



# BOARD NEWS

## MESSAGE FROM THE PRESIDENT Catherine D. Nugent, L.C.P.C., T.E.P.



Dear Certified Psychodramatists:

As we endure these difficult days of COVID-19, many of us encounter fear, worry, the sense of not being safe, and unfamiliar practices such as physical distancing and wearing face masks outside our homes. In addition to all this, round-the-clock news, empty grocery shelves, and economic shortfalls have disrupted our usual routines. Our world is significantly changed.

**Hard Questions:** Victor Frankl, the Jewish psychiatrist who survived Auschwitz and went on to create Logotherapy, exhorted us to recognize that: *“Between stimulus and response there is a space. In that space is our power to choose our response. In our response lies our growth and our freedom.”*

During these times when our cultural conserves are challenged, Life calls us to ask big, essential questions: *What kind of person do I want to be? How do I choose to live my life? What world do I want to build — for myself, my loved ones, my clients, friends, neighbors and all of humanity?* Be-

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## 2020 Applicants for CP & TEP Must Pre-Register

Persons seeking to become a CP or a TEP this year must pre-register (this is the same requirement as always). However, it is essential this year so the ABE can communicate current and future accommodations to them in a timely manner. We want to assist them in their preparation of materials, but can't if we don't know who they are or how to contact you.

## ★ Coronavirus Accommodations ★

The ABE is committed to spontaneity and creativity in addressing issues related to the Coronavirus pandemic. For now, the ABE, has approved five accommodations in the regular processes. If the pandemic continues for longer than anticipated there may be further accommodations.

**\*PAT Application deadline has been extended from July 15 to September 9th.**

The regular deadline is July 15th, but due to a delay in on-sites, the ABE has extended the deadline to September 9.

This extension of the time deadlines will give CP candidates who have not yet had their on-sites and who would like to enroll in the PAT process extra time to submit their PAT applications.

**\*CP & TEP application deadlines have been modified.**

The ABE requests that CP & TEP applications be submitted by the regular date (July 15). However, applicants do not have to complete all the requirements by July 15th. Applications will be reviewed and either “admitted” or “admitted provisionally.” If there are missing materials or required hours, the applicant will have until October 9th to send verification that all required training and supervision hours have been completed.

This will provide flexibility to help individuals make up cancelled or postponed activities that would have been completed had it not been for the pandemic.

**All TEP candidates\* will be exempt from submitting a PAT Annual Update and paying the PAT Annual Update Fee in 2020 (Original Due Date - July 15th).** There are 15 TEP candidates in Asia who are in limbo and have passed their written exams but no date has been scheduled for their on-site exams.

**All TEP candidates\* will pay dues at the CP level for 2020.**

**The continuous registration fee (Original Due Date - July 15th) for all CP candidates\* will be waived for 2020.**

There are 10 CP candidates in Asia and 8 CP candidates in the USA who are in limbo and have passed their written exams but no new dates have been given for their On-site exams.

\* A candidate is someone who has applied and been admitted for either the CP exams or the TEP exams.

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# FROM THE EDITOR:

## Martica Bacallao, PhD, T.E.P.



I emailed the board of directors with the question: how would you describe what it's like to be on the board? Michael Gross emailed me back with a riveting 1st sentence: "I wanted to know how the certification sausages were made and I became one of the gears in the meat grinder." Let's explore his cooking metaphor to take a look at the nuances of the certification process in the hands of a master chef (Dale Buchanan) and his cooking colleagues (the board of directors). Like a 5-star restaurant, the board, over time, has fashioned a systematic, fair, open and inclusive process for serving the psychodrama community by certifying new practitioners and trainers. To go back to Michael's metaphor, a grinder is a kitchen appliance that finely chops and mixes meat, fish or vegetables to produce a filling. While on the outside, a grinder can look intimidating, complex and heavy to lift, it is actually designed for 2 purposes; to grind meat/fish/vegetables, and to mix them with other ingredients. The Board, even though it may appear complex and intimidating, also has 2 purposes; to establish, for the USA, professional standards in the fields of psychodrama, sociometry and group psychotherapy, and to certify qualified professionals on the basis of these standards.

When new board directors attend their 1st ABE meeting, they hear about the sub-committees and then, make their selections on which ones to work on. This is comparable to becoming one of the working gears in the grinder.

In order for prepare the grinder to work, blades are either replaced or sharpened periodically. The ABE holds annual elections for new (replaced blades) or returning (sharpened blades) board directors with a 3-year term. This helps prevent the blades from becoming blunt, which could decrease the grinder's efficiency. New and re-elected board members keep the grinder in optimal working condition, adhering to best practices.

Prior to the board meetings, directors are sent an itinerary along with the necessary information to read ahead of time. Directors make their best decisions when they are 'chill' (relaxed) just like gears are stored in the freezer before putting them to work.

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Members are encouraged to submit Newsletter materials.

As the people, like the pieces, get assembled into the working space, the spontaneity, creativity and safe, caring atmosphere is like the oil that lubricates the gears. When we come together, warm greetings and hugs are extended, a mindfulness centering settles us, and a caring check-in begins. The grinder remains level and steady at all times, even during the pandemic.

Gears are never sitting around in a bucket of water during board meetings. And if the temperature in the working space starts getting hot, there is a temperature controller who will cool it down. Hard-working gears do not want to be exposed to extreme heat.

As the week-end meeting comes to a close, all parts (and people) are carefully disassembled. Communication by email is received like handfuls of rice thrown into the zip-lock bags to help the gears absorb any unnecessary moisture that may cause them to rust.

If you're interested in what's going on in this kitchen, contact a board director. If the metaphor of a grinder and gears clarifies what it's like to be on the ABE and you can envision yourself as part of this process, call a board director today! And if you just want to talk about sausages, call Michael Gross.

## ELECTED BOARD DIRECTORS

July 1, 2019 to June 30, 2020

*President:* Catherine D. Nugent, L.C.P.C., T.E.P.  
*Vice-President:* Martica Bacallao, Ph.D., T.E.P.  
*Secretary:* Melinda J. Cornish, MSW, LCSW, C.P., P.A.T.  
*Treasurer:* Sylvia Israel, M.F.T., R.D.T./B.C.T., T.E.P.  
*Directors:* Michael Gross, Ph.D., RADT-II, CET-III, C.P., P.A.T.  
Barbara Guest, B.Ed., M.S.W., T.E.P.  
Liwen Molly Mo, M.Ed., R.C.C., LCP, T.E.P.  
Fredilyn Sison, J.D., C.P.  
Julie Wells, M.S.W., L.C.S.W., T.E.P.

## 2020 ELECTION RESULTS

Catherine D. Nugent, L.C.P.C., T.E.P. and Siyat Ulon, M.D., T.E.P. were each elected to a three year TEP Board Director position.

## NEWLY ELECTED BOARD DIRECTORS

July 1, 2020 to June 30, 2021

*President:* Catherine D. Nugent, L.C.P.C., T.E.P.  
*Vice-President:* Barbara Guest, B.Ed., M.S.W., T.E.P.  
*Secretary:* TBA  
*Treasurer:* Sylvia Israel, M.F.T., R.D.T./B.C.T., T.E.P.  
*Directors:* Michael Gross, Ph.D., RADT-II, CET-III, C.P., P.A.T.  
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Julie Wells, M.S.W., L.C.S.W., T.E.P.

# Tips and Rules for Writing the Written Exam

Martica Bacallao, PhD, T.E.P. & Liwen Molly Mo, MEd, RCC, LCP, T.E.P.

Take a few deep breaths before you continue reading about some tips and rules for candidates who will be sitting for the written portion of the CP and TEP exam. You've already got the first tip down... take deep breaths. Next, begin with an essential role reversal. For the PAT candidates, be in the role of 'trainer' and remain in that role until you finish the exam. For the CP candidates, be in the role of 'director' all the way through to the last question. Stay strong in these roles throughout your exam time.



on the day of the exam to specifically answer the questions. Essays are not to be written before the exam, memorized and used on the exam. We encourage you to trust your spontaneity and creativity in the writing of the exam. Give yourself a sufficient warm-up by doing the practice exam questions for each section. These can be found on the website. Begin writing responses to previous exam questions several months before sitting for your exam. Add the timing component gradually to increase your warm-up and preparation.

In your role as 'director' or 'trainer', read the entire question and then, break it down by each part that asks for information. For example, when the question asks to identify and describe, you see that there are two parts to address; to identify (i.e. determine or single out) and to describe (i.e. include relevant characteristics, details, give a full picture). Since it is easy to overlook the different components of a question, try highlighting each part in a different color as a visual reminder for yourself. It is easy to become preoccupied with our thinking, recalling, applying and writing, that we forget to return to the question after we completed a writing portion. Just as you start by reading the question, end by re-reading it to make sure all components have been answered. Ask yourself, "Did I identify? Did I describe?"

When a question asks to explain, tell us how it happens or why it happens. Anchor your explanation in theory and/or philosophy, not in imagination. Explanation is non-fiction. Sometimes, constructing an explanation in steps or stages can be a helpful way to organize it.

For PAT candidates, a simple formula to structure some responses is to begin with the didactic piece of the training (the teaching), a modeling piece (the demonstration), and a practice piece (to try out the concepts, techniques and skills). Set up small groups where trainees rotate between the roles of director, protagonist, auxiliary and audience to practice. Ending your response with ways to apply the learning into a wider realm of work or with other populations, broadens the scope of the training session.

Let's review some of the rules about taking the written exam. Responses to the exam questions are written in the present time, during the exam taking. You are creating new essays

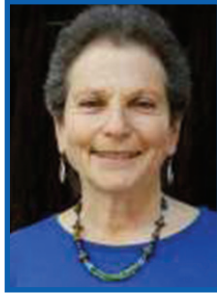
The use of external resources such as notes, internet searches, books or articles are not permitted during this closed book exam. Documents on your computer or printed out may not be copied/pasted on your exam. Doing a search on the internet or online for any external information such as definitions, dates, events or any material to answer the exam questions is not allowed. The only information you are permitted to add when submitting the final version of the written exam is a full citation for 1 single reference. Diagrams are never required on the written exam. If you want to create a diagram on your computer, keep it simple and do it quickly as to not lose time in writing your responses. Any diagram on your exam is done in real time, not prior to the exam and then attached.

Here's a quick reminder of the top 4 tips for taking exams; (1) get a good night's sleep so that your mental capacity and concentration are at their best, (2) exercise to relieve stress and anxiety and get the blood flowing to your brain to help you think more clearly, (3) drink plenty of water to keep your brain hydrated (and yes, your body, too), (4) keep in mind that your trainers, colleagues, and all the board directors want you to do well! With sufficient warm-up, taking care of yourself, abiding by the rules, staying in role, and a surge of spontaneity and creativity, we believe the next group of candidates can do this!

# 2019 Written Examination Evaluation

Sylvia Israel, LMFT, RDT/BCT, T.E.P. & Fredilyn Sison, JD, C.P.

We are delighted to honor the new group of colleagues who passed the written exam for Certified Practitioner and Trainer, Educator, Practitioner. This year marks our largest number of candidates in many years. All 21 CP candidates and 22 TEP candidates passed the written exam. We appreciate that the rigorous requirements of the certification process require dedicated effort by candidates and sustained encouragement and coaching by their trainers and other community members.



Some of these candidates have also successfully passed their on-site examinations: look for them in the newsletter section on ‘Newly Certified Psychodramatists.’ Some have not yet had their on-sites due to “shelter-in-place.” (Please see the “President’s Report” article for more information regarding the on-site exams.)

All reviewers and Board members are blinded to the identity of the candidates during the review process. The Board seeks to balance the integrity of the practice of psychodrama and the review process with an eagerness to see the community of practitioners and trainers expand. Specific details about the scoring process can be found on the ABE website in the CP Study Guide (<http://www.psychodramacertification.org/docs/CPStudyGuide.pdf>) or the TEP Study Guide (<http://www.psychodramacertification.org/docs/TEPStudyGuide.pdf>).

