



BOARD NEWS

Volume 45

May 2021

Number 1

MESSAGE FROM THE PRESIDENT

Catherine D. Nugent, LCPC, TEP



Dear Certified Psychodramatists:

It was gratifying to connect with many of you last month at the ASGPP On-line Conference. I was uplifted by the renewal and resilience I witness in our community: in eager or thoughtful faces on the Zoom screen; in voices calling for inclusion and social justice; in groups bonding across time and space, despite technology glitches; in

the excitement and joy of honoring community leaders and experts, and in the interest in the Board's work conveyed by the level of participation in this year's ABE Conversation Hour.

First, thank you to the 60 people who participated in the Conversation Hour. The turn-out and response was heartening. One session highlight was the announcement of a transition-to- retirement plan for Dale Richard Buchanan, our multi-talented Executive Director of 30 years. The transition plan involves hiring a Provisional Executive Director to learn the role from Dale. Dale's retirement represents a major sociometric event in the life of the Board and the psychodrama community as a whole. Fortunately, Dale had the foresight a few years ago to get this plan into the works. Through a series of gradual steps, we have paved the way for the plan's execution. (See related article, *Moving Toward Retirement* on page 10)

Available with this year's online conference, the Zoom chat feature proved especially valuable. In the ABE Conversation Hour chat, Board Officers and Directors responded directly to private and public messages, providing information and resources in real-time. Common questions focused on the pandemic accommodations, CP application procedures, and online training and practicum hours. Several

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Heroic Failure - 1921

Steve Kopp, MS, TEP



**Moreno stepped out on a stage and willingly faced people's rage
He knew in his mind he'd help all of mankind
Once psychodrama came of age**

When I was asked to reflect on Jacob Levy Moreno's sociodrama on April 1, 1921, I recalled how I presented it to clients – as Moreno's Heroic Failure. I worked with many clients who struggled with perfectionism, and I noted that his attempt to engage spectators' participation in exploring Austria's leadership in action met with resistance, critical reviews and audience members walking out.

In some ways, the day was particularly fitting. In keeping with All Fool's Day, Moreno had stepped into the role of Court Jester. Historically, this role was often held by someone who spoke truth through humor and metaphor. And part of Moreno's joke was asking "Who can be king? Who will take this Throne?" For in stepping into the spotlight that night, he was creating a form of healing in which the therapist was not 'King' but a member of the group. His actions, not his words, announced that group was a republic, in which each voice could be honored. Offering and claiming healing were the birthright of each member, not the ruling monarch.



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FROM THE EDITOR:

Julie Wells, LCSW, TEP



BEHOLD this special edition ABE Newsletter celebrating 100 years of psychodrama! This edition is full of all the bells and whistles due to such a momentous occasion and has a one-time newsletter website to complement it at:

<https://abecertificationne.wixsite.com/newsletter>

When creating this newsletter, the desire to connect and share was palatable and our community ripe with suggestions, ideas, and options for ways to continue psychodrama despite restrictions and an inability to do the important work we do, in-person. Instead of limiting and containing what we were offered, we embraced it.

This newsletter is set up similar to psychodrama with *warm-up* articles in the beginning; *action* and what we, as psychodramatists are actively doing; followed by *sharing* by members of ideas for self-care, opinions on virtual psychodrama, lessons learned, and how psychodrama shows up in life. We include a FREE digital library with books by Tian Dayton, Scott Giacomucci, and John Raven Mosher. Resources like the pandemic accommodations, last year's exam questions, and tips for taking the exam are easily accessible.

Additionally, our members from Asia include updates on how they are coping with the Pandemic and China, Malaysia, and Taiwan give us a peek at the history of how psychodrama developed in their countries. Check out the video of *Xiaoxin* from China; a robot with artificial intelligence trained to do psychodrama one-to-one!! [CLICK to see Xiaoxin in Action](#)

Newer and experienced psychodramatists will find articles that can help learn about psychodrama's history and development, sociometric interventions transformed for use on Zoom, role development as it applies to professional and personal growth, and real-life examples of psychodramatists harnessing creativity and spontaneity to challenge cultural conserves.

Of course, there is room for fun so please try out our first psychodrama crossword puzzle that was easier to create than to solve and take a look to see if you can solve the hid-

den word puzzle found throughout.

BONUS: The first three readers who can email me the solution at journeywellness@aol.com will receive a special prize.

To best enjoy this special edition newsletter, here are some helpful hints:

- **Better screen, better viewing experience:** Mobile devices will work but to get the full experience, try to use your desktop or laptop and get the full effect.
- **Save the Newsletter to your Desktop:** when you receive it right click (PC); control D (Mac), and save it to your desktop for easy access. This keeps the links and resources at your fingertips.
- **Read a little at a time:** This newsletter is not designed to read in one quick setting. We hope you will savor it and explore the many articles and links.
- **Click the links!** Try them out, see where they go and what information they hold for you. Especially click the links to the website where you can see tributes written for John Mosher's in memoriam, op eds about Zoom psychodrama, and member contributions to our COVID-19 check-in survey. Is your response in there?

All in all, we hope that you enjoy the abundance and wealth of information gathered here to celebrate the wonderful and magical power of psychodrama.



2021 ELECTION RESULTS

Sylvia Israel, MFT, RDT/BCT, TEP and Scottie Urmey, BS, MSW, LCSW, TEP were elected to a three year TEP Board Director position; Letitia Victoria Coburn, MS, MA, LCSW, CASAC, CP was elected to a three year CP Board Director position.

ELECTED BOARD DIRECTORS

July 1, 2020 to June 30, 2021

President: Catherine D. Nugent, LCPC, TEP
Vice-President: Barbara Guest, BEd, MSW, TEP
Secretary: TBA
Treasurer: Sylvia Israel, MFT, RDT/BCT, TEP
Directors: Michael Gross, PhD, CADC-I, CET-III, CP, PAT
Siyat Ulon, MD, TEP
Liwen Molly Mo, MEd, RCC, LCP, TEP
Fredilyn Sison, JD, CP
Julie Wells, MSW, LCSW, TEP

NEWLY ELECTED BOARD DIRECTORS

July 1, 2021 to June 30, 2022

President: Catherine D. Nugent, LCPC, TEP
Vice-President: TBA
Secretary: Fredilyn Sison, JD, CP
Treasurer: Sylvia Israel, MFT, RDT/BCT, TEP
Directors: Letitia Victoria Coburn, MS, MA, LCSW, CASAC, CP
Liwen Molly Mo, MEd, RCC, LCP, TEP
Siyat Ulon, MD, TEP
Scottie Urmey, BS, MSW, LCSW, TEP
Julie Wells, LCSW, TEP

One Psychodramatist's Journey Toward Telehealth

Paul Lesnik, LCSW, TEP

It isn't easy converting a counseling and training practice highly dependent on group interaction and action interventions to a screen-sized version of a world once so rich in resources. But it would be hypocritical as a social worker and psychodramatist not to:

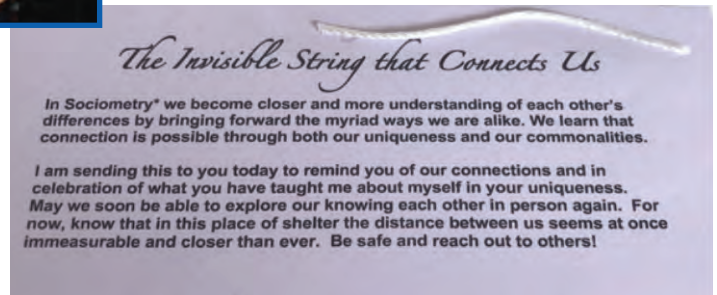
- 1) get over my view of telehealth as an inadequate form of communication;
- 2) mourn the loss of one-on-one connection and all the other grieving that was fostering in its wake and finally;
- 3) look for creative responses to connect to clients and training colleagues, not to mention friends and family, I so desperately missed.

So here is my initial response to COVID-19 and Shelter-in-Place. Days 1 through 5 were ones of resentment, denial, and feeling sorry for myself. I had just started my first psychodrama client group, and I suspended it after only the opening session. It had taken me three years of marketing and an agonizingly slow build-up of a private practice, and I felt cheated by the universe. I felt left behind as other trainers were almost immediately offering Zoom classes and Zoom groups and embracing, rather than resisting, technology.

On day 6, after taking whatever webinar I could find on telehealth and checking in with whoever would listen about the injustice I was experiencing, I had my first Zoom individual session. It was successful, but still lacked the feeling of connection I was so used to. I had sent out an email to all my clients stating my availability by phone or telehealth platforms, but felt I needed to reach out in more interesting ways to manage both their and my feelings of uncertainty with where the world was going.



That's when I came up with, "The Invisible String that Connects Us". I sent out over two hundred of these messages to psychodrama, social work, and mental health colleagues, friends, family members, and clients. The result was a loving barrage of emails, cards, and letters letting me know so many shared my struggle. Zoom sessions continued, now enhanced by the snail mail connection we shared.



Moreno stated, "All creators are alone until their love of creating forms a world around them." Now, months later, I have a new view of telehealth. I will take creativity and connection however I can get it. The psychodrama training group Lin Considine and I co-lead converted to Zoom successfully. But the trainees are as ready as we are to resume meeting in-person at the first possibility it is safe.

Some say COVID-19 will alter the way we do business in the mental health field forever. I take solace in the world that has opened up to me through technology and I look forward to finding creative, connecting ways to make it more a part of who I am. But I'm not surrendering my need for in-person connection anytime soon.

Paul Lesnik, LCSW, TEP — digdeepertherapy.com



Click [HERE](#) to go to our
ABE Newsletter 2021 Website

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Members are encouraged to submit Newsletter materials.

History of Psychodrama over the last 100 years

Barbara Guest Hargin, MSW, TEP



It is 100 years since J. L. Moreno began his odyssey with his first psychodrama in Vienna in 1921. There is nobody today who was there to witness that. However, we do have those who carried and expanded the art. I talked to a few of our wise elders and asked them to tell us about what they remember of their experiences. Dena Baumgartner, TEP talked about her memories of the early days at St Elizabeth's Hospital. The competition was very tough indeed, but Dena won herself a place there as an intern. She remembers the encouragement that sustained her through her training and the friendships she formed that have lasted for 40 years, with friends like Dale Buchanan and Milton Hawkins.

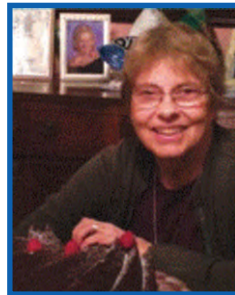
Dena also talked about her nine years serving on the American Board of Examiners. She called it a positive experience that helped her truly understand how the Board works and helped her become a better trainer. Dena told me that she would encourage everyone to get involved with the Board for the experiences it provides.

Elaine Camerota told me about her experience as an onsite examiner in China and Taiwan. Elaine was the first to undertake that role for the Board, a daunting and ultimately enriching experience. There were some bumps in sorting out the logistics, as often happens with firsts, but the warmth of those she met, the unfailing kindness and hospitality made the trip memorable. She became aware first hand of the cultural struggles of younger Chinese students, striving to expand their horizons amid the confines of the traditional and hierarchical norms of their parents' generation. She saw how psychodrama provides an avenue to deal with the emotional pain caused by suppressed emotions, a legacy of the cultural revolution. Psychodrama provides a breath of fresh air for a rapidly growing group there studying Moreno's methods.

I also talked to Miriam Zachariah about her memories and of the role psychodrama played in her life. She told me of the first ASGPP conference she attended in New York with her mother when she was about 12 or 13. They were planning to have lunch with her grandmother, Zerka. Miriam was confused by the attention they attracted from those around them. Although she was familiar with the basics of the method, Miriam's first experience with formal psychodrama was with Zerka on the Moreno stage at Boughton Place when she was about 15 or 16. She



Dale Buchanan, Dena Baumgartner and Milton Hawkins at St Elizabeths



Elaine Camerota celebrating her birthday and fifteen years service to the Board at the Jan. 2015 Board meeting



Miriam Zachariah with her Mother in 1968.



Mary-Jo Amatruda

talked about the tremendous work Zerka has done in making the method more easily accessible for students and giving a formal structure to Moreno's brilliant ideas.

She told me that as a teacher, she encountered psychodrama in the classroom through a training in California in an adaptation of the method called 'tribes'. Ultimately, she decided to train formally and became a student at The Toronto Centre for Psychodrama and Sociometry with the team of trainers there; Donna Little, Gloria Heineman, Nonie Lyon, and Marie Therese Bilaniuk. She used her training as a TEP very effectively, both with students in the classroom, and as a school principal with her staff.

Mary-Jo Amatruda's primary trainer was Gene Eliasoph. She trained with him in the 1990's. Gene's training was at Beacon where Moreno encouraged spontaneity over structure. Gene always talked about his first directing experience there when Moreno told him to go out on the stage and direct. When Gene froze, he looked to Moreno standing offstage. Moreno, with a flick of his wrists, and non-verbally, told him to "Go on and do it". Mary-Jo's training with Gene was similar. She was sent off to lead a group early on. It was sink or swim.

Mary-Jo's first trainer was Karen McNamara. She offered her training at her house on one of the Finger Lakes. Mary-Jo's stories of small weekend groups living and training at Karen's home overlooking a lake, evoke a sense of freedom and wonder. She had a theatre at the back of her house, built by her students and heated by a wood burning stove the students fed with wood they chopped. She charged very, very, little. Karen was a very generous person and trainer. She never knew who would show up and she welcomed everyone.

Mary-Jo came to Psychodrama through the back door. She didn't even know what it was. She was running what was a sociodrama group with teenagers in Rochester, NY. It was only when people would ask her if what she was doing was psychodrama that she began to investigate and then train with Karen.

Spontaneity, inclusiveness and generosity were the adjectives Mary-Jo would use to describe the psychodrama she came to know.

Time, Space, Reality, and Cosmos in a COVID-19 World

Jackie Fowler, CP, PAT



On being asked to write an article about my experience as a CP-PAT during this year of pandemic, my first intuition was to use the Four Universals as a lens. Immediately, I put that aside; “too geeky,” I thought. “Best stick with role theory, or the Canon of Creativity for context; more objective and less revealing.” Now, after a week of reflection and many not-so-serendipitous encounters with peers and friends, I’m certain I can only share what I’ve learned within this unique time, space, reality and cosmos of COVID-19.

In October 2019, way back then, I was embarking on my first independent business venture to teach and promote Psychodrama, Sociometry, and Group Process, as a freshly minted CP-PAT. I’d been in conversation with my primary and secondary trainers, seeking their guidance on how to design my training protocol as a non-clinical practitioner. I express my ever-present gratitude for your wisdom, support and care, Kim Friedman and Cathy Nugent!

I ran my first “official” workshop in December 2019, with just three paying students. What I earned in fees didn’t cover the cost of the studio rental and supplies, but it was a start. It was adequate and I was thrilled! As 2020 dawned, I started marketing for my next workshop, scheduled for early February, and was in discussion with both of my trainers about co-teaching opportunities later in the year.

Needless to say, COVID’s swift and rampant spread thwarted those plans. My February workshop was cancelled, and by March 23, 2020, Oregon’s governor ordered the state to shut down and stay home for the foreseeable future. Time stopped; even breath seemed to stop. There had been December’s discussions and expectations, then suddenly the silence of March’s lockdown. It felt like space had simultaneously become as infinitesimal as a virus, and as vast as the world; everyone, everywhere was suffering, or about to suffer, or afraid to suffer. Reality had become surreal; too early, as yet, to recognize its potential as surplus reality.

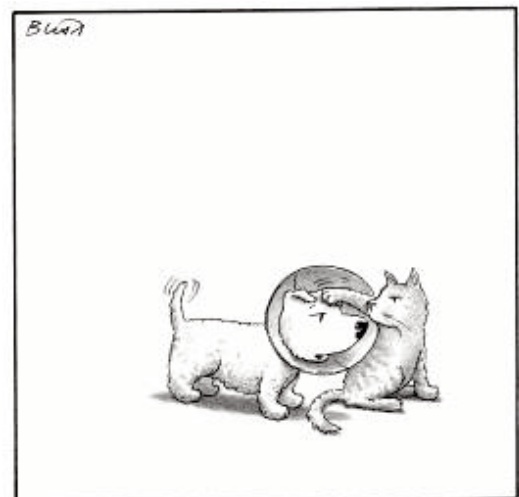
I lived through the AIDS crisis of the 1970’s in NYC, losing dozens of beloved friends, so I thought I might find some insight from that time of urban plague; but this pandemic was affecting people everywhere, at the same time, simply by sharing this space in time. In those early weeks and months of 2020, it was impossible for me not to wonder what the Universe was up to. What did the Cosmos want us to know or do that would guide our response to this pain and sadness and discord?

I persevered, acting “as if” I was a PAT: attempting to develop a website for my practice, Psychodrama NW; enrolling in a number of Zoom workshops to learn how others were translating their in-person trainings to the virtual environment; continuing to support in my long-standing psychodrama peer

group – God bless them, one and all. I even took a workshop in entrepreneurship and marketing. Still, I was bombarded with the daily news that businesses worldwide were failing or never get born, and here I was trying to embark on this CP-PAT journey at 70 years of age, for Pete’s sake. Who, exactly, am I hoping to serve? Well, that, it turned out, was the critical question.

