arts Therapies. Dr. Orkibi is also the Chair of the Israeli Higher Council for Creative Arts Therapies and an Executive Committee member of the Society for the Psychology of Aesthetics, Creativity, and the Arts - Division 10 of the American Psychological Association.
The application of the Clinical Ethnographic Narrative Interview in research on trauma recovery

Denise Saint Arnault
University of Michigan, USA

Interpersonal trauma impacts our memory, our relationships, and our fundamental selfhood. Trauma recovery is further challenged by internalized cultural rules that cause shame, distrust and self-silencing. The Multicultural Study of Trauma Recovery (MiS-tory) International interest group is working together to understand the interactions among culture and the trauma recovery process. This presentation shares the theory behind the development of the Clinical Ethnographic Narrative Interview (CENI), as well as theory about the value of this contained narrative experience as a safe and empowering research design.

Denise Saint Arnault is a professor of Nursing at University of Michigan. She has a master’s degree in Psychiatric and Mental Health Nursing and practiced as a therapist for over 25 years. She also has a doctorate degree in Medical Anthropology, and her research has focused on the cultural and social barriers to seeking help for women suffering from distress. She created a theory of culture and help-seeking, and also created the CENI as a way to help people explain how cultural and social factors affect their health and recovery. Her MiS-tory project aims to link researchers around the world understand culture trauma recovery.

When Death Enters the Theater of Psychodrama: Perspectives and Strategies of Psychodramatists

Ines Testoni & Francesca Alemanno
University of Padova, Italy

Death is considered to be the most threatening experience to human life because it is inevitable and causes irreversible loss. When death enters our lives and an important loss occurs, it becomes really important to receive a support in increasing self-efficacy and the expression of spontaneity. This can be excellently promoted by the use of psychodramatic techniques, which are particularly suitable model for dealing with mourning.

The study we are going to present, describes the results of a qualitative investigation undertaken with 25 Italian psychodramatists, who brought out their strategies and techniques used to manage loss and grief. The focus will be put on how the psychodramatic
An intervention can help mourners who have prolonged relations with the deceased to elaborate everything that has remained outstanding with them in the phantasmal dimension, by gradually guiding them to separation.

Ines Testoni is Professor of Social Psychology at the FISPPA Department (University of Padua). Has directed a European Daphne project and a Grundtvig project that involved respectively 5 and 6 European countries, on the themes of violence and empowering, using psychodramatic methods. The same methodology has been used in others research-intervention projects of national and international relevance. Rapporteur expert in a hundred national and international congresses and conferences, she is the author of about sixty scientific articles and chapters, about ten and monographs curator of as many collective volumes, she is also affiliated to numerous organizations of research of international relevance. For years she has dedicated herself to the issues related to death and death die, suicide and still directs the master Death Studies & The End of Life that is now in its sixth edition. She has conducted 5 international conferences on these issues.

Francesca Alemanno has a degree in clinical-dynamic psychology. She is attending a Masters in Death Studies and the End of Life and is specializing in this field.

Workshops: Parallel sessions

WS A: Exploring Creative Imagination Through the Arts and Psychodrama
Simone Tabib, University of Haifa, Israel

WS B: The Clinical Ethnographic Narrative Interview: Demonstration and experiential workshop
Denise Saint Arnault, University of Michigan, USA

WS C: Psicodramma ed elaborazione del lutto
Gianni Boria & Maria Silvia Guglielmin, Italy

WS D: Death Education - European Project
Ines Testoni, Melania Raccichini, Silvia Varani, Luca Franchini, Brikena Garunja, Hod Orkibi, Ela Dima, Mihaela Bucuţa, Michael Wieser

Effective Psychodrama Supervision: Bridging the Art and Science of Deep Learning and Transformation
Simone Tabib

Haifa of University, Israel

This experiential group workshop will focus on the playful use of inter-modal applications of conscious breathwork, music, dance/movement, artmaking, writing and role playing. Participants will explore ways of nurturing presence, flow, and resilience through letting go to spontaneous expression and the creative imagination. Important mind/body connections will be made in the efforts toward evoking inner resources and forming both individual and collective pathways aimed at raising awareness, shifting perspectives, gaining insight, and developing new understanding.

Simone Tabib, PhD, is an educator and therapist for over 30 years; master’s degree and a doctorate degree in Psychodrama and Expressive Therapy (inter-modal arts therapy) from Lesley University, located in Cambridge Massachusetts, USA.
Her clinical experience has mostly focused on treating traumatized and at-risk populations (children, adolescents, women and families) in private practice, as well as in public welfare and school settings. She brings with her a deep connection and love for the integral use of psychodrama and the arts toward deep and soulful growth, change and transformation.