Previous exam questions also are published on the ABE website (at respectively, <http://www.psychodramacertification.org/docs/CPWrittenExam.pdf> and [http://www.psychodramacertification.org/- docs/TEPWrittenExam.pdf](http://www.psychodramacertification.org/-docs/TEPWrittenExam.pdf)). The 2019 CP and TEP written exam questions appear elsewhere in this issue (see “Continuing Education Quiz: 2019 Certification Examinations”).

## **CP Written Exam**

The candidates for the CP written exam did extremely well, as all 21 candidates passed. The comments discussed here are offered to future examinees and trainers in preparing for and taking the CP written exam.

Generally, the issues that arose with the CP exams were lack of focus in answering the question, failure to develop a complete answer, and not answering the exam question at all. Below is more in-depth analysis of responses that were rated poorly.

Of all the topics, sociometry essays were the strongest. There were no issues of note.

History exam answers were too brief in some cases. Some of the History essays had wrong definitions of psychodrama terms and other factual inaccuracies. Many applicants gave

excellent examples of events but discussed events without location or context; some gave wrong names for events. In a few essays, it was clear that the candidate had adequate knowledge of the events but glossed over them, failing to discuss them fully and their importance to the development of psychodrama.

In Methodology, some essays had neither definitions of terms nor their purpose. Even though a certified psychodramatist is grading the exam, the test taker should assume for purposes of writing the answer that a layperson is reading the exam: *What is “sharing?” What is the purpose of “sharing?” What is “role reversal?” When should it be used?* Some essays failed to use standard terminology and provided made up names: spectrogram vs. “lining up.” The essay should have discussed the differences between sociodrama and psychodrama and the distinction between sociodramatic roles vs. personal work. There should also have been a discussion on how to direct a sociodrama, including the purpose or intention for each phase; for an answer to be complete, it was not enough to describe what was happening without a how and a why.

In Philosophy, some essays did not provide complete descriptions of childhood development in explaining how the self emerges. In addition to identifying each key point of the process, there should also be a clear and clean explanation. The answer should have included the three categories of roles, defining each and an explanation of the individual and social component of the role. Some essays provided examples from professional and personal work, which made the answer more powerful, but when using these types of examples, there should also be a discussion on how they apply to theoretical concepts. There was confusion between self-awareness and emergence of self from roles.

In Related Fields, applicants described a related field, providing a number of interesting descriptions about their work in that field. However, some essays did not state how the related field influenced the applicant’s approach to psychodrama.

In some of the Research answers, too much time spent on providing facts of a case study rather than discussion of the social atom and its use. The essay required a discussion of what a social atom is, why it was appropriate to that case, how to construct a social atom and how to use it to assess progress. As in other topics, correct terminology was an issue: social atom vs. social atomic.

In Ethics, some of the essays required more development of answer, such as an explanation of why specific choices were made for a particular group. With the issue of touch, it was necessary to explain how to set the tone in the group to

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# CONTINUING EDUCATION QUIZ 2019 CERTIFICATION EXAMINATIONS

## CERTIFIED PRACTITIONER

### HISTORY

Describe three (3) events in Jacob Moreno's life through which he developed sociometry.

### PHILOSOPHY

Moreno wrote, "Roles do not emerge from the self, but the self may emerge from the roles." Explain your understanding of his concept.

### METHODOLOGY

1. Describe how you direct a sociodrama. Include warm-up, action and sharing.
- 2A. Define role reversal. Give two (2) examples of how, when and why you have used role reversal.  
OR
- 2B. You are directing a psychodrama. The protagonist is indecisive or becomes stuck. Identify and discuss two (2) action methods you can use.

### SOCIOMETRY

1. Describe how you have used three (3) sociometric methods in the warm-up phase of a psychodrama session.
- 2A. Name one (1) paper and pencil (written) sociometric test/exercise. Describe when and how you use it in your group.  
OR
- 2B. List three (3) ways to choose a protagonist. Describe one in detail including the pros and cons.

### ETHICS

Describe two (2) ethical concerns related to touch in your group. Discuss how you establish safe touch guidelines.

### RESEARCH

Describe how you use the social atom to assess your clients' progress.

### RELATED FIELDS

Psychodrama addresses four (4) categories of roles: (1) somatic roles; (2) intrapsychic roles; (3) interpersonal roles, and (4) transpersonal roles. How does your knowledge of a related field influence your approach to one (1) of these role categories?

## TRAINER, EDUCATOR AND PRACTITIONER

### HISTORY

Design an action training module using three (3) events from Moreno's life to show the development of sociometry.

### PHILOSOPHY

Moreno wrote, "Roles do not emerge from the self, but the self may emerge from the roles." Describe how you teach this concept to your students.

### METHODOLOGY

1. Describe an action training module to teach sociodrama to your students.
- 2A. Design an action training module to teach how, when and why to use role reversal.  
OR
- 2B. How do you teach your students to direct a protagonist who is indecisive or has become stuck? Identify and discuss two (2) action methods you would teach.

### SOCIOMETRY

1. Design an action-training module to teach your students how to use sociometry in the warm-up phase of a psychodrama session.
- 2A. Name one (1) paper and pencil (written) sociometric test/exercise. Formulate an action plan to teach its use.  
OR
- 2B. Explain how you teach your students three (3) ways to choose a protagonist. Include the pros and cons of each.

### ETHICS

Describe how you teach your students to establish safe touch guidelines.

### RESEARCH

Describe how you teach the social atom to assess your clients' progress.

### RELATED FIELDS

Psychodrama addresses four (4) categories of roles: (1) somatic roles; (2) intrapsychic roles; (3) interpersonal roles, and (4) transpersonal roles. Describe how you teach your students to incorporate their knowledge of a related field to influence their approach to one (1) of these role categories?

# Scott Giacomucci Awarded the 2020 Emerging Social Work Leader by NASW

Martica Lourdes Bacallao, MA, MSSW, PhD, T.E.P.

There are leaders, and there are those who lead. Leaders hold a position of power. Those who lead, inspire us. Scott Giacomucci, DSW, LCSW, CTTTS, CET III, PAT, is an individual who leads in our psychodrama professional community. His motivation to lead is deeply personal. He carries psychodrama into the next generation while inspiring others to join this mission. This was his promise to Zerka Moreno during the end of her life.



Scott Giacomucci is the 1st recipient of the National Association of Social Workers' (NASW) Emerging Social Work Leader Award in 2020. This award acknowledges a social worker at the beginning phase of their career (5 years post-graduate) that has demonstrated outstanding leadership.

Some of the projects that have earned Scott the national award as an Emerging Social Work Leader are his clinical work at the Phoenix Center and Mirmont Treatment Center, his publication articles which include a practice-informed research study, a dissertation (SPARC), co-editing of Moreno's newly published *Autobiography of a Genius*, and co-editing a forthcoming book series titled, *Psychodrama in Counseling, Coaching, & Education* (Springer Nature). Scott created and teaches a psychodrama course at Bryn Mawr College, along regular guest lectures in the Philadelphia area. He is an active executive council member with the American Society of Group Psychotherapy and Psychodrama (ASGPP) and the International Society of Experiential Professionals (ISEP).

His leadership on these diverse projects received the attention of the NASW organization. His efforts to bridge NASW with psychodrama were strategically planned by publishing in NASW Press Journals, the Social Work with Groups Journal, the Pennsylvania Society for Clinical Social Work and local MSW program newsletters. He also presented psychodrama workshops at the NASW and the International Association for Social Work with Groups (IASWG) conferences. At the NASW conference, one of his co-presenters, Dave Moran, nominated Scott for the new Emerging Social Work Leader award.

The following is an excerpt of a recent interview with Scott. He shared how he leads by his way of thinking and what he does to follow through on his projects.

**Scott:** One thing I've noticed in trying to integrate psychodrama into NASW, is that there are other conferences to integrate it: ACA, APA, NASW, and all the larger mental health fields. It is much more impactful presenting at these other conferences than the psychodrama conference. I presented at Association of Specialists in Group Work Conference a few months ago, which was in Puerto Rico, and I'm pretty sure my workshop was the only psychodrama workshop. People were somewhat familiar with psychodrama and very interested in it. NASW is the largest mental health as-

sociation in the country. For comparison, we have between 300 to 400 ASGPP members, and 430 psychodramatists certified by the American Board of Examiners (ABE), whereas, NASW has 120,000 members. That's 300 times larger than ASGPP. A lot of the work I'm trying to do goes beyond our psychodrama community to connect with the other associations. When we get our presentations & publications out in these other professional societies, we reach a much larger membership.

The International Society of Experiential Professionals (ISEP) is the credentialing board for experiential therapists. They offer 7 or 8 different certifications in experiential therapy and experiential work for clinical professionals. All psychodrama trainers are credentialed to give ISEP training hours but a lot of psychodrama trainers don't know about ISEP. The certification in experiential therapy is a nice warm-up process to the CP because ISEP offers 3 Certified Experiential Therapist (CET) levels that require 90 hours, 200 hours and 500 training hours. The CP is 780 hours. What I found is that a lot of agencies and professionals are not interested at the beginning of their training in the CP because it's long and too far away to really create a vision for themselves as a CP. But when I tell them that they can get a certification in experiential therapy in 90 training hours with supervision, and a non-clinical professional can become a Certified Experiential Specialist (CES) in 40 training hours with supervision, it helps to get people and even agencies to buy into the process. Non-clinical professionals tend to be students, lawyers, ministers, teachers. I've put together a package that I promote to different treatment centers where I do one monthly, 3 or 4-hour training, and by the end of the year, their entire team has 40 hours of training with some supervision hours. Almost everyone on the team is eligible for entry level certification as Certified Experiential Specialist (CES). The organization as a whole can get certified and designated as an Experiential Certified Organization (ECO), which allows programs to distinguish themselves among different competitors.

**Q:** Many people can lead but not all of them want to lead. What drives you to lead?

**Scott:** In one of my previous pieces that has not yet been published, I wrote about ASGPP's organizational history and its development; the traumas and losses the organization has experienced, the re-enactment of Moreno's genius as well as his megalomania. My ambivalence about leading comes a little bit from that history and about wanting to stay humble. Some of the ambivalence is about being an introvert. Staying in the spotlight and being around people all the time, makes me realize how it completely exhausts me. I much prefer to do leadership stuff behind-the-scenes.

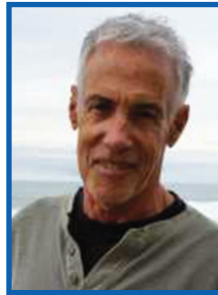
What drives me is the promise I made to Zerka. A few months before Zerka's death, my trainer at the time, Kate

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# The Launch of a New Website

Michael Gross, PhD, RADT-II, CET-III, C.P., P.A.T.

More than a decade has passed since the website for the American Board of Examiners was established. Since then, rapid transformation in web design standards, security enhancements, and portability across multiple devices including mobile phones required a wholesale redesign, which is being launched this spring. The new website serves two broad functions: (1) access to the offerings of Certified Practitioners and Trainers, Educators and Practitioners via a member directory and a workshop calendar; (2) all documentation of and materials required to support the procedures for CP and TEP certification. You may be thinking, what's new about the new website? Read on.



both pathways have been schematized as Roadmaps. Most of the panels of the Roadmaps are linked to sections of documents that provide detailed information about that step. (see roadmaps on pages 23 & 24)

Also, to facilitate access to information about key due dates and all dues and fees, a consolidated table lists these key pieces of information.

The website is being developed to allow for the future option of online payment of dues and fees once this becomes administratively feasible for implementation by the ABE.

