Hannes Krall (Ed.)

FEPTO Research Committee Meeting

Diversity in Psychodrama Practice – Challenges for Process and Outcome Research

5th - 8th of October 2017
Tallinn, Estonia

Organizing Committee

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FEPTO RC Meeting:

Diversity in Psychodrama Practice – Challenges for Process and Outcome Research

Welcome to Tallinn

Pille Isat,
Ene Vinter-van Vierssen,
Dirk J. van Vierssen
& Johannes Krall

After a warm welcome to Tallinn by the LOC and by the chair of the Research Committee, Ene and Dirk had prepared a short introduction to some highlights of the Estonian history.

Each participant got an envelope distributed at random. After opening the envelope, the participant found a description of a particular year of the Estonian history. The request was to find another participant with a preceding year and a participant with the next year. Eventually all participants stood in a circle with consecutive years. The texts on the papers were read loudly and Ene and Pille gave some additional information. The result was an interesting overview of the Estonian history.

Psychodrama in Estonia

Pille Isat

Moreno Center, Tallinn, Estonia

Historic overview by the eyes of Pille Isat, T.E.P., psychodrama trainer and psychotherapist, director of Tallinn Psychodrama Institute

First Psychodrama glimpses 1960-1990

We can consider the beginning of psychodrama in Estonia already in early 1960-s when Estonia was still a part of Soviet Union. In the university city of Tartu a group of enthusiastic psychiatrists, artists and actors gathered to read Moreno's texts and tried to practice psychodrama during their gatherings. As we know J.L. Moreno visited Moscow in 1959 and thanks to this event some Moreno's books became available in Russian language. So the first experience in psychodrama was just by reading without any possibility to participate in a group or training.

In the end of 1980-s a huge independence movement began and lot of forbidden books and materials were brought over the border until in 1990 several trainers could come and hold seminars in psychodrama, gestalt therapy, music therapy, psychoanalytical therapy etc. First psychodrama people came mainly from the Nordic countries
and lot of our psychologists, psychiatrists, educators and other professionals were very eager to participate as much as possible.

Organised Psychodrama from 1991

In 1991 Estonian Psychodrama Union was founded to unite people interested in psychodrama. This Union is active till now organising psychodrama meetings and connecting different training institutes.

In August 20, 1992 Estonia got the freedom back and independent Estonian Republic was restored! But in September 28, 1994 a real disaster happened to the nation when the ferry named “Estonia” sank in the stormy Baltic sea with almost 900 people on board, mostly Estonians and Swedes. Actually it was the beginning of crisis work and lot of professionals who had participated also in psychodrama courses were the first helpers to meet the families, just be with them and later organise groups with the help of specialists from other Nordic countries.

Two Finnish psychodramatists were of great importance to influence the understanding of psychodrama possibilities in acute crisis. Soon in October 1994 a big meeting for the relatives who had lost their close people in the ferry disaster was held in Tallinn by Riita Hiillos-Vuorinen with Estonian psychodrama people assisting her. And also in October Martti Lindqvist hold a 3-day seminar for the professionals being active in the crisis work.

Due to these events the need for a competent psychodrama training was obvious. In January 1995 a training group started in Tartu lead by Ruuda Palmqvist, TEP from Swedish Moreno Institute and in September 1995 another training group started in Tallinn lead by Sirkku Aitolehti, TEP from Helsinki Psychodrama Institute, Finland.

Two Psychodrama Institutes and training programs

In 1998 six people from Tallinn training group established Moreno Centre and in 2000 Tallinn Psychodrama Institute. Till the year 2015 over 50 psychodrama group leaders (3-years training), 12 Certified Practitioners (6-years training) and 4 TEP-s, Trainer Educator Practitioner (9-years of training) has graduated from the Institute. From 2015 we changed the training program due to the need of society. 1 year Practical Group-leading and Sociometry; who wants to continue for 2 year more can get the certificate of Supervisor and coach using methods of psychodrama sociometry and group work; additional 3 years is for Certified Practitioner and psychotherapist. Every year 2 groups for the first level are studying and after every 2 year a training group for the second level begins.

Tartu training group stayed as a part of Swedish Moreno Institute till 2012 when Tartu Psychodrama Institute was founded. The training program is for 1 year self-experience in psychodrama; additional 2 years for Psychodrama group-leader (Ledare) and additional 3 years for CP. There are 7 TEP level psychodramatists active on the institute and every year at least one group starting for the first year.