Over time I have reframed my focus to better meet my learning needs during this time, this space, this reality. I have become extravagant in spending time cultivating the soil, myself, my family, my home. I am learning how to obey my yearning for joyous movement and silent meditation. And I am trying, with all my might, to understand the fullness of our human reality, even that which is not my reality, my politics, or my cultural experience. I’m fascinated with science programs that take us out into space, into the cosmos, to hear the wind on Mars, and hear the crunch of rocks as the rover moves over them. And I’m trying to contemplate the proposed Chinese-Russian moon base. What could be the consequences of that on our earth, and our solar system?

I did re-up for the PAT program. I wavered for a few days, wondering if there would even be space, time, or a feasible reality for that dream to grow. In the end, I decided to give it another year. Why not? I’m leading groups again, as a volunteer for Healing Circles Global, learning their lovely contemplative model that works very well in a virtual environment. And I love meeting with my psychodrama sisters every month. We are all older and wiser than when we first formed so many years ago, and are especially grateful this year for each other’s company and affection. For now, I’m learning more deeply about silence, transitions, and stopping without an ending. I’m bringing my garden back to life, with a new appreciation for how it is bringing me back to life as well.



"I really appreciate this..."

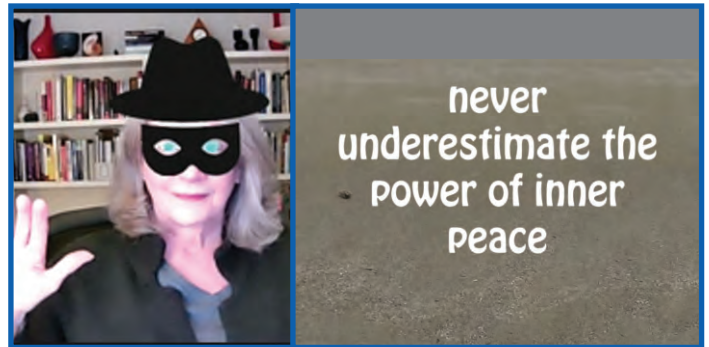
We could all use some good auxiliaries.

Warm-up to our Board Members and their Favorite Zoom Warm Up



Liwen Molly Mo, MEd, RCC, LCP, TEP

Molly's favorite quote for 2021



Cathy D. Nugent, LCPC, TEP

Cathy's favorite quote for 2021

★ **Strength Molly brings to the Board is: COMPASSION**

★ **Favorite Zoom Warm Up: Picture of a Loved One**

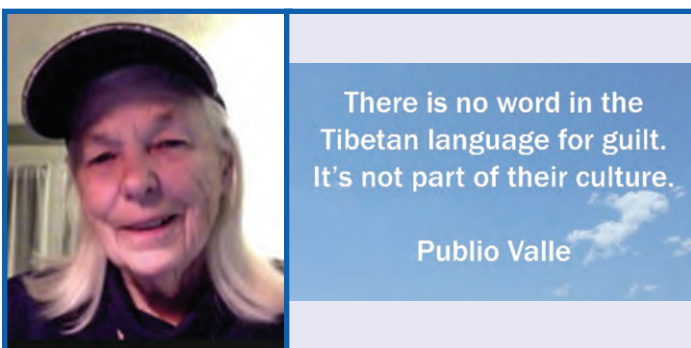
Before group starts, the leader invites each member to choose one picture which he/she wants to share with others. Second, participants take turns using Share Screen option to tell others about it and why he/she chose this picture. Meanwhile, the other group members can ask short questions about the picture with curiosity. Through sharing the story about the picture, it will enhance how much group members know each other and build up connection and group cohesion. Finally, participants can do sharing either in the group or in dyads using the Breakout Rooms option.

★ **Strengths Cathy brings to the Board are: PATIENCE AND ENDURANCE**

★ **Favorite Zoom Warm Up: Who Ate This?**

Participants take photos of their meals before they eat them and email/text them to the leader. When everyone returns from their meal, the leader shows the photos with the Share Screen option and asks participants to guess whose meal is in the picture. The leader can show the photos all at once, and then show each individually while players guess. Each person, or the leader, keeps track of the guesses. After all photos are shown and guesses have been made, the leader shows each photo again, and each person identifies whose meal it is and describes their meal. The participant who gets the most correct, gets to pick a video filter for the other group members to virtually wear for the next 15 minutes.

Alternates: Use for photos of participants' work spaces/desktops; comfort seat; favorite place in the house. Guessing whose shoes/socks/bare feet are these?



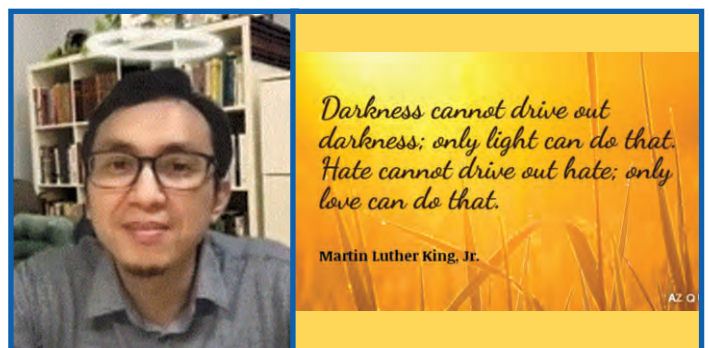
Barbara Guest, BE, MSW, TEP

Barbara's favorite quote for 2021

★ **Strengths Barbara brings to the Board are: PERSERVERENCE and WILLINGNESS**

★ **Favorite Zoom Warm Up: Authentic Movement**

Leader puts on music and invites people to go inside and allow themselves to move with the music in whatever way their bodies choose. They can be sitting, standing, lying on the floor, whatever their bodies dictate. Their eyes can be open or closed. Invite them to check out what they are feeling inside and allow that to be expressed in movement. You can follow this with a verbal check-in about what emerged or just use it to help people get in touch with themselves and get into their bodies. Depending on the music chosen, this can be used in a variety of ways and at various times in a group.



Siyat Ulon, MD, TEP

Siyat's favorite quote for 2021

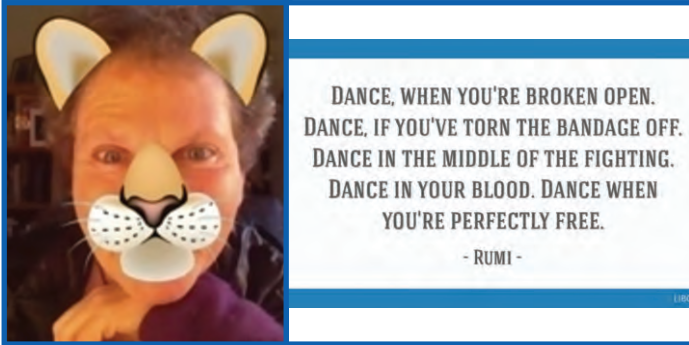
★ **Strength Siyat brings to the Board is: BE A GOOD ENOUGH BRIDGE BUILDER TO MAKE THE CONNECTIONS BETWEEN THE GAPS**

★ **Favorite Zoom Warm Up: Meditation**

I enjoy the technique of meditation that bring us to our inner power of the collective unconscious. Different archetypal images have different powers. Go inside. You will find the right one when you need it.

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Warm-up to our Board Members...



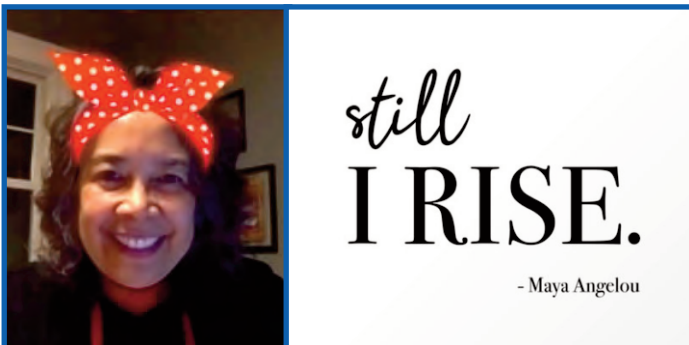
Sylvia Israel, MFT, RDT/BCT, TEP

Sylvia's favorite quote for 2021

★ Strengths Sylvia brings to the Board are: **CURIOSITY AND KINDNESS**

★ Favorite Zoom Warm Up: **Online Playback Check- In**

Each participant provides a short check-in and identifies a feeling using sounds, words and movement to show the group how they are feeling. The group, all at the same time, "plays back" the check-in as the teller watches. Actors come to *pause/freeze* and then to *neutral*, and look at the teller—even on Zoom!



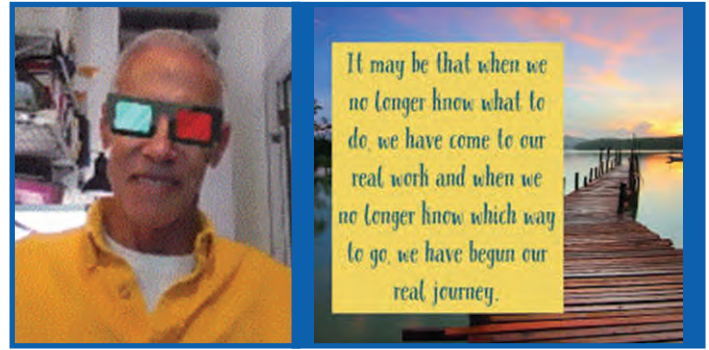
Fredilyn Sison, JD, CP

Fredi's favorite quote for 2021

★ Strength Fredi brings to the Board is: **BEING ORGANIZED**

★ Favorite Zoom Warm Up: **Two Truths and a Lie**

Leader asks each participant to write three statements about themselves; two true and one lie. Have them send their statements to the leader in advance. Leader will use Share Screen option showing the three statements and ask all to choose which statement is the lie. Person with the most correct answers wins.



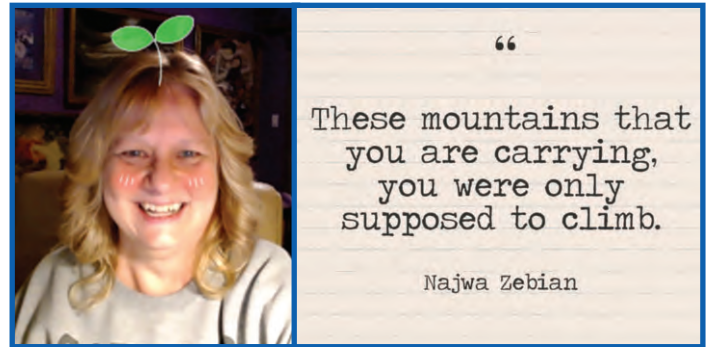
Michael Gross, PhD, CADC-I, CET-III, CP, PAT

Michael's favorite quote for 2021

★ Strength Michael brings to the Board is: **CURIOSITY**

★ Favorite Zoom Warm Up: **Sharing in Dyads or Triads**

Leader uses the Breakout Room option with dyads or triads for a time-limited period, say 10 minutes, with or without a prompt. Ask them to share e.g., "How are you, really?"



Julie Wells, LCSW, TEP

Julie's favorite quote for 2021

★ Strength Julie brings to the Board is: **CREATIVITY**

★ Favorite Zoom Warm Up: **Scavenger Hunt**

Leader prepares a list of items he/she wants the participants to find and gives them 5 to 10 minutes to find the items and then return to the zoom meeting. The leader times each participant as they return. Whoever gets all the items first wins. The first person back may not have all the items. The leader then calls out each object for the group to show that they have it. Winner gets to pick next warm-up; what color to wear next time you meet; order of sharing; a temporary video filter that each participant virtually wears; or picks a 'word' that, every time it is said, the group must make a movement, gesture, or sound.

ZOOM SCAVENGER LIST

FIVE (5) Minutes to gather and bring back to zoom screen:

1. A PSYCHODRAMA BOOK
2. A KEYCHAIN
3. HAND SANITIZER
4. A MASK
5. SOMETHING MUSICAL
6. A PAPERCLIP
7. PICTURE OF A LOVED ONE
8. ROLL OF TOILET PAPER
9. A COIN
10. A BATTERY

Pandemic Accommodations

Catherine Nugent, LCPC, TEP

In response to public health directives regarding prevention of COVID-19 transmission, the ABE Board has offered two rounds of accommodations, as shown in the following table.

- In May 2020, the Board expanded the number of hours of Distance Learning that could be credited toward the requirement for CP certification and explicitly specified the number of practicum sessions that could be credited when conducted online.
- In January 2021, in response to a high volume of requests associated with candidates planning to apply for CP and TEP exams in October 2021, the Board determined additional special accommodations specifically for those who are applying for admission to the October 2021 CP and TEP exams as outlined in the following table:

	ABE Certification Standards	COVID Accommodations (May 2020)	For October 2021 Exam Applicants: additional special accommodations
Certified Practitioner			
Distance Learning (maximum)	120	150	170
Minimum face-to-face in-person real time training with TEP or PAT	460	460	440
Maximum number of online practicum sessions		20	45
Minimum number of in-person, face-to face real time groups			20 (out of 41 minimum group practicum sessions)
Trainer, Educator & Practitioner			
Maximum number of online practicum training sessions		48	68

Candidates for onsite examinations can begin the scheduling process as soon as the following conditions are met: local health guidelines accommodate face-to-face, in-person live group sessions; an onsite examiner can safely travel to and observe the session; and the ABE office has sufficient resources to administer. The ABE office will notify you once onsites may be processed.

CP & TEP Primary, Secondary & 3rd Endorsers

Please remember that all Primary, Secondary & 3rd Endorser recommendations must be based on observations (twice) within the current three years of the application date.

2021 Applicants for CP & TEP Must Pre-Register

Contact us by email at abepsychodrama@yahoo.com by June 1. In the Subject Line insert: "CP Address Information" In the body of the email, include complete contact information including your name, degree, address, phone number, for example:

J.L. Moreno, M.D.
259 Wolcott Avenue, Beacon, NY 12508
Moreno@beaconhouse.org
(555) 555-5555

Registration is required so that the Admissions Committee can reserve adequate time to review your application for certification. As soon as we receive your email we will make a reservation for the Admissions Committee to review your materials.

Candidates who submit applications without emailing us of their intention to sit for the exam by June 1 will be charged an additional administrative fee for failure to register for the application review process.

PIVOTING TO DIGITAL

Kristine Jackson, LCSW, CEDS, CET II, DWCF-C, CP, PAT



He said he didn't know, so I told him to look around his room, then find an object to represent someone or something that did know. Once he role reversed with the pillow that represented God, he began to speak; all the truths – and was both speaking as well as hearing for the first time. Once he role reversed back, I had him look at the pillow and hear what

had been stated. Tears began to fall, and he quietly said "I know; and it's all going to be ok." I had to turn up the volume because his truth started as a whisper, then I asked him to find a place in his body where that truth most lived, and he put his hand on his heart. He repeated some of the words, slowly, and his voice began to match the strength of his truth....

If you had asked me pre-pandemic, I would have adamantly refused the opportunity to try to connect tele to telehealth, mostly because I did not believe there was the opportunity to truly connect. I was wrong.

Pivoting due to need created possibilities, and spontaneity invited creativity. After doing online psychodrama with individuals, couples, and groups over the past year, I am now a believer, with the following three tenets of belief:

It's not only possible, it creates possibilities.

I appreciate the ways that virtual offerings have reduced barriers, so those who previously had difficulty in finding their way into an experiential process in a room, can now participate through Zoom, or any of the other platforms. These offerings made the modality more accessible to those who had felt barriers, whether it was language difference, lack of money, time or time zone challenges, transportation issues, or a visual impairment. *It also allows me to turn up the volume when a client is quiet.* The technology provided alternatives that work better for many, and solutions for those previously disenfranchised. My hope is that Moreno would have been delighted, and repeated: "A truly therapeutic procedure cannot have less an objective than the whole of mankind." That being said, the warm-up and integration often require a slower pacing, with more resourcing throughout.

Difference in delivery, not depth.

There are so many ways to do sociometry online. From using my arm for a spectrogram, to annotating the virtual whiteboard for locograms, it turns out that spontaneity is more essential than scarves in cultivating connection. *And it turns out that a pillow can hold a place for a transpersonal source of strength.* This season has certainly invited us to shoot confetti out of the Canon of Creativity, and has changed our former conserves. At first, I bemoaned not having my props, then I remembered my tools, and there were gifts in following the client, being invited into their space virtually, and asking them to choose objects around their space to hold roles. Which means that months into this, I am getting emails from clients who are so grateful when they see the vase that also played their Higher Power. They are surrounded by transitional objects imbued with meaning, so there is resourcing imbedded into their integration process. Safety invites depth, so the opportunity to invite clients to seek their safety, not only in



their surroundings but within themselves, has given the opportunity to hone the tools, while honoring the process. In other words, though the path may look different these days, it winds through depth to healing. To get to that depth seems to take more intentional steps, deliberately inviting expansion while inviting each person to feel, name, and own their internal and external containers for the experience.

Connection heals.

Ultimately, it is connection that heals, and though there are challenges in an online linear communication system, I have seen and felt connection. *That client said that he thought the online process allowed him to focus on himself, rather than search for my reactions. So he gave himself more permission to connect to himself.* Though there is not the same mirror neuron loop, there still can be a circling back and up, spiraling toward healing together. That being said, I believe it asks more of the therapist to invite clients to the process, attune to many cues at once with less ability to "feel" what is in the room, and be continuously monitoring without setting up the feeling that the director is a 'sage on the stage.' In some ways, this time of pivoting to digital made me truly respect the inherent co-creation involved. With creativity, the underlying innate human desire to be seen, heard and held can happen in beautiful, unexpected ways.

