

# NEW HORIZONS THROUGH CHANGING PERSPECTIVES

Research and innovation in psychodrama

## FEPTO

Federation of European and  
Mediterranean Psychodrama  
Training Organizations

## RESEARCH COMMITTEE MEETING IN ISTANBUL



5-8 March, 2020  
santralistanbul Campus



İstanbul Bilgi Üniversitesi  
Klinik Psikoloji  
Yüksek Lisans Programı

Psikoterapi  
Araştırmaları  
Birimi



İstanbul  
Bilgi University

*Hannes Krall (Ed.)*

## **Report of the FEPTO RC Meeting:**

### **New Horizons Through Changing Perspectives - Research and Innovation in Psychodrama**

---

#### **Welcome to Istanbul**

*İnanç Sümbüloğlu, Ayşe Altan &  
Johannes Krall*



#### **Sociodramatic warm-up**

*Arşaluyş Kayır*

Dr. Abdulkadir Ozbek Psychodrama Institute, Turkey



#### **Psychodrama in Turkey**

*Bircan Kırlangıç Şimşek, Hülya Deniz (presenter)*

Dr. Abdulkadir Ozbek Psychodrama Institute, Turkey

#### **Contribution of Istanbul Psychodrama Institute for Psychodrama in Turkey**

*Deniz Altınay*

Istanbul Psychodrama Institute, Turkey



First we established in 1995 as Ankara Group Psychotherapies Institute, (AGI). The institute later became the Istanbul Psychodrama Institute in 1997 after its Istanbul branch became the center. The institute today has almost 290 students in training, 168 Co-Psychodramatists, 149 Psychodramatists graduated and 7 psychodrama trainers. Introducing Child Psychodrama System in 2001 to Turkey and the establishment of the system in Turkey was held by Istanbul Psychodrama Institute and the 6 psychodrama books written in Turkish for the first time (Psychodrama 400 Warm Up Games, Handbook of Psychodrama, Child Psychodrama, Spontaneity Theater, Contemporary Approaches in Psychodrama, Selected Issues in Psychodrama)

We published International Group Psychotherapies and Psychodrama E-Journal first in 2013, founded İstanbul Playback Theatre in 1999, the 26th İstanbul Psychodrama conference will be held this year. Conferences were organized at national and international scales and hosted many experts around the world. İstanbul Psychodrama Institute experts have organized more than 80 conferences in various cities in Turkey. At the same time, the Institute aimed to introduce psychodrama by doing more than 100 workshops in Turkey. In 2005, we developed Tangodrama as a new system in Couple Therapy. Union of Turkish Psychodrama Training Institutes was established in 2015 (İstanbul Psychodrama Institute – İstanbul Uluslararası Zerka Moreno Enstitüsü. Ankara Pusula Psychodrama Institute. İzmir Pusula Psychodrama Institute. Kayseri Psychodrama Institute. – Sivas Psychodrama Trainings Coordinators.) Our research committee was created in 2019 to provide useful and evidence-based information to the field. It consists of 12 members.

Our Ultimate Target (Psychodrama – A path from Separation to Unity), Unity of Individual and Group, Unity of Psychiatry and Society, Unity of Earthly and Universal, Unity of Micro Cosmos and Macro Cosmos, Unity of Man and God, Unity among all psychodrama organizations.

*Deniz Altınay*, Psych. M.A., Psychodrama Trainer, President of İstanbul Psychodrama Institute and İstanbul International Zerka Moreno Institute

---

## **New Horizons Through Changing Perspectives. Research and Innovation in Psychodrama**

*Johannes Krall*

University of Klagenfurt, Austria



*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 Freud 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](mailto:hannes.krall@aau.at)

---

## **A spontaneous-self-development theory in and for sociometric psychodramatic group psychotherapy**

*İnci Doğaner*

Abdülkadir Özbek Psychodrama Institute, Turkey



“Psyche”, “self”, “sprit”, “soul” in English are used for the same entity that psychology, psychiatry and psychotherapy deals with. In Turkish we have the words “ruh,” “kendilik,” “can,” “öz.”

“Kendilik/öz” in Turkish language dictionary (TDK) is described as more an “ontic” category compared to English dictionary descriptions of “self,” giving more credit to the “character and personality” features. I find it useful to imagine the self both with an ontic essence component and with a relational component.

J. L. Moreno being in a phenomenological and existentialistic philosophic stance did not take the “subject/person” as an object. He co-researched the situations and solutions together with the protagonist in an existential validity level (Moreno 1959). Although he claimed roles can objectify the behaviour his theory of roles (Moreno 1934, 1946) and his spontaneity theory of child development, it was not enough to be credited as an “academic” science research currently.

Taking the spontaneous self as a different and separate entity is giving me new opportunities. The first step is to limit myself as a researcher to the here and now reality, semi-reality and surplus reality of the psychodramatic session -and following sessions in an ongoing group. I limit my focus only to the to “the self.” “The spontaneous self” shows itself up in the roles; in image, symbol, and metaphor levels and in the language. In Turkish, the projection and wish mode covers the psychodramatic roles that Moreno described.

In this presentation, I am presenting four models, the “Gilgamesh-Enkidu grief and separation model” (Doğaner 2018a), the “Cosmic-women role development model” (Doğaner 2018b), the “Language change and transformations in psychotherapy model” (Doğaner 2020a in print) and the “Four-placentas bonding model” (Doğaner 2020b in preparation). How to combine them towards a more complex theory of self-development theory in psychodramatic therapy is the conclusion point.

My colleagues and I here will be continuing in a research presentation done using these models and theory.

## References

Doğaner İ (2018a) Gilgamesh- Enkidu yas modeli: Psikodramatik yas çalışması. Ben-Sen: Psikodramanın ahlak felsefesi, Duvar Yayınları, İzmir.

Doğaner İ (2018b) Sinemada kozmik kadınlar: Psikodramatik bir yorum. Psikodrama Günleri III, İzmir.

Moreno JL (1934/ 1953/ 1993) Who Shall Survive? Student Edition. ASGPP, McLean, VA.

Moreno JL (1946/ 1948/ 1964/ 1972/ 1977) Psychodrama First Volume, Beacon House, NY.

Moreno JL and Moreno ZT (1959/ 1975). Psychodrama Second Volume. Foundations of Psychotherapy. Beacon House, NY.

*İnci Doğaner MD*, Ass Prof in Psychiatry, Supervisor TEP in PD, Guided Imagery Therapist, Family Therapist, Dance Therapist, Transgenerational Therapist.