Over the past 10 years, Simone has taught various workshops on the use of psychodrama, and the arts at “The Graduate School for Creative Arts Therapies,” at Haifa University. In addition, she has taught and led practicum students within the Psychodrama and Drama Therapy tracks in their clinical training both as an in-class PD group supervisor, and as a private one-on-one supervisor.

The application of the Clinical Ethnographic Narrative Interview in research on trauma recovery

Denise Saint Arnault

University of Michigan, USA

This workshop will introduce participants to the application of the Clinical Ethnographic Narrative Interview (CENI) as a research tool to illuminate the implicit nature of culture on psychosocial processes, promote self-awareness for research participants, and provide valuable in-sights for advancing clinical interventions. Details about the components of the CENI will be discussed in detail. Strategies for carrying out an effective and empowering narrative inter-view with trauma survivors will be provided. Next, a demonstration of the interview will be carried out, with discussion and analysis. And a hand-on activity will round out the workshop.

Psicodramma ed elaborazione del lutto

Giovanni Boria & Maria Silvia Guglielmin

Studio di Psicodramma Torino/ Italy

The workshop to be presented by Prof. Boria G. and Prof. Guglielmin M.S. has the aim to let participants know what tools and strategies can be used by the psychodramatic technique which leads to an overall increase in the general wellbeing level of the group members, in particular an improvement in the psychic functioning and in the vision of problems and therefore can be effectively used in the grieving elaboration process. The increase in the expression of spontaneity and the significant increase in self-effi-cacy promoted by the use of this technique are fundamental components on which to work when an important loss occurs. Psychodrama is qualified as a particularly suitable model for mourning because, as a method of action, it by-passes mentalization by favouring the expression of the internal world of the participants through the staging of the fundamental moments that constitute the loss. Through this workshop participants will have the opportunity to experience personally the effectiveness of the psychodrama, which touches various aspects and uses various methods, giving the oppor-tunity to face mourning by promoting a deep elaboration aimed at overcoming of it. The workshop will be conducted in Italian.

Giovanni Boria, is a clinical psychologist, psychotherapist, psychodramatist. He completed his psychodrama training at the Moreno Institute of Beacon (New York) under the guidance of Zerka Moreno. He is a founding member
and has been president of FEPTO (Federation of European Psychodrama Training Organizations) based in Leuven. Director of the Psychodrama Studio.

Maria Silvia Guglielmin, is a psychologist, psychotherapist and psychodramatist. She worked for years with children and adolescents in the educational and therapeutic fields. She is a teacher at the classical psychodrama school in Milan by dr. Giovanni Boria. She is on the board of directors of the Italian Association of Moreno Psychodramatists. She collaborates with the FEPTO (Federation of European Psychodrama Training Organization) and the University of Padua in several European research projects. She leads groups of psychodrama for the developmental age and for adults.

**Moderation:**

**Psychodrama effectiveness research and training**

*Kate Kirk*

Isle of Man

Kate Kirk, PhD, is a psychodrama psychotherapist, she has worked with young people in a community child and adolescent mental health service (CAMHS), for the past fifteen years, on the Isle of Man. She works with young people who have emotional and behavioural difficulties, a range of psychiatric disorders and also young people who have physical illness.

**Helpful and Hindering Factors in Psychodrama Field Training: A Longitudinal Mixed Methods Study of Student Development**

*Bracha Azoulay*

School of Creative Arts Therapies, University of Haifa, Israeli College for Society and Arts, ASA

Although the literature indicates that students in mental health professions start to form their professional identity and competence in graduate school, there are few studies on the in-training experience of creative arts therapies students. This mixed methods study examined how five first-year students in a psychodrama master’s degree program in Israel experienced their field training, with the aim of identifying the factors likely to promote or hinder the development of their professional identity and sense of professional ability. Longitudinal data were collected weekly throughout the 20-week field training experience. The students reported qualitatively on helpful and hindering factors and were assessed quantitatively on questionnaires measuring professional identity, perceived demands-abilities fit, client involvement, and therapy session evaluations. A thematic analysis of the students’ reports indicated that a clear and defined setting and structure, observing the instructor as a role model, actively leading parts of the session, and observing fellow students were all helpful factors. The hindering factors included role confusion, issues related to coping with client resistance and disciplinary problems, as well as school end-of-year activities that disrupted the continuity of therapy. The quantitative results indicated that students’ professional identity did not significantly change over the year, whereas a U-shaped curve trajectory characterized the changes in demands-abilities fit and other measures. Students began their field training with an overstated sense of ability that
soon declined and later increased. These findings provide indications of which helping and hindering factors should be maximized and minimized, to enhance students’ field training.

