

CONNECTIONS IN DISCONNECTEDNESS

ACTION RESEARCH
IN
PSYCHODRAMA AND SOCIODRAMA

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FEPTO
RESEARCH
COMMITTEE
ONLINE



Hannes Krall (Ed.)

Abstracts of the FEPTO RC Meeting:

Connections in Disconnectedness. Actions Research in Psychodrama and Sociodrama

Welcome

*Ágnes Blaskó, Mónika
Durst, Kata Horvath
& Johannes Krall*



Sociodramatic warm-up

Móni Durst, Orsi Fóti

Hungarian Psychodrama Association, Hungary



Psychodrama in Hungary

Gyöngyi Hajósi-Vámos, Andrea Kocsi

Hungarian Psychodrama Association, Hungary



Action Research in Psychodrama and Sociodrama – an introduction

Kata Horváth

Hungarian Psychodrama Association, Hungary



Building Connections in Disconnectedness. The FEPTO Research Committee as a Practitioner Research Network

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.

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Moreno's Scientific Methodology: by, of and for the People

Walter Logeman

Christchurch Institute for Training in PD, Australia



The article relevant to my talk is Moreno's Scientific Methodology: by, of and for the People, <https://aanzpa.org/wp-content/uploads/1512-AANZPA-Journal-Walter.pdf>

"The chief methodological task of sociometry has been the revision of the experimental method so that it can be applied effectively to social phenomena." (Moreno, 2012, p. 39)

The main points of my talk:

- Moreno made a revolutionary contribution to research. Moreno is a social scientist. He proposed third form of science.
- The research potential of the methods
- The I-Thou relationship can be measured!
- Six principles of sociometry as a research methodology
- Application of Morenean research in practice

Walter Logeman, I live in Christchurch, Aotearoa New Zealand. I am a psychodramatist and trainer with the Christchurch Institute for Training in Psychodrama. I have a background in teaching and social work, and practiced as a psychotherapist for about 40 years, currently I concentrate on training psychodramatists. When I say psychodrama I think of it as a generic term that includes sociometry, sociodrama and sociatry. I am interested in Morenean philosophy, particularly in how it can be used as a research method and how it can be developed to include couple therapy and social change.

Sociodrama as a Stage for Action Research

Marco Ius

University of Padova, Italy

Marco, Ius, PhD in Education, Assistant professor in Education (Social Pedagogy and Intercultural Pedagogy), Department of Philosophy, Sociology, Pedagogy and Applied Psychology (FISPPA), University of Padova (Italy). Member and cofounder of LabRIEF (Lab of Intervention of Family Education <https://www.labrief-unipd.it>) that since 2011 has lead the National Programme P.I.P.P.I. founded and promoted by the Minister of Welfare and Social Affairs. Member of the SIPED (Italian Society of Pedagogy) and of the International Community Development and Resilience Consortium (ICDRC, <https://www.resilienceconsortium.org/>). Member of the editorial board and responsible of reviewing process of the Journal *Studium Educationis*; member of the editorial board of the Journal *Studia Patavina* and of the Review of Research and Social Intervention. Professor of Pedagogy of relationship at the Divinity School of the Triveneto (Padua)

Sociodrama in a NGO: "Who takes care of 'caregivers'?"

Margarida Belchior & Léa Kellermann

Universidade Lusófona,
Portuguese Society of Psychodrama, Portugal



In this presentation we intend to reflect on the work developed in the framework of the PERFORMERS project, at NÓS Association, an association of the social sector that is also a partner in this project, such as the Portuguese Society of Psychodrama (SPP). NÓS Association is a NGO, created in 1982, by parents and professionals, to provide an answer to children and young people with disabilities in the municipalities of Barreiro and Moita (40 km from Lisbon). It was later turned into an NGO of the social sector and today it has about ten social responses ranging from the day care center, through CAFAP, the Residential Home, autonomous residences, Resource Center for Inclusion (CRI), Special Education School, Occupational activities Center (CAO), minimal social income (RSI), among others.

Our initial purpose, as researchers, was to understand how Sociodrama can be an added value for an NGO whose mission is to support both young people and adults with disabilities. The start and research question was: How can Sociodrama be of worth in an NGO that supports people with disabilities?

We used an approach inspired by participatory action-research (Fals Borda, 2002), which was developed in several phases, that is, in cycles of reflection-research including the objectives, the implementation, the evaluation / reflection and the development of the next phase. Throughout the course of this research there was always a close articulation and dialog with the people at NÓS Association responsible for participating in the PERFORMERS project, including the Director.

In this presentation we will look at the exploratory phase, during PERFORMERS # 1 and how the five monthly Sociodrama sessions were welcomed by the Association's workers. These sessions also made possible for us to know better the Association and its functioning.

After the previous phase, in which we could let know Sociodrama and how Sociodrama could serve to strengthen the ties between the association's workers, providing knowledge among all, and how each one contributes to the Association's mission, altogether we decided to continue in the PERFORMERS # 2 project to consolidate the work developed until then and even deepen it. In this new phase, which we called a consolidation phase, we divided our intervention into two stages: in the first one we

aimed to assess the needs of the workers and the organization, using Sociodrama, and a second one for the implementation of the project. In the needs assessment phase we tried to hold two Sociodrama sessions with each of the following sectors: NOS coordinators, open sessions for all the interested workers of this association and specific sessions for services that work with young people.

At the end of this phase, and given the difficulty of organizing and participating in the various sessions, it was decided to continue the open sessions with NÓS workers as in the exploratory phase. The purpose of these sessions was to “care about the carers”, making them moments of care, relaxation, well-being, and closer relationships among the participants, so they can also take care of each other. We decided to use the same type of methodology that we were developing in the project “Sociodrama with Art”. Simultaneously two of the most enthusiastic participants about using active methods asked for support to start working at a school with two groups of children, using this approach – this already a result of the project.

There were two major, or subtle, changes in this intervention.

One was an organizational change, breaking the “cultural preservation” of how they usually organize the work in this service, in the very last session before the confinement caused by COVID 19: all the family support service (CAFAP) workers managed to organize themselves to participate in one of the open sessions for the organization's workers, all of them (six people) were present at the session; this session turned out to reveal the tiredness and exhaustion of these workers in the Association. After the play of three movie scenes chosen by the groups that were quite terrific, sociodramatically the situation was transformed by the participants into a family party to celebrate the birth of a child of a very lonely mother, a young girl, and to support her.