Residency in Psychiatry in 1986-1991. Specialist and Ass. Prof in Aegean/ Ege University during 1991-1999.

Roles in Abdülkadir Özbek Psychodrama Institute: Trainer since 1994, founding member in 2000, past president (2000-2008), past FEPTO representative (2001-2017), past president of training committee (2007-2017), past member of trainers' assembly (1994-2019), presidency and organization committee memberships in many congresses on psychodrama.

Roles in societies and associations: Past FEPTO Council member (2004-2008), past Local committee president of FEPTO AM (2007), founding member and past president of İzmir Psychodrama Association (2009-2019), founding member and past president of Federation of Psychodrama/Turkey (2016-2018), member and past coordinator of group psychotherapies section of Turkish Psychiatric Association, member of past İzmir Psychiatric Association, member of Family Therapy Association, member of Dance Therapies Association (İzmir), member of Anne Ancelin Schützenberger School of Transgenerational School and Association, member of IAGP, member of İzmir Chamber of Medical Doctors, member of BAL foundation.



Author of 6 books and 2 book chapters; editor and translator of 7 translation books and many chapters on different translated books.

Private practice in psychiatry and psychotherapy since 1999.

## A method for researching the developments and transformations of spontaneous self during and in sociometric psychodramatic group psychotherapy

*İnci Doğaner, Sürel Karabilgin Öztürkçü, Ayşe Altan & Hadi Sağın*

Dr. Abdulkadir Ozbek Psychodrama Institute, Turkey

The theoretical grounds for this research will be given in the previous presentation of this meeting. The



“spontaneous self” as a separate entity has been taken into consideration by this author. “The self” will be under inspection in this study.

In this study there are nine subjects. The subjects are the transcripts of sequential “video-taped sessions” of the same one protagonist, named Dilara.

Dilara, the only protagonist is an early-thirty aged woman. She is chosen for this research since she has the highest number sessions for videotaped protagonists. The period is four years/3x60 hours/per week of group-time and seven years lifetime.

The transcriptions are summarized and interpreted (semiotics) by the most experienced analyst of the team who is also the psychodramatist.

Role development analysis method developed after Australian School (Clayton 1993, Daniel 2007) by Doğaner (Doğaner 2020a) is used by three experts in our team, by interactive discussion.

Roles, the functions of the subject in the language are mostly followed through verbs and modes.

Imperatives (do), conditional verbs (if), modal verbs (must, may, can), subjunctive modes/ moods of English (let's do) are all under wish modes (kip) in Turkish. The English grammar classifies wishes under infinitives mostly. Wanting/desire is mostly in the form of affirmatives in Turkish.

The team read the text altogether. The team counted frequency of the words categorized as the verbs of wish modes and desire/want mode, “I” language and “real we” language. The analysis is supported by the program Maxqda including the counts of frequencies of thought and feeling categories of the text.

The “Helpful Effects of Therapy/HAT” (Elliott 10/93; Elliott 2011) and “Change Interview/CI” (Elliott 12/06) data from the protagonist is included in “World Cloud” analysis.

Conclusion: If not just inducing a new tongue to be learned, sociometric psychodramatic group psychotherapy is in a co-flow of changes (developments and transformations) of self in regards of roles and in linguistic expressions.

### References:

Clayton M (1994) Türkçesi İnci Doğaner (2013) Rol kuramı ve kuramın klinik pratiğe uygulanması. Moreno'dan Bu Yana Psikodrama; Teori ve pratikte Yenilikler'de, s: 121- 144. Psychodrama Since

Moreno. Editörler Paul Holmes, Marcia Karp, Michael Watson. Çeviri Editörü Nevzat Uçtum Muhtar. Nobel Yayıncılık, Ankara.

Daniel S (2007) Türkçesi İnci Doğaner (2013) Psikodrama, rol kuramı ve kültürel atom. Rol kuramında yeni gelişmeler. Psikodrama, Kuram ve Uygulamadaki Gelişmeler'de s: 61-74. Psychodrama, Advances in Theory and Practice. Editörler Clark Baim, Jorge Burmeister ve Manuela Maciel. Çeviri Editörü İnci Doğaner.

Doğaner I (2020) Psikodramatik psikoterapide değişim-dönüşüm: Bir kendilik gelişim kuramı, Duvar Yayınları, (in press)

Elliott R (2011) Qualitative methods for studying psychotherapy change process. In David Harper and Andrew R. Thompson (Eds) Qualitative Research Methods in Mental Health and Psychotherapy: An Introduction for Students and Practitioners, pp 69-81, Wiley-Blackwell.

Elliott R (10/93)<http://www.experiential-researchers.org/instruments/elliott/hat.html>

Elliott R (12/06)<http://pe-eft.blogspot.com/2006/12/new-version-of-client-change-interview.html>

*Sürel Karabilgin Öztürkçü*, Medical doctor, medical educator, psychodramatist and co trainer in Abdülkadir Özbek Psychodrama Institute (AÖPE). She began her psychodrama training with Doç. Dr. İnci Doğaner in AÖPE. She is the founding member and now the president of İzmir Psychodrama Association. She conducted psychodrama congress and had been congress member several times. She is involved in various studies in the field of psychodrama.

*Ayşe Altan*, PhD, She is a clinical psychologist, graduated from H.Ü. Psychology Department. She had taken her PD from Aegean University. She is working in E.Ü. Psychiatry Department. She began psychodrama education in 1999 and she became a therapist and joined the educational board of AÖPE in 2008. She is conducting groups, and working as a co-therapist in training groups. She is a coordinator of İzmir AÖPE Institute. Besides she is attending FEPTO RC meetings since 2015.

Hadi Sağın, Hadi Sağın is a medical doctor/pathologist, and a psychodramatist. After working as a pathologist, he continued his professional life working in health education and medical projects after 1999. He is the founder of Prodo Consultancy where he currently works and continues on his medical projects. He has participated in the Communication Volunteers Project with the leadership of Doğan Cüceloğlu, between 1998-2001. He was trained on group management in 1999-2000 by Doğan Cüceloğlu. He completed his assistant of psychodrama training by Nevin Eracar, in Abdülkadir Özbek Psychodrama Institute, between 2000-2004. After a break for several years, he continued his training with İnci Doğaner and was certified as a psychodramatist in 2016. He is an executive member of İzmir Psychodrama Association. He cooperates in the psychodrama work of "GOKENGIN Psychodrama Atelier".