Bracha Azoulay, PhD. ASA- The Israeli College for Society and Arts, Senior Lecturer; The University of Haifa, school of Creative Arts Therapies, Lecturer. Teaching graduate students psychodrama and expressive Arts. Psychologist, Psychodramatist, family Therapist, Expressive Arts Therapist, supervisor and Researcher; Running Clinical Seminar and groups in Psychodrama at the University of Haifa. Key activities: Psychodrama CBN model, Narrative Psychodrama, Relational Psychodrama. Current research interest in Psychodrama Training, Helpful and Hindiring Factors in Psychodrama Field Training, Personal psychodrama, Relational Psychodrama, etc. Several publications about psychodrama, Training and Expressive Arts.

**Psychodrama and Mythology in the service of addictions’ treatment: A case study**

*Nikolaos Takis*

American College of Greece

The aim of this presentation is to discuss the utilization of ancient Greek myths in the treatment of addiction through the method of psychodrama. The clinical material of the case of Lambros and the discussion that follows derive from a psychodrama group that the presenter directed on a weekly basis, for one year, in the context of the Department of Adolescent and Young Adults Drug Users, of the Detoxification Unit 18ANO of the Psychiatric Hospital of Athens. The case is analyzed through the prism of psychodramatic role theory and the psychodynamic perspective. J. L. Moreno’s role theory (1946) and the concept of the myth for the birth of a hero of Otto Rank (1909) are utilized as lenses for the processing of the case of Lambros.

*Nikolaos Takis* lives and works in Athens, Greece. He is a Clinical Psychologist, Psychodramatist, Group Analyst and Psychoanalyst in training of the Hellenic Psychoanalytical Society. He holds a Ph.D. title from the National University of Athens. He has worked for 13 years in the treatment of adolescent and young adults drug users, in the Addictions Treatment Department of the Psychiatric Hospital of Athens. Since 2010 he is a Professor of Psychology in the American College of Greece and Director of the Counseling Center of the College. He runs psychodrama groups since 2002. In 2010 he also founded the Psychodrama Training Institute “Endohora”, an accredited member of FEPTO since 2013. He is currently the President of FEPTO.
Effective Psychodrama Supervision: Bridging the Art and Science of Deep Learning and Transformation

Simone Tabib

University of Haifa, Israel

This presentation will be based on my PhD dissertation research focused on psychodrama supervision in graduate school training. The research involved an extensive two-phase grounded theory (GT) study of Israeli senior PD supervisors’ perspectives. The study explored supervisors’ perspectives on their roles as in-class group supervisors teaching in four different psychodrama graduate school programs across Israel. The overarching purpose of the study was to gain understanding about and insight into the practice of effective psychodrama supervision as a specialty field. Grounded theory (GT) methods of data collection and analysis were aimed at learning about participants’ professional approaches, and practice-based experiences. Study 1 involved the use of in-depth interviews and Study 2 involved a single six-hour focus group study. Study 2 served the primary purpose of ensuring greater trustworthiness, accuracy and triangulation of Study 1 findings, as well as produced key new findings. Study 2 concluded with an expanded conceptual framework for conceptualizing PD supervision. The five emergent main domains: the PD supervisors’ professional role identity; PD supervision philosophy; guiding PD principles of practice; PD supervision pedagogy; and the PD supervisors’ challenges and dilemmas constructed a conceptual framework of interrelated and overlapping aspects of the practice of PD supervision.

The findings help shed light on the PD supervisor’s multifaceted role as clinical educator, role model, and group facilitator. They also highlight and describe the foundations of PD supervision philosophy and worldview as rooted in classical psychodrama theory and language and illuminate the specification of the discipline, and the unique challenges of PD supervisor’s embodied role and the experiential practice of PD supervision.

In addition, grounded in the data and presented as a platform to help inform the art of effective PD supervision, a set of applicable best-practice guidelines both descriptive and prescriptive were constructed through secondary level analysis and synthesis of findings.

Simone Tabib, PhD, is an educator and therapist for over 30 years; master’s degree and a doctorate degree in Psychodrama and Expressive Therapy (inter-modal arts therapy) from Lesley University, located in Cambridge Massachusetts, USA.

Her clinical experience has mostly focused on treating traumatized and at-risk populations (children, adolescents, women and families) in private practice, as well as in public welfare and school settings. She brings with her a deep connection and love for the integral use of psychodrama and the arts toward deep and soulful growth, change and transformation.

Over the past 10 years, Simone has taught various workshops on the use of psychodrama, and the arts at “The Graduate School for Creative Arts Therapies,” at Haifa University. In addition, she has taught and led practicum students within the Psychodrama and Drama Therapy tracks in their clinical training both as an in-class PD group supervisor, and as a private one-on-one supervisor.
### Parallel sessions:

| Learning on individual and community level | Room 1 |

#### Using holistic and logic model for the evaluation of promoting mental health projects at individual and community level

İnaç Sümbüloğlu  
Dr. Abdulkadir Ozbek Psychodrama Institute, Turkey

In this presentation we will discuss how we could use psychodrama and action methods to promote and improve wellbeing at individual and community level. There will be given an evaluation method of psycho-social support project, funded by EU, based on group therapy and action methods, which were conducted with refugee children in society using social impact mapping method.