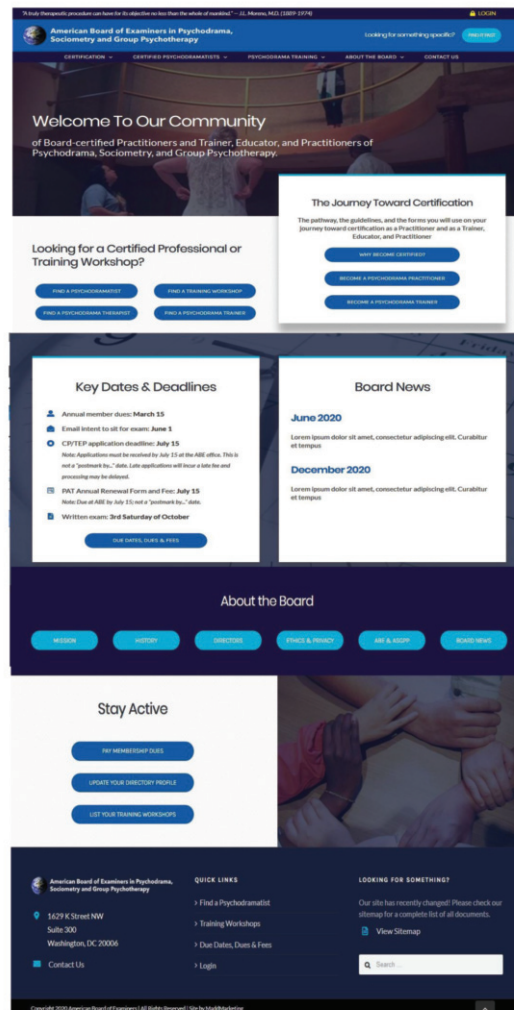
## Increased Accessibility of Information About Certification Processes

The design of the website seeks to guide CP and TEP candidates through key components of the certification process. Prospective CP candidates are guided through the principal elements of the learning process – training, education, the supervised practicum and the assessment process, submitting an application and taking a written and an onsite exam. Prospective TEP candidates are, likewise, guided through the Practitioner Applicant for Trainer processes – PAT initiation and annual updates, supervised practicum, professional development and the assessment process, submitting an application and taking a written and onsite exam.

Like most modern websites, the new ABE website provides multiple ways to efficiently move through the site to find pertinent sections, including drop down menus at the top and bottom of every page with a quick link to a site map and search function in both places. The site map lists every individual document including all forms; a site-wide search function that helps pinpoint relevant documents and forms.

## Roadmaps; Due Dates, Dues and Fees Schedule

Because the process of becoming a CP or TEP is complex, with many individual steps, requirements and deadlines,



## Fillable forms and Printable Pages

In the past, all forms had to be printed out and completed by hand or with a typewriter. On the new website, all forms (which are in PDF format) may be downloaded and, when opened using Adobe Acrobat Reader, which is free (<https://get.adobe.com/reader/>), they can be filled out using a computer, saved, and printed for submission. (The ABE has determined that online submission of forms is not administratively feasible at this time and will continue to require that they be sent by mail or a delivery service.)

Web pages that contain instructions about various elements of the certification process all have Print and PDF buttons which allow these pages to be transformed into a print-ready format.

## Improved Member Directory for Marketing Services

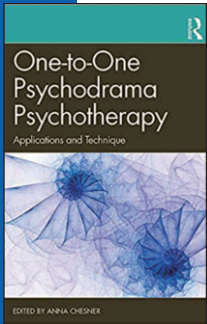
The Member Directory remains a vital tool that helps the public as well as certification candidates identify CPs and TEPs. For licensed therapists, it includes a more fully elaborated listing of types of services offered together with a Directory Search capability to easily specify which services a user seeks. Tele-

therapy has been included as a practice modality in recognition of its increasing importance. With the newly approved inclusion of Distance Learning as an accepted modality for practitioner training, this category is now specifically designated as an option in PAT and TEP member profiles.

# Spotlight On New Publications

Barbara Guest, MSW, T.E.P.

Listed below are new publications. For more information, contact the author at our website:  
psychodramacertification.org

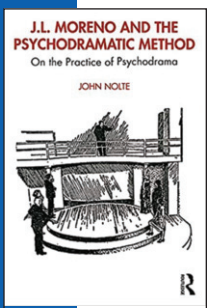


**Anna Chesner - Editor**

## One-to-One Psychodrama Psychotherapy: Applications and Technique

*One-to-One Psychodrama Psychotherapy: Applications and Technique* is a valuable resource and manual for those training in or practicing psychodrama with a one-to-one client system. Current thinking and practice on psychodrama with individual clients was further developed and refined by the London Centre for Psychodrama Group and Individual Psychotherapy.

This book contains two main parts; the first part provides a comprehensive background to the field and the second part elaborates on theory and techniques. Client one-on-one experiences with practitioners were developed into case studies. The cases discuss a diverse array of issues, such as anxiety, grief, shame, eating disorders, dissociative identity disorder, multi-agency work with children and youth, along with brief interventions within an organizational setting.



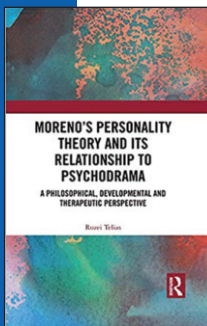
**John Nolte**

## J.L. Moreno and the Psychodramatic Method: On the Practice of Psychodrama

A thorough description of psychodrama is explored in this book, beginning with its intrinsic nature, its applications, theories and practices of the techniques.

This is the complete work on psychodrama techniques by the originator of psychodrama, J.L. Moreno, who was a psychiatrist and pioneer in mental health and group work. Methods for handling situations and scenarios that frequently arise in psychodrama sessions are described and amply illustrated with examples from actual

psychodramas. The existential philosophy upon which psychodrama is founded, Moreno's Doctrine of Spontaneity-Creativity, and the theories important to understanding psychodrama are all discussed. The final chapter is devoted to the life and work of J. L. Moreno.



**Rozei Telias**

## Moreno's Personality Theory and Its Relationship to Psychodrama: A Philosophical, Developmental and Therapeutic Perspective

*Moreno's Personality Theory and its Relationship to Psychodrama* discusses Dr. J. L. Moreno's theory of personality and its relationship to psychodrama from the philosophical, developmental and therapeutic aspects. It provides a theoretical model, based on Moreno's personal experiences, combining existential-theological worldviews with a developed personality theory. Giving an integrative and critical discussion and analysis of Moreno, personality theory and psychodrama, Telias invites the scholarly community to revive the interest in Moreno's important body of work with this book, that fills a gap in the theory of psychodrama and sociometry.

The book analyses Moreno's work from six interrelated perspectives: theory and Moreno's biography, the philosophical-theological aspect, the developmental approach and role theory, and psychodrama and sociometry. It explores parallels between Moreno's biography and his theory of self, examines the development of the concept of Godliness in different stages of life. It considers Moreno's philosophical-theological perception of the self, Moreno's theory of the development of the self, the significance of the concept of "role" in Moreno's theory, and how personality theory can be viewed through psychodrama. Rozei Telias manages the Theater of Life Institute - Psychodrama and Negotiation Training.

## Psychodrama and Sociometry Journal Articles Written by ABE Members 2019, 2020

Journal: *Frontiers in Psychology*, April 2020  
Author: Scott Giacomucci and Joshua Marquit  
Title: Effectiveness of Trauma Focused Psychodrama in the Treatment of PTSD Inpatients in Substance Abuse Treatment

Journal: *The Group Psychologist*, November 2019  
Author: Scott Giacomucci

Title: Experiential Group Psychotherapy and Psychodrama: An Invitation to an Encounter

Journal: *Arts in Psychotherapy*, February 2020  
Author: Scott Giacomucci  
Title: Addiction, Traumatic Loss and Guilt; A Case Study Resolving Grief Through Psychodrama and Sociometric Connection

*This announcement of new publications is done as a public service to the psychodrama community.  
The Board neither recommends nor endorses any of these publications.*



## Ways Psychodramatists are Responding to the Pandemic

Sylvia Israel, LMFT, RDT/BCT, T.E.P.



I live in the San Francisco Bay Area. California Governor Newsom, gave shelter in place orders early on. Since mid-March, I have been home except for walks in my neighborhood. I, and all the therapists in my area have moved to online formats. Some of my clients prefer to wait to see me when we can meet in person.

I canceled my March psychodrama workshop as I did not have the technical skills to work online. Since then, I have been busy educating myself in how to direct and teach psychodrama groups on line. I have never been very comfortable with technology but this pandemic has pushed me to take on a new role: Online psychodrama trainer!

To prepare for this role, I have been attending a twice a week class with Ozge Kantas, a Turkish psychodramatist who has been leading groups online for years. I have also attended many ASGPP offerings. In addition, I attended a Therapeutic Spiral International online workshop, online improv and dance /movement classes and a class for educators wanting to incorporate the arts into their online classroom. I have also had 1-1 trainings using Zoom in my work.

In early April, I taught my first online psychodrama class to students at CA Institute of Integral Studies. I felt the nervousness of being in the role-taking phase of role development. There were some technical glitches but I made it through and even managed to use screen share and play “Jailhouse Rock” so students could move.

I have a training scheduled for April 24-26. Because of our new reality, I plan to offer it instead in a weekly 3-hour format. I believe having weekly support and connection will be beneficial during these uncertain times. I am considering offering free sociodrama workshops focused on the Virus, like the ASGPP and other psychodramatists are doing.

I am not sure what is next and am taking it one step at a time.

## How could I not have seen this coming?!

Michael Gross, PhD, RADT-II, CET-III, C.P., P.A.T.



Writing to a friend and fellow psychodramatist on March 9 – we had studied for the CP exam together and both took it in 2015; she moved to New Zealand two years later – I recounted, “So far, the only significant indicators [of COVID-19] are cancellations of large public events like festivals, conferences, and sports competitions but people are

starting to cancel even smaller groups, even outside epicenters like Seattle. Basic supplies like hand sanitizer and disposable face masks are simply unavailable anywhere. I'm washing my hands more than ever.” As I was writing this, a message popped into my email inbox with the news that the first three cases of COVID-19 had just been diagnosed in Long Beach. She replied that New Zealand by then had 20 cases and that “the government makes sensible, reasonable and preventive acts and decisions.” I wished that were so with the US federal government. At least in California, the Governor was data-driven and proactive.

A few days later – just before I was scheduled to co-facilitate two back-to-back half-day weekend groups – I came across the first research study suggesting that airborne transmission of SARS-CoV-2 is possible. Recognizing that the risk seemed to exceed the benefit, I suggested we cancel the weekend groups. The next day, I read an excellent discussion of epidemic patterns outside the US: it drew the stark conclusion that a single day's delay in implementing social distancing could mean a 40% increase in the total number of cases in a population. That triggered my decision to take a leave from co-facilitating two weekly groups at a residential treatment center whose clients were still going to outside recovery meetings and who tended to quickly transmit any infectious illness to everyone in the facility. My men's support group made a stumbling and balky transition to teleconferencing at the beginning of the next week as my co-leader decided to close her office to all in-person visits.

Prompted by a conversation with the manager of my condo building about elevator etiquette, I began looking around to find out how countries further ahead on the epidemic curve were managing those often crowded and confined spaces. Most, it seemed, were not. My tap dancing around the internet inspired my own 20 second handwashing/ social distancing music video (<https://youtu.be/dZJuSg6u0wY>).

Even before coronavirus was a speck at the far edge of the radar screen, I was accustomed to spending a lot of time with and by myself. I could happily devour a book or more a week, especially the brain candy created by literate mystery

*Continued page 22*

## Psychodramatists in China During the Pandemic

Mian Jiang, MS, C.P., P.A.T.



