Krzysztof M. Ciepliński @ Johannes Krall (Eds.)

FEPTO Research Committee Meeting

Research, Theory and Practice in Dialogue

25-28 February 2016
Deaconess Institute, Helsinki/Finland

Organizing Committee

Mari Rautiainen, University of Jyväskylä
Reijo Kauppila, Helsinki Psychodrama Institute
Dr. Krzysztof Ciepliński & Dr. Johannes Krall
Chairs of FEPTO RC
FEPTO Research Committee is a growing network of psychodrama researchers all over Europe and the Mediterranean countries. Right now we have about 50 active RC members from 16 different countries. We are diverse not only in terms of nationality. Among us are colleagues differing in age and practice psychodrama experience, working at different places like universities, hospitals, educational settings, social work, private practices, having varied research experience: professors and lecturers, university graduate and post-graduate students.

The general aim of the Research Committee is to develop multi-area and multilateral cooperation and research networks on psychodrama and related methods. In particular, we are focused on developing research designs, research tools, processes and results in applied psychodrama research. Twice a year we organize a Research Meeting, which take place in academic centers connected to the members. At the meetings we have facilities to present and discuss research projects, creating new research ideas and sharing research experiences.

Our last FEPTO RC Meeting entitled: RESEARCH, THEORY AND PRACTICE IN DIALOGUE took place on 25-28 February 2016 in Helsinki. We met as a group of 41 participants from 13 countries using the hospitality of the Helsinki Deaconess Institute with the magnificent help of local hosts Mari Rautiainen and Reijo Kauppila.

At the beginning of the meeting we were familiarized by Tiina Viheriälä & Reijo Kauppila with the psychodrama tradition and presence in Finland and Helsinki Deaconess Institute’s fields of action – which was shown by Mari Rautiainen.

An excellent scientific warm up to the meeting was given by Mikael Leiman, Professor Emeritus of Psychology at the University of Eastern Finland who presented some results of his theoretical and empirical research on the semiotic mediation of mental action and its application to the context of psychotherapeutic interaction. We also had the possibility to see how Professor Leiman used in practice a Dialogical sequence analysis – a microanalytic method of verbal and nonverbal utterances working with patients.

Dr Kai Alhanen (Helsinki, Finland) gave us a possibility to enhance the understanding of the Moreno’s ideas like encounter, spontaneity, role and sociometry by analyzing his contemporary philosophical context, especially the philosophies of Henri Bergson and John Dewey.

An important part of the meeting was the presentation of the results of practice-oriented psychodrama research including those based on Robert Elliott’s HSCED model. The research on process and outcome of long-term PD psychotherapy groups, psychodrama and creative education in prison and the measurement of psychodramatic psychotherapeutic process in the context of inpatient psychotherapy were presented and discussed. EQUALS – a proposal of the computer supported procedure of research on psychodrama with children and adolescents was also shown and explained.

In addition, several contributions were focused on the training and learning processes in psychodrama, among them the findings and challenges in qualitative analyses of the role development of trainees. At the time of the meeting some participants had a chance to present and discuss their prepared or ongoing psychodrama research projects in the context of andragogy, sociodrama, university education, interdisciplinary research cooperation and psychodrama supervision.
The participation in the RC encouraged us to create international projects (like TRAIN, PD Research Data Base) and motivated us to present psychodrama research results at national and international conferences, in books and journals. We anticipate that the results of our work will contribute significantly to strengthening the PD status as a method scientifically based and supported. It seems to be a crucial point for recognizing and accepting the PD by the public institutions and professional organizations.

We are planning to organize the next FEPTO RC Meeting on 6-9 October 2016 in Kraków (Poland) in cooperation with the Polish Psychodrama Institute and Jagiellonian University.

Thursday, 25 February 2016

Opening and Welcome

Mari Rautiainen & Reijo Kaupilla
Krzysztof Ciepliński & Johannes Krall

The opening ceremony took place at the lovely premises of the Helsinki Deaconess Institute. Krzysztof Ciepliński and Johannes Krall – chairs of the FEPTO RC welcomed everyone and presented the general structure of the meeting. Our local hosts Mari Rautiainen and Reijo Kaupilla greeted the participants and introduced the organisational details connected with the place and accompanying social events.

Dignity for everyone.
Brief introduction to Helsinki Deaconess Institute

Mari Rautiainen, HR- director, Helsinki Deaconess Institute

Helsinki Deaconess Institute is Finland’s largest social enterprise offering: Diaconia, Education, Health, Care & Property services. It was founded on the initiative and with the financial support of Aurora Karamzin in 1867, originally an 8-bed hospital for infectious diseases in Helsinki (Finland’s first hospital with trained staff and a place where nursing training began in Finland).
Helsinki Deaconess Institute is built on tried and tested values that stand against time:
- **Love your neighbour** – Our service is based on the Christian principle of loving your neighbour
- **Dignity** – We uphold the dignity and support the capabilities of each individual in an effort to create opportunities for a dignified life.

HDI’s understanding of diaconia is based on three principles:
1. Diaconia is built on the Christian principle of loving one’s neighbour.
2. Diaconia acts where distress and exclusion rule.
3. Diaconia needs a community to support it.