The other change was related to the work developed at the School, also in the field of how to organize work: two people, a psychologist and an occupational therapist managed to combine schedules to have time together to prepare the work at the School and make the interventions at the School in a collaborative way and doing it together. These interventions were aimed to promote educational inclusion in two classes of the a primary school, since each of these classes had integrated one student with autism syndrome (6/7 years). Here also, there was a change, the target of the intervention became the group, instead of the child (according to a former clinical approach). It was very interesting to see the participation of all children in this type of activities and their involvement. It was the beginning of a promising work, also interrupted by the pandemic.

To present our work, we collected data through all the registers we did, before the sociodrama sessions and after them: written register, photos and videos.

The potential of Sociodrama experienced by the various participants in the sessions carried out is great, otherwise it would not have been possible to achieve the results we have. It involved hard work and persistence, that with the arrival of the pandemic and confinement, in the transition to digital support, left in the air a feeling of unfinished work. But here it is.

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Margarida Belchior is Director of Sociodrama, trained by SPP. She is the Portuguese coordinator for PERFORMERS. She runs teacher training workshops about Sociodrama in Education and developed a project of public Sociodrama with Art. She is doing her Post-Doctoral Studies in Education, in the domain of Expressive Pedagogies and Inclusion. Her PhD in Education was made in a transdisciplinary

domain and has as title «Learning in the Knowledge Society - between the global and the local - contributions for Peace Education». She is a former Primary school teacher, Teacher educator and experienced as Project manager in the Portuguese Ministry of Education.

Lea Kellermann Pereira is Psychotherapist, psychodramatist, sociodramatist and Master in Systemic Psychology. Dedicated to private clinic and intervention with sociodrama in different contexts and projects such as: "Public Sociodrama with Art" open to the general public, Erasmus + "PERFORMERS" European Project with the participation of 4 different countries focusing on the professional development of professionals working with young people in situation of vulnerability, "Training2Work" with the objective of enhancing social and professional inclusion for young people, "Sociodrama Project in schools" with children and young people in school context and intervention in small and large groups.

Viable solutions - how to overcome the systemic crisis of care?

Sociodrama-based participatory action research with Roma women, healthcare professionals and women right activists

Orsi Fóti, Kata Horváth & Eszter Pados

Hungarian Psychodrama Association, Hungary



Our lecture presents the story of a non-academic, citizen research group from its formation in 2017 until today: the iterative formulation of their research questions and the development of their research methodology. The initial research goal (2017) of the starting group of 8 Roma women was to formulate general statements about the operation of healthcare and social care institutions based on personal experiences. Institutional racism and violence became apparent and the findings of this group were presented in the form of a theatre play which was presented 20 times for different kinds of audience. In 2019 a bigger research group was formed: healthcare professionals, women right and birthright activists joined the initial team. Their research is focusing on everyday experiences of the phenomena that we call "crisis of care". Sociodrama is used in this research as the method of investigation. By its means not only paradoxes of the system can be examined but also new ideas or action plans can be formulated about the development of various collectives and politics of care.

This whole work is realized by following the concepts of the "art-based participatory action research" paradigm which has one of its roots in the Morenoian social theory.

Orsi Fóti, Social Worker, animator of drama and theatre, sociodrama trainee. She is a member of the coordinating team of the international sociodrama project, Performers. She worked in Parforum NGO conducting participatory action research projects in Hungary. She is now based in London, working in the field of social care

Kata Horvath, cultural anthropologist, sociodramatist. Coordinator of the PERFORMERS sociodrama project. Co-director of Parforum, a Budapest based NGO realizing art-based participatory action research projects all over the country.

Eszter Pados, special need therapist, criminologist, psychodrama trainer, sociodrama trainee. She is a member of the coordinating team of the international sociodrama project, PERFORMERS. She works in Budapest Youth Detention Center, where she held psycho- and sociodrama groups for youths. She conducts her PhD research with participatory action research.

The Project 'Bring Yourself & Your Cup of Coffee With You

Creating a virtual safe space: the aroma of coffee & other memory triggers helping the helpers embrace their emotions in times of anosmia and isolation

Hande Karakılıç Üçer, Pınar Ulupınar Erakay, Olcay Çam (presenting authors), Gözde Özer Danış, İnanç Sümbüloğlu, Özden Üneri, Daniela Simmons



Dr. Abdülkadir Ozbek Psychodrama Institute, Turkey

Health care workers constitute a primary group in need of support during the Covid-19 pandemic. Among these, mental health professionals stand out as a subgroup relatively more deprived of psychological support; notoriously known to be most ungenerous when it comes to their own self-care.

Relatedly, as a team we planned an on-line emotional support group project targeting this population. The project started with a pilot project in April 2020. TELE'DRAMA was a contributor. The pilot was followed by 5 workshops that ended in July 2020. Each workshop consisted of two consecutive sessions (2-hrs long each) spread one week apart. A total of 75 people attended.

The project was evaluated and monitored using the CIPP Model. The zoom personal information form, the digital tool mentimeter, Maxqda 2020 and SPSS 21 were tools that were used. The majority of the participants were from two major cities, Ankara and Izmir, but there were attendees from more than 13 cities. Most consisted of psychologists and more than half reported having no previous experience with psychodrama.

The use of metaphors and cultural motifs were found to be efficient approaches for facilitating ventilation of emotions, self-awareness and discovery of coping resources. Indeed, the warming-up exercise involving a stroll around the Ankara castle leading to the elaboration of external coping resources was rated amongst the most beneficial elements of the group work. On-line work appears to permit the establishment of what we dubbed a «Virtual Surplus Reality»: The Ankara Castle imagination exercise (or the Izmir Bazaar in the pilot project) symbolized habits, routine, steadiness, stability, framework; thus constituting a «virtual safe space». To some extent familiar places/people revisited even only in imagination may serve as possible sources of relief from the anxiety provoked by the "Covid-induced terra incognita."

The second most and equally efficient element was stated as the cocoon-to-butterfly metamorphosis metaphor; which was used as a transitional space allowing attendees to explore their inner resources in adapting to the "New Covid-19 reality." The findings suggested that combining the use of culturally-relevant symbols with universal symbols reinforced the building of a transformative and corrective personal narrative in the face of the traumatization brought by the pandemic. The project was generally perceived as supportive; indeed, 88.5% mentioned having derived benefit from the project. The mentimeter evaluation via word cloud revealed perceptions of the group as "peaceful", "relaxed", "togetherness", "happiness." In addition to being surveyed about their emotions, attendees were invited to give their feedback. Helping the helpers made the

team feel useful and less helpless in face of the pandemic. Interdisciplinary work was found to be productive. Some minor technical details were found to be crucial in obtaining consistency and quality in the provision of the on-line psychodrama group intervention. The assignment of a technical support person was found to be beneficial. As a conclusion, on-line applications might give us opportunity to reach out to groups in need of support in times of crisis. The limitation of this project is that it was designed specifically to act within the context of the Covid-19 pandemic for a specific group. However, findings may serve as clues for designing and testing similar projects in other types of disasters and other populations. It is our recommendation that the acquisition of on-line group intervention skills be provided to group therapy trainees and practitioners. Finally, group therapy associations such as IAGP, ASGPP, FEPTO might consider assuming a role in the coordination of larger-scale on-line support interventions and training projects.