Kristine Jackson: onsiteworkshops.com

Click [HERE](#) to read more opinions like this.

Upcoming Executive Director Job Opening

Catherine Nugent, LCPC, TEP

Moving Toward Retirement... Dale Richard Buchanan, is planning to retire from his position as Executive Director of The American Board of Psychodrama, Sociometry, and Group Psychotherapy; a position he has held continuously since 1985. During his stewardship, the number of certified psychodrama practitioners and trainers has grown tremendously, and Dale has been instrumental in the increase of certifications beyond North America. Although his retirement brings a loss of important institutional history and knowledge, Dale has left the ABE with a strong organizational foundation to carry on its work.

Before Dale retires, he will mentor a Provisional Executive Director. The person selected will go through a year-long life-cycle of the certification process learning the protocols and procedures to support the Board in achieving its mission. During the transition year, the Provisional Executive Director will contribute proven organizational skills. The person selected will



bring strong computer literacy, including fluency in Adobe Acrobat; Microsoft Office programs such as Word, Excel, and PowerPoint; document management tools such as Google Docs; and standard accounting tools such as Quicken.

The transition period is intended to help facilitate a smooth transition during this significant change for the ABE.

Applicants: Click [HERE](#) for the Vacancy Announcement and Position Description. If you are interested, send a Cover Letter that explains your background and qualifications for the position, along with a Resume, and two letters of recommendation to: Cathy Nugent at cathynugent@verizon.net The application deadline is June 10, 2021.

IMPORTANT: Stay tuned for more information about this significant rite of passage for Dale, the Board, and the psychodrama community.

Reflections of a New Board Director

Siyat Ulon, MD, TEP

Before the COVID-19 pandemic, I was invited to participate in the ABE election. I reflect on my initial encounter with the Board.

In 2012, I applied for the CP examination, when I left Taiwan to study anthropology at UCLA. During this process, Dale Buchanan's reply was clear, warm, and supportive. This is different from what I have experienced with traditional examinations in Chinese ethos. The ABE made the examination into a brainstorming game that encouraged me to look into my strengths and weaknesses. The examination was a process to self-assess my learning. Experiencing the difference between Oriental and Western cultural differences, the ABE gave me a deep impression of warmth and support. These tiny but treasurable memories encouraged me to join the Board.

However, we have all been unexpectedly influenced by the Pandemic with many people suffering from the socio-political and economic earthquake. In the past year, many psychodrama training opportunities or resources have been limited. The biggest challenge of the Board is to accommodate the examination process during the Pandemic circumspectly. The Board has contained the anxiety and uncertainty of different psychodrama groups as well as we can. We also provide provisional certification, and have temporarily adjusted the regulation for online training. After much debate the Board has approved emergency measures for the certification guidelines that best benefit trainers and trainees, and offered a clear structure that ensures the quality of psychodrama training.

The ABE face-to-face meetings have changed to online meetings across different time zones. Within the limitations of



Zoom meetings, in the 3X3 window, my experience is that the Board members coordinate and cooperate. Cathy is very empathetic to how people are affected by the Pandemic. She brings a different voice into our discussion and facilitates consensus among the Board. Michael and Fredi can clearly and structurally analyze the situation and provide relevant actions. Sylvia studies the difficulties of promoting psychodrama and tries to search for different ways to revitalize our psychodrama training. Julie and Barbara pay attention to core competencies of psychodrama training and examination. Molly reminds us of here-

and-now awareness to provide more self-care and acceptance in the discussion. Dale shares many important and valuable memories and experiences to better assist the smooth process of creating Pandemic accommodations. As a new member experiencing how the ABE cautiously made the Pandemic accommodations, I see the ABE as an active organism with collective wisdom, creativity, and flexibility with the abundant cultural conserve of psychodrama to handle our collective shadow triggered by the Pandemic.

In the following years, our psychodrama communities will still have to face the challenges of COVID-19 together. Some accommodations may yet be provided and new surveys will be conducted for collecting our group wisdom. New things always come up, with new standards to better adjust until they become a new cultural conserve. I expect to bring my cross-cultural perspectives from being a Taiwanese indigenous person, to incorporate my training from medicine, anthropology, and Jungian psychology into the Board discussion and to promote the professional development of psychodrama

2020 WRITTEN EXAMINATION QUESTIONS

CERTIFIED PRACTITIONER

HISTORY

During J.L. Moreno's lifetime, many historical events significantly affected people's day to day lives. Identify one of these events, and describe how Moreno responded.

PHILOSOPHY

Explain Moreno's philosophy that human survival depends on spontaneity-creativity. How does this philosophy influence your work?

METHODOLOGY 1

Discuss how you use role-training to teach a protagonist a new behavior. (This does not refer to role-training an auxiliary.) Give one example from your practice.

METHODOLOGY 2 (Choice of a or b)

2A. Choose one (01) of the following techniques: double, mirror, role reversal or future projection. Define the technique, and give an example of how you have used it while directing a psychodrama in a group.

OR

2B. As Director, what would you do if a protagonist loses spontaneity or becomes blocked during the enactment phase of a psychodrama? Include two (02) techniques you would use and the rationale behind each.

SOCIOMETRY 1

Describe two (2) sociometric exercises you would use with a group new to psychodrama to warm them up to each other and introduce them to the method.

SOCIOMETRY 2 (Choice of a or b)

2A. Conflict arises in a group you lead. Identify two sociometric interventions you could use to resolve the situation. Choose one, and describe how you would implement that intervention.

OR

2B. When and how would you use the Diamond of Opposites in a group?

ETHICS

According to the APA Code of Ethical Conduct 3.06, a professional "refrains from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to impair their objectivity, competence, or effectiveness in performing their functions...or expose the person or organization with whom the professional relationship exists to harm or exploitation."

Discuss how this APA ethical standard regarding conflict of interest affects your psychodrama practice. Provide an example.

RESEARCH

Identify an issue you want to assess in your psychodrama group. Which psychodramatic or sociometric tool would you use to assess it. Explain how you would use it.

RELATED FIELDS

Discuss your knowledge of how a related field influences your work as a psychodramatist.

TRAINER, EDUCATOR AND PRACTITIONER

HISTORY

Describe an action training module about J.L. Moreno's response to a significant historical event that affected people's day to day lives.

PHILOSOPHY

Describe an action training session to introduce Moreno's philosophy that human survival depends on spontaneity-creativity.

METHODOLOGY 1

Describe an action training module to teach your trainees how to use role-training to teach a protagonist a new behavior. (This does not refer to role-training an auxiliary.)

METHODOLOGY 2 (Choice of a or b)

2A. Choose one (01) of the following techniques: double, mirror, role reversal or future projection. Design a training module to teach your trainees. Include: theory, methodology and practical application in your module.

OR

2B. Name two (02) techniques you think are important to teach your trainees to use when a protagonist loses spontaneity or becomes blocked during the enactment phase of a psychodrama. How and why would you teach the two (02) techniques?

SOCIOMETRY 1

Design an action training module to introduce two (2) sociometric exercises to use with a group new to psychodrama to warm them up to each other and introduce them to the method. Include how you teach these methods, as well as the rationale for using them.

SOCIOMETRY 2 (Choice of a or b)

2A. Conflict arises in your training group. Identify two sociometric interventions you could use to resolve the situation. Choose one, and describe how you would teach and implement that intervention.

OR

2B. How do you teach the use of the Diamond of Opposites in a group?

ETHICS

According to the APA Code of Ethical Conduct 3.06, a professional "refrains from taking on a professional role when personal, scientific, professional, legal, financial, or other interests or relationships could reasonably be expected to impair their objectivity, competence, or effectiveness in performing their functions... or expose the person or organization with whom the professional relationship exists to harm or exploitation."

Design an action training module to teach this APA ethical standard regarding conflict of interest.

RESEARCH

Design an action training session that teaches how to use psychodramatic or sociometric tools to assess an issue of interest to your training group.

RELATED FIELDS

Discuss how your knowledge of a related field influences your work as a psychodrama trainer.

2020 Written Examination Evaluation

Sylvia Israel, LMFT, RDT/BCT, TEP & Fredilyn Sison, JD, CP

Twenty CP candidates and nine TEP candidates passed the written exam administered October 2020. The exam questions appear on page 11 of this issue. Due to COVID-19, none of the candidates have taken their on-site exams. Candidates for onsite examinations can begin the scheduling process as soon as the following conditions are met: local health guidelines accommodate face-to-face, in-person live group sessions; an onsite examiner can safely travel to and observe the session; and the ABE office has sufficient resources to administer. The ABE office will notify you once onsites may be processed.



The written exams are reviewed blindly, and the identity of the examinees are not revealed until all the exams have been evaluated. Specific details about the scoring process can be found on the ABE website in the CP Study Guide (<http://www.psychodramacertification.org/docs/CP-StudyGuide.pdf>) and the TEP Study Guide (<http://www.psychodramacertification.org/docs/TEPStudyGuide.pdf>).

Below are comments regarding the 2020 examination responses and additional tips for trainers and future candidates.

CP Written Exam

In response to last year's comments about the 2019 exams, more care was taken in using the right terminology for concepts and principles. An essay is much improved when the theories are spelled out, the techniques described fully, the process explained, and examples given. Examinees are encouraged to write their essays as if the reader knows little or nothing about psychodrama. Although brevity is often a hallmark of a good essay, short answers do not always adequately answer the question. The graders assess the exam takers' breadth and depth of knowledge and experience; vagueness and lack of specificity can often result in an essay that is unfocused and incoherent.

Some test-takers are under the impression that certain questions are not as important as others and more time should be given to the "important" ones. This is not an ideal way to approach the exam. All the subjects are important in assessing the examinee's knowledge of, proficiency with, and competency in psychodrama.

Because many of the examinees are not native English speakers, graders were cautioned to evaluate the essay on how well the examinee responded to the question by giving a full and complete answer, not on how well they wrote in English.

Of all the topics this year, Philosophy essays were the strongest, with many passing with high scores.

History essays were generally solid. Identifying the historical event, describing it with great detail, explaining the significance of the event to people's lives, and examining Moreno's response to the event strengthened the score.

The Ethics essays provided clear examples of conflicts practitioners face in their practice. The essays were improved with a discussion as to why the avoidance of conflicts of interest was an important issue for practitioners.

Examinees did well on Research. However, the essay would have been stronger if it clearly identified the issue to be re-



searched and the steps taken in assessing it within the group. While the essay required some discussion of methodology used in the assessment, the focus was on the assessment itself: why was it necessary, how did the psychodramatist determine what the correct assessment tool was, and how effective was that tool?

In Related Fields, applicants provided interesting descriptions about their work in the related field. Citing and explaining the theories, tenets and/or principles of the related field and providing detailed examples were important, as was the influence of this related field to the practitioner's work. Greater specificity, such as identifying which family system theory was being discussed, would have been helpful to the reader.

In Sociometry, a fuller description of the sociometric exercises and their effectiveness for the group made for a vigorous response. This was also recommended for the discussion of sociometric interventions or diamond of opposites in the second question.

Methodology provided the greatest challenge for examinees. Citing, defining, and explaining theories and techniques allowed for an assessment of the practitioner's knowledge. Examples gave insight to the examinee's experience with the method; the more detail, the better.

TEP Written Exam

TEP candidates generally displayed solid knowledge and understanding of all the domains addressed on the written exam.

As in past years, the most common weakness in responses was when candidates did not demonstrate their transition from the role of practitioner to the role of trainer.

For example, the Methodology section asked for a description of an action training module to teach trainees how to use role training to teach a protagonist a new behavior. The answer needs to include a training module with goals and objectives, and a structure for teaching the trainees how, when, and why to implement the method being taught. Focusing on how a protagonist can learn a new role in a drama does not adequately describe the training content.

It is also important to be aware of which section the examinee is answering. For example, the social atom might be appropriate to use in Methodology, Sociometry or Research. When using the social atom in the Research section, it is not adequate to focus solely on training students to make the social atom and putting it into action.

The bridge to how the trainer is teaching the students to apply it to research is important. Teaching students only how to make a social atom might be an adequate answer in the Methodology, but not in the Research section.

Tips for Trainers Preparing CP and TEP Trainees for the Written Exam

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

Continued page 38

100 YEARS OF PSYCHODRAMA

Karen Carnabucci, LCSW, TEP



This year, psychodrama is celebrating its 100th year. That's a lot of years.

It's been an interesting century. Every serious psychodrama student knows the history of this amazing method. A young physician, fascinated by theater and priding himself a rebel to

the Freudian philosophy of the time, rents a theater in Vienna on April 1, 1921. He dresses dramatically as a jester and places a throne on the empty stage. With dignitaries watching, he invites someone to sit upon the throne, willing to take leadership of still-recovering Austria, which was repairing the ravages of World War I.

In celebrating this psychodrama milestone, we have the opportunity to look at its history and its evolution through the years. Indeed, it may be challenging to find a philosophy that is hardly known by the public and at the same time so firmly embedded in our culture with group therapy, support groups, social networks, role play, experiential psychotherapy, and other action activities.

My study and practice of ancestry healing and Family Constellations for the past 20 years teaches me that we thrive when we respect the ancestors and honor their struggles and strengths. When we forget or dismiss, we are the less for it.

J.L. Moreno lived in post-war Europe and must have been shaped by his early work tending to the sick refugees of Mitterndorf. His patients must have been impacted by the great Spanish flu pandemic of 1918-1919, and surely he observed that the world needed healing not only from illness but also from the trauma of war and the anti-Semitism of the time. He took his inspiration from the Greek drama, from Jesus, and other early philosophers to slowly develop psychodrama and its related methods.

In turn, he inspired many followers, associates and family members, including his third wife Zerka Moreno and his loyal brother William Moreno, who regularly offered financial help. The students who arrived at Moreno Institute in Beacon included many people who would take his ideas and adapt it to match their own ideas, like Fritz Perls merging and adapting Moreno's method to his Gestalt therapy. Others, full of admiration of "the Doctor," would accept psychodrama wholly and deliver and teach it in the United States and throughout the world: Marcia Karp to Great Britain, Gretel Leutz to Germany, Anne Ancelin Schutezenberger to France, and more.

Archival films of Jacob Moreno conducting psychodramas from the 1940s to the 1960s are fascinating yet appear clumsy and dated to our contemporary sensibilities. Fewer practitioners use the strict classical psychodrama method



taught by the Morenos, when the enactment took place on a lighted stage with three-hour sessions. In fact, psychodrama has evolved into a sophisticated method with techniques adaptable for individual and group psychotherapy and various psychological approaches. Now most practitioners have shortened the length of sessions, and cognitive behavioral therapists pick and

chose from various techniques that they combine with their talk therapy sessions.

In addition to its therapeutic uses, psychodrama has found its way to coaching, leadership development, community, and social justice, play, improvisational theater, and medical training. Trainers are always innovating, developing special models for spiritual growth, trauma treatment, disabled persons, and people with brain injury, autism, and the like.

In the non-therapeutic world, practitioners have employed psychodrama in law, criminal justice, police training, and business. The related field of sociodrama shows applications for management training, community building, education, faith community, and political contexts. More innovations address collective trauma and collective healing. Bert Hellinger, the developer of Family Constellations, synthesized many of Moreno's ideas, particularly tele and sociometry.

Psychodramatists who are interested in ancestor healing will benefit from learning world history. If we believe that traumatic experiences are carried from generation to generation and country to country, we must recognize historical elements from our respective nations as well as peoples' countries of origin. This should include the history of emigration of various centuries and decades as well as the history of famine, war, religious persecution, organized racist policies, genocide, slavery, regional migration, and natural catastrophes. Each country also has a history of the decimation of indigenous and other peoples which should be acknowledged, studied, and fearlessly brought forward as necessary. Clearly, there is still much work to be done. As Moreno himself famously said, "A truly therapeutic procedure can have no less an objective than the whole of mankind."

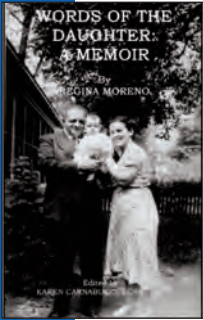
Our psychodrama organizations persist. Younger people are becoming interested in psychodrama, sociodrama, sociometry, and sociometry. Books are being written. The American Society of Group Psychotherapy and Psychodrama now offers a "Young Professional" award while initiating a program that honors the elders in our midst and their stories. Candidates for practitioner and trainer study for the exams, eager to become certified. Psychodrama, after 100 years, is alive and breathing, thanks to its ancestors.

Karen Carnabucci: realtruekaren.com

Spotlight On New Publications

Regina Moreno's memoir is a gift to the psychodrama community

Karen Carnabucci, LCSW, TEP



Regina Moreno **Words of the Daughter: A Memoir**

Regina Moreno has given a great gift to the psychodrama community. Her book "Words of the Daughter: A Memoir," published in January 2021, is already being read and discussed as an important contribution to the psychodrama community.

Gina – as she calls herself now – gives readers an inside look of life in the "Little House," the name of the bungalow in Beacon, New York, where she grew up as the daughter of Dr. J.L. Moreno and Florence Bridge Moreno.

The Little House was steps away from the "Big House," what the family called the stately Beacon Hill Sanitarium that her father founded in the mid-1930s with its therapeutic theater.