YanYana (Side by side) Project activities continued for 18 months in Istanbul between 2017-2018. Since the academic year 2014-2015, Syrian refugee children have been attending formal education at elementary and secondary school levels in Turkey. However, they do not speak Turkish, which causes communication difficulties for them at school. Social exclusion, lack of psychosocial support, and lagging in learning lead to greater psychological problems in these children who are already struggling against post-migration trauma and war trauma. Teachers, trying to adapt to this new situation, want to ensure in-class participation of the Syrian children, and they need resources and bilingual materials to ensure psychosocial support to these children. In addition, therapists need structured group therapy program while working with these traumatized refugee children during the therapeutic process.

The YanYana (Side by side) Project, developed with the purpose of solving all these problems, aimed at eliminating discrimination and xenophobia towards the Syrian refugee children. For this purpose, psychosocial support programs were carried out for the people and institutions working with Syrian refugee children. Sustainable tools and methods such as bilingual box games and group therapy models are used in order to create effective and sustainable change. The programmes in YanYana have been evaluated with holistic and logic models via social impact mapping method.

İnaç Sümbüloğlu, PhD Candidate in medical education, clinical psychologist, psychodramatist and a dance therapist. She is also Co-Trainer in Dr. Abdulkadir Ozbek Psychodrama Institute and the President of Play Therapy Association and Vice-President of Community Mental Health Association in Turkey. She works with private practices and as a guest faculty member in Istanbul Medical Faculty. İnaç's main interest is to adapt therapeutic tools to developing community mental health. She uses psychodrama and group therapy in the organization, education and civil society's project. She advocates mental health issues in all policy.
Effectiveness of Learning in EBTS-Trainings

Reijo Kauppila

Helsinki Psychodrama Institute, Finland

This 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. The effectiveness of learning is studied both on individual and group levels using the evaluation model of Kirkpatrick (1959).

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?

Data:
The research instruments for gathering data:
- Personal Goals for Learning (PGL) (about 300 defined goals)
- Helpful Aspects for Learning (HAL) (about 100 defined aspects)
- Videotaped focus-group discussions about learning (6 videotaped session à 15-30 minutes)
- Survey about long-lasting effects on learning, which is to be done in Jan/Feb, 2019

PGL and HAL which are developed and validated from instruments for psychotherapy research (PQ and HAT by Robert Elliot).

Data analysis:
Analysis of different data varies according to the amount and form of data:
- PGL-data is analysed using quantitative methods: Cluster analysis for forming clusters / categories of the qualitative data, and potentially factor analysis to find out, if there exist hidden connections
- HAL-data is analysed using qualitative methods: data-driven by forming categories and themes
- Videotaped material will be analysed using qualitative methods
- The survey will be analysed both quantitatively (Likert-scale questions) and qualitatively (open questions).

Results:
The research results will be combined with Morenian learning model and theory, and its main concepts. Especially interesting will be the potential connection of the group level to Morenian learning.

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

Reijo Kauppila, Psychodramatrainer TEP, M.Ed. (Adult Education), Coach ACC, FEPTO Chair of Training Committee, Coordinator of the EBTS-project.
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.
- Application: To apply and develop the practice of psychodrama and action methods in learning of adults on individual, group and community levels.

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Co-creation and renewing discussions to support organizations’ resilience – two cases

Antti Soikkanen
Helsinki Psychodrama Institute, Finland

The presentation is based on two cases about co-creation and renewing discussions to support organizations’ resilience and wellbeing in an emergent change. I have written an article with two practical cases in the “Organization as a process – consultation of transformations” book, which was published September 2018. In both projects, I was the main consultant and project manager. In the projects we utilized traditional organization development methods in a new way, using process approach and created transformational discussions geared for the future. Co-creation and flexible digital tools had an important role. During the consultation process I used Morenian elements, concepts and approach.

The process approach is one top of the spectrum of organization development theories and models. According to the process approach organizations are complex adaptive systems, where organizations include many voices and where people build up their reality thru interaction between themselves. The fundamental question within the organizational development approaches is, what we see as most meaningful in the development – traditional control and continuity or change and transformation. Langley and Tsoukas (2010) describe the organizations as an attempt to organize the stream of people’s actions to agreed goals. By generalizing and institutionalizing agreed meanings and rules organizations get their form. At the same time organizations transform through continuously emerging change.

Human Resources has a long tradition to use varied Organization Development (OD) surveys and questionnaires to describe the state of organizations. At same time, the reality of organization is more manifold, more vocational and richer of human drama than the surveys and questionnaires describe them. The challenge to the process approach is that the objectifying tradition is deeply rooted in our development practices and ways to think (Shotter 2010).