Psychodramatists in China have made great contributions to help the general public deal with the pandemic. Professional knowledge of psychodrama was applied in the following ways:

**(1) Leading online psychodrama growth or training groups:** Zhong Lianghong and Bi Yawei led growth groups for the general public focusing

on the emotional management and family communication. Zhong Lianghong used psychodrama to aid front-line police decompress. Yvonne Wu led parent-child relationship growth group and a psychodrama training group. Erdong Wang facilitated the online psychodrama growth group as well as group supervision. Zhao Shulan directed adult online growth groups, a psychodrama training group and group supervision.

**(2) Publication of an online psychodrama network guide:** The expansion of more online psychodrama groups inspired Erdong Wang and Zhiqin Sang to draft and publish a guide for online psychodrama. Contributions from team members of the Chinese Psychodrama Group were included in the publication.

**(3) Prepared an instructional manual on the psychological behaviors that accompany pandemic prevention efforts:** Zhao Shulan prepared an instructional, prevention manual for teachers, students and parents. The manual introduced more than 20 types of psychological adjustment methods including role dialogue and family drama. Li Na prepared the instructional manual for enterprise employees.

**(4) Participated in hotline calls for psychological assistance:** Chinese psychodramatists used the techniques of double, role reversal, mirror and empty chair during hotline calls to help clients deal with their emotions, adjust cognition thinking and improve interpersonal relations. Those who worked on the hotline calls were Zhonghong, Yvonne Wu, Zhao Shulan, Jing Wang, Zhong Lianghong, and Mian Jiang. Ji Zhonghong, Zhong Lianghong, Hao Dan provided psychological guidance for doctors and nurses who arrived from other locations to help the residents of Wuhan. Zhao Shulan, Zhiqin Sang, Erdong Wang, Zhao Bingjie, Li Na and others provided online supervision for counselors working on the front-lines. Zhao Bingjie offered role repertoire training for local online helpers.

**(5) Live lectures:** Bi Yawei and Zhong Lianghong gave a live broadcast of 300 thousand people, integrating psy-

*Continued page 11*

## Coronavirus INFO BC, Canada

Liwen Molly Mo, MEd, RCC, LCP, T.E.P.



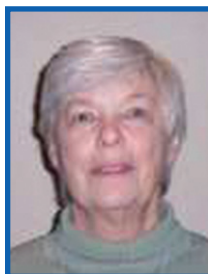
There is a significant impact in BC, Canada. Some restrictions due to COVID-19 pandemic are still to be prohibited. Stay home, work from home, schools, restaurant, public park etc., are closed until future notice.

I do psychotherapy, psychodrama experiential and training workshop via Skype, Zoom online."

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## Psychodramatists During the Pandemic

Barbara Guest Hargin, MSW, T.E.P.



I find that as an introvert, I am not much bothered by the physical distancing. It gives me time to be in the garden and be more in touch with family, friends and colleagues via zoom, e-mail and phone than ever before. I feel surrounded, virtually, by caring.

In terms of work, I am as busy as ever. Most of my clients have moved to sessions through zoom or telephone calls depending on their comfort level. Since I work primarily with First Nations clients on the Six Nations and New Credit reserves, not everyone has internet access.

It has been a steep and most interesting curve to learn more about doing training online. Rob Hawkings, a new C.P and I are starting 2 online psychodrama groups. One will be a support, personal growth group and the other, a training group. This online training group will replace the monthly group due to the pandemic. I am excited and full of ideas as we start on this venture. The creative juices are flowing in a most satisfactory way. I have even been doing some writing, long put on hold.

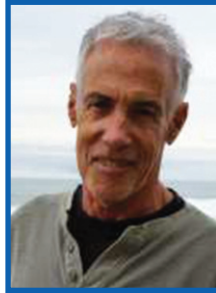
A group of 5 of us, all Toronto Centre grads, are reconstituting the Toronto Centre for Psychodrama and Sociometry. Since we are now scattered all over Ontario, we are going to keep the initials TCPS and add an "O" so it becomes The Centre for Psychodrama and Sociometry of Ontario. We meet regularly by Zoom as we work through all the details of recreating and rebuilding the centre, while striving to honour the values we so appreciate in the old structure.

I hope all my friends out there in psychodrama land are staying well, calm and safe. I look forward to hearing about your journeys through these months.

# Onsite First Option

Michael Gross, PhD, RADT-II, CET-III, C.P., P.A.T.

In its January 2020 meeting, the American Board of Examiners approved the Onsite First option to increase flexibility in the examination process for prospective Certified Practitioners and Trainers, Educators and Practitioners. The rationale was based on a recognition that some candidates may be more motivated or confident about the written exam after having demonstrated their proficiency as a director or trainer on the onsite exam.



As with any other candidate, an individual who does not pass the first onsite may request a second and, if necessary, a third onsite exam.

Any requests for special accommodations for the written exam must be received no later than July 15 preceding the written exam administration date (third Saturday of October).

Here is a typical sample schedule for candidates who elect the Onsite First option:

- July 15, 2022: Application and supporting materials received at ABE office.
- By September 1, 2022: Notification of admission to exam.
- September 15, 2022: Request to take onsite first must be received at ABE office.
- Pay Continuous CP Registration Fee.
- On or after November 1, 2022: Submit plan to ABE office for onsite exam.
- After approval of onsite exam plan: Take onsite exam.
- By July 15, 2023, if applicable: Request for special accommodations for written exam (with supporting documentation if required) must be received at ABE office.
- October 21, 2023: Take written exam.

However, candidates should be aware that this option will delay by more than a year the time between applying for certification and taking the written exam.

The new ABE website includes the Onsite First option in the Logistics section of its guidance on Written Exam Preparation:

Candidates who choose the Onsite First option must apply by the standard application deadline of July 15. Following admission to the exam process, but by no later than September 15, they must submit a request to take their onsite exam before the written exam. They also must pay a Continuous CP Registration Fee.

On or after November 1, following the Onsite Examination Guidelines, candidates submit a plan for their onsite exam.

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## Psychodramatists in China...

*Continued from page 10*

chodrama elements into the psychological adjustment of the pandemic. Li Na applied sociometry, catharsis and other psychodramatic methods online to guide emotions and behaviors of medical staff and enterprise employees during the crisis. Yvonne Wu, Zhong Lianghong and Ji Zhonghong recorded from the live studio of Yishu Psychodrama. Zhao Shulan used sociometry and role playing to help parents and teachers better understand their children and improve the quality of their relationships with them. Online psychological guidance was provided to a large number of students. Zhiqin Sang gave ten public lectures on psychological counseling for professionals. These lectures were well received with over 17,000 at one of the lectures. Jing Wang gave a lecture on mental health for university students.

**(6) University courses:** Zhong Lianghong and Bi Yawei are teaching psychodrama courses for college students. Ji Zhonghong has a sociodrama and a group counseling course online for college students under the pandemic.

**(7) Combination of psychodrama and media:** Hao Dan was one of the developers of a psychodrama cartoon and script on prevention efforts during COVID-19. This unique project served the general public through a combination of visual art and technology. Erdong Wang was recorded on CCTV Psychology-Online-Interview, where an introduction of how psychodrama and sociodrama can help people take preventive action during the pandemic.

The above content is an overview of the ongoing work of some of the Chinese mainland psychodramatists. There are also psychodrama trainees, like Hu Hua (candidate for CP) who integrates psychodrama elements into counseling. We have other psychodramatists who carry on their work in less public ways and others, who choose the practice of self-care as their priority. No matter what choices we make as psychodramatists, we are all working very hard to affirm the message of survival to each other and to ourselves during this difficult time of a global pandemic. We are not alone!

# Reflections of a New Board Director

Liwen Molly Mo, MEd, RCC, LCP, T.E.P.

Being a board director is an amazing grace and opportunity for me. When my trainer, Donna Little, asked me whether I was interested in participating in the 2018 elections, I was stunned and touched. One thought that immediately jumped into my mind was whether I have enough ability to take on the role of a board director because I am not a native English speaker. I was afraid to face my fear and vulnerability, which caused me to hesitate. However, Donna responded to me with a very gentle and supportive voice, "You are great. Believe in yourself. You have a lot of treasures. Entering the Board will be a great learning journey for you." With her full support and love, I chose to break my cultural conserve, run for the board, and accept this new role. I printed all the information from the ABE website into a booklet to help me warm up with spontaneity and creativity. I read the ABE booklet very carefully, many times.



respect. For example, when we were writing the exam questions in September, and reviewing the questions in January after the written exam had finished, I was asked, "do you think it is difficult for non-native speakers of English to understand these questions?" At that moment, I thought this is truly psychodrama because the board directors had just done a role reversal. During our meetings, there were many role reversals done in the context of thinking about certification and standards.

Over the past year, I experienced a learning journey. It not only expanded my role repertoires, but also put me in a sociometric laboratory where I faced my inner anxieties about the unfamiliar while feeling excitement about the new adventures of being on the board.

During the first meeting, Dale clearly stated the mission of ABE: 1. to establish professional standards in the fields of psychodrama, sociometry and group psychotherapy for the United States of America, 2. to certify qualified professionals on the basis of these standards. This really helped clear my mind about what my purpose was on the ABE. As we read and listened to many proposals and ideas, we carefully considered what we needed to do or not do based on our mission.

Secondly, I felt accepted in a multicultural environment during the meetings. I would not be treated differently because I am Asian. On the contrary, I experienced feeling a full sense of

Third, the meetings are FUN because we used psychodrama, sociometry and group work to get the tasks done. For me, it was like participating in a three-day, free psychodrama workshop even though I had to fly from Vancouver, Canada, to Washington DC. Our president, Cathy, led us from warm-up to action, to sharing. Everyone developed interpersonal connections while creating a safe, working group. Discussions would sometimes turn into action. Sociometry was used when we voted on choices and actively listened to the reasons for those choices. Even when there was tension about opinions on issues, everyone was still given the opportunity to fully express themselves and be heard. During this process which was done with open-minds, I deeply felt the significance of sociometry and how it was being practiced.

Since I have been a board director, I have developed a broader perspective and understanding of the rigor and co-creation of the exam process. I look forward to my next two years on the Board and believe that more learning will come. I will do my best to contribute to our psychodrama community.

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## WITH GREAT APPRECIATION



John Edmiston, our website creator and master for the past 14 years is retiring.

When the Board first decided to create a website in 2006, we used both general search channels and our sociometric network to locate skilled website designers to design a website for us. John was highly recommended to us by both Eduardo Garcia, Executive Director of the ASGPP and Ann E. Hale. He

also was the lowest bidder for creating our first website.

As we began our search for a new website we received numerous commendations and accolades for his magnificent

work in designing our current website. At one time our website was cutting edge but now it is outdated and operating on a wing and prayer. Our prayers have been continuously answered by John's dedication, skills and timeliness in creating patches and Band-Aids to keep our website operating.

Those of us who know him consider him a part of our community. Our Board of Directors and the entire community of certified psychodramatists owe him a great amount of gratitude and appreciation. We salute you, commend you and thank you.

# What Have You Gained from Being a Board Director?

Martica Bacallao, PhD, T.E.P.