Her memoir tells of her parents' unhappy marriage and the arrival of Zerka Toeman, who became Gina's stepmother after her parents divorced. It is generous with details about the off-stage life of the Moreno family – her father's love of brown bread and herring, his European way of dressing when at home, and the batch of

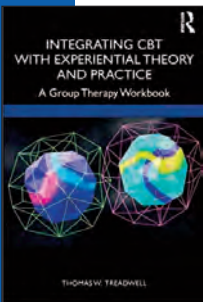
pre-written excuses he kept in his filing cabinet when Gina didn't attend school.

Psychodramatists will find much of interest. We learn of Florence Moreno's contributions: her use of psychodrama in education, the enactments of Bible stories at her church, and her sociometric explorations – including a sociometric experiment with neighborhood children in the back yard of the Little House that did not go well, thanks to Gina's jealousy of a little girl she thought her mother liked.

We learn about her father's struggles with his Jewish identity in the face of widespread anti-Semitism, prompting him to leave his beloved Vienna, changing his surname to the Spanish-sounding Moreno and celebrating Christmas instead of the traditional Jewish holidays. When Gina, as a young adult, began studies to convert to Judaism, she met her father's strong objections.

The book is available at online outlets including Lulu, Amazon, Barnes and Noble, and Apple Books, among others.

A Facebook page at www.facebook.com/reginamorenomemoir keeps readers updated with information about the book and posts vintage pictures, excerpts and news.



Thomas Treadwell, TEP **Integrating CBT with Experiential Theory and Practice**

This workbook elucidates the techniques clinicians will encounter using the cognitive experiential (psychodrama) group therapy (CEGT) model. This model incorporates cognitive behavioral and psychodramatic interventions to help identify and modify negative thinking, behavior, and interpersonal patterns.

https://www.amazon.com/Integrating-CBT-Experiential-Theory-Practice-dp-0367856557/dp/0367856557/ref=mt_other?encoding=UTF8&me=&qid=1618000666

Journal Articles Written by ABE Members

Authors: Heidi Landis, RDT, LCAT, TEP & Sari Skolnik, PhD, LCSW-R, TEP
Journal: *Social Work with Groups*, April 2021
Title: Periphery to core: scenes from a psychodrama

Author: Rory Richardson, PhD, ABMP, TEP
Journal: *Online Journal of Neurology and Brain Disorders*, Volume 4 - Issue 1
Title: The Sociometric Science of Disease: The Ultimate Who Shall Survive in Sociometric Epidemiology

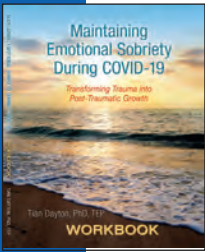
Author: Scott Giacomucci, DSW, LCSW, BCD, FAAETS, CP/PAT
Journal: *Social Work with Groups*, February 2021
Title: Sociatry, psychodrama, and social work: Moreno's mysticism and social justice tradition

Journal: *APA Div. 49: Society of Group Psychology and Group Psychotherapy*, February 2021
Title: Psychodramatic group therapy celebrates its 100th birthday: A parallel process with our current socio-political experience

Journal: *Social Work with Groups*, March 2021
Title: Sparc of spontaneity: creating integration between social work, sociometry, and psychodrama

*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.*

FREE Digital Library

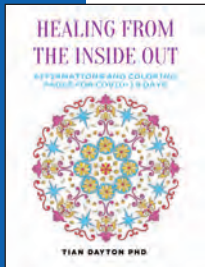


Tian Dayton, PhD, TEP

Maintaining Emotional Sobriety During COVID-19

This workbook will help you to process the residue of trauma that the pandemic leaves in its wake and consolidate your growth and learning....from meeting challenges head on.....so that we can all leave the past in the past, and embrace a beautiful future!

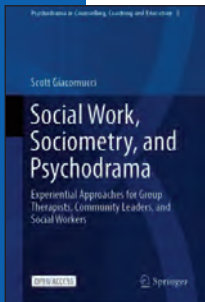
FREE: <https://www.tiandayton.com/get-workbook-maintaining-emotional-sobriety-during-covid-19/>



Healing from the Inside Out

Affirmations and Coloring Pages for COVID-19 Days

FREE: https://www.dropbox.com/s/rsxquk12joqe9vo/Healing-from-the-Inside-Out-Affirmations-and-coloring-pages-for-covid19%20%282%29.pdf?dl=0&fbclid=IwAR3ntTIFCoKfK8m78xKZEzZV-yJaROBjZ8ed0lrqE-UAql-bXcB_8w-x_2Qo



Scott Giacomucci, DSW, LCSW, BCD, FAAETS, CP, PAT

Social Work, Sociometry, and Psychodrama

Experiential Approaches for Group Therapists, Community Leaders, and Social Workers

I am thrilled to share with you about my new book which is the first to comprehensively integrate Moreno's methods into the social work field. The eBook is freely accessible and indexed in academic databases – it is the first book in a new international psychodrama book series by Springer Nature. I am excited to share that in its first week, the book received over 21,000 downloads and reached the #1 New Release spot on Amazon in the category of Medical Psychology Research.

The book emerged from my own process of integrating my professional roles of social worker and psychodramatist. These theoretical systems and the practice of both have much in common. Social workers are often articulating the same idea as Moreno but different language; person-in-environment, mutual aid, social justice, dignity/worth, etc. In many ways, Moreno operated as a social worker, working with marginalized/oppressed populations, emphasizing relationships and social forces, and advocating for an integrated approach to change at the individual, group, and societal levels.

The book was written to appeal to academics, therapists, activists, and community leaders with sections devoted to group work, individual work, community work, as well as theory and history. Many have commented that the book is ideal for psychodrama trainees preparing for the certification exam; others have expressed intent to use the book as the required text in their university psychodrama syllabi. Regardless of where you are in your psychodrama journey, I believe and hope that the book has something meaningful for you!

FREE eBook access: <https://link.springer.com/book/10.1007/978-981-33-6342-7#toc>



John Raven Mosher, MA, TEP

Cycles of Healing: Creating Our Paths to Wholeness

Cycles of Healing looks at the human being and the healing process through the lenses of the new sciences. Specifically, this book looks at the ways in which people live a personal mythology that has the features of a complex dynamic system. In ancient times when the quartered circle was a living symbol within communities, people lived a shared cosmology of the universe and a shared set of myths about the cycle of life and their place in the universe. In the modern world we begin making personal myths about ourselves in childhood to explain our experiences to ourselves. As we grow up, new feedback from our environment is incorporated into these personal myths, but they are not easily changed from their early patterns. Our personal mythologies retain their initial patterns throughout our lifetimes even as they continue to organize in new ways.

[Click HERE to Download FREE Book](#)

Videos: A number of videos can be found at <https://asgpp.org/resources/>

New Adaptations of Living Newspaper for Social Change

Cece Yocum, PhD, CP, PAT

How exciting to have such a wealth of riches, a variety of perspectives and topics, all springing forth from the philosophy and methodology of JL Moreno and Zerka Toeman Moreno. Aside from classical psychodrama, certified TEPs and PATs can offer a range of training options that would count toward certification. Read from some of our psychodrama trainers about such training options as: sociatry, bibliodrama, and the Living Newspaper.



Background

The Living Newspaper, 20th century

"One of the early sociodramatic structures created by Dr. J.L. Moreno, the physician who developed the action method of psychodrama, was what he called "The Living Newspaper."

Participants in Dr. Moreno's groups in Vienna, Austria, would peruse a copy of the day's newspaper, select articles that were of interest and then improvise the scenes of the story, as biographer Rene Marineau described.

Later, Dr. Moreno enacted significant events with larger groups at professional conferences, including such issues as the 1948 race riots in Harlem, the trial of Adolf Eichmann in Jerusalem in 1961 and the assassination of John F. Kennedy in Dallas in 1963."

- Carnabucci, K. (2009, February 27). *The Living Newspaper, 21st century. Midwest Psychodrama.*

Some of the Purposes of Living Newspaper

Living Newspaper can be used in a variety ways:

For social action: To put an issue in historical perspective, to explore various stakeholders and their motivations and feelings, to discover entry points for interventions, and educate others about the issue. Most importantly, it is used to build capacity for persons/ groups to reduce or eradicate prejudice and injustice while building strengths and skills to increase the well-being of citizens, the community, and the environment.

For personal change: To understand personal issues, explore motivations, and feelings of others; to see openings for change; and to motivate change.

For education: See *Making a Drama out of Crisis: How to use Psychodrama in Education*
<https://www.psychreg.org/psychodrama-education/>

New Directions for Using Living Newspaper in zoom groups:

1. Find pictures/articles from magazines, newspapers or other sources that are connected in some way to the social change topic you are interested in presenting.

2. Send each person in the breakout room a copy of the same picture or short article. (Email a copy ahead of time)

Different breakout rooms could have different pictures/articles related to the same theme or you could all use the same article. The team should decide beforehand how long the groups will have for the set up and enactment.

3. Ask each participant to pick a person, an object, an emotion, or unseen force, etc. they would like to explore in the enactment and tell the other participants in the breakout room. If available, participants can use a scarf or other item for the enactment.

4. When it is a group's turn, someone in the group will show the picture (if there is one) and read the article aloud (unless everyone has the same article) or give a brief description of the story.

Then each member of the group will then take turns enacting a person, emotion, object, or unseen force in the breakout room as a warmup. They can move and make statements as the character they chose and/or can direct their comments to the audience or to another character.

5. Another option is for the group to develop a tableau (a still scene from the story, often striking or dramatic) with a spoken line from each of the different characters in the story.

If available, they can use scarves and props for costumes, etc. After the action, characters would debrief from the role.

6. Depending on time, you can debrief in the breakout room or large group. The director asks audience members if they want to ask any of the characters questions or make comments. The number of questions/comments will depend on time.

7. Others who watched the enactment can ask questions such as:

- What did you discover from playing that character?
- Did you discover anything new that affects your topic/ action?
- Is there anything that would affect the way you would change something?
- Did you see any other points of entry for an action?
- What was it like to speak as if you were that person or thing?
- What did you learn?
- Were there stakeholders/roles you had not considered?
- Were there allies you had not considered?

8. Closing:

ROUND ROBINS — go around the room and ask each person to respond to a stem sentence such as "Something I want to take away and use is ____"

Social Justice Tradition: More Gold is Found Within the Moreno Archives

Edward Schreiber, TEP



The value to the world, the ideas, methods, philosophy, and history of J.L. Moreno have impacted likely millions of lives. Yet there's even more to discover within the body of Moreno's work. This article is about some of the material of significance found within Moreno's archives related to society, social justice, and our relationship to the sacred.

Some twenty-five years ago Zerka Moreno asked me to study the hypothesis contained in *Who Shall Survive?* and to travel to Boston to spend time with the J.L. Moreno Collection at the Countway Library of the Boston University and Harvard Schools of Medicine. At the Countway we discovered an unpublished autobiography of Moreno and significant material about society. This article introduces some of the material we discovered relevant to these times.

The significant findings focus on a tool Moreno called "social microscopy" which Zerka named the "social microscope". This "has not yet penetrated our society" as Zerka wrote about it. The social microscope combines a unique application of sociometry with Moreno's developmental theory as Zerka Moreno wrote about in *The Quintessential Zerka* (2006). The social microscope is an action-instrument to explore the world-wide sociometric meta-structures impacting and underlying social justice and social organizations. A group is taught a method to see within itself the underlying society-wide sociometric structures of impact.

Then, the social microscope points us, in the here and now, to the active presence of an Intelligence Moreno called the Godhead. When this Intelligence is experienced in relationship to the formed sociometry, there is the capacity for an awakening of what Zerka has called the 'autonomous healing center'. This is an awakening to the activity and presence of this existential Intelligence, and our relationship to it, within ourselves and within the group. This is an essential facet of Moreno's mysticism.

This social microscope is a living puzzle that seems to have fitted itself together. The study and practice of the social microscope, as an aspect of sociatry, takes a deep dive into Moreno's understanding of the First Universe, which is always present as the formless field of Intelligence; the Godhead, in a relationship with the Second Universe; the universe of form, matter, time, space, and place. Zerka writes: "This is similar to what quantum physicists describe as the unified field."

At its core, the social microscope is a sustained contact with this existential Intelligence, while facing the unveiled sociometric structures underneath and impacting society. This can lead us to a realization about the nature of this underlying dynamic, and to the nature of our unity with one another, and with all sentient life, in a relationship with this Intelligence. Here is a sampling of the 26 central teachings of the social microscope:

Human society has an actual, dynamic, central structure underlying and determining all of its peripheral and formal groupings. It exerts a determining influence upon every sphere in which the factor of human interrelations is an active agent – in economics, biology, social pathology, politics, government and similar spheres of social action. Its existence can be brought into an empirical test by means of social microscopy. The present human society is a preference system produced, to a considerable extent, by the sociodynamic effect. *Autobiography of a Genius* (Moreno, J.L., 2019)

At certain moments the sociodynamic effect changes, the distribution of social energy is capable of spreading. The precipitating cause may be a social trauma, some factor, and economic war, migration, sickness, death, famines and epidemics. These moments are wide open for social change, either in one dimension – the axiological, or the economic, or the involvement may reach all aspects of society. *Autobiography of a Genius* (Moreno J.L., 2019)

A social microscope that can make visible within dyads and small groups the invisible forces affecting all humanity. It reveals the sociodynamic effect, the consolidation of choices to a small number of people at the expense of the whole, and the organic unity underlying humanity and human experience. *To Dream Again* (Moreno Z., 2012)

There is a sort of primordial nature, which is immortal, and returns afresh with every generation, a first universe which contains all beings, and in which all events are sacred." *Autobiography of a Genius* (Moreno J.L., 2019)

Our instruments are basically spiritual and existential, pointing to and supporting the value of the human spirit. Moreno attributed healing to what is going on silently, mostly invisibly, in the body and deep inside the self, not touched by word but through action, often continuing well after treatment. He termed it due to the 'autonomous healing center' within. Awakening the autonomous healing center, the power to heal oneself, is how I see the value of psychodrama and all forms of therapy. My task is to find and touch that autonomous healing center within, and to assist and direct the protagonist to do the same. *To Dream Again* (Moreno Z., 2012)

Sociatry, and the application of the social microscope, continue through the Zerka Foundation which is part of Growing a New Heart, a non-profit collective of professionals dedicated to social justice initiatives.

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Using Bibliodrama to Counter the Sociodynamic Effect

Pat Barone, JD, CP, PAT



It is likely to take many years, and perhaps even decades, before we fully understand the psychological and sociological impact of the COVID 19 pandemic. There seems there is little doubt however, that this impact will be profound and long lasting. Over the last year those in the mental health fields have felt the stress of wanting to help but having to say “no” to new patients. For this criterion at

least, therapists are currently sociometric stars, and as is most often the case, being well chosen carries with it a reciprocal burden. There are just too many people in need of help.

In other ways, around other sociometric criteria, we have all been forced into the position of the sociometric isolate. Looked at through the lens of the sociometric cycle, stay-at-home orders, social distancing, mandatory quarantines, and the elimination of gathering places such as restaurants, bars and entertainment venues has limited our sociometric options, disrupted our sociostasis, and has artificially forced nearly everyone into the Fall place. The healthy option is to select a guide and go into the Winter place to ready oneself for the end of the pandemic when we all hope to move, individually and collectively, back into the Spring season.

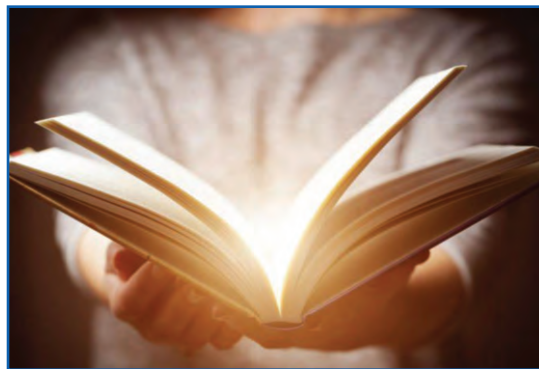
The Bibliodramatist*, as such a guide, might ponder whether Bibliodrama might be used to help us understand, if not counter, this collective disruption to our sociostasis. The task is to find text within the ancient Hebrew and Christian text, containing wisdoms and possibly new perspectives about this moment in history.

In Biblical times one of the most isolated groups were the lepers. In the Book of Leviticus, if a priest diagnosed a person with leprosy, that person was declared ‘unclean’ and was required to live alone, outside the camp, until the disease subsided. Due to the nature and progression of the disease, this usually meant that the leper permanently became a sociometric isolate. What then might we learn about COVID-19 when we reverse roles with the leper or the priest?

While the historical Jesus did not exist in the time of a global pandemic, Jesus’ mission was to bring the social isolates back into the Kingdom of God. The exploration of the Chris-

tian texts addressing Jesus’ interaction with lepers of that day might allow participants to experience a catharsis of integration and be left with a feeling of peace and hope that their isolation too will end.

Shortly after the pandemic started, I considered how Bibliodrama might help others find peace in the midst of chaos. In searching through the texts, I found that the book of Genesis contains many relevant stories, and of particular interest were those involving the movement from chaos to order, such as the stories of the Creation and the Flood. The COVID-19 pandemic is also reminiscent of the plagues described in Exodus, and this story may allow participants at a Bibliodrama workshop to understand the Passover story in a different



light. Then there is Psalm 23, which is well known to followers of both Christian and Jewish faiths. In verse 4 we have the following “Even though I walk through the valley of the shadow of death, I will fear no evil; for You are with me; Your rod and Your staff, they comfort me.” Are we not all presently walking through such a valley, either figuratively or literally? As the Bibliodramatist guides participants through a variety of role mo-

ments taken from these texts, there is the potential for a deeply cathartic and integrative experience. A step toward the sociometric Spring.

