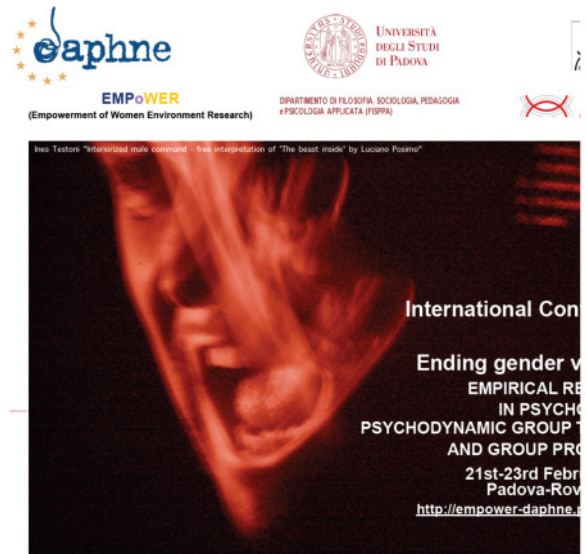




FEPTO Research Committee Meeting

Ending Gender Violence – Empirical Research in Psychodrama Group Therapy and Group Processes

**21st-23rd February 2013
Padova/ Italy**



Hannes Krall,
Chair of FEPTO RC, University of Klagenfurt



The FEPTO Research Committee Meeting in Padua was part of a conference on „Ending gender violence. Empirical research in psychodrama group therapy and group processes“. The conference was held in the historical venue of the Auditorium „Galileo Galilei“ Palazzo Bo at the University of Padua.

The results of the European EMPoWER project were presented and discussed. EMPoWER is a Daphne project which was initiated and developed in the FEPTO RC in Edinburgh 2009. The conference was not only connected with the FEPTO RC Meeting, but also with the meeting of the „Italian network of empirical research in psychodynamic group therapy“.



After welcome and greetings from authorities Ines Testoni (University of Padua) chaired a series of lectures. Those lectures presented by members of the FEPTO RC are:

Psychodrama as methodology for winning psychosocial and psychodynamic challenges: The outcome of project EMPoWER

*Silvia Guglielmin (Network coordinator),
& Ines Testoni (Executive and scientific director)*

University of Padova/ Italy



The International Conference “Ending gender violence: Empirical Research in psychodrama, psychodynamic group therapy and group processes” was the conclusion of the EMPoWER project.

200 people attended the event which assumed the function of a double meeting to discuss both the results of the research and the specific works of each partner.

The quantitative outcome of the cross-cultural part of the research (total target sample: N=136) confirms the initial hypothesis: increased levels of spontaneity related to lower levels of suffering after both ecological and psychodramatic interventions. In particular, psychodrama has been resulted effective as it consents women to process the internalized behavioral scripts which impose them the unconscious assumption of the victim role. Their encounter with the maternal mandate in the psychodramatic scene has offered them the opportunity to take a critical position facing the female subordination. Empower analyzed all this dimension through the qualitative research, which was inherent to the trans-cultural part of the research (surveyed by psychodramatic monthly reports analyzed through textual analysis Atlas.Ti) confirmed that the efficacy of psychodrama intervention on women victim of violence.

The analysis has basically confirmed that women:

- Did not feel any more alone;
- felt themselves part of the group;
- felt free to express their emotions;
- took the opportunity to explore and perceive their anger in order to elaborate;
- turn their anger from being destructive force into constructive energy;
- elaborate their relationship with mother;
- critically elaborate the cultural transmission of victim role as positive value;
- start thinking how to create a new role.

The Empower Team of University of Padova is planning some new European projects to expand the area of psychodrama intervention. In particular, it is aimed at considering the themes of bullying, anger depression and trauma in victim/persecutor relationships. Prof. Anna Emilia Berti suggested to use the model “ART” and “EQUIPE” which may be integrated with psychodrama in order to improve social skills and manage negative/destructive emotions.

If you are interested in participating in the forthcoming new European projects please send your application to Ines Testoni ines.testoni@unipd.it and Maria Silvia Guglielmin mariasilvia.guglielmin@gmail.com.

Practitioner research in psychodrama – Strengthening the role of a researcher

Hannes Krall

University of Klagenfurt/ Austria



In an ongoing study research identities of practitioners – psychodrama trainers, therapists and trainees – are investigated. In a self-report questionnaire trainers, practitioners and trainees from different countries could rank 30 statements regarding research in counselling and psychotherapy on a 7-point Likert-scale. The scales comprise aspects like

- Importance/ relevance of research
- Interest in learning and doing research
- Information about research
- Competence in doing research
- Research in training

The sample which consists of different subsamples includes 325 participants. International trainers in an Annual FEPTO Meeting in Oslo, participants of a preconference in Oslo, Austrian trainers in a national conference, and Austrian and German Trainers, practitioners and trainees who could respond by an online questionnaire were included in the study.

Preliminary results suggest that interest in research, research competence, the level of information in research, and the attention given to research in training can be seen as differentiating factors. According to the self-report of trainers, trainees and psychodrama therapists four different research identities can be found.

The results of the study underline that research is seen as very important for the profession and there is an interest in learning and participating in research projects

within the group of trainers, practitioners and trainees. However, there is still a lack of research experience and information about research. Furthermore, the self-reports display that for many practitioners research competences have to be improved. Therefore, more opportunities to participate and engage in research activities should be offered. Furthermore, results underline that research in training has to be addressed in the training curriculum. If trainees get an opportunity to reflect upon and to learn about psychodrama from a perspective of a researcher, they will acquire research competences step by step from the beginning of their training.

The Italian network of empirical research in psychodynamic group therapy

Maurizio Gasseau

University of Valle d'Aosta/ Italy



Empirical research in psychodynamic group therapy started later than in individual psychotherapy also because this kind of group has a higher complexity. In recent years at an international level and in Italy began a fruitful discussion on research methods, evaluation of the outcomes and the process of dynamic psychotherapy group.

The Italian network of empirical research in psychodynamic therapy group meets annually to compare means of investigation methods and research projects mainly on groups of psychodrama and group.

Numerous studies demonstrate the effectiveness and the meta-analytic effectiveness of individual psychodynamic therapies in the short and long term, but still there are few studies of psychodynamic therapy group (Burlingame, Mackenzie, Strauss, 2004; Barlow, 2008).

The effort of the researchers in recent years has been directed to investigate the conditions for the effectiveness of the groups, specifying which patients get positive results, the conditions under which they occur, in that time, which process variables are more related to the outcome and in which setting.

The *research projects* are developed in close collaboration between clinicians, involved in the actual experience of caring for patients and researchers interested in providing useful and scientifically sound tools for understanding the therapeutic work, and want to contribute to the empirical evaluation of the functioning of groups of psychodynamic therapy.

Objective of several research projects is to assess the clinical efficacy (effectiveness) of psychodynamic groups, to increase the clinical relapse of empirical research on psychotherapy. It is also proposed a complex research project, which focuses on various aspects of therapeutic work (characteristics of patients before therapy, outcomes, process-outcome relationship, specific aspects of the therapeutic process believed to be capable of moderating the change) (Giannone, Lo Verso, 1998, Burlingame, MacKenzie, Strauss, 2004; Lo Coco, Giannone, Lo Verso, 2006).

The different aspects will be evaluated in a multi-dimensional way, involving the measurement of change not as a single dimension, but as an intricate framework of operations, in relation to outcomes (symptomatic, relational, personological or psychological functioning of patients) and on the process (group cohesion, group climate, therapeutic alliance, therapeutic factors, the impact of the sessions, setting

changes, drop-out). The effectiveness of the therapy will be evaluated in a longitudinal perspective, in various group formats (verbal analytic groups of psychodrama) and there will be a comparison among groups.

These workshops implemented by the Italian network of empirical research in psychodynamic therapy group, which have already taken place at the University of Valle d'Aosta in 2011 and at the University of Padua in 2012 want to encourage awareness and discussion on research done and on the one designed among clinicians of various organizations and associations and researchers from at least six departments of the Italian University Research.

Conclusion: The initiatives of this network are particularly important. The group therapy is becoming increasingly important because of its proven effectiveness, the relational wealth that allows the reduction of costs, both for the user and for the lending institutions, and his public office, even more relevant in the current social and economic crisis.

Welcome to the FEPTO RC Meeting:

Maria Silvia Guglielmin, Ivan Fossati and Hannes Krall are welcoming the participants in the FEPTO RC. Maria Guglielmin, Ivan Fossati, Paola de Leonardis and Marco Greco conducted the warm up. Where do people come from? New participants in the research committee? What do we bring from our last committee meeting in Porto? A role play on how do we convince clients to participate in research etc.



FEPTO research market place

Jutta Fürst

University of Innsbruck/ Austria



Ongoing projects and new ideas and initiatives for new projects and „desires“ for the RC Meeting in Padua:

- HAMPCAS: Helpful Aspects of Morenian Psychodrama Content Analysis System
- Identity, theory of PD according to Moreno
- TRAIN: Towards research applied in international networks of trainees
- Research in training: Supervision/ personal development
- Research in PD with children
- EMPoWER Daphne project
- Status of research in PD in different countries

New ideas/ projects:

Training: <ul style="list-style-type: none"> - (Re-) Search: common ground for training (quality for training) - competences/ self-experience - personal development of trainees - specific skills in PD Training 	Children: <ul style="list-style-type: none"> - PD with children in intensive care - Rehabilitation for children - children victims of violence - questionnaire for children/group therapy - effectiveness of PD with children
Effectiveness of PD: <ul style="list-style-type: none"> - Short term PT in clinics - PD: Self-esteem of women - Effectiveness of rehabilitation of psychiatric patients - Narrative changes in PD 	Specific topics: <ul style="list-style-type: none"> - Pedagogy in training/ skills of trainers - Organisational culture: research and change - Cooperation between committees of FEPTO - Guide to do research

Expectations/ „desires“

Getting to know/ meeting people: <ul style="list-style-type: none"> - interest and research activities of others) - PD in other countries - Network of networks 	Research projects: <ul style="list-style-type: none"> - starting, continuing and finishing projects - what and how to do research/ tools for PD - Research in training, in clinics - Evaluation - Outcomes (Daphne) - PD with women in the future
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Memory re-consolidation and psychodrama theory and practice

Göran Hogberg

Child Psychiatric Clinic BUP Huddinge and
Karolinska Institutet Stockholm/ Sweden



Cognitive neuroscience has developed immensely over the past twenty years and given important knowledge about the brain and the mind. From the beginning there was more focus on learning task but increasingly feelings are being recognised as important and subject of studies. This area has developed into the subdivision of affective neuroscience. Affective neuroscience gives knowledge of value for psychotherapy. Such a finding is the about ten years finding of memory re-consolidation. This finding is about memory and especially emotional memory: an evoked emotional memory is subject to new consolidation within a timeframe of a few hours. Then the memory can be remembered, re-consolidated in a new form as a new memory. This means that emotions and motor-impulses related to the emotional memory are also changed. This is of importance to psychotherapy, as negative emotional memory often is involved with symptomatology. This is in contrast to training which focuses on creating an alternative reaction to a stimulus. Re-consolidation is more radical, changing the primary memory. In the presentation a protocol for hypnotherapy/ hypnodrama/ imaginal processing called affective psychotherapy was presented. Also reflections on standard psychodrama working with a re-consolidation protocol was presented: in this was stressed the need to start with building safety, talk about safety mechanisms in the interview, and to start the session with a positive scene, for instance construction of a safe place experience. The importance of the re-doing scene is immense in the re-consolidation protocol, as the idea is to change memory and leave a new positive memory. In case a positive experience cannot be reached at the beginning of the session proper on stage there should not be work with negative material but more focus on training feel-good and feel-safety skills during the session. Also in the re-consolidation protocol the future projection, practising new skills and a new better memory is important – our idea about the future largely being a memory of a phantasy about the future.

Articles about the re-consolidation process and affective psychotherapy can be asked for from gor.hogberg@gmail.com



The Helpful Aspects of Morenian Psychodrama Content Analysis System (HAMPCAS)

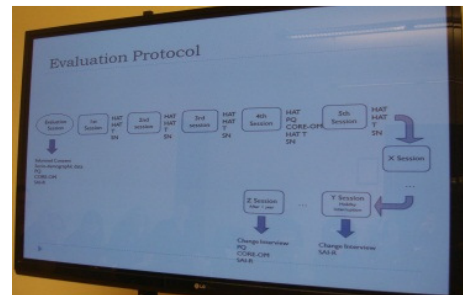
Ana Sofia Cruz

Universidade Fernando Pessoa/ Porto, Portugal



After the work with the Research Committee in Porto (see report FEPTO RC Meeting in Porto 2012) and the international validation, we presented the updates and the final version of the HAMPCAS. This updates were discussed by the research team (Ana Sofia Cruz, Célia Maria Dias Sales, Gabriela Moita & Paula Alves) and made according to the proposals. One last review was conducted by Kate Kirk.

HAMPCAS is part of a project that follows a naturalistic approach, in which a psychodrama group is monitored with both outcome (PQ, CORE-OM & SAI-R) and process (HAT, Change Interview) measures of change. One of the goals is to access the client's experiences about Psychodrama using the post-session measure, the Helpful Aspects of Therapy (HAT; Elliott, 1993). To achieve this aim, the events reported by clients in HAT were categorized with an adapted version of HAETCAS (Elliott, 1988) to psychodrama - HAMPCAS (Helpful Aspects of Morenian Psychodrama Content Analysis System).



HAMPCAS 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.

Inspirational Pedagogy – The Development of Pedagogy in Psychodrama Training Programs in Finland, Norway and Estonia

Reijo Kauppila

Helsinki Psychodrama Institute, Finland



The purpose of this thematic network is to describe the pedagogy - inspirational pedagogy - used in training of psychodrama, sociometry and group psychotherapy in three Morenian Psychodrama Institutes in Estonia, Finland and Norway. By describing inspirational pedagogy in practice, the tacit knowledge of the trainers will be declared, and tools, models and concepts are formulated. The participating trainers and institutes will gain clearer understanding and more structured knowledge of their inspirational pedagogy and more conscious use of new tools, models and processes in training. International professional network is formed, too. The importance and bene-

fits of conscious development of pedagogy in psychodrama training will be pointed out among psychodrama training organizations in Nordic and Baltic countries. We apply funding for our network and the network will start, if we will get the grant.



The network will start in June 2013, and end in December, 2014. It has 3 face-to-face network meetings, where trainers from the three institutes research together pedagogy used in their everyday training. In each institute there are 4 trainer meetings, where the ideas and experiences from network meetings will be taken in use. There is a trainer exchange program connected to the network, too.

The participating trainers are working in three institutes: Moreno Institute in Norway, Tallinn Psychodrama Institute in Estonia and Helsinki Psychodrama Institute in Finland. The coordinator is Reijo Kauppila in Helsinki Psychodrama Institute, Finland.

Psychodrama with children: social interaction and role development

Hannes Krall

University of Klagenfurt/ Austria



Psychodrama with children is practiced in various different ways in Europe. However, research is not well integrated in this field. Therefore, a group of FEPTO RC members has started to focus on this issue. One recent initiative is the study on "Psychodrama intensive groups" as it was developed by Gabriele Biegler-Vitek and Monika Wicher (Austria).

In the presentation the specific approach with children was introduced. A videotaped process of one child over four days is shown as an example of the psychodrama in the group and to illustrate how the analysis of role development and social interaction takes place later on.

The "Psychodrama intensive group" provides a four day psychodrama process (4 hours each day) with about 12 to 14 children of different age (from 6 to 12 years), gender and different psychosocial problems. In this heterogeneous group each child has an auxiliary ego, which supports the child in these four days.

The children start to develop their roles and their plays first with the auxiliary ego. Together they create a safe place (e.g. a protective house). Step by step in a clearly structured process the children gain confidence and social competence to develop their roles in dyadic plays with the auxiliary ego, to play in small groups and later on in the process in the large group. A specific feature of this work is a clearly structured working space which distinguishes between places for observers, safe places for

each child, and space for stages where the plays are enacted in the small and in the large group.

The research study focuses on the role development and social interaction of each child. Each day is videotaped in a way that sequences of social interactions of each child can be seen and analysed later on. Furthermore, every day in the four day psychodrama process each auxiliary ego fills in a questionnaire about the role development and social interaction of the child. Additionally, the auxiliary ego reports how he or she has been helpful in this process. On the other hand the children can describe in a feedback form how they feel in the group and what they have found helpful or what they would like to have different from their auxiliary ego.

In a pre-post-measure each child and one parent fills in the Strengths and Difficulty Questionnaire (SDQ). Additionally, each child is given an anxiety test (PHOKI) in order to determine the level of general anxiety and specifically the level of social anxiety.

ART and EQUIP. Two interventions for the prevention and treatment of aggressive and antisocial behaviours

Anna Emilia Berti

Università di Padova/ Italy



In this presentation I describe ART and EQUIP, two very similar psychoeducational programs, overlapping in their view of antisocial behaviour and in the proposed activities.

Antisocial and aggressive youths are seen as having three limitations that a psychoeducational intervention should address: 1) A developmental delay in moral judgement; 2) social skills deficiencies in managing one's own anger and behaving constructively in difficult interpersonal situations; 3) self-serving cognitive distortion, such as, for instance, blaming others for one's own faults. Both programs addressed these limitation with 10 weeks (30 sessions) of intervention training, divided into three components; social skills training, anger-control training; training in moral reasoning. The difference between EQUIP and ART is that only EQUIP deals with self-serving cognitive distortion, in the context of anger-control training; training in moral reasoning.

The theoretical background of skills training is Bandura's social-cognitive theory, and the procedures involve modelling, role-playing, performance feedback (providing praise, reinstruction), transfer training (homework), that is encouraging the youth to use the skills learned in the environment when needed. The list of trained skills comprise negotiating, resisting to group pressure, and many others.

Anger control training derives from Novaco's self-instruction training, refined by Eva Feindler. Its theoretical premises are that 1) an individual can control his or her behaviour by internal speech (Luria, Vygostkij); 2) External circumstances provoke anger only as mediated by their meaning to the individual. The training helps to identify anger triggers and a anger cues, and to cope with them through relaxation techniques (e.g. deep breathing, counting backwards) and self-talk, a different appraisal of the circumstances, and evaluation of the possible consequences of one's behaviour. Moral reasoning training is based in cognitive-developmental theories of Piaget

and Kohlberg, and on the tenet that discussion of moral dilemmas fosters more advanced moral reasoning by providing opportunities for social perspective taking. It consists on guided discussion of moral dilemmas presented by means of short stories.

To know more...

Gibbs, J.C., Potter, G. & Goldstein, A. P. (1995) *The EQUIP Program*. Champaign, IL: Research Press

Goldstein, A. P., Glick, B., & Gibbs, J. C., (1998). *Aggression Replacement Training: a comprehensive intervention for aggressive youth*. Champaign, IL: Research Press
<http://www.promoteprevent.org/publications/ebi-factsheets/aggression-replacement-training%C2%AE-art%C2%AE>

www.youtube.com/watch?v=jIB7e5FyEwk

<http://www.aggressionreplacementtraining.org/HOME.html>

Psychodrama with children: evaluation/ feedback questionnaire

Elisabeth Uschold-Meier

Germany



Participants: Elisabeth Uschold-Meier, Sabine Feuerstein, Stefan Flegelskamp, Fabian Blobel, Hannes Krall

In the group a questionnaire for evaluating psychodrama with children was presented and discussed. The discussion led to the following considerations: How to reduce the complexity of psychodramatic work with children and to focus on specific interests of the evaluation.

For each aspect – role development, creativity, spontaneity etc. – certain questions and criteria of observation have to be developed. It was suggested to focus on two, at most three aspects of psychodrama with children.

Representatives from Germany, Switzerland and Austria have expressed their interest to engage themselves more extensively in the field of research on children's psychodrama and to develop tools for it.



Search for common ground in training

Agnes Dudler

Deutscher Fachverband für Psychodrama (DFP),
Germany



Participants: Agnes Dudler, Göran Högberg and Reijo Kauppila

Which skills does a psychodramatist need? The question of skills leads immediately to the question, how they are trained and what kind of skills make a good trainer? Göran gave a short insight in the basic skills and the step by step training of trainees at his institute. This contains a description, an analysis of the components and basic exercises. He has written about it in swedish and will try to translate it into english. Inspired by Reijo's presentation of „Inspirational Pedagogy“ we were developing ideas, how trainers can be motivated to train inspired and inspiring? As the council wants to spend some time of the next annual meeting in Santander on the training topic, we developed some ideas, to work on this in the plenary and small subgroups there.

Identity, theory, and methodology of psychodrama according to Moreno

Paola de Leonardis & Marco Greco

Centro Studi di Psicodramma
Milano/ Italy



Participants: Agnes Dudler, Mari Rautiainen, Ana Sofia Cruz, Marco Greco, Paola de Leonardis

Before Padova's meeting, a drafted questionnaire was previously sent to the members attending Porto's meeting. Its items pertain to the 3 main theoretical basic Morenian assumptions we had pointed out: the spontaneity-creativity theory, the role theory, the tele theory.

The questionnaire included four questions for each of the 3 theories. It had the aim of starting off the Padova's discussion. In our Padova's small group, the exchange was cooperative, informal and rich, getting to a form of thinking together. During our free minded discussion we had also the chance to give some examples in action.

In spite of the little time we had, we were able to emphasize some basic concepts connected with each of the 3 theories and to point out a number of basic keywords for each of them.

The group decided that each member could try, before Santander meeting, to give some free written answers to the questionnaire's items. In Santander we intend to share our written job and, following the same free discussing in verbal and in action ways, to try to cluster more concepts and significant keywords for each Morenian basic

assumption we are working on: the spontaneity-creativity theory, the role theory, the tele theory.

Those clusters of keywords and basic concepts can become, in the future and in co-operation with other committees, a starting point for composing “conceptual maps” and/or “a thought out glossary” to submit to institutes and other FEPTO organizations.

TRAIN – Towards research applied in international networks of trainees

Jutta Fürst

University of Innsbruck/ Austria



Participants: Mihaela Bucuta, Zsuzsa Marlok, Mari Rautiainen, Jutta Fürst

At the beginning all participants in the group got general information about the project, the aims and procedures (see reports of the RC meetings in Porto and Sofia 2012). After this introduction the current status and situation was reported: Austria and Turkey have started with the advanced level in the training group and follow the procedure of the advanced level. Portugal and Austria has implemented time for the research topic in their curriculum.

The trainees in Austria are using the CORE, HAT and PQ with their clients to become familiar with the application of the research tools.

Discussion of possibilities for new institutes in participating in the project: The training programmes are different in time structure (e.g.: personal therapy/ self-awareness training does not lead necessarily to a continuing training), content (e.g.: the subject research, diagnostic etc. is not part of the curriculum) and target group (e.g.: not all trainees become psychotherapists). Therefore we need further discussion about the adjustment of training of participating partner institutes. This will be done by e-mail and skype. It became clear that we need tools for the evaluation of the work of psychodramatists in the social, pedagogic and organisational work.

FEPTO Research Committee & next meetings

Evaluation of the RC Meeting

Agnes Dudler proposes a spectrogram on the question how (dis-) content are the participants with the meeting. The spectrogram shows that the majority of the participants were between content and very content. Positive experiences were mentioned like getting to know projects from other people and getting feedback for my own research work. Some participants expressed also feelings of discontent regarding lack of time for specific research projects and topics and disappointment because of people who could not come this time to start or to continue research work. For the next

meeting it is proposed to have more time for some ongoing or new projects and to work on them over more sessions.

Next FEPTO RC Meeting:

University of Sibiu/ Romania from 10th – 12nd of October 2013

Mihaela Bucuta gave us some information about Sibiu and she invited us to participate in the next meeting. Be aware that due to organizational reasons the meeting will start one day earlier than previously scheduled.

“Next-next” meetings in 2014:

University of Budapest (February 2014)

ISPA, Instituto Universitário in Lisbon (September or October 2014)

And yet it
moves...

In front of the place where Galileo Galilei was lecturing...



**Looking forward to meeting you in
Sibiu/ Romania, 10-12 of October 2013,**

Hannes Krall

hannes.krall@aau.at

Photo gallery:

