Hannes Krall (Ed.)

Report of the FEPTO RC Meeting:

Beyond Numbers and Words
Measuring & Understanding Psychodrama

Welcome to Vienna

Susanne Schulze, Babsi Geml & Johannes Krall

Welcome to Sigmund Freud Private University

Alfred Pritz

Rector of the Sigmund Freud Private University

Sociodramatic warm-up

Susanne Schulze & Babsi Geml

ÖAGG, ULG Psychodrama Innsbruck, Austria
Measuring and Understanding Psychodrama in Austria

Jutta Fürst

University of Klagenfurt, Austria

Psychodrama in Austria has two states like Schrödinger’s cat in his thought experiment; being alive and dead at the same moment. The facts about psychodrama in Austria are quite impressive. In a republic with 8.8 million inhabitants there are now nearly 9000 psychotherapists (453 thereof are psychodramatists) in 23 different approaches, approved by the government. Furthermore, there are many psychodramatists working in other fields like education, theatre, coaching, etc. There are existing and planned psychodrama programmes at five private universities in Austria, Krems, St. Pölten, Salzburg and Vienna. The University of Innsbruck is still the only public university that offers a complete programme. The academization of psychotherapy training is unstoppable. Psychotherapy will become a study like psychology at universities with hopefully a big practical part.

The other side of psychodrama is its invisibility regarding research on an international level. This is not only an Austrian phenomenon but something we share with the world. Looking back to the beginning of the 20th century Austrian’s history show how easy scientific and cultural development can be destroyed by a nationalistic ideology. History shows also how you can rebuild a prospering (psychodrama) community by opening it to new knowledge, approaches and developments like academization instead of keeping knowledge in privacy. The diversity of cultures, philosophies, practical styles, disciplines and the readiness to discuss as it always is and was good practice at universities but also in a network like the research committee seems to be the fertile soil for a psychodrama that stays alive.

Jutta Fürst, PhD, psychologist, psychotherapist, trainer, and supervisor for psychodrama. Scientific director of a psychodrama psychotherapy training programme at the University of Innsbruck.
Psychodrama at the Sigmund Freud University
“The courage to dream again”

Johannes Krall
University of Klagenfurt, Austria

In the past years, psychodrama as a recognized psychotherapy modality has lost ground in some western European countries. In these countries health and psychotherapy policy excluded a broad range of different psychotherapy modalities, which couldn’t fulfil the need of evidence-based research. Those psychotherapy modalities which had a long tradition of training and research at academic and research-oriented institutions are in a better position to get resources for research. Academisation and research seem to be two aspects of the same coin. Therefore, psychodrama training should be part of a professional academic training.

At present, psychodrama training is provided at two different universities in Austria (University of Innsbruck and at the ÖAGG, which is cooperating with the Danube University of Krems). In the near future, there will be four universities offering psychodrama training programmes. One new psychodrama training programme at the Sigmund Freud Privat University (SFU) just has been accredited by the ministry of health in Austria.

Psychodrama at the Sigmund Freud Privat University (SFU) is an integrated part of a five years full Bachelor- and Master’s Degree Programme on Psychotherapy Science. The University intends to blend theory with practical training, self-awareness and comprehensive research activities.

According to the Austrian Psychotherapy Law, psychotherapy training starts with a foundational course which lasts for two years (Propädeutikum). After finishing this basic training, a specific psychotherapy modality like psychodrama can be studied.

The Bachelor at the SFU (3 years) covers the Propädeutikum (2 years) and the first year of psychodrama training, which is to be continued in the Masterprogramme (2 years).

The bachelor programme lays the groundwork for psychotherapy science. “It provides students with the basic scientific principles and diagnostics related to normal and pathological development. It explores the framework of evidence-based treatment of pathological phenomena as a response to life-experiences by considering psychological, medical, sociological and anthropological aspects” (Course aims for the bachelor, SFU).

During the Master’s Degree Programme “students gain an in-depth understanding of general and method-specific psychopathology, diagnostic methods, disorders and appropriate treatment strategies. Deepening students’ capacity to pursue psychotherapy research is central to the Master’s Degree Programme. During the programme, students learn how to interpret, compare and pursue empirical research questions” (Course aims for the Master programme, SFU).

In addition to a broad general training in psychotherapy, students get an intensive training in theory and practice of psychodrama. It includes the following parts:

(1) Theory (495 hours)
Psychosocial development/ Diagnostics/ Aetiology/ Methodology and Technique/ Theory of Personality and Interaction/
Transmodal theory etc.

(2) Practical part (1560 hours)
- Self-experience (individual and group)
- practicum/ psychotherapy under supervision
- Supervision (practicum and psychotherapy)

This intensive psychodrama programme, which is integrated in a full Master’s Degree Programme of Psychotherapy Science can be a model for the future by which we will be able to keep psychodrama as publicly recognized psychotherapy modality. At least it could give us the courage to dream again.

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; director of the psychodrama training programme at the Sigmund Freund Private University; former president of FEPTO and current chair of the FEPTO Research Committee. Recipient of an Excellence Award granted by FEPTO.

Key activities: Research in psychodrama training, supervision and psychodrama practice. Several publications about psychodrama, supervision, violence, trauma of children and youth.