From a secular perspective, one of the reasons the Hebrew and Christian texts have survived many centuries and continue to be relevant in the twenty-first century is that the texts and archetypal stories are full of nuance, what the Bibliodramatist might call the “white fire.” Exploring them Bibliodramatically allows participants to see themselves as part of a universal human story, thereby helping us, as psychodramatists, fulfill Moreno’s mission to “heal all of mankind.” COVID-19 gives Moreno’s words a new kind of relevance.

*The reader is asked to note the convention suggesting use of the capital “B” when discussing or describing an exploration of a sacred text.

Pat Barone: michiganpsychodramacenter.com

Securing Psychodrama with Telehealth

Anne Kitts, LCSW, NCACII, CSAC, CP, PAT



COVID-19 has challenged the way that we provide therapy, the way we teach, and the way we are able to connect with one another. We need to look at more things as they relate to how we provide services given that in-person may be via the computer or a smart phone. With that in mind, I spent some time with Regina Sewell PhD, LMHC, CP, PAT, who also teaches at SUNY (State University of New York) New Platz, to discuss some things to consider when providing services via electronics.



Security: Paperwork may be done electronically and it needs to be secure. It is important to look at service providers, whether it is Zoom or WebEx, and to have a BAA (Business Associate Agreement) with whichever service provider is used. This a legal

contract to ensure that the provider will adhere to confidentiality of Protected Health Information (PHI). Also, paying for the service, instead of a free version, allows more flexibility on what can be used in order to provide the best services to clients.

Confidentiality: Confidentiality is of the utmost importance. When using services, password the session and use the waiting room to ensure that no one can enter the session who is not supposed to be in the session. Both the therapist and the client need to be in a space where they can be focused on one another. To ensure confidentiality it is better to use headsets. Clients need to agree to not record sessions and to not take screenshots. Distraction should be minimal.

Safety: As a therapist, we need to ensure that we are able to see the client at all times since we are not physically present with the client. To facilitate safety, the client needs to have access to a laptop or desktop with a camera as phone services can be interrupted. Clients need to agree to always have the camera on to ensure that they are present and to enable the therapist to monitor the client for possible decompensa-

tion during the session. It is also helpful to have a contact number for the client handy in case the client gets disconnected or leaves the session.

To help focus clients encourage them to bring something to ground them in the session such as an object or a scent. Therapists can also use the same grounding techniques that would be used in a physical session such as directive statements and bringing the client back to their body.

Tools: We also identified that sessions take longer than expected when using technology, so when using psychodrama plan the session out and practice with the tools prior to the session. Keep interactions on the virtual whiteboard to a minimum. If using services that are offered such as, share screen, and the whiteboard, teach clients how to use the tools that you are bringing into the session. If using breakout rooms, allow individuals to return to the main group if they have questions or if they finish the task before the time is up. Popping in and out of the breakout rooms can be disruptive and throw individuals off track.

Some psychodrama techniques that work when using technology are doubling, role reversal, the Satten Slide, locograms, and spectrograms. Writing the protagonist's name on one side of a piece of paper or 3x5 index card, and the auxiliary role on the other side, helps to remind individuals who is in what role.

Movement: Move around rather than just sitting in the chair when doing role reversals to help the person change roles. Spotlight feature is helpful to help secure information.

These are just a few best practices that were shared and identified that could be helpful for the individual who is beginning to utilize technology in the implementation of psychodrama.



NEWS FROM ASIA

Click [HERE](#) for unabridged articles



Introduction to the Development of Psychodrama in China

Erdong Wang, TEP

On the occasion of the 100th anniversary of the birth of psychodrama, it feels particularly meaningful to reflect on the development of psychodrama in China. Psychodrama was introduced into China as early as 1948, but it didn't take root until the 1990's. Today, psychodrama is well on its way to becoming an established discipline, with its own community of trainers and practitioners.

Psychodrama was first introduced to China by the pioneer of Chinese medical psychology, Ding Zan. In 1948, Ding wrote a series of articles in the newspaper *Ta Kung Pao* describing his observations of psychodrama lectures by J.L. Moreno and on "witnessing psychodrama healing at a clinic in New York."

In 1993, Dr. Gong Shu, a Chinese American psychodrama trainer, began training professionals in mainland China in the practice of psychodrama. Since then, the practice of psychodrama has grown dramatically with a total of 29 Chinese psychologists now holding Certified Practitioner (CP) certification and nine holding Trainer, Educator, Practitioner (TEP) certification. Several other psychologists are working toward their certifications. A majority of these CP and TEPs are Dr. Gong's students with the remaining few trained by her students. Special thanks go to the American Board of Examiners in Psychodrama, Sociometry, and Group Psychotherapy for their support in the certification process, especially Dr. Dale Buchanan and all the teachers who traveled to China to support teaching and testing. For her efforts, we truly believe Dr. Gong Shu is the Mother of modern Chinese Psychodrama.

On March 20, 2014, the Chinese Mental Health Association (CMHA) established a Psychodrama Section dedicated to the study and development of psychodrama in China. The founder and current director is professor Sang Zhiqin from Nanjing University. The group has hosted four academic conferences since its inception. In 2017, the Chinese Mental Health Association

Continued page 36



The Spread & Development of Psychodrama in Mainland China. Graphic by Wang Jing TEP



Business as Usual: Psychodrama in Today's Taiwan

Nien-Hwa Lai, TEP

Taiwan is an island on the Asian side of the Pacific Ocean. With an area of 36,000 km² (that is, one 260th of the size of the US) and a population of roughly 23 million; there are nevertheless 26 TEPs, 11 PATs, and seven CPs currently certified by American Board of Examiners in Psychodrama, Sociometry, and Group Psychotherapy (ABE) and an additional CP who received certification in Germany. There are also more to come, joining our community here to promote psychodrama.

First introduced in 1974, psychodrama has been in Taiwan for almost 50 years now. Initially, it was led by a spontaneous group of psychiatrists, psychologists, social workers, occupational therapists, and nurses. Starting out in the medical system, their work allowed people to afford psychodrama as a prescribed treatment through our National Health Insurance. Psychodrama is also used widely in diverse settings, including schools, business, communities, and prisons. Long-term training programs are available in Taiwan from US trainers including *Shu Gong, Dorothy Satten, Kate Hudgins, Rory Remer, Pamela Remer, and Kartrena Hart*. Through the years, we also had many outstanding visiting trainers, including *Catherine Nugent, Charmaine McVea, Daniel Tomasulo, David Kipper, Dena Baumgartner, Donna Little, Elizabeth Synnot, Glenn Sammis, Jeanne Burger, John Nolte, Kate Bradshaw Tauvon, Marcia Karp, Maryann Cox, Michael Wieser, Milton Hawkins, Monica Zuretti, Ning-Shing Kung, Regina Moreno, Sara Crane and Zerka Moreno*.

Their wonderful training cultivated our first Taiwanese CP receiving ABE certification in 2005. Today, the number of certified psychodramatists in Taiwan has reached 43. The much-anticipated official body, Taiwan Association of Psychodrama (TAP), was formally founded on March 27, 2010, with the collective efforts of everyone in our psychodrama community. The official presence allowed further international collaboration with ABE, which has been sending on-site examiners, such as *Judy Swallow, Elaine Camerota, John Olesen, and Barbara Guest* for certification exams since 2014.

Continued page 37



2020 Annual conference of TAP in Taipei (Keynote speaker: Rebecca Walters)

NEWS FROM ASIA *continued*

Click [HERE](#) for unabridged articles



Update from Korea

Jihye Choi, MD



Development of Psychodrama in Malaysia

Swek Huey Tan, MA, CP

Last year was tough for everyone, and it's still ongoing. But we're not losing hope.

People who love psychodrama in Korea tried to find ways to deal with this period of crisis together.

First of all, most offline education has been turned into online education. Heayeon Won, TEP, led the psychodrama training group and directed online psychodrama & sociodrama groups dealing with social issues related to COVID-19. Because the method changed, more people could easily join the psychodrama field. Even though the online meeting has its limitation, it connected and comforted people in the middle of a crisis. We have been studying weekly with passion for psychodrama despite COVID-19 and experience the warmth of psychodrama delivered to others. I think it is small but big influence.

Academic conferences of psychodrama communities were held online. The online sociodrama was held in the regular conference of the Korean psychiatric association to manage the COVID-19 related situations. The online sociodrama for the university students addressed and shared conflict related to COVID-19.

Various psychodramatists tried to do their best to help people who suffer from the crisis through this online approach. In Korea, national programs are designed for the patients who recover from the COVID-19 and mental health professionals with burnout. These programs include psychodrama and sociodrama. This will provide help for people in need.

Jihye Choi is a trainee of TEP Heayeon Won in Korea.

When Molly Mo TEP invited me to write an article about the development of psychodrama in Malaysia, I agreed without hesitation. This article was written based on my personal experience and effort that I contributed to the growth of psychodrama in the four cities in Malaysia i.e., Malacca, Penang, Kuala Lumpur, and Johor Bahru. There might be other people who have contributed to the development of psychodrama in Malaysia that I am not aware of. Any missing information will be presented whenever there is a future opportunity.

I attended Dr. Gong Shu TEP's psychodrama class in January 2014. That was the final psychodrama class of Dr. Gong in Malaysia. I was very keen to learn psychodrama in a systematic approach at that time and did not take the money and time factors needed into consideration. I think if I were a little more rational and thoughtful in planning ahead, I would have given up at that time.

Today, seven years later, I became a certified psychodramatist! I feel honored for this achievement. 'Seven years' was equivalent to the time spent to obtain a bachelor and master degree. However, I know deeply that it was worthwhile to go through this learning process. I thought of Irvin D. Yalom's words: "Knowledge is relinquished when desire opposes it." This statement impacted me deeply. Nobody can stop the power of desire! I guess it was my inner desire to have a better life, which made me fly to Suzhou in March 2014 and re-enter Dr. Gong Shu's classroom. Of course, there were many other important reasons for me to do so, including that psychodrama allows me to continuously expand my role repertoire. This was very attractive to me.

Continued page 23

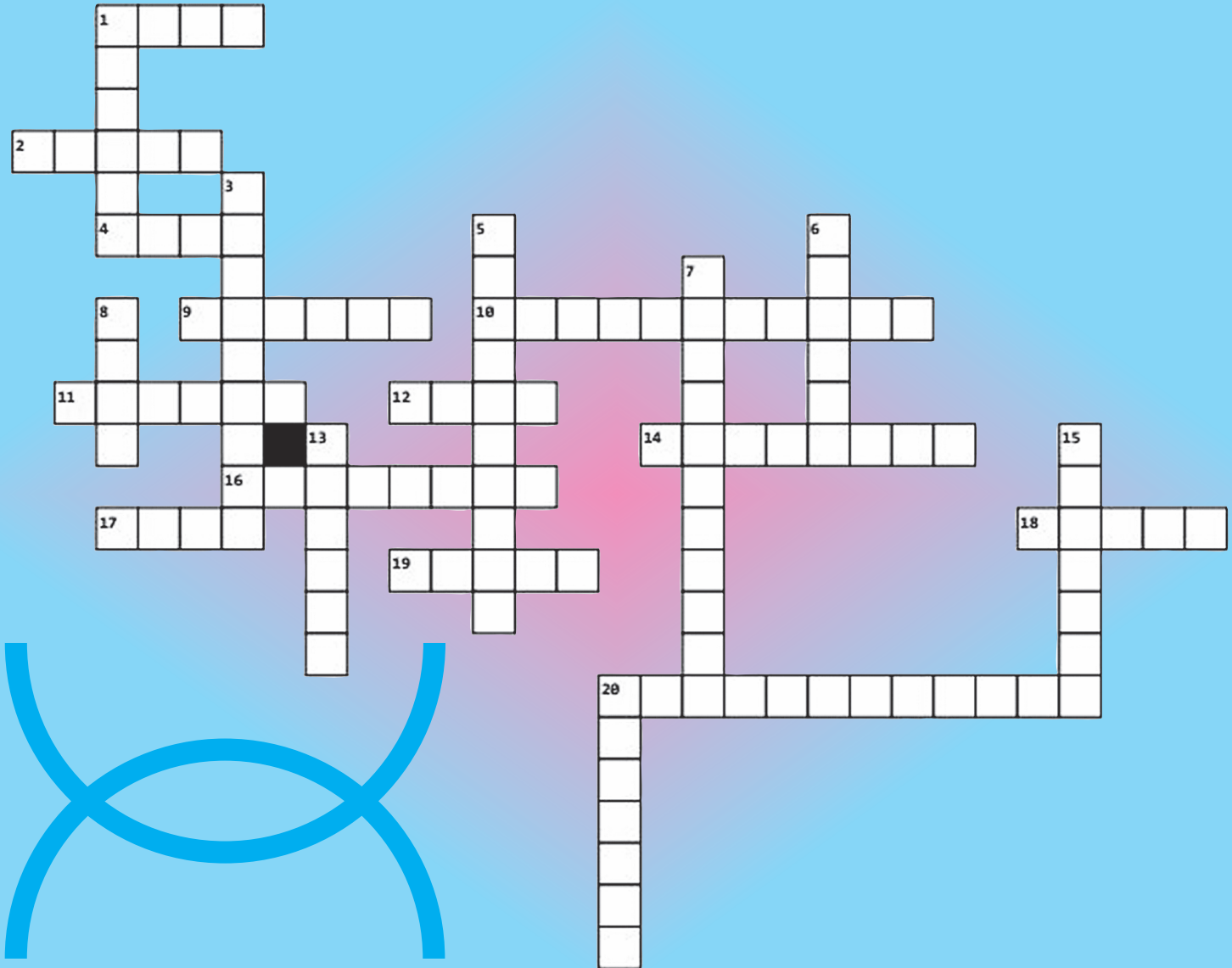


Photo of Heaveon Won TEP's online ongoing training group during sharing phase of psychodrama. Author, Jihye Choi, is on top row, 2nd from left in white hoodie.



Erdong Wang, TEP group photo of a 5-day Psychodrama workshop in 2016. Erdong Wang: 2nd row, the 6th person (with glasses) from the left. The person in blue jacket besides him is me.

2021 PSYCHODRAMA CROSSWORD



Across

1. The ___ may emerge from the roles we play
2. Togetherness
4. Jacob Moreno's middle name
9. Moral principles
10. Psychodrama works to allow expansion and ___
11. Rule
12. Most common online virtual platform in 2020
14. Gap or interval between two points
16. Place your hand here to double
17. Test
18. When Moreno comes back, he wants to come back as one of these
19. J.L. Moreno's muse and partner
20. Opposite of tele

Down

1. Community; Humans are ___ beings
3. Magical connectedness
5. Addresses issues with group dynamics
6. Location of the 1st psychodrama
7. Type of sociodrama that explores the written word
8. Reading matter
13. One of the Four Universals
15. Continue to exist in spite of
20. For certification, you need a primary

Click [HERE](#) for Answers. Click [HERE](#) to fill in online.

Psychodrama in Malaysia

Continued from page 21

In 1998, Dr. Gong Shu was invited by Madam Ng Lui Feng to Malaysia for the first time. After more than ten years of teaching psychodrama in Malaysia, she decided to discontinue the classes there. Therefore, in July 2014, I invited Mr. Erdong Wang, TEP, to come to Malaysia to conduct his first psychodrama class in Malaysia. In the beginning, the recruitment of participants to join his class was tough. The main reason was that Mr. Erdong Wang was not known among Malaysians. As a result, the enrolment number for his first class was low. Nevertheless, his reputation built up via word of mouth after his first class.

In July 2015, I arranged for Mr. Erdong Wang to introduce psychodrama in three cities in Malaysia: a lecture at Southern University of Johor Bahru; a one-day workshop in Penang; and a five-day workshop in Malacca. This time, I launched a long-term psychodrama training course officially. In 2016, Mr. Erdong Wang continued to conduct a series of lectures, a one-day experiential workshop and a five-day long-term training in Kuala Lumpur, Johor Bahru, and Malacca successively. Although there were some obstacles in the process, the long-term learning group was eventually set up. We had the first batch of team members who were inspired to become certified psychodramatists, though the number is small.

Dr. Gong Shu taught psychodrama in Malaysia from 1998 to 2014. This could be considered the pioneer stage of psychodrama in Malaysia. From 2014 to 2019, Mr. Erdong Wang and I went to various cities in Malaysia to introduce psychodrama. I feel that we were spreading the seeds of psychodrama and this could be considered the sowing stage. Unfortunately, in 2020, we had to move supervision class online due to the Pandemic.

This year, there are Malaysians who have successfully become certified psychodramatists. I personally think that Dr. Gong Shu and Mr. Erdong Wang contributed the most to this achievement. In the development process of psychodrama in Malaysia, there are people who reclaimed and sowed. Today there are seedlings growing.

I am deeply touched by Mr. Erdong Wang for his dedication in introducing psychodrama to Malaysians. He was willing to work with me to conduct the systematic long-term training course without calculating on the remuneration. Although his schedule was always very tight, he worked hard to recruit more students during his limited time in Malaysia.

