



# ISLE OF MAN FEPTO RC Meeting

Chairperson: Gabriela Moita

18-20 Februry, 2011

## Participants

**Austria:** Jutta Fürst, Hannes Krall, Michael Wieser; **Bulgary:** Galabina Tarashoeva, Teodora (Tedi), Maria Gorinova (Mery) ; **Portugal:** Gabriela Moita, José Luis Mesquita ; **Finland:** Kirsti Silvola ; **Germany:** Cláudia Muehlbauer **Italy:** Marco Greco (Torino), Maria Silvia Guglielmin (Treviso), Daniele Reggianini (Modena), Anna Esposito (Milano), Inês Testoni (Padova)  
**Romania:** Gabriela Dima, Mihaela Bucuta; **Sweden:** Ann Helleday; **Switzerland/Finland:** Sirkka Varonen; **United Kingdom:** Kate Kirk

## Friday 18/02/2011 16h00-21h30

**Rapporteur: José Luís Mesquita (Portugal) and Kate Kirk (Isle of Man)**

The meeting has been opened by the local host – Kate Kirk Failte gys Ellan Vannin – Welcome to the Isle of Man. She outlined the local programme which included coach tour of the Island and also a celebratory dinner of the closure of the meeting. The actual programme of the research committee was described by Gabriela Moita. She handed over the warm up to the weekend to Jose Luis Mesquita.

The proposal for the beginning of the warm-up consisted of brief intervention that enables people to work in pairs. Their task was to answer to following questions. “Since we last meet:

1. What have you done in Research in Practice and Professionally?
2. What would you like to share personally?
3. What would you like to get or achieve from this meeting?”

After these procedure each pair present in role reversal their partners answers to the questions.



In second phase of the warm-up we explored the time line from the very beginning of the Research Committee, in Roriz, Edinburgh, Taormina, Boldern and Lisbon. At each phase of the journey the group reengaged with the purpose, output and the tasks of the small groups. These served to integrate the new comers to the committee. Continuing the idea of the time line, we went to unspecified times in the future to identify the wishes and aims of the committee and of the members. The following themes emerged:

- A more long term goal is the publication of Psychodrama Research and importantly books which focus on how to do Psychodrama Research and the experiences of others that have research;
- An immediate goal is to create resources and instruments to support research in practice;
- An ongoing goal is to disseminate to the wider organization;
- An urgent goal was the requirement for the evidence to legitimize psychodrama,

- A much longer goal is to create our own instruments to do research in psychodrama;
- We all look for a time when all Psychodramatists will research spontaneously and it will be an integral part of their practice.

At the end of the warm up the group share their feelings and thoughts and at this point we stopped for hot buffet provided the Isle of Man Department Tourism.

In the session after dinner, Gabriela Moita introduced the presentations from the different research 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 19/02/2011 09h00-20h00

The whole day was spent in working groups.

Between 13h00 -17h00 Kate gives was an Island visit as a gift. Kate could get an offer of the IOM tourism office.



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Below we have the workgroup 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

Daniele Regiannini (Italy); Gabriela Moita (Portugal) Marco Greco (Italy)

Once again only three members of this small group were present: evidently theoretical research has not yet reached a wide appeal.

We look forward with great confidence that the interest in this regard by the psychodrama's community will considerably grow in the near future.



In an age of globalization, change and conflict, as this, the question of identity is crucial.

Sustained by this belief, our small group has spent his time profitably engaging in a dialogue and exchange about epistemology, philosophy and theory, further research about the conceptual foundations of psychodrama method.

It was a surprisingly challenging, fun and warm experience, which we hope to share with as many as possible in the future; in order to achieve this, moving from thought to action, we have planned a program of next steps; you will soon hear from us.

From the list before presented about the concepts we are planning to research, we will begin with the concept of *intersubjectivity and subjective truth*.

Our main research question is “which are the different meanings about the concept of intersubjectivity and subjective truth among the psychodrama community?” And our aim is to indentifie the similarities and differences in the discourses about this concept.

With this work we hope to contribute to a better knowledge about psychodrama philosophy and to clarify with which different models we are working. Off course, we want to begin with what has been said already on this issue, what are its theorethical implications and what is the current state of the debate.

The empirical contribution to this theorethical research is to colect discourses trought a online discussion (that we hope you all partcipe) .The treatment of those discourses (our analises corpus) will be done with content analises. Creating categories using “grounded theory” as a framework. Soon you will receive a letter inviting you to participate!