We have good cooperation between these two institutes, several common seminars on the CP level are hold and open courses are available for all students. We have also good cooperation with the trainers from the institutes of NBE Nordic Board of Examiners in Psychodrama, Sociometry and Group-psychotherapy where both the institutes belong. Tallinn and Tartu Psychodrama Institutes are also members of FEPTO.
Integrating psychodrama to society

In spite of the small population of Estonia (1.3 million) or due to it psychodrama has well integrated in several professional fields. Specialists who has graduated Psychodrama Institutes are using and spreading this method in the courses for teachers, nurses, doctors, social welfare specialists, business organisations and leaders, children and grown-ups. Sociometry and psychodrama has become a well known enough method to work with teams and groups, to help people meet and open up their spontaneity and creativity.

In Tallinn University psychodrama and specially sociometry is a part of the training program for teachers. In Tallinn Technical University open courses are hold to train professionals to lead groups. Psychodrama is used lot in supervising and coaching.

Several self-experience and therapeutic groups are also active. Estonian Psychodrama Union is a member of Estonian Psychotherapy Association which belongs to EAP, European Association of Psychotherapy.

Baltic Moreno Conferences and Meetings in Olustvere

In 1994 after the crisis seminar which was hold in a beautiful manor of Olustvere, it became a tradition to meet with psychodrama people and promote psychodrama, sociometry and group-psychotherapy in the society. Now after every second year Estonian Psychodrama conference “Meeting in Olustvere” is held, organised by Estonian Psychodrama Unit.

In 2000 the first Baltic Moreno Conference “Time” was hold in Estonia to unite the psychodramatists from Baltic states, invite guests and develop psychodrama. This conference is taking place after every second year in one of the Baltic states. Next 10th conference is again in Estonia, in Pärnu on August 17-19, 2018 and having a title “Time 2”. You are all warmly welcome!

Pille Isat Founder of psychodrama center in Tallinn – Moreno Keskus and founder and director of Tallinn Psychodrama Institute. Member of Estonian Psychodrama Association, Estonian Psychotherapy Association, Crisis Program for Children and Youth. Psychologist, psychotherapist and supervisor, TEP.
Training and supervising psychodramatists, training specialists using psychodrama method, specified in crisis and trauma-work, running therapeutic psychodrama groups


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Diversity in psychodrama practice and research – Introduction to the programme and current projects for publishing

Johannes Krall

University of Klagenfurt, Austria

Where does psychodrama begin and where does it end? Psychodrama practice has an embedded structure of warm up, action, sharing, reflection and integration, but it is still very open to different traditions of training and practices and it also varies according to individual styles and combination with other modalities. Psychodrama is based on encounter, spontaneity and creativity of the participants in an individual setting or group work, which opens doors in many directions. Specific psychodrama techniques are used in different ways and there is no common understanding when we use or not use certain techniques like role reversal, doubling, mirroring or soliloquy. The common answer of psychodramatists to a question like “What do you do….?” “When do you use…?” or “How would you react to…?”, “It depends…” means that the art of psychodramatic action lies in the capacity of the participants – the director, the protagonist and the group member - and it can hardly be formalized or manualized in a certain way.

What does this mean for research? It can be seen as openness and richness of a method, but also as a lack of guidance and structure which might lead to arbitrary interventions. If practice is highly specific according to a certain situation, research has to be based on clear descriptions of what is done in a psychodramatic work, how is it interpreted and how does it lead to the next step of intervention.

In this Research Committee Meeting we approach different aspects of diversity of psychodrama practice and research in order to make “diversity in psychodrama
practice visible”. We are working on definitions and understandings of a concept like “spontaneity” and we try to further implement and develop practices of individualized patient research in psychotherapy according to the “Hermeneutic Single Case Efficacy Design”.

Research itself has to be open to different applications of psychodrama in individual learning, education, institutional change or psychotherapy. In the Research Committee Meeting we address research questions to psychodrama in a context of a therapeutic community, psychodrama to help people to emotional stabilize after experience of trauma and to use psychodrama as a tool of action research to develop a more profound view of certain task like the one of caregivers in an orphanage.

Psychodrama research is also about our own learning and our acquisition of practical knowledge in psychodrama. We address challenges of training in psychodrama like the effectiveness of supervision of trainees and their effect on learning. And finally, we investigate the diversity of theory and methodology in psychodrama training.

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.

Moderation:
Research on efficacy and effectiveness in psychodrama

Jutta Fürst
University of Innsbruck, Austria

After a warm up that focused on the psychodramatic experiences of the participants on the one hand and the research experiences on the other hand Peter Haworth presented a research study on the role of psychodrama psychotherapists in a democratic therapeutic community. Reijo Kauppila continued with the description of the design of an EU funded project (EBTS-Programme) that should enable helpers to work with traumatized children in three different countries. In the second part, a research design for investigating the learning process was outlined.
The discussion showed the need for more detailed information about particular concepts.