In the first project, we developed the leadership of a public organization of approximately 300 persons and 45 managers in a rapidly changing situation. The number of immigrants coming to Finland grew very fast during 2015 and the need to handle immigration permissions in the organization grew exponentially. The fast change affected the organization’s activities, leadership and manager’s work in many ways. In our leadership development project we supported managers and the organization to face and
handle the rapidly changing situation in a resilient way. As an approach we used the traditional OD method, 360 degree evaluation in a new way - as a platform to create broad transformational discussions in the whole organization.

At first we had a one day workshop with all the organizations’ managers. In the workshop we described the change landscape and defined together with all the managers the change map for leadership including key leadership skills demanded in the future. Based on the future leadership map we changed part of the 360 surveys questions – i.e. questions related to digitalization, virtual team leadership skills etc. We decreased the importance of individual evaluation. Instead we highlighted to give verbal feedback and practical ideas to the managers, that they could develop their leadership skills. Based on the feedback managers were asked to have discussions with their teams – how they could together with the team members improve team’s way to work. So we created future oriented practical discussions about the leadership. All the managers got coaching and training to support their future oriented feedback discussions with their teams.

After two years we had a new round of the 360-degree survey. We updated the questions based on the organization’s renewed values, strategy and strategical projects like the digitalization project. Again, managers got coaching to carry feedback discussions with their teams. This time the managers’ coaching discussions were in small groups.

The second case - in an energy company of approximate 300 persons – was so called ‘New ways to work’ -project. The main purpose of the project was to increase trust level in the organization. We evaluated that the best way to build trust in the organization would be through a project, with a practical goal. The project’s objective was to use broad involvement and to create a concrete proposal for the management team of the rules and principles for flexible / virtual work.

Human Resources team collected a reference group of 16 interested experts, leaders, managers, union representatives and Human Resources people to represent the organization. Reference group had workshops with involving pre- and interim tasks and utilized flexible digital co-creation tool. We involved people and teams broadly also outside the reference group. Reference group made a proposal, which was handled and approved in the management team and implemented. The project’s second phase was to give input (ideas, hints and instructions) to a project group, on what to consider while transferring work time follow up system from a facility based one to a mobile system.

In the reference group we used traditional action research workshops with democratic dialog principles. The broadly involving discussions and dialogy are methods to solve wicked challenges and build trust in the organizations (Lindell 2017). E.g. questions of flexible and virtual ways of work can be seen as wicked challenges. The capabilities to negotiate and solve wicked challenges in a flexible way through dialogy are valuable for organizations in the rapid change situations.

In both our two project cases we developed capabilities to have discussions in the organizations. The capability to renew through discussions and co-operation is one of organizational level elements of resilience.

We also utilized several concepts and elements based on Moreno’s thoughts. Co-creation is one of JL Moreno’s key concepts - How the groups misery can be transformed to creativity by changing the roles. The idea of co-creation has become a lot deeper and broader during last years. Flexible digital tools have enabled invitation and involvement of people broadly in the organizations and through sharing information, knowledge and meaning we can change the roles to more co-operative ones. So we are capable to change the sociometric roles of the groups. Moreno’s concepts give
deeper meanings and tools to the development processes, which we are carrying in the organizations.

In a similar way we utilized Moreno’s very systemic approach and concepts of scene setting, role matrix and role theory in the interaction with systemic, process and traditional OD elements.

Antti Soikkanen, MSc in Psychology, Coach ACC, Supervision certificate; Psychodrama Director CP; Organization consultant ATP/FINOD, Systemic and dynamic tradition (roots in Tavistock Institute); 15 years of experience from International Human Resources and change management responsibilities; Experience from four consultation and research institutes/companies; Currently working in the Finnish Institute of Occupational Health (FIOH), https://www.ttl.fi/en/; Interest How to apply Morenian approach, concepts and thoughts combined with other (systemic, OD) traditions in organizational context and how to utilize research?

Parallel sessions:
Psychosocial support and psychotherapy  Room 2

From anxiety to wellbeing through spontaneity

Galabina Tarashoeva (presenter),
Petra Marinova-Djambazova, & Hristo Kojuharov

Psychodrama Center Orpheus, Bulgaria

The possibilities for improving mental wellbeing in patients with panic disorder, through increasing spontaneity, working with psychodrama in group, the concepts of spontaneity of Moreno and Professor David Kipper, as well as the results of the first scientific study of effectiveness of psychodrama therapy with panic disorder, will be presented. Spontaneity and wellbeing were measured with the specific tools SAI-R and CORE OM, used in evaluation of 40 participants suffering from panic disorder. Half of them (n-20) were treated with psychodrama in a group in parallel with their standard pharmacotherapy and the other half (n-20) only with pharmacotherapy. It was proved that the benefits of parallel therapy with psychodrama and pharmacotherapy for panic disorder are: a significantly higher improvement in anxiety symptoms than treatment with pharmacotherapy only, and this improvement correlates with increased spontaneity and increased mental wellbeing. The improvement achieved was significant as well 6 months after the end of the psychodrama treatment course.