Dr. Hande Karakılıç Üçer is a Psychiatrist in clinical private practice, providing medical treatment and psychotherapy in Turkish, English and French. She is ass. Psychodrama Trainer at Dr. Abdülkadir Özbek Psychodrama Institute in Ankara, Turkey; and also Expressive Arts Therapist. She worked with refugees with the International Office for Migration (IOM), United Nations High Commissioner for Refugees (UNHCR); coordinated disaster psycho-social interventions. She works as organizational consultant for Embassies, EU Delegation etc. in Ankara. Secretary-General of the International Society for Health and Human Rights (ISHHR); member of the International Association of Group Psychotherapy and Group Processes (IAGP) and its Trauma Task Force; member of the American Society of Group Psychotherapy and Psychodrama (ASGPP). handekarakilic@hotmail.com

Pınar Ulupınar Erakay, Psychologist, Psychodrama Associate Trainer (TURKEY). Pınar Ulupınar did bachelor studies at the Department of Psychology, Ege University, Turkey in 2004 and graduated from a master programme there in 2008. Psychodrama Trainer at Dr. Abdülkadir Özbek Psychodrama Institute in İzmir, Turkey. She is also completed programmes, on Schema Therapy and EMDR. Working at İzmir Metropolitan Municipality in department of Community Health Care as branch manager. Member of İzmir Psychodrama Association. Secretary of Turkish Psychological Association İzmir Branch and working for unit of “woman and gender” at same association. pinarulupinar@gmail.com

Mahire Olcay Çam, is a professor of psychiatry nursing and a psychodramatist. Her dissertation was on burn-out syndrome in nurses, which pioneered the discussion of the topic in Turkey. Since 1987 she has been with the Nursing School of the Ege University, where she became an Associate Professor in 2000 and a Professor in 2007. Completing her psychodrama thesis in 2001, she has been working as a psychodramatist at the Dr. Abdülkadir Özbek Psychodrama Institute since then. She has supervised numerous bachelor, master and PhD theses. She has published many national and international papers. She is the editor of the book ‘Ruh sağlığı ve hastalıkları hemşireliği: Bakım sanatı (Mental health and psychiatric nursing: Art of care). olcaycam@gmail.com

Sociodramatic approach of improving collaboration among health care professionals working in the intensive care unit

Emma Naszvadi, Ágnes Blaskó & Gábor Fritúz

Hungarian Psychodrama Association, Hungary



Adequate teamwork and communication (e.g.: feedback, sufficient role-taking, attempt of sharing thoughts) could prevent harmful outcomes in acute care environments. In anaesthesiology and intensive care the favorable outcome of teamwork relies deeply on the success of cooperation (and this is even more significant in this tense situation that brings our awareness to the challenges of communication). Two distinct forms of communication are detectable depending on its circumstances: the task-oriented (in more stressful work situations) and default work situations (Boyatzis, Rochford, Jack 2014).

During the COVID-19 pandemic we established online sociodrama for frontline responders. The sessions were 120 mins long, conducted by a sociodrama leader, and assisted by a clinical psychologist and an anaesthesiology-intensive care specialist. Our goal was to help them to get connected in better ways in default situations hoping that it will improve their communication in stressful situations too.

In 2020 12 online sessions were held with average of 3-5 participants. We explored the difficulties health care workers experienced and the solutions they elaborated together during online sociodrama groups.

The most common types of “conflicts” were: mutual rage about something that affects the whole group, misunderstanding and miscommunication within the group (e.g.: insufficient role-taking) and patterns of situations that happened to most of them: communication with patients, relatives (e.g.: difficulties of telling bad news) and some unconventional emotions due to the pandemic (e.g.: uncertainty experienced by each one of them).

The groups experienced a liberating effect of being able to say the problematic points aloud. By setting a precedent possibly established a tradition of asking for help, some of them realised the importance of the team, and stated that they should let themselves to rely on each other more. The cross-role playing (e.g. in a doctor-nurse conversation) allowed them to be able to take another perspective. And they started to see the expected burden of the pandemic as challenges and a possibility of professional development. Sociodrama intervention may help to improve team communication and conflict management in the intensive care unit.

Emma Naszvadi, is a clinical psychologist and therapist trainee working at Semmelweis University, Department of Anaesthesiology and Intensive Care. Participating in a highly interactive multi-disciplinary team, her duties include interventions to increase acceptance of and adherence to somatic treatment of patients, and counseling patients' family members by providing understanding and guidance on how to support their treatment. She also works as a co-conductor in sociodrama workshops for doctors and other health care professionals working at the intensive care unit.

Ágnes Blaskó, PhD is a communication researcher and sociodrama leader. She is Assistant Professor at the Budapest University of Technology and Economics Department of Sociology and Communication, and she works for Department of Anaesthesiology and Intensive Therapy Semmelweis University, Budapest. She is working with sociodrama method in the field of healthcare, higher education and others (detention center, music industry, civil sphere etc)
Her aim is to enhance the application of sociodrama and dramatic methods in different fields of education and social – cultural institution.

Co-creation with researchers and work communities in action research projects. How to combine digital and face-to-face development with socio-dramatic approach?

Antti Soikkanen



Helsinki Psychodrama Institute, Finland

Special interest in socio- and psychodrama

- How to apply sociodramatic approach and methods combined with other (systemic, OD) traditions in organizational context? Co-creation with researchers and work communities in action research projects. How to combine digital and face-to-face development with sociodramatic approach?

The development project is connected to the Finnish Governments Työ2030 program to develop Worklife in Finland. The aim is to use action research and co-creation methods and develop a digital platform for small size companies using pilot organizations. We focus on developing communication, co-working and wellbeing with company personnel. There are various reasons to support combined social and technology driven communication development in small organizations.

The number of workplaces is increasing in smaller companies in the future. After the pandemic started more than 59% of Finnish people moved to remote working mode, which is the highest rate in Europe. In Finland the digital infrastructure is at a good level, a great part of people have a positive attitude to use technology, outside of the biggest cities we have dispersed populated countryside and in smaller companies the level of leadership and co-operation development is varying. During the pandemic many work communities have learned new capabilities to work remotely.