Email: hannes.krall@aau.at

Researching psychotherapists. Experiences in the field of clinical psychotherapy research

Kathrin Mörtl

Sigmund Freud Private University, Austria

At Sigmund Freud Private University (SFU) we train a new generation of academic psychotherapy scientists who, at the end of their professional training, are licensed clinicians as well as genuine psychotherapy researchers. Starting in 2019 we will also train students in psychodrama. The gap between psychotherapy practice and research has kept the scientific community busy and has been addressed in numerous conferences. Many renowned researchers have pointed out that psychotherapy research needs to base its projects on clinically relevant phenomena and not just focus on randomized controlled trials that seem too far away from the specific therapeutic work for

1 Unfortunately, Kathrin Mörtl had to cancel her presentation due to an infection. The abstract remains in the report as an information. She can be contacted at the SFU Sigmund Freud University.
most clinicians. It seems that researched numbers and words do not resonate with the intuitive experience of clinicians and are thus not of interest. In my presentation I state that relevant psychotherapy research must be conceptualized and applied by a new generation of psychotherapy scientists who identify themselves as researchers as well as clinicians in the first place. I will talk about one research initiative at SFU that we started in 2018 that is centred around the topic “psyche and body”. Although there is tons of newer psychosomatic literature and research, it seems that relevant questions that do come up in the supervision process by early-career therapists, are lost and are not centrally included in research projects. They seem too specific, too banal, or too hard to systematically do research on, they are beyond numbers and explicit words. These are often the really interesting phenomena for clinicians, however. We try to include very early-career psychotherapy students as well as senior psychotherapists under supervision and supervisors in the very first step of creating our “psyche and body” research initiative. We organize open expert discussions and individual interviews with patients as well as therapists to find a relevant research topic (bottom up) instead of posing a research question and administering this to all participants included (top down). We believe that only by including all possible protagonists in the field early on, a research initiative can innately discover new questions relevant to research, theory and practice. In the presentation I will try to motivate participants to actively think with me and generate their intuitive psychodrama research questions to this phenomenon of “psyche and body” to exemplify the experience of such an operationalization of research. In the end all of us, younger or older, early-career or senior, student or teacher, are part in this new generation of psychotherapy science.  

Kathrin Moertl, Assoc. Prof., psychologist and psychoanalyst in training under supervision; research focusing on psychotherapy processes, patients’ perspective about therapy experience and mechanisms of change; trained in and teaching qualitative research methods (grounded theory and thematic analyses) and psychosomatics; vice-dean faculty of psychotherapy science at SFU Vienna; work in private practice.

Scenic Understanding and Reflecting Countertransference in Psychodrama and in the Treatment of Trauma

Klaus Ottomeyer

University of Klagenfurt, Austria

The concept of of encounter in the sense of Moreno and Buber and the idea that therapists have to reflect the dynamics of transference and countertransference in the therapeutic relation do not exclude each other. Both are needed. Important on the side of
the therapist is the allowance to feel the moments of being irritated and surprised during the meeting with the other person or a group. This is a part the Scenic Understanding („Szenisches Verstehen”) described by the Psychoanalyst Alfred Lorenzer and which can also be seen in the psychodramatic process. We often find a hidden, forbidden or very threatening scene behind the obvious scenes presented by the patient („Tiefenhermeneutik”). But in Psychodrama we are working with the client as co-creative poets to develop deliberating elements and supportive resources fitting to the life drama of the individual. In the work with traumatized persons transference and countertransference should be reflected and stabilized in a special way. The traumatic scenes and actors should be externalized on an imagined or real stage and „surrounded“ by strong protective elements and care-taking figures. An example of trauma treatment will be given.

Klaus Ottomeyer, born 1949 in Frankfurt a. M., Sozialpsychologist and Psychotherapist, Psychodramatist. Ass. Professor at the Department of Psychology/ FU Berlin (1975-1981); Univ. Professor at the University of Klagenfurt (1983-2013); Sir Peter Ustinov Professorship at the University in Vienna (2015/16); currently lecturer at the Sigmund Freud Private University in Vienna. Therapeutic practice with traumatized refugees and victims (first, second and third generation) of the Nazi-regime. Many publications.

Theatre as therapy: data from a Randomized Controlled Trial with Playback Theatre

António-José Gonzalez

ISPA Instituto Universitário, Portugal

Playback theatre is a form of improvisational theatre derived from psychodrama. Since its foundation in N.Y. in the 70’s, the discussion concerning its therapeutical value has been established. Our research team designed and proceeded with a Randomized Controlled Trial in order to evaluate the effects of a 12 session programme of Playback theatre in a group of 14 participants. Some quantitative and qualitative data from this research will be presented.
António-José Gonzalez is a PhD in Educational Psychology. He teaches in ISPA – University Institute in Lisbon, Portugal. He created and coordinates dISPAreatro, ISPA’s theatre group, where he teaches, acts, directs plays and interventions in several contexts: schools, hospitals, communities, etc. In 2017 a Playback Theatre group – Projecto Eco – emerged from dISPAreatro. Coordinator of the Post Graduation in Expressive Arts in ISPA. Psychodrama director, TEP and member of the board of the Portuguese Psychodrama Society (SPP).

The Effect of Psychodrama Experience Group Process on Self Compassion, Psychological Well-Being and Inferiority Feeling of Research Assistants*

Gamze Ülker Tümlü, Nilüfer Uyar, Bircan Kırlangıç Şimşek

Anadolu University, Turkey

In this study the effectiveness of ten-week psychodrama experience group application on self-compassion, psychological well-being and inferiority sense levels of individuals working as a research assistant in the university was investigated. At this context a 2x3 experimental model was used on a representative group of 14 people, seven of which were in the experimental group and seven in the control group. Each of the groups has included three men and four women. As data collection tools Self-Compassion Scale (Neff, 2003; Akın, Akın, & Abacı, 2013), Flourishing Scale (Diener ath., 2009; Telef, 2013) and Inferiority Sense Scale (Akdoğan, 2012) were used.

