

WURZWEILER SCHOOL OF SOCIAL WORK YESHIVA UNIVERSITY

INTRODUCTION to PSYCHODRAMA,  
SOCIOMETRY, and GROUP PSYCHOTHERAPY  
SWK 6114

Spring 2020

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COURSE DESCRIPTION

The course is designed to explore the bridge between personal narratives, creativity, and the power of community. In this course students will gain an understanding of the principles and techniques of psychodrama, sociometry, and group psychotherapy.

Conceived and developed by Jacob L. Moreno, psychodrama employs guided dramatic action to examine problems or issues raised by an individual or a group. Using experiential methods, sociometry, role theory, and group dynamics, psychodrama facilitates insight, personal growth, and integration on cognitive, affective, and behavioral levels. It clarifies issues, increases physical and emotional wellbeing and enhances learning and develops new skills.

LEARNING OBJECTIVES

By the end of the course, the students will be able to demonstrate:

1. Their understanding of the connection between social work practice and psychodrama, sociometry, and group psychotherapy
2. Their understanding of the philosophy underlying psychodrama, sociometry, and group psychotherapy. Additionally, students will learn the historical development of this modality.
3. Their competence in articulating and applying key concepts of different psychodramatic techniques
4. Their understanding of how to integrate psychodramatic techniques with diverse populations in various settings.

5. Their understanding of integrating this method in their field work.

### INSTRUCTIONAL METHODS

This course is highly interactive and experiential, providing opportunities to experience role-play and other psychodramatic techniques. Special attention is given to the safe and ethical use of experiential methods with specific populations, including individuals with trauma histories and other vulnerable populations.

**This class is experiential in nature and does call for some level of self-disclosure for the purpose of learning. Students always have the right to pass on any activity and disclose within limits of what feels comfortable.**

### COURSE EXPECTATIONS

This class is designed to provide an overview of psychodramatic methods in working with individuals, couples, families and groups. Toward this end, critical thinking, meaningful dialogue, and participation in in-class experiential activities are important. In order to maximize learning, full attendance is expected and unexcused absences will adversely affect your grade. If, for some compelling reason you expect to arrive late to class, please call or text the instructor.

### Texts for the Course

- Blatner, A.(2000). Foundations of psychodrama: History, theory, and practice (4<sup>th</sup> ed.). New York: Springer Books. ISBN-13: 978-0826160423. \$17.00
- Dayton, T. & Moreno, Z., (2004). The living stage: A step-by-step guide to psychodrama, sociometry and group psychotherapy. Deerfield Beach, FL: Health Communications. \$19.00

### Supplemental Texts:

- Gershoni, J. (Ed.). (2003). Psychodrama in the 21st century: Clinical and educational applications. New York, NY: Springer Publishing Company. ISBN-13: 978-0826121752. \$25.00
- Marineau, R.F. (2014). Jacob Levy Moreno (1889-1974), Father of psychodrama, sociometry, and group psychotherapy. New Jersey: Psychodrama Press ISBN-13: 9781482366228. \$20.00

Note: All required readings are on-line through electronic reserve (ERES). Your instructor will distribute the password and directions to access these readings.

## COURSE REQUIREMENTS

There will be two assignments for this course, a mid-term paper due class 7 and a final paper due at the end of the semester. The specific requirements of each written assignment will be distributed to you by the instructor. Late papers will result in lower grades.

Class Participation: 35%

Mid-term Assignment: 30%

Final Assignment: 35%

## Students with Disabilities

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, (646) 592-4132, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, (646)592-4280, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

## PLAGIARISM:

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically FAIL the course and will be referred to the Associate Dean for disciplinary action, which may include expulsion.

## HIPAA ALERT:

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, gender is directly related to the case presentation it can be included if it will not allow for identification.

## COURSE OUTLINE

### **Class I: History of Psychodrama and J.L Moreno**

#### Content Covered:

- Overview of the course
- Brief history of psychodrama
- Triadic System: psychodrama, sociometry, and group psychotherapy
- 5 elements of psychodrama

#### Required Readings:

Blatner: Chapters 1, 2,

Dayton: Chapter 1, 2,

Konopik, D.A. & Cheung, M. (2013). Psychodrama as a Social Work Modality. *Journal Social Work*, 58(1): 9-20.

Gershoni, J. (2009). Bringing Psychodrama to the Main Stage in Group Psychotherapy. *Group* 33(4): 297-308

### **Class 2: Theoretical Elements in Psychodrama**

#### Content Covered:

- Doubling
- Moreno's theory of personality

### Required Readings:

Blatner: Chapters 3, 4

Dayton: Chapter 3

Kipper, D. & Ritchie, T. (2003). The effectiveness of Psychodrama techniques: A meta-analysis. *Group Dynamics: Theory, Research and Practice*, 7(1), 13-25.

### **Class 3: Theoretical Elements in Psychodrama Continued**

#### Content Covered:

- Role reversal & auxiliary training
- Empy chair

#### Required Readings:

Blatner: Chapters 7,

Dayton: Chapter 4

### **Class 4: Sociometry & Warm-Ups**

#### Content Covered:

- Spectrogram
- Logogram
- Circle step-in
- Action sociogram
- Tele

#### Required Readings:

Dayton: Chapters 6, 8

Moreno, J. L. (1940). Mental catharsis and the psychodrama. *Sociometry*, 3(1), 220-238.