We have started projects with two pilot organizations and will continue to increase the number of new pilots. We are studying how to deliver knowledge, the process to develop and how to co-develop communication structure with managers and people. We combine sociodrama based and organization development (OD) methods and concepts in the co-creation with the pilot organizations.

Within the project we will open a digital platform for a larger amount of small-size companies. The focus of the presentation is to explain the background, goals and more than methods utilized in the project, as well show the digital platform we are utilizing.

Antti Soikkanen is Psychodrama Director CP from the Helsinki Psychodrama Institute in Finland. Antti is Organization analyst, Business coach and has a supervisor certificate. Antti has worked 30 years with international companies and public organizations, as HR responsible, and various consultation companies. Currently Antti is working in a public research organization – The Finnish Institute of Occupational Health (FIOH).

The impact of Sociodrama in a Swedish High School - according to my experience with youngsters aged 17-19



Mariolina Werner-Guarino

Swedish Psychodramatists Association

The impact of Sociodrama in a Swedish High School - according to my experience with youngsters aged 17-19.

I would like to present my experience during the last 20 years and focus on the importance of a separate sociodrama course aiming to develop students' wellbeing strategies, compared with sociodrama used as a tool in different school subjects. I would like to present my reflections on what is needed to start regular courses in schools, on their purpose and ambitions.

In Stockholm, I started such courses in 1999 and I collected hundreds of students' analyses, reflections and feedbacks, based on the students' regular and detailed diaries and their final reports.

I think I can give a contribution in showing how it is both possible and desirable to insert sociodrama courses in the school system's regular education and propose practical suggestions for the related grading of the students.

We are all aware of youth's need to face daily difficulties and choices, to be more aware about themselves, to get stronger against the influence of the media. In Sweden huge amounts of antidepressants are prescribed nowadays, even to children. The focus must switch, where it is possible, from treatment to prevention of diseases, fortifying the children's psychic health before they get depressed, find support in doubtful gangs or find refuge in drugs. Sociodrama's communicative, social and relational improvement offers a realistic alternative.

Mariolina Werner-Guarino, I am a language and psychology teacher, and a psychodramatist/sociodramatist in a High School since the late '90-ties, now even active within the Erasmus+ Project Performers2. I am part of PsykodramaAkademin and the treasurer of the Swedish Psychodramatists Association.

Trauma-Focused Psychodrama for PTSD in Inpatient Addictions Treatment

Scott Giacomucci & Joshua Marquit

Phoenix Center for Experiential Trauma Therapy in Pennsylvania, USA

Penn State Brandywine in Media, Pennsylvania, USA



This presentation outlines an ongoing research project exploring the effectiveness of trauma-focused psychodrama in reducing Post-Traumatic Stress Disorder (PTSD) for clients in inpatient addictions treatment. This study employed a single group pretest-post-test design. Data indicated an average decrease in PTSD by 25% (consistent for

each PTSD symptom cluster). Further, patients' open-ended responses confirm these positive outcomes and support the feasibility and tolerability of the treatment, and the ability of the treatment to foster safety, connection, and group cohesion. The results of this study support the efficacy of trauma-focused psychodrama methods (Therapeutic Spiral Model & Relational Trauma Repair Model). Clinical considerations for the psychodramatic treatment of trauma and addiction will be explored, in addition to discussion on the impact of the treatment context (inpatient, outpatient, workshop, etc.).

Giacomucci, S., & Marquit, J. (2020). The Effectiveness of Trauma-Focused Psychodrama in the Treatment of PTSD in Inpatient Substance Abuse Treatment. *Frontiers in Psychology*, 11.

Scott Giacomucci, DSW, LCSW, BCD, FAAETS, PAT

Scott is the Director/Founder of the Phoenix Center for Experiential Trauma Therapy in Pennsylvania. He is a doctor and board-certified diplomate of clinical social work. Scott is also a Fellow of the American Academy of Experts in Traumatic Stress and certified EMDR Consultant. He serves on the Executive Council of the American Society of Group Psychotherapy and Psychodrama (ASGPP), the Advisory Board of the International Society of Experiential Professionals, and the Trauma & Disaster Task Force of the International Association of Group Psychotherapy. He is currently co-chair of ASGPP's research committee and professional liaison committee. Scott is the recipient of various national and international awards, most recently as the first recipient of NASW's Emerging Leader Award. He has presented at regional, national, and international events and is an adjunct professor at Bryn Mawr College's Graduate School of Social Work teaching a course on psychodrama and experiential trauma therapy. He co-edited the newly published autobiography of psychodrama's founder, Jacob Moreno and is co-editor of the first international psychodrama book series by Springer Nature - Psychodrama in Counselling, Coaching, and Education. His forthcoming book is titled *Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers*.

Joshua D. Marquit, PhD,

Josh is an Associate Teaching Professor and Program Liaison of the Psychology Department at Penn State Brandywine in Media, Pennsylvania. He has a doctoral degree in experimental and applied psychological science. He teaches courses in statistics, research methods, environmental psychology, industrial-organizational psychology, and psychology and climate change; and has recently won The Distinguished Teacher/Excellence in Teaching Award in 2019. He has conducted collaborative research in a broad arena of topics in environmental, social, health, sports, organizational, educational, gender, space, and clinical psychology. The results of his research have been presented to government agencies and at professional conferences at the local and international levels and published in peer-reviewed journals.

The co-creation of a psychodrama - a dramaturgical approach

Siri Skar

Research fellow at University of Agder / Norway



This is a paper project in development which will result in an article which investigates the stagings- and dramaturgical strategies in a specific psychodrama. The article will be a part of my article based ph.d.-thesis on the ph.d.-programme Art-in-context, specialization theatre at University of Agder in Norway ((UiA), 2021). The dramaturgical analysis is based on theory of Krøgholt (2002). A psychodrama (Moreno, 1953/1993,

1972/1994) is co-created between a protagonist with his or hers personal story, a psychodramatist and the psychodrama. Through a dramaturgical approach the aim is to explore some of the complex communication processes existing in the co-creation of a psychodrama and discuss this.

Goal or research question:

The research question investigated in the paper is

Which staging strategies and dramaturgical strategies could be identified in the co-creation process of the psychodrama, and what significance do these strategies have for how the personal “truth” is expressed and explored through the psychodrama?

Methods:

For collecting empirical data the method participatory observation was applied. I was a participatory observer of a psychodrama group which was led by two other psychodramatists for a full weekend, and I took field notes in the breaks and immediately after the group ended. It was intended to also document the observation by video, but of respect to a sudden change in some participants wishes this was changed shortly before the group started. The participatory observation is therefore only based on my written field-notes and memory of the group. A dramaturgical analysis of the described psychodrama based on my field notes is the methodological approach for exploring a specific psychodrama from this group. For the dramaturgical analysis theory by Ida Krøgholt, a Danish associate professor at the Institute for communication, culture and dramaturgy at the University of Aarhus is applied.

