

FEPTO Awards

Student Award

The student award focuses on the “new psychodrama generation”. Now and in future, we need better studies on psychodrama in order to be accepted in the scientific world.

The council wants to encourage training institutes to organize their training on a high standard, enhance the quality of theses in order to train students for research, writing and publishing. Moreover, motivate students to be a model for other trainees and to develop the method further.

Although we published the criteria in the FEPTO Newsletter and on the website in time, we got only two applications. We ask you to think about how we can distribute the information more effectively in order to reach the trainees in each institute.

This year the award goes to **Kristina Gotseva-Balgaranova** from the Institute for Psychodrama Practices “Chiron” in Bulgaria

Title of the thesis:

“I’m a snake...”, “I’m an elephant...” Different faces of children’s aggression

The study measures the effect of individual therapy for children based on the Symbol drama developed by Alfons Aichinger. The thesis is well structured on a theoretical and empirical base and shows a high level of reflection. The student describes the clients, the research design. Furthermore, the results are well presented and there is a follow through on research questions. Kristina was aware of the methodical problems and discussed it properly. Kristina’s thesis is a good model on how- to -do small pieces of research in psychodrama and she will therefore be awarded by FEPTO with financial support to attend and present her work at the next research committee meeting.



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Thesis for Psychodrama therapist diploma

This thesis for graduating as a Psychodrama therapist is developed in two directions. On the one hand, it describes case studies of four children (two girls and two boys) that have problems with their own aggression. This part is developed on the basis of the aggression transformations of these children as a result of psychotherapy, and more specific of symbol drama. On the other hand, there is another part describing research with six children, between 4 and 6 years of age, again in order to explain the way of their aggression. The main aim of the study was to find out whether symbol drama (monodrama with children) will have an effect on children with aggression issues. The scale for pro-social behavior and emotional development (Koltcheva, 2015) was used, the children were pre-tested and then post-tested with the same scale after 10 therapeutic sessions. The results showed differences in the strategies that children used at the beginning of the study and after 10 sessions with symbol drama. Aggressive children showed great progress using constructive strategies in conflict situations. The current study had some methodological problems. However, this could serve as a valid example for measuring the outcome of individual psychotherapeutic sessions, in this particular symbol drama. In future research we intend to collect data from more children in order to perform statistical analysis. The main idea of the study was to try measuring the effect of psychodrama with children/symbol drama in an individual context. It is easy to say that there is an effect, that there are changes, but it is a challenge to bring some real evidence defending such claim. So this current thesis gives an idea on how it could be done and shows that it is not necessary to exclude the therapeutic work from the research field. More so, it is very useful to have real data supporting the methods and theories we are working with.

Kritsina Gotseva-Balgaranova (gotsevak@gmail.com) is a member of Institute for Psychodrama Practices “Chiron”, Bulgaria. She has a Bachelor’s degree in Psychology and Master’s degree in Developmental Psychology graduating from New Bulgarian University, Sofia, Bulgaria. She finished a PhD program in Psychology with a profile in developmental psychology and she will be a PhD graduate after her thesis presentation in a few months. Kristina is assistant professor in Psychology since March 2017. She is also a trainee in a group for psychodrama with children, founded in collaboration between Szenen Institute, Cologne, Germany and Center for child development and psychological consultation, “Cognitiva”.