## B - RESEARCH CONCERNING TRAINING

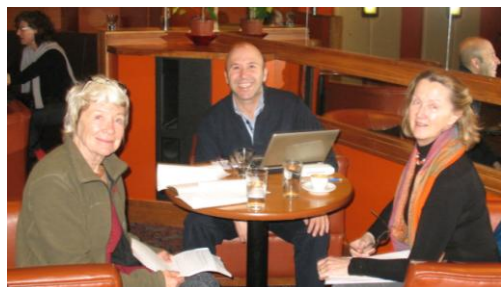
### 2. Evaluation Group

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

#### 1. Discussion

The little group started exchanging and discussing experiences made with the questionnaire and data collected since the last meeting in Boldern.

Basis for the discussion were results presented by Ann Helleday from a mixed group of totally 9 trainees (beginners and trainees at the end of their training) and Sirkka Varonen presented results from a group of 14



beginners with about 185 hours of training behind them.

According to Sirkkas experiences ECP-30 seemed to function well at the primary level of psychodrama training. Administered from time to time (approximately 3 times) during the first two years of training the ratings can be followed up and progress can be discussed individually with the students. José Luís Mesquita is going to apply ECP-30 at 3 to 4 moments in the training (essentially before and after the workshop on Roles in psychodrama).

In Sweden experienced students were rather reluctant to give themselves higher scores than less experienced students, (all expressing wishes for more training), whereas the students in Finland did not avoid using the full scale.

- The answers to the open questions about Personal and Professional growth held of a lot of information. For example: “I get useful skill for my professional practice”, “PD helps me look at situations from a different and new perspective”.

- There were differences in using psychodrama techniques between the different countries – in Sweden Soliloquy (Monologue) is not used or not named as a technique and therefore scorings on this item are missing.

- Ann suggested including some further items: Vignettes, The empty chair, ABCD-Process: What happened? What did not happen? What should have happened? What would you have liked to happen? (Originators: Adam Blatner and Göran Högberg). Further, she proposed excluding items 15, 16 and 17.

- In all three countries the trainers use “Intermediary Objects” (coloured fabrics) mentioned by José Luís and apply the Empty Chair (in Portugal according to Rojas Bermudez), a common technique in the individual psychodrama setting.

## 2. Changes in ECP-30

### 2.1. Instructions

In the instructions to the ECP-30 the trainees should clearly be asked to rate themselves on every item as future directors. The Questionnaire is considered for trainees with at least 150 hours of training or more.

### 2.2. Layout and form

Sweden and Switzerland will use a 5-point Lickert scale and Portugal a 10-point Lickert scale. There will be no subtitles in the questionnaire and the layout will be changed according to the suggestions from Sirkka. An ID-number referring to the subject will be added.

### 2.3. Excluded items

For instance Item 17 (Flexibility in controlling the drama according to the process) was excluded. Exclusion of the two open questions: What do you need in order to be more competent in the use methodology? It was decided not to include the technique of the Empty chair (confusing with Gestalt therapy; even if Fritz Perls took it from Moreno).

### 2.4. Reformulation of items and creation of new items

The group decided about including some news like the ABCD – Process, which was considered rather as an item within Methodology. A new item concerning Vignettes will be developed. Amplification is a technique that also should be included. Thinking in pictures or to be able to

visualize scenes in order to quickly set up the stage is important to consider in developing the methodological items. Further creativity, playfulness and spontaneity are to be included and formulated in statements in the next version of the questionnaire.

Mostly bases on the Swedish answers to the items 28, 30, 31 and 32 new items will be included.

Example of answers:

- I have improved my Tele
- I feel more flexible
- Trust in the process
- I'm overcoming inner blockades and hindrance
- I'm open minded and creative in directing
- I speak in more simply (e.g. My language is clearer and simpler)
- I have ability to react gently

Item 32 should be reformulated in a positive way - facilitating instead of prevented.

### **2.5. Further conceptual discussions**

Item 28 (How do you define competence in psychodrama?) brought up many conceptual and theoretical questions again: What is competence in PD? How can we define competence? Which are the criteria to be considered? How to operationalize? etc. In order to create a valid questionnaire the underlying concept of competence needs more overall considerations.

### **3. Next steps**

- Define and set up the new version of the questionnaire with a sheet for the scoring the answers.
- Ask other trainers in other institutes to help us collect data for a first statistical analysis of the questionnaire.
- Send out the questionnaire to be tried out among participants of psychodrama training and sent back to us.
- Statistical analysis (SPSS): Item analysis – Factor analysis, Cluster analysis...
- Discussion of the findings (correlations etc.) in the next meeting.
- Future objectives: To explore questions. Deeper exploration the trainees self reports, experience and judgements of confidence, eventually in combination with an interview of the trainee in a certain stage of the evaluation process?
- Writing a paper about ECP-30 during 3 days in Finland in autumn 2011
- Final goal: An instrument that functions (Reliability, Validity) for evaluation of the competences in psychodrama.

