



BOARD NEWS

MESSAGE FROM THE PRESIDENT

Catherine D. Nugent, L.C.P.C., T.E.P.



Dear Certified Psychodramatists:

As I write this letter, I am recovering from cataract surgery on my left eye. I will have the other one done in a few weeks, and I have opted to get special lenses to correct my vision. This means I will no longer wear glasses, something I've done since I was four-years old.

While going through this experience, I've been thinking about what it means to have "clear seeing." For me, the phrase carries connotations of clarity in perception and understanding, along with powers of discernment and judgement. I believe *clear seeing* also means holding the vision for every experience to be an opportunity to awaken mindfulness, wisdom and compassion. It sometimes means holding the vision of our client's best self, even when their vision is hazy and unclear.

According to Doreen Virtue, a popular spiritual writer and teacher, the phrase, *clear seeing*, translates to clairvoyance. Virtue defines clairvoyance as "the ability to gain information

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ABE and Taiwan Association for Psychodrama Formalize Reciprocity Agreement

Catherine D. Nugent, L.C.P.C., T.E.P.

In January 2018, the American Board of Examiners in Psychodrama, Sociometry and Group Psychotherapy (ABE) executed a reciprocity agreement with the Taiwan Association for Psychodrama (TAP). Through a formal **Memorandum of Agreement**, the two organizations formalized the reciprocity agreement, which was negotiated among then-President of the TAP, **Dr. Adam Chi-Chu Chou**, ABE Board Director, **Louise Lipman**, and ABE Board President, **Cathy Nugent**.

Founded in March 2010, the TAP is hosted by Feng Chia University in Taichung, Taiwan. Under Dr. Chou's leadership, the TAP established standards for certification based on the ABE standards — Certified Practitioner (CP) and Trainer, Educator and Practitioner (TEP).

Through the Memorandum of Agreement, the ABE formally recognizes the TAP as the official psychodrama certifying board for psychodramatists in Taiwanese and TAP formally recognizes the ABE as the official certifying body for psychodramatists in the United States. The Agreement further stipulates the ABE accepts the TAP's standards for psychodrama certification as equivalent to the ABE's and the

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ELECTED BOARD DIRECTORS

July 1, 2017 to June 30, 2018

- President:* Catherine D. Nugent, L.C.P.C., T.E.P.
- Vice-President:* Donna Little, M.S.W., T.E.P.
- Secretary:* John Olesen, M.A., T.E.P.
- Treasurer:* Linda Richmond, Ph.D., C.P.
- Directors:* Martica Lourdes Bacallao, M.A., M.S.S.W., Ph.D., T.E.P.
Lin Considine, M.S., L.M.H.C., T.E.P.
Michael Gross, PhD, RADT-II, CET-III, C.P., P.A.T.
Louise Lipman, L.C.S.W.-R., C.G.P., T.E.P.

NEWLY ELECTED BOARD DIRECTORS

July 1, 2018 to June 30, 2019

- President:* Catherine D. Nugent, L.C.P.C., T.E.P.
- Vice-President:* Martica Lourdes Bacallao, M.A., M.S.S.W., Ph.D., T.E.P.
- Secretary:* Michael Gross, Ph.D., RADT-II, CET-III, C.P., P.A.T.
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Louise Lipman, L.C.S.W.-R., C.G.P., T.E.P.
Donna Little, M.S.W., T.E.P.

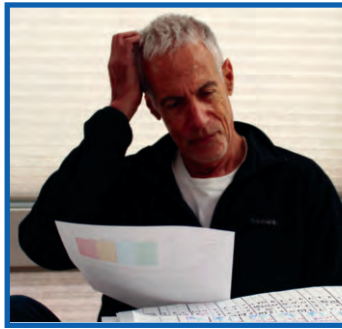
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2017 Written Examination Evaluation

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

We congratulate the new group of colleagues who passed the written exam for Certified Practitioner and Trainer, Educator, Practitioner. Of 14 CP candidates, 13 passed the written exam. Of 6 TEP candidates, 5 passed, including one candidate whose written exam passed with distinction. The Board appreciates the sustained and dedicated effort of all candidates who engage in the rigorous requirements of the certification process and recognizes the preparation and support that trainers and other community members provide that help candidates successfully pass the written exam.



Michael Gross contemplating the examination evaluation...

Many of these candidates have also successfully passed their on-site examinations so look for them in the newsletter section on "Newly Certified Psychodramatists." A few of them have not yet had their on-sites so they are not yet certified.

During the entire process, all reviewers and Board members are blinded to the identity of the candidates. The Board seeks to balance the integrity of the practice of psychodrama and the review process with an eagerness to see the community of practitioners and trainers expand.

Specific details about the scoring process can be found on the ABE website in the CP Study Guide (www.psychodramacertification.org/docs/CPStudyGuide.pdf) or TEP Study Guide (www.psychodramacertification.org/docs/TEPStudyGuide.pdf). Previous exam questions also are published on the ABE website (at, respectively, www.psychodramacertification.org/docs/CPWrittenExam.pdf and www.psychodramacertification.org/docs/TEPWritenExam.pdf).

The 2017 CP and TEP written exam questions appear elsewhere in this issue (See "Continuing Education Quiz: 2017 Certification Examinations").

Among CP exams, History was the strongest section and Ethics was the weakest. Both the methodology and sociometry sections had the greatest degree of differentiation with most candidates performing with excellent and high pass, while a few essays were underdeveloped and did not address the questions that were asked. A number of candidates chose to answer a question in the sociometry section about the sociodynamic effect rather than the alternative but did not demonstrate that they understood the concept or did not explain how awareness of it guides their directing. The ABE encourages trainers to more carefully teach the sociodynamic effect to their trainees. The

ABE also recommends that candidates, when offered a choice of questions, select that question where they can best demonstrate their knowledge, skills and competencies.

A majority of the TEP exams overall were rated as high pass or excellent indicating that essays had high evaluations in most sections. Related Fields was the weakest section: some essays were not fully developed, lacking a discussion of how the Related Field enhanced the candidates' practice of psychodrama, sociometry and group psychotherapy. In general, it is important that TEP candidates speak in the trainer or educator role; answering the questions as a practitioner can lead to a fail on that question.

Evaluation results consistently suggest two important considerations for prospective exam candidates: role training before taking the exam and clearly addressing the specific question. The Board strongly encourages candidates to simulate the written exam beforehand by writing exam answers under similar conditions (time limited, choosing at random which past essay question to answer) and to seek feedback from trainers and other community members on practice essays.

Sometimes the candidate does not clearly address the question that was asked or does not offer explanations and details that would enable the essay to be rated as pass. (An example of that would be: "I use role reversal frequently" rather than "I use role reversal to...") While writing a response, periodically reviewing the question can help the writer stay focused.

This year 10 of 14 CP and all TEP candidates had English as a second language. Those candidates for whom English is a second language may write the exam in their primary language for the initial submission on the day of the exam, but must provide an equivalent English translation before the deadline for a final written submission. Rank order of exams did not correlate with whether the candidate was a native English speaker. However, some written exam evaluators were concerned that the quality of the translations may have made it difficult to determine the relative quality of some responses: Candidates whose primary language is not English are encouraged to obtain the services of a professional translator if they are not fluent in English.

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

* * * * *

This year on-site examinations in Asian (China and Taiwan) were not scheduled until June. ABE wanted to wait and give those newly certified persons in Asia an opportunity to submit this bios and photos for this newsletter. Consequently, we postponed the issue from May to now.

Board News is published twice annually (May and December) by the American Board of Examiners in Psychodrama, Sociometry and Group Psychotherapy, 1629 K Street NW, Suite 300, Washington, D.C. 20006-1631
Email: abepsychodrama@yahoo.com
www.psychodramacertification.org
Newsletter Graphic Designer: Patty Phelps, PhD
Members are encouraged to submit Newsletter materials.

CONTINUING EDUCATION QUIZ 2017 CERTIFICATION EXAMINATIONS

CERTIFIED PRACTITIONER

HISTORY

Describe one (1) historical event in the development of sociometry. Explain its significance to the field of sociometry.

PHILOSOPHY

Describe Moreno's philosophy of role-taking, role-playing and role-creating. Elaborate on how this philosophy impacts your personal growth.

METHODOLOGY

1. Name three ways you use role reversal when directing a psychodrama. Give an example from your practice when role reversal significantly affected the outcome of a psychodrama.

2A. Describe the concept of co-creation. Explain how you use co-creation in directing a drama.

OR

2B. Describe how you direct a sociodrama. Include warm-up, action and sharing.

SOCIOMETRY

1. "Sociometry without psychodrama is sterile; psychodrama without sociometry is blind." (Jonathan Moreno). Discuss how you use your knowledge of sociometry when directing a psychodrama session. Give one example.

2A. Describe the sociodynamic effect. How does your awareness of it guide your directing?

OR

2B. Name one (1) paper and pencil (written) sociometric test/exercise. Describe when and how you use it in your group.

ETHICS

Name one (1) ethical challenge for your psychodrama group. Cite the relevant APA Principles/Standards. Discuss two (2) strategies to address this issue.

RESEARCH

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

RELATED FIELDS

How is your practice of psychodrama, sociometry or group psychotherapy enhanced by your knowledge of a related field

TRAINER, EDUCATOR AND PRACTITIONER

HISTORY

Describe one (1) historical event in the development of the field of sociometry. Design an action training session that illustrates the significance of this historical event.

PHILOSOPHY

Describe Moreno's philosophy of role-taking, role-playing, and role-creating. How does this philosophy influence your growth and development as a psychodrama trainer?

METHODOLOGY

1. Formulate an action training plan to teach role reversal. Include theory as well as practical applications.

2A. Design an action training on co-creation. How does your practice as a trainer model co-creation?

OR

2B. Describe an action training session to teach sociodrama.

SOCIOMETRY

1. "Sociometry without psychodrama is sterile; psychodrama without sociometry is blind." (Jonathan Moreno) Design an experiential workshop to teach the relationship between sociometry and psychodrama.

2A. Structure an action training session to teach how to use sociometric interventions to interrupt the sociodynamic effect.

OR

2B. Name one (1) paper and pencil (written) sociometric test/exercise. Formulate an action plan to teach its use.

ETHICS

Name one (1) ethical issue you encounter as a psychodrama trainer. Cite the relevant APA Principles/Standards. Discuss two (2) strategies you use to address this ethical issue.

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

How is your practice as a trainer of psychodrama, sociometry, and group psychotherapy enhanced by your knowledge of a related field?

CP and TEP Onsites in Asia

Lin Considine, M.S., L.M.H.C., T.E.P.

My daughter, Anna, and I are on our way home from our visit to Suzhou, China and Taipei and Changhua, Taiwan. I traveled there this May to serve as an evaluator for the 2018 Certified Practitioner and Trainer, Educator, and Practitioner On-site Examinations. I am pleased to report that all candidates passed their exams! Congratulations to the newly certified psychodramatists in Taiwan and China. I was truly inspired by the spontaneity, creativity, and love that each candidate showed during their examinations. It was an honor to be a part of this process. We are deeply grateful for the hospitality shown by the psychodrama communities in China and Taiwan.

Our host Tina Ding in Suzhou and Siyat Ulon in Taipei and Changhua generously planned our trip, taking care of every detail and ensuring we enjoyed a full experience of their cities. A special thank you to the translators, all trained

in psychodrama, who helped me to overcome the language barrier. This allowed me to stay attuned to all aspects of the psychodramas. And a very special thank you to all of the many volunteers from the psychodrama communities of China and Taiwan for their friendship, kindness and their commitment to taking care of our every need.

Some highlights from our trip include visiting the ancient city of Tong Li with Tina Ding in Suzhou, hiking with Karen and Su-Mei at Yangmingshan National Park in Taipei, and a lovely dinner at the Taichun Opera House with Li-Feng Chang and Adam Chi-Chu Chou.

Congratulations again to all the new Certified Practitioner and Trainers! May you celebrate this significant accomplishment.



Souzhou Psychodrama Center



Psychodrama Onsites at Changhua Hospital
Lin and Adam Chi-Chu Chou



Tina, Lin, and Serena
at Jinji Lake



Lin and Anna in Suzhou



Taiwan Psychodrama Onsite's

Reflections of a New Board Director

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

About a year after becoming certified as a psychodramatist, I nominated myself for election to the ABE in January 2017 with, in part, this statement:

From my first experience, I have been in love with psychodrama and I continue to be dazzled by J. L. and Zerka Moreno's brilliance and prescience, and grateful to those who have been inspired to extend their seminal work. Preparing for certification was one of the most compelling and rewarding – if sometimes fraught – experiences of my life. Serving as a reader for one of the questions on the 2016 CP written exam only strengthened my eagerness to contribute to the ABE's mission of growing our community while maintaining its integrity.

All of which was true, but the more immediate and personal reasons were that I was curious to know more about what went on “inside the sausage factory.” Even more important, I already had very fond feelings for several Board members. I was eager to work with them and get to know others better. Election to the Board feels like a gift that keeps on giving.

The Board's annual cycle is punctuated by a September meeting focused on the development of questions for the written CP and TEP exams and its January meeting to review written exam scores and determine an overall rating for each candidate. Other Board business was new for me, focused on the clarification and elaboration of guidelines, adapting to innovations such as distance learning, and – just like I pictured it – pondering how to grow our community while maintaining the integrity of the certification process.

I found myself warmly embraced by Board members with whom I had not had previous contact. I felt grateful to be part of a task-oriented working group led by members who paid attention to sociometry and to a group that can tolerate differences of opinion with warmth, mutual respect, and attention to emotional well-being.

When we divided ourselves into subgroups to consider draft written exam questions, I recognized how much my colleagues care about concepts, methods, and principles that are the mainstay of our practice, how thoughtful they were in role-reversing with candidates who would be writing exams, and how eager they were to create questions that would

allow those candidates to shine. We shared a sense of excitement about how CP and TEP candidates would respond.

When I learned that the Board was planning to begin creating an “exam bank” of questions that performed well, I was eager to participate. So, in addition to being a reader of responses to one of the CP exam questions, in anticipation of the January meeting I thought about how to get a quick assessment of inter-rater reliability among the three readers for each CP question and three readers for each TEP exam (a massive volunteer undertaking). With so many sources of input, I was impressed in January by the overall agreement among reviewer assessments. I was invited to provide a summary of overall 2017 exam outcomes for this issue of the newsletter: at times a head-scratching experience (see “2017 Written Exam Evaluation”).

I also agreed to prepare a document clarifying how non-US training activities and non-US residents can interface with the ABE certification process (see “Non-US Certification Options” in this issue). This task that would have been impossible except that the Executive Director generously prepared a first draft while emailing exam questions to candidates, awaiting receipt of their submissions, and responding to a few logistical crises. That assistance has typified my experience on the Board: members are more than generous in offering to help, and are kind, enthusiastic, and encouraging.

With more trepidation, I also agreed to join the subcommittee that solicits nominees to stand as candidates for election to the Board. As easy as it is for me to express how much I value and enjoy being a Board member, I am extremely uncomfortable making “cold calls.” Even when those members of our community that I contacted were not prepared to stand for election, their responsiveness and kindness – together with the encouragement and support of my colleague on the subcommittee – served as a corrective experience that may have begun to erode my phone-phobia.

I'm so grateful for this opportunity to participate on the Board: a way to concretize my love of psychodrama, to steep myself in its history and traditions while participating in its evolution, and to share laughter with and feel admiration for such a remarkable group of colleagues.

CP & TEP APPLICATIONS AVAILABLE ON WEBSITE

CP and TEP applications are available free of charge on our website (www.psychodramacertification.org). Completed CP and TEP applications and all supporting materials are due by July 15th.

OPEN ENROLLMENT FOR PAT

Any certified practitioner who wishes to enroll in the practitioner applicant for trainer process can obtain the forms and all supporting materials free of charge at our website. Persons can enroll in the PAT process anytime between January 1st and July 15th of each year. Enrollment in the PAT process begins the day that we receive these completed materials in our office. The first annual update is not due until July 15th of the following year.

An Extraordinary Psychodramatist: Peter Kranz, PhD, CP

Introduction You have had an amazing professional career. Congratulations on being honored as a Grinnell College Alumni Award Recipient this year! The Grinnell College Alumni Council annually selects ten alumni to receive Alumni Awards at Reunion. The Alumni Award recognizes individuals who embody Grinnell College's mission of lifetime learning and service. Recipients have distinguished themselves by their service to their careers, their community, and/or the College.

When Peter Kranz started to research racial confrontation and race relations, it was considered a risky and controversial subject. The year was 1970. For nearly a half century, Kranz has taught, researched, presented, debated, and dissected racial relations. Peter is an education psychology professor at the University of Texas Rio Grande Valley.



Peter Kranz (center) surrounded by his first class of students enrolled in "Human Conflict in Black and White."

Q Recently a non-fiction book "An Arena of Truth: Human Conflict in Black and White" was published based upon your pioneering work in race relations when you taught at The University of North Florida. Please describe these classes and tell our readers where they might find out more information about the classes.

A The course was entitled, "Conflict in Black and White." The course required the usual readings, but was unique in that each student was required to spend one week in the home of a fellow student of a different race. Because the class took place at a predominantly White, Southern university, students also spent a weekend at a Historically Black University. Additionally, guest speakers, including those with radically different points of view, joined me in facilitating lively group discussions about race relations during this period of civil unrest.

Q Now, let's get in the "way back" machine. When and where did you first experience psychodrama?

A I was a resident in training at Saint Elizabeth's Hospital in Washington DC from 1979 to 1980.

Q Who were your primary trainers?

A David Swink and William Pecan are prominent in my memory. There were others who contributed to my training.

Q What is your current professional passion?

A I am still actively involved in presenting my work in race relations in a variety of venues.

Q Now let's do a future projection. What are your future plans, hopes and dreams?

A I would like to see a country that is more accepting of differences between all groups. This will require good listening skills and dialogue by all parties, which we are not currently witnessing

Q From your many years of experience in our field please share a piece of your wisdom with those who are relatively new to our field.

A I advise my students to take their education and experiences to not only enhance their life but also to be purposeful in their pursuits-using their education to make the world a better place for all.

To learn more about Peter Kranz's work, check out these YouTube videos.

A Class Study in Black & White

https://utrgv-my.sharepoint.com/personal/peter_kranz_utrgv_edu/_layouts/15/guestaccess.aspx?questaccesstoken=o%2bVbMsVEdTgElg7KCd%2bhrEadZbXPXqP6WZR4KSFf8%3d&docid=125f7a3c113b847c48ddb7e21d910d001

First Story Improving Relations

https://utrgv-my.sharepoint.com/personal/peter_kranz_utrgv_edu/_layouts/15/guestaccess.aspx?questaccesstoken=enDY%2b6j13AJwbovsqf9G00SQG9Vu4XdhHGv%2b4vor%2bVM%3d&docid=1f5931fca1d7d447288b74306572a0aaf

The News Hour with Jim Lehrer

https://utrgv-my.sharepoint.com/personal/peter_kranz_utrgv_edu/_layouts/15/guestaccess.aspx?questaccesstoken=YuH%2f9Gs4yxE4RYL33nyKt4uYeyB6WNprOVn%2bXzidxqw%3d&docid=13ed5d2ec3c96415bb3f2cf6718a4f964

Spotlight On Psychodrama Articles*

*Professional articles written by ABE certified psychodramatists published in journals other than the ASGPP's Journal of Psychodrama, Sociometry and Group Psychotherapy. For more information, contact the author at our website: psychodramacertification.org

Citation Only – Downloaded From Google Scholar

Bacallao, M. & Smokowski, P.R. (2017). **Promoting biculturalism in order to prevent behavioral and mental health problems in immigrant families.** *The Oxford handbook of acculturation and health.* Oxford: Oxford Library of Psychology.

Blatner, A. & Blatner, A. (2018). **How we use action explorations to improve and enhance our relationship.** *Drama Therapy Review*, 4 (1), pp. 71-83. doi: 10.1386/dtr.4.1.71_1

Dartnell, D., McConatha, J., Kumar, K. & Treadwell, T. (in press) **The Mourning After: A Group for Bereaved Caregivers.** *Journal of the Eastern Group Psychotherapy Society, Group.*

Giacomucci, S. (2018). **Social Work and Sociometry: An Integration of Theory and Clinical Practice.** *The Pennsylvania Social Worker.* Winter newsletter.

Giacomucci, S. (2018). **Social Work and Sociometry: Integrating History, Theory, and Practice.** *The Clinical Voice.* Winter Newsletter of the Pennsylvania Society for Clinical Social Work.

Hudgins, K. (2017). **Action Across the Distance with Telemedicine: The Therapeutic Spiral Model to Treat Trauma – Online.** In S.L. Brooke (Ed).

Hudgins, K. (2017). **Combining the Creative Arts with Technology: Using Social Media and Online Counseling to Treat Clients; and PTSD Unites the World: Prevention, Intervention and Training in the Therapeutic Spiral Model.** In C. Stout (Ed.) *Why Global Health Matters: And what to (Actually) Do about it.*

Moreno, J. L. (2017). **Reflections on my method of group psychotherapy and psychodrama.** In H. Greenwald (Ed.) *Experimentation and innovation in psychotherapy.* London and New York: Routledge.

Okamoto, A. (2017). **Psychodrama as a form of psychotherapy: Identifying trends of psychodrama practice among practitioners in the U.S.** Doctoral Dissertation. Los Angeles: *California School of Professional Psychology.*



Olesen, J., Campbell, J. & Gross, M. (2017) **Using action methods to counter social isolation and shame among gay men,** *Journal of Gay & Lesbian Social Services*, 29:2, 91-108, DOI: 10.1080/10538720.2017.1294518

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

Treadwell, T. Dartnell, D. (2017) **Cognitive Psychodrama Group Therapy.** *International Journal of Group Psychotherapy.* 67, xx-yy.

Treadwell, T. Dartnell, D., Stenroos, A. (in press) **Integrating CBT & Action Interventions: A New Short Term Group Model for College Counseling Centers.** *The Pennsylvania Psychologist.* 55, xx-yy.



The Way Home: Discovering the Path to Your Truth, Nature, and Inner Treasures
by Vlada Zapesotsky

"The Way Home" opens with a heart-warming and creative fairy tale describing the journey of self-discovery that all humans yearn to undertake, yet are afraid to without a proper guide. In this book we learn how to "activate" our personal inner guides and personify these inner voices to serve us in our healing journey. The inner life (psyche) is described as a Home with multiple rooms to which we can return for new discoveries and self-care. It is as simple as: "you do not need to know how to get where you are going; you only need to make a choice...connect to [your] personal soul navigator who will lead [you] Home-to Your True self."

Note: This listing includes only books and articles written by ABE certified psychodramatists. For a complete listing go to Google Scholar.

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

Lifetime Achievement Award for Gong Shu

Erdong Wang, M.A., C.P., P.A.T.

November 23rd 2017 was a very important day for the Psychodrama community in China. It was the American holiday of Thanksgiving, a day when family members and friends come together to give thanks for the blessings received. This day was the opening day of our 3rd Chinese Group Psychotherapy and Counseling Conference. On this important day, Dr. Gong Shu opened her art show, titled “Gue” – “Return”, her first exhibition in China. The title “Return” is very significant. Gong Shu was returning to gather together with her colleagues and friends to celebrate the blessings we have received — the blossoming of Psychodrama in China.

Gong Shu was born in 1933 in Zhong Ming, an island in Shanghai. She is an American Chinese psychologist. Her educational background includes a MA in comparative literature, a MA in Art Therapy and a PhD in Counseling Psychology. Gong Shu came from an artistic and literary family. Her father Gong Bing-Lu was the originator of the Left-Wing Writer’s Society. Her mother was an artist. In addition, her grand-father was one of the founders of “Cun Liu She”— “the Spring and Willow Society” the earliest organization of modern drama in China.

Gong Shu has always loved to paint. Although without formal training in art, she has been painting since childhood. Since the 1970s, she taught Chinese painting classes at the Missouri Botanical Garden, and had many individual art shows in St. Louis, Missouri. Her painting class was called meditation with a Chinese brush. Many of her students reported that their depression, insomnia and anxiety were



cured after studying painting with her and urged her to explore art therapy. She thus entered the field of psychotherapy and became a well-known art therapist. She also became a Gestalt therapist and later a Psychodrama trainer.

Since 1993, Gong Shu has been doing Psychodrama training work in Asia, mainly in Taiwan and China. With the encouragement of her trainer, Zerka Moreno, the co-founder of Psychodrama, Gong

Shu developed a treatment modality “Yi Shu Psychodrama.” Yi Shu is a form of Psychodrama that integrates Chinese culture and traditional Chinese medicine. Today, Yi Shu Psychodrama has been used in schools, communities, in the military and on television. She has trained hundreds of therapists. Her students are working in individual therapy, family therapy, group psychotherapy, and health education. Today, almost all the practitioners of psychodrama working in China are her students.

At the closing of the 3rd Chinese Group Psychotherapy and Counseling Conference, 2017, we gave thanks to our teacher. We honored her with our first “Lifetime Achievement Award” in Psychodrama. This was Gong Shu’s third lifetime achievement award. In 2015, she received the Lifetime Achievement Award from the Taiwan Psychodrama Association. In 2016, she was awarded the J.L. Moreno Lifetime Achievement Award from the ASGPP. Gong Shu is also well versed in traditional Chinese medicine. In December 2000, at the 5th International Conference on Traditional Medicine in San Francisco, she won “The World Traditional Medicine Best Papers Award”.

Using FaceTime at January’s Board Meeting

Martica Lourdes Bacallao, M.A., M.S.S.W., Ph.D., T.E.P.

During the January board meeting in West Palm Beach, Florida, I was snowed in and unable to get out of my driveway. This presented the Board members with an opportunity to test out videoconferencing with me in snowy North Carolina and everyone else in sunny Florida. Videoconferencing through FaceTime accommodated me as an off-site board member.

What was gained by this videoconferencing experience? It enabled me to be included and involved in discussions and decisions that took place over the course of 3 days. My vote on decisions was counted and I could voice my perspective on board issues. I was also able to honor my board commitment with FaceTime presence.

What was lost by this videoconferencing experience? The seating arrangement was circular and I could not see 3 of the 9 members. I was unable to pick up on subtle humor that got everyone suddenly laughing. Eye contact with others was in-



accessible because of the distance of the camera. Although I could see most of the members, their facial expressions were harder to decipher. This hid nonverbal communication.

Board meetings are glued by camaraderie, caring and warmth of the members. Although everyone walked in front of the camera to greet me, hugs were not possible. In retrospect, it was a workable option for tending to the business of the board meeting, voting on issues, seeking nomination for a position, getting information first-hand, and making choices on tasks that I preferred doing. It fell short on human connection that nurtures the board members. Would I do it again if I were unable to attend a board meeting? Yes, it gave me the opportunity to be an active member and show my commitment and service to the Board, but coming together physically is richer and a lot more fun than FaceTiming for 3 full meeting days.

Brief Report* on ABE Conversation Hour at ASGPP Annual Conference, Dallas TX

April 21, 2018, 1:45 – 3:15 pm

Board Members in Attendance:

Cathy Nugent, Donna Little, Martica Bacallao, Michael Gross
Number of non-ABE attendees: 10.

*Special thanks to Michael Gross, incoming Board Secretary, for his conscientious note-taking for this report.

Welcome & Introductions:

Board President, Cathy Nugent, welcomed participants and thanked them for coming to the Conversation Hour. After reviewing the agenda, Cathy explained the two functions of the Board, as determined by the Board's articles of incorporation as a not-for-profit organization in the District of Columbia.

Vice President, Donna Little, invited participants to introduce themselves, to share their main reason(s) for coming to the Conversation Hour, and to offer their specific interests, questions or concerns.

Distance Learning Update

- Cathy Nugent outlined the Kolb model of adult learning as a proposed "best practices" guidance document and distributed a paper summarizing this framework to attendees. Cathy explained that the ABE:

- Seeks input on the number of hours of distance learning that may be counted toward the minimum (780/680/580) training hour requirement as well as any other proposed constraints (e.g., restrict to only certain areas such as History, Philosophy).
- Proposed to offer a guidance document on "best practices" to trainers and have them assume responsibility for assuring that distance learning training hours are consistent with such guidance.

- Linda Ciotola commented that she has been creating distance learning modules based on the Kolb model, motivated by the potential of this technology to attract new students to psychodrama and by the importance of preserving the skills and wisdom of trainers who are reducing their level of effort in offering training programs.

- Scott Giacomucci, a newly-elected member of the ASGPP Executive Council, expressed interest in expanding distance learning opportunities.

- Mario Cossa endorsed distance learning as a way to accommodate the travel and cost constraints of prospective Indonesian trainees and posed the question of whether some training might be offered using teleconference technologies.

Best Practices Recommendations for TEPs and PATs

- Cathy Nugent distributed the current version of a Best Practices article that was published in Board News last May. She went on to say that the Board had been considering whether to create a new certification standard (which would require an affirmative membership vote) establishing a minimum number or proportion of training hours with a primary trainer.

- Donna Little noted that the document, "The CP Certification Journey" on the Board website states that "at least half of the required...hours must be from the applicant's primary trainer" (see section entitled, "Selecting a Trainer for Practitioner Certification"). However, a requirement for a specified number of hours is not in the certification standards.

Cathy and Donna explained that, at this time, the Board is

not recommending a proposal to change the certification standards. The Board invites comment on this and any other issue (see below). If a change were to be made, it would be to stipulate a specific number or percentage of hours that must be taken with the primary trainer.

Rather than propose a change to the certification standards, the Board is undertaking a consciousness-raising effort targeted to TEPs and PATs. The initiative intends to underscore the role of primary trainer, with emphasis on the need for a sustained relationship over time between primary trainer and trainee. The article, "Suggested Best Practice Guidelines for Primary Trainers," is intended as a first step in this process. Other ideas include offering a workshop on best practices for psychodrama trainers at the ASGPP conference.

New Certification Guidelines for Persons with Previous Training Outside the U.S.

- Michael Gross distributed a summary of the newly-developed guidance document, "Non-USA Certification Options" together with a copy of the document posted on the ABE website and reviewed the key points.

Additional Waived Training Hours for RDTs

- Cathy Nugent explained that the Board is soliciting input from members about whether to increase the number of hours waived for Registered Drama Therapists seeking psychodrama certification. This is in view of the courses and training RDTs undergo, which includes topics such as warm-ups, role theory, role playing and others. Board member, Lin Considine, conducted an informal poll of certified TEPs who are also RDTs to gather their recommendations on this topic. Cathy indicated that it is likely this issue will be on the 2019 ABE ballot.

Other Topics of Interest

• *Non-Mental Health Guidelines*

- A prospective CP candidate asked whether it is permissible to audit one of the required 5 courses, rather than take for a grade. He was advised to submit a query to abepsychodrama@yahoo.com

• *Supervised practice*

- A prospective CP candidate asked whether a group conducted via Skype could be counted toward the supervised practicum. He was advised to consult his primary trainer. Should his primary trainer support the idea, the trainer should contact the ABE for clarification.

• *How to bring more people into the psychodrama field.* Suggestions discussed included:

- Strengthen local chapters (a current ASGPP initiative)
- Strengthen presence in universities/colleges:
 - Teach psychodrama courses at colleges and universities
 - Contact and coordinate with group work faculty
 - Negotiate college/university guest lecture slots when faculty are in the process of preparing syllabi
 - Offer guest lectures locally
 - Offer psychodrama for extra course credit (must be free to avoid financial discrimination)
 - Develop a psychodrama club in coordination with a faculty sponsor

Distance Learning for Psychodrama

Martica Lourdes Bacallao, M.A.,
M.S.S.W., Ph.D., T.E.P.

For decades, instructors have been successfully teaching students across different states and countries a myriad of subjects through distance learning. Due to its popularity, demand and evidence of learning effectiveness, psychodrama trainers are making available programs for distance learning. Psychodrama distance learning is a clearly developed, telecommunication training with an accredited trainer, educator and practitioner in psychodrama (TEP). Telecommunication includes using a computer, the Internet, telephone and television. E-learning and online learning are used synonymously with distance learning.

Distance learning provides an option to train in psychodrama at the convenience of your home or location. The learning should be collaborative to involve small group activities and team projects that build an online community of psychodrama learners. Distance learning connects learners to each other, the trainer and relevant resources. For example, trainees can develop a video library of training skills, use interactive message boards, participate in live discussions and scenes, observe or interact with a training piece and utilize online materials.

Distance learning is not a correspondence course, where the trainee would read an assigned book and submit a report on it. It is not an ongoing email discussion with a trainer neither is it watching a collection of videos and writing a summary of them.

Trainers who offer programs through distance learning typically organize and list numerous resources for their online trainees, often attaching relevant articles to make them easily accessible. Psychodrama resources are used to establish a foundation for skill development and philosophical understanding. Resources provided through psychodrama distance learning can be observed, felt, heard, read, written about and discussed.

The interactive aspect of distance learning is critical in psychodrama training. There are 2 types of interactive aspects to distance learning; synchronous and asynchronous. Synchronous learning is when the trainee and the trainer interact online at the same time while being at different locations. This type of distance learning requires the trainee to log on to their computer at a set time and date. Often times, synchronous learning includes group chats, web seminars, video conferencing and call-ins by phone. Trainees can have direct dialogue, discussions, observe a training piece that is happening at the present time and be involved in it. If a trainee works best with a more structured format and higher amounts of interaction, then a synchronous online program may be a good choice.

Asynchronous distance learning is when the trainee and the trainer interact on their own time schedule, not at the same time, from different locations.

The Certification Change Process

The Board of Directors of the ABE is committed to maintaining the standards for the professional practice of psychodrama, sociometry and group psychotherapy while exploring new venues and options for the certification process.

For the past two years the Board of Directors has been exploring the possibility of accepting training hours for distance learning. The ABE has published articles in our newsletters (December 2016, May 2017 and 2018); held discussions on this topic our Conversation Hour at the ASGPP annual meeting in 2017 and 2018; and sent an email blast to all certified psychodramatists requesting their input on this topic (April 2018).

The current Board of Directors is strongly committed to the idea of granting training hours for distance learning. However, this year the turnover on the Board of Directors is quite high with three vacancies and three brand new Board Directors joining.

It is our hope that the Board of Directors at the Fall and Winter meetings will approve and finalize the proposed number of hours that may be credited for distance learning and the administrative process for the approval of distance learning training hours. If so, we can include this proposal on the 2019 election ballot.

All changes in the certification standards must be approved by a majority of the certified psychodramatists voting in the next regularly scheduled election (March 2019).

If you have not yet done so, please send your opinions about distance learning to the Board of Directors. Send us an email at abepsychodrama@yahoo.com.

* * * * *

Trainees in asynchronous activities are able to complete their training work at their own pace. Asynchronous distance learning relies more heavily on e-courses, online forums, audio recordings, video recordings and email. This format is more adaptable for a trainee who is unable to commit to a specific time and date with distance learning. It offers greater flexibility but less immediate feedback and interaction.

Regardless of whether distance learning is synchronous, asynchronous or a combination of both, the trainer is expected to maintain an active and steady presence throughout the online training course. Consistency and frequency in communication between the trainer and the trainees must be established from start to finish. The Board recommends clear communication of program objectives, training expectations, work tasks and evaluation plans.

Resources for Distance Learning:
Center for Online Education
Achieve eLearning Success

You Say Hello, and I Say Goodbye: Board Comings & Goings

The Board expresses deep appreciation to the two members leaving us in July.

Lin Considine and **John Olesen** each served nine years as a Board Director.



Lin served one term as a CP Board Director (2008-2011) and two terms as a TEP Director (2012). Lin also generously opened her home for many of those years, hosting the January Board meetings in sunny Florida. Assisted by her sister, Kathy Brown, Lin offered unmatched hospitality and kindness during these meetings. Lin also served in several different Board roles, including President and Ethics Chair.



John served two terms as a CP Board Director (2003-2009) and one term as a TEP Board Director (2015-2018). As a Board Director, John brought his remarkable compassion and delightful good humor to our meetings, while also serving in key roles. Most recently, during his final term, John took one of the most arduous offices as Board Secretary.

We owe a debt of gratitude to Lin and John!

+++++

The Board welcomes the three Board Directors beginning their terms of service in July — **Melinda Cornish**, new CP representative and new TEPs, **Barbara Guest (Hargan)** and **Sylvia Israel**.



Thanks to Melinda, Barbara and Sylvia for stepping up to serve the psychodrama community! We look forward to their contributions.

♥ Hello ♥
♥ Goodbye ♥

2017 ABE BUDGET December 31, 2017

INCOME

CP DUES	\$22,276.50
TEP DUES	\$31,274.09
PAT FEES	\$10,030.00
CP FEES	\$8,000.00
TEP FEES	\$2,200.00
INTEREST	\$25.00
ON-SITE INCOME	\$708.00

TOTAL INCOME

\$74,513.59

EXPENSES

ACCOUNTANT	\$650.00
BANK FEES	\$233.00
BOOK KEEPER	\$437.50
DIRECTORY	\$926.41
GRAPHIC DESIGNER	\$660.00
INTERNET SERVICE	\$1,000.00
LEGAL & PROFESSION	\$280.00
MEETINGS	\$7,457.00
NEWSLETTER	\$423.72
OFFICE EXPENSE	\$12,000.00
ON-SITE EXPENSE	\$1,008.00
PAYROLL - EMPLOYER EXP.	\$6,406.79
PAYROLL - EXEC. DIR.	\$30,000.00
PAYROLL - ADMIN. ASS'T	\$2,400.00
PAYROLL PROCESSING	\$1,103.16
POSTAGE	\$1,954.76
PRINTING	\$44.89
SUPPLIES	\$608.16
TELEPHONE	\$854.93
WEBMASTER	\$620.00

TOTAL EXPENSES

\$70,117.19

FY17 SURPLUS

= \$4,396.40

FY16 DEFICT

\$3,423.11

JL's honorary tomb in Vienna. "The man that brought joy and laughter into psychiatry" reads his headstone in German.



Gong Shu

Art show opening in Soochow University Art School Gallery



See page 8 for more information

Suggested “Best Practice” Guidelines for Primary Trainers¹

Catherine D. Nugent, L.C.P.C., T.E.P., President, and
Donna Little, M.S.W., T.E.P., Vice-President

Yearly review of candidates' certification applications gives Board Directors a glimpse into some of the administrative practices of psychodrama training programs across the U.S. and internationally. Drawing on this qualitative data, along with perspectives from Board Directors' different clinical and non-clinical fields, we offer the following recommendations for primary trainers in the U.S. TEPs in other countries are encouraged to consider how well these practices align with cultural norms in their country, and then adopt or adapt any that seem congruent.

Please remember that the requirements for certification are those — and only those — specified in the ABE certification standards. No changes can be made to the standards without the vote of the membership. What follows are some ideas and recommendations for Primary Trainers to consider.

The psychodrama training process is an *adult learning model*. In an adult learning model, the learning process is seen as a collaboration, not a top-down relationship. Adult learners take responsibility for co-creating their own learning experience. For psychodrama trainees pursuing certification, this means devising a plan to become knowledgeable and skilled in psychodrama, sociometry and group psychotherapy, as measured by the written and onsite examinations. The psychodrama training plan will be more or less concrete, depending on the personal styles of the trainer and trainee. A plan designed to meet the ABE certification standards helps avoid disappointment if, nearing readiness for certifi-

cation, the trainee discovers he/she doesn't meet the minimum requirements. Whether through review of written plans, supervision sessions, or less formal means, the primary trainer's support and guidance in developing the psychodrama training plan are indispensable.

Provider of Support and Dispenser of Guidance are only two of the sub-roles Primary Trainers play. The Primary Trainer is also an *Advisor, Teacher, Mentor, Supervisor, Evaluator, Consultant, Exam Coach, and Overall Guide to the Certification Process*. Because the relationship is generally a significant, long-term one, the Board recommends that trainees select their Primary Trainer early in the training process — at around 250 hours and after exposure to several trainers, if possible.

Trainers help promote clarity and transparency by providing trainees with a Training Agreement. The Training Agreement defines the roles and responsibilities of the primary trainer and the trainee, explaining the expectations of each. A complete Training Agreement explains the trainer's requirements for endorsing a trainee, including the trainer's requirements for sufficient opportunity to observe and assess the trainee's progress toward certification. A thorough Training Agreement also stipulates the method and frequency of feedback to trainees about their progress toward certification.

An Informed Consent Form is essential. A model Informed Consent Form explains what the trainee can expect to experience in training with the particular trainer. It also delineates

Continued page 13

Trainees with Non-US Trainers

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

The Board has issued a new guidance document to clarify existing policies and procedures for how those who receive psycho-drama training and supervision outside the United States may apply those hours toward certification by the ABE. The document addresses three situations, which are briefly summarized below:

- **Reciprocity:** The ABE currently has reciprocity agreements with the following psychodrama certification agencies: Australia - Aoeteroa/New Zealand; Nordic Board of Examiners; and the Taiwan Association for Psychodrama. [See elsewhere in this newsletter about the newly executed reciprocity agreement between the ABE and the Taiwan Association for Psychodrama.] These agreements expedite the approval process for individuals who wish to take the written and on site exams for US certification.
- **Countries without certification Boards:** Individuals who meet the ABE requirements for candidacy for CP or TEP may take the written exam by email from their home country. Those who live in Canada and Taiwan may take the on site exam in their home country (provided that they comply with Board guidelines for reimbursement of examiners' travel expenses). Others must travel to the US for their on site exams.

- **Immigrants to the US** who have received training outside the US who wish to become CPs must select an ABE primary trainer in the US who will work with them to determine how much of their training is applicable toward the minimum number of required training hours. The primary trainer petitions the Board. In turn the Board evaluates the primary trainer's recommendation and makes a determination of how many, if any, of the training hours provided in another country will be accepted towards the ABE's certification standards. All supervised practicum hours must be completed in the US with an ABE-approved TEP. This policy is limited to prospective CP candidates. In order to acquire TEP certification, immigrants from other countries where the ABE does not have a reciprocity agreement will be required to successfully complete the CP exams before being admitted to the PAT process.

Individuals in the above situations are encouraged to review the guidance document which is published on the ABE website (www.psychodramacertification.org/docs/Non-USA_Certification_Options-2.pdf). If you have comments or questions about this process, please contact the ABE (via email at abepsychodrama@yahoo.com).

Best Practice

Continued from page 12

the potential risks and benefits of participating in psychodrama training. Finally, the Consent Form states how problems and/or complaints are handled, as well as trainees' recourse should their complaints not be handled satisfactorily with the primary trainer.

These two administrative forms--Training Agreement and Informed Consent--help establish a relational frame in which processes and procedures, roles and responsibilities, and risks and rewards are all clear. With such clarity comes a more predictable and comfortable learning environment. Sharing these documents at the start of a training relationship establishes the relationship on stable footing. However, the relationship between psychodrama trainee and primary trainer is generally a long-term one. It is the rich soil in which the trainee (and the trainer) will learn and grow over time. Co-creating strong, healthy connections takes time, effort and commitment. Recognizing this several years ago, the Board established a practice guideline to promote the longevity of the trainer-trainee relationship. The guideline, included in the document entitled, *The CP Journey on the ABE website*, states that "at least half of the required... hours must be applicant's primary trainer."

During the 2017 Board year, the Board considered whether to propose a vote by the membership on an amendment to the certification standards specifying a number or percentage of hours to be acquired with the applicant's pri-

mary trainer. After lengthy deliberation, the Board decided not to propose a change to the certification standards, but, instead, to launch a consciousness-raising effort. Through articles such as this one and possible educational programs, the Board hopes to stimulate conversation among certified psychodramatists about the role and significance of the primary trainer-trainee relationship.

We welcome your comments via email or letter. If you send your comments via email than we can forward them to the other Board Directors. If you send your comments by mail your letter will be distributed to the Board of Directors at the next regularly scheduled Board Meeting (September 2018).

Our email address is: abepsychodrama@yahoo.com.

Our mailing address is:
American Board of Examiners in Psychodrama, Sociometry
and Group Psychotherapy
1629 K Street, N.W., Suite 300
Washington, DC 20006

Please consider this document a work in progress, whose purpose is to help ensure that TEPs and PATs practice and train in an ethical and competent manner. The Board plans to revise and update these best practice recommendations as the psychodrama field and other closely related disciplines evolve. The Board welcomes your comments on this document, as well as your suggestions for other best practices for Primary Trainers or other TEPs and PATs.

¹ This article was published in the Board News, May 2017, and has been updated April 2018.



HONORS AND AWARDS

Peter Kranz Wins Grinnell College Alumni Award

Peter Kranz was honored as a changemaker and community builder.



Peter Kranz, left, receives his Alumni Award from Alumni Council member Cameo Carlson of the class of 1993.

Peter Kranz, a 1963 graduate, has been honored by the Grinnell College Alumni Council as a changemaker and community builder who embodies the college's values of lifetime learning and service.

He received the award at the Alumni Assembly on June 2nd during Grinnell's 139th Alumni Reunion Weekend.

Committed to educating students on race relations, Kranz graduated from Utah State University with a Ph.D. in child psychology. His teaching career took him to Florida, Utah and Texas where he is an education psychology professor at the University of Texas, Rio Grande Valley. He has given presentations about race relations, group dynamics and psychodrama at numerous psychology conferences and universities around world, including Mexico, Russia, and India. He has also served as visiting professor in those countries as well as many more, including China, Brazil, Columbia, Vietnam, Morocco and Thailand.

His teaching of race relations received awards and national media attention. He's been featured by many national news outlets, including the Wall Street Journal, "All Things Considered" on National Public Radio and on PBS' "The Lehrer News Hour."

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



Bridge Builders: Creating Connections With Psychodrama

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

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

Reciprocity

Continued from page 1



(from left to right) Annie Nien-Hwa Lai, Ph.D., TEP, former President, Taiwan Association of Psychodrama; Wei Wang, Ph.D., Dean, Office of Academic Affairs, Feng Chia University; Chen Junying, M.D., President, Chinese Association of Group Psychotherapy; Adam Chi-Chu Chou, Ph.D., TEP, President, Taiwan Association of Psychodrama (at time of photo); Catherine D. Nugent, LCPC, TEP, President, American Board of Examiners in Psychodrama, Sociometry & Group Psychotherapy; and Bing-Jean Lee, Ph.D., President, Feng Chia University

TAP accepts the ABE's standards for psychodrama certification as equivalent to the TAP's.

The Agreement specifies that a person certified by the TAP is eligible to enter the examination process for the equivalent certification category offered by the ABE. After successfully completing the ABE examination process, the Taiwanese psychodramatist will be certified by the ABE.

In the spirit of reciprocity, the TAP will admit ABE-certified psychodramatists into the TAP examination process.



Open Ceremony: Adam Chi-Chu Chou, PhD, TEP, and Catherine D. Nugent, LCPC, TEP

After successfully completing the TAP examination process, the ABE-certified psychodramatist will be certified in Taiwan.

Cathy Nugent was keynote speaker for the Taiwan Association for Psychodrama Annual Conference, *Social Healing: Dare to Dream* (February 3-4), during

which a signing ceremony for the Agreement was held. In addition to the 300 conference participants, high-level officials of Feng Chia University and other dignitaries celebrated the signing. (See photos.)

Through this Memorandum of Agreement, Taiwan joins the two other organizations with whom the ABE has reciprocity agreements, which include: The Australian and Aotearoa New Zealand Association (ANZPA), and The Nordic Psychodrama Association.

A similar Memorandum of Agreement is being negotiated with the Israeli Association for Psychodrama (IAP) and is expected to be completed by the end of the year.



Judy Swallow, left, and Elaine Camerota enjoying morning coffee. Both are former long-term serving Board Directors: Elaine is our longest serving Board Director from 1991 to 2000 and then again from 2009 to 2015 – five three year terms. Judy served from 1995 to 2001 and then again from 2011 to 2017 – four three year terms. This election cycle was the first when the number of all the nominees was equal to the vacant positions. Stand for election and you too could find your long lost twin. If you are interested in standing for election to the Board of Directors in 2019 contact our Nominating Committee Co-Chairs – Donna Little & Michael Gross. As usual there will be openings for two TEP Board Directors and one CP Board Director. At this point in time we do not know if any Board Directors will be standing for re-election.

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.

Create or Update Your Profile On Our Website

Are you using our website? As a certified psychodramatist you already have a profile page on our website (www.psychodramacertification.org). Perhaps you've never used this amazing service. Maybe it's time for a Spring refresh update – new projects, groups, trainings, personal statements. How about biting the bullet and putting in a new picture? This is your free profile page and you can use it as you want.

It's good to know that:

- Your listing on our website is included in your dues. You can strategically develop your profile page and expand your online presence, personalizing it for your marketing needs.
- Your profile is operational 24/7/365. New clients, colleagues, and interested people can learn about you and your services from a local coffee shop, their own home couch or office at their convenience.
- Your profile page gives you a unique place to describe/show your practice or work. You can include your picture, testimonials, descriptions of projects and personal statements. Your profile can be simple or detailed.
- Consumers are researching the internet before they sign up for therapy or workshops. Having psychodramacertification.org on your business card or Facebook Page gives interested clients a way to explore you and your services any time they want.

Creating or updating your profile is simple. Go to www.psychodramacertification.org and click on the members login in the blue head banner. Enter your user name and password. If you have forgotten those, simply contact our webmaster for further instructions.

See you online.

~ APPRECIATIONS ~

The Board could not possibly operate without the support, commitment and dedication of all those individuals who voluntarily read examinations, conduct on-site observations, and serve on special committees. Thank you. If you would like to spread the sociometric wealth and add your name to the list send us an email.

Martica Bacallao
Jeanne Burger
Elaine Cameorta
Rhona Case
Lin Considine
Estelle Fineberg
Kim Friedman
Pamela Goffman
Michael Gross
Ann Hale
Joseph Herb

Aman Jaffer
Nancy Kirsner
Brittany Larkin-Starr
Connie Lawrence
Cindy Levy
Louise Lipman
Donna Little
Barbara McKechnie
Susan Mullins
Cathy Nugent
John Olesen

Paula Ochs
Linda Richmond
Glenn Sammis
Deb Shaddy
Marsha Stein
Jeff Thompson
Michael Traynor
Siyat Ulon
Julie Wells
Cece Yocum

RECENTLY CERTIFIED PSYCHODRAMATISTS

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

Recently certified psychodramatists are requested to submit a bio and a photo for our newsletter. All individuals who were certified in 2017 were featured in the May 2016 Board News as well as this issue.

From 2017

Lori Feingold-Huff, MC, T.E.P.

Tucson, AZ



I am so happy to celebrate obtaining my TEP. It has been a long crazy journey, but psychodrama has changed my life. I originally trained with Dorothy Satten who helped me work through my own trauma and taught me how to be a director.

My second part of my journey brought me to Dena Baumgardner. She stuck with me through the entire CP, PAT, TEP process encouraging me to take the plunge deeper into

psychodrama by learning the history and philosophy behind the modality.

I served on the ASGPP Board for three years and helped co-facilitate the psychodrama conference in Arizona. Along my way, I have made many psychodrama friends and have felt so grateful to have been a part of the community.

Psychodrama is my backbone of who I am both professionally and spiritually. I am able to see things beyond myself and into the great surplus reality of our inner selves and the world in general. I am especially grateful for the journey. I complained the entire time, but accomplished a great mission. I am proud of myself for this accomplishment and feel it is meant to be difficult in order to persevere and commit to myself and the process.

This has been a long hard journey, but worth the adventure and the challenge. I am a different person. I feel worthy of being a TEP. It means something to me. I feel accomplished and grateful for being able to help others and grateful for those who have helped me.

Recently Certified Psychodramatists From 2018

Patrick T. Barone, JD, C.P., P.A.T.

Birmingham, MI



Patrick Barone first experienced psychodrama in 2007 at the Gerry Spence Trial Lawyer's College. In 2014 he co-founded the Michigan Psychodrama Center with Dr. Elizabeth Corby, and together they offer workshops and provide training in the methods of psychodrama, sociometry, socio-drama, Bibliodrama, therapeutic change, personal growth, professional and life role

development, addiction support/recovery, spiritual exploration, business consulting and courtroom litigation.

Mr. Barone obtained his law degree in 1991 and soon after began a solo practice of law, concentrating in criminal defense, with a focus on intoxicated driving cases involving alcohol and drugs. He is also the founding partner and CEO of the Barone Defense Firm with offices in Birmingham and Grand Rapids Michigan.

Mr. Barone is also the author of several books on criminal law, gun law and DUI defense, including the well-respected two-volume treatise *Defending Drinking Drivers* (James Publishing). Mr. Barone is an adjunct professor at the Western Michigan University/Thomas M. Cooley Law School where he teaches Drunk Driving Law and Practice and is on the faculty of the Michigan Trial Practice College.

Additionally, Mr. Barone has an "AV" (highest) rating from Martindale-Hubbell, and since 2009 has been included in the highly selective US News & World Report's America's Best Lawyers while The Barone Defense Firm appears in their companion America's Best Law Firms. He has been rated "Seriously Outstanding" by Super Lawyers, rated "Outstanding/10.0" by AVVO and was appointed to the advisory board for the Michigan edition of *Leading Lawyers Magazine*.

Tamara Cafaro, MSN, RN, APN, C.P.

Oakhurst, NJ



Well, it has certainly been a journey. My journey in psychodrama began in 2006, when I was introduced to my now friend, colleague and sister, Scottie Urme, BS, MSW, LCSW, TEP. Scottie was completing clinical hours on the inpatient psychiatric unit in which I was working. Within what-seemed-like-a-minute, she was aweing me with the wonders of psychodrama. Just as rapidly, I was contacting my soon-to-be primary trainer, Nina Garcia, LCSW, EdD, TEP, RDT/BCT, CGP, to set up an inter-

view for joining her training group. Nina masterfully unfolded the art of group therapy, psychodrama and sociometry. Without this amazing woman and the many spirited people she collects in her groups, "psychodrama" would still sound like "psycho"- "drama." After 10 years of training with Nina, I decided it was time to settle into the idea of obtaining my certification. I began training and studying closer to home with Scottie Urme, my secondary trainer, and Ron Collier, another friend, colleague and tertiary trainer. Another beautiful collection of co-trainees and I was well on my way to taking the written test and completing my on-site. I am grateful to have been encouraged to continue in a training group while completing this process, as I could not have done it without all this inspiration. "All the resources are in the room."

Working as a Psychiatric Advanced Practice Nurse, I have found psychodrama to be uniquely expansive, malleable and more than sufficient in helping clients reveal obscured aspects of themselves and their lives with others. I use action techniques and warm ups to connect individuals in small weekly groups at a crisis diversion program. In my small private practice, I am able to move more deeply into action with individuals. I am blessed to have been exposed to an orientation harmonious with my own values, worldview and understanding of collective being.

Continued page 17

Lindsay Huei-Mei Chang, MBA, MA, T.E.P.

Taipei, Taiwan (ROC)



I began my journey of learning and exploring psychodrama in 2005. Given my business and MBA background, I have been very interested in the application of the interactive and dynamic action methods. After I became a CP/PAT in 2013, I have focused on helping different trainees practice under professional, organizational and community settings. I developed structured models using psychodrama theories and techniques appropriate for various groups.

I wish to express my gratitude to my primary trainer/mentor, Dr. Lai Nien-Hwa, who supervised and supported me in the newly-designed session of specific subjects with her intelligent feedbacks. As a TSM certified trainer, I feel grateful in working with Dr. Kate Hudgins for traumatized patients and helping professionals. Zerka Moreno and Donna Little have been my psychodrama role models. Their wisdom and spirituality work inspired me in my professional growth. Dan Tomasulo assisted me generously to apply positive psychology topics into useful action skills for my business circle. Ann Hale's residential workshops and in-depth articles have guided me to execute several valuable training sessions with grounding sociometric work. My sincere thanks to Dr. Chou Chi-Chu, Dr. Pam & Rory Remer, Marcia Karp and other talented teachers who all provided me with insights and encouraged me to pursue my intent as a creative trainer and psychodramatist.

Being a certified trainer and coordinator of The International Focusing Institute, I have combined these two effective methodologies into my practice as well as for my trainees. In addition, as the founder and a counseling psychologist of Jiahui counseling Foundation in Taiwan, I am pleased to offer what I have to my colleagues, peers and psychodrama community. Now that I have completed my TEP, I wish to extend my services to help the less fortunate in remote areas where resources for mental well-being is scarce. I am excited to continue this journey and look forward to my meaningful life in the years to come.

Su-Feng Chiou, MPsy, C.P.

Changhua County, Taiwan (ROC)



The job as a clinical psychologist at Chang-Hua Hospital kicked off my journey in psychodrama. Each time when I participated in psychodrama for psychiatric day care centers, acute psychiatric wards, outpatient services, community services, abstinence groups, nursing students, college students or ADHD children at school age, I was deeply attracted by the fascination of psychodrama. Each time when I accompanied the protagonists, observed their difficult stories and felt moved by them, I would place myself in the process of reorientation and self-healing. During this process, I have not only encountered my own deficiency and frustration but also met my Self.

I would like to thank Mr. Chou, Chi-Chu, PhD, T.E.P. as my first trainer and Mrs. Hsieh, Yun-Jen, T.E.P. as my second trainer. I would also like to thank Mrs. Lin, Tzu-Yue, Dr. Liang, Sun-Yuan and Dr. Ting, Shuo-Yen. With their supports, guidance and supervisions, I was able to take steps to go on this psychodrama journey until this far. With the growth of spontaneity and creativity in psychodrama, I will continue with this psychodrama journey and go afar.

Jia Yu Chu, MEd, C.P.

Hualien County, Taiwan (ROC)



I am Jia Yu Chu, from Taiwan. I currently work as a counselor in a junior high school in Hualien, the east of Taiwan. I have been applying psychodrama to my aboriginal students, with the attempt to combine art therapy and adventure therapy. I love to help them tell their stories through psychodrama.

On the way to be a CP, a major obstacle is the distance from Hualien to Taipei. I could not have overcome it without the encouragement from my primary trainer, Nien Hwa Lai, and secondary trainer, Tzu-Yueh Lin. Specifically, I would like to express my sincere gratitude to Nien Hwa Lai for always having confidence in me and telling me, "You can do it!" In addition, I am truly thankful for my partners in the CP exam — Ivy, Yu Ting, and Ying Chieh. Their company supported me to pass this exam. Further, I need to thank Yu in Zhang and Rosa Wang, who helped me develop gospel drama and were my spiritual models.

Since I encountered psychodrama in college, I have decided to be a CP who can practice the spiritual healing from God and the power of psychodrama. I took 10 years to be CP, and I hope I can keep doing it till I give my students "the courage to dream again" in spite of the disadvantageous conditions they may be in. This is my calling in Hualien. I will keep helping teenagers in remote areas with God's love.

PS: This is a traditional dress of Toroko. I am not aboriginal but I can feel the connections to Mother Earth when I am wearing the costume.

Lusijah S Darrow, LMFT, C.P.

La Selva Beach, CA



I am so very delighted to join this wonderful group of fellow psychodramatists! I am exceedingly grateful to the many important people who have taught the unique artistry and magic in their practice of psychodrama. I want to honor Husain Chung who trained with JL Moreno, Sylvia Israel, John Olesen, and Mario Cossa at the Bay Area Moreno Institute, Rebecca Walters and Judy Swallow at the Hudson Valley Psychodrama Institute, and Kate Hudgins with the Therapeutic Spiral Model.

I have played many roles in life, including child-athlete, student, wife, mother, lab manager and biomedical science researcher, cellist, divorcee, lover, widow, and psychotherapist. These roles have greatly enhanced my capacity for compassionate presence with the human condition. I am co-author with Janet Childs (Director at the Centre for Living with Dying) of *Life, Death, and Transformation: Experiential Action Methods and Tools for Healing Grief and Trauma*. I hope I can revise this bio soon to reflect its publication.

I graduated from the Institute of Transpersonal Psychology with a Master's in Counseling Psychology and a specialization in Creative Expression. I am passionate about using therapeutic approaches that engage body, heart, mind, and soul to support transformative change. I work with a variety of clients with diverse needs, including high-risk youth, adults and youth dealing with trauma, grief, depression, anxiety, and substance use, with couples, and with families.

I currently live in La Selva Beach, CA, happily remarried to my therapist husband.

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Scott Giacomucci, LCSW, CTTS, CET III, C.P., P.A.T.

West Chester, PA



I was introduced to psychodrama over 10 years ago in workshops with Michael and Elizabeth Traynor - I immediately experienced its "catching force". Years later, nearing the completion of graduate school, I sought out as many psychodrama trainings as I could – beginning with the 2015 Philadelphia ASGPP conference. Here, I met Kate Hudgins who would become my primary trainer while introducing me to the Therapeutic Spiral Model (TSM). At the time, I could find no Philadelphia trainings, so I convinced David Moran to start a training group and to serve as my secondary trainer. Additionally, I worked with Edward Schreiber through his online study of Sociatry, and attended multiple trainings with Karen Carnabucci. I also traveled frequently to California participating in TSM's advanced courses with Kate and Sylvia Israel.

My CP journey included organizing TSM's east coast training group to foster more psychodrama momentum in Philadelphia. Through this experience, I was blessed to train with Kate Hudgins, Francesca Toscani, Linda Ciotola, and Monica Forst. Last year, I traveled with Steven Durost to China for nearly two weeks of intensive training with Kate and several Chinese and Taiwanese psychodramatists as we celebrated Zerka's 100th birthday.

Most recently, I was elected to the ASGPP Executive Council where I am eager to serve the larger psychodrama community. I have integrated my psychodrama training into my private practice, clinical services/training at Mirmont Treatment Center, my doctoral studies, and most recently through writing.

Special thanks to all who guided me on this CP journey

Yu-Ting Hsu, MEd, LCP, C.P.

Kaohsiung City, Taiwan (ROC)



Hi! I am Yu-Ting Hsu (Mia), from Taiwan. The first time I encountered psychodrama was in 2003. My passion in psychodrama has led me to accumulating over 1200 training hours for 15 years, psychodrama has given to me a lot of magical moments, and it has been changed my life. There are many people who have played important roles in my psychodrama journey.

First of all, I would like to thank my primary trainer Nien-Hwa Lai, who taught me a lot about love and trust myself. I would like to thank Pamela Remer & Rory Remer, they helped me to get more study in Sociometry and Cultural conserve. I would also like to thank Katrena Hart for giving me the passion and fun of psychodrama. The most important, my family and friends have lovingly supported me throughout the long journey.

I am a licensed counseling psychologist in Taiwan with 10 years of clinical counseling experience. I utilize psychodrama as an intervention method for my individual, group, and supervisions. On the way to be certified as CP, I gain a lot of valuable experience in this journey. I deeply love psychodrama. I'm looking forward to more action of psychodrama throughout Taiwan so that more people can benefit from it.

Yi-Ching Hung, MEd, C.P

New-Taipei City, Taiwan (ROC)



In 2010, I came in contact with psychodrama. At first I did not even consider applying for C.P, only wanted to utilize the skill on my counseling work. Nonetheless, my learning has been filled with inconceivable surprises and marvel, which greatly enriched me and began to change my life.

Psychodrama taught me that the world is indeed abundant of love and trust than I had ever expected. I received this great gift from my primary trainer Nien-Hwa Lai. I really wanted to pass on this wonder as well, so I embarked on the journey to apply for C.P. I've never been a person of great confidence, and thus I encountered countless doubts, fear, and tears. However thanks to Nien-Hwa who has always believed in me, maybe even more than I did myself, I was able to keep going. I would never be who I am now were it not for her. I also want to thank Pamela Remer and Yun-Jen Hsieh, for they made me truly understand that "believing in spontaneous of group members brings more possibilities", which has become my motto at work.

Psychodrama has already become a part of my life. It introduces me to have faith in myself and the world, and the beautiful encounter between people. I hope I can send off this affection, so it may become more people's blessing.

Baljit (Ananta) Kaur (Chauhan), PhD, MA (Psychology), MEd, T.E.P.

Nepean, Ontario, Canada & Mohali, Punjab, India



In 2005, when I joined the Christchurch Institute for Training in Psychodrama (CITP), New Zealand, I had no idea where this step might take me. Initially I did psychodrama purely because it felt magical to me – still does! My relationships with myself and with people around me started changing. I began incorporating psychodramatic thinking and method into my university teaching, research and clinical work. I had found a wonderful community of like-minded people.

On moving to Canada in 2010, I found an equally supportive community of the Toronto Centre for Psychodrama and Sociometry (TCPS). I feel grateful to my trainers: Paul Baakman, Clare Elizabeth, Don Reekie, Max Clayton, Donna Little, Barbara Guest, and many more, and to my fellow trainees at CITP and TCPS for walking with me every step of the way.

Formerly an academic, I am now a Registered Psychotherapist with private practice in Canada and India. I work with women, children, and families, particularly catering to diverse populations and children 'deemed unfit' in our school systems. I am keen to raise awareness about Psychodrama and Sociometry among professionals. I am interested in therapeutic and non-therapeutic applications of Psychodrama and Sociometry. I and Kim Irvine-Albano started an ongoing Ottawa Psychodrama Training Group in 2017. Along with working with individuals and running personal growth groups, I offer workshops for therapists, teachers and parents. My passion lies in using action methods to enliven professional and personal experiences, for helping create inclusive contexts for children and people with differences or dis/abilities, and for pursuing my dream of facilitating mindful, peaceful and joyous living for all.

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

Vancouver, Canada



Since I attended the first Psychodrama workshop in 2004 in Taiwan, it was a long journey for me to integrate all I have learned with Psychodrama. Being a PAT, I experienced the whole process from role taking, role playing to role creating. It was really worthy to spend time learning by doing. I really appreciate what my trainers have done for me. They influenced me to become spontaneous and creative not only in professional but also in personal field. First of all, special thanks to my Primary Trainer, Dr. Nien-Hwa Lai, for her kind support. She helped me to expand my role repertoires and encouraged me to work in China even though there were many challenges for me. Secondly, Donna Little, TEP, my secondary trainer, taught me how to connect my spirituality and be a Sociometrist and Psychodramatist. She was my mentor and role model being an authentic and kind psychodramatist. Thirdly, Dr. Kate Hudgins, TEP, gave me a TSM clinical viewpoint that psychodrama was safe and fun. Fourthly, Dr. Nonie Lyon, TEP, supported and contained me using action method during consultation in Vancouver. Finally, my peers from Formosa Institute, we co-created a new way for training model in Taiwan. That is FUN.

Over the last four years, I worked with trainees who speak in Mandarin in Vancouver, Taipei, Shanghai and Beijing. Being a Taiwanese immigrant in Vancouver, Canada since 2009, I used multicultural perspective and integrated Gestalt therapy, Satir Model and Body movement in training groups. Many thanks to all of my trainees who gave me an opportunity to be who I was. It is a new journey as a TEP. I am looking forward to stepping into my new page.

Leticia Nieto, PsyD, LMFT, T.E.P.

Olympia, WA



As a young person in the early 1970s, I was in a library in my home town of Puebla, Mexico, when I encountered the ideas of Jacob Levy Moreno. His words gave me a template for understanding the world. It has shaped my life path and my way of thinking.

As a Professor in the Masters in Counseling Program at St. Martin's University, I am a trainer of counselors. Over the years, that role has allowed me to encourage students to learn to

love psychodrama. My journey to acquire the TEP was motivated by a desire to facilitate the formation of new psychodramatists, in my communities both here in the Northwest U.S. and in Mexico.

Moreno's ideas also drive my work for social change. This takes expression in the book *Beyond Inclusion, Beyond Empowerment: A Developmental Strategy to Liberate Everyone* and presentations on the models for strategic anti-oppression I describe there. It also is central to the work I do with Pasajer@s Playback Theatre company.

I am thankful for the training I received from Ann E. Hale, John Mosher, and Brigid Yuknavitch. And, encouragement from Anna Schaum was key for me when I needed it.

Yu-Li Shih, JA, C.P.

Chiayi, Taiwan (ROC)



I am honored to introduce myself here. I decided to pursue the CP certificate during my training process of Jungian analyst in 2013. I respected the healing power of group dynamic and spontaneity. After I got the J.A. certificate in 2016, I devoted myself to Jungian psychodrama till now. In this learning journey, I would like to show my appreciations to Adam Chou (TEP), Nien-Hwa Lai (TEP) and Yun-Jen Hsien (TEP). They all enlarged my perspective in psychodrama and encouraged me to face the obstacles.

Now, I am a new CP. I can feel my passion and devotion just like a fire to burn as before. I hope I can keep on practicing Jungian psychodrama and share the benefit from it.

Daniela Simmons, PhD, T.E.P.

Gainesville, TX



Daniela Simmons, PhD, T.E.P., is the founder and director of the Expressive Therapies Training Institute (ETTi), offering workshops on action methods in North Texas, other states and internationally. Dr. Simmons teaches experiential tools and didactic; preparing the students pursuing certification to take both the written and on-site exams. She has conducted and published various research on action methods.

Daniela Simmons' professional experience, both in Europe and the US, is in educational, research, and consultancy work in the social sciences, applied gerontology and mental health. She has been utilizing action methods sessions since 1995 in Europe and since 2005 in the US. Daniela Simmons is the elected vice-president of the American Society of Group Psychotherapy and Psychodrama (ASGPP); liaison and executive editor for the American Journal in Psychodrama, Sociometry and Group Psychotherapy; as well as an editor for the Psychodrama Network News (PNN).

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Yu-Ting Tsai, MSW, C.P.

New Taipei City, Taiwan (ROC)



Because of Psychodrama, I have the opportunities to reflect on my life and encounter numerous people.

Because of Psychodrama, my capability of helping myself and others is growing, and my professional thrives.

Because of Psychodrama, I have the courage to dream again.

I want to thank Gong Shu, Ph.D., T.E.P. Thank you for guiding me to disclose my emotions deep down and my inner desire. You show me how love can intermedate all emotions.

I also want to thank Tzu-Yueh Lin, M.E., T.E.P. Thank you for helping me to know the true self-acceptance comes with firm and gentleness. I then discover my own strengths.

Last but not the least, I want to thank Su-Mei Tseng, Ph.D., P.A.T. Thank you for encouraging me and accompanying me, step by step, make my way to the goal.

In this journey of self-becoming, there are friends and colleagues who are taking the adventure with me. I want to make my appreciation to them too, and yet, our journey has not ended.

Now I am providing individual counseling service in the mental health centre in New Taipei City, and I run self-growth group in Hsin-Zuang Open University. I tried to apply psychodrama in both individual and group work of counselling and psychotherapy.

Psychodrama always amazes me in its power of increasing self-awareness and relational healing.

I wish I could continue to share my love of psychodrama to people and bring changes and amazement to their life.

Guan Wang, C.P.

Shenyang, China



Qi Wang, MEd, C.P.

Shanghai, China



Hello, everyone. I am a psychology teacher at the psychological center of East China Normal University. I have been engaged in psychological teaching and psychological consultation for decades. I'm very happy to be a CP. The road to CP is hard and happy. The first time I caught sight of psychodrama was in 2011, when Dr. Lili Chang was holding psychodrama workshop when she visited our school. I was fascinated by the psychodrama — the "short and

beautiful treatment art". I fell in love with it and decided to take psychodrama as my profession.

Psychodrama plays an important role in my personal growth and work. In the process of learning psychodrama, I have changed a lot, constantly expanded my role directory, become more flexible, more

spontaneous, more adaptable and creative. I can flexibly apply the psychodrama techniques I have learned to teaching and clinical work. Two years ago, I applied psychological drama technology to the teaching of College Students' mental health education. It was not only welcomed by the students, but also improved the students' subjective Well-being and mental health effectively. Recently, I have designed a course in self-exploration of psychodrama to help the protagonist explore the shackles and strengths of different personality traits, and let the protagonist have a chance to further integrate selves, closer to who they want to be. Through these practices, I saw the life power of the protagonists and members of the group, and I saw the charm of the psychodrama itself, and also saw my own value. Psychodrama changed, is changing and will continue to change me and my work.

Thanks to my first trainer Dr. Lili Chang, second trainer Dr. Gong Shu, my tutor Tzu-Yueh Lin, and Nien-Hwa Lai, and other famous psychodrama trainers, such as Dr. Rory Remer, Dr. Kate Hudgins, Dr. Marcia Karp, who leaded my drama. Thank you for giving me a lot of encouragement and help, especially Zhiqin Sang, Erdong Wang, Zhonghong Ji, Jing Wang, Shiunlung Chu, Lianghong Zhong, Yawei Bi, Dan Hao, etc. I also want to thank those people who have supported me and insisted on participating in my workshop. With the help of all of you, I have been walking steadily on the road of psychodrama.

Undoubtedly, psychodrama has made great achievements in practice, but it needs further strengthening in theoretical construction and empirical research. In the next few years, I intend to make more efforts in research, and I hope to find like-minded people to work with me. For whom may interested in my work, please contact me: wangqi@mail.ecnu.edu.cn.

Ying-Chieh Wang, MS, Licensed Counseling Psychologist, C.P.

New Taipei City, Taiwan (ROC)



Psychodrama brings me a lot of spontaneity and creativity, and it also heals my life. Since 2010, I appreciated guidance of my primary trainer Nien-Hwa, Lai (TEP), secondary trainer Tzu-Yueh Lin, and the recommender Yen-Hung Chang (PAT). Some other trainers, Pam and Rory Remer (TEP), Kate Hudgins (TEP), Katrena Hart (TEP), and Donna Little (TEP) are also important to me.

In addition to learning knowledge and techniques of psychodrama from them, I experienced its essence, attitude and spirituality that heals humans' hearts.

In this 8-year journey, I used to be extremely afraid of people and reject evaluations on me. But now, I become warm, friendly, and confident on pursuing my dreams. Special thanks to Dr. Nien-Hwa Lai that she taught me to believe in me and make connections with others around the world. I also remember to spread love, and need to keep in mind that humans are a group with more similarity than difference. Currently, I am a licensed consulting psychologist in Taiwan, and I try to apply psychodrama in several fields and groups such as addicts in women's prison, graduate students and faculty in universities, kids in kindergarten, pupils in elementary schools, people in community colleges and cases in psychological counselling clinic.

I also want to thank my partners in the psychodrama group who support me along the tough way. With the company of volunteers in the counseling center in NCTU (Taiwan), I also felt love growing up. As last, I much thank my birth from parents so that I have the opportunity to learn from this wonderful, kind and real world. Much thanks to the leaving love in heaven from my grandmother and brother. And now I am standing up on the international stage!

From the President

Continued from page 1

about people, things and facts through images not seen through [the] two physical eyes, but with the third eye (spiritual vision)." So, Virtue says, clear seeing is the "gift of seeing beyond our physical eyes" into another realm.

The skillful practice of psychodrama certainly requires clear seeing. As psychodramatists, we perceive, appraise and enter into our protagonist's experiential world as quickly, clearly and compassionately as we can. Linda Graham, teacher and writer of *Bouncing Back*, speaks of being in *presence*, by which she means "coming into an awareness of being in your body, breathing slowly, deeply, fully." When we bring ourselves into the present moment—body, mind and spirit—we can attune to and help regulate the nervous systems those we serve. With such attunement and alignment, our vision becomes clearer and more accurate. As psychodramatists we are able to see beyond what is physically present as we enter the world of surplus reality with our protagonist and group.

To me, *clear seeing* also refers to the ability to perceive a situation accurately, including a problematic one, with calmness, care, discernment and clarity. As Board Directors, our Board members, along with our Executive Director, bring their unique perceptions of and vision for the psychodrama community. We work together, with input from certified psychodramatists, to shape a shared vision of what it means to be an ethical, competent and compassionate psychodramatist. To this end, the Board is offering, in this edition of Board News, several articles for our readers to consider.

One of these is a new **policy statement on training hours acquired outside of the U.S.** We owe a debt of gratitude to **Michael Gross** for his effort, which has resulted in a clear and helpful guideline. Michael also contributed a summary of the **ABE Conversation Hour** at this year's Annual ASGPP Conference in Dallas.

Donna Little and I have updated our paper on **best practice recommendations for TEPs and PATs** (and for CP candidates seeking a primary trainer). We offer this as part of a focused initiative to promote the importance of the primary trainer/trainee relationship. The article also intends to bring awareness to psychodrama trainers of best practices emerging in other training arenas. In this way, we can keep pace with other disciplines.

Another contribution, from **Martica Bacallao**, on **distance learning** also offers a way for psychodrama trainers to keep pace through the use of technology as a training mode. Martica's helpful article outlines guidelines for determining what distance learning consists of, and provides some basic terms and guidelines, along with a number of helpful resources. And speaking of technology, Martica, who was snowed in and house-bound, shares her reflections on **using Skype to participate in our January Board meeting.**

Lin Considine offers reflections on her trip to **Taiwan and China** for this year's **onsite examinations.** And, we are also pleased to feature photos and bios for newly certified psychodramatists. Congratulations and warmest wishes to all the new CPs and TEPs!

Please know that the Board invites and values your comments and suggestions. Please send email to:

abe@psychodrama.org or U.S. mail to:

American Board of Examiners in Psychodrama,
Sociometry & Group Psychotherapy
1629 K Street, Suite 300
Washington, DC 20006

Ultimately, as psychodramatists, we are all—each in our own way—promoting Moreno's vision of a therapeutic and learning methodology to benefit all of humankind. What a noble and uplifting vision!

May we each embrace our gifts of clear seeing for the highest good of all involved.

Kindest wishes,
Cathy



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

Darcy Erickson, M.A., T.E.P.

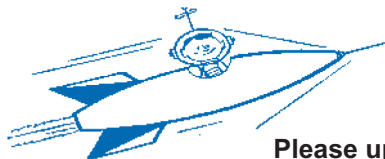
Last Known Address — Vancouver, WA

or

James Miller, L.C.P.C., L.C.A.D.C., T.E.P.

Last Known Address — Germantown, MD

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IN MEMORIAM

Elaine Goldman

Tom Schramski, PhD, CMAA



In the summer of 1974 I walked on to Elaine Goldman's stage and my life was never the same. My Dad was in the empty chair and I saw him (and myself) in a new way that also opened a new door for my professional life. Elaine seemed fearless and I knew I had an opportunity where I was headed. It was a moment I still remember vividly 43 years later.

Elaine Eller Goldman, PhD, TEP, who passed away on July 4, 2017, was a dynamic individual who led an extremely eclectic life. She was a renowned psychodramatist who established two training institutes and trained hundreds of therapists over the years.

Elaine was the oldest of three children, including younger brothers Paul and Karl, who grew up in the Chicago area. She was also an artist from an early age and created many sculptures during her life.

Elaine spent many years in the theatre as a set designer, lighting designer, stage manager and director, which began her path into Psychodrama. She attended Purdue University in the theatre department and directed several successful university productions there. In December of 1961, she was the assistant to Pulitzer Prize-winning playwright, William Saroyan and also stage managed the World Premier of three plays he had written there. Among her actors was Studs Terkel of WFMT fame, who also won the Pulitzer Prize for *The Good War*. She attended Mundelein University in Chicago and was one of the first women to receive her Masters in Theatre and a PhD in Psychology.

She then went to the Moreno Institute in Beacon New York where she was trained by J.L. Moreno and was certified as a Director two years later. Eventually she was certified as a Trainer Educator Practitioner (TEP) in Psychodrama. She established the Mid-Western Institute for Psychodrama where she began to train other therapists in the method. She was on the Executive Council of the ASGPP and also on the Ethics Committee.

In 1974, she moved to Phoenix, Arizona, where she began to direct psychodrama at the Camelback Psychiatric Hospital. She established the Camelback Hospitals Western Institute for Psychodrama and continued to train therapists from all over the world. Over 20 years, she directed more than 10,000 sessions with patients, clients and students. Along with her co-therapist, Delcy Morrison, she wrote *Psychodrama: Content and Process*, which was recognized as one of the leading texts on the method. The book was eventually translated and published in Japanese. She also produced one of the premier instructional video tapes of the method.

She is survived by her brother Karl Eller; daughter, Sally Goldman Scott; son, Mark Goldman; four grandchildren and seven great grandchildren.

Elaine is also survived by many students and patients across the globe. She was an artist and psychodramatist who inspired many in the theater of life.

Reprinted with permission from the Fall 2017 issue of the ASGPP Psychodrama Network News.

IN MEMORIAM

Herb Dandes

Sue McMunn, LCSW, ACSW, TEP



HERBERT DANDES, PhD, TEP, 82, passed away peacefully at his home in Miami, FL on December 1, 2017.

Herb was born in a suburb of New York on April 2, 1935. He received his Doctorate at Syracuse University. In 1967 he became a Professor of Counseling Psychology at the School of Education at the University of Miami where he served for 30 years.

Herb was the Professor who taught the only Group Course in the graduate program at UM for decades. He was highly influenced in his own graduate work by his studies with Carl Rogers regarding a huge paradigm shift toward a Client Centered philosophy. He mentored decades of graduate students both at the Masters' and Doctoral levels as well as sitting on many PhD thesis committees. His knowledge of research and the history of groups during the height of the Human Potential Movement was invaluable.

Herb was a licensed Psychologist, Marriage and Family Therapist and a Trainer, Educator, and Practitioner of Psychodrama (TEP). He completed his Psychodrama Training with Dr. Nina Garcia & Dr. Dale Richard Buchanan. Herb was a charter member of the Miami Training Group. While working as a Professor, Herb saw clients privately and conducted workshops on Group Therapy and Psychodrama. Herb was awarded a Fellow of ASGPP.

Herb is survived by his wife Lee Adams Dandes; son Steven (Susan) Dandes; daughter Susan (Hector) Estevez; son Michael (Judith) Dandes; Stepson Robert Seitz; seven grandchildren and his beloved companion, Chihuahua Marlii. A graveside service was held at Miami Memorial Cemetery.

Herb was an exceptional soul and he will be missed by all who knew him. He had a photographic memory and a gentle warm compassionate manner. He valued people and their life journeys. I had the opportunity to co-lead Psychodrama Workshops with Herb. He was a joy to work with and always saw the Best in people. Herb loved Psychodrama and had a deep grasp of the teachings of J. L. Moreno. He touched many lives and will be lovingly remembered.

Reprinted with permission from the Winter 2018 issue of the ASGPP Psychodrama Network News.

IN MEMORIAM

Anne Ancilin Schützenberger 1919-1918

Dale Richard Buchanan, PhD, LICSW, CGP, TEP



Anne was the last of the generation trained in the 1950's by J.L. & Zerka T. Moreno. She was an intentionally renowned psychodramatist and psychologist. She was an extraordinary psychodramatist whose legacy consists of her professional presentations and publications and her personal qualities of wisdom, humor and compassion.

She was born in 1919 in Moscow and was raised in Paris where she obtained both a law degree and two doctorates – one in psychology and one in the arts. During World War II she was a resistance fighter in France. For twenty years she was the Director for the Laboratory of Social and Clinical Psychology for the University of Nice-Sophia-Antipolis and later as Professor Emeritus.

She came to the United States in 1950 as a Fulbright Scholar where she studied with the Moreno's at Beacon and Jim Enneis at Saint Elizabeths Hospital. Several years later Jim Enneis received a Fulbright Scholarship to teach psychodrama in France and they collaborated on many European events and trainings.

She was a co-founder of the International Association for Group Psychotherapy and Group Processes and served as its first Secretary General and later as Vice-President. She was the founder of the first Psychodrama Institute in French. In 1972 she published the first book on psychodrama in France. This seminal book was reprinted and republished several times.

Aside from her pioneering work in psychodrama, sociometry and group psychotherapy she was also a pioneer in transgenerational psychotherapy. Her book "The ancestor syndrome: Transgenerational psychotherapy and the hidden links in the family tree" was first written in 1993 and was reprinted four times.

From the 1950's to the early 1980's she regularly attended and presented at the annual meeting of the American Society of Group Psychotherapy and Psychodrama. While in the states she always made pilgrimages to both Beacon and St. Elizabeths.

She was a brilliant star at each annual meeting and her sessions were standing room only. Her training and clinical brilliance was quite extraordinary. Those who experienced her will never forget her, as her like may not be seen again.

Submissions Policy

The ABE has limited financial, and administrative resources. The Board News does not have paid reporters or photographers. If you have a story or feature that you would like to see published in the May issue of Board News please submit it to us.

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

The Board News would be delighted to highlight any certified psychodramatist who has received an award from any college, university, not for profit or professional association other than the American Society of Group Psychotherapy and Psychodrama (Most community members are already aware of awards given by the ASGPP).

The Board News would be pleased to highlight any certified psychodramatist who has published an article in any newsletter or journal other than the American Society of Group Psychotherapy and Psychodrama (Most community members are already aware of publications in ASGPP sponsored newsletters and journals).

The Board News would be happy to highlight any certified psychodramatist who has presented on the topic of psychodrama, sociometry and group psychotherapy at any local, regional or national professional conference other than the American Society of Group Psychotherapy and Psychodrama (Most community members are already aware of presentations at ASGPP annual conferences).

*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.

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 untoward 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.

2018 ELECTION RESULTS

Barbara Guest, B.Ed., M.S.W., T.E.P. and Sylvia Israel, M.F.T., R.D.T./B.C.T., T.E.P. were elected as TEP Directors to a three year term of office. Melinda J. Cornish, MSW, LCSW, C.P., P.A.T. was elected as a CP Director to a three year term of office.

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.