In the second part of the morning, Dirk van Vierssen asked the group to fill in a questionnaire which was based on a psychotherapeutic case description. The participants were asked to report which specific psychodrama techniques they would apply after knowing particular biographical details of a client. Dirk presented the statistically analysed data after the lunch-break.

The group discussed the outcome. There were some ideas about developing the basic idea of getting more knowledge about psychodramatic interventions, e.g. by using videos of psychodrama sessions instead of a written text.

The last workshop was led by Antonio Gonzalez that focused on the development of a new instrument for measuring spontaneity. The participants in their role as experts were asked several questions regarding their concept of spontaneity.

Feedback and reflection showed the most impressive moments of the presentations and workshops of the day in a psychodramatic way.

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**A Study of the Role of the Psychodrama Psychotherapist in the Democratic Therapeutic Community**

*Peter Haworth*

Oxford School of Psychodrama and Integrative Psychotherapy, UK

The research for my MSc in psychodrama psychotherapy used thematic analysis, to explore the role of the psychodrama psychotherapist in a democratic therapeutic community.

The aim is to go beyond the individual experiences of the psychodrama psychotherapists who have written about their work and to consider some of the challenges and values that psychodrama psychotherapy has within the therapeutic community context.

The interview data demonstrated a number of themes that are relevant for anyone considering work in this field. These are:

- that the practitioner needs to have a good understanding of role theory and in particular role development.
- That in order for psychodrama to work well there needs to be a good understanding and support for the method in the staff and management structure.
In order to enable classical psychodrama work to take place, both the practitioner and the client need to believe in the concept of recovery and the necessity of facing the traumatic childhood experiences that led to the development of their emotional problems. This presentation will outline the history of psychodrama in therapeutic communities since they were first developed during World War 2. I will explain my interest in this subject and then outline the nature of the research and its conclusions.

Peter Haworth is a founder member of the British Psychodrama Association in 1984 and of the OSPIP since 1989. He has worked in the British National Health Service as a psychodrama psychotherapist since 1983. He currently works one day per week in Aylesbury Therapeutic Community.

Trauma stabilization for refugee families – innovation project 2017-2019

Reijo Kauppila

Helsinki Psychodrama Institute, Finland

Evidence Based Trauma Stabilization (EBTS) -project includes two innovative products for stabilization of traumatized children among refugee, asylum seeking and immigrant families. The EBTS-Programme is a short trauma stabilization process for refugee, asylum seeking and immigrant families based on playing and psychoeducation. In the EBTS-Training psychologists, social workers, educators and other professionals learn to conduct the EBTS-Programme in groups of refugee families. The third output in this project is EBTS-Manual, and the fourth is Effectiveness Research of training and programme.

There are 8 partners in the project. FEPTO is an associated partner. Reijo Kauppila, Stefan Flegelskamp and Milena Mutafchieva form the exec-team. Helsinki Psychodrama Institute (Finland) is the coordinator. The project is supported by Erasmus+ Adult Education.
Effectiveness research of learning in the EBTS-Training

Reijo Kauppila

Helsinki Psychodrama Institute, Finland

This research is one outcome of the EBTS-project. In the EBTS-Training, 45 professionals working with refugee, asylum seeking and immigrant families are trained in Spring 2018 to conduct EBTS-Programme in Germany, Finland and Bulgaria. In each country there is one training group with 15 participants and 3 trainers. Training is divided into three seminars (4+4+3 days), and lasts 11 days. The duration of one training process is 2-3 months.

The core contents of the EBTS-Training will include familiarization with EBTS-Programme, psycho-education and improving the skills for psycho hygiene and self-care. EBTS-Training is using experiential learning methodology based on psychodrama and sociometry.

In this research, the effectiveness of training is defined by evaluation of learning, which is based on the 4-level evaluation model by Kirkpatrik added with the 0-level. The 5th level ROI is used if the participating organisations have defined a ROI for their
own use. Traditional research methods are used on all levels with a specific action method and psychodrama twist. The 0-level evaluation is done in the very beginning of the training. On level 2, the evaluation is done by action both on individual and group levels. On group level a focus group in action is used. HAT (Helpful Aspects in Therapy by Elliot) is converted into HAL (Helpful Aspects of Learning), and the HAL is used after each seminar. The target results for level 4 are defined by the participants and their organisations in a delphi-process. Reijo Kauppila from Helsinki Psychodrama Institute has the main responsibility of this research.

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 counseling 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 organizations, coaching and leadership development.

Making diversity in psychodrama practice visible

Ene Vinter-van Vierssen, Dirk Jan van Vierssen

Moreno Center, Tallinn, Estonia

The format of our contribution is a ‘mini’ research project. The question was whether it is possible to collect data about the choice of psychodrama techniques and the reasoning behind a choice.