## Research in Training - a common research design for individual psychodrama

*Jutta Furst*

University of Innsbruck, Austria



Every year psychodrama trainees of a considerable number of training institutes write their thesis for getting graduation. Most of them are single case studies describing the own practical psychodramatic work. They are commonly descriptive, not systematic and subjective. Even published articles from practitioners and trainers are mainly of similar quality. They show the richness of the method, they are inspiring for colleagues and show often successful therapeutic processes.

From a research perspective it is a waste of time and human resources. If single case studies would follow a common research design the results could be collected, analysed and used for a scientific assertion that is supported by transparent and plausible facts. The source of errors caused by the variety of personality of the clients, the therapists and therapeutic process itself seems endless.

The presentation describes a research project of six students who followed the same qualitative and quantitative measuring tools and a kind of manualized therapeutic procedure to investigate the effect of psychodrama in a short term psychodrama therapy with depressive patients in a short term therapy with individual sessions.

Data were analysed using the Hermeneutic Single-Case Efficacy Design (HSCED) according to Elliot (2002). Although the found changes during the therapy process were different, the students discovered that there are similarities regarding the helpful aspects which were described by the clients. The trainees assessed the HSCED as a useful research design and the measuring tools themselves as therapeutically helpful.

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

## The “Simultaneous Action-Observer Strategy” (SA-OS) – Theory, Practice & Research (research workshop (90 minutes))

*Leni Verhofstadt-Denève*

Ghent University, Belgium



► First part: SA-OS; Theory & Didactical demonstration (approx. 45 min)

We will present the background theory and application of a psychodrama-based strategy to improve the interpersonal relationship between two protagonists whether or not in conflict. The direct dialogue between both protagonists is prepared step by step through an indirect intrapersonal dialogue where both protagonists simultaneously operate as actor and as silent observer; therefore referred to as the “Simultaneous Action-Observer Strategy” (SA-OS) (cf full text link, in ref. 2017). This method can be used without a group in relational therapy with a motivated dyad (e.g. father/daughter; ... two friends, partners or colleagues ...) or also, with minor adjustments, in group settings (e.g. therapy- & training-groups...).

The five action stages of SA-OS will be clarified in relation to the underlying Phe-Di PModel

(cf ref. 2000 & 2018). If time, some variants of SA-OS could shortly be highlighted such as the more complex form for tackling subgroup conflicts i.e. The Double Triad Method (cf ref. 2012).

### References

•Verhofstadt-Denève, L. (2000). *Theory and Practice of Action and Drama Techniques*. 2000, London: Jessica Kingsley publishers.

•Verhofstadt-Denève, L. (2017). *A Psychodrama Strategy for Conflictual Interpersonal Relationships: Theory and Practice*. *International Journal of Psychotherapy. A Special issue on Psychodrama Psychotherapy*. 21, 2, 26-41

Full text link: [A Psychodrama Strategy for Conflictual Interpersonal Relationships](http://www.VerhofstadtDeneve.be) or surf to [www.VerhofstadtDeneve.be](http://www.VerhofstadtDeneve.be) under “Publicat.”

- Verhofstadt-Denève, L. (2018). Didactical DVD in relation to the topic of the lecture presented at the FEPTO conference, 2018 Pravetz, Bulgaria. (will be available).
- Verhofstadt-Denève, L. (2012). Subgroup conflicts? Try the psychodramatic “Double Triad Method”. *International Journal of Group Psychotherapy*. 32 (2), 253-281.

► Second part: SA-OS; Research, demonstration & discussion (approx. 45 min)

Recently we were able to finalise an explorative SA-OS efficiency research, thanks to the very helpful practical work of three psychodrama students on their way of "Certified Practitioner Psychodrama".

The experimental group consisted of 32 motivated participants (16 dyads of: work colleagues, family members, partners, friends...). This were not conflictual partners but the group could still be divided in a subgroup with “harmonic” (n=18) and a subgroup with “less harmonic” relationships (n=14).

The data were analysed through a pretest/trainig/posttest design with Repeated measures ANOVA.

The questionnaires are theoretically based upon the Phenomenological-Dialectical Personality Model, with the basic contents of three dialectically related questions i.e: Self Image (SI):Who am I ? / Alter Image (AI):Who are the others? / Meta Self (MS) How do the others see me? (Verhofstadt-Denève, 2000).

The protagonists could evaluate on 10-point Likert scales those 3 central Personality dimensions each in combination with three fundamental Content-Parameters: mutual "knowledge", "understanding" and "appreciation". The resulted scores produce objective measurements for a relational quality level before, during and after the training.

Moreover participants could in the questionnaires freely motivate their numeric evaluations.

Follow-up is in progress and so are the results for a control group.

The results seem very promising and challenging for this psychodramatically based strategy and we presume that it could be interesting to organise more research with other groups of participants.

We presume that the power of SA-OS consists in the unique simultaneous combination between experiences in the action and observer mode. On the one hand, it is in the action mode through role-taking and role-reversal, that the protagonist is invited to stand in mind in the shoes of the other (cf Psychodrama: Self-Image, Alter-Image, Meta-Self and respective Ideal Images). On the other hand, in the observer mode, the protagonist discovers “lifely” the real existing self-constructions of the other (cf Alter Image) and how he/she is effectively constructed by the other (cf Meta Self). This unique dialectically based action-observer combination with two protagonists seems an efficient added value for psychodrama practice in the healing or improvement of relationships.

*Leni Verhofstadt-Denève* (Phd.) is em. Prof. in theoretical and clinical developmental psychology (Ghent University, Belgium). •Founder of the School of Experiential-Dialectical Psychodrama (Ghent) •Trained in clinical psychodrama a.o. by Dean and Doreen Elefthery; •Trainer Educator and Practitioner Psychodrama (TEP; Netherland-Belgian board). •Member of the Royal Flemish Academy of Belgium for Science and the Arts. •Coordinator of and trainer at the Experiential-Dialectical postgraduate specialisation at the Univ. of Antwerp. •Author of several books (e.g. *Theory and Practice of Action and Drama Techniques*. 2000, London: Jessica Kingsley publishers) and many (international) articles on psychodrama from an existential-dialectical framework and Developmental Psychology. •Invited for training(s) a.o. by Giovanni Boria, Grete Leutz, Jutta Fürst, Roberto de Inocencio, Norbert Apter, Manuela Maciel, Hubert Hermans, Unesco training Project in Minsk, Jozef Hangik Zentrum für Agogik in Basel, Arsaluys Kayir, and many colleagues in Belgium and the Netherlands...