HDI’s services and new integrated service models embrace:
- Public sector
- Private sector
- 3rd sector
- Those beyond reach of services
- Volunteer & community programmes
- Education

HDI’s profit from Project financing (e.g. EU, RAY, Formin, Tekes), Assets (e.g. Property, investments) and Business (Diacor terveyspalvelut Ltd, Diadome Ltd, Helsingin Diakonissaltaitoksen Hoiva Ltd.) floods back to benefit the most vulnerable through the Helsinki Deaconess Institute Foundation which moves it to Diaconia services & Education services as well as Development services & Internal services.

HDI is a major player in Helsinki Area and Outside:
- Volume of the operations 150M € per year
- 748,500 client visits per year
- 376,500 residential and care days
- 24/7 services to 850 persons
- 2,400 students and 1,200 student work years
- 107,000 m² of own property and 400 rented homes

**Organisation in a nutshell:**

**SOCIAL SERVICES**
- Housing services for homeless
- Substance abuse and mental health work
- Child protection and family work
- Services for youth
- International diaconia

**EDUCATION SERVICES**
- Diaconia College
- Diaconia University of Applied Sciences

**SUBSIDIARIES**
- Diacor terveyspalvelut Ltd (Private health care)
- Helsingin Diakonissaltaitoksen Hoiva Ltd (Elderly care)
- Diadome Ltd
The history of psychodrama in Finland

Tiina Viheriälä, Finland

The History of Psychodrama in Finland is a short survey of psychodrama and especially psychodrama training in Finland. The history of psychodrama in Finland dates back to the 1950’s as for the first time psychodrama was explored through literature. In 1977, the first psychodrama training course in Finland was organized. This presentation was based on interviews with Finnish psychodrama trainers and directors made already back 2007, by Tiina Viheriälä and Mari Rautiainen, MSc in Psychology, TEP. The material was then collected for Tiina Viheriälä’s Master’s thesis, Science of Education, University of Turku, and at the same time, for Psychodrama 30 years in Finland, jubilee seminar lecture prepared by Mari Rautiainen.

Tiina Viheriälä is a psychodramatist and a student of Psychodrama, Organizational Counselling and Science of Education, also with a BA in Business Administration. She currently works as Senior Manager, Human Resources Development, in Helsinki Deaconess Institute in Finland. Her Master’s Thesis in Science of Education discusses the topic of Psychodrama training in Finland. She continued with the topic in her thesis on psychodrama studies.

Psychodrama Training in Finland
Helsinki Psychodrama Institute

Reijo Kauppila, Helsinki Psychodrama Institute

There are 4 training institutes in Finland: Helsinki Psychodrama Institute in Helsinki, Finnish Moreno Institute in Akaa, Finnish Psychodrama Association in Helsinki, and Kasvunpaikka Oy in Central Finland and Helsinki. For the moment 2 of them organize long psychodrama trainings: Helsinki Psychodrama Institute and Kasvunpaikka Oy. There are about 30 students in their training groups on psychodrama director-level; it takes 6-7 years to graduate on that level.

Helsinki Psychodrama Institute was founded in 1992, and its first own training program started 1996. It is a member of NBE Nordic Board of Examiners in Psychodrama, Sociometry and Group Psychotherapy since 1990’s, and a member of FEPTO since 2011.

Graduated students:
- Psychodrama Leaders (3 yrs): 150 professionals
- Psychodramatist CP (6 yrs): 100 professionals
- Psychodramatrainers TEP (10 yrs): 6 professionals

Staff:
- Reijo Kauppila, Psychodramatrainer TEP (director), MA (Adult Education)
- Mari Rautiainen, Psychodramatrainer TEP, Psychologist
- Reijo Rautiainen, Psychodramatrainer TEP, Socionomist, Psychotherapist, Playback Theatre Trainer
- Trainings in cooperation with Päivi Rahmel, Psychodramatrainer TEP, MA (Education), Playback Theatre Trainer (Kasvunpaikka Oy)
Helsinki Psychodrama Institute is a part of Ihmissuhdetyö ry (Association of Human Relation Work). Ihmissuhdetyö ry was founded in 1981, and its purpose is to foster and enhance therapeutic communication.

It has two functions:

- **Training** (Reijo Kauppila) offers long professional trainings and short courses and seminars in:
  - Psychodrama (Helsinki Psychodrama Institute),
  - Expressive Art Therapy
  - Playback Theatre (in cooperation with Tarinainstituutti)
- **Social- and Health care Services** (Sami Puumala) offers open groups and services, which are based and connected to psychodrama, expressive art therapy and playback theatre.

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**Friday, 26 February 2016**

**How to make sense of complex communicative interactions?**

**Working on examples how to analyze data – workshop**

*Mikael Leiman*

*School of Educational Sciences and Psychology, University of Eastern Finland*

Academic psychotherapy research is based on what Paul Ricoeur has called the “ontology of events”. Psychotherapy researchers attempt to establish generalizations on the “what and how” of psychotherapeutic processes by abstracting away the agents that are involved in generating the phenomena. This has resulted in an ever growing number of event domains and an increasing fragmentation of the whole field. Another consequence of disregarding the “who” is the irrelevance of academic findings for practitioners. When we try to help individuals by trying to understand, how they experience their situation and by what means they go about making sense of their experiences, we cannot bypass their unique contribution to psychotherapy process. The presentation explored possibilities of getting the person back into our research paradigms and the implications of such an attempt to designing and implementing empirical studies.
Mikael Leiman is a Professor Emeritus of Psychology at the University of Eastern Finland. He has done both theoretical and empirical research on the semiotic mediation of mental actions and how they are expressed in psychotherapeutic interaction. One offspring of this research is Dialogical sequence analysis, a microanalytic method of verbal and nonverbal utterances.