The participants of the FEPTO RC in Tallinn will be asked to act as respondents in this project. The project has its specific (constructed) context. John Greenwood, a PhD student from a top rated university, is collecting data for his PhD research. The hypothesis of his thesis is that each psychodramatist uses a standard set of psychodrama methods he or she feels comfortable with. The text of the introduction was as follows.
Hi, my name is John Greenwood. I am a PhD student from the Radboud University in Nijmegen, the Netherlands. I am collecting data for my PhD research. The hypothesis of my thesis is that each psychodramatist uses a standard set of psychodrama methods he or she feels comfortable with.

According to my hypothesis the different psychodrama methods are so powerful that the preference and experience of a psychodramatist is more important than the specific problem of the client.

Unfortunately, I don’t have a research budget that allows me to visit psychodramatists and observe them at work. Against the backdrop of this lack of financial means I decided to collect my data through written questionnaires.

Please find in this envelope the reports of three clients from an experienced psychodramatist of my university. This psychodramatist wrote his reports based upon his observations during individual sessions with the three clients.

You are kindly asked to suggest a psychodrama method or methods to be used during a next session with the clients. My request is also to indicate which part of the report was the trigger for the suggested method(s).

All 17 participants filled in the questionnaire. Fifteen participants were experienced psychodramatists with more than ten years of experience. One participant had experience between five and ten years and one participant had less than five years of experience.

The general conclusion of this experiment was that the given information wasn’t adequate enough to answer the questions properly; most problematic was the lack of contextual information. The question is still whether it is possible to get the desired information based upon written texts or whether this is a mission impossible.

To make a long story short: this experiment was a failure; the evoked discussions were very interesting and there is not yet a final answer to the original question.

Ene Vinter – van Vierssen is psychologist with a master’s degree. She worked as court-psychologist, as a psychologist in a psychiatric hospital, she was a member of the medical commission of the army and she was psychologist in the police. The last ten years she was involved in the innovation of police education in Estonia, in the Republic of Macedonia and in Argentina. She is now an independent psychologist who is working with unemployed people, school staff, and people with problems at the workplace, families with children who need special support and with people with an alcohol problem. In her work she uses psychodrama as main tool.

Dirk Jan van Vierssen, PhD, is a retired educationalist. He started his professional career as teacher in a school for special education. After his study at the university he continued his career as educational researcher. After twelve years of being a researcher, he went to the Police Academy of the Netherlands. The last fifteen years of his professional career he worked abroad (or as the British say, overseas). He ended his professional career in Kabul, Afghanistan as Chief of Police Staff College.
On spontaneity: creating a new instrument of evaluation

António Gonzalez

ISPA Instituto Universitário, Portugal

Research Team: António Gonzalez (ISPA, Lisboa), Hod Orkibi (Haifa University), Ines Testoni (University of Padova), Paulo Martins (University of Lisbon)

This workshop started with a short presentation on the importance of spontaneity in Moreno’s theory and in psychodramatic practice. Scientific research on spontaneity is highly dependent on having good psychometric scales. Three of them were presented: the PAS: Personal Attitude Scale (Kellar et al); the SAI-R: Spontaneity Assessment Inventory (Kipper et al); APTS: Adult Playfulness Trait Scale (Shen et al).

The main goal of the workshop was to use expertise of the RC members in order to start the proceedings for creating a new spontaneity scale. For that, we divided the work in an individual and in a group task.

Individual Task: we asked the participants to answer the following questions:
1: What defines a spontaneous person?
2: How does a person behave, when being spontaneous?
3: How does he or she feel when being spontaneous?
4: What thoughts might the person have?
5: And you: When was it that you felt very spontaneous, in which occasions? What were you feeling? What did you do? (could you describe at least two different situations?)

Group Task: we asked for the following work.
“In a brainstorming mood (choose someone to work as the group secretary) please list as many characteristics of the spontaneous person as you can. No censorship allowed. You can either refer to the personal characteristics of the spontaneous person and to the behavior, actions, feelings or thoughts he or she shows or has. Please use 10 minutes at this phase.
Try to “clean” your list and adapt it, having in mind this will be a draft that will help us working for creating a psychometric scale. “

The produced documents were collected and are being treated by the research team. We want to thank everyone for their collaboration.

António Gonzalez is a psychodramatist and psychologist with a PhD in Educational Psychology. He teaches at ISPA-IU, in Lisbon, coordinates a theatre group in the university, directs a postgraduate degree in Expressive Arts and works as a psychologist with hospital clowns. He does research in Psychodrama since 2008.
This was another great day packed with interesting presentations and discussions, which had participants: thinking about the challenges of distilling psychodrama theory, celebrating the results from well constructed methodological research and experiencing a sociodramatic exploration. It’s important to remember that most presentations are half an hour long and the presenters work hard not only to demonstrate all that they have done but also to keep to time.