Life Time Achievement Award for outstanding performance and lasting Contributions to Psychodrama (FEPTO, Sigtuna, 2017). Leni.Deneve@UGent.be www.VerhofstadtDeneve.be



## Psychodrama with Disadvantaged Early-Adolescents

Ahmet Togay, İrem Şahin & Arşaluys Kayır



In this study, it was aimed to investigate the effect of psychodrama on life satisfaction of early adolescents living in socioeconomically disadvantaged conditions. This study is a quasi-experimental design with pre-test, post-test and with a control group. Both the experiment group and the control group consisted of 8 members (5 girls, 3 boys). 8-session psychodrama was conducted with the experiment group under supervision. Brief Multidimensional Student's Life Satisfaction Scale was used to testing the aim of the study. Wilcoxon signed rankings test was used to analyze the data. In psychodrama sessions; according to the needs of the group, mostly group games, role-playing, doubling, role changing techniques were used. Wilcoxon signed-rank test was used to determine whether the life satisfaction levels of the experimental group changed after the psychodrama sessions. In addition to the quantitative analysis, the sharings of the members in the first session regarding their aims and expectations in the psychodrama process and their sharings in the last session regarding their development and changes in the process were analyzed through content analysis. According to the results of the analysis, there was a significant difference between the pretest and posttest scores of the friends, self, environment and overall which were the sub-dimensions of life satisfaction scale's. In addition, there was a significant difference between the pretest and posttest scores of the adolescents' life satisfaction scale's total score. When the mean and sum of the difference scores were taken into consideration, it was found that this difference was in favor of positive rankings, in other words, posttest scores. However, there was no significant difference between the pretest and posttest scores of the family and school which were subscales of life satisfaction scale's. As a result of the content analysis of the first group session, it was determined that the members had difficulty (such as self-harm, swearing) in expressing anger effectively; they had problems with other people in their social relationships; they had conflicts with their mothers in the family; they were unable to express themselves in their relations with their friends and teachers assertively. When the sharings of the members in the last session were analyzed regarding their development and changes in the psychodrama process, it was determined that the members were more assertive in their relationships with their family, friends, and teachers; they could control their anger by being more calm, relaxed and patient when they were experiencing anger; they had less conflict in family and friend relations.

**Key words:** Psychodrama, adolescents, life satisfaction.

*Ahmet Togay*, Research Assistant at Çukurova University, Faculty of Education, Department of Counseling and Guidance, Adana/Turkey

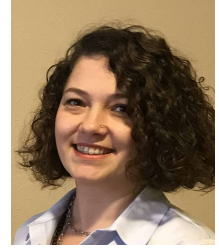
*Şahin-Yoluk, İrem*; PhD student, research assistant at Cukurova University Faculty of Education Department of Psychological Counseling and Guidance. She graduated from the same department of the Hacettepe University, and she got master degree from Cukurova University Social Sciences Institute. She is 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 specialties are child abuse, gender studies, group therapy, educational research and counseling studies. She is a member of the Turkish Psychological Counseling and Guidance Association.

*Arşaluyş Kayır* ( MSc.Dr.), Em.Prof., is a clinical psychologist,sexual therapist, psychodramatist, an international trainer and workshop leader on sexuality, sexual therapy and psychodrama.She had been a faculty member at Istanbul University Medical School Dept.of Psychiatry for forty years. She has developed a university hospital model by integrating sex therapy group therapy and psychodrama aiming treatmentof the patients and training the psychiatry residents at the same time.Almost all of her publishings are about sexuality,sexual dysfunctions and sexual group therapy processes mainly homogeneous groups with vaginismic women.

Being the founding member , currently she is the senior trainer and supervisor at Sexual Training, Treatment and Research Association (cetad) and Dr.Abdülkadir Özbek Psychodrama Institute. Lately she has thought group therapy , psychodrama and sociodrama for psychology and master students at the universities.

## **Proposal for a Supervision Model in Psychodrama: Multiple Mirrors Supervision - A Qualitative Research Study (brief paper presentation)**

*Bircan Kırlangıç Şimşek, İrem Şahin Yoluk, Yunus Kaya, Özge Şahin, Elçin Baykal Kök (presenter), Elif Gülçin Çelik Ateş, Ebru Güç*



Dr.Abdülkadir Özbek Psychodrama Institute, Turkey

Supervision in psychodrama can be done individually or in a group setting. The supervision process involves two stages: first one is in the training group and the second one is outside the training group where trainees gain practical application within their own area of profession under the supervision of respective trainers (Dudler & Weiß, 2012). Peer supervision is a specific format where the trainees supervise and be supervised sequentially (Krall, 2008).

Common supervision procedures are as followed.

- Live supervision within the training group,
- Indirect supervision of the trainee's practice
- Live supervision or direct supervision in daily practice. (Krall, Fürst & Fontine, 2012).

The current study involves indirect supervision which is conducted through written session reports. In this procedure, the supervisor does not join the group experience directly. Trainees report the session and start a discussion about the problems they have faced when leading the group, the efficacy of their interventions and planned exercises for the next session. Later, with the questions and contributions of the supervisor, an in-depth analysis of the problems and possible solutions are addressed.

In this study, it is aimed to provide a phenomenological investigation of a different supervision process that is called "multiple mirrors supervision". The qualitative data are based on the views of supervisees and peer supervisors that practiced group leadership under supervision during their psychodrama training. In accordance with this aim the research question is "What are the views of supervisees and peer supervisors about the multiple mirrors supervision process of leading a psychodrama group?"

### **METHODS Research Design**

Current study employs qualitative research design, which classifies as a field research in terms of the context it was practiced in (Seyidoğlu, 2016). Within the qualitative research approaches, the current research is based on phenomenological approach, which also involves different types. The hermeneutic approach is a qualitative research

design that aims to identify the participants' experiences, perceptions and interpretations of a situation or an event. In the hermeneutic approach, the participants are expected to describe not only the events or experiences that they went through, but also their interpretations and perceptions concerning those experiences. (Lavery, 2003, Sloan & Bowe, 2014). In order to reflect on the participants' personal experiences about the psychodrama supervision process, current study adopts the hermeneutic phenomenological approach as qualitative research design.