This is how I helped to introduce psychodrama in Malaysia. I believe that in the future, more Malaysians will join this big family of psychodrama. I am looking forward to witness more seedlings coming out from the soil.

I truly appreciate and offer my utmost gratitude to Dr. Gong Shu, TEP, and Mr. Erdong Wang, TEP, for their dedication.

ORPHANED TRAINEE'S POLICY

The Board recognizes that many unexpected events can happen during a trainee's journey towards practitioner certification. Some of these events may be that a Trainer may die, become disabled, or can be suspended or expelled from the Board. Therefore, the Board has developed a policy for those students who are left adrift due to various unexpected developments in the life of their primary or secondary trainer. For a copy of the policy email us and we will send it to you.

2020 ABE INCOME & EXPENSES

INCOME

CP DUES	\$25,505.00
TEP DUES	\$32,240.00
PAT FEES	\$8,325.00
CP FEES	\$12,560.00
TEP FEES	\$3,635.00
INTEREST	\$23.34
ON-SITE INCOME	\$1,015.00

TOTAL INCOME

\$83,303.34

EXPENSES

ACCOUNTANT	\$650.00
BANK FEES	\$288.50
BOOK KEEPER	\$1,500.00
GRAPHIC DESIGNER	\$980.00
INTERNET SERVICE	\$1,200.00
LEGAL & PROFESSIONAL	\$255.00
MAILING SERVICE	\$1,126.82
MEETINGS	\$2,984.00
OFFICE SUPPLIES	\$722.94
ON-SITE EXPENSE	\$1,265.00
PAYROLL EXPENSES	
EMPLOYER TAXES	
DC PAID LEAVE	\$292.52
DC STATE UNEMPLOYMENT	\$321.30
FEDERAL UNEMPLOYMENT	\$54.50
MEDICARE	\$684.15
SOCIAL SECURITY	\$2,925.20
EMPLOYER SHARE	
RETIREMENT PLAN	\$1,415.40
PAY BY PAY INSURANCE	\$406.21
PAYROLL PROCESSING (ADP)	\$2,004.64
WAGES	
ADMINISTRATIVE	
ASSISTANT	\$2,080.00
EXECUTIVE DIRECTOR	\$31,600.00
OFFICE EXPENSE	\$12,000.00
POSTAGE	\$684.25
PRINTING	\$766.55
QUICKEN	\$508.80
TELEPHONE	\$978.58
WEBMASTER	\$620.00
WEB DESIGN	\$3,400.00

TOTAL EXPENSES

\$71,714.36

FY2019 SURPLUS

= \$11,588.98



HONORS AND AWARDS

Scott Giacomucci received the Neumann University Alumni Association 2021 Recognition Award



Dr. Scott Giacomucci received the Neumann University Alumni Association 2021 Recognition Award in a virtual ceremony on March 19.

Dr. Giacomucci, who graduated from Neumann with a degree in psychology in 2013, is the director and founder of the Phoenix Center for Experiential Trauma Therapy, director of trauma services at

Mirmont Treatment Center, and adjunct professor and research associate at Bryn Mawr College.

The self-described “rebel for goodness and social justice” also collaborates with and provides training for the Neumann University Counseling Center for Wellness and supervises student field placement for the university’s graduate counseling program.

At Mirmont, Giacomucci serves a variety of populations including young adults and emergency responders in both individual therapy and group sessions. He frequently presents training workshops at local, national, and international events and has published articles on using experiential therapy, sociometry, and psychodrama with trauma and addiction.

The American Academy of Experts in Traumatic Stress has recognized him as a Fellow, the highest status in the academy. He is board-certified in clinical social work and serves on the executive council of the American Society of Group Psychotherapy & Psychodrama. He co-chairs the ASGPP Research Committee and is a founding member of the new Society & Social Justice Committee.

In 2020, Giacomucci was given the Emerging Social Work Leader Award from the National Association of Social Workers, and in 2019, the Group Work Practice Award from the Association of Group Work Specialists.

ASGPP Award Winners

The following were presented Awards at the ASGPP Annual Meeting in April:

J.L. Moreno Award: Tian Dayton, PhD, TEP

Hannah B. Weiner Award: Edward Schreiber, MSM, DD, TEP

President’s Award: Antonina Garcia, EdD, RDT/BCT, TEP & Elaine Camerota, EdD, TEP

Collaborators Award: Lin Considine, LMHC, TEP & Paul Lesnik, LCSW, TEP

David Kipper Award: Rob Pramann, PhD, TEP, ABPP

Neil Passeriello Award: Barbara Guest, BEd, MSW, TEP

Diversity Award: Joshua Lee, MSW, CP/PAT

Young Professionals Award:

Scott Giacomucci, DSW, LCSW, BCD, FAAETS, CP/PAT

Fellows: Michael Gross, PhD, CADC-I, CET-III, SEP, CP/PAT

Maria Mellano, LICSW, CP/PAT

Jennifer Salimbene, LCSW-R, CASAC, CDAC, TEP

Tzivia Stein-Barrett, LCSW, RYT, LMT, CP

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

~ 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.

Dale Richard Buchanan

Patrick Barone

Cathy Burgess

Chi-Chu (Adam) Chou

Linda Condon

Elizabeth Corby

Melinda Cornish

Jodi Desciscio

Kim Friedman

Michele Germain

Scott Giacomucci

Michael Gross

Barbara Guest

Kate Hudgins

Sylvia Israel

Nancy Kirsner

Liwen Molly Mo

Susan Mullins

Nan Nally-Seif

Cathy Nugent

Paula Ochs

John Olesen

Mary Peckham

Patty Phelps

Jennifer Salimbene

Deb Shaddy

Fredilyn Sison

Siyat Ulon

Scottie Urmey

Guan Wang

Jordan Wells

Julie Wells

Rosana Zapata

My Year on Zoom: Role Development in Action and Lessons Learned

Uneeda Brewer, CEG, CP, PAT



Remember 2020? Like many people across the globe, I started the iconic year with high hopes. My consulting partner and I were scheduled to deliver three, in person workshops on Diversity, Inclusion, and Belonging to a small college in Florida.



As the year began, everything was going according to our plan; we delivered a workshop for 50 people in January and another one in early February. Then, on March 11th, 2020 the World Health Organization declared a global pandemic. On March 16th, just as we were to deliver the third in person workshop, the Florida State University System cancelled in-person on-campus activities. We thought our consulting project would be delayed for a few weeks or perhaps a couple of months until we could resume the in-person workshop. You know what happened. Our client decided he didn't want to wait. He wanted to move the training to a virtual platform.

I did not know anything about Zoom when we started the work of transitioning a two-day workshop into a series of virtual workshops. I was thrust immediately into **role taking**. I remembered the mantra from Moreno, "Dare to be adequate" so I dove into the process, albeit with some minor trepidation.

Take a walk down memory lane with me. After downloading the Zoom application and realizing I had no idea what to do, I signed up to take a course on using Zoom delivered by an experienced trainer who used the Zoom platform in all of her work. The three-hour online course was like drinking water from a fire hose! She spoke about technical requirements (ring lights???, Manhasset music stand, blue yeti microphone, a vlogging kit); organizing the material into digestible chunks; ways of adapting energizers to maintain participants' attention in the virtual world; using breakout rooms; tips for recording the sessions; value of "blue lights"; about Zoom fatigue; about the brain cloud interface (negative impact on cognitive functioning of being online many hours in the day); and how to adapt my facilitation to the virtual world. It was a lot.

In the **role playing stage**, I found myself doing exactly what the Zoom trainer did when I took her course with an occasional burst of spontaneity. I was not yet sure of myself in the virtual environment of Zoom. And of course, I had technical problems. Did any of this happen to you?

- My laptop couldn't find the camera so I wasn't visible to the group.
- My internet was periodically unstable and I dropped off the meeting I was leading.
- I needed to have a backup delivery method in case my internet went down so I bought a new iPad that I could use, just in case (I needed to use it a lot).
- I talked for long stretches only to realize that I was muted (it was probably only 10 seconds but it seemed like longer).
- I needed to rearrange my space so that I had a bookcase in my background (because that's what every trainer had in their background).
- My dog had a bark fest when the doorbell rang unexpectedly while I was training.

I overcame the difficulties, remembering to engage my spontaneity and creativity with each challenge. After conducting the first two groups of participants, I hit my stride! I was **role creating**. I found engaging ways to increase the group's sociometry using visual check-ins to share how individuals were feeling as they logged into the training, to use the Breakout Rooms to allow individuals to share more personally, and to use the Chat feature for those not wishing to speak aloud in the big group.

Here are a few of the things I learned in my year on Zoom:

- By being willing to learn something new—how to teach on Zoom—I tapped into strengths that I didn't realize that I possessed.
- Being together on a Zoom call reduced the sense of isolation and loneliness brought on by the need to shelter-in-place to fight the spread of the coronavirus pandemic.
- Providing participants with opportunities to work in small groups in breakout rooms strengthens their sense of connection and belonging.
- Using fun warm ups helped release tension and anxiety. Laughing together increased connections and elevated our spirits.
- Using Role Development theory to guide my learning helped reduce my anxiety and increase my self-compassion. It helped me help others transform their self-criticism into self-compassion.
- Using sociometry to help maintain and increase authentic group connections mattered.
- Saying "yes" to Zoom opened a new world of possibilities for me and for others.

My training as a psychodramatist helped me see Zoom as not just a meeting or training medium, but also another opportunity to strengthen the sociometry among participants. It allowed me to co-create a new conserve to meet the needs of this time.

Uneeda Brewer CEG, CP, PAT — accelerate2success.com

Self-Care during these challenging times

* Rosana Zapata, LCSW, CAP, CP, PAT



To know one's needs and limits is a journey that is about connecting with all aspects of one's Self: spiritually, mentally, emotionally and physically. It is easy to get lost from Self amidst the day-to-day endeavors that force our attention outwardly. To include one's Self in the schema of life is like building, strengthening, and balancing the

intrapyschic sociometric wealth with the inter- and transpersonal world we are a part of. Self-care is about knowing how to balance our relationship to the world while we travel through each of the sociometric roles within ourselves as we are in relationship to the world. It is about: finding a balance of times, events, and people with whom to show up as a positive resource; allowing ourselves to listen to our inner-knowing; exploring the connections that we want and/or need to have and/or need to eliminate; taking the time to choose one's Self by not rejecting one's Self-care; and about allowing time to reflect and integrate all of the experiences that we choose and that choose us. Being on the virtual platforms gives us the gift of slowing down and simplifying our day-to-day experiences. It allows us to go within to listen to the silent whispers that surround us every day; experience the magical connections we have with others; explore the many common thoughts, emotions and experiences that we are collectively experiencing; and have greater ability toward finding a balance for a healthier lifestyle. It is time to integrate and include our inner-world with our outer-world. It is time to find a balance and to heal, individually, and collectively. The good news is we have the rest of our lives to keep learning how to love, honor, and care for our individual Self.

* Zhong Lianghong, DEd, TEP



As a psychodramatist, I have been using my spontaneity to try to simulate and explore possible execution of on-line workshops while exploring the best way to practice self-care to help ease my mind and stay in a healthy condition, both physically and mentally. I have found five self-care practices that are effective and efficient for me.

1. Peer support has given me a lot of strengths. We have organized peer salons on the internet regularly to have

some timely exchange of our feelings and emotions as well as provide support to each other.



2. Regular exercise helps to boost mood and enhance the immune system. I have been using health preservation techniques from traditional Chinese medicine to keep in good general health, such as Tai Chi.
3. Enjoy 'Me-time'. I quite enjoy Chinese tea, so I like to spare some time to immerse myself in the process of making tea with my favorite music playing. I fully enjoy 'Me-time' and feel both physically and mentally relaxed throughout the whole process.
4. A harmonious family environment is crucial, especially during the lockdown when we all have to spend much more time together than ever. We greet each other every day with genuine concern about our emotional feelings and physical conditions. Support from family members really helps to create a cozy and comfortable family atmosphere.
5. Share your love. Last but not least, I found that showing love to people who are in need of help and taking care of my cats make me feel very happy and content.

* Aimee Johnson, LMHC



Putting on Your Spiritual Tool Belt

This year highlighted the need for self-care like no other. This is not the trendy sipping drinks by the pool self-care, but a deep need for a focus on managing mental health and wellness. An increase in isolation has made me incorporate J.L. Moreno's ideas of creativity and action more frequently into my practice. One of the most satisfying things about using

psychodrama as a therapist is being a part of the client's recreation of their new and healed reality. In thinking about the kinds of tools that the client would need to continue with their journey post therapy, we developed a spiritual tool belt. The hammer, with the warm colors of the sun to smash away negative thoughts; the strap/belt of God anchoring the tools across the body and holding the client gently and providing support; the crown/headlamp shining light on what needs to be in focus, shining light on the dark places; the scissors for cutting bonds with negative people; the tape for mending broken relationships with self and others; the measuring tape for small goals and measuring peace within oneself; and the pencil for journal and prayer. A psychodramatic approach to

self-care has helped me put my own ideas and actions of self-care into focus and reminds me that we can all use a spiritual tool belt during these times.



Continued page 27

Self-Care...

* Linda Ciotola, MEd, TEP



Living the Serenity Prayer ~

In this challenging time, I want to encourage all of us to live the Serenity Prayer. Let's accept what we cannot change, have the courage to change what we can, and the wisdom to know the difference.



- 1) Pray – in whatever way resonates with you.
- 2) Meditate – see I-REST <https://www.irest.org/>
- 3) Eat healthfully – have at least 4 colors on your plate (see <https://healing-bridges.com/category/holistic-wellness/nutrition/>) and stay well hydrated.
- 4) Move your body daily. Safely explore movement for your heart and lungs, bones, and muscles, as well as flexibility, balance, and mood. Three decades of research has shown this is more effective than any medication for mild or moderate depression/anxiety.
- 5) Be in nature. Make friends with trees, plants, flowers, sunrises, sunsets, moon, and stars.
- 6) Engage with the Arts from your home. See <https://healing-bridges.com/2020/02/17/the-healing-power-of-art/> to view a few of my cousin, Patricia Padoll's, beautiful nature paintings or see what's posted online by museums worldwide.
- 7) Let music both enliven and soothe you. See John Ortiz' *The Tao of Music*. Learn how to use music to shift mood.
- 8) Paint, draw, doodle, or make a vision board i.e. concretize a 'future projection'.
- 9) Read or listen to audio books to be inspired.
- 10) Make a gratitude list.
- 11) Tapping is effective in boosting immunity and reducing stress BUT it does involve touching your face, so wash your hands and face. <https://www.thetappingsolution.com/tapping-101/>
- 12) Expand your creativity! Plant a flower or a tree; get adult coloring books and have fun; try new recipes; learn a new language online for free. <https://www.duolingo.com/>
- 13) Stay emotionally connected while socially distancing. Phone, text, email, or old-fashioned letter write. Reach out for help if you need it and reach out to give help when you safely can.
- 14) Do any act of kindness you can; including for yourself.
- 15) Reiki: if you are attuned, Reiki yourself, your living space, your car, and your pets. If you are not attuned and would like to receive Reiki long distance, ask any one attuned to Reiki II or higher to please send it your way. You may ask for immune boosting, stress relief, etc.
- 16) Delve deep into the spiritual meaning of this time of

year: Passover / Lent / Easter. If you are of a different religious tradition than Judeo-Christian, explore those or the yoga sutras of Patanjali or the teaching of Buddha, etc.

- 17) Practice mindfulness, and notice your breath.
- 18) Balance, work, and rest. Sleep well.
- 19) Add to your gratitude list.
- 20) Pray- I find this the best way to begin AND end the day.

Blessings of Wellness, Love, Light, Peace and Serenity to all.

Linda Ciotola, MEd, TEP — <https://healing-bridges.com>

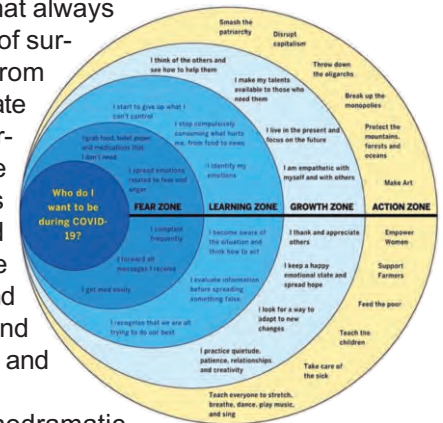
* David Moran, LCSW, CADC, TEP



In reflecting on an Eco Map of *Who do I want to be as a Result of the Pandemic*, it took me from fear through learning, and growth, into action. I think the biggest variable in my resilience and growth would be the fact that my job remained intact and I was able to work daily. My responsibilities moved from outreach and marketing to admissions on a detox/rehab Inpatient Unit. I realized, at one point, I was

more afraid of losing my job than getting COVID-19.

Another variable, and my saving grace, is the 12-step recovery process that offers tools of living one day at a time, remaining grateful, sponsorship, and service. With 12-steps popping up immediately in Zoom and other virtual formats I was able to stay plugged-in and make meetings 3-5 times a week. The meeting format always offered a shared sense of survivorship of recovery "from a seemingly hopeless state of mind and body." The virtual meetings opened the door to attend meetings with people from around the world. The camaraderie shared similar struggles and provided hope, action, and thriving through service and gratitude.



Similarly, our psychodramatic friends from around the world almost immediately offered support groups. We quickly moved into workshops with our ASGPP President Daniella Simmons leading the charge. Who before COVID was preparing for publication on how to conduct virtual/Zoom meetings and workshops? These formats were a nice way to connect, again worldwide; do service; share pain and hope; and learn and experience virtual psychodrama.