Analyzing the Helpful Aspects of Therapy questionnaire in psychodrama research

António Gonzalez & Paula Lucas
ISPA Instituto Universitário, Portugal

In this presentation, we did a preliminary analysis of a case study of a client in a psychodrama group that is part of a broader research following the Hermeneutic Single Case Efficacy Design suggested by Robert Elliott. For this specific purpose, the Helpful Aspects of Therapy form data of a 16 months span were classified using the HAMPCAS (Helful Aspects of Morenean Psychodrama Content Analysis System) developed by Ana Sofia Cruz.

We analyzed the content of each event described according to 3 domains: 1) action (what happens); 2) Impact (the effect it had on the client); 3) context (the context of the client's life – object of the experience).

It was possible to perceive some changes over time in the events the client chose to address as being helpful in his therapeutic process. For example, the sharing and dramatizations of others became more and more valued throughout time, self awareness and group alliance became more important during therapy, as well as the contexts of therapy and the intragroup.

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.

Paula Lucas is a psychodramatist and psychologist, with a master degree in Music therapy, currently working as a school psychologist in a public school. She is also a researcher in ISPA-IU and a teacher in the postgraduate degree "Development through Expressive Arts". Her research interests are in Psychodrama outcome and process studies.

Process and outcome in two long term psychotherapeutic psychodrama group with sever and less severe patients

Maurizio Gasseau* & Cinzia Guarnaccia**
University of Valle d'Aosta, Italy*, Université Paris, France**

Introduction: The most important researches on effectiveness of Psychodrama Psychotherapy consider it an effective technique in changing many aspects of the self and personality of patients (even with severe diseases). However, the main limitation of much research is that empirical data have been generated infrequently and have often been based on qualitative designs (Kipper & Ritchie, 2003) The four most important reviews on Psychodrama (D’Amato & Dean, 1988; Kellermann, 1982; Kipper, 1978; Rawlinson, 2000) came to a similar conclusion that the initial empirical research on the effectiveness of psychodrama revealed some encouraging results but the data were insufficient and often lacked methodological rigor.
Aim: Our study aimed to verify the effectiveness of the treatment in a long-term Psychodrama group, slow-open, with severe patients and to understand the connections between the therapeutic process and treatment outcomes.

Method: We analyzed data collected on 6 patients in treatment with Psychodrama, assessed for 6 months during a long term psychotherapy process. The mean age of the sample is 49 years (range 27-60), and three (50%) are women. To outcome evaluation we administered the self-report: IIP-32, R-SES, ASQ, OQ-45, SCL-90, to process evaluation we used the Group Questionnaire.

Results: The first exploratory analyses showed some significant changes in outcome measures analyzed and different correlations with the group process.

Discussion: The results of this study are an interesting deepening about the specificity of the psychodrama technique than other psychotherapeutic models that allows you to develop some thoughts about its use in the clinical setting.

Maurizio Gasseau, Associate Professor of Dynamic Psychology at the University of Aosta. Board member of International Association of Group Psychotherapy and Group Processes IAGP, Jungian analyst trainer, certified psychoterapist and psychodramatist. Main interests are 1. Dreams work in grouppanysis and in psychodrama 2. Transgenerational Psychodrama and Collective Unconscious 3. Research on effectiveness of the treatment in long-term Psychodrama group. He developed the Jungian Psychodrama method and theory in 1980 and Psychodramatic Social Dreaming Matrix in 2004. He is developing new methods to treat individual and collective trauma in psychodrama group. Director of APAP School of specialization of Group Psychotherapy. President of Mediterranean Association of Psychodrama, Vice President of Federation of European Psychodrama Training Organization FEPTO 2000 – 2006. Co - coordinator of FEPTO Task Force for Peace Building and Conflict Transformation to share experience in intercultural work, working with refugees, using morenian tools. He is running in 2012-2016 training group in Egypt, Palestina, Turkey, Greece, Poland, Spain, Sicily, Argentina, Brasil, Chile, Ukraine, Jordan. Author of more than eighty publications, such as Lo psicodramma junghiano co-edited with Giulio Gasca (1991) ; Il sogno. Dalla psicologia analitica allo psicodramma junghiano co-edited with Riccardo Bernardini (2009) La ricerca empirica in terapia psicodinamica di gruppo, co-edited with Salvo Gullo.

Research made easy(er) – how can we initiate small practice-based research projects on psychodrama with children and adolescents?

Roger Schaller
Institute for Psychodrama and Action Methods, Switzerland

EQUALS is a psychometric screening, which identifies the impacts on childrens/adolescents and documents the changes. A battery of tests is available that includes standardized and scientifically established psychometric questionnaires which document a behavioral description by internal and external apperception. EQUALS immediately evaluates all the tests and goal-attainments which allows direct saving and printing of the results. EQUALS automatically generates a database, which gets analyzed periodicaly in a central, neutral and scientific way. It further will be possible to give a detailed description of the patient sample on the basis of the collected data.