### Participants

The participants of the study involve a group of advanced trainees of psychodrama, who continue their training in Dr Abdulkadir Ozbek Psychodrama Institute, a member of the Federation of European Psychodrama Training Organisations (FEPTO). All participants completed 48 units of preparatory and 400 units of basic degree and were granted the right to lead and co-lead a psychodrama group under supervision. The participants were both supervisee and peer supervisors in the supervision process. The peer supervisors and the supervisees were matched on voluntary and availability basis without any specified assignment method. Nevertheless no two people were both a peer supervisor and a supervisee for each other. The supervision was provided after every session based on the session report that was written by the supervisee by transcribing and summarising the group experience. The reports were shared with peer supervisors after removing all the personal information that could disclose the identity of a group participant like names, workplaces etc. In the multiple mirrors supervision process, first the peer supervisor added their questions, comments and feedbacks on the report and then the trainer who is also a respective supervisor made a second and final contribution. In addition, they received group supervision in the psychodrama training group monthly on necessary process and/or sections of the group they lead. The participants of the current study have received supervision for the psychodrama group they lead both from the supervisor and their peers, while supervising other members of their training group. The trainees encountered the multiple mirrors methodology back in the basic grade, where they wrote protocols of the group they are members of. In the training group, trainees dealt with the purpose of using the method, expected functions of it, their perceptions about it and their emotions based on their perceptions. This has been the first practice of the process that is subject of this research.

### Materials

Based on the interview form approach (Yıldırım & Şimşek, 2013), data was collected using the "Personal Information Form" and "Structured Individual Interview Form" that are formed by the research team. The interview questions are developed in the light of literature and the researchers' experience and education. The pilot version of the interview form has been broached to six experts in Clinical Psychology, Psychological Counseling and Guidance, Psychiatry nursing and the final version has been decided in the light of the feedback provided. The structured interview form involves thirty five questions with follow-up questions.

### Data Collection

The study data are collected on January 2020. Based on the interview form approach, voluntary participants filled out an online structured interview form for the data collection process of the study.

### Data Analysis

Participants' responses are organized into a written text and made ready for content analysis. Each researcher will independently determine important statements and categories. After determining important statements, researchers will collectively develop common themes and sub-themes. Then the participants will be asked to evaluate if the statements fall under the right theme and sub-theme that were developed by the researchers .

#### References:

Dudler, A. & Weiß, K. (2012). Interlocking Gear Wheels - from Training to Practice in Various Professional Fields. In Krall, H., Fürst, J., & Fontaine, P. (Eds.). (2012). *Supervision in psychodrama: Experiential learning in psychotherapy and training*. Springer Science & Business Media.

Krall, H. (2008). Supervision und Coaching zwischen Praxisberatung und Praxisforschung-forschen und beraten, was der Fall ist. In *Supervision und Coaching* (pp. 15-26). VS Verlag für Sozialwissenschaften.

Krall, H., Fürst, J. & Fontaine, P. (2012). Supervision in Psychodrama - An Introduction. In Krall, H., Fürst, J., & Fontaine, P. (Eds.). (2012). *Supervision in psychodrama: Experiential learning in psychotherapy and training*. Springer Science & Business Media.

Laverty, S.M. (2003). Hermeneutic phenomenology and phenomenology: A comparison of historical and methodological considerations. *Int. J. Qual. Methods*, 2(3), 21–35.

Seyidođlu, H. (2016). *Bilimsel Arařtırma Ve Yazma El Kitabı Geliřtirilmiř*. 10. Baskı, İstanbul:Güzem Can.

Sloan, A. & Bowe, B. (2014). Phenomenology and hermeneutic phenomenology: The philosophy, the methodologies and using hermeneutic phenomenology to investigate lecturers' experiences of curriculum design. *Quality & Quantity*, 48(3), 1291-1303.

Yıldırım, A., & Şimşek, H. (2013). *Sosyal bilimlerde nitel arařtırma yöntemleri*. Ankara: Seçkin.

*Kırlangıç-Şimşek, Bircan*; She received her Psychodrama Training from Abdülkadir Özbek at Abdülkadir Özbek Psychodrama Institute in 1986-2000. She completed the psychodrama training with the thesis titled "The Use of Poetry in Psychodrama ". She is president of Dr. Abdülkadir Özbek Psychodrama Institute since 2008. She discovered various Psychodrama techniques including "Live Poetry," "Feeding Shadow," and "Me in the Other," "Döşelek". In her work, she combines therapy with cultural elements. She founded and chaired the Ankara Psychodrama Days and the Ankara Psychodrama Week. She is The Founding President of the Psychodrama Associations Federation, The Founding and Current President and Delegate of the Abdülkadir Özbek Psychodrama Association, The Founding and Current President of the Association of Psychodrama Using Poetry and Litterature, and The Founding President and Vice President between 2009-2017 of the Ankara Psychodrama Association.

*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 Ozbek Psychodrama Institute. Her specialties are child abuse, gender studies, group therapy, educational research and counselling studies. She is a member of the Turkish Psychological Counselling and Guidance Association.

*Kaya, Yunus*; assistant professor at Siirt University School of Nursing. He got master science (MSc) and philosophy of doctorate (PhD) in psychiatric nursing department from Hacettepe University. He is continuing her advanced psychodrama education at the Abdulkadir Ozbek Psychodrama Institute. His research interest are, immigration, adolescent and self-empowerment, schizophrenia, psychotherapy and psychodrama.

*Şahin, Özge*; PhD student, research assistant at Hacettepe University Faculty of Letters Department of Psychology. She is still continuing her PhD education at Hacettepe University Social Sciences Institute.

She is continuing her advanced psychodrama education at the Abdulkadir Özbek Psychodrama Institute. Her research interest are child abuse and neglect, violence against women and attachment. She is a member of the Turkish Psychological Association; Turkish Society for Prevention Child Abuse and Neglect; Ankara Psychodrama Association.

*.Baykal-Kök, Elçin*; Psychologist and Family Counselor in a family counseling center in Ankara. After graduating from Hacettepe University, Department of Psychology, she completed her master's degree at Ege University. In 2018, she received the title of Psychodrama co-therapist from Abdülkadir Özbek Psychodrama Institute. She has been continuing her psychodrama and dance therapy education since 2015. She is a member of Ankara Psychodrama Association and is the vice president of the Dance Therapies Association.

*Çelik-Ateş, Elif Gülçin*; PhD student at Ankara University Program of Psychological Counseling and Guidance and research assistant at this university. She is still continuing her PhD education at Ankara University Institute of Educational Sciences. She is also psychodrama advanced stage trainee at Dr. Abdulkadir Özbek Psychodrama Institute. Current research interests are psychological and behavioral control of parents, well-being, counseling and psychotherapy, counseling supervision and psychodrama practices.

*Güç, Ebru*; PhD student at Ankara University Department of Department of Psychological Counseling and Guidance and research assistant at Siirt University Faculty of Education, Department of Psychological Counseling and Guidance. She is still continuing her PhD education at Ankara University Institute of Educational Sciences. She is also psychodrama advanced stage trainee at Dr. Abdulkadir Özbek Psychodrama Institute. Current research interests are; help seeking, counseling and psychotherapy, counseling supervision and psychodrama practices.