In the study to test the significancy of the difference of pretest, posttest and follow up measurements (within group) Friedman Test for Related Samples and while making twosome comparisons to determine the source of the difference Wilcoxon Signed-Rank Test for Paired Samples were used. To test the significancy of the difference of the pretest, posttest and follow up scores of the experiment and control group the Mann Whitney U Test for Independent Samples were used.

The findings showed that all the dimensions of self-compassion and psychological well-being of the research assistants in the experimental group differed significantly and this effect lasted for two months, but there was no significant difference between pre-test, post-test and follow-up measurements in terms of inferiority feeling. On the other hand, there was no significant difference between the pre-test, posttest and follow-up measurements of the psychological well-being, inferiority feeling and self-compassion in the control group. Findings related to posttest comparisons between groups
showed that there was a significant difference in favor of the experimental group in terms of Common humanity, Mindfulness, and Isolation which are sub-dimensions of Self-Compassion and psychological well-being levels. On the other hand, there was no significant difference between the two groups in terms of post-test scores of Self Compassions’ three other sub-scale which are Over-identification, Self-judgment and Inferiority feeling. However, in the follow-up measurements, significant differences were observed in favor of the experimental group in all dimensions of self-compassion and psychological well-being, while only a significant difference was not observed in the inferiority feeling. The findings were discussed in the light of the literature and recommendations were made.

*This group was carried out at Dr. Abdülkadir Özbek Psychodrama Institute as part of the training of Psychodrama Advanced Stage under the group supervision of “Sukulentler” group, individual supervision of the group trainer and with individual feedback from one of the group members Yeliz Şen Özyapan.

Dr. Gamze Ülker Tümlü got her master degree from the Guidance and Counseling Program at Hacettepe University and doctorate degree from the same department at Anadolu University. She has studied on counselor education, counseling supervision, counselor efficacy, and anxiety. She is continuing her advanced psychodrama education at Abdulkadir Psychodrama Institute. She still is a research assistant at the Counseling and Guidance Department, Anadolu University.

Nilüfer Uyar, I completed my undergraduate education in the department of psychological counseling and guidance at Hacettepe University and my master's degree in Anadolu University. I am currently in the thesis preparation part of my Ph.D at Hacettepe University. Also, I am taking part in the advanced stage of my psychodrama training under Bircan Kırlangıç Şimşek management.

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Researching impacts of creative action methods – some examples of practice and results

Reijo Kauppila

Helsinki Psychodrama Institute, Finland

The effectiveness of action methods based on psycho- and sociodrama and sociometry was studied in the EBTS-project (Evidence Based Trauma Stabilisation), where professionals working with asylum seeking, refugee and immigrant families were trained in EBTS-Trainings to conduct EBTS-Programmes.
Psycho- and sociodrama specific methods such as concretisation, sociodramatic process, role training and serious playing, were used in EBTS-Training seminars. The used methods and their impact on learning of participants in EBTS-Trainings are presented. The research methodology, both qualitative and quantitative, and process are discussed, too.

Reijo Kauppila is the director and the main trainer in Helsinki Psychodrama Institute (Finland). His speciality is the learning of individuals and groups in and with psychodrama. Reijo is the president of the NBBE (the Nordic-Baltic Board of Examiners of Psychodrama, Sociometry and Group Psychotherapy). Email: reijo.kauppila@muutosvalmennus.fi
Web pages: www.muutosvalmennus.fi

The profile of participants in arts-based psychiatric rehabilitation in the community

Hod Orkibi (presenter) & Aya Nitzan
University of Haifa, Israel

Stigma is a pressing health issue worldwide (World Health Organization, 2019). This talk will present quantitative findings that serve to better profile and characterize registrants for integrated arts-based groups of the Amitim psychosocial rehabilitation program of the Ministry of Health and the Association of Community Centers in Israel. This nationwide program facilitates personal recovery and stigma reduction through the social integration of individuals with mental illness by including them in activities that are open to all. The findings may enable similar community-based programs to better identify participants’ conditions and meet their needs.

Hod Orkibi, Ph.D., is a tenured Senior Lecturer, Head of the Psychodrama and Drama Therapy M.A. Programs, the School of Creative Arts Therapies, University of Haifa. He researches psychodrama outcome and change process studies, creativity, arts-based community rehabilitation, and adolescent positive psychology. Chair of the Israeli Higher Council for Creative Arts Therapies. Executive Board Member of Division 10 - the Society for the Psychology of Aesthetics, Creativity, and the Arts of the American Psychological Association.
Aya Nitzan, M.A. is a doctoral student at the University of Haifa, a visual artist, drama therapy practitioner, and supervisor. She has extensive experience working in individual and groups with diverse populations in the public and private sectors, including children, adolescents, and adults.

Psycho-oncology: Application of Psychodrama and Gestalt technics for working with people diagnosed with cancer

Mirjana Jovanovska Stojanovska
MIT University, Macedonia

Cancer is a disease of the body and psyche. For the first time in Macedonia, there is an attempt for the Ministry of Health and the Chamber of Psychology to introduce psycho-oncology as treatment and care for the people diagnosed with cancer. The number of people dying from cancer is striking. And that number is drastically increased if we count in those who are under treatments from cancer and are at different stadiums of the illness. This illness leads to big changes physical and psychological health. Further to the operation, radiation, chemotherapy, and other medicine and procedures – psychological help and psychosocial support, are more than needed. Eight out of fifteen published trials indicate enhances cancer survival time. This is motivational enough to do everything possible for psychotherapy to become part of the treatment for cancer patients. Considering the complexity of the issue that the therapist will face, one needs to possess certain professional and personal assets and quality. The way the therapist will work should be well thought out, so that the healing powers of the psychotherapy methods and techniques used can be optimized. It is also important to carefully design research into the effects of the use of psychotherapy, the effectiveness of methods and techniques, what changes they have on the participants, and whether and how they affect the course of the disease. In this presentation we will briefly demonstrate how we have previously worked with the participants of the groups and how we conducted the research.