Directors were emailed this question and here are some of their responses:

- The Board is actively engaged in the question of, 'who shall survive?' in this changing landscape, as is every other part of our psychodrama community.
- The tension between tradition and change is palpable and it is fascinating to participate in the reconciliation of those tensions.
- I love seeing how sociometry is used to address questions of policy, operation and practice during our Board meetings.
- Demystified the process of becoming certified as a TEP and clarified what the standards are in practice (rather than in my imagination)
- I learned about the many issues the Board tackles.
- Got an inside look at what the Board does for our candidates and how it is expanding acceptable amounts of training hours from other sources.
- I see how the Board works with the ASGPP and how it separates its work from the ASGPP
- Tackling ethical issues with a large amount of integrity and responsibility as a certification board
- Advocating for psychodrama distance learning and getting 120 training hours passed by the membership was been a very gratifying experience moving our profession forward



- I expected Board membership would be a way to expand my psychodrama social network and it has been, and more delightfully than I imagined.
- It's a joy to spend time with smart, dedicated, principled, kind people committed to collaboration and collegiality.
- I get to hang out with a great group of colleagues.
- Seeing how much work goes into keeping our profession alive, encouraging and supporting certification so that it functions under well-trained, certified psychodramatists
- It's been so much fun to join in the crafting of written exam questions.
- Experiencing the exam process from start to finish, from creation to grading is amazing.
- Reading the submitted essays has been like opening a pile of gifts before the holidays. It's also been humbling when I read the exams as they remind me that I'm not as clever as I might think I am at times.
- This is a great way to give back to my community.
- Being a part of shaping the future of our profession is awesome.



*Cathy Nugent & Barbara Guest (Summer 2019 Admissions Committee) Review 23 CP & 22 TEP Applications and 71 PAT Annual Renewals*



*L-R: Julie Wells, Molly Mo, Fredi Sisson, Martica Bacallao. Enjoying each other's company and sharing chocolate desserts after a board meeting.*



## HONORS AND AWARDS

### Peter Kranz awarded the 2020-2021 Albert Nelson Marquis Lifetime Achievement Award.



Peter Lewis Kranz, Ph.D. was awarded the Albert Nelson Marquis Lifetime Achievement Award by Marquis Who's Who, the world's premier publisher of biographical profiles. Dr. Kranz was recognized for his noteworthy achievements, leadership qualities, visibility, prominence and successes in the field of psychology. With more than 55 years of practice experience in psychology and academia, Dr. Kranz has excelled as a professor in the counseling department at the University of Texas Rio Grande Valley since 2013.

His career began as a mental health worker with the state of Colorado in 1983 before accepting academic positions at the University of North Florida, the University of Pennsylvania, Tennessee Technological University, Eckert College and Florida Atlantic University.

One of his proudest creations was a course titled, Human Conflict: Black and White while teaching at the University of North Florida, during race integration in the 1970s. He applied real-life applications to the course, encouraging Black and White students to converse with one another to realize their similarities and connect on a deeper level. This made a significant difference in the lives of his students during the era of integration, that author Terence Clarke wrote a book titled, *An Arena of Truth: Conflict in Black and White*, which chronicled many of the conversations and confrontations the students encountered with each other. These dialogues led to profound emotional breakthroughs for his students. The book was published in March 2019. Throughout his career, Dr. Kranz accepted numerous public speaking engagements on the topic of race relations.

In 1980, Dr. Kranz was presented with the Winfred Overholser award for Research while a resident at St. Elizabeth's Hospital in psychodrama, sociometry and group psychotherapy.

To see Dr. Kranz featured on the Albert Nelson Marquis Lifetime Achievement website, visit [www.ltachievers.com](http://www.ltachievers.com).

If you have received an award or honor from any local, regional or national organization within the past year, please let us know.



### Bridge Builders: Creating Connections With Psychodrama

Are you a bridge builder? If you have made a professional presentation on psychodrama, sociometry and group psychotherapy at a local, regional or national organization within the past year, please let us know. We would like to inform other certified psychodramatists about you.

*Note:* Because there are numerous presentations made at the various local, regional and national psychodrama associations we are limiting this category to presentations outside of the psychodrama community.

## ~ APPRECIATIONS ~

The Board could not possibly operate without the support, commitment and dedication of all those individuals who voluntarily read examinations, conduct on-site observations, and serve on special committees. Thank you.

If you would like to spread the sociometric wealth and add your name to the list send us an email.

- Martica Bacallao
- Uneeda Brewer
- Kathy Brown
- Jeanne Burger
- Elaine Camerota
- Karen Carnabucci
- Paula Catalán
- Ron Collier
- Lin Considine
- Melinda Cornish
- Joe Duehl
- JoAnna Durham
- Diana Eckhaus
- Kim Friedman
- Michael Gross
- Barbara Guest
- Ann E. Hale
- Milton S. Hawkins
- Kim Irvine-Albano
- Sylvia Israel
- Anne Taylor Kitts
- Steve Kopp
- Paul Lesnik
- Louise Lipman
- Dorcas McLaughlin
- Sue McMunn
- Liwen Molly Mo
- Susan Mullins
- Nan Nally-Seif
- Cathy Nugent
- John Olesen
- Mary Anna Palmer
- Susan Powell
- Linda Richmond
- Glenn Sammis
- Deb Shaddy
- Daniela Simmons
- Frediyn Sisson
- John Skandalis
- Arlene Story
- Siyat Ulon
- L. Scottie Urmey
- Julie Wells
- Jean Winslow
- Susan Woodmansee
- Cece Yocum
- Vlada Zapesotsky

# RECENTLY CERTIFIED PSYCHODRAMATISTS

Recently Certified Psychodramatists are invited to submit an autobiographical statement. Bios are printed as space permits. For contact information on all certified psychodramatists go to [www.psychodramacertification.org](http://www.psychodramacertification.org)

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## Recently Certified Psychodramatists From 2019

Recently certified psychodramatists are requested to submit a bio and a photo for our newsletter. All individuals who were certified in 2019 were featured in the May 2019 Board News as well as this issue.

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### Valerie Simon, LCSW, TEP, CET II, T.E.P. New York, NY



Valerie Simon is a psychodramatist in NYC and is thrilled to be a newly certified TEP. Valerie created her group private practice, The Inner Stage, in NYC twenty years ago. She combines her background in psychodrama and psychodynamic training with expertise in trauma and addiction. In her practice, Valerie sees individuals, couples and families utilizing action methods and runs intensives. She facilitates a monthly women's/female identifying recovery psychodrama group, a weekly all-gender identities psychodrama group, and a monthly open psychodrama workshop. Valerie also runs intensives and alumni groups for Onsite Workshops in TN. For three years, she facilitated a psychodrama retreat in Tuscany, Italy.

As a psychodrama trainer, Valerie runs training groups for professionals at her training institute at The Inner Stage. She also teaches action methods at the Institute for Contemporary Psychotherapy Couples Therapy program. Valerie has trained social work graduate students and continuing education students at New York University and Lehman College. She has presented at the ASGPP Conference in Washington, DC. As an educator, Valerie taught developmental psychology at City College. She also acted as an educational consultant for a children's television station. Internationally, Valerie has presented at the IAGP conference in Iseo, Italy and at Crossroads Antigua. Valerie is a consulting editor for the ASGPP journal.

Valerie would like to give special thanks to Phoebe Atkinson, Suzy Jary, and Nancy Kirsner for their generous guidance and support during her TEP process.

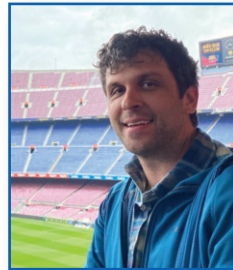
## CONGRATULATIONS TO ALL

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## Recently Certified Psychodramatists From 2020

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### Nicholas Bonacci, LPC, LCDC, PE, C.P. Round Rock, TX



I chose this photo because the last time I spent 9+ years training for something, I was training for soccer. In December, I went to one of the most famous rivalries in sports (FCB v Real) in the most historic soccer stadium and I got to feel what it might've been like (to a degree), to stick with it. We flow on those fields and work with tele and in-the-moment action, similar to psychodrama.

So, I'm glad I learned to stick with something I love doing. It challenged me deeply and all my trainers (AZ, NY, NJ, TX) were angels guiding me through the CP process.

Speaking of angels, I'm especially thankful to my wife and family and friends and the DMin TEP and his San Antonio group who helped me pass the finish line. I got to see a Christ mind integrate on the stage, which I'll continue to rely on in this great healing path.

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### Amy Clarkson, MMT, LCAT, MT-BC, T.E.P. Somerville, NJ



It is a thrill and an honor to be certified as a TEP! I feel extremely blessed to have made this journey and I look forward to serving the psychodrama community and helping to expand the reach of this important work. I am very grateful to Nina Garcia, my primary trainer since 1993. Nina moves with grace, kindness, and expertise, and she is such an important mentor in my professional work and in life. My gratitude also extends to Peter Pitzele, Linda

Condon, and Nancy Sondag. Thank you, beautiful and talented mentors and supports in Bibiodrama training!

I am excited to continue co-facilitating psychodrama training groups with Barbara McKechnie. She has been a dear friend and partner throughout the PAT journey, and our collaboration is a joyful one. Together we explore ways that music and drama therapy principles and techniques can be used within psychodrama to enrich the possibilities for this healing work. I plan to continue to offer Bibiodrama trainings and experiential opportunities, as this method has much potential to enliven and enrich faith communities.

I plan to continue in my teaching role in the Music Therapy Department at Montclair State University, where psychodrama informs the ways that I help students to develop the role of "music therapist." In private practice, I will continue to apply psychodrama theory and techniques in my work with children, teens, and adults who face a range of life challenges, helping them grow their spontaneity and creativity as resources for growth and healing.

*Continued page 18*

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## Elizabeth Corby, PhD, T.E.P.

Royal Oak, Michigan

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In my journey to become a TEP, I have been deeply touched by the meaningful relationships and learning with new friends in the psychodrama community! In my career, trying on roles as a professor, researcher and program administrator, God ultimately instilled in me a great passion for my most highly valued role of individual and group psychotherapist working along side of people struggling with trauma and addiction. Later in my career I became a certified cognitive behavioral therapist through the Beck Institute and thought my life as a psychologist was complete. Then something very unexpected happened: My husband returned from a trial lawyer's residential workshop telling me about this profound transformational shift he'd experienced through psychodrama. I was subsequently moved wholeheartedly to open myself to this psychodrama phenomenon beginning at a weekend workshop with the amazing trainers John Nolte and Katlin Larimer. Our co-creation that weekend long ago was magical. I returned committed to bringing Moreno's method and healing to myself and my clients. After becoming a CP, I joined with my husband Patrick Barone, JD, PAT in co-creating the Michigan Psychodrama Center. Most inspired by Moreno's vision to include all of humankind in healing, I am honored to have a small role co-creating this important process. I am most of all humbly indebted to my incredible trainers: Donna Little, Barbara Guest, Ann Hale, Tian Dayton, Louise Lipman, and Dale Richard Buchanan, among others. Their brilliance, generosity, love, laughs, support and encouragement have left indelible marks in my heart, soul and work.

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## L. Monica Forst, RP, CCC, ICADC, C.P.

Woodlawn, ON, Canada

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I started studying psychodrama with the Toronto Centre in 1995. Over the last 20 years, I've had the privilege of training under Donna Little, Liz White and Kate Hudgins. It took me a long time to finally decide to sit for the written exam and to do my onsite for the Certified Practitioner's credential. I have enjoyed every step of my learning in this field and I use psychodrama with all individuals and groups in my psychotherapy practice. Completing my C.P. was an acknowledgment to myself and to the ASGPP, of the significance this method, theory and practice has had on my work and in my life. Thank you, Toronto Centre. Thank you, J.L. Moreno. Thank you, TSM.

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## Rob Hawkings, MA, MES, MBA, RP, C.P.