## **Class 5: Social Atom**

### Content Covered

- Utilizing the social atom to facilitate warm-up, action, & sharing

### Required Readings:

Dayton: Chapter 7

Buchanan, D. R. (1984). Moreno's social atom: A diagnostic tool for exploring interpersonal relationships. *The Arts in Psychotherapy*, 27, 173-183.

Moreno, Z. T. (1987). Psychodrama, role theory and the concept of the social atom. J. Zeig (Ed.). *The evolution of psychotherapy* (pp.341-358). New York: Brunner/Mazel.

## **Class 6: Introduction to Psychodramatic Roles**

### Content Covered:

- The process of role development
- Role charts
- The warm-up couch

### Required Readings:

Blatner: Chapters 12, 16, 17

Dayton: Chapter 11

## **Class 7: Philosophy of Spontaneity & Creativity**

### Content Covered:

- Canon of creativity

## Required Readings:

Blatner: Chapters 7,8

Dayton: Chapter 5

## **Class 8: Surplus Reality**

### Content Covered:

- The magic shop

### Required Readings:

Blatner: Chapter 9

Barbour, A. (1992). Purpose and strategy behind the magic shop. *Journal of Group Psychotherapy, Psychodrama & Sociometry*, 45(3), 91-101.

Kellermann, P.F. (1984). The Place of Catharsis in Psychodrama. *Journal of Group Psychotherapy, Psychodrama, and Sociometry*, 37(1): 1-13.

Moreno, J.L. (1965). Therapeutic Vehicles and the Concept of Surplus Reality. *Group Psychotherapy* 18: 211-216

## **Class 9: Psychodrama & Group Work**

### Content Covered:

- Therapeutic factors
- Mutual aid
- Stages of group development

### Required Readings:

Drumm, K. (2006). The essential power of group work. *Social Work with Groups*, 29(2/3), 17-31.

Kurland, R. (2008). Debunking the “blood theory” of social work with groups: Group workers are made and not born. *Social Work with Groups* 30(1), 11-24

Kurland, R., & Salmon, R. (2006) Purpose: A misunderstood and misused keystone of group work practice. *Social Work with Groups*, 29(2/3), 105- 120.

Papell, C. (2015). More than 60 years with social group work: Personal and professional history. *Social Work with Groups*,38(3-4), 201-219

Rossi-Berman, T. (1993). The tasks and skills of the social worker across stages of group. development. *Social Work with Groups*, 16(1/2), 69-81

Skolnik, S. (2018). A synergistic union: Group work meets psychodrama. *Social Work with Groups*, 41 (1-2). 60-73.

Steinberg, M. (2010). Mutual aid: A contribution to best-practice social work. *Social Work with Groups*, 33(1), 53-68

## **Class 10: The Hollander Curve**

### Content Covered:

- Theory and Practice of the Hollander Curve as experienced in a traditional Psychodrama

### Required Readings:

Blatner: Chapters 20, 21

Dayton: Chapters: 13, 14

## **Class 11: Psychodrama Debriefing**

### Contents Covered:

- Understanding the triadic system
- Recognizing the sociometric connections

### Required Readings:

Dayton: Chapters 17, 24

## **Class 12: Termination Through Action**

## Bibliography

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- Andrews, J. (2001). Group Work's Place in Social Work: A Historical Analysis. *Journal of Sociology and Social Welfare* 28(4): 45-65,
- Baim, C. (2007). Integrating Psychodrama with Attachment Theory: Implications for Practice. In P. Holmes, M. Farrall, & K. Kirk (Eds.), *Empowering Therapeutic Practice: Integrating Psychodrama into other Therapies* (pp. 125-156). London: Jessica Kingsley Publishers
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- Buchanan, D. R. (1984). Moreno's social atom: A diagnostic tool for exploring interpersonal relationships. *The Arts in Psychotherapy*, 27, 173-183.
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- Carlson-Sabelli, L. (1998). Children's therapeutic puppet theatre; action, interaction, and co-creation. *The International Journal of Action Methods: Psychodrama, Skill Training and Role Playing*, 51, 91-112.
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- Ciotolla, L. (2006). Brief report: The body dialogue: An action intervention to build body empathy. *Journal of Group Psychotherapy, Psychodrama & Sociometry* 59(1), 35-38.
- Corsini, R. J. (1955). Historic background of group psychotherapy: A critique. *Journal of Group Psychotherapy, Psychodrama and Sociometry*, 8, 219-225.
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- Dayton, T. (2003). Psychodrama and the treatment of addiction and trauma in women. In J. Gershoni (Ed.), *Psychodrama in the 21st century*. (pp. 175-196). New York: Springer.
- Dayton, T.B. (2005). *The living stage*. Deerfield Beach, FL.: Health Communications.
- Farmer, C., & Geller, M. (2003). Applying Psychodrama in the family systems' therapy of Bowen. In J. Gershoni (Ed.), *Psychodrama in the 21st century*. (pp. 31-47). New York: Springer.
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- Giacomucci, S. (2017). The Sociodrama of Life or Death: Young Adults and Addiction Treatment. *Journal of Psychodrama, Sociometry, and Group Psychotherapy* 65(1): 137-143
- Gitterman, A. & Shulman, L. (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle*, (3rd ed.). New York, NY: Columbia University Press.
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