### 3. TRAIN

#### Towards Research Applied in an International Network of Trainees

Cláudia Muehlbauer(Germany), Hannes Krall (Austria);  
Jutta Fürst (Austria) Kisti Silvola (Finland)



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Jutta and Hannes presented the frame, the basic idea of the project and explained the use of the tools and reported about experiences and developments since the last meeting:

Hannes has started a new group at the University training programme in Innsbruck in November and has already integrated the TRAIN tools.

Jutta and Hannes have developed a questionnaire to investigate the changes in the students' attitudes towards research and their competences in research. It should be applied at the beginning, in the middle and at the end of a training group in order to evaluate the project.

Inci Doganer (Turkey), could not participate but sent an e-mail about her experiences (see below).

“.....

*I am still interested in the train project. In January 2010 we started to use some scales in my new training group. CORE-OM was always there.*

*For some time I used some questions that I developed. It was interesting to look at the group-form that perspective. (Learning new things)*

*Since September we are using CORE-OM and HAT every 20 PD hours (every month one weekend). We are using Moreno Social atom projection test and SAI-R every 6 months. CORE-OM in training groups is giving interesting results. The points are low but it has a power to predict the protagonists of the week although we read them later; after the group. So our talents are good enough to find out the right protagonists.*

*In the end of January 2011 I started a new therapy/ growth group that is composed of clients and patients. We give the scales every week (4 PD hours) in this group. CORE-OM scores are of course higher (mostly between 18- 35). My co therapist Dr. M. Sakin is making a graph of them. (If you like I can send them to you). And the HAT gives a lot of information about how they receive the therapy.*

.....”

Gabriela Moita (Portugal), could not be present because of her engagement in another subgroup and sent her report (see below)

“.....

*Three PhD theses are now beginning with HSCED +SAI-R of Elliott:*

- *One of our Students are now beginning her PhD thesis with the Elliott HSCED + SAI-R and instruments we defined, following one group lead by a trainer.*
- *other are initiating a PhD thesis as well in the field of eating disorders using a Psychodrama compared intervention compared a control group. The research plan design is HSCED+ SAI-R*

- Other are finishing a program of social abilities with psychotics clients using sociodrama. The research design of evaluation was part of the HSCED+ SAI-R instruments

The students from one supervision group are using the instruments with their groups.  
Two students involved in sociodrama groups are adapting individual PQ to a group PQ.

The SPP are now intending to introduce 10 h about Psychodrama research in our training curricula.

.....”

Kirsti and Claudia liked the idea of TRAIN that seems to them a playful way to integrate research into the identity of later psychodramatists (which will be necessary in the future).

Questions about the interpretation of the data led to the fact that accurate documentations or records of the sessions are needed and it was discussed how this can be done.

The self-experience part (self-awareness training or self-exploration) in the training seemed to be a moment when trainees could be asked to record sessions.

We discussed the different roles a trainee has to integrate and at which moment it seems appropriate to do so.

The question if the role of someone who is exploring his/her own life and life experiences is cross to the role of an observer, thinker or reporter was discussed.

It became obvious that the training structure influences also the way of teaching particular parts of the TRAIN project. Each institute should feel free to integrate the necessary parts at the moment the trainers think they are fitting in best.

Later we had a discussion about our way of documentation. This led to the idea to ask our colleagues in the institutes and in FEPTO and the Training Committee to share with us their forms and ways of recording sessions.

Tasks and objectives for the near future:

- Claudia will present the TRAIN project at the regular meeting of the training committee of the DFP and at the annual meeting of PIFE/Germany.
- Hannes will write a summary of Elliott's presentation how to calculate the CORE and the PQ.
- Kirsti will integrate it into the application for psychodrama psychotherapy training and present the project at the regular meeting of the training staff of the Helsinki Psychodrama Institute.
- Jutta will send all the material of the project to Kirsti and Claudia.
- Inviting more institutes to participate in the project by giving a presentation at the FEPTO meeting Jerusalem.

Tasks and objectives until the next meeting:

Collecting tools which can be used for children and adolescents. Kate Kirk (Isle of Man) will take over this task and a meeting was planned especially for this purpose prior to the next RC meeting in Innsbruck.