EQUALS was created by the department of childhood and adolescent psychiatry of the University Psychiatric Clinics (UPK) Basel and could be an essential part of a psychodrama research project. We discussed the possibilities to create a network of psychodrama therapists and students for this research project.

Roger Schaller is clinical psychologist and works parttime as psychotherapist in an specialized school für children and adolescents with emotional and behavioural difficulties. He is also specialized in traffic psychology and works as psychotherapist für driving offenders. He ist the director of the Institut für Psychodrama und Aktionsmethoden in Switzerland and author of books about roleplay and psychodrama. For the actual project he cooperates with the department of childhood and adolescent psychiatry of the University Psychiatric Clinics UPK Basel.
Psychodrama and creative education in prison

Mihaela Bucuță
Lucian Blaga University of Sibiu, Romania

This project has been funded with support from the European Commission. European ID: 2013-1-RO1-GRU06-29488;

Partners:
1. Arad Penitentiary – Romania
2. Romanian Classical Psychodrama Association – Romania
3. Consorzio Tartaruga Società Cooperativa Sociale – Italy
4. Service pénitentiaire d’insertion et de probation du Val d’Oise – France
5. Kalėjimų departamentas prie Lietuvos Respublikos teisingumo ministerijos Panevėžio apygardos probacijos tarnyba – Lithuania
6. HMP Grendon Underwood – U.K.
7. London Centre for Psychodrama Individual & Group Psychotherapy – U.K.


In all European countries, the new policies and practices in the field of penal sanctions reconsidered the purpose of prison sentence, as a guidance and support of inmates for their social reintegration upon release. Rethinking the professional roles inside a prison urges the development of new skills and competences for the staff, as well as the involvement of volunteers, NGOs and other stakeholders in educational activities. Psychodrama uses creative exercises, spontaneity and brings forward positive emotions, and this is the main reason why, when applied to education, it facilitates both learning the content and enhancing the level of prisoners' motivation in attending educational activities. This argument allows us to say that psychodrama techniques can play a crucial role in education, alongside its role in therapy, and contribute effectively to creating a positive learning environment in prison. This project set out to address the training needs of the personnel and volunteers involved in adult education in prison and to engage innovative practices in the inmates' education process, in order to enhance their inner motivation for learning during the prison sentence, thus facilitating their social reintegration upon release.

Specific objectives:
1. Developing specific psychodrama knowledge and skills in personnel and volunteers from the partners' institutions;
2. Organizing practical workshops in order to exchange information and best practices in pedagogical psychodrama;
3. Testing and applying innovative formal and non-formal teaching approaches for institutionalized vulnerable groups;
4. Training volunteers in using psychodrama techniques in educational activities with inmates.

Results:
- The good practices guide
- The project website
- An educational film illustrating the use of psychodrama techniques in working with inmates
- Staff involved in prison education trained in using psychodrama techniques in educational activities with inmates
- 10 volunteers from each country, trained in using psychodrama techniques in educational activities with inmates

Regarding the efficiency of using psychodrama methods in social reintegration activities and programs, the specialists (prison personnel and volunteers) who coordinate the programs from each partner institution, will analyze the degree to which the proposed objectives have been met, through evaluation at the end of each session and final evaluations (questionnaires for inmates, observation forms written by the coordinator of the program).

**Evaluation:** The products of the project (good practices guide and media product illustrating the use of psychodrama techniques) provide an indirect evaluation of the efficiency of this projects, by considering the degree to which they will be used in the social reintegration activities and programs conducted in the prison systems of the countries implicated in this project.

**Conclusions:**
The project set the foundation for a collaborative learning approach in the field of pedagogical psychodrama, by developing the professional relationships between trainers, prison and probation specialists, volunteers who already work in prison and interested parties.

- The project will help each partner to re-think their practices and training methodologies by comparing models and practices in an inter-cultural perspective.
- The partner institutions will attain a better compatibility of the education system and of the social reinsertion process across Europe.

Mihaela Dana Bucuță, PhD is a psychologist, psychotherapist, associate professor at „Lucian Blaga” University of Sibiu, Romania. She is trainer and supervisor in psychodrama, president of the Romanian Association of Classical Psychodrama and member of the research committee of The Federation of European Psychodrama Training Organisations (FEPTO). Her research interests, studies and publications are in the field of depression, interpersonal violence, trauma, discrimination, psychotherapy and adult learning. Coordinator or member of national and international research projects, she has participated in numerous national and international conferences as a member of scientific committee, organizing committee, coordinator of workshops / papers.