Key words: cancer, psychodrama, gestalt, psychotherapy, psycho-oncology survival time
Mirjana Jovanovska Stojanovska, Phd in Psychology. She is an assistant professor at the faculty of psychology- MIT University, Skopje. She is the founder, senior trainer and supervisor in the school for Psychodrama training “Amigdala”. She is Gestalt therapist (EAGT certified) and certified supervisor by The Gestalt Center London. She is also individual member of EAP. She is a supervisor in several school for psychotherapy in Macedonia. She runs a privat office for psychotherapy, counseling and psychodiagnostics. Her research interest includes studying the educational process and the outcomes of psychotherapy.

Examining the Effect of Psychodrama Practice: A Study on Psychological Well-Being, Social Anxiety, Hope, Insight and Psychological Problems in Emerging Adults* (brief paper)

Merve Cesur Atintaş (presenter) & Bircan Kırланış Şimşek
Ankara University, Turkey

Emerging adulthood is a period of life that represents a transition from adolescence to adulthood suggested by Arnett (2000). This is a period in which individuals' identity formation is completed, offering a wide range of opportunities and, accordingly, changes in many areas. For the same reason, individuals experience uncertainties and worries about their lives in this period. The aim of this study is to examine the effect of psychodrama practice on emerging adults' psychological well-being, social anxiety, hopelessness, insight scores and psychological problems. The effect of the psychodrama has been tested using quantitative methods. Semi-experimental design with pre-test, post-test and follow up test have been used in the study. Psychodrama group practice lasted for 10 weeks, approximately 180 minutes once a week. The study group consisted of 12 young people (10 females, 2 males) aged 21-25 years who applied to the psychodrama group called “My worries and my hopes.” Liebowitz Social Anxiety Scale, Insight Scale, Beck Hopelessness Scale, Psychological Well-Being Scale and Brief Symptom Inventory were used in the pre-test, post-test and follow-up measurements. The participants stated that they benefited from the psychodrama group experience and the awareness they gained. Findings: Data will be analyzed using SPSS. Results, limitations and possible implications will be discussed in the light of the literature.

Keywords: Psychodrama, emerging adulthood, hope, insight, psychological well-being, effectiveness
*This group was carried out under the supervision of Dr. Abdulkadir Ozbek Psychodrama Institute within the scope of the Psychodrama Advanced Stage training group "Succulents" and the individual supervision of the group trainer, feedback from the assistant trainer and group member. We would like to thank Elif Gülçin Çelik who supported the experimental group as an assistant; assistant trainer Tülin Acar and group member Kıymet Çatak who gave individual feedback for this experimental group.

Cesur Atintaş, Merve. Clinical psychologist, PhD student and research assistant at Ankara University Department of Psychology. She is still continuing her PhD education in the area of Clinical Psychology. She is also psychodrama advanced stage trainee at Dr. Abdulkadir Ozbek Psychodrama Institute. Current research interest in post-traumatic growth, psychodrama practice and emotion regulation.

The Experiences of Psychodrama Group Participants: A Study of Interpretative Phenomenological Analysis

Merve Cesur Atintaş, Hilal Kaya (presenter)
Ankara University, Turkey

**Introduction:** In the literature, it is seen that psychodrama researches frequently use quantitative research methods. As a group psychotherapy method, psychodrama is a process in which each participant has subjective experiences. Therefore, it is considered that psychodrama researches are also suitable to use qualitative research methods. The Interpretative Phenomenological Analysis (IPA) attempts to reach the psychological element of a phenomenon experienced by the participant. In addition, in IPA, the participant creates a meaning by integrating perceptual parts. Thus, current study intends to aim to investigate the participants’ subjective experiences of psychodrama group process and the meaning attributed to these experiences.

**Method:** Data will be collected through structured interviews with a total of 7 volunteer participants who have participated in at least 10 sessions of psychodrama group in the last year. Participants will be asked questions on how they make sense of their psychodrama experience.

**Findings:** The interviews will be deciphered and themes will be determined and evaluated by using IPA technique. Results, limitations, and possible implications will be discussed in the light of current literature.
Keywords: Psychodrama, interpretative phenomenological analysis, qualitative research

Cesur Atintaş, Merve. Clinical psychologist, PhD student and research assistant at Ankara University Department of Psychology. She is still continuing her PhD education in the area of Clinical Psychology. She is also psychodrama advanced stage trainee at Dr. Abdulkadir Ozbek Psychodrama Institute. Current research interest in post-traumatic growth, psychodrama practice and emotion regulation.

Kaya, Hilal, Forensic psychologist and research assistant at Ankara University Institute of Interdisciplinary Forensic Sciences. She is a PhD student on Forensic Psychology and she currently interested in victim psychology. She is a psychodrama basic stage trainee at Dr. Abdulkadir Ozbek Psychodrama Institute. She is also Positive Psychotherapy master trainee.

The effect of relationship-focused group practice on the interpersonal relationship levels of the university students (Poster presentation)

Nilüfer Uyar

Anadolu University / Turkey

Background and aims: Interpersonal relations are one of the most important factors in the life of the individual as it gives an opportunity to measure self-perception, self-esteem and self-confidence. In addition to this, it is noteworthy that individuals with good interpersonal relations have a more positive mental health. In this study, it is aimed to increase the interpersonal relationship level of the university students who applied to the relationship-focused group practice in the fall semester of the 2018-2019 academic year of Anadolu University.