## Repertory Grid Analysis as a Group Practice Assessment Method (brief paper presentation)

*İrem Şahin Yoluk (presenter), Ahmet Togay, İsmail Sanberk, Meral Atıcı*



Çukurova Üniversitesi, Turkey

The repertoire grid is basically a matrix that relates the repertoire of elements to a number of structures (or dimensions of analysis). Kelly introduced the repertoire network as a practical tool for the first time in order to reflect the "Theory of Personal Structures" he proposed in the field of psychology. Repertory grid is designed to give a person in the world some clues about how it perceived itself. The theory focuses on the idea that we interpret our reality and interpret our existing experiences based on our previous experiences. Then, through experience, our reality structures are refined and combined. The Repertoire Grid Technique is a method that can be used to describe an individual's mental reference framework and the unique meaning and significance that an individual gives to his or her experiences.

The repertoire grid is the product of a relatively open negotiation procedure in which participants classify and evaluate items on a numerical scale according to their own personal structure, and can be characterized by a cognitive matrix of elements and structures. These personal structures mean the two-pronged mental representations - temporary or more permanent - that people develop to manage their existence in a complex world (Kelly, 1955). The Repertoire Grid Technique aims to define the structures of respondents through a continuous comparison of elements in the perceived area. In doing so, individuals are asked to quantitatively estimate the degree to which



each element is characterized by structure. The final product is a cognitive matrix that defines the relationship between the mental representations of individuals and the object of these representations.

Repertoire grid technique; It can also be expressed as the quantitative interpretation of the data collected by the qualitative method. In this study, it is aimed to present a suggestion that the repertoire grid technique can be used as an effective assessment method in psychodrama and other group applications and to introduce this method.

*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.

*Togay, Ahmet*; PhD student, research assistant at Cukurova University Faculty of Education Department of Psychological Counseling and Guidance. He graduated from the same department of the Ege University, and he got master degree from Hacettepe University Educational Sciences Institute. He is still continuing her PhD education at Çukurova University Social Sciences Institute. He is continuing his advanced psychodrama education at the Abdulkadir Uzbek Psychodrama Institute. His specialities are group therapy, educational research and counselling studies. He is a member of the Turkish Psychological Counselling and Guidance Association.

*İsmail Sanberk*, Associate Professor lecturer and researcher at Cukurova University Faculty of Education Department of Psychological Counseling and Guidance. He graduated from Çukurova University Faculty of Education Department of Psychological Counseling and Guidance. He graduated from the same department of the same university. He graduated from the same department of the same university, and he got master degree and PhD from the Çukurova University Social Sciences Institute. He is systemic family therapist and acceptance and commitment therapist. His specialities are child abuse, gender studies, educational research and counselling studies. He is a member of the Turkish Psychological Counselling and Guidance Association.

*Meral Atıcı*, Professor, lecturer and researcher at Cukurova University Faculty of Education Department of Psychological Counseling and Guidance. She graduated from Ankara University Psychology Department, and she got master degree from Ankara University Educational Sciences Institute. She got PhD University of Leicester School of Education. Her specialities are crisis studies, developmental psychology, educational research and counselling studies. She is a member of the Turkish Psychological Counselling and Guidance Association.

## Using informed consent form in psychodrama research (brief poster presentation)

*Gözde Özer Daniş & Ozden Sukran Uneri*

Yildirim Beyazıt University, Dr. Abdülkadir Özbek Psychodrama Institute, Turkey



Informed consent is a process that includes understanding the risks and benefits of the research and in the light of the information given, reach a decision to approve or refute participation in the research without feeling pressured. Risk and benefit estimation in research is very important ethical issues for all children and adults. Researchers have to fully inform all participants about the research process.

Psychodrama groups work with many different ages and themes. This situation brings with it the need to change the content and format of the consent form. However, there

is only limited research about informed consent form within psychodrama literature and none takes into consideration different developmental stages . The aim of this study is to develop an informed consent form for children and adults for use in psychodrama research and to open the collected data to discussion.

*Gözde Özer Daniş*, PhD., Psychologist, Psychodramatist. She is working with adults for 15 years. She is a psychodrama trainer and member of education committee and also chair of research committee at Dr. Abdulkadir Ozbek Psychodrama Institute. Her research interest includes therapeutic alliance in psychotherapies with adults, monodrama and resistance in psychodrama.

*Ozden Sukran Uneri*, Prof. Dr., Psychodramatist. She is chief of the department of child and adolescent psychiatry in Ankara Yıldırım Beyazıt University, Turkey. She is also psychodrama trainer and member of editorial committee at Dr. Abdulkadir Ozbek Psychodrama Institute. Her research interest includes childhood anxiety disorders, ADHD, monodrama and psychotherapy with children.

---

## Playback Theatre at Research Committee (Workshop)

*António-José Gonzalez & Nuno Amarante*

ISPA Instituto Universitário, Portugal



The aim of this workshop would be the creation of a Playback Theatre group inside the Research Committee. For this workshop, we would need at least 4 hours, maybe 2x2 hours. The goal would be to teach the participants on the basics of Playback Theatre, and at least 3 of the basic forms: Fluids, Transformation and Pairs. In future Meetings we would continue to teach more forms to the group.

*António-José Gonzalez* is a PhD in Educational Psychology. He teaches in ISPA – University Institute in Lisbon, Portugal. He created and coordinates dISPAteatro, 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 dISPAteatro. Coordinator of the Post Graduation in Expressive Arts in ISPA. Psychodrama director, TEP and member of the board of the Portuguese Psychodrama Society (SPP).

*Nuno Amarante* is a Clinical Psychologist by ISPA - Instituto Universitário (Psychology University), Psychodramatist and Sociodramatist by the Portuguese Society of Psychodrama. Actor, conductor and researcher at Projecto Eco, a Playback Theatre collective from Lisbon. Also teaches a theatre elective course to psychology undergraduates. Founder of the NGO GASTagus with several years of experience in volunteering management and training in various themes related to active citizenship and volunteering using non-formal education methodologies and active methods.

---

## Applying Psychodrama Techniques to Business Life: Interactive Scene and Reporting with Software Intelligence

*Hakan Döngel, Ali Orhun, İnanç Sümbüloğlu*

Wemore, Dr.Abdülkadir Ozbek Psychodrama Institute, Turkey



Through the presentation examples of the use of psychodrama techniques in the research sector will be given through the experience of Wemore which is a research company. Wemore is a research and strategy development company that founded with the question of how to focus on insight-oriented information after 20 years of research industry experience.