Psychodrama being an action, experiential, and almost always an in-person method, has transitioned nicely to the virtual platform.

Simply put, I was able to grow through service action and shared experience.

The Future in Now

Sean Delehant, LCPC, CP



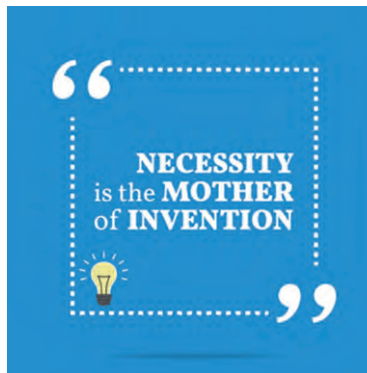
Future projection is my favorite psychodrama technique. What better way to explore and develop our hopes and dreams for our future lives? Future projection can help lay the groundwork for the exciting and hard work to come as we forge our personal and societal evolution.

About 25 years ago, I was the column editor for PNN's (Psychodrama Network News) New Technology column. At that time, the internet was beginning to become more available in homes, many families had a personal computer, popular social media sites were nonexistent, and we began to question if working online could one day be a reality. In one of my columns, I future projected about how new technology would evolve and create new conserves for counseling, sociometry, and psychodrama. And here we are today with internet distance learning, Zoom meetings, Facebook... And some of us are using online video platforms to direct our work.

"Necessity is the mother of invention," is my favorite proverb. The realities of COVID-19 have necessitated a radical shift in how we congregate and communicate. Over the past year, work, school, and all other aspects of social life have been forced into our homes in ways most of us have never anticipated. But we have invented new ways to utilize technology to continue supporting our clients. I opened my online counseling and consulting service, Psybercounseling, this year due to the need for my clients to continue having access to counseling services despite the mandate that we could not meet face-to-face. The core of my work relies on using telehealth (streaming video conferencing). Has it been productive? Yes. Surprisingly so. I had significant doubts about how my work, especially psychodramatic work, would translate with distance counseling. In the back of my mind, I frequently consider how J.L. Moreno would view what I am doing. Would he object to psychodramatic work taking place without the group members being in the same room? J.L. was a very hands-on, tactile practitioner. Would he be ok directing a session that he viewed through a video monitor? We know J.L. is a champion and catalyst for the evolution of Mankind, finding new ways to support people to feel connected. Surely, he would appreciate the use of technology to support connectedness and healing.

25 years ago, I considered the uses of virtual reality and the prospect of practicing psychodrama remotely. And some of us are now directing our work using some of these methods. This raises more questions and concerns. Namely, how well can social groups function when their members are not physically present? Can group members productively communicate and interact emotionally at a distance? Have these technologies brought us closer together; which is the ultimate goal of psychodrama? And does social media; Facebook, Twitter, Instagram, TikTok, bring us closer together, or push us apart?

Living and working during a pandemic has encouraged all of us to think way outside of the box to continue connecting with others. With thoughtful and creative uses of available technology, we can successfully reshape the practice of our unique work. If we future project twenty-five years from now, towards 2046, imagine how advances in technology will further shape the practice of sociometry and psychodrama.

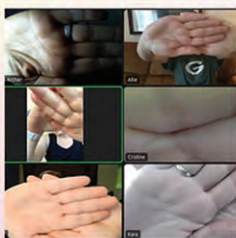


The Board no longer has a working address, email or phone number for several certified psychodramatists. If the Board cannot contact them, their certification will be revoked. Do you have any contact information for:

- Saphira Barbara Linden, MA, RDT-BCT, LCAT, TEP**
- Kathleen Lutz, LCSW, LCADC, Registered Riding Instructor for the Handicapped, CP**
- Marilyn B. Roll, MSW, LCSW, BCD, CP**

FACE-TO-FACE VS ONLINE PSYCHODRAMA

To read their insightful articles, click [HERE](#)



Marlo Archer
PhD, CGP, TEP

"gathering without airfare, hotels, and months of planning..."



Amy Clarkson
LCAT, TEP, MT-BC

"surplus reality can transform virtual space..."



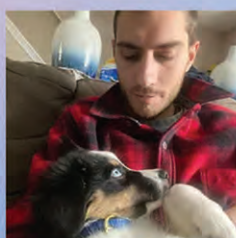
Kerry Cona
LMHC

"transformed into magical treehouses and safe spaces..."



Tian Dayton
PhD, TEP

"online work has brought our field closer"



Scott Giacomucci DSW,
LCSW, BCD, FAAETS, CP, PAT

"The hardest part of directing seemed to be the sense of helplessness..."



Pamela Goffman
LMHC, TEP

"keep my eye and gut on every group member..."



Kate Hudgins
PhD, TEP

"see people's micro-facial movements and nonverbal behavior..."



Zhong Lianghong
DEd, TEP

"the connective feeling could be affected when it is online..."



David Moran LCSW,
CAC, CCDP-D, TEP

"This is uncomfortable and requires a learning curve."



John Olesen
MA, TEP

"exploratory rituals honoring the intuitive knowing and tele..."



Regina Sewell PhD/MEd,
PCC, LMHC, CP, PAT

"carob isn't terrible, but it's not chocolate..."



Daniela Simmons
PhD, TEP

"refrain from just leaving the meeting..."



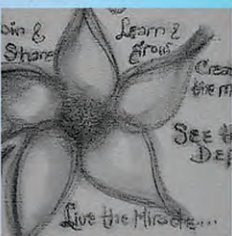
John Skandalis
LMHC, TEP

"In the online setting the class benefited by..."



Tzivia Stein-Barrett
LCSW, CP, E-RYT

"groups made up of people from all over the world"



Rosana Zapata
LCSW, CAP, CP, PAT

"the screen is literally a mirror..."



IN MEMORIAM

John Raven Mosher

October 17, 1941 – November 22, 2020

Marianne Shapiro, TEP

John inhabited the challenging roles of Trainer, Educator and Practitioner in equal measure of grace, vitality and uncommon intelligence. He was also a prolific reader, and a lover of people, and myth, and music, and movies, and words, and complementarities.

He was a meaning-maker, a storyteller, a social reformer, a writer, a Creator, a gift-giver, and a trusted friend. John was a caring father, a Shaman, a husband, a challenger, and an impromptu activator of the continuous warm-up. He loved his adopted children and he loved his work. He created the Healing Circle Model with labor, love, and Allies. He loved his dog, Cosmos and Bird, his parrot. He liked sitting quietly and enjoyed wearing colorful patterned socks and beautiful printed shirts. He was forever curious and appreciated the Celtic Knot and quantum stuff.

Some of the people intimately intertwined with John's spiraling life journey have remembrances of him. Their shared memories are an attempt to bring John back a little, to incorporate him more, to shine light on John's personal mythology, and our own.

These stories bring life back to the living. Out there, perhaps where you live, you, too, have memories of John? Kindle those too, let them keep you warm. Share them with one another.

Click [HERE](#) to read memories from Shirley Barclay, Robin McCoy Brooks, Cynthia Gayle, Cindy Levy, Georgia Rigg, Jack Shupe, and John Skandalis.



He lives on in us and in his book, *Cycles of Healing, Creating Our Paths to Wholeness*; 498 pages of craft and complexity and care. I go back to it for inspiration and understanding. It is both wide-open and very specific. It allows us to connect with him and to meet him in the places he most cherished: myth, developmental healing, shamanism, and psychodrama; the dynamics and tricky business of healing the whole spiraling circle of human complexity, duplicity, and longing. He writes that the life of the healing circle model

"awaited emergence at the edge between the order and chaos of my life".

John is survived by his four adopted children, three sons, Chris and Travis Mosher and Chalen Wood, and his daughter Siri Wood. His Native adopted daughter, Brenda Wood, preceded him in death.

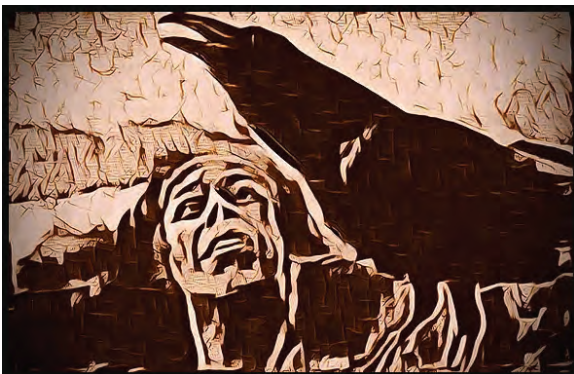
Marianne Shapiro, TEP — marianneshapiro1@gmail.com

READ HIS BOOK ACKNOWLEDGEMENT HERE:
<D:\GS App Data Backup\Users\Julie\Documents\ABE BOARD\Newsletter\Mosher Book Acknowledgment.pdf>



John has given *Cycles of Healing, Creating Our Paths to Wholeness* to all of us. Share it. Let it inform and warm. Let it inspire long after his physical body is gone. His heart and soul are in this. **Click the logo to the left to access download to his book.**

The Healing Circle logo is a combination of a Mayan sun sign and a Celtic knot called the thread of life.



"John Mosher" by Leticia Nieto, PsyD, LMFT, TEP

Digital painting using iPad and Procreate®

"During the Fall of 2020 I had the opportunity to have several phone calls with John. We reviewed our story as Mentor and Trainee going back to 1988. After the first of the calls, I began making this digital painting."
October 2020

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.

Reflections of a Departing Board Director

Michael Gross, PhD, CADC-I, CET-III, CP, PAT



I was elected to the American Board of Examiners in Psychodrama, Sociometry, and Group Psychotherapy for a three-year term that began July 1, 2017. I got to serve as Secretary and on several other standing committees. Among other things, I became the Board's point person in early 2019 for what was supposed to be a one-year project to work with a web developer in the re-design of the ABE website, a role I welcomed. I welcomed it a bit less when it became clear that this project would extend well into 2020 although it also became a good diversion from obsessing about the SARS-CoV-2 pandemic. As the website project dragged on, and one of the elected slots on the Board became vacant, I suggested -and the Board agreed to- a one-year extension. In truth, I also was having too much fun and enjoying the camaraderie too much to want to leave.

However, although I have loved serving as a Board member, I also believe strongly in sharing the sociometric wealth; especially for slots designated for Certified Practitioners. For those who hope to become trainers, it is incomparably helpful. I had hoped serving on the Board would offer a broader vision of the psychodrama world, that it would offer a more realistic perspective about what is expected of candidates for both practitioner and trainer, that I would learn a lot about how things came to be as they are, and that I would enjoy the collegiality of the Board. All of those hopes were amply realized, and then some. As I reflected on my experience, they fell into an array of many highs and a relatively trivial set of lows, enumerated as follows, not in priority order:

Highs

- Not knowing it all
- Savoring brilliant leadership by the Board President
- Blue Bottle coffee
- Trying to role-reverse with exam candidates
- Snack breaks
- Using sociometry to explore issues and decisions
- Tasks that can be completed
- Working with an inventive, creative, and responsive website developer
- Increased clarity about the difference between practitioner and trainer roles
- Hanging out with friends
- Being outvoted
- Helping phrase effective exam questions
- Getting to know – and cherish – some legendary psychodramatists
- Sharing lodging with pals on the Board
- Nostalgia time in Dupont Circle

Lows

- A videoconference that starts at 6:30 am
- A videoconference that lasts past 6:00 pm
- Organized “fun”
- Getting things done during a pandemic
- Having no leverage or direct interaction with a website subcontractor
- Feeling mired in cultural conserves and all too aware of my lack of creativity/spontaneity

Heroic Failure

Continued from page 1

From our perspective a century later, we recognize how this performance opened new worlds. Unlike Freud, Moreno developed his theories by observing children playing, not from wounded individuals seeking help. We see roots of humanistic therapies, positive psychology, life coaching, and more, beginning on that stage. The field of psychodrama and sociometry were forming on the stage, lights falling on the empty throne, and the man standing in the jester's garb.

And we know it was not well received. We could, perhaps, reverse roles with Moreno later that evening or the next morning. How many of us might have stepped back when met with the opposition and rejection he encountered? Yet, Moreno knew and trusted the power of his vision. While discouraged, he did not view that night as a failure. Within a year, he was directing the Theater of Spontaneity. He gradually role trained ‘audience’ to become participants. He drew individuals into creating personal stories for the actors, and

developed what we now recognize as the role of psychodrama director.

We can reflect on the many ways psychodrama expanded from that single evening on stage to embrace a century of healing. We can identify ways psychodrama, sociodrama, and sociometry have evolved over the years. Moreno's vision was a prism, expanding the spotlights of a single stage to a spectrum that could brighten the whole of humankind.

In these last several months, we were presented opportunities to evolve again. Our psychodrama community has faced both the concerns and the restrictions of a pandemic. And yet, I invite each of us to return to that initial stage on April 1, 1921, after the theater was dark. To consider, how do we face our challenges, setbacks, or those less-than-perfect sessions? Can we recognize how our spontaneity -individually and as a community- makes light of failures, and views them as lighting the way to new growth, new directions and to what lies ahead in our next 100 years?

Steve Kopp: dreamer2doer.com

Taking the CP Exam

Mimi Moyer, LCAT, BC-DMT, RDT, NCC, CP

Taking the Certified Practitioner (CP) exam isn't swimming the English channel, but you do have to jump in and get wet. I got my feet wet getting ready to take the CP exam by going to exam prep sessions generously offered by the TEPs from our weeklong psychodrama training group. They encouraged us to read articles by Dale



Richard Buchanan and Nina Garcia; to read psychodrama books like Tian Dayton's book, *Neuropsychodrama in the Treatment of Relational Trauma (2015)* and Rene Marineau's, *Jacob Levy Moreno 1889-1974: Father of Psychodrama, Sociometry and Group Psychotherapy (1989)* where he puts Moreno's history into perspective; and to read directly from J.L. Moreno, and Zerka. We were advised to be prepared to answer questions in each of the test areas: History, Philosophy, Methodology, Sociometry, Related fields, Research & Evaluation, and Ethics. I warmed-up to take the CP exam by doing exam prep each time it was offered and I took notes. I find that when I learn experientially by doing psychodrama, there can be a gap in my knowledge of theory and I had to make sure I understood the theoretical basis for why I use certain methodologies. I was unsure if I understood Moreno's theory and I realized I could verify my understanding by reading specific chapters in William Wysong's *The Psychodramatist's Companion*.

The TEPs and trainers said, "Go to the ABE website and review questions from prior exams". As I studied, I reflected on whether I felt I could adequately respond to a question. In my family of origin, I was taught to be self-reliant but peers

who had passed the CP said, "It's OK, even prudent, to get help preparing for the exam. Since I had a really stressful year working with COVID-19, I opted to ask for help (gasp), which I learned is abundantly available in the psychodrama community. Reading a PAT's exam showed me how comprehensive the CP exam is, and that I needed to

step up my pace and jump in and start practicing laps/questions. The PAT shared, "Write what you know. Write about what you've been doing in your groups. Tell how you facilitate the sociometry within a group, and about processes that facilitate healing".

I found a TEP who has lots of experience working with anxious exam takers and had an outline of topics that are 'need to know'. Both my primary trainer and the TEP suggested I organize my writing better, and READ and make sure to answer the specific question(s). During prep I was able to discuss how I would answer a question and submit written answers for feedback. Writing really brought up my perfectionism. I could barely bring myself to sit down and write responses and I knew that is what I had to practice. The TEP was able to help me stay focused on study basics for the CP, and help me clear away erroneous thoughts. Once I had confirmation that my thinking processes were on track, I could dive in and swim the distance. Taking the CP exam involves preparation, focus, getting a good night's sleep, AM caffeine, a quiet space to write in, snacks, your crystals and/or favorite stuffed animal, and deep breaths-OM.

Submissions Policy

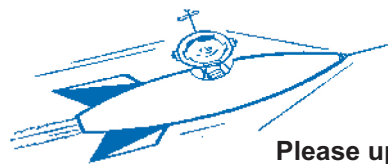
The ABE has limited financial, and administrative resources. The Board News does not have paid reporters or photographers.

The Board News does not accept stories or features that promote trainings or workshops.

The Board News does not feature stories or information previously disseminated by our sister organization, The American Society of Group Psychotherapy and Psychodrama because it is a duplication of efforts.

BONUS: Prize awarded to first three readers who email journeywellness@aol.com with the psychodrama term solution to our hidden word puzzle.

MOVING OR CHANGING YOUR EMAIL ??



Please update your information at 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).

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 and we will help you update your information.

REPORT ON ABE CONVERSATION HOUR AT 2021 ASGPP ONLINE CONFERENCE

SUNDAY, APRIL 11
1:00 TO 2:30 P.M. EST

By Catherine D. Nugent, LCPC, TEP, President



Board members in attendance:

Michael Gross, Barbara Guest Hargin, Sylvia Israel, Molly Mo, Cathy Nugent, Fredilyn Sison, Siyat Ulon, Julie Wells, and Dale Richard Buchanan, Executive Director.

Number of non-ABE attendees:

60 (a record number!).

Welcome & Introductions

Barbara Guest Hargin, Vice President & Chair of Admissions, welcomed participants and thanked them for coming to the Conversation Hour. She reviewed the agenda and invited participants to use Zoom's chat feature to share topics of interest, questions, or concerns which would be addressed after Board members' reports were given (or at the end of the meeting.)