The results of our research “Some aspects of effectiveness of psychodrama therapy with patients with panic disorder” confirmed the results of professor David Kipper, proving a positive correlation between measured spontaneity and wellbeing, self-efficacy and self-esteem, and a negative correlation between spontaneity and anxiety, stress, and obsessive-compulsive tendencies (Christoporou & Kipper, 2006; Kipper et al. 2008; 2009). Our results also confirmed the results of another study conducted by an international team of institutes, members of FEPTO, under the leadership of the University of Padua, explored the essence of spontaneity and its causal relationship to mental wellbeing (Testoni et al., 2013).

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.
The value of psychodrama in working with abused women

Ela Dima, Mihaela Bucuța, & Ines Testoni

Transilvania University of Brasov, Lucian Blaga University of Sibiu, University of Padova

This presentation discusses how psychodrama methods and techniques can empower abused women and stimulate changes in their victim role. Through an in-depth exploration, we sought to gain an insider’s perspective of the experiences of change and perceived outcomes for abused women, which could contribute to optimizing gender violence intervention. Theoretically, the study is grounded in the female co-responsibility and transgenerational transmission of women’s victim role from mother to daughter. A mixed methods experimental design employing an explanatory sequential approach to data collection was implemented. A total sample of 33 abused women (15 in the experimental group, and 18 in the control group) was involved in studying the impact of a psychodrama intervention combined with an ecological intervention. Spontaneity and wellbeing, considered in this study as dimensions of empowerment, were measured. Phenomenological interviews were conducted with 7 women 3 months after the psychodrama intervention ended, and with 6 women 5 years later. Data was analyzed using the Interpretative Phenomenological Analysis method. The matrix of themes that emerged reflects four overarching themes: the victim, the group experience, the process of change, and the corollary of change. Benefits perceived by the women include trust, hope, increased self-esteem, empowering, and courage to make decisions and changes. Findings describe three paths of change for women who participated in an empowering-oriented psychodrama intervention program: the Proactive – Resilient type, the Active – Resistant type, and the Repetitive – Non-Resilient type. Role-reconstruction and the interruption of trans-generational victim pattern were clear for the proactive type and possible for the active type, while the repetitive type showed minor changes but remained stuck in the victim pattern. As no claims to generalizability can be made, further research is needed to verify the proposed typology on larger samples. Psychodrama, as an action method, can empower abused women and has the potential to stimulate action in women’s lives and initiate adaptive coping strategies leading to resilience. The study ends with several suggestions for assisted resilience specialists.

Gabriela Dima is an associate professor at Transilvania University Brasov teaching social work students. She is a licensed psychodrama practitioner, trainer and supervisor and coordinates the Research committee of the Romanian Association of Classical Psychodrama.

Mihaela D. Bucuță, Department of Psychology, The Faculty of Social and Human Sciences, “Lucian Blaga” University of Sibiu, Sibiu, Romania

Ines Testoni is Professor of Social Psychology at the FISPPA Department (University of Padua). Has directed a European Daphne project and a Grundtvig project that involved respectively 5 and 6 European countries, on the themes of violence and empowering, using psychodramatic methods. The same methodology has been used in others research-intervention projects of national and international relevance. Rapporteur expert in a hundred national and international congresses and conferences, she is the author of about sixty scientific articles and chapters, about ten and monographs curator of as many collective volumes, she is also affiliated to numerous organizations of research of international relevance. For years she has dedicated herself to the issues related to death and death die, suicide and still
directs the master Death Studies & The End of Life that is now in its sixth edition. She has conducted 5 international conferences on these issues.

The impact of psychodrama for children on their emotional competence - an evaluation of the effectiveness of group therapy

Dagmar Mingers & Anna-Lotte Kopatz

Szenen-Institut für Psychodrama, Germany

We would like to present a practice-oriented outcome-study to explore the effectiveness of psychodrama group therapy for preschool children. This evaluation deals with the question, whether this kind of therapeutic intervention has a positive effect on the development of children’s emotional competences and their social development which, as a result, supports a better school start. For this purpose, the emotional skills status of the participants of two psychodrama groups for children (in total 11 children) were surveyed by the EMK 3-6 , Inventory for registration of emotional-social competences of 3- to 6 aged children’ (original title: Inventar zur Erfassung emotional-sozialer Fähigkeiten von Drei- bis Sechsjährigen) by Petermann & Gust (2016). The children were tested by this inventory before, and 6 months later, after they participated in the psychodrama group. The results were compared to the results of 19 children who didn’t get a psychodrama treatment. 6 of these children took part in a depth psychological group therapy and 13 didn’t get any special care. The pre-post comparison of the psychodrama and control groups provides information about the effectiveness of the treatment on the development of the children’s emotional skills. The results confirm our hypothesis that psychodrama group therapy for children significantly improves the emotional skills of children, which wasn’t the case in the control groups.