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**Measurement of the psychodramatic psychtherapeutic process in the context of the model of inpatient psychotherapy**

*Christian Pajek*
*University of Innsbruck, Austria*

In the model of the inpatient psychotherapy in the context of the psychiatric Hospital Hall in Tyrol the patients undergo in the form of closed groups an eight-week therapy program with main emphasis on psycho-dramatic group therapy. In this project which shall start at latest during spring the psychoterapeutic process will be measured by following instruments: At the end of each week the patients are carrying out a self-assessment with the “Stuttgart Bogen”. Through this the subjective experiences and changes in the context of the group psychotherapy should get visible. Furthermore this “inner process” serves as basis for an additional Client Change Interview (R. Elliott).
The Helsinki sauna experience

António Gonzalez
 ISPA Instituto Universitário, Portugal

The FEPTO Research Committee gathered once again, this time in Helsinki. The task was to discuss research issues but, as usual, the encounter was a rich occasion to experienced special moments together. During the closing of the meeting with Silta Group – a very special Playback Theatre Group with several members from our research group – a particular moment was highlighted by several participants: the sauna where Mari and Reijo took us Friday night.

After a journey in Helsinki public transport, we arrived the sauna and perceived we had lost not one, nor two, but three committee members in our trip. They met us, happily, some moments later. Yes, we have to confess, the men of the group were already gathering around the round fireplace, tasting Finnish spirits and food, while the girls disappeared in the sauna facilities. Personally, I was feeling a mix of “please hurry up, girls, we want to go next!” with “I don’t believe I’m really doing this” emotions.

Finally the moment came: the boys went to change clothes - I mean, technically there was no “changing” – and the doors of sauna castle opened. I believe Reijo had the most strange sauna experience in his life: although he said more than once that “sauna is a silent experience”, questions, comments, laughter and more laughter echoed in the precinct.

As experienced psychodramatists, the warm for us up was easy. However, the cooling down was extreme. Some of us could not believe we were really leaving the house and diving in the Baltic below zero waters. But we did. We can prove it with photos not to be shown in the newsletter. And we did it more than once. The experience was striking for several of us. Feelings of being alone in the icy water, the suspension of the heart rate, the expanding limits. Screams could be heard in the neighbourhood.

Back to the house, another moment awaited us, other barriers would be put to proof. There had been the girls sauna moment, the boys sauna moment, and now would be the time for the mix moment. People from different cultures, genders and ages, together in a sauna, either silently or talking about the moment.

We could see different perspectives of this experience with the actors from Silta Group, the day after. Its uniqueness and very very special character became evident. Like other memories did: a visit to the cemetery, observing lonely Finnish people at the bar, a phone call from home, the stress about the last time preparation of a presentation, the mixed feelings about the wonders and nonsenses of our work, the dive into a religious moment in the silence of Kamppi Chapel (the Chapel of Silence, indeed).

Magically or not, the day after witnesses can confirm that several foreigners were heard singing traditional musical themes in that very spot. Thank you so much for the magic of Play Back Theatre, of Psychodrama and of Helsinki. It was really a blessing!
Moreno developed his fundamental ideas in the philosophical milieu of his times. Going back to the roots of his thoughts gives new understanding to some of his most important concepts like encounter, spontaneity, role and sociometry. In this lecture I discussed Moreno's philosophical matrix in relation to both its European and American sources, especially in connection with the philosophies of Henri Bergson and John Dewey.
Moreno’s connection to andragogy and neuroscience

Tuovi Leppänen

Education College, Finland

In my PhD research I have collected data regarding the adult learning experiences in a group. I have analyzed the data by using Grounded Theory research methodology. Based on analyze I have developed the preliminary substantive theory. In my research report I will discuss my theory with three theoretical aspects. The first one is an andragogy according adult learning theorist Eduard C. Lindeman. The second one is Moreno’s encounter, spontaneous and creativity theory. And the third one is currently very popular neuroscience perspective. I have found some interesting points of view between my theory, and other theorists and especially between Moreno, Lindeman and neuroscience. In this presentation I focused on preliminary outcomes of theoretical discussion. There are common points between andragogy, psychodrama theory and biological realities concerning learning and group development. In this session we discussed and developed new ideas for education based on research outcomes. How morenian approach could support modern pedagogy in the future?

Tuovi Leppänen is a Psychodrama Practitioner CP, who works as an adult educator in Teacher Education College in Finland. She has used morenian approach and practices in her work over ten years. During last years she has prepared her PhD research concerning the adult learning in a group.

The volcano - a sociodrama - I don’t dance with dead people

Kerstin Jurdell

University of Gävle, Sweden

I presented my research project. I am preparing a master essay, which I would like to finish in autumn 2016. My subject will be sociodrama. It is all in the beginning and I still have no supervisor for the essay. My ideas are to focus on a sociodrama directed in a big group (300 persons) by Monica Zuretti in the 5th International Sociodrama Conference. October 2015 in Kos, Greece. I know it was filmed. I was in the
audience myself. I have opportunities to make interviews with the director, the protagonist and members of the organisation committee. My interest is to focus on what happened in the play and with the audience, where many reacted very frightened and even aggressive. The method will probably be phenomenological and narrative (we have yet not had the methodological course). The theoretical ground is from theories in practical knowledge. Theories in practical knowledge are based on philosophers like Aristotle, Plato and in more modern time existential philosophers for example Husserl, Heidegger, Gadamer, Arendt, Nietzsche and Kierkegaard. I will also use morenian theory and philosophy, Jungian theory and theories from mythology. I would like to get help to find adequate morenian literature. We discussed my ideas and I listened to feedback from the group concerning my methods.