Protocol: Jutta Fürst

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## C - RESEARCHING PSYCHODRAMA EFFECTIVENESS

### 4. European research projects

Gabriela Dima (Romania); Galabina Tarashoeva (Bulgary); Ines Testoni (Italy), Maria Gorinova (Mery), Maria Silvia Guglielmin (Italy); Michael Wieser (Austria); Mihaela Bucuta (Romania)  
Teodora Pencheva (Bulgary)

#### 1. EMPoWER (EMPowerment of Woman Environment Research)

This research likes to empower woman to hinder violence against them and focus on the mother daughter relationship in a post-feministic way. The kick-off meeting will be March 1 so we had to clarify a lot of details.

We will use psychodrama as a psycho-social intervention in groups and individual setting. In a qualitative manner we will collect video, audio or written observations. In a quantitative sense we will use CORE-OM (Clinical Outcome in Routine Evaluation) and SAI-R (Spontaneity Assessment Inventory). Both are in process of being translated and validated in different languages.

#### 2. Life Long Learning Program (EU)

Within the next year we can apply a project "Ability of management women". This will work on re-qualification on women to enter the labor market again. It lasts for two years with a sum of 300.000 but have to be co-financed by 25% in month work units. The theoretical background will be Bandura, self efficacy, self handicapping, resilience and coping. We will use psychodrama and playback theatre. It has to be decided if we focus on women or their teachers.

#### 3. Anxiety project

We more or less came to the conclusion that we will start with explanatory case studies to find a model how to work with psychodrama in this field. Again we can use SAI-R (see above) because spontaneity is considered to be an antagonist of anxiety. As well Beck Anxiety and Hopeless Inventory will be used and we could find attachment styles (ECR?). Founding would be possible in the area of elderly, school anxiety, disabilities, and stalking.



## 5. Activating Research Activity

Anna Esposito (Italy); Kate Kirk (UK)

This is the report from the “Activating Research Activity” group. Sadly, only Anna Esposito and Kate Kirk were present at this meeting and this is the outcome of our work together. Following on from the warm up on Friday, we decided that the starting point of our small group work was to review what we had done so far and also, perhaps more importantly to think about how we were contributing to the work of the FEPTO research committee and the wider network of psychodrama practitioners.



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**Anna’s project:** (Quali-quantitative research on textual corpora to define the effectiveness of psychodramatic intervention by Anna Esposito (Italy) Giovanni Boria (Italy) and Ines Testoni (Italy))

We decided to consider what could be learned from her study. To remind people that Anna and her research colleagues have taken video-taped sessions and undertaken an analysis of role and counter-role, by using coders, who look at verbal expressions, which equal mental representations (as per JL Moreno). The data collection was aided by a coding form.

Once we had reconnected with the study we looked at what were the learning points to taken from this project and shared to the FEPTO research committee. From the research design:

1. About the material: For this project there is a pre-existing archive of videotaped material, the ‘gold mine’ ready and waiting for researchers to access. We realised that this means when thinking about research material, there may be readily available for students to access. We should go back to texts, transcripts, audio and video tapes that have come from academic process that could be used for research purposes. Of course this needs to be done within an ethical framework etc.
2. About theoretical underpinning: in this case there was a belief that verbal expression of the protagonist is evidence of Moreno’s ‘mental representation. With some of the debates in the theoretical group and from Elliot’s feedback about an absence of key common understanding, the clear statement of what underpins the research project enables to audience to more fully understand the research teams position.
3. About data / textual analysis: in this case role / counter-role. Of course the analysis of the material will be dependent upon the form it is in. However we consider that the ‘gold mine’ material, for example, could have been analysed by using the following methods:
  - Narrative / metaphoric analysis
  - Identifying key case studies and themes
  - Focusing on director’s or group responses
  - Grounded theory analysis
4. Role of coders and coding group: Validity was increased by bringing independent coders together into a group to achieve higher degree of consensus when allocating codes.

5. Data collection: the coding form was used to collate the mental representations and to give them quantitative form.
6. Presenting the outcomes
7. Critique – so far

#### Positives

- The 'gold mine' as a source of case material – What have other groups got available? Audio, artwork, papers, case studies
- Choosing the specific factor in this case verbal representations
- Intuitive analysis of text with coders e=immersed in their work.

#### Negatives

- The ownership of material – who does it belong to? For what purpose was it collected
- If no specific factor is chosen too much material can be overwhelming
- In the research coding group, be aware of "group think" that may limit thinking to one idea.
- There may be a tension between using human analysis and using software programmes to analyse the transcribed text

#### Finally two ideas to keep in mind

1. **Respect the other**
2. **The most important thing is to capture the role, which is multi-dimensional and dynamic in action.**

**Kate's ideas:** whilst I was watching José Luís and the warm-up I was struck by the expansion of the FEPTO Research Committee's vision and I realised that I had become inward looking, caught up with a long term, and at times stuck, audit of the service users' experiences for my current place of work. I had lost sight of where, how and what I could offer to the Research Committee, to FEPTO and to the wider network of psychodrama practitioners.

