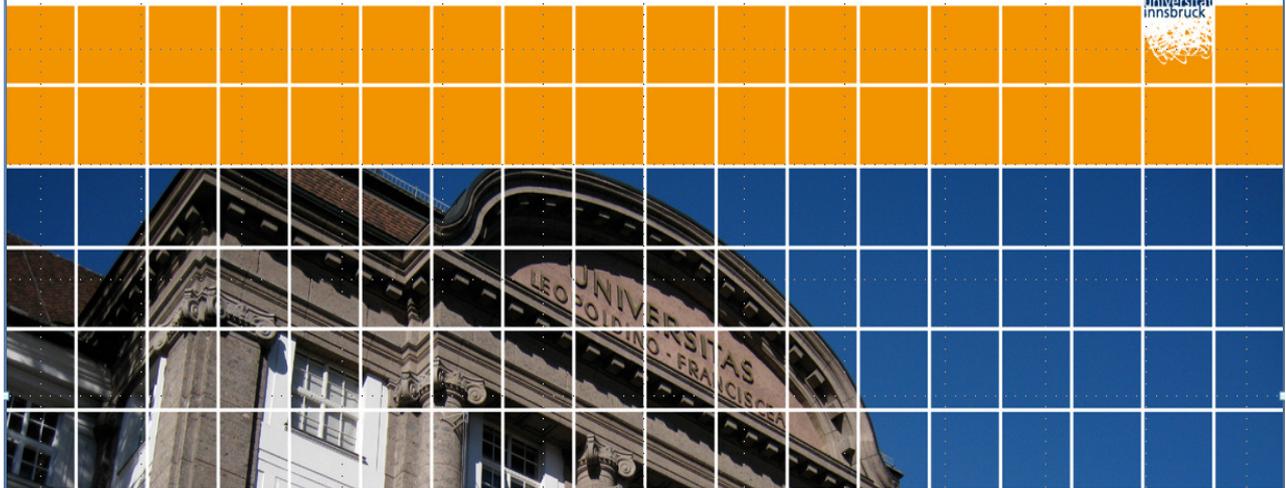


**Universität Innsbruck**



## **Report**

Hannes Krall

Chair of the Research Committee/ FEPTO

International Symposium

## **Counselling and Psychotherapy**

Research in Training and Professional Practice

**23.-25. Sept. 2011**

Innsbruck, Austria

### **Organizing Committee**

Jutta Fürst, FEPTO, University of Innsbruck

Christoph Bedenbecker, University of Innsbruck

Hannes Krall, Chair of RC, University of Klagenfurt





The **International Symposium on “Counselling and Psychotherapy - Research in Training and Professional Practice”** started with a warm welcome for all participants. The organizers from the University of Innsbruck (Christoph Bedenbecker, Jutta Fuerst), the president of FEPTO (Gabriela Moita) and the chair of the research committee/FEPTO (Hannes Krall) were welcoming all participating researchers and practitioners in psychotherapy and counselling research.

## 1. Warm up

After getting to know more about the University of Innsbruck and the psychodrama programme at the University, which celebrates its 10<sup>th</sup> anniversary (congratulations!), Jutta Fuerst directed a **sociodramatic warm up**. 50 participants from 14 different nations from Europe and beyond were present. Expectations from different roles (researcher, psychodrama trainer, psychotherapist, trainee, client...) towards research were explored and discussed. This sociodramatic warm up led directly to ongoing or finished projects which were presented in the plenary. The presentations were chaired by Christoph Bedenbecker and Michael Wieser.

## 2. Presentations of research projects

The following **research projects** were presented and discussed on the first and second day:

**Anne Steuer/ Hermann Mitterhofer (Austria):**

Metaphorical concepts and therapeutic personality – psychotherapists-in-training

**Maria Stippler (Austria):**

Development of conceptional competence in psychodrama training

**Hannes Krall (Austria):**

Learning and Professional Development in Psychodrama Supervision – Objectives, helpful Aspects and Outcomes

**Melinda Meyer Ashley (Norway):**

Empowerment and Resilience: Psychodrama perspective using scenario thinking and future projection

**Jasna Vejkovic (Serbia):**

Psychodrama with psychotic patients

**Maria Silvia Guglielmin/ I. Testoni/ I. Pogliani/ L. Tempra (Italy):**

Supporting potential development (Grundtvig project)



### 3. Market place

After the presentation a **market place** (Hannes Krall) was created. The goal was to present all ongoing research projects and all ideas for new projects in the research committee. Furthermore two new publications were presented at the market place. The research topics comprised projects in the field of

- theory in psychodrama,
- evaluation of psychodrama training,
- focus group evaluation
- women empowerment,
- psychodrama in further education
- psychodrama with children,
- research on effectiveness,
- research training for psychodrama trainees
- psychodrama in adult education.

#### *New publications:*

Maurizio Gasseau e Salvatore Gullo (Eds.) (2011): La ricerca empirica in terapia psicodinamica digruppo. CSR Coirag.

Ron Wiener, Di Adderly, Kate Kirk (2011): Sociodrama in a Changing World.