Dagmar Mingers, born in 1972, social worker M.A., music-therapist, psychodrama-therapist for children, psychodrama-leader, since 12 years working in a counseling center for families with a special focus on children that were victims of any form of violence.

The (wonderful) world of Psychodrama

Roger Schaller
Swiss Psychodrama Association PDH

Starting from the conceptual maps about Morenian Identity, Theory and Methodology - developed by Paola de Leonardis and Marco Greco - the idea was born at the Fepto Meeting 2018 in Bulgaria to create a kind of Psychodrama-Wikipedia.

In this presentation we will see a first draft of this website called „psychodrama.world“. We will discuss the dimensions, categories and subcategories of this psychodrama-website and ask: Do the users of the website find the information about psychodrama they are looking for? Are the dimensions, categories and subcategories understandable and meaningful? What needs to be corrected and improved?

Roger Schaller is a psychotherapist and psychodramatist in Biel/Bienne (Switzerland). He is also specialized in traffic psychology and works as psychotherapist für driving offenders. He is trainer and supervisor for psychodrama and council member of the Swiss Psychodrama Association PDH. He is the author of several books and articles about roleplay and psychodrama.

Morenian Identity, Theory and Methodology

Paola de Leonardis & Marco Greco
Centro Studi Psicodramma e Metodi Attivi, Milano/Italy
Studio di Psicodramma Torino/Italy

Our Subgroup is working on the subject « Morenian Identity, Theory and Methodology » since 2014.
The aim is to achieve a theoretical and a technical “reference tool”, shared with the FEPTO members interested to cooperate to it.
After two Questionnaires and several Small Groups, carried out during the past three RC meetings, we built up the following Two Conceptual Maps, both structured in categories, sub-categories and keywords:
Map 1 - Psychodrama Theoretical and Methodological Specificity;
Map 2 - Psychodrama Integration with other Psychological and Educational Approaches.
We presented the two Maps at the last AM in Pravetz (Bulgaria 2018), where it was approved the idea of developing a “Psychodrama Wikipedia” - an online platform of easy access gathering current knowledge about psychodrama and its applications.
• In Padova we will present the completed version of the two Conceptual Maps.
• We will also present a proposal of theoretical definitions referred to the keywords of the three basic Morenian assumptions:
  - the energetic theory of spontaneity/creativity;
  - the theory of roles and of the personality development;
  - the theory of tele and of the social development.
The three texts want to help in settling the best way for contents’ presentation on the “Psychodrama Wikipedia” platform, whose technical networking is going to be presented by Roger Schaller during this same session.
In Padova Meeting we hope to be able to create a “working group” in order to discuss the two Conceptual Maps contents and the planned psychodrama platform.

Paola de Leonardis, psychologue, psychodramatist, founder in 1996 and still in charge as scientific chair and trainer of the Psychodrama Institute of Milan and its School of Psychodrama and Sociodrama. Former president of the AIPsiM (Italian Morenian Psychodrama Association). Since 1999 Editor of the Italian Psychodrama Journal, author of psychodrama books and of many scientific articles. Member of the International Sociodrama Conference Consultants Committee, member of IAGP. Long psychodramatic experience in the clinical field as well as in supervision with active methods in social services. Educational and prevention activities in schools. Active methods trainer in counseling and in coaching schools.

Marco Greco, is a psychotherapist and psychodramatist in Torino, Italy. He works in a tutoring role with the psychology students of the Torino University. He works in Psychodrama groups and individual formats. He is Director and teacher of the Torino based Dr. Giovanni Boria school “Studio di Psicodramma”. Former president of the AIPsiM (Italian Morenian Psychodrama Association). President of the “Moreno Museum” Association (Vienna, Austria). Experience in dependence disorders, Director of Therapeutic Community. Trainer and supervisor at Institutions, Associations and Cooperatives. IAGP member.

Master theses in the area of psychodrama as examples of psychotherapy Research

Sonja Hintermeier (presenter) & Gabriele Biegler-Vitek

ÖAGG Austria

In the first part of the talk Sonja Hintermeier will give an overview of the current collection of master’s theses on psychodrama at the ÖAGG-DUK. She will focus on the topics and the client groups being researched and the research designs and methods used.