Morenian Identity, Theory and Methodology – survey 2nd Step 2016-2018 Paola de Leonardis and Marco Greco presented an overview of the results from their 2nd Step Survey, which involved 10 organisational respondents. They followed this by looking at material arising from a group in Sigtuna that complemented and contributed to the 2nd Step survey results. This rich material was related to psychodrama specificity and integration and continues the process of developing a psychodrama glossary. The aims are that this glossary will form the basis of a shared understanding of psychodrama terms and, as a consequence, support psychodrama training. Whilst they acknowledge the slow pace of their progress these findings capture and promote the distillation of the psychodrama glossary.

Combining Psychodrama Practice with Research

Antonio Gonzales’ presentation not only focussed on data collection with a critique of those he used but also the outcomes from an individual and a group case study. After describing the role and purpose of this study, he talked about the range of qualitative (Change interview and Helpful Aspects of Therapy HAT) and quantitative (e.g. CORE-OM, SAI-R) data collecting tools used in the study and the timing of their application. These can be grouped as process and outcome questionnaires. The results inevitably reflected the two different methodologies: quantitative with pie charts, diagrams and graphs that compared change in between participants over time; qualitative with the written words of the group participants and the individual client. He completed his presentation with a description of the issues related to Hermeneutic Single-Case
Efficacy Design (HSCED) and the uncertainty as to whether all changes / improvements can be assigned to the therapy. He concluded by advocating for research into psychodrama practice; stating clearly that there is no conflict between the two.

Supervision of Psychodrama Trainees – the impact of verbal intervention and dramatization

Hannes Krall’s presentation was derived from his broad study of the learning experiences of psychodrama students. This aspect was about their experiences of supervision and specifically the role and impact of using action methods compared to their experience of verbal interventions. The study comprised 18 students for two years of their training (3rd and 4th years) and looked at their experiences of 120 hours of supervision. There was a general focus on aspects related to supervision: supervisory alliance, achievement of goals and transfer of skills from supervision to practice etc; also a more specific look at the helpful and hindering aspects of supervision, namely verbal and action interventions. The early findings from the analysis of the self-reported quantitative data demonstrated overwhelmingly the importance of experiential / action methods in helping the students. Students who explored cases in supervision in action felt more confident in their work, felt more effective in applying therapy interventions; the action methods facilitated the transference of theoretical learning into their practice. The next step in this research process is to analyse the qualitative text.

Developing a Curriculum for Caregivers in an Orphanage – action research with psychodrama experts

Susanne Schulze and Galina Pokmelkina stepped away from the formality of PowerPoint presentation into an action research experiment. They aimed to use the material that came out of the sociodramatic action to inform their training for trainers who will work with caregivers of young people within an orphanage. They established four role groups: sponsors, trainers, caregivers and young people; there were a number of observers. The action was in three sections: where is the worst place for you to be? Where is a place that is okay? Where is the best place to be? Each participant was interviewed in role as to their position and relationship to their role group and other group members. The feedback was recorded to be collated afterwards. On completion the observers we asked for feedback. This action process though innovative was challenging at times because it was new and people were uncertain at times as to what was wanted; the context of the orphanage got lost at times. But...there appeared to be a good deal of information gleaned for Susanne and Galina to continue their important work.

How to do research on your own practical knowledge in psychodrama: Kirstin Jurdell’s presentation initially took a brief journey into the development of continental philosophy; she explained Aristotle’s ways of framing knowledge, thechné and phronésis. This understanding of practical knowledge offers ways of creating reflective cycles in practice and not only as a solo researcher / practitioner but in connection with others. Writing and discussion form part of the process of ‘data’ collection.

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.
Following our research survey on PD training organization and contents among the FEPTO Training Institutes, presented in Marathon at the last FEPTO General Meeting, we are going to update in Tallin the state of art of our Survey’ “Step 2”. Our “Step 2” consists of a Questionnaire on 4 main items concerning contemporary Psychodrama, that we mailed to all FEPTO Training Institutes and eminent psychodramatists in Europe.

Our aim is to collect their thoughts and viewpoints on those items and have them published in the Psychodrama Journals all over Europe.

At the moment we have received 10 answers to our Questionnaire. They are not many, but very significant and interesting. Again we have sent those 10 answers to all FEPTO Training Institutes, asking them to add their contributions. In Tallin we will present the results till now obtained.