Toronto, Canada

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Rob Hawkings is a Toronto-based psychotherapist and consultant in private practice. His specialties are addictions and adult resolution of childhood trauma, with sub-specialties in sexual addiction and treatment of male survivors of childhood sexual abuse. Rob has designed, led, and supervised agency-sponsored group treatment programs for adult male sexual abuse survivors; and been a clinical consultant for projects related to treatment of male sexual abuse survivors, including the design of a 13-session group therapy model (The Fireweed Project) for use in remote northern Ontario communities. While with Bellwood Health Services (one of Canada's leading ad-

diction treatment hospitals) between 2000 and 2005, Rob helped develop Canada's first residential treatment programs for sexual addiction and for military veterans with concurrent substance dependency and combat-related PTSD. From 2009 to 2016, he was a volunteer member of the Therapist/Facilitator Team for the Weekends of Recovery (residential healing weekends for sexually abused men) offered by MaleSurvivor.org. At three consecutive ASGPP Annual Conferences (2014-2016), Rob co-presented workshops based on psychodramatic exercises he helped develop for the Weekends of Recovery. For over 25 years, Rob has been learning and practicing psychodrama and sociometry, and he incorporates these safe and powerful modalities into both his training workshops and his therapeutic work with groups and individuals. Throughout this time, he has been associated with the Toronto Centre for Psychodrama & Sociometry (TCPS), and he is currently involved in revitalizing the training programs of TCPS (soon to be renamed The Centre for Psychodrama and Sociometry of Ontario.)

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## Kristine Jackson, LCSW, CEDS, CET II, DWCF-C, C.P.

San Diego, CA

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I fell in love with Psychodrama because it not only makes me a better person and professional, but has given me the gift of a creative tribe of healers. After earning a MSW from the University of Pennsylvania, I headed to California, where I got licensed, certified in several modalities, and was the clinical director of different mental health, addiction and eating disorder programs. Recently, I accepted a full time clinical supervision job for Onsite, in Tennessee, so I am still adjusting to weather with my lovable husband and cuddly dog. I want to continue to grow, and support others in doing the same.

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## Jill Krush MS, LCP, CACIII, CET III, C.P.

Lafayette, CO

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I am so very excited to join this amazing group of people. I began my journey with psychodrama in 2011 with Susan Powell and have been off and running ever since. So much gratitude to Karen Drucker, my primary trainer, and Jean Campbell, my secondary trainer, who spent countless workshops and hours teaching, guiding, and role training me. In addition to my main cohort, I have been blessed to know, learn, and heal from the knowledge and grace of many others, including: Michael Gross, Jim Tracy, Linn Considine, Rosanna Zapata, Valerie Simon, and Mary Bellofatto. The list could continue on, and I truly hold such deep gratitude for this community. I bring over 17 years of experience building my broad toolkit of healing using experiential modalities and have over 30 years of dedication to my own journey of personal and spiritual growth. Psychodrama has been a central agent of healing and change for me.

I engage communities and clients through facilitating groups in numerous agencies throughout the nation. I currently hold position as Chief Clinical Officer at Choice House; a male specific treatment continuum in Boulder, Colorado. I also frequently work with nationally recognized programs, such as ONSITE Workshops in Tennessee. In my free time, I love spending time with my family, connecting with nature, and engage as a life-long learner. I love sharing this work and am so excited to continue to learn, grow, play and continue walking on this road with you all.



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## Brittany Lakin-Starr, PhD, T.E.P.

Chicago, IL

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Brittany Lakin-Starr is the founder and executive director of the Chicago Center for Psychodrama and offers psychodrama trainings throughout Chicagoland. She is passionate about introducing graduate students in psychology and social work to psychodrama.

Dr. Lakin-Starr first learned about psychodrama during her pre-doctoral internship in 2009. She later trained with Lorelei Goldman, MA, T.E.P. and Dr. Elaine Sachnoff (T.E.P.) at the Psychodrama Training Institute of Chicago and John Rasberry, LMFT, T.E.P. at the Mid-South Center for Psychodrama. From 2011-2014, she trained at the Hudson Valley Psychodrama Institute with Judy Swallow, MA, LCAT, T.E.P., and Rebecca Walters, MA, LMHC, LCAT, T.E.P., which was life changing. She gained incredible skills, healing moments, and lifelong friends. After earning her CP under the supervision of Judy Swallow and John Rasberry in 2016, she went on to obtain her TEP under the supervision of Judy Swallow and Lorelei Goldman.

Dr. Lakin-Starr is a Licensed Clinical Psychologist treating children, families, and adults. She is currently the co-founder and co-executive director of the Chicago Center for Growth and Change, a group practice in Chicago. She uses psychodrama in individual and group therapy.

Brittany earned her Doctorate degree in Clinical Psychology from Loyola University in Chicago. When she isn't conducting therapy sessions or trainings, you can find her on the stage in a play or musical. Currently, she is enjoying her most longed for role, the role of mom to her one -month old daughter.

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## Barbara Ann McKechnie, MA, LPC, LCAT, RDT/BCT, T.E.P.

East Brunswick, NJ

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I was first introduced to psychodrama by Nina Garcia while in an undergraduate theatre/creative drama program with Patricia Sternberg at Hunter College. I was so excited about the power of action methods for helping individuals and communities, I immediately enrolled in NYU's MA Drama Therapy program. I trained with Tian Dayton at NYU,

Jacque Siroka, at what is now The Sociometric Institute, had supervision with Mary Jo Armatuda and then returned full circle to training with Nina Garcia. I had the opportunity to work as a co-chair of the 2015 ASGPP conference in 2015 with Colleen Baratka, Deborah Karner, Sandy Seeger. I have the honor to also be working on the 2021 conference in Newark, NJ.

I am forever grateful to all of these trainers mentioned and to the members of the training groups of which I was a part. I also want to express my deepest appreciation and gratitude to Nina Garcia (my first trainer) and Jackie Siroka, (my second trainer) for supervising through this process. Also many thanks to Dale Buchanan for being so encouraging and steadfast on amazing journey.

I am currently working at Exceptional Wellness Counseling, a group practice in Manalapan, NJ where I use Psychodrama, Drama Therapy, Sand Tray and Creative Arts In Counseling With Children, Teens Adults and Families. I teach at Montclair State University. In addition, I co-lead 2 Psychodrama Training groups that integrate Drama and Music Therapies with Psychodrama with Amy Clarkson, Music Therapist and new TEP. One group is in NYC and the other is in Maplewood, NJ.

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## Paula Ochs, LCSW, T.E.P.

Montclair, NJ

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I learned about the power of psychodrama after studying with a great family therapist, Maurizio Andolfi, back in 2005. He used sculpting in his intensive trainings for therapists who wanted to work on their "professional handicaps." I was completely blown away by experience and knew I wanted to get more training in the body/mind connection. I was very fortunate to find psychodrama and a wonderful trainer, Louise Lipman, who supported me and enhanced my skills as a psychodramatist.

Over the past 14 years, I have used action methods in my clinical work with families, couples, groups and individuals. I also use psychodramatic methods in my work as a supervisor and educator with graduate students, interns, and professionals in work settings and in workshops I do in my private practice and at the not for profit agency I have worked at for more than 20 years. I enjoy sharing this dynamic method with others and travel around the country doing workshops on Family Therapy in Action and Supervision in Action, two of my specialties.

I owe much of my growth as a person and as a professional to my training in psychodrama during the past 14 years. I would also like to thank Nina Garcia, my secondary trainer, for her support and for her expertise in sociodrama and the members of my weekly training group. Last, but not least, I want to thank the clinical director at FSL, Wally Weikert, who has given me unflagging support over the past 24 years.

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## Sari Skolnik, PhD, LCSW-R, T.E.P.

Port Washington, NY

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Psychodrama, Sociometry, and Group Psychotherapy has provided me with a knowledge base and skill set to use with many populations in diverse settings throughout my professional journey. I was first introduced to psychodrama as a second year MSW student by a professor and was immediately intrigued by this unique method. Psychodrama is a dynamic and comprehensive approach which I have been able to integrate into working with clients and utilize

in the role of educator to enhance learning and bring concepts and cases to life.

I am very grateful to my primary trainer, Louise Lipman, who for over 25 years has provided me with encouragement, support, and mentorship in every way possible. Additionally, I have learned so much from the psychodrama community and the individuals I have trained with throughout the years. Psychodrama is a part of who I am and how I view the world. In the role of TEP, I will continue to bring Moreno's vision into my work as a social work educator as well as enhance the lives of vulnerable populations. Psychodrama has given my clients the tools to recreate their narratives and access their spontaneity and creativity to deal with life's challenges.

## Scott Giacomucci...

Continued from page 6

Hudgins, brought me to meet her. Kate and I had a shared vision at the psychodrama conference of promising Zerka that the model was not going to die with her and honoring her for her life work. I had a really profound experience being with her. Zerka was in a coma and when Kate introduced me to her, she actually sat up in bed and opened her eyes for a moment. Both Kate and I were surprised, shocked, and bewildered. Then she laid back down without saying anything. It was one of the most profound moments of encountering; of seeing and being seen by Zerka. I committed to her that I would help carry psychodrama to the next generation.

**Q:** Do you find it easier to lead in other realms of your work outside of psychodrama?

**Scott:** Yes and no. I found that my work stands out more in other areas because people are so unfamiliar with psychodrama in most circles. I find it easier to lead when I'm out of the psychodrama community. It is often a novel experience when I'm doing a workshop with another group and that novel experience leads to greater spontaneity.

**Q:** If you were to ask an auxiliary to play your role as 'leader', what would you want your auxiliary to know?

**Scott:** I would want the auxiliary to remember my purpose. It comes back to the experience with Zerka and seeing the larger picture. What's the best way to spread this message to a wider audience in the next generation? Historically, I lean more towards 'playing little', making myself smaller than I am, rather than egotism. So I keep coming back to humility, remaining humble and doing my own self-appraisal of my promise to Zerka. That is my personal process of leadership.

There is a new paradigm about relationships and the neurobiology of relationships. The original idea of Darwinism is the survival of the fittest. Even Moreno taught that it was about the survival of the spontaneous and creative. But there's a new paradigm, the survival of the nurtured. The most nurtured, in terms of brain development, emerge into adults who can adapt and thrive in society. This makes me think about the 3 psychodrama teachers I've worked closely with (Ed Schreiber, Dave Moran, & Kate Hudgins) and other leaders who, without them, I wouldn't be who I am or where I am in psychodrama.

**Q:** What excites you the most about what you have seen in psychodrama trends?

**Scott:** Right now, it is the increased interest in our local communities and at the national level. When I started my psychodrama training, there were no active trainers in Philadelphia. I had to travel to New York, to Virginia, to California. Now, I'm in my 2nd year of teaching a psychodrama course at a local college and students are increasingly interested. For my recent CEU Provider renewal, I had to count up the number of CEU training certificates I'd given out in the past year and it was something like 600. I'm realizing how many people I'm introducing to psychodrama in addition to the other trainers who are now in Philadelphia, running local groups. There's a lot more psychodrama at the local level here. And then on the national level, ABE had a record num-

ber of applicants for CP, which is very exciting to see.

The other objective that excites me right now is that the *Social Work with Groups Journal* is publishing their first special edition on psychodrama. They just published my article in it online. It seems they publish the articles online first and in the near future the special edition will come out.

One of the other projects I worked on as part of the ASGPP journal task force was getting our journal into the academic databases. I've secured us a contract with ProQuest. They're in the process of uploading all of our past journals into their academic database, so that they will be more available, too. That'll be a big step connecting psychodrama to academia.

We've also started a new book series, the first book series on psychodrama through Springer Nature, which is the biggest academic publisher in the world. This is with an international editorial team. The chief editor is a German psychodrama trainer, Jochen Becker-Ebel. I'm the junior editor and we have an editorial team of experts from every continent.

**Q:** How do you build a team to carry out one of your projects?

**Scott:** I've found Facebook (FB) to be a really important tool for connecting with psychodramatists around the world and staying connected. There are at least 20 different psychodrama FB groups with hundreds and hundreds of members. The largest group is the International Psychodrama Group with 2,523 members. Social networking brings the psychodrama community together on an international level in ways that were not possible before. This allows a quick and easy sharing of ideas and workshops and projects. I just shared on there another project I'm working on. I'm writing a book on social work and Moreno's methods as part of the book series. I'm trying to create a list of all the psychodrama associations around the world so that readers can find their local psychodrama community. Putting my request on this FB has made it so much easier, and it gives me much more information than what I would be able to find on Google.