Kerstin Jurdell, is an university teacher at the University of Gävle in the field of social work, ethics and leadership. She is also a teacher in psychodrama (TEP) since 1989, working in Sweden and internationally. She was in the organisation committee for the 2nd International Sociodrama conference (2009). Kerstin founded her own institute Swedish Psychodrama School in 2001. The institute has during the years trained students both in a two year basic course and in an advanced training for three years, including a thesis. The institute is specialized in the surrealistic psychodrama, mythology and sociodrama. The emphasis is on morenian philosophy. She also works as a psychotherapist and supervisor. She is in a master program for studies in practical knowledge. She lives in Stockholm, has a two grown up children and is a grandmother. Kerstin interests are long walks with her dog Albus, staying in her 150 year old country house in an island outside Stockholm, friends and family.

Learning intuition in psychodrama training – next step

Reijo Kauppila
Helsinki Psychodrama Institute, Finland

Preliminary ideas for a research project: Psychodrama training is professional training with a strong connection to intuition – learning and using it. This research project is about intuition’s connections to learning in psychodrama, to learning theory of Morenian psychodrama, and to general theories of learning in science of adult education. Next step will be presented in February, 2016, and the focus is on methodology and research composition in intuition research, and specially in this project.
Reijo Kauppila is psychodrama trainer TEP, MA (Adult Education), supervisor and coach ACC, Director of Helsinki Psychodrama Institute (Finland), FEPTO Council Member and Chair of Training Committee, board member in NBE Nordic Board of Examiners in Psychodrama, Sociometry and Group Psychotherapy. He applies and develops the use of psychodrama in organizations in private and public sectors in Finland. He gives trainings and seminars in other European countries, too, about using actions methods and psychodrama in adult learning in organizations, supervision and coaching.

Schematic representation of mental processes during psychodrama

Mirjana Jovanovska Stojanovska, Ilija Dojcinovski
& Margarita Nikolovska
AMIGDALA School for Psychodrama, Macedonia

Sometimes schemes are a good way to illustrate and understand information about subjects that are too abstract or complex. Not underestimating the other senses, we generally perceive the world through the eyes and because of that, the visual information passed to us are the most conceivable. Schemes are visual representations of the structure and dynamics of the content and on visual and simple way can show the item of interest. Schemes collect and synthesize knowledge and systematize it to an one area. Creator of Psychodrama and Sociometry Jata Jacob Moreno, is a major innovator in the field of sociology creating the concept of social networks, and sociogram, schematic representation on relational field. The same could be done with psychotherapy and psychodrama processes. In this study we tried to present some of the existing schemes worked out by prominent researchers in the field of psychodrama psychotherapy, and to present new ideas arising from the work and experience of the School of Psychodrama Psychotherapy AMIGDALA. Charts and diagrams presented in this paper were intended to vividly show, or to simplify the learning process, and to present visual and figuring matrices and schemes as frozen images of reality which will bear witness of what is happening in the psychodrama process. All this will open a window to peer inside the human psyche in the personal psychological process during the psychotherapy and it could be presented in the form of schemes – some slightly modified existing ones, and some brand new.

Keywords: psychodrama, psychodrama process schemes, psychodrama process diagrams, personal processes schemes.

Mirjana Jovanovska Stojanovska, MA in Clinical and Counseling psychology, senior trainer and supervisor in the school for psychodrama training “Amigdala”. She is Gestalt (EAGT certified) therapist and certified supervisor by the Gestalt center in London. She is also an individual member in EAP. She is a supervisor in several schools for psychotherapy education in Macedonia. She runs a private office for Johannes Krall & Krzysztof Ciepliński (Eds.), Research Networks and Cooperation, Würzburg, Germany 2015 psychotherapy, counseling and psychodiagnosics. Currently, she enrolled PhD program in psychology. Her research interests include studying the educational process and the outcomes of psychotherapy.

Ilija Dojcinovski, MA, is a practicing health psychologist in the Special hospital for surgery diseases FILIP II, in Skopje, Republic of Macedonia. There he counsels patients (and their families) undergoing various medical procedures. He has spent two years in gestalt psychotherapeutic group and in the last six years is in advanced psychodrama training in “Amygdala” school of psychodrama psychotherapy. His research interests include the possibilities of implementing various psychotherapeutic approaches in enhancement of quality of life both in healthy and sick people.
Moreno considered the roles in which one operates as the “tangible aspect of what is known as ‘ego’” (zit. in Leutz, 1974, p.43). Although the role concept is one of the main concepts in psychodrama there exist only few attempts to invent handy measurements for the development of roles. The presented pilot study was an attempt to analyse systematically the roles of psychodrama students in their training, based on role descriptions suggested by Clayton (1994) and Daniel (2007) combined with the five dimensions of the psychological personality inventory NEO-PI-R. The analysis was done at three measurement points: after the first period of the self-awareness training (60 h), after 120 h, and after the end of training (240 h). The training sessions were documented accurately including a description of all roles the students had taken. In a qualitative analysis, the roles were related to one of the five dimensions and counted. The findings suggest a notable development after each period. Although the results are promising there are still a various challenges waiting for solution.


Jutta Fürst, PhD, psychologist, psychotherapist, trainer, and supervisor for psychodrama. Scientific director of a psychodrama psychotherapy training programme at the University of Innsbruck.