Method: The present study is an experimental study with a single-group pretest-posttest pattern. 10 university students (2 male and 8 female) participated in the study voluntarily. After the applications were received, the group leader made individual interviews and determined the appropriate members to the group. Relationship-focused group practice using psychodramatic techniques was applied to the group for 8 weeks, once a week. Interpersonal Relations Scale developed by Şahin, Durak and Yasak (1994) was used as the data collection tool. After completion of the application, Wilcoxon Signed Ranks Test was used to test the significance of the difference between in-group pretest and posttest measurements.
**Results:** After the analysis, it was concluded that the relationship-focused group practice using psychodrama techniques significantly increased the interpersonal relationship level of university students.

**Conclusions:** According to the results obtained from the study, the relationship-focused group practice using psychodramatic techniques is effective in increasing the interpersonal relationship levels of university students. In other words, the level of interpersonal relationship of the students participating in the post-application increased significantly compared to the pre-application level. Accordingly, taking into account the importance of one’s relationship with oneself and others in mental health, implementation and dissemination of similar practices aimed at increasing the interpersonal relations level with experiential group practices using psychodrama techniques are considered important.

**Nilüfer Uyar,** I completed my undergraduate education in the department of psychological counseling and guidance at Hacettepe University and my master's degree in Anadolu University. I am currently in the thesis preparation part of my Ph.D at Hacettepe University. Also, I am taking part in the advanced stage of my psychodrama training under Bircan Kırlangıç Şimşek management.

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**Who am I? Psychodrama Experience with Adolescents (brief paper presentation)**

İrem Şahin Yoluk (presenter) Ahmet Togay, Gizem Soylu, Tülin Acar, Bircan Kırlangıç Şimşek

Çukurova Üniversitesi

The general purpose of the psychodrama group named as ‘Who am I’ is to increase the level of social inclusion of pre-adolescent members by enhancing their personal and social skills development through the awareness/recognition of themselves. In the context of this aim, in the study, it was aimed to increase the social skill levels and life satisfaction of the members in the psychodrama experience group.

In order to achieve these goals, a group consisting of 8 members (5 girls, 3 boys) who are educated at the 7th and 8th grades of secondary school and a 10-session psychodrama experience group were conducted under supervision. Group members are individuals belonging to lower socioeconomic status in the Eastern Mediterranean region of Turkey in the province of Adana. Psychodrama techniques used in the experience group; role play, matching, role change, group games and warm-up games. The implementation of this group process, Abdulkadir Ozbek Psychodrama Institute As part of the training of the Psychodrama Advanced Stage, group supervision in the Succulents group was carried out by individual supervision of the group trainer and written feedback from the co-trainer and a group member.
In order to test the effectiveness of these psychodramatic group works, a quasi-experimental design with pre-test, post-test and with control group is used. Measurement tools used as pre-test and final tests are; The Children’s Self-Report Social Skills Scale (Danielson & Phelps, 2003) and Brief Multidimensional Student’s Life Satisfaction Scale (Seligson, Huebner & Valois, 2005). Pre-test data was collected from the experimental group in the first session and post-test data in the last session. Data collected from the control group were also collected at 10-week intervals. No study was performed with the control group.

In the analysis of the data, Mann-Whitney U test was used to determine the differences between the groups before and after the experiment. It was concluded that there was no significant difference between the total scores of social skills (U = 20, p <.05) and life satisfaction (U = 22, p <.05) of the experimental and control groups. There was a significant difference in favour of the experimental group between the total scores of the social skills of the experimental and control groups after the experiment, U = 4.50, p <.05; however, there was no significant difference between the total life satisfaction scores after the experiment, U = 20.50, p <.05.

In the analysis of the data, Wilcoxon signed rankings test was used to determine whether the social skills and life satisfaction of the participants showed a significant difference before and after the experiment. The results of the analysis showed that there was a significant difference between the scores of children participating in the study before and after the psychodrama experience group, z = -2.31, p <.05. Also, the scores of the children participating in the study from the multidimensional life satisfaction scale showed a significant difference between the scores before and after the psychodrama experience group, z = 2.37, p <.05. Considering the mean and sum of the difference scores for both social skills and life satisfaction variables, it is seen that this difference observed is in favour of positive ranks, i.e. post-test scores. According to these results, the Who am I? "Psychodrama experience group, which was organized in 10 sessions, had a significant effect on increasing social skills and life satisfaction of children.

*İrem Şahin Yoluk is corresponding author.

Şahin-Yoluk, İrem; PhD student, research assistant at Cukurova University Faculty of Education Department of Psychological Counseling and Guidance. She graduated from the same department of the Hacettepe University, and she got master degree from Cukurova University Social Sciences Institute. She is still continuing her PhD education at Çukurova University social sciences institute. She is continuing her advanced psychodrama education at the Abdulkadir Uzbek Psychodrama Institute. Her specialities are child abuse, gender studies, group therapy, educational research and counselling studies. She is a member of the Turkish Psychological Counselling and Guidance Association.
The Goat Loan Project: Psychodrama in Tanzania

Klaus Ottomeyer

University of Klagenfurt, Austria

In the workshop a Video about a psychodramatic action research project with peasants in the south of Tanzania will be presented and discussed. What will happen in the village when goats sponsored by an Austrian NGO are given to the poorest members of the community? This question was answered in a large group with support of psychodramatic methods.

