

1. Identify psychodramatic & CBT techniques employed during the three psychodramatic stages.

During the first stage of psychodrama, the warm-up phase, the protagonist, K, shared her Automatic Thought Record (ATR). This presented a visual and explanatory display, introducing the theme of discussion and interaction that would take place. Additionally, the ATR allowed the group a glimpse of K's roles and thought patterns. Next in the warm-up phase, K composed a Social Atom to illustrate the proximity and depth of her relationships and interactions with people, objects, and ideas.

Then next phase is the action phase, in which the protagonist participated in a role playing interaction. This involved identifying her different internal roles and expressing her point of view from each. When K got "stuck" in the mindset of one particular role, doubles ([we actually used a double – Angelica – to express K's thoughts and feelings that she could not verbalize; then we brought Jill in as an auxiliary and used Jill and Angelica both as role doubles.](#)) were introduced to help her set boundaries between the different roles and progress through the activity. Later in the exercise, K was pulled out of the interaction and made to watch from an outside perspective, which is a technique called mirroring. While two doubles, from the points of view of two of K's defined roles, discussed her conflict and created an action, K was able to reflect on this issue in a very physical, malleable way.

The final stage of psychodrama is the sharing phase. During this phase, the director(s) prompted de-roling, through which the auxiliaries were able to share how they felt about the interaction as the roles they embodied as well as themselves. Following this, the rest of the group participated in sharing. Members of the group shared their own similar experiences and explained how they would respond to the situation. This was done without any judgment or analysis of the K. This process of sharing returns K to the group instead of leaving her singled out as the protagonist and benefits all of the group members as a conclusive exercise.

2. Were the action techniques used appropriately? Did they make sense to you from a theoretical & applied perspective.

The action techniques utilized in this session were used appropriately. It made sense that TT and DD asked questions to narrow the topic down to two conflicting roles within K (lonely and difficult to deal with). It also made sense that, as she talked out the conflict from within the roles, more roles appeared as outliers. Theoretically, this is logical because, when making a decision, one follows a certain procedure or path of thinking. In addition, it made sense that, when K got "stuck" in the mindset of one role and could not progress, a double was called in so that she had someone to physically talk to rather than battle the issue out within her mind. Taking K out of the activity (mirroring) was another

reasonable step, as she could watch the roles, from an outside perspective, discuss and create an action plan. Theoretically, the entire process of role playing makes sense because it illustrates that the roles within oneself are constantly battling over each other to make a decision. Acknowledging these roles and even stepping out of them helped make clear what steps should be taken in order to find a resolution.

3. Were group members following the group's interaction?

Yes. Although some group members seemed to be averting their eyes because this was the first group therapy session and they may have felt uncomfortable watching in such proximity, it seemed as though everyone followed the interaction. Whether they were watching, listening, or participating, every member of the group seemed present and respectful of the interaction taking place.

4. Was the ATR technique used in selecting protagonist?

No, a protagonist was chosen/volunteered at the beginning of the session and then shared her ATR. From there, the protagonist participated in following the other psychodramatic stages and techniques.

5. Did the selection of the protagonist reflect the groups theme?

There was no group theme established prior to the interactions or session. The theme was determined by the protagonist's ATR after she had already been chosen to participate as the protagonist.

6. Was scene setting used to test directorial-protagonist clinical direction?

Yes...?-[ATR and input from protagonist on where she wanted to take the data.](#)

7. How and what type's of auxiliaries were used during the session.

Role doubles were used during the role playing interaction (J&A).

8. During the closure phase of the session, were the protagonist, auxiliaries, and group members left "hanging"?

No, the protagonist, auxiliaries, and group members were not left "hanging". In conclusion to the role playing interaction as well as the session in general, the protagonist and auxiliaries discussed and created an action plan. They defined a path which the protagonist should consider following and contemplated an action plan as steps on that path towards a desired goal.

9. Were all auxiliaries de-roled?

Yes, all auxiliaries were able to share their thoughts on the situation and experience of the interaction from their roles as doubles as well as themselves.

10. What homework (behavioral experiment) was given?

To research and establish the first step in resolving K's conflict.

11. If and when "spin-off" dramas occurred, how were they handled?

No spin off's occurred.

12. Describe the conflicts that could have been explored but would have not been appropriate for this workshop.

Alcohol and drug use came up during K's construction of her Social Atom. However, this would have been inappropriate to discuss during the session because it did not fit into the theme established by the ATR (being hard to deal with).

13. Was closure comfortably reached for group participants?

Yes, TT and DD spent a sufficient amount of time de-roling the participants, allowing group members to share, and explaining what will come next for K in terms of coming to a resolution.

14. Lastly, put yourself in the "role of the director" (role-reverse) and indicate the techniques you would have used in directing this drama. Be able to support your reasons (refer to your text and articles).

As the director(s) we would make sure the theme of the session is clearly established and understood by the protagonist as well as the group members. According to *The Handbook of Psychodrama*, a way of doing this is by focusing on a common theme of all the group members. This would likely elicit more input during the sharing phase as well as keep and peak the interest of the group members throughout the interaction. (Good point; this would be done in a psychotherapy group but since this group was established as a training group, we will not focus on a common theme. We typically see themes emerge as the group progresses but that is not done intentionally. You might consider our

theme to be group learning. Keep your paragraph as it is – this is a point that Tom and I should address in the group. Thanks for bringing it up.)