Atkins to measure the effect of psychodrama training on Bulgarian trainees

We conducted two studies with Bulgarian psychodrama trainees. The aim of the first study was to find out whether the psychodrama training had an effect on the self-esteem of Bulgarian trainees. For this purpose we used Self Attributes Questionnaire of Pelham and Swann (1989) and studied 50 participants. Two measurements were made - pretest and posttest one year and a half later. In order to measure the change of the self-esteem we also analyzed the data from 27 psychology students from New Bulgarian University as a control group. The results showed no significant difference between the self-esteem of the psychology and psychodrama students on both measurements. There was an improvement of the self-esteem of psychodrama trainees for this period but not a significant one. In addition, an interaction between the psychodrama and prognostic self-esteem was found. The interpretation was that psychodrama helped
students to have a clearer image of their professional future and to feel engaged with a particular profession. In the second study we wanted to find out whether there are differences in the personal characteristics of psychodrama trainees and psychology students. For the purpose we used MMPI and studied 64 participants. The results showed that psychodrama trainees are more hysteric in comparison with psychology students. Another significant difference was found on the Masculine - Feminine subscale. However, it was difficult to interpret these results because of the unbalanced sample according to the participant’s gender.

Milena Mutafchieva, PhD, is a qualified psychodramatist and assistant professor in Cognitive Science and Psychology Department in New Bulgarian University, Bulgaria. She holds a doctorate in Cognitive Development and has participated as a principal investigator in many Bulgarian and international projects. She was a Board Member of Bulgarian Society of Psychodrama and Group Therapy and Institute for Psychodrama Practices „Chiron”. Since 2015 she was elected as a member of the Council of FEPTO and took the position of Vice-president and Chair of the Communication Committee. Her research interests include analogical reasoning in children, executive functions and their development, psychodrama and measuring of its effects in clients and trainees, active learning and educational practices, etc.

Effects and change process in psychodrama group training for psychology students – model and first outcomes

Krzysztof M. Ciepliński
John Paul II Catholic University of Lublin, Poland

The presentation was devoted to the ongoing research project on the implementation of psychodrama in the education of psychology students at the John Paul II Catholic University of Lublin. The research is conducted on two groups of 14 psychology students participating in a three-day psychodrama training, and a control group. The positive and negative emotions, self-esteem and the participants' own estimation of their interpersonal competence were control, using Polish version of the following questionnaire: The Positive and Negative Affect Schedule (PANAS) D. Watson & A. Clark; The Rosenberg Self-Esteem Scale (SES) and ICQ-R40 D. Buhrmester, M.T. Wittenberg, T.H. Reis & W. Furman. The factors in question have been measured before, during and after the training. The follow-up measurement is due to take place. To analyze the change process we used also the experimental Polish version of R. Elliott's Helpful Aspects of Therapy (H.A.T.) questionnaire adapted to the training context by K. Ciepliński.

Krzysztof M. Ciepliński, PhD, is a certified psychodramatist and integrative psychotherapist, trainer, researcher and lecturer at the Institute of Psychology, The John Paul II Catholic University of Lublin (Poland), and also the Co-Chair of the FEPTO Research Committee. He is the board member of the Polish Association of Psychotherapy Integration and since 2016 the Supervision Board member of the Psychotherapy Scientific Section of the Polish Psychiatric Association. He provides group, individual and couple psychotherapy for adults outpatients. His research interests include psycho-drama outcome and change process studies, integration of psychotherapy, positive psychology and professional development and training.
This short presentation was aimed at presenting first findings of a survey on psychodrama practice, research experience and interest in future research activity conducted among psychodramatists affiliated with the Surplus Psychodrama Institute Leipzig, Germany. The diverse fields in which the participating psychodramatists work with PD and preliminary research ideas were outlined (PD in psychotherapy, family counselling, supervision, training, education, self-experience groups). The group shared their experiences as to how to organize the process of an institute or individuals starting to implement research practice in their everyday work with psychodrama. Ideas how to enhance these processes were discussed, e.g. an E-Mail-List for the purposes of networking with more research experienced colleagues in the distinct fields and an instrument database. These ideas are going to be discussed in the plenary at the next RC meeting.

Katja Kolmorgen is a psychodrama-trainee and psychologist, currently working as a research associate at the Department of Child and Adolescent Psychiatry, Psychotherapy and Psychosomatics, University of Leipzig where she does research in the fields of family counselling and mental health.

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. Theoretical, methodological and personal learning processes are to be linked by guiding and supporting trainees to reflect upon their first professional experiences in counselling and psychotherapeutic practise. In the presentation an ongoing study of systematic reflection on supervision in psychodrama training was introduced. The objective of the study was to
investigate the supervision process regarding different aspects of professional learning like theoretical, methodological, relational and personal dimensions. Furthermore, a specific interest was put on studying the specific impact of experiential methods and interventions like enactment, psychodramatic and sociometric ways of reflection. The study is undertaken at the University of Innsbruck, where a specific four year psychodrama training programme is offered for counsellors and psychotherapist. In this study 18 student trainees at the University of Innsbruck are participating who are in their third year of training. All participants have to get 600 hours of psychodrama practice and 120 hours of supervision during the 3rd and 4th year of their training. Supervision is provided by four different experienced supervisors in small groups of 3-5 students. After each session trainees fill in a self-report online 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. Furthermore, in depth interviews are conducted with the participating trainees at the end of each semester in order to get a more profound understanding of their learning and how helpful and hindering aspects in supervision are influencing the learning process. In the presentation the research design of the study was discussed in the context of previous studies in this field. The results of the study are particularly relevant for trainers and training institutions who want to support the transition of students from theoretical learning to professional practice. The results helped to discuss whether and how experiential methods of reflection and learning in supervision can effectively support the learning experience of students.