Klaus Ottomeyer, born 1949 in Frankfurt a. M., Socialpsychologist and Psychotherapist, Psychodramatist. Ass. Professor at the Department of Psychology/ FU Berlin (1975-1981); Univ. Professor at the University of Klagenfurt (1983-2013); Sir Peter Ustinov Professorship at the University in Vienna (2015/16); lecturer at the ÖAGG; currently lecturer at the Sigmund Freud Private University in Vienna. Therapeutic practice with traumatized refugees and victims (first, second and third generation) of the Nazi-regime. Many publications.

Sociodrama

The Way I Feel is Hard to Quantify

Brigitte Schönsleben-Thiery & Thomas Gassner

ÖAGG, Austria

We want to find relevant questions of psychodrama, science and practice in context, because it is hard to quantify what we experience in a psychodramatic play. The need of science to measure and quantify needs the surplus reality of our mind, the power of individual creation to be complete. None can be seen for its own.

Together we seek for answers in psychodrama act and a sociometric direct query.

Mag. (FH) Brigitte Schönsleben-Thiery, works in Basic Adult Education by using the power of psychodrama und sociometry as well as her past experience at the theatre as actress.

Thomas Gassner, Mag., practices Psychodrama mainly in consulting or/and in storytelling context. In the world of theatre you will find two parallel, different levels of being together. The members of the ensemble in their private/professional roles and in their fictive, written roles of the play. In the first case you have to solve conflicts and in the second case you have to create them. It is really illuminating!
Finally a quote of Karl Valentin: “Everything has three sides: the positive, the negative and the funny one.”

Comparison of the Social Atoms of Psychotic, Neurotic and Normals

Deniz Altınay

Istanbul Psychodrama Institute/ Istanbul International Zerka Moreno Institute, turkey

Moreno’s personality theory is considered as a biosocial interaction theory: a theory postulating that human beings have developing functions taking from through constant interaction between the biological organism and the social environment (Bischof, 1964).

The individual born from the organic placenta in to the social placenta and always lives in a “Social Atom”. The Social Atom consists of people in the emotional world of a person. Moreno says that the individual who become sick in social relationships will recover also in social relationships, which is a group and group psychotherapy. In this sense, social atoms of individuals should provide important information about their mental structure. According to our hypothesis, the individual personality structure and each pathological condition develops within different certain social atoms.

We have made a research under the name of the “Comparison of Social Atoms of Psychotic, Neurotic and Normals” in a psychiatry clinic of a military hospital and obtained statistically significant results as well as content of the data. The social atom test have developed for this purpose was applied to individuals considered as normals, individuals with various neurotic diagnoses and individuals with psychotic states. In this study the differences among the "social atoms" of individuals in psychotic, neurotic and normal groups is analyzed. In order to determine the differences, eight group of hypotheses groups were tested. All hypotheses have been tested at an error level of 0.05.

At the end of the research, we found that individuals in different psychological structures or in different psychopathologies have different social atom patterns. This is a kind of psychological test development. According to us, this research is suitable for studying on it more and making deeper and more detailed searches and is pregnant for new dimensions.

The sample of the research consist of 30 psychotic, 35 neurotic patients and 30 normal individuals. 'Social Atom Scale' has been applied to the individuals forming the sample group and these groups have been compared using the test. This scale has been developed by Doç.Dr.Üstün Dökmen and Deniz Altınay
Research project: Approach using the real social atom (ARSA)

Kurt Fellöcker

University of Applied Science in St. Pölten, Austria

How could the approach using the ‘real social atom’ concerning patients with family difficulties be shaped in a psychotherapeutically-supportive way?

**Aims:** The project deals with specific methodical work including vulnerable families within an outreach setting relating to the framework of the "Therapeutic Ambulatory Family Care" (TAF) (orig. German: Therapeutisch ambulanten Familienbetreuung”) in Salzburg.

The main background of the research project are the theories and practices of J.L. Moreno, who describes psychotherapy as a consolidation of people experiencing problems or conflicts together. The aim of psychotherapy in this sense is to gain a new understanding of these encounters within a therapeutic setting/using therapeutic action.

**Specific objectives:**
- The characterization of the approach using the real social atom.
- The apprehension of specific techniques
- The development of an understanding regarding inhibitory and beneficial factors impacting on the implementation of interventions.
- The theoretical reflection and foundation of used techniques.
- The comprehension beyond psychodrama, thereby exploring experiences of other therapeutic directions adopting the approach using the real social atom.
- The development of general proposals and recommendations for the approach using the real social atom

**Context and methods:** The research plan suggests a multi-level approach.
1. The selection of supervised families in the sense of "theoretical sampling"
2. The identification of social atoms in form of network cards
3. Evaluation of therapy protocols
4. Conducting narrative interviews with the families
5. The inclusion of other psychotherapeutic concepts which are not related to psychodrama.
6. Measuring the success of psychotherapy within the selected families using a quantitative instrument

Results: The presented research program allows to form statements about meaningful and necessary disorder-specific modifications of psychodrama within the approach using the real social atom. Psychodrama has known this approach since it has been established by its founder, J. L. Moreno, nevertheless a consistent theory building had not existed yet. Initial strategies, but also the description of in-depth therapeutic work on role ascriptions and role expectations are further results.

Kurt Fellöcker is a social worker, case-management practitioner, psychotherapist, supervisor and researcher. He is working as a Professor at the University of Applied Science in St. Pölten (Austria) teaching social work and at the Danube-University in Krems, in cooperation with OEAGG, teaching Psychodrama Psychotherapy. Furthermore, as Programme Director, he is also responsible for the Masterprogramme Addiction Counselling and Prevention at the University of Applied Science in St. Pölten.