After this Sonja Hintermeier and Gabriele Biegler-Vitek will present several master’s theses in more detail. They will present examples of work with a quantitative, qualitative or a mixed-method research design. Each research design is based on the research which has been conducted into questions related to psychodrama for children, adolescents or adults, either in an individual or a group therapy setting.

An evaluation study on an in-patient adult psychotherapy group is used as an example of the use of qualitative research design.

The following are presented as examples of master’s thesis with qualitative research design:
- A qualitative individual case study on disorder-specific psychodrama therapy in childhood obsessive-compulsive disorder.
- A qualitative evaluation study on a therapy group comprising of women with bulimia.
- A qualitative field study on the somatic part of the warm-up phase in mandatory anti-violence training for young men.

The following are presented as examples of master’s theses with a mixed methods research design:
- An evaluation study of psychodrama used for a social skills group for young patients with Asperger’s Syndrome.
- A field study on the involvement of parents in the therapy process of their children.

Mag., Sonja Hintermeier, MSc, Course Director for the Advanced Study in Psychodrama Therapy with the ÖAGG (the Austrian Association for Group Psychotherapy and Group Dynamics)/The Danube University Krems)
Centenary of the Journal “Der Neue Daimon” (The New Daimon)

Michael Wieser

University of Klagenfurt, Austria

Jacob Levy Moreno was an important editor for expressionistic literature at the end of World War I in Vienna. The journal DER NEUE DAIMON (THE NEW DAIMON) was meant to help overcome the struggles after a revolutionary time and find a way to a new democracy. After 100 years, the lecture will cover who contributed to the journal, who were the publishers, and what followed after. We will ask what stays important for the 21st century.

Learning outcomes: You will get some insight in Moreno Levy’s early writings and publishing in Austria.

Methodology: historical document analysis
Didactic: Lecture with slides

Michael Wieser, Mag. Dr. phil., assistant professor; psychologist, psychodrama educator and psychotherapist. Member of executive management group of International Association of Group Psychotherapy and Group Processes; vice-president and honorary member of the Society Moreno Museum; member of some editorial boards; maintains the international psychodrama bibliography; holder of the Zerka T. Moreno Award. Office: Alpen-Adria-Universitaet Klagenfurt, Department of Psychology, Universitaetsstr. 65-67, 9020 Klagenfurt, Austria/Europe.

Evaluation of the RC Meeting: Collated Feedback Sheets

Kate Kirk
Ilse of Man

In order to review, and gain feedback on, this Research Committee’s time together, the group was asked to focus on four questions: What was good? What was less good? What surprised them? What was missing? The following text is an amalgamation of the written and verbal feedback, which was recorded to capture participants’ important
factors. Please bear in mind that these were simply short notes or single words, so there is little background and expansion.

What was good? The amount of research presentations and the high quality of those studies. The different presentations by contributors on effectiveness were good. The workshop on Narrative Interview was good as well as the many examples of research. The organisation was very good, including the advanced information. The organisers, especially the helpful and friendly students, who were very welcoming and the atmosphere was friendly and accepting. The lectures were good, but the possibility of deepening understanding after the lectures by talking about example. The warm up by Jutta Fürst was excellent. The mixed structure of the days, presentations, workshops etc., was good. It was good to have time for questions and answers. It was helpful to see photos (in the abstracts) to put names to faces. Workshops were well chosen and very good for learning.

What was less good? The first room on Thursday evening was too small; as were other rooms. Venues being far apart was a bit challenging as the distance was too much at times. The moving from place to place was a problem. However, it was good to have a break. The parallel sessions and there was a lack of information about times; that we will not work on Sunday. The dinner on Thursday, hamburgers, was not good; the choice of restaurant on Thursday was a repeated theme.

What was surprising? The beauty of Padua. The lovely pictures of children in one of the presentations. The high number of participants. Feeling like I am home. No Ines Testoni to say goodbye to. Lunch on Friday in the canteen and on Saturday in the hall. The high quality of presentations and the high commitment of members. The standard of food in the university canteen.

What was missing? Though we signed a document giving consent for photographs at the start of the conference, when the photographer comes into individual sessions could the photographer check that it’s still okay to photograph the session. Some sessions, due to absence of presenters, were missing. Space for common and shared reflections. A list of emails for participants. Some of the lectures missed connections to the conference theme and a connection to research. Ines Testoni. The structure did not allow time for networking; there was neither place nor time to do this; so common and shared interests were not established. Music and dance.
RC Meeting at the SFU Sigmund Freud University in Vienna

Susanne Schulze
ÖAGG Austria

Next RC Meetings: Keep in your diary

10-13 of October 2019 at the Sigmund Freud University in Vienna

5 - 8 of March 2020 in Istanbul

15-18 of October 2020 in Torino

March 2021 Budapest

Looking forward to meeting you in Vienna,

Hannes Krall
Chair of FEPTO RC

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