### 4. Intervision labs

The presentation at the market place led to **intervision labs**, where new research projects can be started or ongoing research projects can be developed further. Two **research coaches** (Maria Stippler, Christoph Bedenbecker) were supporting this process of development.

Four intervision labs with the following topics were present:

- "Young people`s corner" - Psychodrama with children
- Identity, theory and practice of Morenian Psychodrama since Moreno
- Psychodrama intervention with violence victims: Women & their children
- Effectiveness and TRAINing (Research in an International Network of Trainees)



## 4.1 “Young people`s corner” - Psychodrama with children

### Participants:

Kate Kirk, Gabriela Biegler-Vitek, Fabian Blobel, Maria Stippler, Elisabeth Grosinger-Spiss, Gabriela Mantl, Dorothea Gstrein, Maria Silvia Guglielmin, Marya Milhaylova Gorinova

### 4.1.1 Tools

Introduction: Who am I? What do I want? What do I bring?

Review of a likert scale for social competence from Fabian. Discussion about effectiveness, datagathering and validity. Result: Standardization of questions is difficult in adolescent age; consider the issues of power and compliance. Cave: literacy skills and comprehension. Good data collecting structure. Big differences in internal and external witness. **Next step:** to complete data collection and to formalize the structure. Presenting results next meeting.

SDQ (Strengths and difficulties questionnaire): Three perspectives (Child, parent, teacher) on the child behavior. Free download and analysis in many languages under [www.sdqinfo.org](http://www.sdqinfo.org)

Videoanalysis: transana (ask Ines Testoni) and symlog (ask Christoph Bedenbecker)

Metaphor analysis (ask Hermann Mitterhofer); Use of role atom analysis and social atom (Kate to distribute information)

Elisabeth explained her evaluation tool; semistructured qualitative Interview pre and post admission in school environment. In the interviews 6 areas are covered with 30 questions: relationships, social competence, language abilities, physical abilities, creativity and spontaneity (currently work in progress).

A tool to research phenomenon (Interview schedules, Kate will send) of the relationship between the therapist and the auxiliary ego, focusing specifically on the question of which intervention is useful in which childhood disorder.

### 4.1.2 Evaluation frame

Presentation of a proposal for an evaluation framework for psychodrama training. The aim is to develop a FEPTOwide common tool that we agree upon to measure therapy outcome.

A. initial data: what do we need to know?

B. Timing

C. Quantitative: Disorder, behavior (agree SDQ)

D. Qualitative: narrative formulation of the problem and other psychodrama tools and interviews (child, parent, teacher and important others)

***Next steps: concretization of proposal and discussion next meeting***

### 4.1.3 Project Proposal: Child`s play

What is the motivation of this study?

- Learn from each other
- Professionalizing psychodramatic work with children
- Creating an evidence and resource base
- Creating an European network of PD who work with children



Why research this? It...

- offers structure and order for collecting this information
- offers description, analysis and interpretation
- gives an understanding of what we do, how we do it and what works
- gives political credibility and creates a research culture in psychodrama training schools
- Research is more than an exchange of shared information
- Because we discover our internal models for working and how it compares to others

### Next steps:

We need to clarify our aim for the research project and create a structure and have a clear research question. It is work in progress and we will do networking with possible participants.

## 4.2 Identity, theory and practice of Morenian Psychodrama since Moreno

### Participants:

Agnes Dudler [agnes@dudler.org](mailto:agnes@dudler.org), Ann Helleday [Ann.Helleday@socarb.su.se](mailto:Ann.Helleday@socarb.su.se), Anna Esposito [esposito.sala@alice.it](mailto:esposito.sala@alice.it), Christopher Bedenbecker [christoph.bedenbecker@uibk.ac.at](mailto:christoph.bedenbecker@uibk.ac.at), Cristina Badea [cristinagabriela\\_badea@yahoo.com](mailto:cristinagabriela_badea@yahoo.com), Gabriela Moita [gabriela.moita@mail.telepac.pt](mailto:gabriela.moita@mail.telepac.pt), Marco Greco [marcomariagreco@katamail.com](mailto:marcomariagreco@katamail.com), Melinda [melinda.meyer@nkvt.s.unirand.no](mailto:melinda.meyer@nkvt.s.unirand.no)

**The metaphor of our work:** “To put the asso (ase – ass) on the table”

### Abstract

Need to define basic concepts of Psychodrama Theory



Clarify Psychodrama with **its own concepts and words** and to explore how far we could go

- Intersubjectivity
- Subjective trues
- Tele

### Topics for discussion:

What is the Identity of PD?

Is psychodrama more than a method?

Why do we try to translate some words from other intervention models instead of clarifying Psychodrama concepts in our own words? (e.g.: What does interpretation mean in Psychodrama?)



We need to say what psychodrama is.

What do we give up (lose) if we think in terms of transfer and counter transfer instead to use role theory?