From Indexes to Scores and Sociograms by Sociometric Assessment

Ger M. Can

University of Health Sciences Bakırköy, Turkey

Sociometric Assessment deal with the selections of group members like affinity (elections), aversity (rejections). (Carlson-Sabelli, Sabelli & Hale, 2013). This assessment help to determine various aspects of a groups’ sociometric pattern (affinity, aversity, and sociometric status). Sencer (1983), Dökmen (2013) formulated measures like Group Affinity Index, Group Aversity Index, Sociometric Status Index (the difference between Group Affinity Index and Aversity Index). Indexes give valuable information about sociometric changes in a group but still they are not suitable measures to perform statistical methods, providing significant results. The sociometric variances in groups can also be demonstrated via sociograms providing visual information. The attempt is to emphasize some sociometric measures, suggest a possible way of defining sociometric scores and give some information about sociograms.
Do Psychodrama Training Institutes Need Monitoring and Evaluation Metrics For Organizational Sustainability?

İnanç Sümbüloğlu & Ayşe Altan

Dr. Abdulkadir Ozbek Psychodrama Institute, Turkey

There are many difficulties associated with monitoring and evaluation of psychodrama training institutes’ impact on trainees, trainers, and also society. In recent years, the need for monitoring and evaluation (M&E) systems at organizational level is globally accepted. It provides transparency and accountability for the organizations. Additionally, in this way, organizations measure their impact and share the outcomes in a meaningful way.

In this presentation the relationship between outcomes and indicators will be discussed at the organizational level and we will focus on how psychodrama training institutions monitor and evaluate the impact of their organizations at different level (human resources, training activities, community projects, conferences, social media and communication tools, financial issues etc). During the presentation, operational challenges, management capacities and also defining reliable indicators related to the outcomes.
will be discussed and modeling for psychodrama training institutes will be carried out with the participant.

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

Ayşe Altan, PhD, she is a clinical psychologist; she studied AT Hacettepe University, Faculty of Psychology, Ankara and Aegean University, İzmir; she finished her Psychodrama training in Abdülkadir Özbek Institute, İzmir (20002008); she works at Aegean University Psychiatry Department, İzmir as co-therapist in training groups of AO Institute and Coordinator of İzmir AO Institute.

**Going on with the wiki-platform “Psychodrama World”: a proposal for the Contribution Policy and the forming of the platform Editorial Team**

Paola de Leonardis, Marco Greco, Krzysztof Ciepliński
Centro Studi Psicodramma e Metodi Attivi, Milano
Studio di Psicodramma Torino/ Italy
John Paul II Catholic University of Lublin, Poland

In FEPTO AM/Tallinn May 2019 and in IAGP Meeting/Thessaloniki June 2019, we presented the results of our four years-long Action Research, made together with FEPTO members and Training Institutes, which produced two outcomes:
1. Two Conceptual Maps respectively on Psychodrama Specificity and on Psychodrama Integration with other psychological and educational approaches;
2. The initial setting of a project concerning a wiki-platform for psychodrama, called “Psychodrama World”, based on the categories used in the two Maps.

In our presentation we presented them with: Small Group in Vienna we will go on with that work and discuss:
1. A proposal for a Contribution Policy, that has to be scientifically suitable, and appropriate to the true possibilities of cooperation;
2. The best way for forming the Editorial Team, that will develop such Contribution Policy and other important issues such as publishing standards, guidelines, and ethical standards.
3. The best way for forming the Administration Team, that has to develop technical points, found raising policy, media placement policy etc. In this regard, two letters will be sent. One directed at the participants of the RC Meeting in Vienna. The other one, written to the representatives of the FEPTO Training Organizations and to one’s of the Accrediting Organizations.

We are hoping in a large participation of colleagues willing to enter the Editorial Team, or maybe only to give their contribution in ideas and experience for the realization of the initiative.

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

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

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

Krzysztof Ciepliński

John Paul II Catholic University of Lublin, Poland

A personalized assessment in psychotherapy is currently indicated by many authors as relevant for tailoring psychotherapy to the individual needs of clients and consequently, to improve its effectiveness. It is believed that the recognition and acknowledgment by therapists’ that the individual client’s perspective, i.e. his/her expectations, goals, preferences perception of helpful and hindering elements of therapy etc. can help to balance professionals’ and clients’ power and responsibility in the treatment process (Sales & Alves, 2016). Among others, the significant events approach (Elliott, 1993; Llewelyn, 1988) can be used for a measurement of this unique, personal aspects of process of change during psychotherapy and other related methods.

The utility of significant event design in psychodrama assessment will be discussed based on author’s twenty years experiences in psychodramatic work with groups of students as well as the results of empirical research. The research was conducted between November 2016 and April 2018 as a part of a project entitled: Effectiveness and personal change processes in the Psychodrama-based group training for psychology students (EPCP-Project) carried out at the John Paul II Catholic University of Lublin (KUL) Psychotherapy and Health Psychology Department. The project was elaborated and directed by Krzysztof M. Ciepliński and received the assessment and approval of the Ethical Committee of the KUL Psychology Institute. Participants were a group of fourth year of KUL Psychology of Promoting the Quality of Life students (N=70, age 22, 59 female and 11 male). They were randomly chosen from a group of voluntaries participating in the EPCP-Project and divided into five equal groups of 14 participants. 24-hour three-day training was prepared and conducted by a certified psychotherapist and psychodrama trainer. All groups worked according to a very similar content and structure. Participants were anonymously surveyed with the Polish version of the Robert Elliott’s (1993) Helpful Aspects of Therapy Form (HAT) adapted to the training context by K. Ciepliński and asked for their feedback at the end of each eight-hour day of training as well as three months after.