The field experience of the founders is that the industry can get more answers to the “what” question, but the industry cannot give efficient answers to the “why / how”. Moreover, the answer to the question of “what” has become more accessible with the rapid developments in IOT, sensor technologies, big data, transaction data for today's business world. Therefore, understanding human behaviors at the subconscious level is becoming more vital in designing better products and services.

For example, while a conventional focus group study generally proceeds like an interview, it has been determined that the participants always respond the questions with “average answers”, “normality they want to show themselves” or “the person they are emulating”. Therefore, it has been understood that the ongoing projects do not satisfy customers beyond “what” responses and they cannot go to innovative product / service designs with sufficient insight.

As a result of all these experiences, while researching new information-producing tools for understanding people it was concluded that the psychodrama developed by Jacop Levi Moreno in the 1920s could actually be a valuable tool of producing information in the business world. Under the name of “Interactive Scene”, psychodrama technique, apart from its therapeutic purposes and functions; was tried in pilot studies to get real insights that are needed by the business world.

It is thought that staging works using spontaneity, creativity, action and role (empathy) techniques produce impressive results, bring the participants to a player and authentic existence, and the answers to the research question bring the researchers closer to the subconscious. The Interactive Scene, which is designed, consists of warm-up, play and sharing (feedback) stages just like in psychodrama. In this presentation, examples of Interactive Scenes used as a means of producing information will be given below.

1. The first job experiences of young people, onboarding processes and the meaning they look for at work
2. Digital world experiences of people using smartphones over 65 years old
3. The deep meaning of footwear and shoes

It will also be discussed how the Interactive Scene data is digitized and how it is reported through the software intelligence beyond the moderator's subjectivity.

*Hakan Döngel*, BS degree in Sociology, MS degree in Business Administration and Management. He is a Co-founder of Wemore. Skilled in Design Thinking and Experience Design (UX,CX,EX). His interest in accelerating organization performance through cohesive strategy planning and execution, knowledge management and the implementation. He works with designing and implementation of compelling end-to-end experience strategies for customers, employees and the community.

*Ali Orhun*, Co-founder of Wemore, Serial Entrepreneur, Empowering Leader and Experienced Consultant with a demonstrated history of transforming the Turkish Research Industry. Skilled in Marketing Management, Business Planning, Experience Discovery and Design, Analytical Skills, Research Design, and Commercial Strategy. An authentic believer of "improving employee experience so to improve business performance and customer engagement". Strong product management professional with a Economics Faculty focused in Economics from İstanbul Üniversitesi.

*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.

## Qualitative and quantitative data from a Randomized Controlled Trial with Playback Theatre

*António-José Gonzalez & Nuno Amarante*

ISPA Instituto Universitário, Portugal



Following the presentation, in the Vienna meeting of the statistical main data on the RCT done in ISPA, Lisbon, we will present some articulation between quantitative and qualitative data, extracted from interviews, HAPT (Helpful Aspects of Playback Theatre) forms and a Focus Group. The main aim is to make bridges between Playback outcomes and therapeutic effects.

*António-José Gonzalez* is a PhD in Educational Psychology. He teaches in ISPA – University Institute in Lisbon, Portugal. He created and coordinates dISPArteatro, 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 dISPArteatro. Coordinator of the Post Graduation in Expressive Arts in ISPA. Psychodrama director, TEP and member of the board of the Portuguese Psychodrama Society (SPP).

*Nuno Amarante* is a Clinical Psychologist by ISPA - Instituto Universitário (Psychology University), Psychodramatist and Sociodramatist by the Portuguese Society of Psychodrama. Actor, conductor and researcher at Projecto Eco, a Playback Theatre collective from Lisbon. Also teaches a theatre elective course to psychology undergraduates. Founder of the NGO GASTagus with several years of experience in volunteering management and training in various themes related to active citizenship and volunteering using non-formal education methodologies and active methods.

## Wiki-Platform “psychodrama.world: Composition and definition of the Editorial Team and of the Administration Team



*Paola de Leonardis, Marco Greco,  
Roger Schaller, Krzysztof Ciepłyński*

Centro Studi Psicodramma e Metodi Attivi, Milano, Italy/ Studio di Psicodramma Torino, Italy/ Swiss Psychodrama Association PDH, Switzerland/ John Paul II Catholic University of Lublin, Poland

During the FEPTO AM/Tallinn (May 2019), the IAGP Meeting/Thessaloniki (June 2019), and the FEPTO RC Meeting/Vienna (October 2019), we presented the results of our five-year-long Action Research, made together with FEPTO members and Training Institutes. It was been 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 the “wiki-platform for psychodrama” Project, called “psychodrama.world”,  
 based on the categories used in the two Maps.

In Istanbul we are going to present in plenary session the current composition of the Editorial Team and of the Administration Team.

After that, we would like to invite all the participants concerned to further work in a small group. It will consist of completing the composition of the the Editorial Team and of the Administration Team and defining their characteristics.

The two Teams will discuss the following two important issues:

1. The editorial line of the platform, in particular the setting of its Contribution Policy. The debate will cover the content related issues. We will discuss if the uploaded materials should:

- be multilingual (English and native language), or only in its native language?
- be nationally oriented, or internationally oriented?
- be mainly informative or include original texts?
- contain the basic information about original texts (together with the link to the original texts themselves), or contain original texts of any nature whatsoever?
- who will host the platform and be responsible for its actualization?

2. The administration line of the platform. The debate will focus on the following points:

- who is the owner of this platform: FEPTO, or a subgroup of FEPTO, or other?
- who and how is paying and will cover the costs of the platform?
- who is hosting the platform and takes care for its actualization?

During the discussion, we will also have a first look on the French prototype of this website administrated by Norbert Apter.

The results of both debates will be submitted to the FEPTO Council and presented at the General Assembly during the Annual Meeting 2020 in North Macedonia.

*Paola de Leonardis*, psychologist, 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. President of “Faber-Active”, a Company who works in the Organizations with psychodrama. IAGP member.

*Roger Schaller* is a practicing psychotherapist, traffic psychologist, trainer and supervisor. He is board member of the Swiss Association for Psychodrama PDH and the Swiss Association for Traffic Psychology as well as head of the Institute for Psychodrama and Action Methods ([www.ipda.ch](http://www.ipda.ch)). He has authored numerous books and articles on psychodrama and role play.



*Krzysztof M. Ciepliński*, PhD, is a certified 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 FEPTO Development and Network Committee chair and former co-chair of the FEPTO Research Committee and the Vice President of FEPTO. He is involved in the board of the Polish Psychodrama Institute Association as well as 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.

