

BOARD NEWS

American Board
of Examiners
in Psychodrama,
Sociometry and
Group Psychotherapy

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Number 1



MESSAGE FROM THE OUTGOING PRESIDENT Jeffrey Yates, L.C.S.W., T.E.P.

Dear Certified Psychodramatists,
It has been an honor to serve on the Board of Directors these past six years and as your president during the last year. One of my favorite psychodrama sayings is "Life is about acquiring better and better auxiliaries." It has been a joy to work with dedicated Board Directors from the all over the US and Canada (even Scotland).

These hard working Board Directors serve as auxiliaries for psychodrama trainees seeking certification. Not only did Martica Bacallao create streamlined academic criteria for writing exam questions, but the Board has continued to enact her recommendations. We continue to have more English as a Second Language (ESL) applicants successfully take our exam. Myself and other Board Directors conducted

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MESSAGE FROM THE INCOMING PRESIDENT Lin Considine, M.S., L.M.H.C., T.E.P.

Dear Certified Psychodramatists,

As the incoming American Board of Examiner's President, I am challenged to look to the future. So as to my future projection of what might be accomplished in the next year, I look to the present for inspiration. And what a glorious present it is! As I move into this role I feel supported both by current Board members and by each of you who have worked to reach certification in Psychodrama, Sociometry, and Group Psychotherapy, as we all contribute to the rich tapestry of what Moreno's work has become.

I am here to serve the community and I welcome phone calls and emails from you. I want to hear your opinions and suggestions of how we can maintain and improve our certification process.

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ELECTED BOARD DIRECTORS

July 1, 2012 to June 30, 2013

President: Jeffrey Yates, L.C.S.W., T.E.P.
 Vice-President: Karen Drucker, Psy.D., T.E.P.
 Secretary: Paula Catalán, M.S., L.C.P.C., C.P.
 Treasurer: Mario Cossa, M.A., R.D.T./M.T., C.A.W.T., T.E.P.
 Directors: Elaine Camerota, Ed.D., T.E.P.
 Lin Considine, M.S., L.M.H.C., T.E.P.
 Dorcas Elisabeth McLaughlin, Ph.D.,
 A.P.R.N., C.P., P.A.T.
 Judith A. Swallow, M.A., C.R.S., T.E.P.
 Cecilia Anne Yocum, Ph.D., C.P., P.A.T.

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 Louise Lipman, LCSW-R, CGP, T.E.P.
 Donna Little, M.S.W., T.E.P.
 Judith A. Swallow, M.A., C.R.S., T.E.P.

Outgoing President's Message

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several onsites for ESL applicants from outside the US. Much appreciation to Karen Drucker, who I concurrently served my two terms with, who conducted four ESL onsites in two days!

During my two terms I have witnessed the development of our website as a fully functional tool for our profession. We continue our role expansion as the Board will launch the online electronic exam process this October, which lowers costs and labor for the community. It has been extraordinarily evident how the Board Directors, as good doubles, listen and respond to member and trainee communications. As a past treasurer and current president we have maintained good financial footing and this past September created a solid five year financial plan.

Big hug and thanks to Dale Richard Buchanan who continuously evolves with our community. You are in good hands with this committed Board and incoming President Lin Considine, who I have been blessed to get to know by serving on the Board. My heart has been opened by the gift of making new friends and by reconnecting with colleagues and friends.



Incoming President's Message

continued from page one

As a Board Director, I have been impressed with the passion, dedication and hard work that each and every Board director has committed to at each meeting. The Board is committed to maintaining excellence in certification at the most reasonable cost. At the Fall Meeting we will be discussing the proposed part-way certification category; whether or not to email the ballot and the May newsletter so that we can save money and not have to raise dues or fees and we will be creating the 2013 written examinations. If you have suggestions for the written examination questions, we would love for you to forward them to us.

I am grateful to work with a community that is dedicated, hard working, creative and spontaneous. I look forward to setting and accomplishing goals to provide, with compassion and integrity, the highest standards for the professional practice of psychodrama, sociometry and group psychotherapy.

Blessings,



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Members are encouraged to submit Newsletter materials.

2012 WRITTEN EXAMINATION EVALUATION

Judith A. Swallow M.A., C.R.S., T.E.P.

The Board sends hearty congratulations to this year's class of CP and TEP candidates. We encourage others in our community to celebrate and welcome them to their new status as either a CP or a TEP. We recognize that this is a long, rigorous and arduous process. Welcome!

This year all 9 TEP and all 18 CP candidates passed the written examination and one TEP passed with distinction. There were also several other TEP examinations that were rated highly. CP candidates were relatively uniform in their performance this year and rated highest in the categories of History, Related Fields and Research/Evaluation.

Since an examination needs to pass 2/3 (6/9ths, with sociometry and methodology double-weighted) of the exam questions in order to pass the exam as a whole it is possible to fail two single weighted sections, or one double weighted section and still pass the written examination.

The biggest concern that the Board had this year was that several CP candidates chose to write on a "related field" that was not on the list of approved related fields and thus the related fields section was rated as fail. As noted in both the CP and TEP Study Guide: A Related Field is a recognized and significant body of inquiry or theory, for example, the fields of Ego Psychology, Jungian analysis, Gestalt or Behaviorism fit this definition. A related field would contain the following: philosophy; theory of human development; theory of personality; body of knowledge; research base, and intervention techniques.

An individual's invention of a new psychodramatic technique is not a related field. Sociodrama, Playback Theater or Sociatry are not related fields because they are within the same field as psychodrama, sociometry and group psychotherapy. Population of clients (e.g., substance abuse, alcoholism, eating disorders, sexual addicts, schizophrenics, etc.) are not a related field — these are diagnostic categories of clients. A discipline (Social Work, Law, Art Therapy, etc.) is not a related field. An entire domain (Education, Theater, Family Therapy, Systems, Organizational Development, etc.) is not a related field, but rather encompasses several related fields.

In the Study Guides are listed many fields of study that have been vetted by the Board as having met the requirements for a related field. Additions to this list of approved related fields can be made by contacting our office for submitting a request for an approval of a new related field. Attachment Theory, for example, has just been added to the list of related fields.

If a candidate wants to choose a related field that is not on the list, it will certainly be considered, but the answer to the question won't pass if it doesn't meet the criteria set forth in the Study Guide.

Once again, we celebrate this new class of CP and TEPs. We welcome you and congratulate you on this magnificent achievement.

**CONTINUING EDUCATION QUIZ
2012 CERTIFICATION EXAMINATIONS**

CERTIFIED PRACTITIONER

PART ONE - 10AM TO 12 NOON

- I. HISTORY (Suggested time: 30 minutes).
1. Briefly describe J.L Moreno's work with one group of people. Discuss how this work influenced the development of the field of Psychodrama.
- II. PHILOSOPHY (Suggested time: 30 minutes).
1. Draw the Canon of Creativity. Briefly describe its elements. Explain their relationship to one another.
- III. METHODOLOGY (Suggested time: 60 minutes).
Answer Question 1 and Question 2.
1. Define the technique of role reversal. Give two (2) different examples of when and how you use it in psychodrama.
2. Answer either A or B.
A. In a classical psychodrama a protagonist moves from periphery to core and back to periphery. Discuss how you do this in a psychodrama.

OR

- B. Define role taking, role playing and role creating. Choose one (1) and explain how you use it in a psychodrama.

PART TWO 1PM - 4PM

- IV. SOCIOMETRY (Suggested time: 60 minutes).
Answer Question 1 and Question 2.
1. J. L. Moreno said that in a healthy group, the sociometry is always shifting. Give two (2) examples of sociometric interventions you use in a group where the sociometry has become stagnant.
2. Answer either A or B.
A. Describe how you direct an encounter between two group members.

OR

- B Describe two (2) sociometric interventions you use in a group's final session.

V. ETHICS (Suggested time: 45 minutes.)

1. According to the APA Ethical Code of Conduct professionals provide services "with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience." Discuss how this APA ethical standard affects your psychodrama practice.

VI. RESEARCH/EVALUATION (Suggested time: 30 minutes).

1. Describe how you use a sociometric or a psychodramatic tool to assess the progress of a client.

VII. RELATED FIELDS (Suggested time: 30 minutes).

1. Name a related field that has influenced your work. Explain how you incorporate it in your work.

TRAINER, EDUCATOR AND PRACTITIONER

PART ONE 10AM TO NOON

- I. HISTORY (Suggested time: 30 minutes).
1. Identify two (2) historical events from J. L. Moreno's work with people. Design an action training session to teach the importance of these events.
- II. PHILOSOPHY (Suggested time: 30 minutes).
1. Describe an action training session to teach Moreno's Canon of Creativity.
- III. METHODOLOGY (Suggested time: 60 minutes).
Answer Question 1 and Question 2.
1. Design an action training session to teach role training. Include theory and practical applications.
2. Answer either A or B.
A. Design an action training session to help your trainees step into the role of director.

OR

- B. Describe an action training session to teach the concept of act hunger. Include both didactic and experiential learning.

PART TWO 1PM - 4PM

- IV. SOCIOMETRY (Suggested time: 60 minutes).
Answer Question 1 and Question 2.
1. Sociometry is powerful. Design a training plan to teach your trainees how to safely introduce sociometric explorations to a group new to sociometry.
2. Answer either A or B.
A. Discuss a challenging moment in a training group. Explain how you use a sociometric intervention to address it.

OR

- B. Develop a session to teach your trainees how to process a psychodrama sociometrically.

V. ETHICS (Suggested time: 45 minutes).

1. According to the APA Ethical Code of Conduct professionals provide services "with populations and in areas only within the boundaries of their competence, based on their education, training, supervised experience, consultation, study, or professional experience." Explain how you teach its relevance to your trainees.

VI. RESEARCH/EVALUATION (Suggested time: 30 minutes).

1. Identify a psychodramatic or a sociometric tool that your trainees can use to assess a client's progress. Describe an action training session that teaches your trainees how to use this tool.

VII. RELATED FIELDS (Suggested time: 30 minutes).

1. Design an action training session to teach your trainees how to integrate knowledge of a related field into their work.

Recently Certified Trainer, Educator, Practitioners are invited to submit an autobiographical statement. Bios are printed as space permits. For contact information on all psychodramatists go to www.psychodramacertification.org

From 2012



**Joseph P. Carlino, LCSW-R, CASAC, CET II, CP, PAT
Webster, NY**

I have been a psychotherapist for 30 years, 20 of those years have been with the VA working with combat veterans in the areas of PTSD, anger and depression. I am a veteran who served during the Vietnam era. I am currently retired from the VA and have transitioned to a private practice where I continue to work with people who have been traumatized. I work with families, couples, individuals and groups using Sociometry, Psychodrama and Group Psychotherapy methods. The use of Sociometry and Methodology never ceases to amaze me of how powerful and healing the tools that Moreno gave us are.

It has been my experience that classical psychodrama as taught by Zerka T. Moreno has been the most beneficial for my professional development specifically when working with trauma, depression and managing anger. I have had the privilege of being introduced to psychodrama by Zerka T. Moreno in the 1990's. Upon meeting Zerka and experiencing her first hand I was hooked.

I owe Ed Schreiber TEP, Zerka Moreno TEP and the late Karen McNamara TEP a debt of gratitude for being excellent teachers and role models for me. I recently became a CP and am in training as a PAT with Edward Schreiber TEP. My website is <http://www.josephpcarlino.com/>



**Carolyn Skolnick, MA LMHC
Seattle, Washington**

I am passionate about psychodrama and am thrilled to have completed this certification process. I began psychodrama as a group member and it had a profound impact on my life. I decided to become a therapist and a student of psychodrama so that I could make a difference in others lives, as well as be a part of creating authentic and

caring communities. My father, Marvin Skolnick, a psychiatrist and a part of the psychodrama community, inspired me with his work at Saint Elizabeths Hospital and his putting into action many of Moreno's ideas at the P Street Outpatient Mental Health Clinic in Washington DC. My certification is a way I can continue his work and honor his memory. I am proud of my accomplishment and I know he would have been proud as well.

I am grateful to the many trainers and colleagues who helped me along the way. I especially want to thank John Raven Mosher and Georgia Riggs for their support, compassion, and their belief in me during my years of training and through my exam process.

At present I am a licensed therapist in private practice in Seattle. I run psychodrama groups as well as see individuals and couples. I love this work and hope to inspire others toward living out their dreams.

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.

- | | | |
|------------------------|-----------------------|------------------|
| Mary Jo Amatruda | Pamela Goffman | Cathy Nugent |
| Martica Bacallao | Lorelei Goldman | Susan Powell |
| Kathy Brown | Ann Hale | Sandy Seeger |
| Jeanne Burger | Erica Hollander | Deb Shaddy |
| Jean Campbell | Sylvia Israel | Marianne Shapiro |
| Paula Catalan | Amna Jaffer | Arlene Story |
| Elaine Camerota | Connie Lawrence James | Judy Swallow |
| Mario Cossa | Suzie Jary | Linda Thema |
| Judith Glass Collins | Louise Lipman | Jan Tras |
| Lin Considine | Nonie Lyon | Scottie Urmey |
| Karen Drucker | Mari Pat McGuire | Shari Ward |
| Vickey Finger | Dorcas McLaughlin | Jeffrey Yates |
| L. Joane Garcia-Colson | | Cece Yocum |

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From 2013

**Carol Frank, M.A.,
L.P.C.C., R.N., C.P.
Placitas, NM**



Psychodrama has been a gift in my life personally and professionally and I am thrilled about being a Certified Practitioner. What an honor and feeling of accomplishment! I was fortunate to be introduced to psychodrama in graduate school when I participated in a course offered by Kate Cook. It was love at first role reversal! I knew at that moment I wanted more.

Psychodrama has provided me a profound pathway for self discovery. It has enriched my life not only by enhancing my journey of personal growth and making me a better therapist but by bringing me into a community of remarkable people dedicated to making this world a better place.

I want to give special thanks to Kate Cook, my primary trainer, I feel truly blessed to have the opportunity to work with such a gifted and accomplished psychodramatist, clinician and educator. Her generosity of spirit helped me keep the faith in those moments of doubt and I am forever grateful. I also want to thank John Olesen, Sue Barnum and Rebecca Walters who played instrumental roles in helping me achieve my certification. I hope I can honor the lineage by carrying on with the integrity, skills and knowledge which have been so ably role modeled for me.

I am a Clinical Mental Health Counselor and Registered Nurse in private practice and a faculty member at Southwestern College, a graduate school for Counseling and Art Therapy. Psychodrama is an integral part of my clinical practice as well as the graduate school courses I teach. I am continually and deeply inspired by its transformative powers. I have a particular interest in creating opportunities for people from all walks of life to experience this method and I facilitate workshops in the community as often as possible so that I may share the wealth of healing provided through psychodrama.

I feel privileged to be a part of the psychodrama community and I look forward to what the future holds in store for me as I continue on in this journey and work towards becoming a TEP.



**Jon P. Kirby, M.A.,
M.Div., Ph.D., C.P.,
P.A.T.
Los Angeles, CA**

Jon is an anthropologist and intercultural specialist with over 40 years' involvement in intercultural competency and cross-cultural training. A dual citizen (Canada & USA), he has a broad

undergraduate background in philosophy, sociology and fine art, an MA in the theology of symbols, an MDiv in intercultural counseling, and an MPhil qualification and PhD in social anthropology from Cambridge UK specializing in African primal religions and spirituality. Having lived and worked for 36 years in West Africa, he is an expert in African cultures, belief systems, religiosity and problem-solving, South of Sahara Islam, ATRs, popular Christianity, and the cross-cultural interface between African and Western cultural systems in general. He speaks six languages, is the founder and former director of Tamale Institute of Cross-Cultural Studies (www.ticcs.org), and the former chair of Cross-Cultural Studies at Washington Theological Union, DC. He has conducted research and has published extensively in the areas of culture, human and social development, and as a CP specializes in intercultural and interreligious dialogue, problem-solving, conflict resolution and peacebuilding from a cultural pathways perspective—especially with racial and ethnic groups, ethnically or culturally diverse couples, employers and employees, corporate cultures, church congregations, ministers of religion and members of religious congregations. Although he works out of Los Angeles, his workshops and seminars take him to venues across the globe where he employs action methods, especially sociometry, sociodrama, bibliodrama, and “culture-drama” (which he developed) to facilitate intercultural and interreligious dialogue, intercultural competency, role transitioning and transformations, culturally appropriate behavior acquisition, and to guide transformations in spirituality. Relevant publications include: *Culture Drama and Peacebuilding*, TICCS Publications 2002, and with Gong, Shu, “Reconciling Culture based Conflicts with Culture-Drama,” in Eva Leveton, ed. *Healing Collective Trauma Using Sociodrama and Drama Therapy*, New York: Springer Publishing Company, 2010, pp. 207-233.

IN MEMORIAM

We are all less because of these losses. Losing spiritual offspring is as hard as losing biological ones.

Zerka T. Moreno

G. MAXWELL CLAYTON, TH.D., T.E.P.

2013

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From 2013

**Kim Friedman, M.A.,
L.M.H.C., T.E.P.
Seattle, Washington**



I am honored to have been on this TEP journey and am excited to grow and evolve in this new role. My journey started with a women's psychodrama group in Seattle in 1996. This eventually led me to St. Elizabeths in Washington, DC, where I learned so much from clients and felt inspired and healed by creative teachers and interns. My path has continued in Seattle being in private practice, teaching and trying to find balance in my everyday life.

It is with deep gratitude that I would like to thank Milton Hawkins, Robin McCoy Brooks, Linda Bianchi, Lisa Whitsitt, all of my fellow ABE board dsirectors from 2009-2012, and everyone along the way who has provided encouragement, guidance and friendship.

In addition, I am grateful to Antioch University, Seattle, for the opportunity to teach psychodrama. I enjoy the creativity of the students and I hope that they are inspired by J.L. Moreno's work and want to keep these ideas alive.

Finally, I want to thank, Michael, my dear soul mate, who supports me in all of my wanderings.



**Tzu-Yueh Lin, M.E., T.E.P.
Tiawan, R.O.C**

Greetings, everyone.

My name is Tzu-Yueh, whose life is made full by psychodrama since our first encounter 18 years ago. Because psychodrama helped me to be more creative while being balanced, and what's more, it helped me to be my son's best playmate. Also because of psychodrama, I got to be involved and witness the richness of life. The growth and loving flow of energy in psychodrama guided me along the way and motivated me to promote psychodrama and its training.

My recent interest is to combine psychodrama with Jungian philosophy and yoga. I hope to better integrate my body, mind and soul, because "happiness" is not about avoiding challenges but to face and learn to balance with them. For me, psychodrama is not only a helping skill but a life attitude. So, my dear fellows, laugh often, love much, live well.

**Jui-Lin Tu, M.S., C.P.
Tiawan, R.O.C.**



I am very excited to be a CP in the professional community. I am very grateful to my primary trainer, Gong Shu, who has always supported and encouraged me both in my personal growth and professional development over the past 15 years. I am a licensed counseling psychologist in Taiwan with twenty-two years of clinical counseling experience. I have been regularly attending Gong Shu's psychodrama training workshops since 1998. I have also participated in the workshops of other trainers. I have nearly 1500 training hours under my belt.

I have been holding psychodrama workshops for out-patients and community members every two months since 2006. I have also directed psychodrama groups for diverse populations, such as college students, community members, out-patients, substance abusers, female prisoners, and so forth. I utilize action methods, sociometry, role training, and group dynamics to facilitate constructive and spontaneous change in the lives of participants.

I also utilize psychodrama as an intervention method for my individual sessions. I have successfully helped many long-term on-going depressed patients overcome their depression through psychodrama methodologies in individual settings. In addition, I have been training and supervising graduate interns on psychodrama methodologies since 2006. I am adept at dealing with issues of trauma, self-esteem, and the here and now. I have been organizing and promoting psychodrama workshops of the International Zerka Moreno Institute twice a year since 1998.

I feel so blessed in my personal life and professional development because of what I have learned from psychodrama. I am looking forward to providing a wide range of psychodrama services to diverse social groups in Taiwan in the future.

NEW BOARD DIRECTORS

Louise Lipman, LCSW-R, CGP, T.E.P. and Donna Little, M.S.W., T.E.P. were elected as TEP Directors to a three year term of office.

Carol Frank, M.A., L.P.C.C., R.N., C.P. was elected as a CP Director to a three year term of office.

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From 2013



Simina Vourlis, J.D., C.P.
Columbus, Ohio

My journey to psychodrama certification began in a big barn on a ranch surrounded by mountains along the east fork of the Wind River outside of the tiny town of Dubois, Wyoming. It was August 1998. As a trial lawyer without any idea of what psychodrama was, I found myself in a

psychodrama group at Gerry Spence's Trial Lawyers College. Gerry Spence is responsible for pioneering the use of psychodrama in case and trial preparation and in the training of trial lawyers. The first three days and the last two days of the then 30 day college are dedicated to personal psychodrama. Self-exploration is the first step in training a trial lawyer to reverse roles with her client, the jury, the witnesses, the judge and opposing counsel.

After those first three days, I was hooked. I participated in my first psychodrama workshop in January 1999 in Omaha, Nebraska with Katlin Larimer and John Nolte. I also became a faculty member at the Trial Lawyers College in 1999. Since then, I have helped train hundreds of trial lawyers from around the country in the use of psychodrama in preparation of their cases. And I have participated in many of their personal psychodramas. I also have participated in many psychodrama workshops around the country which have included trial lawyers as well as non-lawyers. Most importantly I have learned so much about myself through my own psychodramatic work. I am a much more peaceful and content human being.

I have been extremely fortunate to train with and be mentored by some of the best psychodramatists in the country. My deep appreciation and affection go out to Katlin Larimer, John Nolte, Kathy St. Clair, Don Clarkson, Louise Lipman and Mary Jo Armatruda for showing me the way. I am so proud to add C.P. next to my J.D. I am told that I am the first psychodramatist to be certified in Ohio. And as an instructor and consultant, I am so proud to continue helping trial lawyers and their clients explore their stories and win their cases using psychodrama.

Heayeon Won, M.S.W., R.D.T., L.C.A.T., C.P.
Wonju GangwonDo, South Korea

One snowy day last winter, I got the letter that said "congratulations for passing your examination, now you are a Certified Practitioner (CP). Enjoy this!". Receiving that letter made my day. I was so glad that I had passed the examination. To me, it was not "just getting certificate". It

was the culmination of a big journey to work through my issues and also to grow as a psychodrama therapist.

I was first introduced to psychodrama when I was in Korea and I was able to utilize it in my work as a social worker. I was amazed by the power of psychodrama through working with people.

However, it was in the drama therapy program at NYU where I was further inspired by the power of psychodrama through a psychodrama class taught by Nina Garcia. I took her class again after I graduated from the program. I have appreciated Nina's support for my passion for psychodrama. It was an amazing journey to learn deeper about psychodrama. After graduation from the drama therapy program, my journey with psychodrama continued with Louise Lipman for six years. Through this work, I have learned how to discuss my own issues, express my feelings and support others' as an auxiliary in their dramas, as well as learning how to direct psychodramas to assist the protagonist on his or her journey. Becoming a CP completed the process of integrating the various aspects and helped me to grow as a human being and as a psychodrama therapist.

I appreciate Louise for helping me to grow and for all of her support. It has been a tremendously great experience. I also want to express my appreciation for Roberto Cancel who helped me to see my strengths and my growing edges as a psychodramatist more clearly. While on this journey of becoming CP, I have met a lot of people who also shared their journey along side of me. Through this sharing, I have improved my ability to understand others' journey with my heart. I have also expanded my ability to contain many different role repertoires through sharing each ones story with them. I am glad I was exposed to Robert Landy's "Role Method" in the drama therapy program at NYU because this brought me a deeper understanding of the roles people play in their lives and in psychodrama. In addition, the learning experience in the drama therapy program has helped me to become more creative as I direct psychodramas as a CP. I also have to say "thank you" to one of my mentors, Barbara McKechnie who has always support my journey and my growth from her heart. I also appreciate the people who have been together with me and who have celebrated my growth on the journey of attaining the CP: "Thank you and love."

I am now ready to go for the next chapter, the TEP. I know that I will continue to grow as a human being and also as a psychodrama therapist through my interactions with people. I am always grateful I can grow through every step with people. I wish you all best good luck with your journey.



THE ROLE OF THE SECONDARY TRAINER

Elaine Camerota, Ed.D., T.E.P. and
Dale Richard Buchanan, Ph.D., T.E.P.

Each spring and summer panicked trainees contact our central office and ask, "I have not yet gotten a secondary trainer and I want to sit for the exams this fall what should I do?" The Board of Directors has instructed the Executive Director to say, "Wait until next year."

Every person admitted to the certification process, either for CP or TEP, is required to have the endorsement of a secondary trainer. The role and function of the Secondary Trainer are described in the articles, "The CP Certification Journey" and "The TEP Certification Journey" that are on our website under the heading *Training Process*.

The Board recommends that trainees select their Secondary Trainers early in the training process so that the Secondary Trainer can offer specialized areas of training and consultation over the course of the trainee's training, education and supervision. Ultimately, the Secondary Trainer has the responsibility of evaluating the trainee's development as a psychodramatist and endorsing that individual for certification. The Secondary Trainer must observe the trainee's work on more than one separate occasion and provide consultation regarding that work over time.

When creating the certification standards, the Board specifically titled this role as the "Secondary Trainer" rather than the "Secondary Endorser." The spirit of this rule is that psychodrama students should be exposed to and influenced by more than one TEP. Each TEP is a gatekeeper for our field. When you become a trainee's Secondary Trainer you give your name, and your reputation to each trainee that you endorse.

While the Board requires that each Secondary Trainer witness a trainee's work on more than one occasion, each Secondary Trainer can establish higher standards as long as that TEP makes a clear contract with that trainee. When approached to be a Secondary Trainer, it is an excellent idea to say that you are unsure if you can become the Secondary Trainer until you have witnessed and assessed the trainee's work. Simply saying that you will serve as the Secondary Trainer assumes that the trainee is ready to be certified rather than the more accurate statement that you are willing to observe and assess the trainee.

At a bare minimum that would mean that the Secondary Trainer would witness a trainee's work, assess the current knowledge, skills and abilities of that trainee, and offer consultation designed to improve that trainee's knowledge,

skills and consultation. Then a period of time would pass and the Secondary Trainer would witness the trainee again to see if the trainee incorporated the feedback and suggestions made by the Secondary Trainer and the Secondary Trainer would need to make an assessment that the trainee is ready and able to pass both the written and the on-site examinations. Most Secondary Trainers require more than two contacts before they are able and willing to write a professional letter of endorsement for the trainee.

Many Secondary Trainers have established criteria about how many sessions they must witness, how long between sessions, and how many consultation/supervision sessions are provided before they are willing to be the Secondary Trainer. If you are "new" to the role of Secondary Trainer remember that there is a learning curve (role taking, role playing and role creating) to each and every new role and it would be wise to seek advice and counsel from those who have served in the role of a Secondary Trainer.

Since it is not unusual for a trainee to "panic" and frantically begin to look for a Secondary Trainer, it falls upon TEPs to maintain professional boundaries and standards and not to merely accommodate an individual who desires to become certified immediately. The Board believes that TEPs who collude with the panicked trainee in providing a hastily and under developed endorsement do a disservice to both the trainee and the professional community.

A TEP cannot become a Secondary Trainer retroactively. This means that when a trainee approaches a TEP to assume the role of the Secondary Trainer, the witnessing of the trainee's work can not be accidental, or retroactive. The TEP must be consulted with prior to witnessing the work so the TEP is prepared to assume the role of the Secondary Trainer, make observations and written notes, and provide meaningful verbal and written evaluation of the trainee's work.

A TEP cannot look at a trainee's old DVD's as a source of information about the trainee's current skills. If you view one DVD from one year ago and one from the present time you are merely reviewing the trainee's performance rather than serving as a Secondary Trainer. Viewing two DVD's does not provide an assessment of how, and if, the trainee has incorporated your supervision and training.

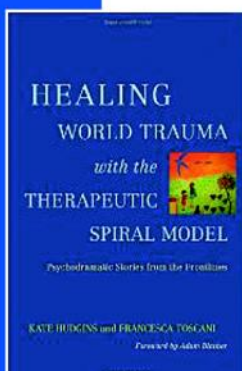
We take our role as a certifying body seriously and assume that each Primary and Secondary Trainer will too. Thank you for your consideration of this important issue.

CERTIFICATION CATEGORY UPDATE MARIO COSSA, M.A., R.D.T./M.T., C.A.W.T., T.E.P.

Over the past year, both during the conversation hours at the ASGPP Conferences and via e-mail communications, the ABE has discussed with members the possibility of creating new certification categories. The conversation has focused both on a part-way category en route to the CP and an alternative certification for non-mental-health practitioners. Despite lively discussion, and many different points of view discussed, only about 5% of the membership has weighed in on this topic. There was no clear consensus even among those participating in the discussion about what an alternative certification should be or how it would be implemented. In the meantime, as has happened in the past, there were individuals with non-mental health backgrounds (four this year) who took the CP exam in the fall of 2012. The Board has posted a document on our website, under the heading The CP Application Process titled, "*Non-Mental Health Guidelines*" and encourages all to read and review this document. The Board is still exploring options for a new, part-way certification category.

Spotlight On New Publications

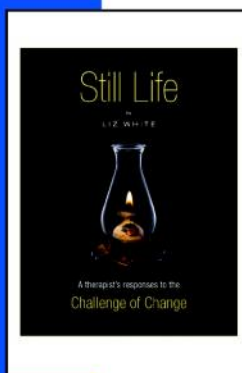
Listed below are some new publications. For more information, contact the authors at our website: psychodramacertification.org



Healing World Trauma with the Therapeutic Spiral Model: Psychodramatic Stories from the Frontlines

Kate Hudgins and **Francesca Toscani**

Authors Kate Hudgins and Francesca Toscani wrote this seminal book on The Therapeutic Spiral Model as a method to treat trauma around the world and is filled with Psychodramatic stories of healing. Psychodramatists, who are in most cases, also psychologists, social workers, or community organizers, bring alive the clients stories of both trauma and healing in Eastern and Western cultures.



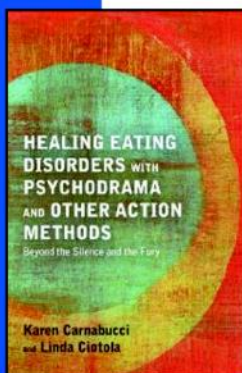
Still Life

Change is about finding stillness...choosing what is life-giving... and letting everything else go.

Liz White

In this compelling new book, Liz White encounters the arc of change from the first discomfort that calls for it, through the obstacles, the letting go of the old and the tools to successfully navigate our world in a new way – ending with a call for social justice. Liz has distilled her understanding of change into a series of ten challenges – and models that illuminate them. Each chapter offers life stories, personal reflection, the model that concretizes the theory, and a workshop design that brings it to life.

Still Life expands the field of individual and group sociometry, bringing new life to training and practice.



Healing Eating Disorders with Psychodrama and Other Action Methods: Beyond the Silence and the Fury

Karen Carnabucci & Linda Ciotola

This pioneering book offers fresh ideas for tailoring psychodramatic standards such as The Living Newspaper, Magic Shop and the Social Atom to eating disorder issues and shows how psychodrama and sociodrama may be incorporated with expressive, holistic and complementary approaches, including yoga, family constellations, music, art, imagery, ritual, five element acupuncture, Reiki and other energy work.



Three Cyclical Models Which Enhance Consciousness of Interpersonal Connection

Ann E. Hale

This monograph offers the reader clear guidelines for exploring in action three cyclical models which groups may use to explore their connections with others: the sociometric cycle, the harmonic-conflictual cycle, and the interpersonal neurobiology cycle. The authentic self is able to identify secure and insecure connections, and use the cycles to foster deepening their experience of their own autobiography and integration of life events. The beauty of the cycles is they mirror the ripples of water in a pond, flowing ever outward, to all our connections.

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.

IN MEMORIAM

*We are all less because of these losses. Losing spiritual offspring is as hard as losing biological ones.
Zerka T. Moreno*

**DOROTHY SATTEN
1932 - 2013**

Dorothy Baldwin Satten, Ph.D., T.E.P., was born January 26, 1932, in Glenwood Springs, Colorado, daughter of Oa Baldwin and Carolyn (Post) Baldwin, and died Saturday evening, February 16, 2013, in Omaha. She had been very ill for many years and the last year had been in hospice. During her lifetime, she received certificates in nursing and teaching, a Bachelor's degree in history, and Master's and Doctorate degrees in clinical psychology. Dorothy founded the Westwood Institute for Psychodrama and Psychotherapy and was an internationally known therapist, psychodrama trainer, and author of *Real is Better Than Perfect, Stories and Sayings for Self-Healing*. She received the J.L. Moreno Award for lifetime achievement from the American Society of Group Psychotherapy and Psychodrama.



Dorothy read extensively in philosophy and history. She loved literature and art, and enjoyed sailing. She was a film and theater enthusiast and an adventurous gastronome. Dorothy traveled throughout North and South

America, Europe, and Asia for both work and pleasure. Her warmth, humor, generosity, and wisdom inspired the respect and devotion of colleagues, clients, and students. Dorothy was beloved by her family.

She was preceded in death by her eldest son, Robert, and by both her husbands, Robert William Marshall, M.D., and Mortimer Satten, Ph.D. Dorothy is survived by her daughter,

Mary (Peter) Gadzinski of Omaha, her son, Frederick (Elizabeth Hallmark) Marshall, M. D., of Rochester, New York, and five grandchildren: Nathaniel, Anna, and Benjamin Gadzinski of Omaha and Pendle and Bolan Marshall-Hallmark of Rochester.

The family would like to thank the staff of Brighton Gardens of Omaha who cared compassionately for Dorothy during the last years of her life. In lieu of flowers, memorials may be made to Xela AID Partnerships for Self-Reliance (<http://www.xelaaid.org>). Dorothy was remembered at a mass celebrated at Christ the King church on Tuesday, March 12, at 12:10PM.

FIRST CLASS

FORWARD AND ADDRESS CORRECTION REQUESTED

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