Findings:

Since this article is in development and at this point only in the initial phase regarding the findings, they are not described in this abstract. However, by March also some of the findings from this dramaturgical analysis will be presented and discussed.

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Siri Skar is a drama lecturer, educated from Oslo Metropolitan University with a Masters degree in aesthetic subjects, drama and theatre communication, with the title: “Play and seriousness – to express oneself and what one thinks or feels through creative and spontaneous action in a creative process” (2018). Additionally, she is a Psychodrama Psychotherapist, educated from the Moreno Institute Oslo, Norway (7 years part time). She also has one year of studies in Psychology from University of Bergen (UiB). Currently she is a Ph.D. research fellow in theater at the University of Agder (UiA) in the south of Norway at the Faculty of fine arts, at the interdisciplinary Ph.D.-programme Art in Context. She is a member of the research groups art and social relations and art and conflict at UiA.

Self-stigma in serious mental disease: development of an intervention program with resources to Sociodrama and E-learning

Sara Sousa

Portuguese Society of Psychodrama (SPP), Portugal



Discrimination and stigma in people with mental illness are presented as priority issues by the World Health Organization for the reason that their impact can be as damaging as the direct effects of the disease itself. The negative consequences of stigma influence internal perceptions, beliefs, and emotions of the stigmatized person, which generate self-stigma. Self-stigma is a transformation process by which people with experience of mental illness start dropping to play their social roles and adopt a passive vision and self-negative valorisations.

This work aims to develop and evaluate the effectiveness of the “Education and Training to Active Live Course” (CEFVA), a B-Learning program. With this program we pretend to be innovative since it uses psycho-education through the combination of Sociodrama (a methodological tool focused on the group, in the action and learning) with E-Learning (a technological tool that enables interactive distance learning, flexibility and customization). The program is prepared for people with serious mental illness, and it is organised with 15 distance education classes and 15 sociodrama sessions, developed along 17 weeks. The program deals with topics related with self-stigma, disease management, social interaction, and feeling of belonging to the community. It was applied on a sample of 17 people diagnosed with Schizophrenia, all users of psychiatric Service of the Centro Hospitalar Universitário São João, Porto.

The results suggest that CEFVA was effective in decreasing self-stigma, increasing potential for recovery, promoting empowerment, improving the social interaction of the participants, as well as in skills acquisition for a better disease management. We concluded that Sociodrama and E-Learning, when combined, are effective methodologies in psycho-educative and socio-therapeutic interventions directed for person with this diagnosis. The results, despite it was an exploratory study, seem to be promising for further development of this methodology, which mobilizes the active participation and the change in people with serious mental illness experience.

Sara de Sousa is an Occupational Therapist and works in the mental health national care system. She is a professor at the High School of Health of Politechnic Institute of Porto. She is a Sociodramatist accredited by the Portuguese Society of Psychodrama (SPP), which is part of the current Board of Directors, and is also a member of the redatorial board of SPP's Magazine. She has a PhD in Psychology and in her thesis has developed an intervention of educational anti-stigma sociodrama with people with schizophrenia. She also has experience of Sociodrama in social intervention with children at risk, caregivers of Alzheimer patients, prison, educational and clinical contexts (cinedrama with psychotics). She has already published articles and book chapters on sociodrama.

The experience of tele-psychodrama with Italian adults and adolescents during the COVID-19 pandemic: two introductory studies (presentation on Saturday morning)



Ines Testoni, Maria Silvia Guglielmin, Gianmarco Biancalani

University of Padova,
School of Psychodrama of Treviso, Italy



Psychodrama is an experiential group psychography that has proved to be an effective treatment for allowing people well-being. During the COVID-19 pandemic, this method had to be adapted from in-person to online mode, which is particularly challenge given the experiential nature of this method. We are going to present two study that examine whether and how tele-psychodrama provided psychological support to the adults and the adolescents during this time of global crisis. The first study involved 15 adult patients who were members of a pre-existing in-person psychodrama group that shifted to a tele-psychodrama group format facilitated by two psychodrama therapists. The second study involved 14 adolescents from Northern and Central Italy who did a tele-psychodrama experience. At the end of the tele-psychodrama sessions the Client Change Interview was used as a post-treatment measure for both studies. As regards the first research, the qualitative analysis of the texts of the interviews yielded six shared themes: 1. the role of tele-psychodrama sessions during COVID-19 pandemic; 2. changes after the online intervention; 3. advantages of the online intervention; 4. limitations of the online intervention; 5. the termination of online session; and 6. the relationship with the therapist. As regards the second research, the qualitative analysis of the texts of the interviews yielded four shared themes: 1. perception of tele-psychodrama and general COVID-19 crisis; 2. tele-psychodrama methods' usefulness; 3. changes due to tele-psychodrama; and 4. tele-psychodrama's downsides. Despite the differences between online and in-person psychodrama, all the participants of both studies expressed a strong appreciation for tele-psychodrama. The use of innovative tele-psychodrama strategies, which allowed participants to role-play even though they were not physically together, was particularly appreciated. In addition, the interviewees reported that tele-psychodrama psychotherapy helped participants process the difficulties that emerged during the lockdown period, thereby contributing to their overall psychological well-being in this time of global crisis.

Prof. Ines Testoni, University of Padova
Dr. Maria Silvia Guglielmin, School of Psychodrama of Treviso
Dr. Gianmarco Biancalani, University of Padova

Therapeutic Plays: An Intervention Project Based on Sociometry and Encounter During Covid -19 Pandemic

Gozde Ozer Danis, Inanc Sumbuloglu, Ozden Uneri

Dr.Abdulkadir Ozbek Psychodrama Institutes



In this presentation, the goals and early findings of an intervention project carried out with a group centering around the sociometry and action methods developed during the Covid-19 period will be covered.

Therapeutic Plays is a group-focused descriptive research and intervention project aimed at identifying the needs of various occupational groups during the Covid-19 period allowing people from the same profession to come together utilizing online tools. Between December 2020 and January 2021, it was conducted with 80 persons including four different teacher groups. The plays were tailored to each group and their needs, and were mediated by three psychodramatists. In February, it is planned to be played with 40 psychological counselors.

Therapeutic Plays consist of four stages totaling up to 120 minutes: "descriptive stage" in which a sociometric assessment is carried out, "warm-up stage", "play" and "conclusion" stages. It is carried out in alignment with a single-session open-group policy. Observational-descriptive-cross-sectional research methods were utilized with the group during this intervention project. A week after the group study, a feedback questionnaire was also delivered to the participants in order to monitor and evaluate the impact of the study.