Similarities and differences in Psychodrama

- The human being vision (assumption) (“Menschenbild”)
- differences between different epistemological backgrounds that are using PD techniques

Psychodrama and the analysis with active participation techniques

The positivism /existencialism and post modernism epistemological point of view

To do DSM Diagnosis in Psychodrama words



Implications of all those questions in our Psychodrama Training and in Research projects

### Next steps

How to communicate with other psychodramatists : work like in wikipedia (psychodramapedia);

Compilation of each subjective truth about the different psychodrama concepts:

Tele

Semi-reality

Role Theory

1) Marco Greco and Danielle will put on the website between 3 and 5 topics.

2) To collect in Germany (Agnes), Sweden (Ann), Italy (Anna), Norway (Melinda),Portugal (Gabriela), Romania (Cristina) what has been written about those topics.

## 4.3 Psychodrama intervention with violence victims: Women & their children

**COORDINATOR:** Ines Testoni

**PARTICIPANTS:** Ines Testoni, Maria Silvia Guglielmin, Michael Wieser, Maria Gorinova, Teodora Nicolova, Cristina Badea, Agnes Dudler, Inge Mühlsteinger, Andrea Burtscher

**DEFINITION OF TOPICS** - Presentation of the theoretical basis of EMPoWER 1 and of the possibility to enhance it and widening the target and implementing the psychodrama intervention.



**To widen the target:** The opportunity that European policy offers to improve EMPoWER is the possibility to support and solve the problems of children who are witness of familiar violence, or are suffering from violence, whose mother is in treatment with EMPoWER project

**To implement the intervention:**

To differentiate kinds of interventions on the basis of target needs

To define strategies of cooperation between social workers & psychodramatists

**DISCUSSION:** The group discussed the characteristics of psychodrama interventions in natural groups – i.e. family and couple therapy – shelters... It was considered the topic of educational experiences in dyadic relationship mother/ child, and it was considered the possibilities of similar interventions with violence victims. Furthermore, it was underlined the importance of real world work in intercultural problems that determine “sociatry” conditions. It is a unsolved problem the question of the cooperation between social workers and psychodramatists in real world intervention

**TESTIFYING EXPERIENCES:** The group has defined some crucial topics to consider, in order to implement EMPoWER

- Definition of MONODRAMA and linguistic differences from “Individual psychodramatic techniques” (Inge Mühlsteinger & Andrea Burtscher)
- Psychodrama intervention in natural groups
  - In family intervention (Michael Wieser)
  - In dyadic intervention – mother-child relationship (educational experiences of Ines Testoni)
  - In Rehabilitation centers – Shelters (Teodora Nicolava & Maria Grinova)
  - In different family conditions (i.e. immigrated groups Teodora Nicolava & Maria Grinova)?

EMAIL: [ines.testoni@unipd.it](mailto:ines.testoni@unipd.it); [mariasilvia.guglielmin@gmail.com](mailto:mariasilvia.guglielmin@gmail.com)

WEBSITE: [www.empower.unipd.it](http://www.empower.unipd.it)

#### 4.4 Effectiveness and TRAINing (Research in an Applied Network of Trainees)

Group 1 aims to develop a **Research on effectiveness of Psychodrama**

**Participants:** Galabina Tarashoeva, Jasna Veljkovic, Maurizio Gasseau, Mari Rautiainen, Susanne Kunz Mehlstaub, Raffaella Gonella, Nuno Marcio de Campos Pires

Group 2 aims to **TRAIN** students to develop research and how to use instruments

**Participants:** Inci Doganer, Jutta Fürst, Ana Sofia Cruz, Hannes Krall

The two groups exchange knowledge about instruments and documentation systems but work in future separately in their tasks.



In the intervention we had four presentations:

- Mari Rautiainen presented her work on “The effectiveness of Psychodrama”
- Ana Sofia Cruz “Individual and group changes in Psychodrama. A naturalistic study”
- Maurizio Gasseau “Outcome and process studies in Psychodynamic Group-Psychotherapy. Analytic Psychodrama and group analysis”
- Inci Doganer presented a documentation system, a role analysis

The research about effectiveness of Psychodrama is still very close to the medical model and we should try to develop another methodology that responds to our needs

### **We discuss possibilities to evaluate the therapeutic process**

Instruments:

- Change Interview
- HAT – Helpful aspects of therapy
- PQ – Personal Questionnaire
- SAI-R

Systems of analyze:

- IPA – interpretative phenomenological analyze
- HSCED – Hermeneutic Single Casa Efficacy Design
- TICAS – category system to analyze the HAT

Software monitoring system:

- IPPS

### **Next Steps:**

- Exchange of the different forms of records of sessions (documentation) in order to find a consensual way (Inci Doganer, Ana Sofia Cruz)
- Define instruments to measure group process
- To find funds for research projects

## **5. Next Meetings of the Research Committee**

### **Sofia/ Bulgaria: 24.-26. February 2012**

Galabina Tarashoeva presented some impressions from Sofia and the hotel where we are going to stay.

We are planning:

### **Porto/ Portugal: 13-15. October 2012 (Saturday to Monday):**

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

### **Padova/ Italy: February 2013**