

## **Educational objectives and contents of the Basic Level for Psychodrama-Assistant**

The basic psychodrama techniques and development of the essential fundamental properties in psychodrama are taught in the elementary course.

Through feedback from the group and as protagonist, using "auxiliary-ego" (Hilfs-Ich) and in role-exchange on the psychodrama stage the group members are able to improve their abilities in experiencing situations, their potential for creative and spontaneous actions and their role flexibility. In their encounters with other group members the participants develop their recognition and abilities for empathy and confrontation.

Through their encounters and experience the participants gain insight into their own psychodynamic and their reactions to contact with the other group members. Simultaneously to this the participants consciously recognize the effects of social interaction on their own behavior. This is stimulated and strengthened through sociometric intervention. The participants experience how they themselves behave both in their own roles and in the roles of their social partners through different levels of their biographies (the true experience of the second instance, freed from the first instance, Moreno).

Through special topics covered during the training course and in special seminars outside the training group, the participants acquire essential techniques of the triadic method - from J.L. Moreno. Among others these should include:

- Protagonist centred psychodrama, dream work, vignettes, sculptures, photos, and moving pictures.
- Group and small-group games such as improvisation-theatre games, fairytale games (either based on a written presentation or as an open group fairytale), socio-drama, bibliodrama, anti-role-games
- Sociometric methods including the social atom as well as techniques for explanation of psycho-dramatic relationships
- Supplementary techniques such as warming up, monodrama, magic-store or techniques from play-back theatre and from educational theatre that enrich psycho-dramatic work.

Study of these methods is accomplished by practical learning and investigation through individual-experience. Methodical and theoretical reflections and discussions are made possible by the students experience of "Open Staffs" and regular process analysis of group-processes and individual sequences.

### **Leadership Practice and Exercises**

Alongside their personal and individual experience the participants are given the possibility to test their methodical competence by practicing the leadership role of the education group. This is done during the education course through independent "Warming Ups", reviews of the study, process analysis and through the teaching of vignettes and other "play" sequences. For the preparation of these roles it is recommended that the participants repeatedly hold small special "workshops", e.g. doubles practice, scene construction, exchange of roles, interviews etc.

On completion of the elementary course the essential qualifications for directing protagonist work and the implementation of counseling processes using the methods of psychodrama should be thoroughly understood.

## **Seminar Papers**

To help deepen understanding of the education, especially psychodrama theory, each participant presents a seminar paper. The presentations should be "psycho-dramatic", which means stage sequences or exercises should be embedded in them. This helps and supports creative work, such as how theoretical content can be conveyed psycho-dramatically. A written form of the presentations should also be given to all the group members.

Presentations in the elementary course should be chosen from the following topics:

- The central handling techniques (role-exchange, doubling, interviews, mirroring)
- The meaning of the group in psychodrama (sharing, role-feedback, identification-feedback and the meaning, application and evaluation of group play/games)
- Moreno's conception of man and his role theory
- The social atom or special aspects of sociometry

## **Protocols**

During the elementary level the participants should prepare three different protocols which must be approved by the course leadership.

- Procedure/Process protocol of the education block with emphasis on the group and the topics, written by 2 people
- Sequence protocol focusing on the thematic processes during a sequence
- Sequence protocol focusing on the leadership processes during a sequence

To help them the participants should be given a protocol format which they can use as a basis.

## **Evaluation**

In the middle and at the end of the elementary course an interim and final evaluation is made. Thus every participant receives a current impression of their own methodical and theoretical competence, through self-assessment and through assessment of the other participants and the leadership.

The evaluation is made using the following criteria:

- How thoroughly does the participant try to explain and analyse herself as protagonist, as antagonist, as auxiliary-ego, in group games/play, in feed-back situations
- How well does the participant work with regard to empathy, perception of oneself and perception of others, role flexibility, creativity
- How does the participant perceive group processes and how do they behave in corresponding situations, especially in conflict situations

The interim evaluation is especially important in showing which areas of self-assessment and the assessment of other people the respective participants still need to work on and in which areas of psycho-dramatic competence further development is necessary.

The final evaluation should clearly show if the participant has completed the elementary level successfully and whether a continuation of the education in the advanced course can be recommended. This decision is made by the group leaders

## **Leadership and Management**

The elementary level education should be conducted by a management/leadership pair. It is preferable to have a woman and a man, but not essential.

The training officers (leadership pair) must be personal members of the PIfE.

If the course leader is running an elementary level education group for the first time, the leadership must receive constant supervision from a supervisor who is a member of the PIfE.

Bernd Fichtenhofer  
in the name of the PIfE-Board  
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