## Psychodrama and sexual therapy in groups with woman avoiding intercourse

*Arşaluyş Kayır*

Dr. Abdülkadir Özbek Psychodrama Institute, Turkey



Psychotherapy of sexual dysfunctions were used to be conducted in Istanbul University Istanbul Medical School Psychiatry Department since 1980, about 40 years. Two thirds of the patients were the women with vaginismus, which is defined as involuntary spastic contraction of vaginal entrance which makes intercourse impossible. This problem is not so rare in the cultures where virginity keeps its importance until marriage.

Our experiences made us develop our specific treatment approach integrating group psychotherapy and psychodrama for sexual therapy at a university hospital Working with pain and pleasure, psychodrama came to be our favorite main tool with its opportunity of spontaneity, creativity and humour.

The main therapist was always the author (sexual therapist, group therapist and psychodramatist) with changing psychiatry residents because of rotation.

This approach was helping the patients to recover and the residents to learn the treatment at the same time. The drop out numbers were less and their benefit was far beyond their referral complaints comparing couple therapy.

Many of my publications presentations even my psychodrama theses is about the group processes of vaginismic patients with many psychodramatic scenes. Quantitative findings took a small part of the work but I always was in need of giving qualitative findings within my knowledge.

In this presentation my aim is to show the way we handle the traditional, cultural and religious issues in the treatment of couples with a sexual problem, vaginismus.

*Arşaluyş Kayır (MSc.Dr.)*, Em.Prof., is a clinical psychologist, sexual therapist, psychodramatist, an international trainer and workshop leader on sexuality, sexual therapy and psychodrama. She had been a faculty member at Istanbul University Medical School Dept. of Psychiatry for forty years. She has developed a university hospital model by integrating sex therapy group therapy and psychodrama aiming treatment of the patients and training the psychiatry residents at the same time. Almost all of her publications are about sexuality, sexual dysfunctions and sexual group therapy processes mainly homogeneous groups with vaginismic women.

Being the founding member, currently she is the senior trainer and supervisor at Sexual Training, Treatment and Research Association (cetad) and Dr. Abdülkadir Özbek Psychodrama Institute. Lately she has thought group therapy, psychodrama and sociodrama for psychology and master students at the universities.

She has been a council member in Neuro-Psychiatry Association, Istanbul Group Psychotherapies and Group Therapies Association, Sexual Training, Treatment and Research Association (cetad) and Federation of European Psychodrama Training Organization (fepto). Currently is an Ethics advisory board member of FEPTO and has been a Scientific Board member of IAGP.

## Sociodrama Diary Form – a tool for processual analysis

*Ágnes Blaskó, Mónika Durst,  
& Kata Horvath*



Budapest University of Technology and Economics, Hungarian Psychodrama Association

The PERFORMERS is a European sociodrama project for the improvement of the methodology, training, implementation and also research of sociodrama. In this framework the Hungarian sociodrama team is developing a tool called “sociodrama diary form” which could serve researchers, sociodrama and psychodrama directors to give valid and justified interpretation of the drama processes. By using the diary form we can formulate evidences about sociodrama methodology and direction, about the dynamics of the group, about emerging (social) phenomena and meanings, about the occurring transformations and possible impacts, and we can treat separately these aspects.

In our presentation we will show and explain the structure of diary form, and speak about the relevance of processual analysis concerning drama based interventions.

*Ágnes Blaskó, Mónika Durst, & Kata Horvath*

### **Sociodrama as method and/or subject of investigation – ongoing researches in Hungary**

In the cooperation of the Hungarian Psychodrama Association, the Department of Sociology and Communication of the Budapest University of Technology and Economics and other related working groups (at the Budapest University of Medicine, at PARforum Association) several sociodrama researches are underway in Hungary. Four research branches can be distinguished by their scientific approach, purpose of investigation and research methods: (1) quantitative and qualitative evaluation of the effectiveness of drama interventions, (2) research using drama as specific qualitative research method, (3) research on sociodrama itself as specific intervention method, (4) drama-based participatory action research projects. In case of some projects these different forms are combined or used paralelly.

In our lecture we present the specificities of these different research branches by using the examples of the ongoing research projects in Hungary.

*Kata Horvath*, Hungarian sociologist, cultural anthropologist, psychodrama and sociodrama director. I work in different organizations (Hungarian Psychodrama Association, PARforum and Self-Theatre Company) where I coordinate local and international research and development projects. I am the international coordinator of the PERFORMERS European sociodrama project and several local art-based intervention programs dealing with institutional discrimination of Roma people in Hungary. As sociodrama director I am working in detention centres, Roma communities, in different health care contexts and universities. I am also associate lecturer at sociology, social work and intercultural communication departments of different universities.

*Móni Durst*, I am a teacher, drama instructor, psychodramatist and sociodramatist.

As a teacher I used to work with drama to supplement the traditional ways the Hungarian education system offered and in addition, as a drama instructor I worked in various civil projects and in Budapest Museum of Fine Arts.

My interest in projects remained where I worked as a drama instructor, psychodramatist and sociodramatist. Now I am working for the Hungarian Psychodrama Association as the international coordinator of the external communication of PERFORMERS2 European sociodrama project and the coordinator of the Hungarian dissemination events.

As a sociodramatist I am working in detention centres in the framework of the partnership above. My main concern is to use sociodrama in projects aiming to shape the future vision of both the youth and educational institutions.

*Ágnes Blaskó*, As a Hungarian sociodrama director, I develop and implement drama method in different fields. I am committed to disseminating sociodrama in various social contexts such as with medical doctors (Semmelweis University, Budapest), university students (Budapest University of Technology and Economics) and staff of the detention center (PERFORMERS Project). In the international sociodrama project PERFORMERS I am in charge of the methodological group assessing the feasibility of implementing sociodrama and action method in Hungary. In my academic work (Budapest University of Technology and Economics) I am also involved in various drama-related researches.

## Feedback and evaluation of the RC Meeting

*Jutta Fürst*

University of Innsbruck, Austria



## RC Meeting in Torino from 15-18 of October 2020

*Paola de Leonardis & Marco Greco*

Centro Studi Psicodramma e Metodi Attivi, Milano, Italy  
Studio di Psicodramma Torino, Italy



**Next meetings:** Where? When? What theme & content? Organization?

**Thanks to everybody for sharing your work,**

İnanç Sümbüloğlu & Ayşe Altan  
*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  
Universitaetsstr. 65-67  
A-9020 Klagenfurt  
e-mail: hannes.krall@aau.at