Pandemic Accommodations

Sylvia Israel, Treasurer, reported on the ongoing discussion and changes in response to the pandemic.

In May 2020, the Board increased the number of distance learning hours that can be credited toward the requirement for CP certification and specified the number of practicum sessions that can be credited when conducted online (for CP and TEP).

In January 2021, in response to a high volume of requests associated with candidates planning to apply for the CP and TEP examinations in October 2021, the Board determined special accommodations, specifically (and only) for those applying for admission to the October 2021 CP and TEP exams.

For details, see the Pandemic Accommodations Table on page 13.

The Board will continue to monitor the pandemic and its effect on our members. The Board is committed to upholding our standards for certification, while at the same time, adjusting to shifting conditions and needs.

Teletherapy & Psychodrama Training Hours: The Board's Mandate

Cathy Nugent, President, spoke about some of the key differences between live, in-person psychodrama and psychodrama online. She showed the Board's mission statement as an incorporated non-profit organization in D.C. Cathy reviewed the Board's mandate to certify practitioners and trainers of psychodrama, sociometry and group psychotherapy.

Cathy went on to say the Board's expectation is that certified psychodramatists—practitioners and trainers—have the necessary knowledge, skills and abilities to conduct psy-

chodrama and psychodrama training in live, real-time, in-person settings.

Website Update

Michael Gross, Board Director/Website Coordinator, shared a graphic showing the future website. He reviewed some of the features the new website will have and explained its current status.

"Stretch & Move" Break

Acknowledging the long hours sitting at the computer, Molly Mo, Board Director, got us up out of our seats for a few minutes of playful movement.

Provisional Executive Director Position

Fredi Sison, Secretary, explained the transition plan for the Executive Director position and discussed the new Provisional Executive Director position. Fredi reported that people intending to sit for CP or TEP exams are ineligible. She showed slides with info on where to get documents and how to apply. [CLICK HERE.](#)

Questions & Discussion

Cathy Nugent, President, reviewed the questions/comments typed into chat. There was an open discussion that allowed for the participants to interact with Board Officers and Directors and the Executive Director. To the greatest extent possible, questions were answered in the chat or by the presentations.

Some questions that required more consideration centered on creating new certification categories for sociodrama and for online psychodrama.

The Board is examining the ramifications of changing our mission/mandate. We have also developed a protocol for considering new certification categories. If you are interested in serving on a small task force to work on a proposal for either sociodrama or online psychodrama, please contact the Board office at: abepsychodrama@yahoo.com, for a proposal template and instructions.

Click [HERE](#) to view the PowerPoint of the session.



ABE Conversation Session
2021 ASGPP Online Conference
Sunday, April 11 - 1:00-2:30, pm, EDT

From the President

Continued from page 1

questions were specific to an individual and required a longer response than possible in the Zoom chat. If you raised a question or concern that was not addressed during the session, please email the Board office at: abepsy-chodrama@yahoo.com, and we will respond.

Two suggestions for new certification categories were offered, one for sociodrama and one for online psychodrama. The Board is examining the ramifications of such a change on our mission and organizational status. Additionally, we have developed a protocol for considering new certification categories. If you are interested in being part of a small task force to work on either of these certification categories, please contact our office to receive a proposal template and further instructions.

The Board continues to meet monthly to monitor public health conditions and to remain current on ongoing projects and initiatives. As you can see from this newsletter, we have been productive! The Officers and Directors are a hard-working team who support and care about each other. We have missed the bonding that comes from time spent outside of the meetings, going to lunch and dinner, hanging out after the meeting, rooming with other Board members, and so forth. We have, however, created some fun and playful ways to rejuvenate and refresh ourselves on Zoom. (Check out the article on pages 6-7).

I want to extend special thanks to the new ABE newsletter editor, Julie Wells, and to Patty Phelps, our graphic designer, for exceptional innovation and creativity on this edition of Board News!

And, finally, a Haiku:

*Even in the night
of a long stone hard winter
spring blossoms*

Roshi Joan Halifax

Sending warmest wishes for springtime rejuvenation and renewal!

Cathy

Catherine D. Nugent, LCPC, TEP
President, American Board of Examiners in
Psychodrama, Sociometry & Group Psychotherapy



IN MEMORIAM

Kathryn Ann St Clair

October 14, 1940 to October 8, 2021

Ann Hale, MA, TEP



Kathie was born in Rockford, Illinois and liked to say that she never adjusted to life in the South, but saw herself as a Yankee in a foreign land. She was nothing short of a freedom fighter. She was a woman of integrity and kindness. She led with her heart and her work as a

social worker and psychodramatist are legendary. But more than anything, she took pride in her family and her love had no limits.

Kathie was a member of the psychodrama training consortium at the Trial Lawyer's College in Wyoming for over 20 years. She would fly from Roanoke Virginia to direct sessions devoted to ways action methods helped elicit the story, contributed to voir dire and made possible multi-family trauma work for people waiting to resolve class action suits. Kathie was consulted by lawyers during case preparation. Prior to these years Kathie ran psychodrama groups at the VA Medical Center in Salem, VA and taught group work in local universities. ASGPP awarded her the Innovators Award* in 2012.

Kathie was preceded in death by her daughter, Julianne Harris. She is survived by her beloved companion of 35 years Alfred "Buddy" Nance; her daughters, Jennifer Harris and Jordana Anderson; her son-in-law Robert Anderson and her stepdaughter Heather Nance; her grandchildren whom she helped raise and whom she adored, Kelley Burnette, Jordan Watson, India (Rashad) Younger, Ashley Robinson, Zoe Harris, Daryl "DJ" Jones, Dakota Jones, Aja Nichols, Christopher Nichols and Ferrah Williams; and her great-grandchildren Kelsey, Antonio, Kennedy, Casey, Julian, Jeremiah, Joy, Jala, Jayda, Ayden, Christopher, Kayson, and Zy'leah.

We are all heartbroken yet we know her legacy will never die.

Carpe Diem!

*The Innovator award was established in 1994 and is presented annually to a member of the American Society of Group Psychotherapy and Psychodrama. It is awarded to those whose work significantly and in new directions extend the application or methods of the psychodrama, sociometry, and/or group psychotherapy.

Psychodrama in China

Continued from page 20

awarded Dr. Gong the Lifetime Achievement Award in recognition of her contributions to Chinese Psychodrama.

Today, psychodrama professionals are spread across 28 provinces and 70 cities across China. Psychodrama is being applied every day in a variety of mental health applications including:

- Intervention and clinical research in hospitals and medical facilities, where several research papers are being published.
- Promotion of mental health in the general population through the organization of psychodrama workshops
- Media collaboration to offer education on the power of psychodrama in psychological health. Since 2014, the Psychodrama Section of the Chinese Mental Health Association has partnered with China Central Television Channel 12 to develop "Psychological Time", a column to promote the power of psychodrama in psychological health.
- Teaching programs in major colleges and universities; Peking University, Nanjing University, Soochow University, Chongqing Medical University, Wenzhou Medical University, Suzhou Health Vocational, and Technical College along with other colleges and universities have offered psychodrama related courses.
- Training in vocational programs; the theory and technology of psychodrama are applied in various training programs in schools, hospitals, enterprises, prisons, drug rehabilitation centers, and military facilities.
- There are many innovations in the application of psychodrama in China. After psychodrama was introduced to China, the Chinese people's spontaneity and creativity played a role, creating Campus Psychodrama, which soon, swept through the China's universities, middle schools, and primary schools. Campus Psychodrama was a program developed to illustrate common psychological difficulties encountered by students in schools. This conflict resolution process now plays a role in mental health education.

After the establishment of this type of psychodrama group, in order to avoid confusion with the psychodrama of counseling and therapy, Campus Psychodrama was standardized as Scene Psychodrama. Starting with CCTV in 2015, the "Psychological Time" column collaborated to create a brand-new form of "Film and Television Psychodrama". The creative process of "Film and Television Psychodrama" focuses on the psychological distress with universal characteristics encountered by various groups in society, and focuses on the process of how to change, with the

hope that the 'mirror' technology of drama can touch and help audiences who are similarly troubled. "Film and Television Psychodrama" has been produced and has broadcast 74 episodes. Since the first episode was produced and broadcast, it was well received by the audience and has played a very good role.

Another innovation in the application of psychodrama is the combination with artificial intelligence technology. The AI Psychological Collaborative Innovation Center of Soochow University used the theoretical technology of psychodrama as an intervention strategy to train a robot "Xiaoxin" that can do one-to-one interventions. Click [HERE](#) to see Xiaoxin in Action.

AI has begun to be applied in schools and communities and in alcohol and drug rehabilitation centers.

Finally, I want to introduce the application of psychodrama in the fight against the COVID19 pandemic. In March 2020, the Chinese Psychodrama Group drafted and released the "Network Psychodrama Group Work Guide", which provided online working models for psychodrama training. With the joint efforts of members of the Psychodrama Section and other CPs and TEPs, psychodrama has played an active role during the Pandemic. Their activities included:

- Support of the psychological assistance hotline platform of Central China Normal University of the Ministry of Education and group intervention.
- Publication of "36 Tips on Epidemic Prevention Psychology"; creation of animated video tutorials; and publication of the 12-volume books; "School Teachers, Students and Family Epidemic Prevention Psychological Behavior Instructor."
- Development of online lectures for public welfare psychology which played to an audience of over 17,000 people.
- Initiation of the Me and Me City Lighthouse a psychological charity project which includes a glass house that is lit up 24 hours a day. This project provides psychological support and services to cities in the epidemic, linking 12 cities where more than 10,000 people participate.

I believe that psychodrama will continue to develop rapidly, extensively, and creatively in China, helping more and more people to understand, remove psychological troubles, and receive happiness! Thank you for your support!

*Erdong Wang, TEP
Vice Chairman of The Division of Group Counseling and Group Therapy, CAMH, Leader of The Psychodrama Group*

Twelve volume "School Teachers, Students and Family Epidemic Prevention Psychological Behavior Instructor" books



Psychodrama in Taiwan

Continued from page 20

TAP now has its own accreditation system, which is formally recognized by the ABE, after a reciprocity agreement was signed at the TAP Annual Conference in 2018 by Catherine Nugent on behalf of ABE. This opened up broader training channels to benefit more people interested in taking the journey to psychodrama accreditation.

In 2020, whereas the world was mostly in lockdown due to COVID-19, everything in Taiwan was virtually business as usual. We were very fortunate to carry on the practice of psychodrama in our daily life. Events held by TAP went on as planned in 2020 and could be summarized as follows.

Annual Conference

The Annual Conference by TAP was held in the beginning of 2020. Entitled *Psychodrama: Let's Play and Act*. The conference was honored with the presence of Rebecca Walters, ABE-certified TEP, as our keynote speaker and post-conference workshop leader. During this four-day event, a total of 26 workshops were presented and collectively served 257 group members.

A Taste of Psychodrama

An out-reach program offering personal experiences in psychodrama was arranged by our six regional subdivisions. In this program, schools, and community organizations could submit their applications to experience psychodrama with TAP. TAP would match suitable group leaders to lead a workshop. Additionally, TAP organized psychodrama events "When My Heart Meets Your Heart" that took place in six major geographical areas in Taiwan. The series of events is oriented for the general public. To sum up, while the majority of these 2020 events were held in community settings, the most popular events for the public were in the form of "salon cafes." Additionally, the majority of organizational applications were from colleges.



An out-reach program at Hualien

Forums and Seminars

Psychodramatists around Taiwan were invited to share at seminars and forums their experiences serving diverse clientele, such as victims and perpetrators of domestic violence and sexual abuse, LGBT groups, AIDS, and cancer patients, as well as in entrepreneurship. A total of 118 people attended the events.

Online Events

With the aid of social media, people ran a range of online study groups, online psychodrama groups, FB clubs, and other online clubs. However, as COVID-19 does not severely disrupt events in-person here in Taiwan, the potentials for online training and psychodrama groups are yet to be investigated.

College Courses and Community Training Programs

We have six TEPs teaching in college and offering elective courses on psychodrama and sociodrama, while one TEP even pioneered the use of psychodrama in his teaching of economics and family economics. This spread seeds for the growth of future opportunities to provide regular psychodramatists. Furthermore, many counseling centers in Taiwan offer workshops for personal and professional growth with psychodramatists.

Publication

TAP publishes newsletters every six months, training for the next generation to announce fresh events coming and share moments from past events. The academic periodical "Taiwan Journal of Psychodrama" is a peer reviewed journal that showcases recent research and findings on psychodrama to maintain the research rigor of psychodrama in Taiwan.

In Taiwan, most psychodramatists are in the helping profession, which includes psychologists, social workers, and psychiatrists. Serving diverse clientele, their work allowed the practice of psychodrama to meet many populations. TAP Annual conference scheduled in January 2021 was titled "Grounded on Diversity Psychodrama Walks in Taiwan".



Taiwan Journal of Psychodrama and Newsletter

Taiwan Journal of Psychodrama and Newsletter

Psychodramatists of all generations were invited to meet and dialogue, linking up the history of psychodrama development in Taiwan. However, the conference was delayed to a date yet to be announced due to eight new local COVID-19 cases identified three days prior to the

event. Despite this unanticipated incident, we are nevertheless very fortunate to be able to hold various psychodrama activities face-to-face.

To join the trend online, TAP started providing monthly online events, such as training groups, personal growth groups, and seminars. The most recent one was held on March 13, 2021 and we discussed conducting research online and received much positive feedback. TAP now looks forward to providing more diversified activities and will have an online event for the Greater China area in May, in hopes of creating richer stories of psychodrama in Taiwan.

Nien-Hwa Lai, TEP, President of Taiwan Association of Psychodrama

Stepping into Uncertainty

From the Senior editor: Julie Wells, LCSW, TEP & Junior editor: Jordan Wells, AA

In a time when a few control the majority of the world's resources and the sociodynamic effect remains unbridled and unbalanced, hope is needed to envision and forge a different culture of equity and empathy. Currently in our world, creativity and spontaneity abound. Cultural conserves are actively being formed in front of our eyes. Today delivery services keep us fed, we can buy a face mask with any décor imaginable, booze is turned into hand sanitizer, and most people are comfortably working from home. We even have private business in space and helicopters flying on Mars.

As we move forward through this Pandemic and the resulting wave of unpredictability and uncertainty, I take heart in psychodrama and its power to heal. Healing allows us to feel safe enough to warm up to new ideas and ways of being. Those that can remain warmed up to their creativity and spontaneity will be those that create the new conserves and blaze the trails for future generations to follow.

Sociatry teaches us that at times of crisis like an international pandemic, "the sociodynamic effect changes, the distribution of social energy is capable of spreading...these moments are wide open for social change".

I believe if we stay connected, nurture, and support each other, we can foster the safety and sense of community that allows groups to thrive. We can co-create a world more aligned with the values and gifts of psychodrama. Ultimately this will propel us closer to a therapeutic method for all of mankind, as Moreno envisioned.

My wish is that we use this special edition newsletter, celebrating 100 years of psychodrama, as a way to further connect, brainstorm new ideas, find camaraderie, and maybe some hope. If you have an article here, remind others to read it. If you liked someone's article, let them know. Think about submitting your own article. Consider new trainings and new trainers. Keep learning and keep sharing. Unity can help empower us as we take risks and face the future's many stressors.

Let's be the ones who create the future while staying grounded in the here and now. I believe J.L. and Zerka would concur. Let's say, "Yes, Yes, Yes". Let's make those headlines of the future come true!

Here are some of the headlines that members came up with at the ABE Conversation Hour 4/10/21:

- **World leaders resolve issues using psychodrama**
- **Racial division healed through sociodrama**
- **Psychodrama and sociodrama are in all school programs and on every corner**
- **Ministry of Sociatry established in each country government**
- **White House selects Psychodrama Cabinet Member**
- **Intergalactic Psychodrama announces:
1st psychodrama center opens on the moon and our
1st psychodrama on Mars**

Dare to be adequate. Dare be brilliant. Dare to dream again, the impossible happens every day.

2020 Written Exams

Continued from page 12

2. TEP exam: Be sure examinees provide goals and a step-by-step structure as to how they would teach their students.
3. CP and TEP: Review the importance of reading each question carefully. Be aware of the section of the exam being answered. Check that the students are doing so.

TIPS for Trainees for the Written Exam

CP exam:

1. Speak to trainers about the specific topics/principles to gain greater familiarity.
2. Read the question carefully. Put yourself in the role of the examiner. What does he or she want to know?
3. Write from the director's role: What is the process/method/technique/concept/tenet being discussed? Provide definitions of terms. What are the director's choices and why? Provide detailed examples. Are there alternatives? If yes, state what they are and why they were not chosen.
4. For additional tips, see the CP study guide at <http://www.psychodramacertification.org/docs/CP-StudyGuide.pdf>

TEP exam:

1. Write from the trainer's role, rather than a practitioner.
2. Be aware of the topic of the exam question.

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

General Tips for both TEP and CP examinees:

1. Review past exams. Previous exam questions are on the ABE website: (<http://www.psychodramacertification.org/docs/CPWrittenExam.pdf> and <http://www.psychodramacertification.org/docs/TEPWrittenExam.pdf>).
2. Create model answers to past exam questions.
3. Establish a reading or study group.
4. In answering a question:
 - Read the question in its entirety
 - Break it down in parts
 - Outline the answer
 - Start writing
 - Revise essay as needed
5. Practice writing exams in the time allotted.

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