References:


Krall Johannes, ao. Univ.-Prof. Dr., University of Klagenfurt, Educational Sciences and Research; pedagogue and psychologist, counsellor, psychotherapist, supervisor, trainer at the Austrian Society of Groupdynamics and Grouptherapy and lecturer at the University of Innsbruck; 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.
Psychodrama Training in the Manifold
FEPTO World
A Survey on the PD training models
within the FEPTO Training Institutes

Paola De Leonardis
Milano, Italy

Marco Greco
Torino, Italy

First results of the Survey:

Aims and actions of the first step: (2014-2016): To know something from FEPTO Training Institutes about:

1) How is psychodrama taught?
2) With which training tools?
3) According to which training models?
4) Which are the main theoretical contents?
5) And the main techniques considered?

2015: 30 Training Institutes sent back a filled up Questionnaire on their Institute organization, and on ways and contents of their theoretical and methodological training.

2016: A Report on the results of the Questionnaire has been mailed to all Institutes responders and will be presented in Marathon within the RC Committee meeting.

Many interesting information have been collected, as well as some suggestions for future developments.

Some bits of the main results

In which field do FEPTO Training Institutes train PD?
- 26,66% train only in the field of psychotherapy
- 16,66% train only in educational field
- 56,66% train in both psychotherapy and education fields

Which are the most frequent features of the Institutes?
- Well-structured in each year of the course
- Interactive-oriented (group discussions, teaching tasks involving trainees etc.)
- Looking for more consistent and more focused teaching literature
- Longing to get in touch with different training models and to exchange views

Which are the most frequent ways of teaching?
- Front lectures as well as object lessons
- Theoretical and technical presentation and discussion in group
- Theoretical and technical teaching during processing and supervision

Which is the most used literature?
- Basic Moreno’s literature or parts of it
- National and international PD handbooks
- Non-PD literature (general psychology, psychopathology, other models books)
- Notes and booklets prepared by trainers as well as by trainees

Which are the less used training tools?
- DVD registration (developing) and online material (developing)

Which are the main training models within the FEPTO Training institutes?
Structured training models: this category includes the University PD courses, have a large amount of general psychological issues, and also consistent practical training and psychotherapeutic practice.

Semi-structured training models: they use different kind of lessons and a variety of literature, but they particularly favour group discussions, cooperation among groups, and training in supervision.

Not-structured training models: a few Institutes have set up a training model which emphasizes trainees’ autonomy, who look for their learning ways and contents in their trainees-trainers group.

Second step of the Survey (2016-2018): a hopeful proposal
We are going to create a working group having two aims:
- to get more information on the Institutes’ training models, teaching contents and scientific needs;
- to develop within the Institutes some ways for exchanging on PD theoretical issues and techniques.

People who like to receive the Report and are interested in joining the “second step group”, please contact: paoladeleonardis@fastwebnet.it ; marcomariagreco@katamail.com
Evaluation of the Helsinki FEPTO RC Meeting

Mirjana Jovanovska Stojanovska & Ilija Dojcinovski
AMIGDALA School for Psychodrama, Macedonia

The evaluation of the meeting was led by Mirjana Jovanovska Stojanovska & Ilija Dojcinovski from the School of psychodrama AMIGDALA, Skopje, Macedonia. Ilija divided the whole group into three subgroups. The first group was assigned to point out the strengths of the meeting, the second group was assigned to point out what could have been done better during the meeting and the third group was assigned to point out the challenges for the future FEPTO RC Meetings.

The second part of the evaluation was led by Mirjana. She invited each of the groups to choose a participant who would present their opinions regarding the assigned task. Here are the results:

The strengths and positive aspects of the meeting were the lectures held by Mikael Leiman and Kai Alhanen, the meeting was held in a safe country, the rich program with many people involved in research, the working climate, the warmth of our hosts Mari and Reijo and, of course, the social program (the sauna and the restaurants).

As far as improvements are concerned the following ideas appeared: ‘more time for dialogue, division in small groups, defining aims for RC, get more time for the presentations, put in action an international project’. Regarding the future challenges, the group expressed the wish to have inspiring lectures which will incorporate theory and practice (with video demonstrations), round table discussions, parallel subgroup work with choices made sociometrically as well as sociometry exercises to increase the group cohesion.

All in all, the group had a marvelous three day active work, lots of shared experiences and many inspiring ideas for the future to come.
Closure

Mari Rautiainen & Reijo Kaupilla
Krzysztof Ciepliński & Johannes Krall

Thank you all for your presence and involvement!
During the break...

In the evening...
The Helsinki Silta-group playback theatre

Sightseeing tour to Suomenlinna