For this purpose we will present in Tallin also the work we did in our Small Group, at the FEPTO Meeting of Sigtuna, that was dedicated to the item “Psychodrama Specificity and Integration”. The subject was explicitly pertinent to our Second Step Survey. So we elaborated a short report of the work done in that occasion and we are going to illustrate in Tallin,

We consider this work an important halfway step for reaching a shared Psychodrama Glossary, useful for our PD Training Activity as well as for creating a Common Thinking Plane.

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 AIPs1M (Italian Morenian Psychodrama Association). Since 1999 Editor of the Italian Psychodrama Journal, author of psychodrama books and of many scientific articles. Member of

Morenian Identity, Theory and Methodology - Survey 2nd STEP 2016-2018

Paola de Leonardis & Marco Greco

Centro Studi di Psicodramma Milano/Italy
Studio di Psicodramma Torino/ Italy

Paola de Leonardis
the International Sociodrama Conference Consultans 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.

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**A view on psychodrama’s effectiveness using the HSCED**

_António Gonzalez_

ISPA Instituto Universitário, Portugal

After 5 years collecting data on 6 patients, using the Hermeneutic Single Case Efficacy Design proposed by Robert Elliott, the main results were presented. One of the main goals of this presentation was to try to bring more psychodramatists to use this research design.

As the main ingredients for a successful research of psychodrama effectiveness, we listed: a) a client, or most probable in psychodrama, a group of clients; b) a set of data collecting instruments that will feed a rich case record; c) one or several questions to be answered; d) some extra time to collect, process and analyse data; e) one or several psychodramatic and research focused colleagues, and time to discuss.

When recruiting the clients / participants, it is important to make clear what is asked, what is to be expected, and to use an informed consent form.

We suggested, after a good anamnesis, to use a set of quantitative and qualitative measures, as, for example, some of the following:

Quantitative measures:
- SCL-90 (Symptom CheckList, Derrogatis, 1983);
- IIP (Inventory for Interpersonal Problems, Horowitz et al, 1988);
- CORE-OM (Clinical Outcome Routine Evaluation – Outcome Measurement, Evans, 2012);
PQ (Simplified Personal Questionnaire, Elliott, Shapiro and Mack, 1999); SAI-R (Spontaneity Assessment Inventory – Revised. Kipper & Hundal, 2005); Others: Therapeutic Factors, Alliance, Group Questionnaire

Qualitative measures

Change Interview

Helpful Aspects of Therapy form (Llewelyn, 1988)

Data should be collected:
- Beginning, (middle), end (and follow up) for the more time consuming measures.
- Weekly for PQ and HAT (HAT by email and Google Docs) and other short instruments.

As an example of such a research, we presented some group and individual data from a research developed at ISPA, in Lisbon. In general, we can say that most of the 6 participants improved their CORE results, passing from clinical to non-clinical ones, two of them improved their spontaneity, and in general they associated several of their personal changes to psychodrama sessions.

Some final remarks on precautions to have on trying to associate changes with the clients’ participation in therapy were made.

António Gonzalez is a psychodramatist and psychologist with a PhD in Educational Psychology. He teaches at ISPA-IU, in Lisbon, coordinates a theatre group in the university, directs a postgraduate degree in Expressive Arts and works as a psychologist with hospital clowns. He does research in Psychodrama since 2008.

Supervision of psychodrama trainees – the impact of verbal intervention and dramatization

Johannes Krall

University of Klagenfurt, Austria

Supervision is an important step in professional training of counsellors and psychotherapists. It aims at learning on the job in the transition phase from training to professional practice.

Aim: The objective of the study is to investigate the learning outcome regarding different aspects like theoretical, methodological, relational and personal dimensions. Furthermore, a specific interest is on studying the specific impact of experiential learning and action methods in psychodrama.
Methods: In this study 18 psychotherapy trainees at the University of Innsbruck are participating. All participants have to get 120 hours of supervision during their 3rd and 4th year of training. Supervision is provided by five different experienced supervisors in small groups of 3-5 students. After each session trainees fill in a self-report questionnaire covering the supervisory alliance, the achievement of the goals in supervision and the transfer of the learning outcome to their professional practice. A specific focus in the self-report is on helpful and hindering factors of verbal and experiential procedures and interventions in supervision.

Results: In the presentation, preliminary results will be shown. A specific focus will be on a comparison of supervision sessions which are conducted solely on the basis of verbal reflection and those which are including also experiential learning and action methods.

Discussion: The results of the study are relevant for trainers who want to support the transition of students from theoretical learning to practical experiences in counselling and psychotherapy. Experiential methods of reflection and learning can effectively support and enrich the learning experience of trainees.

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; Chair of 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.