**Q:** When have you experienced a setback? How did you overcome it?

**Scott:** I experienced psychodrama as a teenager and that was what made me want to be a therapist. So, when I started school and majored in psychology, I first expected that I'd learn something about psychodrama in my program. Then, in graduate school I kept hoping that I'd learn something about psychodrama. Psychodrama was almost never mentioned, through any of my degree programs. It forced me to explore training outside the university environment. When it came time to do my dissertation, I had to choose a dissertation chair from my school and there was literally no one that knew anything about psychodrama.

More recently, I've been trying to integrate Moreno's methods into academia through teaching and guest lectures. It hasn't been published yet, but as part of the professional liaison committee, I am organizing a database of psychodrama syllabi from around the world. We had an issue about copyright and permission to share syllabi outside of their universities which put the project on hold.

Continued page 19

# Pathways to Certification Committee Report

Sylvia Israel, LMFT, RDT/BCT, TEP, Chair



The Board continues to explore new pathways to certification. Yet, in 2019, two events occurred that diminished the urgency of creating new pathways. First, we had a record number of trainees (43) sitting for CP and TEP certification and second, the membership approved 120 hours of online learning.

If you would like to provide input, please contact Sylvia Israel [Sylvia@iamginecenter.net](mailto:Sylvia@iamginecenter.net) or the Board at [abepsychotherapy@yahoo.com](mailto:abepsychotherapy@yahoo.com).

## Scott Giacomucci...

*Continued from page 18*

**Q:** In doing a future projection, what psychodrama project can you envision taking into the next generation?

**Scott:** I'm pretty warmed up to taking psychodrama into universities. In the future, I'd like to try to recreate something like what Tom Treadwell did at West Chester University, a degree with a concentration in psychodrama. Many other countries have graduate degrees in psychodrama. I'd like to see a graduate degree on psychodrama in the US.

Another piece I'm interested in is psychodrama research. I just published a research study on trauma-focused psychodrama in *the Frontiers in Psychology Journal*. It's titled, "The Effectiveness of Trauma-Focused Psychodrama in the Treatment of PTSD in Inpatient Substance Abuse Treatment". I collected data over 18 months and got a nice sample of 85 participants with pre and post-tests using the PTSD symptom check list with a short qualitative survey at the end. I partnered with a local psychology statistician. After all the data analysis, we have some hopeful results.

**Q:** What else would you like our ABE members to know about you and the leadership role?

**Scott:** In terms of leadership, I want to be efficient, not waste people's time. I want to remain compassionate and to empower everyone to the same level so that the mutual aid process can unfold. Moreno wrote about everybody being co-responsible, and everybody being initiators. I want all of my clients to become client-therapists, all students to become student-teachers, and in group leadership, all members to become member-leaders. Everybody becomes a leader in their own right.

For more information about the NASW award and comments from CEOs on Scott's leadership, go to the press release at: <https://www.socialworkers.org/News/News-Releases/ID/2107/Dr-Scott-Giacomucci-first-recipient-of-Emerging-Social-Work-Leader-Award>

## 2019 ABE BUDGET December 31, 2019

### INCOME

CP DUES	\$21,232.00
TEP DUES	\$36,458.00
PAT FEES	\$7,925.00
CP FEES	\$12,655.00
TEP FEES	\$12,200.00
INTEREST	\$25.00
ON-SITE INCOME	\$367.00

### TOTAL INCOME

**\$90,862.00**

### EXPENSES

ACCOUNTANT	\$650.00
BANK FEES	\$231.50
BOOK KEEPER	\$1,200.00
DIRECTORY	\$832.46
GRAPHIC DESIGNER	\$1,040.00
INTERNET SERVICE	\$1,200.00
MAILING SERVICE	\$1,193.12
MEETINGS	\$6,024.20
NEWSLETTER	\$233.75
OFFICE EXPENSE	\$12,000.00
ON-SITE EXPENSE	\$897.00
PAYROLL EXPENSES	
EMPLOYER TAXES	
DC PAID LEAVE	\$179.43
DC STATE UNEMPLOYMENT	\$331.98
FEDERAL UNEMPLOYMENT	\$105.06
MEDICARE	\$696.72
SOCIAL SECURITY	\$2,979
EMPLOYER SHARE	
RETIREMENT PLAN	\$1441.44
PAY-BY-PAY INSURANCE	\$302.04
PAYROLL PROCESSING (ADP)	\$2,191.21
WAGES	
ADMINISTRATIVE ASSISTANT	\$2,448
EXECUTIVE DIRECTOR	\$32,400
OFFICE EXPENSE	\$12,000
POSTAGE	\$1,864.64
PRINTING	\$180.50
QUICKBOOKS	\$288.32
SUPPLIES	\$759.82
TELEPHONE	\$980.58
WEBMASTER	\$320.00
NEW WEBSITE	\$9,050.00

### TOTAL EXPENSES

**\$82,021.77**

In FY19 there was an expected increase in expenses as we are building a new website. There was also an unexpected increase in income as a record number of CP & TEP Applicants applied to certification (43).

**FY2018 DEFICIT**

**= \$4,432.02**

**FY2019 SURPLUS**

**= \$8,840.23**

In FY2020 we are projecting a deficit as we will finish paying off the new website and there may be less persons applying for certification. In the past when we have a "peak" year of applicants the following year has less than the average number of certification applicants.

## From the President

Continued from page 1

cause our usual patterns have been so interrupted, we have a chance to reexamine our lives, to make intentional choices about the roles we want to cultivate rather than enacting those we have fallen into unconsciously.

**“...No less than all of [hu]manity”:** Many in our community, both in the U.S. and around the world, are reaching out, offering with care and compassion. Under the committed and creative leadership of Daniela Simmons and supported by the Executive Council, our sister organization, ASGPP, has been especially active – and generous. It has been heartening to see psychodramatists quickly getting up to speed in what, for some, are the alien new worlds of Zoom, Doxy.me and other online platforms — all in an effort to continue facilitating the supportive connections, powerful learning and deep healing our methodology offers.

To support our community, the ABE is offering variety of accommodations for our changed conditions. (See box on page 1.) TEP candidates are exempted from submitting a PAT Annual Update and paying the PAT Annual Update Fee in 2020. All TEP candidates will pay dues at the CP level for 2020; and the continuous registration fee for all CP candidates is waived for 2020.

The Board is considering other accommodations as we see how this public health crisis plays out on the world stage. In the meantime, all trainers and trainees are reminded of the new certification standard, voted by the membership just last year, that 120 hours of distance learning can be applied toward the required training hours for CP certification.

**Good News in the Midst of Difficulty:** Even though Fall and Winter were adversely affected by the pandemic, we still have important passages to celebrate: A record forty-four (44) candidates took and passed the CP & TEP written certification exams this October, topping the 1994 record of 37. Twenty-two (22) were CP candidates; the other twenty-two (22) were PATs sitting for the TEP exam.

Five (5) CP candidates successfully completed the onsite examination and are now CPs. Seven (7) TEP candidates completed their onsites and are now TEPs.

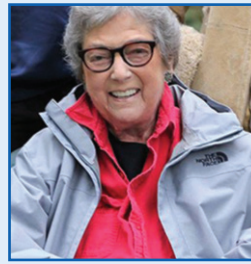
Until we can safely resume onsite examinations, all scheduled onsites are on hold, including those in the U.S. and Asia. In the meantime, congratulations to all for passing the written exam, and a hearty round of applause for the newly certified CPs and TEPs!

**“Nature is never spent”:** As I look out my window during this, my fifth week of sheltering-in-place, the dazzling colors of the early bloomers in my garden are a delight to my eyes. The sky today seems especially clear and blue, probably because so few cars remain on the Interstate and other roads here in the MD-DC-Northern Virginia area.

Reflecting on this, I am reminded of one of my favorite poems, *God's Grandeur*, by Gerard Manley Hopkins. Lamenting how the Industrial Revolution had despoiled the natural world, Hopkins nevertheless triumphantly declared that: “...For all this, Nature is never spent...” We pray this is as true in 2020 as it was in 1880.

## IN MEMORIAM

### Delcy Schram Morrison



Delcy Schram Morrison passed away on Dec 31, 2019. Born on April 15, 1935, to Gertrude H. and Harry S. Schram in Chicago, IL, she spent much of her childhood in Highland Park, Ill. She attended Rollins College and worked as a tennis teaching

pro at Highland Park Racquet Club and then at Palm Springs Racquet Club in Palm Springs, Calif.

She earned her master's degree in psychotherapy and served as a therapist for the Camelback Hospitals Western Institute for Psychodrama in Phoenix, Ariz., under the direction of the late Dr. Elaine Eller Goldman until 1999. Together, they wrote “Psychodrama: Content and Process,” which was recognized as one of the leading texts on the method. The book was eventually translated and published in Japanese.

Upon retirement, Delcy moved to the town of Langley on Whidbey Island, Wash., where she resided and volunteered in the community for 20 years. She loved animals, painting, gardening and spending time with her family.

Despite a lifelong battle with Crohns Disease, Delcy's indomitable, effervescent spirit ensured she lived a meaningful and impactful life.

She was predeceased by her parents and sister, Natalie. She is survived by former husband, John (Linda); sons, John Jr. (Cathy), and Christopher (Kris); grandchildren, Matthew (Jessica), Scott and Molly; cousin Lois; her beloved dachshund Gracie; as well as numerous dear friends and kind neighbors.

*Board News publishes obituaries for those persons who are certified or were at one time certified by the ABE in the May Newsletter. Death notices are posted in the December Newsletter.*

**The gift of suffering is compassion:** I can't recall when and where I was introduced to this powerful life lesson. Holding to this teaching has sustained me through many dark days.

Now more than ever, may we all extend compassion and loving kindness to all who are suffering.

Healthy, happy, here (with gratitude),

Cathy

Catherine D. Nugent, LCPC, TEP

# 2019 Written Examination Evaluation

Continued from page 4

safely discuss touch, how to establish boundaries, how to determine what was acceptable to group members and how to avoid re-traumatization.

## TEP Written Exam

TEP candidates generally displayed solid knowledge and understanding of all the domains addressed on the written exam. I will review some weaknesses and end with tips for trainers (and future examinees).

As in past years, the most common weakness in responses was that some candidates did not demonstrate having made the transition from the role of practitioner to the role of trainer. Thus, an essay might discuss how a session illustrates a concept (e.g. role theory), or a method (e.g. doubling), without adequately describing the training content. The training module should include goals and objectives and the structure to be used to teach the trainees how, when, or why to implement a technique or how a concept informs practice. In the weaker essays, a candidate may have written, "I teach my students about..." without explaining how that teaching is implemented. Similarly, writing that the trainer will allow time for processing or questions, without referring to the training goals or specific focus of questions, does not adequately demonstrate the candidate's grasp of the trainer role.

Additionally, some candidates did not answer the question. For example, if a question asks how to teach three ways of choosing a protagonist and the "pros and cons" of each method, it is not adequate to merely describe how to teach three ways of choosing a protagonist.

Lastly, a few candidates included diagrams that were pasted from an external source and references including page numbers. This year, mistakenly (and due to the transition to a new website), the instructions that no outside sources may be used in the writing of the exam were not included in the exam email sent by the office. Perhaps this explains why this occurred. Our new website will include the following:

### ***Closed Book Exam***

*This is a closed book exam. You are on your honor to create new essays on the day of the exam to answer the exam questions. You may not look at your notes or any other resources when taking the exam. You may not cut and copy from any document whether printed out or on your computer. This includes copying from any materials you wrote before the exam. You may not search the internet or online for any information regarding definitions for psychodrama.*

### **Trainer Tips for Preparing CP and TEP Trainees for the Written Exam** (also useful to future examinees):

1. TEP exam: Review your trainees' answers to make sure they know how to respond as a psychodrama trainer, rather than as a practitioner.