So if 'question finding' is the stage of maximum confusion in the research process then I guess this is where I found myself. Because of where I work it seems inevitable that the focus would be:

#### **Psychodrama Research with children and young people.**

I had a brief conversation with Michael Wieser, who is aware of research being undertaken in Switzerland and I need to investigate this further.

If our group is truly about 'activating research activity', then the first step must be to discover, who is interested in psychodrama research with children and young people? One idea that came from our work together was to collect work that is already out there and perform a meta-analysis which aims in first instance to answer these questions.

1. To understand whether we are speaking about the same objectives?
  2. What do you exactly do when working with children?
  3. What theories of child development have you in your mind as you work?
  4. What changes / outcomes do you observe / record?
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## Sunday 20<sup>th</sup> – Closure time

Relactor: Ann Helleday

Sunday was the last day of the three day workshop. During Saturday five different groups had worked by themselves and delivered each a report of their work.

Half of the participants had to leave the meeting in the first hour, so we made a quick dynamic just to share what the meeting give to each of us. Each participant chose two objects, to put in the centre of the circle, representing each what they give to the group and what they leave from the meeting.



Ann Helleday close the meeting with a small dynamic of closure.

We all thank Kate her warm and cared welcome/hostess. And the possibility she offer us to have a glance of the Island.

The small group that stayed finished the reports and had a small but fruitful discussion about the next steps our committee.



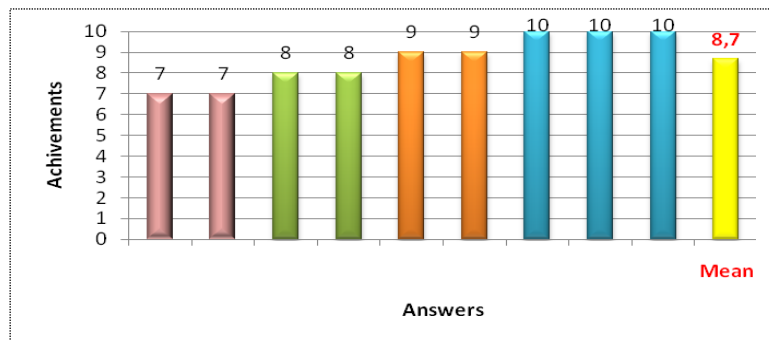
## Isle of Man - Evaluation Form

### 1. Please write a few words to describe what you wanted to achieve with this meeting

- To get know the RC work
- To meet the colleagues again and share the work done.
- Clarifying and deep in the ongoing projects.
- Build connections and get cooperation for new projects.
- Discuss new projects and ideas.

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### 2. Have you achieved what you wanted with this meeting?



#### 2.1 Comments

- Wonderful psychodramatic beginning and warming up by Jose;
- The excursion - made an excellent pause of sitting and thinking and talking
- It was so lovely to meet again in the small group and the work was as joyful as ever and also very efficient. It gave me a lot of courage and energy to go on with our project.
- Short time
- It was possible to have discuss what we want further
- We had very good discussions in the small group.
- I am very satisfied in the way Gabriela is leading the group.
- Kate was a wonderful hostess and a warm and humble professional.
- I am interested in the training program for psychodrama trainees in research.

### 3. What are your own needs so far concerning your work on this committee?

- I have to become more familiar with the instruments
- Work on other themes
- Some input regarding the interpretation of data
- Bring this work in the FEPTO
- Be informed about what is going on in the psychodrama field, about new research and publications
- Finding people with similar research interests and connect with people within the psychodrama world

- Share experiences, other ideas, learning how others approach to their projects
- To know who will candidate for the chair person in Neve Shalom?
- To work on to establish the TRAIN.
- To collect up-to-date research
- Have more time for larger meeting.

#### **4. What do you propose for the next meeting?**

- More contact and exchange more deeply about what is being focused on in the different groups.
- More profound discussions concerning common theoretical concepts and methods etc.
- Having more time to hear and to discuss how different research groups are working and to share experiences about psychodrama training and clinical work.
- It would be interesting to see the sociometry of the group themes; what is related, what is similar, what is different, what can be shared, be fruitful to others etc
- Focus on theoretical discussion and clarifying psychodrama concepts.
- Look at a sub-group for activating research activity.