Developing a curriculum for caregivers in an orphanage - action research with psychodrama experts

Susanne Schulze & Galina Pokhmelkina,
ÖAAG Austria/ Russia

We would like to invite you to participate in a psychodrama action research. The objective is to get feedback from psychodrama experts in order to develop a curriculum for caregivers working in an orphanage in Moscow with children. Those persons in
charge should learn to look with psychodrama eyes, learn skills to work with the individuals and – very important – with the groups of the children. For better understanding, making better contact with themselves and with the kids, solving problems, dealing with wishes etc.

Method for this action research experiment: Sociodrama – Photo – Sculpture. We would like to use role-taking and roleplaying to find the essential, the basic questions out of the different point of view from the role players.

That means, 4 colleges choose one of the role, which is relevant in this project. All the others are observers. The role feedback and the observer feedback will help us to develop the guidelines for our curriculum.

Susanne Schulze, psychologist, psychotherapist and counsellor, supervisor and coach, trainer at the Austrian Society of Groupdynamics and Grouptherapie for Supervision and psychodrama counseling. Working in my own Praxis with teams, groups and individuals.

Galina Pokhmelkina, PhD., pedagogue, psychologist, psychotherapist and psychodramatist, supervisor, trainer in Psychodrama and Mediation; chair of the Centre for European Education in Psychotherapy, Moscow; translator und editor of translation books and articles; Teaching in Mediation in Russia (Moscow, Perm, Kaliningrad, Samara), Ukraine, Rumania; private practice, many supervisions in nonprofit organisations, facilitator of Russian-Ukranian peace-dialogues.

Key activities: psychodrama, mediation and mediation training, supervision and psychodrama practice with children and adults. Several publications about playing "Theatre" with children, reflection processes, mediation, dialogues.

How to do research on your own practical knowledge in psychodrama?

Kerstin Jurdell

Swedish Psychodrama School

I have been a student at advanced level for four years studying the theory of practical knowledge at the Centre for Studies in Practical Knowledge at a University in Stockholm. First two years ended with a master thesis, (Magister), Surrealistic Psychodrama and I am now writing about Socio-psychodrama for the master level. The theoretical matrix is continental philosophy. The teachers are specialized in for example Husserl, Heidegger, Aristotle, Kierkegaard, Levinas, Arendt and of course Socrates.
The philosophical theories have an important role in psychodrama although Moreno is unknown to most philosophers. Monica Zuretti and Börge Kristoffersson writes that Moreno defines his philosophy as the philosophy of the moment of the here and now and the eternal Creation. Psychodrama is not only born from life, it is life itself (1). The spontaneity is the fuel for constant creation and change. Moreno’s philosophy is influenced from a Jewish Hasidic movement but also western philosophers as for example Henri Bergson and John Dewey.

So the question is how can we do research with respect for the idea about constant change in what we are doing? If there is no creativity and the research method society asks for is seen as an answer to a repetitive and predictable idea about psychodrama which “guarantees” change it will be against all Moreno’s thoughts! One answer I have found is the idea about what knowledge is. Knowledge Aristotle already wrote 2300 years ago can be of different kinds. One is knowledge which can’t be in another way that is for example physics and science. BUT another knowledge CAN BE IN ANOTHER WAY, what he called thechné and phronesis (2). Phronesis may be seen as the knowledge which guides us how to do the right choices when we act sociometrically. It is seen as being advisable and wise and doing the “right action”. Maybe morenian theory would call it having tele? This knowledge is linked more to the professional person and less to the methods he or she uses. The method can be seen as a tool for action but reflection and creativity in the moment may change the methodology.

How can we study our practical knowledge as psychodrama directors? In my studies we learned to write first of all about own experiences as professional or as being spectators in our case in a psychodrama group. Later we combined these stories with field research for example interviews with colleagues or focus group interviews. The idea from the traditional research to be objective, where the I is not visible in the sense of not influencing the process, is questioned.

In the presentation, I will talk about the methods for writing your own experiences and the analytical reflections referring to philosophical ideas which are relevant for our knowledge what we do and how the process might be written, reflected and talked about.

(1) Monica Zuretti & Börge Kristoffersson, Moreno’s philosophy and theories, paper written and shared in the FEPTO conference, Compass and Compassion, June 2017, Stockholm.p.2.
(2) Aristotle, Den Nichomachiska etiken

Kerstin Jurdell, TEP, MA, board member FEPTO, Founder, trainer, educator at Swedish Psychodrama School, University teacher, social work, ethics and leadership
Proposal to the FEPTO Council

**Content:** The Journal will cover themes of application, best practice and research in Psychodrama and Action Methods in different settings like single or dyadic work, group-work, application of psychodrama in organisational context or in local communities. It will include broad range of psychodrama, sociodrama, sociometry and action methods in education with children and young people, adult learning and training, psychological counselling and psychotherapy, social work, organisational learning and counselling, conflict management, peace education and community work. Contributions on research shall be represented at least with 1/3 of the published articles, both quantitative and qualitative. One section of the journal is dedicated to FEPTO News, projects and events.