Early analyses indicate that for public and private sector teachers in Turkey, Covid-19 was an experience, which took them out of their comfort zone, brought them closer to technology, made them develop resilience skills and feel complex emotions simultaneously, was intimidating and exhausting, but still harboring hope. Participants also stated that following the sessions, which they participated during the Therapeutic Plays project, their prejudices about the use of interactive tools such as drama and online plays were eliminated, they received emotional support, meeting with their peers fostered a sense of solidarity and togetherness, and that they left with new ideas to try with their students. Some participants were also observed to convey that it was a study that encouraged looking inwards. The given results are early results. It will be prepared for publication in the near future by analyzing the obtained quantitative and qualitative data.

In conclusion, Therapeutic Plays project constitutes a therapeutic community mental health project, as it involves interventions that contribute to the improvement of “encounter”, individual and group well-being as well as enabling the use of research methods within a group.

Gözde Özer Danış, Psychologist and PHD in Consulting Psychology, Psychodramatist. She is also trainer and president of research committee in Dr. Abdulkadir Ozbek Psychodrama Institute in Turkey. She had been working with adults for 15th years. She is also completed programmes on Systemic Family Therapy, EMDR, Trauma Psychotherapy and Play Therapy. Her interests are PTSD, monodrama, therapeutic alliance in psychotherapy.

Inanc Sumbuloglu, 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. Her 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.

Prof. Dr. Özden Şükran Üneri was born in Ankara. She completed her undergraduate education in Ankara University School of Medicine, and her residency in Kocaeli University Faculty of Medicine, Department of Child and Adolescent Mental Health and Diseases. Üneri assumes the title of associate professor in 2012, psychodrama trainer in 2017 and professor in 2018. Having more than 100 scientific articles and 5 book chapters published nationally and internationally in the field of child psychiatry, Özden Şükran Üneri still continues her academic life as a faculty member in the Department of Psychology at Istanbul Gelişim University.

FEPTO Wiki-Platform “psychodrama.world”: update on English, French, German and Italian platforms and a call to join the editorial team

*Paola de Leonardis**, *Marco Greco***, *Roger Schaller****,
*Krzysztof Ciepliński***** *Norbert Apter******



*Centro Studi Psicodramma e Metodi Attivi, Italy

**Studio di Psicodramma, Torino, Italy

***Swiss Psychodrama Association PDH

****The John Paul II Catholic University of Lublin, Poland

***** Odef Institute and Specialist, Geneva, Swiss



Psychodrama.world is a new FEPTO website which collects articles and other contributions on Psychodrama published in English and in different languages with titles and abstracts in English.

The site's objective is to promote the interexchange of knowledge about Psychodrama theory, history, practice, research and integration with other approaches.

At the next Research Committee meeting we are going to describe the existing versions of *psychodrama.world*, that are the English, French, German and Italian. Each platform is currently organised into categories, sub-categories and keywords chosen by the platform manager within the Psychodrama Conceptual Maps presented at previous FEPTO meetings.

In our talk, we will also explain and discuss the criteria now established for the inclusion of contributions on the platforms.

During the meeting we hope to complete the two website teams: the Editorial Team and the Administration Team.

A lot of work awaits us in the near future:

- 1) further developing the structure and design of the website;
- 2) organising the financing and planning a fund raising;
- 3) defining the legal framework and quality criteria;
- 4) expanding the already existing platforms;
- 5) to discuss further development of non-English versions of the website;
- 6) clarifying responsibilities and reflecting on future cooperation with the FEPTO Board and FEPTO members;
- 7) getting help with the publication of contributions on the different platforms.

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 "FaberActive", 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). He has authored numerous books and articles on psychodrama and role play.

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.

Norbert Apter, Swiss, born in Geneva, he lives in an intercultural environment all your youth, including his university studies in Massachusetts (USA), as well as in his current professional life in Geneva (within international organizations and NGO's) and in more than 20 Countries.

Primary function: to facilitate the dynamization of Intelligences by the Action Methods according to J.L. Moreno, that each one makes use of (and in various ways) his or her Multiple Intelligence and that everyone, the group, the team and the company benefit from Collective Intelligence.

The effect of COVID-pandemic related restrictions on ongoing psychodrama groups in Hungary

Edit Szathmári, Veronika Ferencz, Orhidea Kiss

Eötvös Loránd University, Budapest/ Hungary



During the COVID-pandemic in 2020, many countries applied physical distancing and lock-down measures. These restrictions had fundamental effects on all aspects of life, including face-to-face group methods, like psychodrama. This situation provided a unique opportunity to study the effects of environment-driven unavoidable changes on psychodrama groups and take the learnings from it. In our study we asked Hungarian psychodrama leaders about their experiences with their ongoing groups two times via online questionnaire: after the first lockdown and during the second wave of the pandemic, and analyzed 36 and 20 responses respectively. The themes of the questionnaires included: use of communication channels, continuity and changes of the group, cooperation between leaders. Besides leaders' perception of the group and themselves were asked via psychodramatic methods: role reversal and mirror. The results of the study and their interpretations will be presented.

Edit Szathmári, I am a psychologist, I hold a degree in economics, and I am a certified psychodrama leader, we lead groups together with Veronika for three years. I do counseling for individuals, groups and organisations. I am a lecturer at Eötvös Loránd University, Budapest, currently working on my PhD research about the effect of becoming a leader on the personality.

Affiliations: Doctoral School of Psychology, Eötvös Loránd University; Institute of Psychology, Eötvös Loránd University

Veronika Ferencz, I am a psychologist (MA) with a specialization of counseling and health psychology, I have a degree in fairy tale therapy and I am a certified psychodrama leader. I am working with individuals and groups. Currently I am a PhD student (Eötvös Loránd University, Budapest) in qualitative research, my topic is about the resilience and active self-representation of women living under various forms of oppression.

Affiliations: Doctoral School of Psychology, Eötvös Loránd University; Institute of Psychology, Eötvös Loránd University

Orhidea Kiss, PhD, I am a psychologist, specialized in work- and organisational psychology. I am an associate professor at Eötvös Loránd University, Budapest and Head of the Department of Organisational and Leadership Psychology. In the focus of my recent research is the organisational trust. Affiliation: Institute of Psychology, Eötvös Loránd University

Studying the Academic Procrastination Theme with Psychodrama: A case report

Nilüfer Uyar Bircan Kırlangıç Şimşek & Ebru Güç

Anadolu University, Turkey

Dr. Abdülkadir Özbek Psychodrama Institute, Turkey
Siirt University; Turkey



Academic procrastination, which can be defined as the delay of an individual to his / her academic duties without a material or moral justification (Rothblum, Solomon ve Murakami, 1986; Solomon ve Rothblum, 1984) is common among university students (Burka ve Yuen, 2008; Ulukaya ve Bilge, 2014; Uzun Özer, Demir ve Ferrari, 2009; Ellis ve Knaus, 1977; Kachgal, Hansen ve Nutter, 2001; Rothblum ve diğerleri, 1986) and causes the individual to have problems in both academic and mental health fields (Balkıs, 2013; Beck, Knoos ve Milgram, 2000; Saddler ve Sacks, 1993; Sharma ve Kaur, 2011; Senecal, Koestner ve Vallerand, 1995; Tice ve Baumeister, 1997). In this context, it is noteworthy that protective-intervention studies on this problematic behavior, which exhibits a complex structure with its cognitive, affective and behavioral dimensions (Çetin ve Ceyhan, 2018; Milgram, Sroloff ve Rosenbaum, 1988; Rothblum ve diğerleri, 1986; Solomon ve Rothblum, 1984; Uzun Özer, 2010; Uzun Özer ve diğerleri, 2014) are widely carried out. With this nature of the psychodrama approach, that includes elements such as action, spontaneity and creativity, was thought to be a good way to study academic procrastination, which includes cognitive, affective and behavioral components. In the present study, it was aimed to qualitatively evaluate the sharing and awareness of the case participating in the psychodrama experience group with university students within the framework of the relevant literature of academic procrastination. The case is a 29-year-old male, married, working as a research assistant at a state university and is at the PhD dissertation stage. The academic procrastination-themed psychodrama experience group was applied at Anadolu University Psychological Counseling and Guidance Center in the spring semester of the 2018-2019 Academic Year. Group sessions are planned to increase the awareness of the members about themselves, to help them recognize their intellectual, emotional and behavioral patterns related to their academic procrastination by addressing their past and current problems and conflicts or their expectations, anxieties and difficulties for the future and to help them develop coping skills by improving their spontaneity. Group application (practice) lasted 10 weeks between March and May 2019. Sessions were held once a week, approximately two and a half hours. Each session consisted of warm-up, individual or group games and sharing stages. Games related to the purpose of the group were prepared before the sessions and sessions were taken form according to the group's current needs. During the group process, group managers received group supervision with individual and multiple mirror method. After the research, it can be stated that in the psychodrama group process, the case acquired meaningful awareness that could be related to both himself and his academic procrastination, in order to ensure his personal integrity. We can state that with the psychodrama process, the case has the opportunity to work with the support of the group by recognizing his self-inhibiting, perfectionism, and irrational thoughts that may be actively related to academic procrastination. The fact that the case changed the nickname "ideal", which represents solidity and rigidity for him, to "Tolerance" in the game "nicknames first ... then" which played in the last session of the Psychodrama experience group, suggests that he gains flexibility in both himself and what is happening around him, and can be more liberating (not self-obstacle). At the same time, it is seen that that the role repertoire of the case developed through the roles given and taken during the psychodrama sessions and as his role repertoire develops, he appears to be able to form bonds and connections with other members. In the light of all this information, it is possible to say that the case found the opportunity to express, see and study, change and transform the characteristics that might be associated with him and his academic procrastination through psychodrama techniques and in this context, it is possible to say that he has acquired meaningful awareness. In this context it can be stated that psychodrama,

which offers the opportunity to experience skills such as spontaneity, flexibility, self-freedom and creativity, is an effective and functional tool to provide assistance in the intervention phase of academic procrastination, which has cognitive, affective and behavioral dimensions and shows a complex pattern in terms of its causes.

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.

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.

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 Ozbek Psychodrama Institute. Current research interests are; help seeking, counseling and psychotherapy, counseling supervision and psychodrama practices.

Psychodrama "Rojas Bermudez model" and changes in brain connectivity

Concha Mercader (presenter), Isabel Sánchez González, Cinta González Patricio, Ángela Arjona López

School of psychodrama, sociodrama and psycho-dance, Spain



Line of Research: Psychotherapies and Neurosciences

INTRODUCTION:

In the last decade and thanks to neurotechnology, research in psychotherapy is no longer only interested in validating whether a model or paradigm decreases certain symptomatology but has a growing interest in knowing the neuroplastic changes that occur in brain circuits. There are two basic brain mechanisms in brain processing: Top-down vs Down-up. The first one arises from the cortico-subcortical (top-down) interhemispheric relationship while the second one is bottom-up.

Research on the subject divide therapeutic models into two groups; those that promote top-down mechanisms and those that promote down-up mechanisms.

In the first group we find all those psychotherapeutic models focused on thoughts, cognitions, and communication (cognitive-behavioural, psychodynamic, gestalt and systemic therapies) and in the second group those centred on therapies that include mindfulness as this school considers their mechanisms to be down-up.

We have not found any research that evaluate such changes with psychodramatic methodology.

Considering all the above, the "Rojas-Bermudez" psychodrama model describes two basic lines of intervention at a methodological level:

Construction of images: comprehensive, reflexive, and focused on the cognitive.

Dramatisation: body in movement within the space: directed to the emotional.

Moreover, these two top-down vs. down-up brain mechanisms, which are present in a united way in everyday life, are both merged in an ecological way in psychodrama, since thoughts, emotions and behaviour appear integrated in a role that is linked to the environment.

Aim: Our aim is to evaluate whether the Psychodrama model achieves connective brain changes in both top-down and down-up mechanisms.

Subjects and methods:

The population with whom we are going to work are people diagnosed with (DSM-V) (obsessive-compulsive disorder) and (DSM-V) (bipolar affective disorder). The control group will be composed of participants diagnosed with OCD and BDD who do not receive any psychotherapeutic intervention.

We intend to evaluate with neuroimaging techniques the experimental subjects at two points in time before receiving treatment with psychodramatic psychotherapy and after 6 months of psychodramatic psychotherapy to observe whether changes in brain connectivity have occurred.

Neuroimaging techniques will be used to measure the experimental group will be evaluated at 2 points in time: before psychodramatic treatment and 6 months after psychodramatic intervention to observe if changes in brain connectivity have occurred.

Concha Mercader, Psychologist, Psychodramatist and Psychotherapist,

In the year 2001, she created and directed the First Psychodrama and Psychodance School in Seville, and in 2008 the first one in Huelva. She participated too, as a lecturer and practices tutor at the Huelva University, Seville University and Complutense of Madrid University.

Isabel Sánchez González, Psychologist, psychodramatist, Education and experience in gender – based violence and addictions in the family context.

Cinta González Patricia, Degree in Psychology and Master in Relational-Systemic Psychotherapy, both from the University of Seville. Psychodrama Director and member of the psychodrama work team (Official College of Psychologist of Western Andalusia). My professional career includes, among other works, collaborations in Research projects, participating in seminars and workshops, as well as the Practice of Family, Child and Adolescent Psychology.

Ángela Arjona López, Psychologist and Psychotherapist with Master's Degree in Health Psychology and academic training in Psychodramatic psychotherapy.

Sociodrama events in researching labour and power relations in the Hungarian music industries



Emília Barna

Budapest University of Technology and Economics, Hungary

Within the frame of a four-year research project on labour in the Hungarian music industries, we are using sociodrama for understanding autonomy and relations of power from the perspective of music industry workers, and in the context of dependence on the state and on the capitalist market.

The events held online due to the COVID-19 situation have been partially processed. In our presentation, we present an analysis of autonomy and relations of dependence through the sociodrama events, and reflect on the emerging methodological issues. We discuss the advantages and disadvantages of using the sociodrama research method.

Emília Barna, PhD is a sociologist and popular music scholar. She is Assistant Professor at the Budapest University of Technology and Economics Department of Sociology and Communication, and head of the Cultural Industries MA specialization. She completed a Popular Music Studies PhD programme in 2011 at the University of Liverpool. Her main research areas music scenes and technology, the music industries and digitization, popular music and gender, and cultural labour. With Tamás Tófalvy, she has co-edited the books *Made in Hungary: Studies in Popular Music* (2017, Routledge) and *Popular Music, Technology, and the Changing Media Ecosystem: From Cassettes to Stream* (2020, Palgrave). She is a member of the International Association for the Study of Popular Music and the Working Group for Public Sociology "Helyzet." Email: emilia.barna@gmail.com

The Social Network Inventory

Judith Teszáry

Hungarian Psychodrama Association, Hungary
Swedens Psychodramatists Association (SPA)



Concerning Moreno, Sociometry, the measurement of the group interaction is the basis of all Psychodrama and Sociodrama.

The research instrument, The Social Network Inventory was created by a psychodramatist for psychodramatists. Thomas W. Treadwell, EdD is an American psychodramatist. He is a professor of psychology at West Chester University, and a clinical associate at the Center for Cognitive Therapy, Perelman School of Medicine, University of Pennsylvania.

The Social Network Inventory instrument is built on the well-known theory, known by psychodramatists of Sociometry and the Social Atom.

The theory of Social Atom is the smallest sociometric unit of an individual, which represents the person's social network of significant others.

The instrument is divided into four categories of relationships: Psychological, Collective, Individual and Ideal.

The SNI measures the estimated closeness or distance of an individual to significant persons or to a group. The scale also measures the perceptual sociometry or how the person thinks the others are related to her/him. The ideal sociometry adds a special dimension, where the individual can list how those relationships would fulfil their desires and make their life better.

The instrument is both validated and relatively easy to administrate.

Psychodrama and sociodrama students can use this instrument in a first independent group they lead, under supervision. It can be useful in other groups to study the change and development of an individual or a group in therapy.

The SNI can also be used as a working instrument showing a picture of relations the individual or the group needs to develop.

Judith Teszáry is of Hungarian origin, living in Sweden since 1972. She made her studies in psychology, pedagogy and sociology at Stockholm University, she is a senior psychodrama and sociodrama trainer and supervisor, trained by Zerka Morenát Moreno and certified by the Moreno Institute, Beacon New York. She has been working as family therapist in Nacka county and later on as psychologist at Stockholm City Social Department /Child care division. teaching assessment methods of inquiring the suitability of foster and-adoptive families. Teaching psychodrama and sociodrama internationally and in Hungary. She was involved in a research and treatment project at the Swedish Institute for Psychosocial Environmental Medicine – IPM/Stress Research division, leading psychodrama groups with psychosomatic patients.

Scientific coordinator of the Erasmus+ project Performers 1 in Sociodrama for marginalized youth. In Performers 2 she is the coordinator of the FEPTO team, dealing with creating minimal training standards for sociodrama training.

She has been the president of FEPTO in 6 years. Her present roles are as chair of the Ethics Committee, International Affair committee and also serving as FEPTO secretary.

She was given life time achievement award from FEPTO for her contributions of the development of the organisation.

Socioanalysis training

Cecilia Kovai, Melinda Kovai, György Mészáros, Kinga Szokács

Hungarian Psychodrama Association, Hungary

- description

In our socioanalysis training participants deal with their own social situation, their roles in society, and their stratum and class situation. We assume that the awareness and understanding of one's own social situation makes it possible, on the one hand, to understand the behavior of other social groups and, on the other hand, to take collective action and solidarity.

- perspective or theoretical framework

Awareness raising intercultural communication trainings oriented to social diversity and minority-majority relationships are traditionally based on classical social psychology studies. According to these studies, prejudices are cognitive biases originating from false generalizations. (Allport 1954) Such trainings are based on the idea that the majority group's stereotypical perceptions can be tackled by more profoundly understanding minority cultures and cultural differences, by nurturing personal empathy, and by raising awareness of the social psychological mechanisms of stereotypical thinking.

Such awareness raising trainings often borrow exercises and training plans from Anglo-American best practices, while the characteristics of those multicultural societies significantly differ from Hungarian social relations.

While we acknowledge these social psychological mechanisms, our training is based on a different approach. Inspired by the work of Paulo Freire and Bourdieu's theory of capital and habitus, our work is based on the presumption that social tensions are generated by structural, systemic factors. Our workshops are based on the idea that the reflective understanding of one's own social position can support the understanding of the behaviour of other social groups and foster collective action and solidarity across groups. The objective of our trainings is that participants recognize deeper structural reasons behind social tensions and hence reveal the mechanisms of symbolic violence. Recognizing the interests and conflicts involved in encounters with the Roma minority helps to identify the source of negative emotions and reveals how racism veils the structural causes of conflicts.

- methods, techniques, or modes of inquiry;

We held several workshops for groups of university students training to become public sector professionals (social workers, psychologists, teachers) and for groups of Roma university students. The trainings focused on the conflictual relationships between the Hungarian majority population and the Roma minority.

- data sources, evidence framework; and,

Vignettes from the workshops about how interethnic conflicts were enacted and processed by the groups will be presented.

Feedback and evaluation of the RC Meeting

RC Meeting in Torino from 14-17 of October 2021

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?

Looking forward to meeting you online,

Johannes Krall

Chair of FEPTO RC