



REPORT

FEPTO Research Committee Meeting

Practitioner Research in Psychodrama **- Research in Training and Professional Practice**

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Psychodrama Center
Orpheus



The FEPTO Research Committee Meeting “Practitioner Research in Psychodrama” started with a warm welcome for all participants. Galabina Tarashoeva (LOC), Gabriela Moita (Co-President of FEPTO) and Hannes Krall (FEPTO Research Committee) were welcoming all participating researchers and practitioners in psychodrama (35 participants from 12 different countries).



1. Presentations of Ongoing Research Projects:

Positive Psychodrama for the Subjective Wellbeing of Children and Adolescents



Hod Orkibi (University of Haifa)

Positive Psychodrama (PPd) is the application of positive psychology principals in psychodramatic treatment aimed at fostering optimal human functioning. In practice, PPd employs guided dramatic role-plays that enable clients to explore and experience alternative attitudes, emotions, and behaviors - focusing on the expansion of their positive cognitive, emotional, and behavioral repertoires. Specifically, PPd seeks to help clients: (a) strengthen self-control abilities and coping skills; (b) identify negative thoughts and replace them with positive ones; (c) explore, and learn how to self-generate, a range of positive emotions; and (d) develop abilities for attaining social support and mastering positive social skills. Through experiential role-play, clients not only enact real-life and imagined situations, but also rehearse optimal functioning for the future. The presentation will review this method and describe how it is currently implemented in a pilot study aimed at developing a PPd intervention program. The audience will be encouraged to provide feedback and share insight.

Individual and group changes in psychodrama: a naturalistic study.



**Ana Sofia Cruz,
Célia M. Sales,
Gabriela Moita,
& Paula Alves**

**(Universidade Autónoma de
Lisboa)**

This project follows an exploratory methodology in a naturalistic context, which aims to investigate the helpful factors of psychodrama. The project includes process (HAT, Change Interview) and outcome (PQ, CORE-OM & SAI-R) measures and is divided in the following 4 studies: 1) Development of the Helpful Aspects of Psychodrama Content Analysis System (HAPCAS); 2) How does Psychodrama help clients?; 3) How does Individual change occur in psychodrama? (HSCED); and 4) Group change patterns. The current presentation focuses on the first study, where we discuss the development of the Helpful Aspects of Psychodrama Content Analysis System (HAPCAS), an adaptation of HAETCAS (Elliott, 1988) which is meant to categorize session events based on action, impact and context. This study shows that the majority of impact and context categories of HAETCAS were found in HAT data and therefore are potentially applicable to psychodrama. When it comes to action, the results suggest the inclusion of categories specific to psychodrama, revealing the theoretical aspects of this therapeutic model.

Research Identities in Psychodrama - a quantitative empirical study



Hannes Krall (University of Klagenfurt)

Psychodrama research needs practitioners in psychodrama who are interested to share their practices and to engage as research practitioners in a collaborative research network. Apart from being a psychodrama director the role as a researcher has to be developed and fostered.

In an ongoing study research identities of practitioners are to be studied. Preliminary results suggest, that interest in research, research competence and the level of information in research can be seen as differentiating factors.

According to the self-report of trainers, trainees and psychodrama therapists four different research identities can be described:

- The "research abstinent": psychodramatists who describe themselves as not very well informed and competent in research. They express very little interest and tend to avoid research.
- The "research sceptic": psychodramatists who describe themselves as on average informed and competent in research. They seem to be neither in favour nor avoident towards research.
- The "research learner": psychodramatists who describe themselves as not having enough competences in research. However, they find research interesting and they try to keep themselves well informed about research. They would like to acquire competences in research.
- The "research practitioner": psychodramatists who describe themselves as interested, competent and well informed about research.

In the presentation it was demonstrated how these identities are distributed in two different samples. It was looked at a sample of FEPTO Trainers and at participants in a national psychodrama symposium. In the presentation it was suggested, that results of this study can be a good starting point to reflect upon the importance of research in different countries or subgroups like trainers, practitioners or trainees. Furthermore, this concept of identities will be one measure to see how trainees evolve regarding research in counselling and psychotherapy in their psychodrama training.

A pilot study on training and supervision



Simone Tabib (Haifa University, Israel)

Laying the foundations: On becoming a participant observer

A two part study: Integrating theory, practice and research, the purpose of this pilot study was to explore trainees' learning experiences in the context of a proposed training curriculum for first year psychodrama graduate school trainees. The applied course curriculum set out to prepare students with core skills for beginning field studies. Notions of relational depth and nurturing the practice of therapeutic presence were presented throughout the learning process as a means

of supporting trainees in the new and complex role of participating-observant. A qualitative study was carried out based on students written reflections. Critical learning incidents were explored and analyzed in order to create a feedback loop based on students experiences, designed to help shape improvements, deepen the understanding of students learning processes, and to formulate recommendations for changes in curriculum.

Interesting after note: After presenting this pilot study at the conference, feedback from fellow colleagues helped shape the premise for a future advance clinical training course, specifically designed to focus on notions of relational depth, nurturing the practice of therapeutic presence, and facilitating therapeutic alliances through the arts. This course will be taught next year at Haifa University, and a more focused research on this topic will be carried out.

2. Research Market

At the research market the current status of ongoing project were presented:

Process and Outcome in Psychodrama: A Longitudinal Study



**António Gonzalez
& Paula Lucas**

(University Institute in Lisbon)

In this project, we intend to follow, in a weekly bases, up to 3 groups of psychodrama participants (at the moment, 2) with the HAT (Helpful Aspects of Therapy, both for participants and therapists) and the PQ (Personal Questionnaire), and each 12 sessions with the

CORE-OM, the SAI-R (Spontaneity Assessment Inventory – Revised) and the Client Change Interview. Additionally, the Rorschach Test is administered each 4 months. Our main goals are the following: to contribute to the theoretical and practical knowledge of Psychodrama; to analyze the change process along the therapeutic process and not only in the beginning and the end of the process; to include both client and therapist in this analysis of the change process; to find out which therapeutic aspects contribute to the change process of the client and; to analyze the level of psychological global distress and the level of spontaneity as measures of outcome in psychodrama.

Psychodrama and female empowerment: Daphne European project.



**Ines Testoni (Universtiy of Padova),
Michael Wieser (University of Klagenfurt),
Maria Silvia Guglielmin,
Galabina Tarashoeva, Gabriela Dima**

The European Project group have worked to resolve some problem in the EMPoWER project related to the use of the BDI. The chief scientist has advised that the BDI (Beck Depression Inventory) will be used only in Italy and Austria, because Pearson (publisher of BDI) made a lot of problems and asked too much money changed the

proposal previously made. Daphne project: After that the group spoke about the new Daphne project. The group decided to use the research model that was proposed by Celia Sales in the Sofia meeting. We are working to adapt this model at the project that we want to do with women victims of violence to understand what useful processes are activated by the psychodrama.

TRAIN – Towards Research Applied in an International Network of Trainees



Jutta Fürst

(University of Innsbruck)

The Train project was presented at the Research Market. In a group work later on it was discussed and developed further.

Participants in the group work: Inci Doganer (Turkey), Ana Sofia Cruz, Nuno Pires, Paula Alves, Paula Luca, Antonio Gonzales, (Portugal) Hod Orkibi, Simone Tabib (Israel), Claudia Mühlbacher (Germany), Hannes Krall, Jutta Fuerst (Austria).

1. Introduction into idea, aims and process of the project for those who were new.
2. Reports of the project partners about the current development.

Turkey (Inci): Use of the CORE-OM and HAT in the students group, not yet with clients. She made the observation that a higher score in the CORE-OM may indicate that someone becomes protagonist in the next session.

Portugal (Ana Sofia, representing Gabriela Moita): Use of the CORE-OM and HAT in the students group, not yet with clients

Austria (Jutta and Hannes): Use of the CORE-OM and PQ in the trainee's group, not yet with clients.

There are already experiences of the trainers as therapists with the application of CORE-OM, PQ, HAT (in Turkey and Austria) and the Change Interview (in Portugal). No problems with CORE.OM, doubts about HAT (Austria)

Germany (Claudia): will start in the next weeks with a new training group and will apply the questionnaire for role identity. Although the Portuguese group is advanced they will also apply the quest.

Following questions has been discussed:

3. Questions about different forms of evaluation.

- Evaluation of the whole project:

The project itself is evaluated by using a questionnaire and should help to answer the question if trainees change their attitude, competence and interest towards research during and after psychotherapy from the beginning to the end of training. Up to now the questionnaire has been used with trainers, practitioners and students. The questionnaire should be given at the beginning, in the middle, at the end and 2 years after the training.

Hod mentioned several instruments to investigate the professional role of psychotherapist:

- Evaluation of supervision.

The project about “Helpful aspects ins supervision” is an evaluation of supervision and not an evaluation of the students’ psychotherapeutic work.

It was applied in a group of trainees in Innsbruck and also used by some colleagues in Portugal and Greece.

4. Questions about counselling the research projects of the trainees.

It should be done in supervision. Difficulty may occur maybe because of the evaluation of the students.

Identity, theory and practice of Morenian Psychodrama.



**Marco Greco,
Gabriela Moita**

We started from an overview of our project and discussed what contributions we could collect from all our PD institutes aiming to find common theoretical grounds for an enriching work and more shared psychodrama training processes.

We prepared an invitation letter to send to all FEPTO members in order to motivate them to help in our future research.

“Psychodrama children´s corner”: Research on Psychodrama with children.



Kate Kirk, Fabian Blobel, Gabriele Biegler, Irene Henche

Playing Around? Studying the diversity of psychodrama with children and young people. The aim is to explore the diverse ways in which psychodrama is used with children and young people, individually or in groups, around Europe. The study will use a series of open ended questionnaires sent by

email to all participants, with a time limit for return. At the end of each cycle the raw answers will be anonymised and distributed to all participants for them to review. Also the researchers will analyse the answers which will form the basis for the next questionnaire.

We believe that the questionnaires cycle will gather simple demographic information and a general description of the work lead to descriptions of more specific interventions and exploration of philosophy and theory.

The objectives are:

- To create a structure in which information, related to psychodrama with children, can be collected.
- To describe and exchange ways of working with this client group.
- To analyse and synthesise the similarities and differences in this work
- To disseminate the findings to the psychodrama community

The expected outcomes are:

- To learn from other psychodramatists and exchange ideas and experiences about working with children and young people.
- To create an understanding of psychodrama that is specific to children and young people
- To encourage mandatory training modules in psychodrama training that focuses on issues related to psychodrama with children and young people
- To demonstrate the diversity of work with children and young people
- To create a European network of psychodramatists who work with children and young people, beginning with a dedicated section in FEPTO.
- To develop a resource base for psychodramatists who work with children and young people
- Subsequently, to create an evidence base of articles and studies that will promote psychodrama practice with children and young people
- To understand the effect of belonging to the research process
- To develop political credibility at a local, national and international level,
- To promote a research culture in psychodrama training schools
- To form an extensive resource of psychodramatists who would interested in undertaking further research. E.g. how to measure effectiveness of their work.

News from the book store:

Christian Stadler & Michael Wieser (Eds.) (2011): Empirical Research in Psychodrama. Empirische Forschung und Wissenschaft, ZPS-Sonderband.



Stadler, C., & Wieser, M. (Eds.). (2011). *Psychodrama. Empirische Forschung und Wissenschaft [Psychodrama. Empirical research and science]*. (Vol. 10, Zeitschrift für Psychodrama und Soziometrie, Supplement 1). Wiesbaden: VS Verlag | Springer Fachmedien Wiesbaden GmbH. Retrieved from <http://www.springerlink.com/content/1619-5507/10/s1/>

Despite there is a broad clinical experience in psychodramatic action, there is still a lack of empirical consolidated studies. After Moreno there were not enough publications in Psychodrama, which is well known for its creative action orientation. Psychodramatists don't like to write about their experiences, and if they do, they are mainly publishing single case studies. Randomized controlled trials, which are taken for the criterion per se of quality from the scientific mainstream, were considered not to be fitting to the method and to the subject of investigation. With the following almost 20 new contributions to the basics, to the field of child and young adult, to specific disorders and to education and supervision from German, US-American and Canadian authors, important results of empirical and theoretical studies are presented. The research policy is to show a way, which focuses mixed methodologies, qualitative as well as quantitative ones.

The book is dedicated to David A. Kipper

For more information contact: Christian Stadler" <praxisstadler@arcor.de

3. Workshop with Célia Sales (Universidade Autónoma de Lisboa)

“How to consider clients' perspectives in psychotherapy research?”

“Individualized patient-progress research: How to use it in psychodrama?”



Célia Sales

(Universidade Autónoma de Lisboa)

FEPTO has recently intensified its activity within research. These networks are promoted by training institutes and professional associations in collaboration with several universities, which provide the most favorable combination of efforts: on the one hand, research questions are proposed or filtered by experienced therapists, thus granting its

clinical relevance; on the other hand, academia contributions help to approach these questions with the methodological accuracy that is required in the scientific field.

A dynamic exercise for the description of the studies currently undertaken by the participants revealed different major domains. First, there are methodological endeavors, targeting the adaptation of research tools. It is the case of the translation and validation of a set of instruments in several European countries, in order to allow future comparative studies or common methodological designs. Some examples are the SAI-R (Kipper & Shemer, 2006) and BDI (Beck & Steer, 1987; Beck, Steer & Brown, 1996), the PQ (Elliott, Mack & Shapiro, 1999), the HAT (Elliott, 1993) and the Change Interview (Elliott, 1999). There is also an international group that is piloting psychodrama research tools with children with autism. In addition, several members give the first steps towards a common protocol for the systematic description of psychodrama sessions, which can serve as a reliable session notes source. Finally, initial steps are being taken to develop methods for measuring group phenomena.

A second domain of research concerns clients and therapists' perspectives. Qualitative studies are being held, where clients' accounts are described or compared with therapists' in-session experiences. In order to address the question of how psychodrama is helpful, and to compare it with other psychological treatments, a content analysis system of the HAT for psychodrama is being developed, based on the HAETCAS (Elliott, 1988) and the TICAS (Elliott, 1985).

A third group of studies addresses other change process research topics (ELLIOT 2010), including the study of group dynamics in psychodrama, and the application of the Hermeneutic Single-case Efficacy Design to Psychodrama. An innovative personalized tracking-system (IPPS; Sales et al., 2011; Sales & Alves, in press), the first of its kind targeted for monitoring group modalities of therapy, is being piloted for its suitability in psychodrama.

A fourth branch of research concerns several studies on the effectiveness of psychodrama with specific populations, such as drug addiction during the detoxification period, or women surviving trauma/abuse. Of much importance is also a project for the on-going documentation and review of all outcome research in the field of psychodrama, from an international point of view.

Finally, there are several teams focused on training and supervision aspects, such as change in trainees' personality and skills, the importance of the development of cohesion and safe place when delivering training in psychodrama and promoting training experiences, and what are the helpful aspects in clinical supervision.

This is a promising panorama! It is rare and precious to rely on the interest and active participation of practitioners for conducting research. The support of FEP-TO make this international coordinated action possible, widening the scope and the interest of the findings. Results will contribute enormously to our knowledge about this art-scientific phenomenon of psychotherapy and will shed light to the processes and results of the psychodramatic model. Well done!

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4. Next Meetings of the Research Committee

Porto/ Portugal: 13-15th of October 2012 (Saturday to Monday):

Gabriela Moita will be our local host in Porto.

This meeting will be connected with the SPR conference – Society for Psychotherapy Research (Europe) which will take place from 11.-13 October 2012 in Porto as well. Everybody is invited to attend both events.

Padova/ Italy: February 21-24, 2013

Sibiu/ Romania 2014

Looking forward to meeting you in Porto,

Hannes

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