The editorial board is responsible for the control of the content quality. It is not bound by instructions of cooperating associations.

**Appearance and volume:** Once a year with approx. 8-12 contributions (longer articles 10-12 pages; shorter articles 5-8 pages à 2.700 signs) or twice a year with 6-8 contributions per issue.

**Publisher:** The editorial board is in contact with well-known publishers like Springer Nature, Routledge or SAGE. The editors contact the publishers on their own responsibility. If the publisher will pay for the Journal-issues, the money is administered by the editor-in-chief.

**Editorial Board:** The editorial board consisting of 5 members will meet annually before or after the FEPTO Research Committee Meeting for at least 6 hours. The presence once a year at the editorial meeting is a precondition to be on the editorial board. **Editors:** Dr. Kate Kirk, Christian Stadler, Dr. Johannes Krall; two more colleagues to be invited

**Peer-Reviewers:** The Journal will be peer-reviewed. The editors will send an open invitation for the role of potential peer-reviewers. The editors will invite FEPTO colleagues to be in the PR-Panel. The FEPTO-Council and the FEPTO Research Committee have the right to propose people for the role of peer reviewers.

**Scientific board:** The Journal will have a scientific board. The FEPTO-Council and the FEPTO Research Committee have the right to propose people for the role of the scientific board. The editorial team is responsible for the decision who will be at the sc. panel.

**FEPTO as a main partner:** The editorial board works independently according to standards of a professional journal. One of the main goals of the journal is to promote
and share high quality in psychodrama practice, training and research not only within Europe but also internationally. Intrinsic to this goal is promoting the visibility of FEPTO, on the world stage, as an organisation upholding professional excellence. FEPTO is an important partner who provides support in professional and financial terms. The journal gets financial support from FEPTO (2000 Euro per issue/ per year) to cover expenses.

**Evaluation of the RC Meeting: strengths, weaknesses, challenges**

*Mari Rautiainen,*

Helsinki Psychodrama Institute, Finland

In the end of the third day was time to evaluation. Three things were asked from each participants: about their professional interest and research, social relations and activities during the meeting and what are the expectations for the future meetings.

*Professional interest and research*

Most people felt that it was interesting to hear different research projects, results and methods. Some mentioned that they got new ideas for their own work. Many liked the mixture of projects in different phases and different methods. People felt that it was worth coming to the meeting.

*Social relations and activities*

The size of the group was good. There were good atmosphere and people could exchange ideas in a group. Almost everyone mentioned that food and restaurants were good. Hosts were wonderful and Tallinn was nice.

*Expectations for the future meetings*

People felt happy with the setting; presentations, workshops and possibility to discuss with people. But many also mentioned that they would have enjoyed if there could be more time to think and work together in small groups. People were inspired and many planned to participate to the next meeting in the Isle of Man.

*Mari Rautiainen,* psychologist, family therapist, psychodrama trainer TEP, doctoral student at the university of Jyväskylä, Finland.
RC Meeting on the Isle of Man
8th -11th of February 2018

Kate Kirk
Isle of Man

“All in the Mind?” Global perspectives on understanding, researching, and treating mental health

We are delighted to announce Professor Mick Cooper (Roehampton University) as one of our Keynote Speakers on Friday 9th February 2018. Further keynote speakers will be announced in due course.
Help us contribute to current understanding of the mind by exploring the concept of mental health as a construct, examining the different cultural perspectives of mental illness, and considering the international understanding of research and treatment.

Papers and discussions will include, but are not limited to:

- Current research in mental health and related topics, including children and adolescents (at all life stages, and in different contexts)
- Disseminating research findings on themes related to the conference title
- Promoting cross border communication, sharing and networking
- Generating knowledge exchange between students, academics, and practitioners
- Encouraging the voices of service users, carers, and practitioners to be heard
- Experiences of stigma by those with perceived mental health problems
- The power(?) of diagnosis
This conference will be hosted by the Isle of Man Mental Health Services, the Federation of European Psychodrama Training Organisations (FEPTO) and Keyll Darree Education and Training Centre.

**R&D Conference Committee 2018**  
Chair Juan Corlett (Professional Leadership Team)  
Secretary Jodi Pinckard (Professional Leadership Team)  
Stacey Astill (Keyll Darree)  
Dr Kate Kirk (FEPTO)

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.

Looking forward to meeting you on the Isle of Man,

Johannes Krall  
Chair of FEPTO RC
Photo gallery