2. CP and TEP: Review the importance of reading each question carefully. Check that your students are doing so.

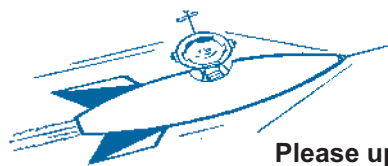
3. CP and TEP: Let your students know that they can use no outside sources during the exam. It is important to remember that the written exam is a Closed Book Exam. **It is not an Open Book Exam.** Whether this rule is noted in an applicant's exam book or not, all applicants must rely on memory alone in taking the written exam. Applicants cannot refer to online resources, books, abstracts, articles, etc. They may also not confer with anyone while taking the exam. Please remind your trainees of the closed book requirement prior to the exam. (See **Closed Book Exam** above.)

*If an applicant has any question about the exam being a closed book exam, please contact his or her trainer or any board member.*

For additional tips see the TEP study guide, pages 10-11 at <https://www.psychodramacertification.org/docs/TEP-StudyGuide.pdf>

The journey to CP and TEP certification is challenging and rigorous. The Board appreciates the investment of time, effort, and resources that candidates make. We applaud their accomplishments and look forward to their future contributions.

## MOVING OR CHANGING YOUR EMAIL ??



Please update your information at [www.psychodramacertification.org](http://www.psychodramacertification.org)

Don't forget to update your contact information including your email address, phone number and mailing address at our website ([psychodramacertification.org](http://psychodramacertification.org)). All information for mailing labels and our annual Directory is downloaded from the information you provide on our website. If you need assistance you can email us at [abepsychodrama@yahoo.com](mailto:abepsychodrama@yahoo.com) and we will help you update your information.

## How could I not have seen...

Continued from page 9

novelists. I was most surprised to discover that the days became more, not less, occupied. I became a newshound, albeit a somewhat discerning one, hungry to hear from the scientists as bits of statistical, clinical, and virologic information revealed themselves – often posing more questions than they answered. I found myself becoming unusually attuned to my body, hypervigilant about subtle sensations, making the surprising discovery that two cups of coffee made my face slightly flushed and that my chronic throat-clearing is the same as it ever was, not a progressive sign of doom.

The telephone has become my unexpected friend and ally. In a very natural and unforced way I found myself having long, leisurely, spacious phone conversations with friends across the country, similarly on pause in their own safer at home regimens. I've come to recognize that the first priority for groups is the simple comfort of hearing each other's voices, seeing each other's faces and having a safe interpersonal place to "land."

I've begun to learn – and to teach my clients – discernment. Sometimes I want to see a face and sometimes the connection feels stronger with just a voice. Sometimes focusing on the visual distracts attention from the body; sometimes it makes awareness of affect more elusive rather than more evident. When firing up the video camera feels right, then it's more effective, I find, than when it's the default.

At the time I write this, "safer at home" guidelines have been extended for at least two months from when they were initiated: a sane and data-informed advisory but not an easy one to assimilate as, very likely, we ease into a cycle of rolling constrictions and easings for perhaps a year to come. If and when public life and the economy awakens from this "medically induced coma," as Paul Krugman describes it, I do not expect a simple reversal of the routines and patterns of life before COVID-19. I have no clear expectations; mostly hope that the new "Do Not Intubate" addendum to my Advance Health Care Directive early in April will not need to be invoked in the near future.

In the meantime, others in my psychodrama "posse" are finding creative ways to offer psychodrama and sociometry via telehealth, notably my Primary Trainer and colleague, Jean Campbell, who almost immediately began a series of online workshops about how to adapt videoconference platforms to our practice. Her offerings are, of course, now accessible to a much larger audience than southern California (<https://braveheartretreats.com/specialty-training-workshops-and-groups/>). I invited her to speak for herself:

*"These are, indeed, extraordinary times, and while psychodrama and sociometry are not best suited to online sessions, as Directors, we need to be the most spontaneous ones in the room. I have been offering online classes in how to utilize psychodrama and sociometry when working with clients online, as well as providing supervision to those who are having to quickly tap into their spontaneity to serve their clients in this new format.*

*"I have also been quite focused on supporting practitioners because we are in the unique position of shepherding our clients through a global crisis that we are also sharing in, and that requires even greater intrapsychic, interpersonal and transpersonal grounding, attunement and connection. These online classes have also provided clinicians, who are hungry for connection with other clinicians, a place for role relief – where they can talk about how hard it is to be a practitioner right now – and receive doubling so they can feel less alone.*

*"As we do when directing psychodramas related to trauma, the focus has to be on resourcing the client (and ourselves) first, in order for them to be able to stay present, build emotional capacity and experience healing. Consequently, I've been focusing on integrating the Somatic Experiencing techniques of co-regulation, grounding and settling that practitioners can use with their clients, with the added benefit of receiving secondary healing."*



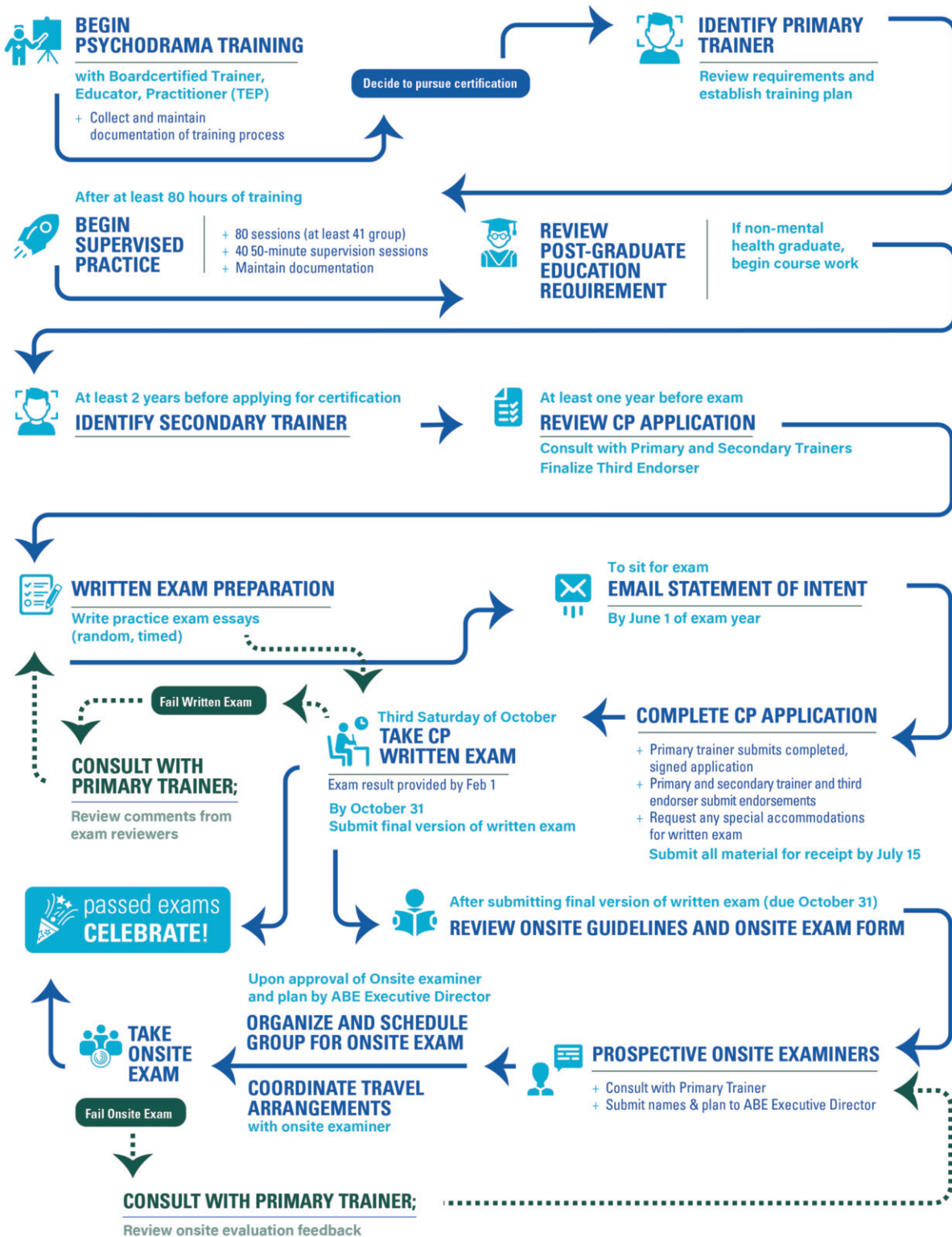
The Board no longer has a working address, email or phone number for several certified psychodramatists. If the Board cannot contact them, their certification will be revoked. Do you have any contact information for:

**Jaime Guerrero, Ph.D., C.P.**  
**Mary Anna Palmer, LICSW, LMFT, TEP**

# Certified Practitioner Roadmap

**DEADLINES AND PROCESSES ARE TIME-SENSITIVE AND SPECIFIC.** Most headings link to fuller explanations and requirements: be sure to read them. Plan ahead to avoid unintended delays in application submission or approval.

**FOR NON-US CANDIDATES:** If you are an immigrant to the US who has received training elsewhere, or if you wish to be certified and live in a country other than Canada and the USA, specific guidelines have been established.



# Trainer, Educator Practitioner Roadmap

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After CP certification by ABE

Decide to pursue TEP certification



## PRACTITIONER APPLICANT FOR TRAINER INITIATION PROCESS

- + Identify Primary Trainer
- + Review requirements and PAT Initiation Form
- + Establish training plan
- + Complete PAT Initiation Form for submission by Primary Trainer for receipt between January 1 and July 15



## UPON APPROVAL OF PAT APPLICATION PAT PROCESS

- + Offer and document Training Hours
- + Obtain Consultation for all Training
- + Engage in Professional Development



Annually in time for receipt at ABE from Primary Trainer by July 15

## COMPLETE PAT ANNUAL UPDATE

- + Document hours: Training, Consultation, Professional Development
- + Statement of intentions for next year



At least 2 years before applying for certification

## IDENTIFY SECONDARY TRAINER BEGIN WRITTEN EXAM PREPARATION

Review written exam study guide and past exam questions



At least one year before exam

## REVIEW TEP APPLICATION

Consult with Primary and Secondary Trainers  
Finalize Third Endorser



## WRITTEN EXAM PREPARATION

Write practice exam essays (random, timed)



To sit for exam

## EMAIL STATEMENT OF INTENT

By June 1 of exam year

Fail Written Exam

## CONSULT WITH PRIMARY TRAINER;

Review comments from exam reviewers



## Third Saturday of October TAKE TEP WRITTEN EXAM

Exam result provided by Feb 1  
By October 31  
Submit final version of written exam

## COMPLETE TEP APPLICATION

- + Primary trainer submits completed, signed application
  - + Primary and secondary trainer and third endorser submit endorsements
  - + Request any special accommodations for written exam
- Submit all material for receipt by July 15

passed exams  
**CELEBRATE!**



After submitting final version of written exam (due October 31)

## REVIEW ONSITE GUIDELINES AND ONSITE EXAM FORM

Upon approval of Onsite examiner and plan by ABE Executive Director

## ORGANIZE AND SCHEDULE GROUP FOR ONSITE EXAM



## TAKE ONSITE EXAM

Fail Onsite Exam

COORDINATE TRAVEL ARRANGEMENTS with onsite examiner



## PROSPECTIVE ONSITE EXAMINERS

- + Consult with Primary Trainer
- + Submit names & plan to ABE Executive Director

## CONSULT WITH PRIMARY TRAINER;

Review onsite evaluation feedback