The trainees from each group reported many significant events, both helpful and hindering. Helpful events were numerous in number. Some of these were still remembered after three months. The results of qualitative content analysis showed many similarities as well as personal differences in the experiencing of the group process by the students. The use of individualized measurement tools in the assessment of psychodrama groups can help trainers to understand better the relation between technical, individual and group factors in psychodrama training.

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

Email address: k.cieplin@gmail.com
Alchemy or Science: thematic analysis strategies for mining text for gold

Kate Kirk
Isle of Man

The workshop started with a presentation of some of the literature related to thematic analysis, the pros and cons and structure for implementing it. For the experiential and ‘hands on’ component, the large group was split into 5 small groups. Each small group received collated responses, from a current study, based on three questions to parents who have children attending a children’s hospice: about referral; about helpful factors; about what was missing in care and provision. The participants worked through the structure described for Thematic Analysis in seeking themes from the raw text. The workshop ended with an exploration of electronic textual analysis programmes and a discussion about ways to promote reliability of analysis.

Kate Kirk, PhD, is acting co-director of BSc Hons in Humanistic Integrative Psychotherapy, validated by Coventry University UK, run by Cork Counselling Services Training Institute; she is the leader for the Research Module. She is a part time research fellow for the Scholl Academic Research Team; she is undertaking an independent study into the provisions for, and experiences of, children, their parents and professional workers who have contact with the local children's hospice. She has written articles related to research and psychodrama and is currently co-editing 3rd ZPS Research Journal.
Centenary of the Journal “Der Neue Daimon” (The New Daimon)

Michael Wieser
University of Klagenfurt, Austria

Jakob Moreno Levy was a writer and an important editor of expressionistic literature around World War I in Austria (1910-1925). The journal DER NEUE DAIMON (THE NEW DAIMON, 1919) following DAIMON (1918) was meant to help overcome the struggles after a revolutionary time and find a way to a new democracy. Socrates’ Daimonion is something in between humankind and god. Expressionism is spontaneous literature. Moreno Levy wanted an encounter between writers and readers, but often it was not reciprocated. The journal had 12 issues and the articles were mostly written in German. Among the co-editors were poets and the individual therapist Alfred Adler. Besides Moreno Levy poets, writers, philosophers, and artists contributed to the journal like Ernst Bloch, Martin Buber, Andreas Petö, and Franz Werfel. They used to meet at favorite coffee houses. From Anzengruber Publisher Brothers Suschitzky they switched to cooperate publishing, the authors owned the publishing house. Besides the journal, they produced small books. As a peace project, they could not prevent Word War II. After all the Austrian Society for Literature provided in 1993 a honorary grave for Levy Moreno in Vienna. The lecture will also cover what followed during those 100 years and we will ask what stays important for the 21st century.

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


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

Mari Rautiainen
Helsinki Deaconess Institute, Finland

What did you learn about psychodrama research?

- Information about sociometric programme SocialNet 2.5
- Forms of doing psychodrama studies, similar patterns as in psychiatry
- Research methods, operationalisation
- Text analysis, using HAT
- The interactive instrument menti.com
- Qualitative methods, systematic content analysis to learn more
- Social atom research and instruments
- Three districts of pd-research, action, quantitative and qualitative together
- Pd-research presentations – clarity and details in presentations
- Transference and counter transference
- Passionate researchers of psychodrama
- HAT
- Ottomeyer’s Scenic understanding
- Scientific methods of research psychodrama
- So many young pd-researchers
- Pd-research is developing a lot
- Social atom research, instruments and sociograms
- New methodology
- Group charaters
- Working deeply
- Feedback and advice to publish

What would you have needed or wanted more?

- The connection between clinical materIal and research is missing
- More feedback about things which are not clear
- Pd-scenic action – to see and look how pd is Amore
- To be involved in the process of research – presented here but then disappeared
- More feedback, more discussion
- The meeting to be more visible in media as an event
- More knowledge of methodologies
- To keep this format of working
- The theme of the meeting was captivating, but the tread disappeared – more integration of the theme in the whole

Ideas and wishes for the next meeting?

- There is a lot of pd-research, but it is not visible. We don’t know about research on other continents. A summary, database, knowledge bank …
- Let’s see where pd-research is visible and where not
- Extend the database
- Subgroups, and ongoing work in groups Pre-congress
- Meetings to be more working meetings in small groups with different topics
- Small groups to discuss research
- Trainings on specific methodologies
- To know more about neurological research in pd
- To have a workshop and internal pbt-group in RC-committee
- Something on analysing videos
RC Meeting in Istanbul from 5-8 of March

İnanç Sümbüloğlu & Ayşe Altan
Dr. Abdulkadir Ozbek Psychodrama Institute, Turkey


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

Ayşe Altan, PhD, she is a clinical psychologist; she studied AT Hacettepe University, Faculty of Psychology, Ankara and Aegean University, İzmir; She finished her Psychodrama training in Abdülkadir Özbek Institute, İzmir (20022008); she works at Aegean University Psychiatry Department, İzmir as co-therapist in training groups of AÖ Institute and Coordinator of İzmir AÖ Institute.

Email address: ayser7@hotmail.com

Looking forward to meeting you in Istanbul,

İnanç Sümbüloğlu & Ayşe Altan
ÖAGG
Dr. Abdulkadir Ozbek Psychodrama Institute,
Turkey

Johannes Krall
Chair of FEPTO RC

Dr. Johannes Krall, ao. Univ.-Prof.  
Institute of Educational Sciences and Research (IfEB)  
Alpen-Adria-Universität Klagenfurt | Wien | Graz  
Universitaetsstr. 65-67  
A-9020 Klagenfurt

e-mail: hannes.krall@aau.at  
Tel. ++43 463/2700-1244
Photo gallery: