



Catania FEPTO RC Meeting 16-18 October 2009

Chairperson: Gabriela Moita

Friday 16/10/09 18h00-21h00

Rapporteur: José Luís Mesquita (Portugal)

Gabriela Moita (Chairperson of FEPTO Research Committee) and Gabriela Nicotra (Local Meeting Organizer) opened the meeting by welcoming all FEPTO Research Committee members to Catania,

Ann Helleday and Marie Cassel introduced a proposal for reflection, a form of “How to Evaluate Training Groups”, with the aim of creating a possible common form of assessment among the FEPTO community.

Jutta Fürst and Hannes Krall, opened with a series of presentations regarding some advances and experiences achieved in the process developed by the Research Committee till now. Building Research Capacity in Psychodrama Training, Fürst and Kralls propose three project ideas: How to Encourage Trainees to Research; Train the Trainers in Specific Needs in Research; and, How to Collect Data in FEPTO, to Promote Greater Research Awareness.

Gabriela Moita presented a Model of Supervision Integrated with Research, revealing the main guideline: organization of a workshop for the trainees in supervision, presenting Robert Elliot’s Proposal, led by the researcher Célia Sales, in charge of the Portuguese translation of Elliot’s protocol. Moita also brought the Committee up to date regarding the possibility of Chris Evans helping out the FEPTO community in relation to the CORE translation, and finally announced that the Portuguese validation of David Kipper’s Inventory, SAI-R, had begun.

Galabina Tarashoeva presented a piece of research which included the winning poster at the 17th IAGP International Congress on Group Psychotherapy, Rome 2009, based on the observation and analysis of the work in groups at PD Centre Orpheus, regarding how PD techniques promoted the appearance of certain therapeutic factors.

Michael Wieser informed the Committee that he would be taking over the website <http://pdbib.org>, compiled and updated by James M. Sacks, and that all bibliographic references should be presented according to APA criteria's. Finally, Wieser mentioned that the Sociometric bibliography will continue on Adam Blatner's website (<http://www.blatner.com>).

Then Gabriela Moita asked each member for a single presentation of their research activities and personal issues, in order to integrate the new comers and to update the interpersonal information in the committee

The last item on the agenda was to identify new needs of the members in order to draw together small working groups. Using PD techniques, Gabriela Moita detailed the sociometric choices, which structured the following research lines including the topic of each working groups:

A - RESEARCHING PSYCHODRAMA CONCEPTS, PSYCHODRAMA PRACTICAL METHODS AND PSYCHODRAMA RESEARCH INSTRUMENTS

1. Identity, theory and practice of psychodrama, as it was created by Moreno

B - RESEARCH CONCERNING TRAINING

2. Evaluation group
3. TRAIN - Towards Research Applied in an International Network of Trainees

C - RESEARCHING PSYCHODRAMA EFFECTIVENESS

4. European research projects
5. Activating research activity

Saturday 17/10/09 10h00-20h00

The whole day was spent in working groups. Each group did the following reports:

A - RESEARCHING PSYCHODRAMA CONCEPTS, PSYCHODRAMA PRACTICAL METHODS AND PSYCHODRAMA RESEARCH INSTRUMENTS

1. Identity, Theory and Practice of Psychodrama, as it was created by Moreno

Alba Galluzo (Italy); Daniele Reggianini (Italy); Gabriela Moita (Portugal);
Marco Greco (Italy); Luis de Nicolas (Spain)

Goals :

- Clarify the theoretical concept and the practical and instrumental application of the Psychod. Methodology.
- Stimulate the creation of a library near The Moreno's Museum at Bad voslau (Austria).
- Stimulate the production of a didactic DVD in order to support and help the training of Psychodrama
- Support the development of a common Psychodramatic terminology.

Activities :

- Create a WEB forum in order to develop the conditions for a circular exchange and sharing of reflections about basic Psychodrama concepts as following:
 - ✓ Psychod. Activity results as abreactive catharsis.
 - ✓ Psychod. Activity results as transformation and enrichment of role's repertory.
 - ✓ Psychod. As a method that support the development and changing of intrapsychic structure.

- ✓ Ego-actor / Ego-observer.
- ✓ Action versus movement
- ✓ Interpretation
- ✓ Intersubjectivity versus Interdependence
- ✓ Tele versus transfer.
- ✓ Semi reality “As if”
- ✓ Psychodrama Set
- ✓ Psychodrama Setting
- ✓ Subjective truth.
- ✓ Spontaneity and creativity as therapeutic factors.
- ✓ Morenian concept of role.
- ✓ Teleperceptor (mirror neurons)
- ✓ Morenian concept of Personality.

- Create a network of people (Psychodramatic School’s students) studying and developing reflections about the first goal through the analysis and consequential theoretical elaboration of psychodramatic videorecorded session.

Proposal :

We hope in April 2010 at FEPTO meeting we’ll have (a presentation) a paper about the first of items: “Intersubjectivity versus interdependence”.

B - RESEARCH CONCERNING TRAINING

2. Evaluation Group

Ann Helleday (Sweden); Emre Kapkin (Turkey); José Luís Mesquita (Portugal); Sirkka Varonen (Switzerland/Finland)

1. Defining Goals for the Little group of evaluation

We talked about what we want to achieve at the end of little group work, and tried to decide the goals of our work. To do this we shared our experiences and agreed on what we want to evaluate.

Sharing experiences showed that there are several types of group composition according to the professions of students. We have to develop evaluation instruments

which can fit all kind of groups.

2. What do we want our students to learn?

We want our students gain competence in spontaneity, creativity, and role flexibility both on personal level and in using psychodrama professionally.

There are two sides to the training process;

- 1) The students expectations
- 2) The trainers expectations

So our evaluation has to meet both of these expectations.

3. What do we want to evaluate?

There are two dimensions of evaluation:

- 1) Experiential, personal dimension
- 2) Methodological, professional dimension

Evaluation should include psychodramatic techniques.

We have to adjust the evaluation to the three different stages of training:

- 1) Experiential stage where the students work their his/her inner world, conflicts with others, with group members, with group leader(s) etc.
- 2) Main Stage where the students learn psychodrama techniques and concepts.
- 3) Stage of leading own groups where they use PD techniques and concepts.

4. How do we evaluate?

We have improved an evaluation form, and we have talked about and given examples of psychodramatic evaluations. (Still pictures, masks, multiple mirroring etc.)

One good thing with this evaluation form is that it stimulate the students to reflect on their learning process and the intensions of psychodrama.

Another good thing is that we will be able to change it and develop it as we use it.

We think we shall combine it with SIT for spontaneity.

We decided to use the evaluation form in our different countries and translate it into six languages (Swedish, Turkish, Finnish, Portuguese, German and English). We will try it on two occasions each and present the results in next meeting.

We hope others will try it with us.

We think we have reached the goals of our work!

3. TRAIN

Towards Research Applied in an International Network of Trainees

Hannes Krall (Austria); Inci Doganer (Turkey); Jutta Fürst (Austria)

Goals

- To integrate research in the PD training curriculum
- To stimulate international cooperation in research
- To increase motivation and interest in research
- To develop skills in quantitative and qualitative research
- To share ideas, experiences and results in an international community of PD-researchers

Procedure

Basic level (1-2 year of training)

Trainees apply research tools to become familiar with them by evaluating their own development. The frequency of applications can be decided in a flexible way (every session or every day according to the decision of the group, continuing in one way after the group has decided)

Writing the minutes of a session should be taught in this level. (Burmeister: documentation of sessions)

Advanced level (assistant level)

Trainees apply research tools to their clients in their practice groups

Research question

General research question:

How effective is psychodrama group work done on a trainees level?

How does this kind of training stimulate the interest of later practitioners in research?

How can this project promote later international research projects?

Tools

- Core,
- PQ (Personal Questionnaire)
- HAT Form (Helpful Aspects of Therapy)
- CI (Change Interview),
- SAI (Spontaneity Assessment Inventory)
- MSAPT (Moreno Social Atom Projection Test)

Design of the project

Pre-Post-Study

Core, Personal Questionnaire is given at the beginning of every session

HAT Form is given at the end

CI, SAI, MSAPT is given as pre, as post and if possible as follow up after 4 months

The CI, SAI, MSAPT is given every 10 sessions.

Beside these tools every session has to be minuted

One session should be between 1,5 -3 hours (h=60 min)

In order to separate the role of the researcher and the therapist we suggest that the co director is in charge to administer the research tools and in order to integrate the research procedure into the group the therapist asks the clients in the warm up period if someone wants to refer to the content of the questionnaires. During the closure the HAT is given and the director is asking afterwards if anyone wants to mention something about it.

Qualitative research can be integrated according to the interests of the trainee. The outcome should be analysed and discussed by the trainees in their final theses.

Network

- Training groups in different countries (at the moment: Austria, Portugal, Turkey) are following the same procedure to do quantitative and qualitative studies on their psychodrama practice.
- Exchange of experiences of the trainers
- Meeting of trainers and trainees (advanced level) sharing experiences and preliminary results
- Create sub-research groups on specific issues (regarding clients, techniques etc.)

- Conference (as part of a PD conference like FEPTO, IAGP, Bergama etc)
- Presentation and discussion of results.

- Reflection on the experiences of trainers how to support trainees as researchers: What are helping and hindering aspects of supporting trainees?
(paper/article after two years)

C - RESEARCHING PSYCHODRAMA EFFECTIVENESS

4. European Research Projects

Antonino Enia (Italy); Cinzia Oelando (Italy); Gabriela Dima (Romania); Galabina Tarashoeva (Bulgary); Maria Silvia Guglielmin (Italy); Marie Cassel (Sweden); Michael Wieser (Austria); Mihaela Bucuta (Romania)

The aim of our group is to develop international research projects and search for available funding.

Our group discussed three different possible collaborative projects related to different funding opportunities.

- I. DAPHNE FUNDING – Project ‘Artemide’:
 - Targeting abused women / domestic violence
 - Initiated by Maria Silvia Guglielmin (Italy) in cooperation with an Italian Association working in the field of abused women – ISIDE and Padova University
 - The project seeks to show the effectiveness of the integration of two different approaches of intervention with maltreated women: the ecological model and psychodrama.
 - In addition to the applied dimension and direct work with the targeted group, the project will include a research dimension
 - Project lengths: 2 years
 - Participation: minimum 2 countries
 - Full project 300.000 Euro / year – 80% EU finding, 20% applicants participation

Agreed actions: Maria Silvia to send a synthesis of the project.

Interested countries are invited to contact Maria Silvia

(mariasilvia.guglielmin@gmail.it) and participate within the project with a local/national Association working with abused women and a university (same as the Italian party)

- II. GRUNDTVIG FUNDING:
 - Eligible projects are on the topic of Adult Education / Lifelong Learning
 - Grundvig projects work on the basis of specific money and criteria, rules existing for each country

- The full project is successful only if minimum three countries win the project; therefore the strategy should be to apply with more than 3 participating countries
- Although the project's aim is applied - training adults - a research component can be added by evaluating the impact of training using psychodrama methods.

Agreed actions: Maria Silvia to send the link for each country in order that interested countries will be able to check national rules and the allocation of funding.

The project's idea is not yet fixed, so people are invited to send their ideas related to a project on adult training to mariasilvia.guglielmin@gmail.it.

III. COST FUNDING (www.cost.esf.org/opencall):

- The COST programme is only research oriented, seeking to build networks between Europe's researchers
- Supported by the European Science Foundation, it is thought to fund high standard research applications from all scientific fields
- COST aims to promote early stage researchers (PHD + 10 years)
- In comparison to DAPHNE and GRUNDTVIG applications which indicate specific topics to be funded, COST is a bottom-up, no fixed program
- COST is a two stage application process: each year in March and September is a deadline for **pre-proposals** which are evaluated and, if accepted, **full proposals** are required
- There are 9 scientific domains which receive funding; relevant for the FEPTO research network is the 6th domain: "Individuals, society, culture & health" (ISCH)
- Length of programs: 4 years
- Countries: minimum 5
- Average funding is about 100.000 Euro per year per project

Our group agreed to write a pre-proposal for 26 March 2010 aiming for a research on the effectiveness of psychodrama in clinical settings. The motivation relies in the discussions with R. Elliott in Edinburgh pointing towards the need to promote psychodrama within other scientific proven psychotherapies. Even this is a very ambitious goal which requires a high quality research (based on RCT – randomized control trials), our group decided to try such an application instead of a looser, quasi-experimental design because COST funding is for high profile research and psychodrama lacks such research.

The group decided on the following **research design**, which is subject for further developments:

Aim: To prove the effectiveness of psychodrama in working with clients with anxiety disorders (first discussions were around depression, yet psychodrama groups only with depressive people are not efficient and therefore people with various anxiety disorders could be included in the same group).

Methodology: quantitative – RCT - with a complementary qualitative dimension

Sample: for each participating country – 80 participants with anxiety disorders (40 experimental group, 40 control group) (N = 200 for minimum 5 participating countries).

Criteria of inclusion within the sample: diagnosed anxiety with a minimum level of clinical significance of 'x' (will be decided) measured with the State-Trait Anxiety Inventory (STAI); adults aged 25 – 65 years; excluded people with special needs or learning difficulties.

Participants will be allocated randomly either to one of the 4 psychodrama groups or control groups.

Intervention: 4 psychodrama groups, 25 sessions, one session per week, average time 2-2 1/2 hours.

Data collection:

Stage 1: Before therapy - Biographical interview, STAI, CORE, SAI (Spontaneity Inventory)*

Stage 2: Session 12 – STAI, CORE, SAI & HAT (Helpful Aspects of Therapy), Change Interview, Personal Questionnaire (last three suggested by Elliot)

Stage 3: End of therapy - STAI, CORE, SAI & HAT (Helpful Aspects of Therapy), Change Interview, Personal Questionnaire (last three suggested by Elliot)

Stage 4: Six month after therapy - STAI, CORE, SAI & Personal Questionnaire

Stage 5: One year after therapy - STAI, CORE, SAI & Personal Questionnaire

Stage 6: One and a half years after therapy - STAI, CORE, SAI & Personal Questionnaire

Data analysis: SPSS for quantitative data and thematic analysis for the qualitative data

Dissemination: Guidelines for psychodramatists working with people with anxiety disorders; articles in relevant international journals; conferences.

*One of the project's aims will be to translate and validate the SAI (Spontaneity Inventory) in all participating countries

Agreed actions:

Gabriela Dima to send further information on COST to group members, coordinate discussions and writing of the project; writing of the pre-proposal will be a joint work between all participating countries.

Michael Wieser to contact Kipper for validation of the SAI instrument and R. Elliott to ask about the suitability of the research design.

Any country interested to participate is welcomed and should contact Gabriela Dima (ela.dima@yahoo.com).

Gabriela Dima

5. Activating Research Activity

Anna Esposito (Italy); Ivan Fossati (Italy); Gabriella Nicotra (Italy); Kate Kirk (UK), Liliana Ribeiro, (Portugal)

Our group reviewed each person's past research experiences and skills – from any setting. We believe that the skills are transferable from other settings into psychodrama research. Each person presented the state of their current study, they described any difficulty, challenges or doubts they experienced. Action methods were used to help the exploration by externalising inner conflicts and setting out aspects of the group member's professional world. These issues ranged from:

- Identifying a research question
- Choosing the right methodology
- Data analysis
- Internal and external factors which inhibit completion
- Ways and means to disseminate results

We believe that these small steps reflect the experiences of psychodrama practitioners and trainers in the wider psychodrama community. Our group, in FEPTO research committee, represents the issues, which are common to all researchers, when undertaking research. Thus, in keeping with the aims and objectives of the FEPTO research committee, we want to promote and improve the network of researchers (in those countries where it's possible to do so), and create bridges between our micro-group, the other groups in the FEPTO research committee and the community of psychodrama researchers.

To end, we would like to make a statement of intent and ask a question.

Modelling dissemination, we intend to communicate with members from our small group and the FEPTO research committee. This means that we will ask questions and seek information as we need it; in February we will describe our progress and the results we have gained.

Question – what does this large group need from this small group?

Answer from the group – a request to undertake an audit of the research skills and experiences of the members of the FEPTO research committee.

Sunday 18th – Closure time

Relactor: Ann Helleday

Sunday was the last day of the three day workshop. During Saturday four different groups had worked by themselves and delivered each a report of their work. On Sunday every group verbally and psychodramatically reported their work and conclusions (the above reports).

The working groups:

- *The theoretical group - Identity, theory and practice of psychodrama, as it was created by Moreno - Deepening understanding of the theoretical tools and constructs of psychodrama*
- *The evaluation group - Evaluation group - Evolving an evaluation form to be tried out in primarily four different countries*
- *The train project group TRAIN - Towards Research Applied in an International Network of Trainees - Support groups of trainees for research in current training groups in different countries*
- *The international research project group - European research projects - preparing three research design projects and finding European Funds for implementing them.*
- *The research active group - Activating research activity - Gives active support to and collegial supervision to already started research projects*

Conclusions

Jutta FÜRST conducted a sociodrama where we choose the roles of patients, trainees, trainers, research tools or society representatives. We were in the roles for a quarter of an hour and then we shared our experiences of being in the different roles. This drama gave us deepening insights into the different roles of researching and role contradictions.

Kate Kirk conducted a drama where we walked in reality an fantasy from coming here to being here now and to render this process in a movement that the whole group repeated twice.

Gabriella Nicotra introduced a drama where everyone said what they had gained from the group and/or from individual participants and what they had given the group.

Gabriella Nicotra concluded the work shop with telling about Sicily and its history and nature.

We all thanked *Gabriela Moita* for arranging and leading this workshop in the way she did!