



Hannes Krall (Ed.)

FEPTO Research Committee Meeting

Integrating Research in Training – Improving Research Competencies of Trainers in Psychodrama

27th of February -2nd of March 2014

Semmelweis University of Budapest/ Hungary



Organizing Committee

Dr. Zsuzsa Marlok,
Magyar Pszichodráma Egyesület (Hungarian Psychodrama Assoc.)

Dr. Hannes Krall
Chair of FEPTO RC, University of Klagenfurt



FEPTO RC Meeting: Integrating Research in Training

Welcome to Budapest



Our local hosts **Zsuzsa Marlok** and **Gábor Pintér** gave a warm welcome to all participants at the FEPTO RC Meeting in Budapest. 34 researchers and practitioners from 16 European and Mediterranean countries were participating to present, discuss and develop their research projects and ideas. In a short introduction Gábor Pintér reported about the current status of psychodrama training and practice in Hungary. Later on **Béla Fedor** president of the Hungarian Psychodrama Association gave a welcome address in which he also put psychodrama in a historical context in Hungary.

Béla Fedor

President of the Hungarian Psychodrama Association



Let me welcome you in Budapest as the president of the Hungarian Association for Psychodrama. Moreno, as you know, was born in Bukarest in the capital of Romania, which is Hungary's eastern neighbour, and learned in Vienna, which is Hungary's western neighbour. There were many Hungarian students at the University of Vienna especially at the medical faculty, for instance András Pető. Later he created the unique and worldwide well-known method for disabled children. The Pető Institute is in Buda, not far from here. Moreno and Pető knew each other, in fact, they were close friends.

In 1963 Moreno and Zerka arrived to Budapest for the invitation of Pető. Near the Chain Bridge you can see the Hungarian Academy of Sciences where, among others, Moreno had a lecture about psychodrama. 1963 was the year of amnesty. After the bloody suppression of the revolution in 1956, the regime stabilized itself, and finally they allow the surviving prisoners free. Ferenc Mérei was released from prison also, so he could study from Moreno.

Mérei was 20 years younger than Moreno. He attended the Sorbonne and got a diploma in psychology. He emphasised the social aspects of the human being just like Moreno so they had a common field of interest. Moreno and Mérei met a few

time and had some coffee together, they also talked about psychodrama exactly here in this coffee room.

Later Mérei with his followers worked out a psychodrama method, called group-centred psychodrama, in which there was no protagonist, everyone could come on the scene with a chosen role.

The Hungarian psychodramatists who are older than fifty years were socialized on this method. When we learned the protagonist centred drama from Mävers and Teszary, the two methods connected in our minds. Most of the Hungarian dramatists use a bit changed protagonist centred method which is called Hungarian Psychodrama School.

This year our association celebrates its twenty-five years anniversary. There is only one psychodrama association in Hungary, so we can say: this is a small country with a great association.

We have 57 trainers, 220 psychodrama leaders and 770 psychodrama assistants, including bibliodrama and children's psychodrama trainers. There are over 1500 members in our groups every year. Psychodrama is the most popular and well-known therapeutic method in Hungary.

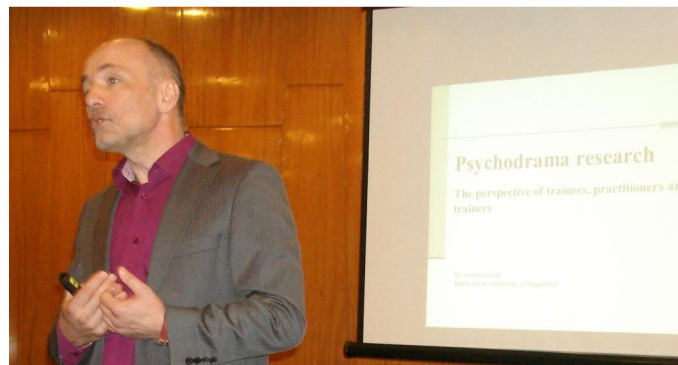
I suppose it is not by chance that the Research Committee is here in Budapest. We would like to raise the level of research and practice on psychodrama. We are very happy for your being here and hope the collaboration will be useful.



Psychodrama research: The perspective of trainees, practitioners and trainers

Hannes Krall

University of Klagenfurt/ Austria



The design and the results of a survey about the status of research in psychodrama, counseling and psychotherapy were presented and discussed. The sample is including 527 trainees, practitioners and trainers in four different European countries. A specific focus was on the results from the Hungarian psychodramatists in the sample (50 trainees, 47 practitioners, 15 trainers).

The questionnaire is designed to capture different aspects of a practitioner researcher, e.g. to acknowledge research as important for counselling and psychotherapy practice, to be informed about current research, to participate in research processes and to have knowledge and skills of a practitioner researcher.

The main aims are to investigate to what extent psychodramatists engage in research activities, to what extent they show interest in learning and participating in research, and how well psychodramatists are informed about and competent in doing research.

An analysis by applying a clustering procedure displays three groups of psychodramatists which can be described as research competent psychodramatists, research learners and a group which puts itself in a distant position regarding research showing low level of information and competence in research.

In general the survey reveals a significant group of research competent colleagues and psychodramatists who are interested in learning and participating in research. The results can be seen as promising for future research but also as a challenge for the psychodrama community to develop opportunities for doing research and creating learning opportunities for trainees, practitioners and trainers.

Competencies of a Psychodrama Trainer

Gábor Pintér

Pető Institute/ Hungary



Important task of the Budapest RC meeting was the preparation for the Annual FEPTO Meeting in Óbidos/ Portugal, where „Trainers competencies” will be the central topic this year.

I decided to start not from the scientific side but by the self-experiential part. As warming up we did a ‘projectional’ exercise. I mentioned competencies of a psychodrama trainer, and the group members always had to choose somebody in the group, who represents this competence strongly (with the right hand on the shoulder of the chosen colleague). Competencies like „unconditional regard to a wide range of clients”, „handling group dynamics well”, „make containing environment”. Later the group could also tell some ideas for competencies and we took also these choices. It was an interesting and cheerful experience, followed by a sharing.

After this we did individual reflection from three different perspectives. Every participant got three small papers of different colours with facilitating questions. The participant answered these questions and wrote them down on paper.

1. TRAINEE'S PERSPECTIVE (personal point of view of the trainee): Remember your psychodrama training process! What did your trainer do mainly?
- ...what did he/ she well?
 - ...what did he/ she badly?
 - ...what was missing?
 - ...what was unnecessary?

2. **TRAINER'S PERSPECTIVE** (personal point of view of the trainer): Reflect about your own psychodrama work as psychodrama trainer! What do you do as trainer mainly / often?
 ...what are your strengths (in action, behaviour etc.)?
 ...what are your weaknesses (in action, behaviour etc.)?
 ...what can be missing from it?
 ...what can be unnecessary in it?

3. **OBSERVER'S PERSPECTIVE** (observers/researchers point of view): What are the main actions, abilities, skills of a psychodrama trainer when you see it as a professional observer?

Then we have worked in three small groups and after a sharing we turned from the self-experiential side to cognitive work. We collected competencies of a trainer including the trainer competencies as a psychodrama practitioner. Finally every participant was asked to mark the most important competencies (maximum ten).

The following items are in decreasing order of weighting/ importance:

1. create clear structure, settings and boundaries	19. empathic without projecting
2. attention to group dynamics	20. instil courage in client / student
3. theory + practice integration	21. integrate Morenian and other theories with practice
4. capacity to make mistakes - and work with them	22. teaching core activities
5. ethical boundaries	23. trust the process
6. spontaneity	24. applying sociometry
7. explain theory and practice	25. coherence - in following the theme and group process
8. skills to lead a protagonist play	26. common sense
9. use psychodrama language	27. create a trustful atmosphere
10. create containing and holding environment	28. curiosity
11. self-awareness	29. eclectic - trans-theoretical
12. critical meta-perspective	30. empathy
13. ability to give feedback to challenge	31. enable group to develop its own safety
14. leading a group-centred action	32. feeling the needs of the group
15. making a clear, contained closure to protagonist work and to session	33. maintain personal + professional development
16. role model - link	34. reorganize the actions during the process
17. communication skills	35. researcher skills
18. direct psychodrama research	36. structure - planning preparation



Psychodrama with Adolescents: The Four-Phase CBN Psychodrama Model

Bracha Azoula & Hod Orkibi

University of Haifa/ Israel



The design of a practice-based study on their innovative intervention called the Four-Phase CBN Psychodrama Model that integrates psychodrama and techniques from cognitive-behavioral therapy and narrative therapy was presented. The intervention aimed at developing self-control skills and instilling hope in adolescents at-risk through the lenses of Morenian role theory. A case study was presented to illustrate their work and its clinical-theoretical framework. The project is supported by Alony-Hetz Ltd.



Hermeneutic Single Case Efficacy Design: How to start, what to expect, what benefits?

*Ana Sofia Cruz, António Gonzalez,
Nuno Pires*

Fernando Pessoa University/
Universidade Autónoma de Lisboa/
ISPA - Instituto Universitário



In this presentation, H.S.C.E.D. was presented from the standpoint of someone who is interested in getting started with this research design. With this goal in mind, the presentation was divided in 3 parts:

1) How to start? The first thing would be to understand that H.S.C.E.D. is a general structure of research to acknowledge if a therapy works (the way it says it does) by creating a network of evidence (qualitative and quantitative) that allows to under-

stand/ comprehend an individual case. Although the word “efficacy” is present in the design, it was proposed that many interesting researches can be conducted with other goals in mind.

So, apart from trying to investigate the efficacy of Psychodrama, other goals could be to investigate its effectiveness (setting, techniques, concepts), answer to institutional requests, to improve the therapeutic work (getting feed-back from clients; getting a better understanding of the case; getting in touch with the client’s perspective; tailoring the therapeutic process; give feed-back; warm-up for the session; to expand the dynamics of therapy beyond the therapy setting), among other possibilities.



2) What to expect? Using the H.S.C.E.D. implies collecting a quantity of data that is related to the goals. Some data accumulation should be expected, and some difficulties knowing what to do with it. At the same time, a generally good reaction from participants is to be expected.

3) What benefits? Among these benefits we would expect an increase in the confidence about Psychodrama efficacy, better knowledge of the cases, meeting research networks, improving the sessions, engaging the clients, acknowledge other levels of group dynamics, understanding the efficacy of specific techniques, among others.

Bridging the art and science of psychodrama supervision: A grounded theory study on senior supervisors’ approaches

Simone Tabib

Haifa University/ Israel



The pilot study focuses on understanding senior supervisors’ approaches to the use of psychodrama methods in psychodrama in training. As the profession of psychodrama continues to evolve, and new master’s degree programs emerge both in Israel, and around the world, (Z. Moreno, personal communications, Oct. 11, 2011), there is a call from the field to both qualify the practice of psychodrama supervision in training, and to develop evidence- based supervision and training approaches (Krall, 2013; Milne, 2009).

This study intends to contribute to the discipline of psychodrama supervision by tapping into the collective wealth of experience that can be uncovered while interviewing senior supervisors' current approaches to the practice of psychodrama supervision in psychodrama training programs throughout Israel.

The participants in this study include five Israeli female senior psychodrama supervisors from various locations across Israel, with a range of experience spanning between 8 -30 years of practice in psychodrama supervision and training. The main research instrument for this study involves 1 and ¼-hour in-depth, open-ended interviews. A grounded theory approach is applied in data collection, and analysis. Supervisors' are asked to describe, *what, how, when, and why* they apply psychodrama in their supervision courses. The *results* are still part of a work in progress. The study will look to make sense of supervisors' perceived challenges, successes, failures, conflicts, and dilemmas. Hopefully, by linking common trends in supervision, a deeper understanding of the art and science of psychodrama supervision will emerge that may help lead to highlighting basic guidelines for the field as a whole.

This pilot study is phase one of a two-part doctorate thesis study that will include studying additional participants across Israel. Future research recommendations for the field involves expanding the scope of participants to include samples of international supervisors, and applying additional research designs towards exploring psychodrama students' perspectives, and training experiences' both in Israel and around the world.

Resources:

Krall, H. (2013). Training and research in supervision: An introduction. In H. Krall, J. Fürst & P. Fontaine (Eds.), *Supervision in Psychodrama*. Wiesbaden, Germany: Springer VS.

Milne, D. (2009). *Evidence-Based Clinical Supervision*. West Sussex, UK: British Psychological Society and Blackwell Publishers, LTD.

The TRAIN Project – Roles of trainees in doing research

Jutta Fürst / Hannes Krall

University of Innsbruck
University of Klagenfurt/ Austria



The TRAIN project (Towards Research Applied in an International Network of Trainees) was developed in the research committee with the goal to integrate research into training, to stimulate international research cooperation, to increase motivation and interest into research and to develop research skills and knowledge.

The presentation shows the role of the project within the “project landscape” of the research committee.

The TRAIN project where trainees are systematically trained to integrate also the role of the researcher is now reaching its final level. The trainees are starting their research studies for the final thesis. They follow a simple pre-post research design with tools which are familiar to them (CORE-OM, PQ, HAT and Change Interview). Due to their research question the trainees can choose further research tools and procedures. When possible they work in groups of three learning to distinguish the role of

therapist, researcher and “judge” (Robert Elliott). The goal is to learn to take on these different roles when they do their own research or when they look at other research projects critically.



What is the particular relevance of IPA to psychotherapy research? What can IPA contribute?

Mari Rautiainen

University of Jyväskylä/ Finland



Here I present a phenomenological study on psychodrama, seeking to exemplify what Interpretational Phenomenological Analysis, IPA (Smith, Flowers & Larkin, 2009), can contribute to psychotherapy research. For my mixed-methods research on the effectiveness of psychodrama I chose IPA as a means of exploring the lived experiences of psychodrama group members and the meanings they found in these experiences. In this paper I present one group member's experiences of psychiatric rehabilitation, where psychodrama was used as a method.

The effectiveness of psychotherapy has traditionally been studied via randomized clinical trials, test and control groups, and comparison of the results from these groups. Psychotherapy research is complicated, and there is no particular effect that can be easily measured and compared. Psychotherapy involves a reciprocal relationship between the therapist and the patient. Both participants influence this relationship during the psychotherapy process. The therapist's individual responsiveness runs counter to a standardized paradigm, as does the individuality of the client. In any case, every psychotherapy process is unique. (Leiman, 2004).

Like other qualitative methods, IPA offers more validity in understanding unique psychotherapy processes than one finds in the traditional randomized clinical trials that are mostly used in medicine. In psychotherapy research, emotional and sensitive issues are examined. The use of IPA makes it possible to follow the change in an individual or group. Measurements from questionnaires at the beginning and end of the psychotherapy process give valuable information on effectiveness but they do not encompass the richness of experience. In IPA the researcher pays particular attention to non-verbal phenomena such as emotions, pauses, and laughter, in

addition to repetition and metaphor. IPA also gives the possibility of understanding an extremely wide range of experiences. (Leiman, 2004; Smith, Flowers & Larkin, 2009).

Data collection: The study examined the psychodrama rehabilitation of five severely depressed women. Five nonstructured in-depth interviews were conducted. All the interviews were recorded and transcribed verbatim. During the interview the participant responded to a single open-ended question: How did you experience psychodrama rehabilitation?

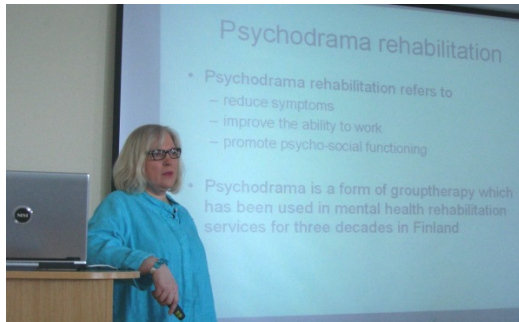
Data analysis: All five interviews were transcribed verbatim, and I re-read the transcripts to immerse myself in the data. Then I began Interpretative Phenomenological Analysis (IPA) of the data. The transcripts were subjected to a detailed systematic qualitative analysis. In line with IPA procedures, I made initial comments, including descriptive, linguistic, and conceptual comments (Smith, Flowers & Larkin, 2009).

The analysis of this exemplificatory research is still in process. Preliminary results show that using IPA as a method gives a rich and multi-dimensional understanding of what is effective in the psychodrama rehabilitation process.

Resources

Leiman M. (2004). Vaikuttavuustutkimuksen pulmallisuus psykoterapiassa. *Duodecim*; 120(22), 2645-2653.

Smith, J. A., Flowers, P., & Larkin, M. (2009). *Interpretative phenomenological analysis: theory, method and research*. London: Sage Publications



Journal of Psychodrama – Research and Practice

Hod Orkibi/ Israel

Sabine Feuerstein/ Austria

Christian Stadler/ Germany

Kate Kirk/ Isle of Man



In the group a new international online journal on psychodrama research was discussed. The discussion brought the following results: concerning the platform for an online journal - printed editions would cost too much - we thought about an existing journal like the ZPS (German journal for psychodrama and sociometry), about an universitarian platform like the University of Haifa, the FEPTO, any publisher like Elsevier or just any other online platform which has corresponding offers (intellect, lulu press etc.). We decided at first and may be easiest step to contact the editors of

the ZPS to have an online section which could run under the same online platform like the online version of the ZPS. Hod is going to write a letter to the editors to check the possibilities.

Second result was the point of the content: there should be space for new research publications, for re-edited past articles, which are of relevance in the field of research, some articles on applied psychodrama, a snapshot area to show a short summary of actual research developments, and an area for students abstracts.

We thought about a low price in order to reach a broad field of readers. There should be the possibility of downloading articles for a reasonable price and to get the issue as a whole as PDF.

The journal should be peer-reviewed; we will get a sample of possible reviewers, in order to get the chance of becoming impact rated. We will continue this group.

Morenian identity, theory and methodology

Paola De Leonardis
Marco Greco

Centro Studi di Psicodramma Milano/
Studio di Psicodramma Torino/ Italy



Participants: Ana Sofia Cruz, Zsuzsa Marlok, Simone Tabib, Karsten Krauskopf, Ayse Eryavuz, Ilija Dojcinovski, Mariolina Werner, Paola De Leonardis, Marco Greco.

On the initiative of Marco Greco and Paola De Leonardis, the RC sub-group “Identity, Theory and Methodology of Morenian Psychodrama” met for discussing a previously arranged questionnaire based on PD HAMPCAS Categories.

The analysis system named HAMPCAS (Helpful Aspects of Morenian Psychodrama Content Analysis System), which is expected to receive an international validation, had previously been presented by the Portuguese research group (formed by Ana Sofia Cruz, Célia Maria Dias Sales, Gabriela Moita & Paula Alves - Fernando Pessoa University/Universidade Autónoma di Lisbon) on October 2012 during the RC Meeting in Porto.

The aim of our small group meeting was to explore, with the aid of the questionnaire and together with some psychodramatists of different countries and institutions, the theoretical and practical common ground concerning the actions of a typical PD session and the connected techniques.

First we illustrated and fruitfully discussed at large the HAMPCAS categories. Afterwards the arranged questionnaire was presented in order to facilitate its filling in. At the end the participants filled in the questionnaires, but they had not enough time for confronting and discussing their replies, which had meant to be the real core of our starting work. We hope to be able to go on with that work at the next RC meeting in Poland.

Drama and research in psychodrama with children and adolescents

'The lion and the mouse' or: To bring laughter into mental health

Kate Kirk / Isle of Man



Participants: Bracha Azoulay (Israel), Maria Roth (Romania), Nuno Márcio de Campos Pires (Portugal), Stefan Flegelskamp (Germany), Hod Orkibi (Israel), Elisabeth Uschold-Meier (Germany), Monica Westberg (Sweden), Kate Kirk (Isle of Man)

We explored the tools we can use in the research with children. Kate Kirk demonstrated the "Six part Story". The main discussion was about:

- How we can draw information from a lot of material, without getting overloaded
- How we can use questionnaires, which are used to evaluate psychotherapy processes, as well as using specific psychodramatic methods - for example the social atom, role atom or sociometric tests.

Core activities and competencies in psychodrama

Gabór Pintér

Pető Institute/ Hungary



Participants: Dirk van Vierssen, Ene Vinter van Vierssen, Mirjana Jovanovska-Syojanovska, Jutta Fürst, Hannes Krall, Gabór Pintér

The group took one of the core activities (protagonist centered play) to describe the steps within this core activity. The question raised was which competences does a psychodramatists need to fulfil these activities properly (attitudes, skills, experiences, knowledge, personal characteristics).

Next FEPTO RC Meetings:

October 2014:

Lublin/ Poland: The John Paul II Catholic University of Lublin
16th-19th of October 2014

February 2015:

Lisbon/ Portugal: ISPA - Instituto Universitário
26th of February – 1st of March 2015:



Practitioner research is something everybody can participate in...

Looking forward to meeting you in
Lublin/ Poland,

16th – 19th of October 2014

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Photo gallery:

