



BOARD NEWS

Volume 46

June 2022

Number 1

MESSAGE FROM THE PRESIDENT

Catherine D. Nugent, LCPC, TEP



Dear Certified Psychodramatists:

Welcome to the season of rebirth and renewal! As we continue to endure the hardships of the COVID-19 pandemic, the realities of war, and other horrors and fears, Spring reminds us to recognize and cultivate the seeds of goodness that spring from the darkness. Moreno's philosophy and theology exhort us to stay open to the transformative

power of spontaneity and creativity--to benefit ourselves, those in our social networks, and all of humanity. Remaining resilient in the face of adversity of the magnitude on our current World stage can seem daunting!

On a smaller scale, the Board Officers and Directors remain resilient in the face of a major sociometric shift. We are nearing the end of the transition year for new Provisional Executive Director Nick Senzee to take over the role being vacated by Dale Richard Buchanan. Dale has over accumulated over 35 years of institutional memory and created numerous helpful cultural conserves during his tenure in the role of ABE Executive Director. Nick has been learning the role through a thoughtful role-training approach, with Nick focusing especially on translating the current administrative and other organizational processes into digital ones. Building the Board's capacity with use of technology is a key function Nick is bringing to the Executive Director role.

At our past two Board Meeting (September 2020 and January 2021), we onboarded two new Board Directors, Letitia Coburn and Scottie Urme. Quickly orienting themselves to our mission and cultural conserves, both Letitia and Scottie have proven to be hard working and helpful contributors to the Board's efforts. To help all of us navigate the many changes and challenges we face, I

Continue page 23

The New Age of Therapy: Post Lock-Down

Anne Taylor Kitts, LCSW, NCACII, CSAC, CP, PAT
Acceptance and Recovery, LLC



Since the pandemic, the way therapy is provided and accessed has changed. Therapists make their own choices re: how they want to offer their services. As things open once again, some practices may continue to be only virtual, some therapists may choose to return to in-person sessions, and others may choose to do a hybrid practice to meet their clients' needs. One thing is for sure, therapy as we know it will never be the same. So

whatever way you do your practice, it is important to make sure that it is done ethically and is compliant with the standards of your license. Become certified in telehealth, in addition to all the other certifications available to you in your profession.

It's not just about being certified, however, consider what protocols are in place for suicidal clients. Whether it's face-to-face or on-line, you'll need to have a protocol in place to ensure the safety of a suicidal client until help arrives. It is also important to have protocols in place to handle an individual who is angry or someone who is depressed, anxious, stressed, or suffering from PTSD. The protocols will vary, depending on whether your client meets with you virtually or face-to-face. Know your area's health line contact numbers or have them readily available. I also recommend that you know the national suicide hotline number (1-800-273-8255). It is also important to know in which county your client lives and what the mental health protocols are for that area. Sometimes you will need to confirm your client is taken to the psychiatric ward, not the police station.

Ensure that your Web page is HIPAA compliant, and that your clinical documents are encrypted so that client information cannot be accessed from outside entities. It's also important to remember to fully exit virtual sessions when moving from a virtual session to an in-person session. Whichever way one chooses to facilitate client sessions, psychodrama is still viable. Virtual therapy is not limited to using spectrograms, role reversal, doubling, and empty chair techniques. All aspects of psychodrama can be utilized in virtual sessions. It just takes a little creativity and patience. Spontaneity is not just for the client but is also important for the therapist. When both are open to the creative process and allow the body to complement talk therapy, the client can concretize the experience and move beyond what is done in a standard therapy session. The client will deepen their work, and when the next session is facilitated, the client can bring what has rippled and bubbled to the surface and then work from there.

annetaylorremley@gmail.com

WHAT'S INSIDE:

From the Editor.....	2	2021 Written Exam Questions.....	10
Changes to the ABE Website.....	3	ABE Reviews Proposal.....	13
Screen as Portal	4	Reflections from Sylvia Israel.....	15
Tribute to Dale.....	5	ABE Conversation Time at ASGPP.....	18
Psychodrama in Taiwan.....	6	Using Remote Technology.....	19
Psychodrama in China.....	7	Written Examination Evaluation	20
Malaysian Psychodrama in 2022.....	8	Psychodrama in Korea.....	22
In Memoriam.....	2, 9, 12, 14, 17	2021 ABE Budget	23
		Honors and Awards.....	24

FROM THE EDITOR:

Letitia Coburn, LCSW, CP



As the Newsletter's new editor, I will take this opportunity to introduce myself. I fell in love with Psychodrama 30 years ago. Psychodrama dovetailed with much of my earlier training and work in Dance Movement Therapy. In DMT groups, peers or clients and I experienced how a full movement warm-up spilled

into sharing of common movements and experiences. Later, a Master's in Social Group Work heightened my passion further. Psychodrama created the crescendo!

Currently, we share this momentous time of welcoming in a new century of psychodrama. Like a good psychodrama group's development, this year has brought many new firsts (warm-ups); deepening middles (action); and integrating endings (sharing).

In this newsletter, you will find the warm-up of our new Board Member, Scottie Urney, in her Reflections of a New Board Member. Other "Firsts" are also chronicled in our listing of the ASGPP 2022 Awards Ceremony and Fellows!

Action stages or "middles" are represented by several contributions. These include the Announcement of Changes to the ABE Website, the ABE's Review of the Proposal for New Certification in Virtual Psychodrama and Cathy Nugent's Report from the ABE's Conversation Hour at the ASGPP Conference.

Now that the pandemic has unfortunately become a constant, other authors have shared their spontaneity and tools of adaptation. Leticia Nieto and Candance Tkachuck share their stories of deepening connections in their screen-based training groups. Our Asian colleagues capture their remarkable findings in reports from China, Malaysia, South Korea and Taiwan. Uneeda O. Brewer shares multiple tools for keeping us calm and effective while directing or training online. Finally, we have several contributions that are closures: Sylvia Israel and Liwen Molly Mo reflect on their roles as departing ABE board members. We also extend good-byes to the heroes and heroines in our psychodrama world. Tragically, we have lost so many founders and innovators from Psychodrama's history this past year. We have trustworthy colleagues who have shared their knowledge and thoughts about our leaders in obituaries. Finally, our long-term Executive Director and leader, Dale Richard Buchanan, is retiring this year. Elaine Camerota captures his essence and legacy through the eyes and thoughts of his comrades.

In closing, I extend my gratitude to the entire ABE for their superlative guidance and support for the last year. Many thanks to Julie Wells, as the former Newsletter Editor, who shepherded me with a calming blend of clear direction and encouragement.

In Memoriam

Ann E. Hale, MA, TEP



September 24, 1942-December 9, 2021

"I believe in the story approach to healing and the grounding in the creative arts."

By Catherine D. Nugent

Ann Elizabeth Hale, MA, TEP, was a psychodramatist, sociometrist, trainer, Playback Theater artist, musician, painter and author. Before finding psychodrama, Ann received a BA in Music, an MSLIS in Library Science; and a second Master of Arts degree in Communication.

Ann was trained in psychodrama by Jacob and Zerka Moreno at the Moreno Institute in Beacon, NY. She received her director's certificate and was appointed by Zerka Moreno as the Director-in-Residence from 1973 until early 1975. An innovator, creator and implementer, Ann helped establish the Toronto Centre for Psychodrama and Sociometry in Toronto, Canada; The Blue Ridge Human Relations Training Institute in Roanoke, VA; and Playback Theater Northwest in Seattle, WA.

As a trainer, Ann specialized in the sociometric approach to healing relationships, guiding leaders in group work, and building safe connections. Her self-professed aim was to create learning environments where "the best psychodramatists and sociometrists [could] flourish." Her training style involved rigor and scholarship in a "mistakes-allowed atmosphere." Ann said she especially loved the moments of laughter, deep sharing, and the personal enrichment she gained from her trainer role.

Ann was President of the ASGPP from 1992-1995, and a regular presenter at the ASGPP conferences. Over the years, Ann

Continue page 14

June 2022

Reflections of a New Board Member

Scottie Urmev, LCSW, TEP



As I write this article, it is mid-April, exactly 1-year since I learned the happy news that I was elected to the ABE. I recall feeling excited, honored, and a bit nervous about what was to come. Now, ten months into the first year of my term, I remain excited and honored, and have replaced nervousness with enthusiasm.

At the start of my term in July, the board officers and directors quickly quelled my nerves with a warm, welcoming, online orientation to the functions and responsibilities of the ABE. The orientation was very helpful! It provided an excellent foundation of knowledge and started the sociometric journey of knowing and working with other board members.

The pandemic continuing, the ABE creatively adapted and safely met in a hybrid format in September. Cathy Nugent, ABE president, hosted our hybrid meeting from her home. Although some of us were in-person and others virtual, Cathy continued the warm welcome with several sociometric exercises to help us all feel connected to one another, whether in the same room or across oceans. These efforts made by Cathy helped us to feel grounded and ready as we began the work of the meeting.

The September meeting felt especially significant given that this was the first meeting with any board members meeting in person since the start

of the pandemic. Also significant was that this would be one of the last board meetings for Dale Buchanan, the 37-year Executive Director, who has planned to retire. Dale's strong encouragement of new board directors to ask questions and be involved was an enormous relief for me. I felt the privilege of working with Dale and having the benefit of his extensive wisdom and experience.

With the ABE going through many transitions (Dale leaving and onboarding new Executive Director Nick Senzee, launching a new website, and the pandemic continuing to impact the certification process), it was not just the regular "business as usual" of creating the CP and TEP written examinations. Spontaneity tests being plentiful, the ABE balanced stressful situations and the considerable work load with generous spirit, gentle walks, shared meals filled with camaraderie and connection, and the intention to know and work with one another well.

Starting my own psychodrama journey 29 years ago, traveling my own certification process, and in more recent years preparing trainees to become certified themselves, I feel I have arrived in the right place at the right moment. As I come to the conclusion of my first year on the board, I am feeling very grateful. I am grateful to serve the psychodrama community in this important way, at this important moment in time, with people who, like me, have a similar passion, dedication and caring for psychodrama.

www.psychodramanaj.com

Announcement about Changes to the ABE Website and Member Profile Options

As many members know, we have been transitioning to a new website that offers a member directory feature. This feature has several benefits, including the ability for colleagues and clients to find you online, website link options to help with Search Engine Optimization (SEO) for your practice website, and enabling you to keep your own information up to date. You can also include a photo to help our community warm up to you and your business with a visual.

On the administrative side, we are using this to drive an improvement in our data so that our communications with members of the ABE can be better.

In order for us to get the best result, we need your help! If you have not done so already, go to the website, psychodramacertification.org, set up an account, and check to see if your information is updated. If it isn't, please take a few moments and do that. The website launch has been a rolling process, so if you encounter bugs or glitches, or if something doesn't make sense, please let us know at abepsychodrama@yahoo.com.

Thank you!

2022 ELECTION RESULTS

Amy Clarkson, MMT, LCAT, MT-BC, TEP and Julie Wells, LCSW, TEP were elected to a three-year TEP Board Director position; Lynne Jaben Bratcher, JD, CP was elected to a three-year CP Board Director position.

ELECTED BOARD DIRECTORS

July 1, 2021 to June 30, 2022

President: Catherine D. Nugent, LCPC, TEP
Vice-President: Julie Wells, LCSW, TEP
Secretary: Fredilyn Sison, JD, CP
Treasurer: Vacant
Directors: Letitia Coburn, LCSW, CP
Liwen Molly Mo, MEd, RCC, LCP, TEP
Siyat Ulon, MD, TEP
Scottie Urmev, LCSW, TEP

ELECTED BOARD DIRECTORS

July 1, 2022 to June 30, 2023

President: Scottie Urmev, LCSW, TEP
Vice President: Julie Wells, LCSW, TEP
Secretary: Fredilyn Sison, JD, CP
Treasurer: Lynne Jaben Bratcher, JD, CP
Directors: Amy Clarkson, MMT, LCAT, MT-BC, TEP
Letitia Coburn, LCSW, CP
Barbara Guest Hargin, MSW, TEP
Catherine D. Nugent, LCPC, TEP
Siyat Ulon, MD, TEP

Screen as Portal

Leticia Nieto, PsyD, LMFT, TEP and Candace Tkachuck, MA, MS

Online training can be as immersive as it is educational. Leticia Nieto, who has trained people internationally online since 2007, has seen how the virtual environment works well for teaching psychodrama and other action methods. Her observations below are interspersed with italicized reflections



from a collaborator of hers, Candace Tkachuck, a community engagement facilitator who is pursuing psychodrama training.

How we approach an online space can make the difference between experiencing it as a barrier or as a portal. A warm-up element we often include in online training is an access check-in that takes place in the large group or in small breakout rooms. The access check-in is based on the fundamental idea that everyone has access needs: physical, environmental, emotional, etc. What ableism* does is to make the needs of some be normatively met while the needs of those who are marginalized go unmet. Our invitation is for all participants to indicate what they need to participate fully and to state whether those needs are met or not.

In one access check-in, a participant talked about how they were only able to attend the training because someone else had covered their shift at work. A palpable recognition of interdependence stayed with me due to the share I witnessed.

Access checks reliably warm participants up to the Morenian view that describes vitality and spontaneity sourcing from the margins. We raise awareness of the elements of supremacy and marginalization that operate in the group—and work to counter them. We have found online work useful in addressing many areas of oppression, and in this piece, we offer a focus on countering ableism.

Because access relates so strongly to spontaneity, we want to highlight that online environments can offer accessibility options that are less available in in-person settings. For example, participants can make audio volume adjustments, access transcripts, enable closed captioning, and use the chat feature to build collective notes and to document sharing with protagonists after work has taken place. From a facilitator perspective, it can be easier to observe the facial expressions of participants, including micro-expressions.

It may be easier for people to disengage while participating online rather than in-person, primarily by turning off their cameras. To help with this, we build in intentional times where cameras are off and then on again. Related to this, during action work, it is useful to make liberal use of the spotlighting feature to create a “stage.” Online platforms offer reaction buttons that support sociometric noticing through expression of resonance in real time through selection of a heart, face emoji, or clapping hands. Standard sociometry tools such



as locograms, spectrograms, and step in/step out are translatable online and enhance group experience.

Using a short countdown timer (30 seconds) to announce that breakout rooms are ending can help maintain engagement. We

encourage participants to stay in the breakout rooms until they close, so that everyone arrives back in the main room at the same time. This containment strategy might seem like small detail, but it has a positive effect on maintaining connection and involvement.

When everyone comes back after a breakout, the feeling of arriving together has a velocity to it that makes me curious and excited about what will happen next.

We carry the voices of our teachers within us. They speak, doubling for us with guidance. Honoring this resonance, Leticia created a form of director instruction she calls Supported Directing. Student directors have a range of options as they take the director role. The trainer could provide support only when asked for it, or the student director could be offered all the lines they might need to use. As with all doubling, the student director owns and changes the offers made by the trainer. When Supported Directing takes place in person, everyone in the room can hear what the trainer offers to the director in training. Online, it's another story. Using a telephone connection with an earbud, the trainer can be entirely behind the scenes, even if the student director requests frequent doubling.

Witnessing a recent online supported directing session, I could not tell which directions for the protagonist and auxiliaries were from the trainee and which ones were from Leticia. The student director appeared to be holding all of what happened, from my point of view.

Online options have allowed training to continue through the pandemic, and as such have been invaluable. Even as we have socially distanced, we have come to recognize that we are woven together. We have entered each other's spaces, met our house-pet auxiliaries, changed our means of scene setting. We have dared into rare spontaneity and deep authenticity. We have built links to people we have not met in person. These relationships, and the virtual medium in which they formed, are no less valid and may well be a key to what comes next.

Continue page 12

Tribute to Dale Richard Buchanan

As compiled by Elaine Camerota, MA, Ed D, TEP

In the beginning, there was Dale. Since the inception of the American Board of Examiners, in the mid-70's, he has had an essential role in its direction, development and evolution. You can read the history on the ABE website. Several Board Directors from the 1990's forwards reflect on the personal qualities that have made Dale an effective and beloved Executive Director, a position he has held since 1984.



Dena Baumgartner:

I first met Dale in 1983, when I was an intern at St. Elizabeth's, and then worked with him for nine years on the ABE. I have seen Dale in numerous roles, but some things stand out: his love and care about psychodrama's direction, his loyalty as a friend, and his ability to argue and then to accept another's differences with humor. There is so much our community owes Dale for steering the ABE ship all these years. He has shaped where our society is today with his knowledge of its history, his wisdom, and sometimes his stubbornness about what he believes is fair and right. And, it has been fun to argue with him. He can make you laugh at yourself. I am grateful to have been part of some of his roles in psychodrama.

Paula Catalan:

Dale's presence at meetings transcended time. He brought past, present, and future into the here and now. He explained issues from previous meetings. He held the vision of the Board, its priorities and the importance of the role of the Board in our community. He was present with each Board Director and provided insight into the issues and tasks at each meeting. Dale's position as Executive Director brought him in contact with each person applying to become a CP, PAT, or TEP. This entailed considerable work, but provided a privileged position of connection within our community. Dale's roles on the Board: Heart connector, Time machine, Compassionate and committed Executive Director, Lover of our community, Papa Bear.

Michael Gross:

During my time on the Board, one of the main projects I worked on was an overhaul of the ABE website. More than once, Dale described himself as a "big picture" person rather than a person who focused on details. But what struck me again and again was that he was both people, equipped with a remarkably nimble mental zoom lens. He noticed specific issues that had eluded me, and at the same time, he maintained an encompassing concept of what the website needed to be in order to serve certified psychodramatists, the public, and the administrative needs of the ABE.

Mario Cossa:

A vital contribution Dale made to the ABE was his mentoring of so many of our members through issues large and small. I am ever grateful for his guidance during my first-time evaluating exams when I didn't really understand the term "adequate response." Not only did it guide me in my assessment of the exams, it also was an important step in my process of releasing the internal message, "If it is not perfect, it is of no value." Thank you, Dale.

Ning-Shing Kung:

Since the time I applied to take the CP examination 20 years ago, Dale was the only one I looked to for help. Later, many students from Taiwan who took the CP or TEP exam in the States, also sought Dale's help. He always responded immediately and in detail with much patience. There were many troublesome issues like missing payments and incomplete applications. But, as long as we reached Dale, the issues would be resolved. His words always calmed our anxiety. Sometimes Dale showed his cool humor. Even after problems regarding check payments for psychodrama students from Taiwan, Dale usually added a funny line and encouragement. It always made me smile. Without Dale's help, the psychodrama community couldn't have developed in Taiwan so quickly and so strongly. I wish you the best retirement. Thank you again for all your help.

Mari Pat McGuire:

When I served on the Board, I learned from Dale's wisdom and experience and his willingness to be open to new ideas and suggestions from Board Directors and the psychodrama community at large. His contribution to the ABE is immeasurable. He gave his heart and soul in both good times and challenging times. I was inspired by his brilliance and kept hoping some of it would rub off on me! Dale, you deserve a wonderful retirement. Peace, much love, and always ice cream.

Rory Remer:

When I was a Board Director, Dale and I had discussions about moving the business/process of the ABE into the electronic realm. Dale started off adamantly against the idea. However, he opened up to exploring the change. Once he was sold, he did everything he could - even retraining himself - to facilitate the transition. I owe him - we all owe him - a great deal. His influence will be strong as long as we continue to produce psychodramatists.

Judy Swallow:

During my two 6-year stints as an ABE Director I was lucky to observe considerable change in Dale between the first and second times around. In the early 90's Dale was loathe to use the Internet. He also resisted the entreaties of Board Directors to itemize his many duties. He was a repository of the form and functions of the ABE. By 2015, Dale had described and organized his myriad of duties. He patiently juggled time zones for world-wide exams that kept him up all night, yet still had time to calm panicky test-takers who lost the Internet at critical moments. Dale was always professional in his role as Executive Director, sitting quietly during Board meetings. Sometimes he left the room during discussions. On returning, he would share his perspective and its historical context. Often, we changed our decisions: Learning in Action. Dale was kind. Once during an exhausting late-night meeting, he arrived and quietly dumped a pile of snacks on the table to help us get through. His legacy is golden.

Dale's stamp on the ABE is indelible.

Dale Richard Buchanan: truly a Psychodramatic Man for All Seasons.

Creativity in a Changing World: Psychodrama in Taiwan

Kuo Hsiang Huang
Credentialed School Counselor and Educator,
Director of Taiwan Association of Psychodrama

Psychodrama has been developing in Taiwan for 50 years. It started in the medical system in 1974. Psychodrama is now widely used in medical care, schools, enterprises, communities, prisons, and other diverse settings. Taiwan Association of Psychodrama (TAP) was formally founded on March 27, 2010 with the collective efforts and contributions of all in our psychodrama community. Nowadays, many people are healed by this action method, and psychodramatists devote their professional practices to their love of psychodrama.

The COVID-19 outbreak has greatly affected our life since 2020. Compared to other countries, this epidemic in Taiwan was once under control and people were able to live their lives as usual. However, in the face of the increasingly serious situation, many physical activities were inevitably changed to online in Taiwan.

In 2021, due to the impact of COVID-19 in Taiwan, face-to-face psychodrama activities were restricted. Taiwan Association of Psychodrama (TAP) changed to online workshops and activities. With creativity and flexibility, TAP organized many online activities and events in 2021. A brief introduction follows:

2021 Annual Conference and Online Forum

The Annual Conference by TAP, Grounded in Diversity: Psychodrama Walks in Taiwan, was held in the beginning of 2021. TAP organized psychodramatists from six regional outreach programs (subdivisions of TAP) and designed six workshops that presented the characteristics of each regional subdivision. There were 29 workshops held by TEPs, PATs, CPs, and trainees, and one forum about psychodramatists' (of all generations) experiences in psychodrama. This conference was delayed three days due to eight confirmed local cases of COVID-19. Nevertheless, psychodramatists of all generations were invited to meet online by TAP, and 283 participants attended this online forum. All attendees shared the experiences and stories of different psychodramatists' generations by learning and using psychodrama.

Even at such a time, our psychodrama community still tries to look back and see how psychodrama has been "Sowing the Seeds, Budding, Blossoming, and Branching" (Lai, 2013) in Taiwan. The online connection may not be as profound as the physical one, but it still brings a lot of laughter, connections, and supports. A psychodramatist tells a forum speaker, who can be identified as a veteran psychodramatist in Taiwan, how she was led into the world of psychodrama by the speaker. It was truly a moving

encounter experience for Taiwan.

Two online conferences were held in 2021, where the themes of conference papers focused on the developmental history of psychodrama in Taiwan and empirical research in psychodrama. Two online forums shared the diverse applications of psychodrama in educational and community fields by psychodramatists of TAP. Students and professors had the opportunity to present, and we learned about the different academic possibilities of psychodrama in the process.

Popularizing Psychodrama in Taiwan

Although physical activities have been affected by the epidemic, TAP still arranged outreach programs via six regional subdivisions in 2021. To sum up, a total of 62 events were held in community settings, including colleges, high schools, elementary schools, and community centers. These programs serviced 2,565 people.

Online Event

TAP invited Taiwanese TEPs to offer eight Psychodrama Meets You online courses. The topics included Moreno's life, the applications of psychodrama in enterprises and prisons, sociometry, family therapy, personal development of TEP, and current developments of psychodrama in Taiwan and China: 118 people enrolled in this event.

Publication

TAP publishes newsletters every six months to report TAP's activities and its newest information. The academic periodical, Taiwan Journal of Psychodrama, is a peer-reviewed journal that showcases recent research and findings on psychodrama.

Internet Promotion

TAP's website and social media, such as Facebook clubs and online groups, post TAP events and news. These media also post articles about psychodrama and promotional activities. TAP therefore enables more and more people to access psychodrama.

Face-to-Face Workshops

In 2021, TAP still held two in-person workshops. These included a growth workshop and an action supervision workshop: a total of 63 participants joined.

Continue page 7

Psychodrama in Taiwan

Continued from page 6

Election of TAP 6th Board of Directors

At the end of 2021, 9 directors and 3 supervisors were successfully elected by TAP members through election mail, and a new president, Dr. Yu Cheng, Chang, TEP, was successfully elected by TAP board members.

2022 Annual Online Psychodrama Carnival

The Annual Conference by TAP was held in the beginning of 2022. Entitled Psychodrama Carnival, the conference was honored with the presence of Tian Dayton and Marcia Karp, as our three online workshops leaders. During this one-month long event, a total of 24 online workshops were presented and collectively served 810 people. Participants were from Taiwan, China, Hong Kong, Malaysia, and India.

Looking back on 2021 and 2022, the COVID-19 epidemic has changed the practical way of accessing psychodrama in Taiwan. Various online psychodrama activities and courses have been well received. The epidemic has brought restrictions, but it has also allowed Taiwanese psychodrama to open a new chapter of diversity and richness.



Photo of "Psychodramatists of All Generations Forum". Author, Kuo Hsiang Huang is on top row on the right in yellow shirt. Board Member Siyat Ulon is in the second row on the right.

Psychodrama in China

Erdong Wang, CP, TEP
School of Art, Soochow University, China



It is my great honor to be invited to introduce the development of Psychodrama in China in the past year. I will discuss the following four aspects:

1. Academic activities:

(1) The fifth China Psychodrama Conference was held in July 2021. The conference hosted 40 workshops, eight

thesis presentations, and three case studies. The sixth China Psychodrama Conference is under organization.

(2) During the fifth China Group Counselling and Group Therapy Conference in October 2021, six members led five workshops and presented four reports on psychodrama, including the "Exploration and Research on Professional Identity of 4+2 Students in Nursing Vocational Colleges" by Yi Shu Psychodrama Group Counseling'.

(3) In October 2021, International Zerk Moreno Institute was founded in the School of Art, Soochow University. Dr Gongshu completed the studies of Zerk Moreno and the International Zerk Moreno Institute. The International Zerk Moreno Institute was founded in Taiwan in 1996. It will be set up in Mainland China as well. Its purpose is to promote psychological drama rooted in Chinese culture, to further research and development, and to serve the Chinese people well.

(4) In November 2021, the "Yi Shu Psychodrama and Social Psychological Service Summit Forum" was held during the first National Social Psychological Service Week and Application Exchange Meeting. During this week, 22 lectures were given covering five categories: judicial system, education system, therapeutic intervention and correction work, family education, and community.

2. Talent Training

In the past year in China, psychodrama professionals organized and presented more than 3,000 hours of personal growth and training/supervision during which, more than 3,000 people were served. These activities promoted the growth of psychodrama and its professionals. Up to now, 34 professionals have obtained their CP licenses and nine professionals have obtained their TEP licenses.

3. Social and psychological services

A total of 540 workshops have been held, serving more than 7,000 people (offline) and 30,000 people (online). In addition to contributing to the construction of the national social psychological service system, we have also followed and fulfilled the original aspiration of Jacob L. Moreno, the founder of psychodrama. He hoped that psychodrama could get out of the treatment room and serve the public. He also gave the public an opportunity to approach psychodrama.

4. Research work

In the past year, two masters' theses were published, as well as 12 other professional papers like "Easy Operation Psychodrama Application in Case and Family Therapy," "Easy Operation Psychodrama Group Therapy (Consulting) Process and Play Effect Evaluation Method to Explore," and "Yi Art Psychodrama Application in Grief Counseling." We have also conducted a psychological drama, where the combination of artificial intelligence research and two invention patents entered the substantive examination stage.

Finally, I would like to thank ABE for its continuous support and help in the development of Psychodrama in China.

Malaysian Psychodrama in 2022: Many Challenges, Many Resilient Responses

Swek Huey, MA, CP

Malaysia has undergone tremendous changes in the past year during the pandemic. Online courses have sprung up during the difficult period of COVID-19. Both paid courses and free courses are available, anywhere, and everywhere.

Hence, our admissions are facing severe challenges under the pandemic.

Virtual classrooms break through the limitation of space and allow us to take classes with foreign friends without taking a plane to go abroad. However, virtual trainings leave us without hugs and contact with each other! The warm feelings and moving atmosphere are not as intense as they used to be in face-to-face trainings.

I held both online psychodrama and supervision courses. However, the number of participants were fewer, even though participants came from different countries, including Singapore, Taiwan and China. Now that students have so many choices in this age of information explosion, they justifiably choose the course that they think will benefit them the most. Many students face financial hardships during the pandemic: they may prefer free courses rather than paid courses. Many Malaysian trainers, however, are also under enormous financial pressure, even as many of us offer pro bono services.

Many trainees told me that they still prefer face-to-face workshops. They would rather wait for the pandemic to be over before returning to face-to-face workshops in my studio.

Due to the COVID-19 pandemic, trainer Erdong Wang, TEP, has not provided face-to-face training courses in Malaysia since 2020. Currently, we can only attend his class through online sessions.

The American Board of Examiners provides opportunities for all eligible candidates to take the exam in advance this year. Unfortunately, however, many of our psychodrama group members are unable to sit for the exam in 2022 because they have not accumulated enough hours to be qualified to take the exam. I hope our psychodrama group members will make persistent efforts and strive for the exam next year.

I personally think that psychodrama learning in Malaysia has been forced to go into hibernation yet again due to the pandemic. So disappointing...

Nevertheless, when facing life's such predicaments, I often think of the words of great writers. Charles Dickens is one of them. His famous quote perfectly explains the plight of our time in this pandemic:

"It was the best of times, it was the worst of times;
It was the age of wisdom, it was the age of foolishness; It was the epoch of belief, it was the epoch of incredulity; It was the season of light, it was the season of darkness; It was the spring of hope, it was the winter of despair; we had everything before us, we had nothing before us; we were all going direct to heaven, we were all going direct the other way."



Two Eternal Memories: We Once Met (Students and author)

Sometimes, I wonder what Moreno would have said if he were still alive. On the surplus reality stage, I role-reversed with Moreno. Here's what he shared: I believe that the spring will come after winter. Now, let's imagine what will happen when spring comes. Can you imagine how beautiful spring is? Tell me what you will do to protect yourself and your group when you start a new group? What does your new life look like? How are you going to start your new life?

I would like to use a line from my favorite poet Shelley in summary. In his poem "Ode to the West Wind," he asks:

"If winter comes, can spring be far behind?"

I believe too, that with hope, inner wisdom, creativity and spontaneity, spring is on its way!



Tan Swek Huey at Fort St. John, Malacca, Malaysia



Sculpting -- My Dream (Trainees)

In Memoriam

Patricia "Patty" Phelps

From her Loving Friends and Colleagues



In the wake of Patty's death, several of her peers gathered their thoughts together to honor this amazing woman, psychodramatist and spirit:

Patty always made me feel comfortable and was a calm, quiet, steadfast warrior behind the scenes for those without a voice. From the background she shaped our community with kindness, patience, and creativity. Her mark is on every newsletter, website and form. Patty will be missed.

Julie Wells

Patty was a gentle soul and a committed hard worker. She was always supportive, patient and encouraging.

Sylvia Israel

Patty Phelps provided consistency and a sense of continuity in our organization. Executive Directors and Presidents have come and gone over the years. Patty was always there. She held the history of our organization going back decades. She was the heart of the ASGPP, integrating her love of psychodrama with her expertise as a designer.

Rebecca Walters

Patty was one of those rare individuals who possess both talent and humility in large and equal measure. As ABE's graphic designer, Patty contributed practical support and bounteous creativity to our print and online products. I will especially miss our email exchanges: No matter how pressed for time or how trivial the communication, Patty never missed an opportunity to send a kind word of encouragement or gratitude. May her memory inspire us all to new levels of service, generosity and humility.

Cathy Nugent

Patty was kind, generous, responsive, seemingly unflappable, thorough, warm.

Michael Gross

Patty Phelps was that rare treasure in our psychodrama community - she quietly and diligently worked on our behalf without tooting her horn or seeking the spotlight. She was kind, generous, hard-working, and dependable. She was also amazingly flexible and remarkably centered. Her kind will not come again.

Dale Richard Buchanan

2021 Certification Written Examination Questions

CERTIFIED PRACTITIONER

HISTORY

Name three (03) major events in the history of psychodrama. Discuss the significance of one (01) of those events in the development of psychodrama.

PHILOSOPHY

Describe one (01) philosophical concept of psychodrama, (e.g. The Godhead, Role Theory, Canon of Creativity, etc.), and explain how it has influenced your work as a psychodramatist.

METHODOLOGY 1

Explain Moreno's concept of Act Hunger. Give an example of how you applied this concept when directing a psychodrama.

METHODOLOGY 2 (Choice of A or B)

2A. Describe two (02) methods of de-roling in a psychodrama session. Under what circumstances would you use each method?

OR

2B. Explain how to direct a sociodrama. List two (02) similarities and two (02) differences between psychodrama and sociodrama.

SOCIOMETRY 1

Describe how you have used the social atom to help change a client's sociometry.

SOCIOMETRY 2 (Choice of A or B)

2A. Name and describe two (02) sociometric interventions that you would use in a group working towards termination.

OR

2B. The three phases of a psychodrama session are warm up, action and sharing. Describe a different sociometric intervention you would use in each of the three (03) phases.

ETHICS

What is one (01) ethical issue you need to be aware of in leading a psychodrama group? Describe this issue and how you would deal with it in the group.

RESEARCH

Someone tells you there is no evidence to support the effectiveness of psychodrama. How do you respond? Refer to at least two (02) specific books, peer-reviewed articles or other professional resources to support the effectiveness of psychodrama.

RELATED FIELDS

Describe a psychodrama session that demonstrates how you integrated your knowledge of a related field to direct a protagonist.

TRAINER, EDUCATOR AND PRACTITIONER

HISTORY

Name three (03) major events in the history of psychodrama you would present to your trainees. Design an action training session for one (01) of those events.

PHILOSOPHY

Design an action training session to teach one (01) philosophical concept of psychodrama, (e.g. The Godhead, Role Theory, Canon of Creativity, etc.), to your trainees.

METHODOLOGY 1

Design an action training session to teach the concept of Act Hunger and its importance when directing a psychodrama.

METHODOLOGY 2 (Choice of A or B)

2A. Design an action training session to teach at least two (02) methods of de-roling. Explain under what circumstances the trainees would use each method.

OR

2B. Design an action training session on how to direct a sociodrama. Explain the differences between psychodrama and sociodrama.

SOCIOMETRY 1

Design an action training session to teach your trainees how to use the social atom to help change a client's sociometry.

SOCIOMETRY 2 (Choice of A or B)

2A. Design an action training session to teach your trainees how to use at least two (02) sociometric interventions for a group working towards termination.

OR

2B. The three phases of a psychodrama session are warm up, action and sharing. Describe how you would teach a sociometric intervention for each of the three (03) phases.

ETHICS

What is one (01) ethical issue that trainees need to be aware of in leading a psychodrama group? Design an action training session to teach your trainees about this ethical issue and how to deal with it.

RESEARCH

Design an action training session to teach your trainees how to respond to someone saying there is no evidence to support the effectiveness of psychodrama. Refer to at least two (02) specific books, peer-reviewed articles or other professional resources to support a response, and explain how you incorporate them into the training session.

RELATED FIELDS

Design an action training session to teach trainees how to apply their knowledge of a related field to direct a protagonist.



American Board of Examiners in Psychodrama, Sociometry and Group Psychotherapy

1629 K Street NW, Suite 300 - Washington, DC 20006 - abe@psychodramacertification.org - www.psychodramacertification.org

ABE 2022 COVID 19 Pandemic Certification Accommodations

In the spirit of spontaneity and creativity, the Board of Directors created accommodations to the certification standards and policies to help trainees in their journey toward certification while navigating the unexpected challenges brought on by the pandemic. These accommodations are only valid for CP & TEP applicants for the time frames listed below.

Certified Practitioner Applicant

	ABE Certification Standards	COVID Accommodations May 2020	COVID Accommodations for 2022 Written Exam Applicants
Distance Learning hours (maximum)	120	150	170
Minimum live* training hours with TEP or PAT	460	460	440
Maximum number of online practicum sessions	0	20	45
Minimum number of live* practicum sessions	N/A	41	20 (out of 41 minimum group practicum sessions)
Timeframe for Primary, Secondary, and 3 rd Endorsement observations.	<u>Within last 3 years:</u> Primary, Secondary and Third Endorsements must be based on observing the applicant on at least two occasions—live*--that reveal the knowledge and skills relevant to directing psychodrama.	N/A	<u>Within last 4 years:</u> Primary and Secondary Endorsements must be based on observing the applicant on at least one occasion—live*-- that reveals the knowledge and skills relevant to directing psychodrama. No requirement for in-person, face-to-face, real-time observation for the Third Endorser.

Continued from page 4

(A more extensive exploration of virtual action work can be found in "Tele'Drama—International sociometry in the virtual space" by Dr. Daniela Simmons and Andrea Wilches, published in the Zeitschrift für Psychodrama und Soziometrie <https://doi.org/10.1007/s11620-021-00613-0>)

*A system of assigning value to people's bodies and minds based on societally constructed ideas of normalcy, productivity, desirability, intelligence, excellence, and fitness. These constructed ideas are deeply rooted in eugenics, anti-Blackness, misogyny, heterosexism, transphobia, colonialism, imperialism, and capitalism. This is systemic oppression that leads to people and society determining people's value based on their culture, age, language, appearance, religion, birth or living place, "health/wellness," and/or their ability to satisfactorily re/produce, "excel" and "behave." You do not have to be disabled to experience ableism.

- Talila Lewis

bit.ly/ableism2022

Leticia Nieto, PsyD, LMFT, TEP is a leadership coach, psychotherapist, and educator specializing in liberation and equity, cultural responsiveness, motivational patterning, and evolutionary creativity. Her 2010 book, *Beyond Inclusion, Beyond Empowerment: A Developmental Strategy to Liberate Everyone*, is an accessible analysis of the dynamics of oppression and supremacy that offers readers ways to develop skills to promote social justice. www.cuetzpalin.com

Candace Tkachuck, MA, MS is a reparational activist who is working for cultural change through intentional community, repair, and social justice.



In Memoriam

Charles William "Bill" Coleman, LCSW, TEP

December 24, 1942 to November 18, 2021

By Rebecca Walters, MS, LCAT, LMHC, TEP



Charles William Coleman, "Bill," passed away November 18, 2021. He is survived by his significant other, fiancée, Carol Ross. Bill came to psychodrama as a second career. During the Vietnam War, he served as Captain/Special Agent, Counterintelligence in Southeast Asia and North America. After the army, he was Vice President of Security, at the Metropolitan Museum of Art, at Sotheby's in New York, and at the Metropolitan Museum of Art. For many years he owned and operated the private investigation

service, Hudson Investigation Service, Hudson River Research Group.

Bill spoke openly about his involvement with Alcoholics Anonymous. Psychodrama played a major part of his recovery, and he decided to make it his new career. In 1997, Bill graduated with an MSW from Fordham University. He subsequently became known as an expert psychodrama therapist and trainer, especially in working with trauma and addiction.

Bill did his training towards his CP under the supervision of Louise Lipman, TEP, and became a TEP under guidance from Rebecca Walters, TEP and Judy Swallow, TEP.

Bill brought his immense compassion and brilliance to his work with clients in New York, at Freedom Institute, DayTop Village and Four Winds Psychiatric Hospital, and in Arizona at Sierra Tucson, Desert Star Addiction Recovery Center, and Sabino Recovery Center. He was a much-loved trainer at Hudson Valley Psychodrama Institute and presented frequently at the ASGPP conferences.

He authored three books on psychodrama for psychotherapists and the 2015, the sci-fi thriller *The Thorn Poppy*.

To honor his memory, his beloved, Carol requests a donation in his name to the Student Scholarship Program of the American Society of Group Psychotherapy & Psychodrama at

<https://www.paypal.com/donate>

Search Charities by Name or keyword

Type in ASGPP

Donors can also send a check to the American Society of Group Psychotherapy & Psychodrama, P.O. Box 1654, Merchantville, NJ, 08109-9998. For questions, contact asgpp@asgpp.org.

ABE Reviews Proposal for New Certification in Virtual Psychodrama

Catherine D. Nugent, LCPC, TEP

A principal agenda item for the semi-annual Board of Directors meeting, January 14-16, 2022, was a proposal to establish a new certification category: Certified Practitioner of Virtual Psychodrama, Sociometry and Group Psychotherapy. The proposal occasioned extensive discussion leading to a decision by the Board not to accept the proposal. Below is a summary of key features of the proposal and the rationale for the Board's decision.

The Proposal

Two CP trainees co-chaired the task force that submitted the proposal to create a new certification category, Certified Practitioner of Virtual Psychodrama, Sociometry and Group Psychotherapy. The task force included one TEP and two PATs:

- Mary Kalbach/Ashfique Rizwan (Sushan)-Co-leaders, ABE CP Trainees
- Mario Cossa - TEP
- Uneeda Brewer - CP/PAT
- Cindy Branch - CP/PAT

In addition, TEPs Karen Carnabucci and Scott Giacomucci contributed to the proposal.

The overall structure of the proposed certification parallels the current requirements and structure for Certified Practitioner. The number of hours of required training would be unchanged, but the proportion of hours of training received online would increase substantially relative to in-person hours. The same number of supervised practicum service and supervision hours would apply. Required competencies and written exam areas would be supplemented with issues specific to the use of virtual platforms, including familiarity with available technologies and platforms. The onsite exam would be conducted online.

ABE Review

The Board recognized and appreciated the proposal's thoughtful analysis of ways virtual psychodrama and virtual psychodrama training make psychodrama more accessible to traditionally underserved populations (e.g., those who must travel long distance for in-person training and people with financial constraints). The Board concurred that working online is a convenient and cost-effective way to deliver and receive certain types of training. Moreover, the ABE agrees that virtual

psychodrama opens up our modality to wider audiences and new markets, including more diverse, younger audiences, as well as domestic and international audiences.

The principal considerations that led the Board to decline the proposal are: (1) it does not align with the ABE's mission; (2) ABE Directors and officers lack sufficient expertise in the technology platforms used for virtual psychodrama to support establishing and maintaining appropriate standards; (3) the ABE lacks the organizational, staff, and financial capacity to establish, promulgate, and administer such a new, parallel certification category; (4) virtual psychodrama has not been in existence long enough to identify and characterize best practices; (5) existing ethical guidelines and standards of the ABE together with the professional bodies that govern the work of individual practitioners are adequate.

Virtual Psychodrama falls outside the ABE Mission. The proposed new category falls outside the scope of the ABE's two-fold mission: (1) To establish, for the United States of America, professional standards in the fields of psychodrama, sociometry and group psychotherapy, and (2) To certify qualified professionals on the basis of these standards. Although the Board acknowledges that new versions of psychodrama are emerging – both in response to the pandemic and to the availability of new online platforms and tools – setting standards related to the use of technology in psychodrama is beyond the Board's mission.

Moreover, the mission of the ABE as an international certification entity is deliberately constrained by specific guidelines (<https://psychodramacertification.org/non-usa-certification-options/>). The ABE was deliberately not configured as a worldwide certifying body, but rather sought to encourage other countries to establish certifying bodies.

Virtual psychodrama technology is outside ABE expertise. The types of virtual technology platforms used to deliver psychodrama are numerous. Each one has different options, capabilities, and limitations. ABE Directors and Officers are content experts in the fields of psychodrama, sociometry and group psychotherapy. This new certification would require expert knowledge of technology platforms, an area clearly outside of

Continues on page 16

September 24, 1942 - December 9, 2021

Continued from page 2

offered workshop to hundreds of students, introducing many for the first time to general principles and applications of sociometry, and particularly to the Sociometric Cycle (adapted from the work of John Mosher and updated with concepts from interpersonal neurobiology), Encountering Moreno Style, and the Diamond of Opposites. Ann's books include: *Conducting Clinical Sociometric Explorations* (1985); *Sociometric Processing of Action Events* (2002, with Donna Little); and *Three Cyclical Models to Enhance Consciousness of Interpersonal Connections* (2014).

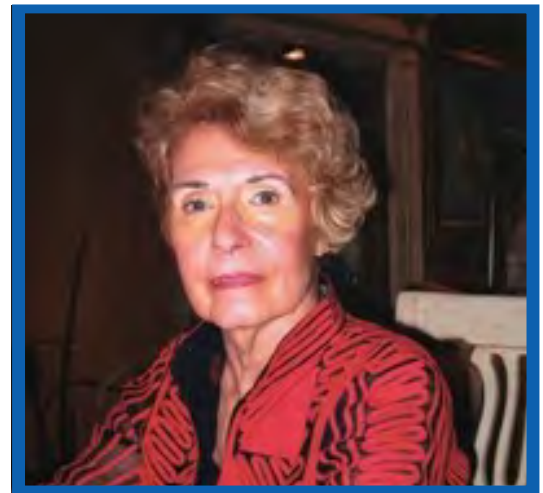
In addition to her artistry in psychodrama and sociometry, Ann was a prolific painter. Her keen observation of nature and her love of color, shape and texture was evident in her work, which she often donated to the ASGPP Silent Auction. For many years, Ann exhibited and worked at an arts' collective in Roanoke before her failing health led her to a long-term care rehabilitation center.

The last of numerous psychodramatists for whom she was primary trainer applied for certification in 2020, while Ann was in the rehabilitation center. Ann was extremely generous with her time and expertise. Up until recently, she continued to offer phone consultations, and she enjoyed hearing about the work of her students and colleagues.

Ann died of complications of pneumonia on December 9, 2021. Her request was to be "blanketed with a covering of prayers" from her colleagues, students, and friends from ASGPP. A true Renaissance woman, Ann will be mourned by many. Yet, her spirit will live on in the work of the many psychodramatists whose lives were greatly enriched by Ann's encyclopedic knowledge of the triadic method and her robust and vibrant presence.



In Memoriam



**Joyce Hayden-Seman,
LCSW, PhD, CP**

December 22, 1940 - April 5, 2020

Joyce Hayden-Seman, LCSW, PhD, CP, of Wanaque, New Jersey, passed away at the age of 79 on April 5, 2020. She was born in Passiac and lived in Hawthorne, Montville and Oakland. Dr. Joyce, as she liked to be called, was a psychotherapist and executive director of her private practice, Ridgewood Institute for Integral Psychotherapy in northern New Jersey. She is perhaps best known in the psychodrama community for her book *"Action Modality Couples Therapy: Using Psychodramatic Techniques in Helping Troubled Relationships,"* published in 1998. She called her approach "Action Modality Psychotherapy," or AMP, and expanded on the explanation of the modality in her book for couples and families. The book was endorsed by Zerka T. Moreno, one of her psychodrama trainers, during her more than 15 years of study and practice. This approach melded psychodramatic techniques with marriage and couples counseling and included clinical vignettes with role diagrams, assessment tools and self-supervision tools to build new treatment skills. In her practice, she designed and implemented programs to promote personal understanding and growth and supervised continuing education certification in the fields of mental health and alcohol and drug abuse for psychotherapists and counselors. Her obituary said that she "dedicated her life to the service and care of others."

The Rewards and Challenges of Being on the Board: Reflections from a Departing Officer/Director

Sylvia Israel, LMFT, RDT/BCT, TEP



I believe most people who have served on the American Board of Examiners (ABE) would agree that the best part of being an Officer/Director is getting to spend time with creative, smart, committed colleagues who love and appreciate psychodrama. Our twice-a-year gatherings, (i.e.,

meetings) are stimulating, intellectually challenging, and fun. When I joined the Board, I hoped to expand my sociometry as there are few psychodramatists living nearby in Northern California. Indeed, as I step down from the Board, I have learned a lot and have many new colleagues and friends.

As a Board Director, I have been continually impressed with the care taken in preparing the yearly exam. The Board spends the majority of the three-day Fall meeting discussing and refining the questions that provide a platform for the examinee to share their knowledge in a direct, simple manner. The Board is not looking to “trick” or challenge the examinee. Effort is required to pass the exam, but the Board’s goal is to be encouraging and inclusive.

As with the exam process, the Board carries out its tasks with thoughtfulness and integrity. It felt good to be part of a working team with a shared vision of upholding high standards of training for the psychodrama profession so that the field can continue to shine and thrive.

In addition, the Board manages ethical issues discreetly, following clearly delineated procedural guidelines. Dealing with an ethical complaint is always a challenge. It was inspiring to see how professionally and compassionately a complaint was handled, with Ethics Committee members holding a desire for the best possible outcome for all involved parties.

By serving, I have gained a greater understanding of the Board’s purpose. According to the website, the ABE has two purposes:

1. To establish, for the USA, professional standards in the fields of psychodrama, sociometry and group psychotherapy, and
2. To certify qualified professionals on the basis of these standards.

These purposes became my mantra as I considered the various requests members made of the Board that often did, but sometimes did not, fit within our scope of practice. All requests are considered seriously with a recognition of the thought, care, and time involved in their submission. I was most touched by requests for bestowing honorary certification to those who have contributed greatly to our field.

As the Board’s Treasurer for the past three years, I became keenly aware that membership dues and related certification fees constitute its sole financial support. Unlike the ASGPP, the non-profit charter of the ABE does not allow for income from donations, fundraising, classes, etc. Therefore, if members neglect to pay their dues, the Board will cease to exist. This has also given me a new perspective on my responsibility to encourage my trainees to pursue certification. Students appreciate learning psychodrama, but if no one chooses the certification path, our profession will die out in time.

Sadly, I am stepping down from the Board before I complete my 2nd three-year term. When the pandemic started, Board meetings were moved to Zoom. The Board resumed meeting in-person in September 2021 and January 2022. However, only those Directors who were vaccinated and received a booster were invited to attend in person. Since I did not meet that requirement, I was not physically present at these meetings but participated online which was not quite the same. It remains unclear if the Board’s COVID-19 policy will change. For this reason, I made the difficult decision to resign.

I am pleased that Barbara Guest Hargin is taking my place and brings her past experience and dedication to the Board, and I remain available for consultation to the incoming Treasurer, Julie Wells.

I am grateful for my years on the Board. I feel confident our profession is in good hands and that those coming up behind us “old-timers” will continue to spread the richness of psychodrama for generations to come.

www.imaginecenter.net

ABE Reviews Proposal for New Certification in Virtual Psychodrama

Continued from page 13

psychodrama, sociometry and group psychotherapy.

ABE lacks capacity to establish and administer a new, parallel certification track. Many critical steps would have to be taken, including several outlined in the proposal, among them: identifying core competencies and best practices; developing and administering a parallel examination process; and cultivating and assuring the availability of evaluators for a parallel written and onsite examination system for a Certified Practitioner of Virtual Psychodrama, Sociometry and Group Psychotherapy.

The Board employs a part-time Executive Director to manage the current certification process and to support the Board's general functioning. To coordinate and provide oversight for a new certification category, the Board estimates needing at least another 0.25 FTE before any offsetting revenue would be anticipated. This would lead to an unacceptable increase in the annual certification fees. Board Officers and Directors are all volunteers who give of their time to carry out the mission. Especially with the retirement of the current Executive Director, the ABE lacks capacity to implement and manage an enterprise of such magnitude and scope.

Best practice standards have not yet matured. The Board also raised questions about the field's collective understanding and knowledge about virtual psychodrama as it is currently practiced and evolving. By the time certification standards were developed for psychodrama in 1974, psychodramatists had practiced for decades. Sufficient time had elapsed to identify best practices and to integrate these into the competencies and standards needed for certification.

In contrast, virtual psychodrama is a recent development. Although the proposal acknowledged many of the known considerations for conducting psychodrama virtually, much remains to be learned about how virtual psychodrama works, and how it works best, including with which populations and under what circumstances.

A new certification track is not a prerequisite for ethical practice of virtual psychodrama. The proposal suggested that a new certification category should be created to ensure safe and ethical practice. The Board appreciated the proposal's sensitivity to ways that virtual psychodrama raises safety and ethical concerns that are not experienced (or experienced in the same way) in traditional, live psychodrama. However, after careful consideration, the Board concluded that psychodramatists who lead virtual psychodrama are already bound by the "do no harm" principle and by the APA ethical guideline requiring practice only within one's scope of competence. Moreover, as noted above, depending on the type of psychodramatist, the practitioner is already required to follow telehealth best practices according to their respective

credentialing authority and its code of conduct, as well as APA Code, including APA Telepsychology Guidelines (<https://www.apa.org/practice/guidelines/telepsychology>) referenced in the proposal.

Summary. The Board found it difficult to decline a proposal to which so much investigation, thoughtfulness, creativity, and care were devoted. However, for the reasons outlined above, the Board reached the conclusion that this was not an appropriate time to move this proposal forward.

Just as Jacob Moreno was a pioneer, so are the thoughtful and insightful contributors to this proposal. As certified psychodramatists and trainees amid a global pandemic, they identified the strengths and promise of this new form of psychodrama and recognized the need to move toward clearer identification and effective promulgation of best practices.

Board Directors also recognized that many in the psychodrama community have become accustomed to virtual psychodrama, and will continue to use it in their practice and training. The Board hopes conscientious professionals like the members of the proposal task force continue to formulate and disseminate standards of practice and competence as the practice of virtual psychodrama matures.

As experience accrues and the Board continues to evolve, a different set of Officers and Directors may reach a different conclusion which would be the first step in bringing this forward – after appropriate discussion and dissemination among the membership – for an affirmative vote.

NOTE: Readers who wish to contact the task force co-leaders may email the ABE (abe@psychodramacertification.org) and those inquiries will be forwarded.

Submissions Policy

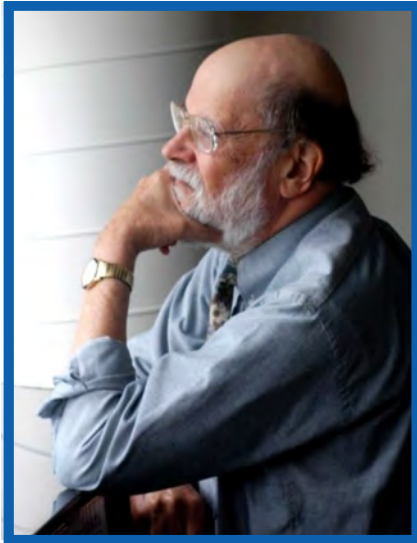
The ABE has limited financial and administrative resources. The Board News does not have paid reporters or photographers.

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

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

In Memoriam Adam Blatner, MD, TEP

August 5, 1937 – October 1, 2021



By Allee Blatner and Daniela Simmons, PhD

Adam Blatner, MD, "floated to the finish" (in his own words) in October. Inspired as a child by his primary physician's kindness, Dr. Blatner declared his intention to become a doctor even before elementary school, saying "I want to help other little children, like you do." Graduating from the University of California, Berkeley, where he was awarded Phi Beta Kappa in his Junior year, he continued his education at San Francisco University Medical School, receiving his MD and entering psychiatric residency at Stanford University Medical School. He was double board certified in adult and child/adolescent psychiatry and was a Life Fellow of the American Psychiatric Association.

Dr. Blatner's sub-specialty interest led to his certification as a Trainer Educator of Psychodrama. He is the author of the primary textbook in that field, *Acting-In*, which has been translated into every major language. A prolific writer, he authored several other books, chapters in textbooks, and many articles.

He was an active proponent of psychological literacy, critical thinking, and mental flexibility. As a clinician, he helped patients discover areas of health and joy in their lives. Dr. Blatner wrote and taught about the primary values of imagination, intuition, playfulness, improvisation, physical vitality, expressiveness, and spiritual inspiration as ways to foster a higher level of social and emotional skills in the human population.

Teaching has been a constant focus of Dr. Blatner's professional and avocational endeavors. He was an Associate Professor at the University of Louisville School of Medicine and Texas A&M Medical School. In retirement, he and several other teachers started a Senior Learning for fun program. A passionate reader and polymath from his early childhood, Dr. Blatner borrowed from local lending libraries and purchased thousands of books—reading them all! One of his greatest joys with the Senior Learning program was the chance to teach classes on a wide variety of subjects from Shakespeare, world writing systems, micro-biology, process philosophy, history of medicine, history of comic books, etc.

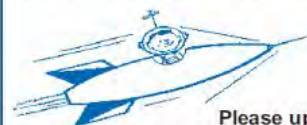
In Memoriam Cynthia Anne Adams

June 30, 1954-December 25, 2020



Cynthia Anne Adams was born on June 30, 1954 in Northampton, MA and passed of natural causes in Brimfield, MA. She lived her early life in Amherst, MA, and earned a bachelor's degree from U Mass Amherst. She was passionate about the arts and loved theatre and dance. In 1987, Cindy moved to Maryland to further her education. Her compassion for others led her to pursue a degree in Psychotherapy. She earned her Masters degree at Towson University. Cindy had a positive impact on many lives while working as a psychotherapist, and of that she was very proud. Cindy was an open-minded, and spiritual person. She had a willingness to experience different cultures and embraced alternative ways of thinking. She was excited to share what she learned and was always ready to perform Reiki or guide others on a journey to find their spirit animal. Nothing was more important to Cindy than family. In 2012, Cindy returned to Massachusetts to be near the family she loved so much. She is survived by her beloved husband, Gregor Becker.

MOVING OR CHANGING YOUR EMAIL ??



Please update your information
at www.psychodramacertification.org

Don't forget to update your contact information including your email address, phone number and mailing address at our website (psychodramacertification.org). All information for mailing labels and our annual Directory is downloaded from the information you provide on our website. If you need assistance you can email us at abepsychodrama@yahoo.com and we will help you update your information.

ABE Officers, Directors and Staff Welcome Participants to Conversation Time at the ASGPP Annual Conference – Online Again This Year!

Catherine D. Nugent, TEP

Thanks to ASGPP for hosting the ABE Conversation Time during the annual ASGPP conference! Approximately 75 people participated in the session, which occurred Saturday, April 2, 2022, from 6:30-8:00 pm on the ASGPP conference platform.

Officers and Directors of the American Board of Examiners in Psychodrama, Sociometry and Group Psychotherapy (ABE/The Board) gave presentations on several recent initiatives, including the ABE mission, current budget, pandemic accommodations, staff transition, ABE website, online payment, and the Board's response to a request for a new certification category. ABE representatives also responded to questions and comments received via Zoom chat.

Current **ABE President**, Cathy Nugent, opened the meeting by welcoming participants and introducing the Board members and staff, as follows:

Letitia Coburn, Director
Barbara Guest Hargin, Director
Sylvia Israel, Treasurer
Molly Mo, Director
Fred Sison, Secretary
Siyat Ulon (not present), Director
Scottie Urmey, Director
Julie Wells, Vice-President
Dale Richard Buchanan, Executive Director
Nick Senzee, Provisional Executive Director

Cathy went on to explain the Board's two-pronged mission:

- To establish, for the United States of America, professional standards in the fields of psychodrama, sociometry and group psychotherapy
- To certify qualified professionals on the basis of these standards.

Members sometimes query the Board about taking on initiatives that fall outside the ABE mission. Although these are often worthwhile pursuits, Cathy explained the Board's policy of staying closely within the parameters mission. She offered a few examples of functions that fall outside the Board's purview, such as: offering training; creating or sponsoring conferences; conducting outreach to institutions and organizations, or sponsoring or conducting research. The Board also avoids promoting specific trainers/training institutes and does not receive donations or voluntary contributions.

Cathy also explained the limits of the Board's authority. The Board can develop policies and procedures to implement its mission, but it cannot change the certification standards or create new ones on its own authority. Changes to the standards require a majority vote of the membership (certified psychodramatists).

Sylvia Israel, Treasurer, presented the 2021 projected and actual budgets, as well as the 2022 budget. The Board is currently solvent with

cash reserves on tap, in large part a result of the careful and judicious attention to the budget by the Executive Director.

Former Board Director, Michael Gross, gave an update on the first edition of the newly redesigned ABE website. Michael provided a brief demonstration of the website's main features, showing how to navigate to needed information, forms and other resources. Additional features, including an electronic calendar, are planned for the next phase of development and implementation. (See psychodramacertification.org to take your own tour of the new website.)

Provisional Executive Director, Nick Senzee, discussed the Board's new electronic payment system. Through this system, applicants and members can submit amounts owed through the system. Applicants and certified psychodramatists can now pay fees and dues online.

Here are the steps to follow to make an online payment: Send an email to the Board at abe psychodrama@yahoo.com. Include the service for which you want to pay online, such as: annual dues; PAT Annual Update fee; CP application fee; TEP application fee; CP/TEP examination reimbursement fee. You will receive an email from ABE with the amount due and link to pay. If you have not received an email from ABE, please check the email that we have on file for you via your website profile.

Board Director, Scottie Urmey, reviewed the current ABE pandemic accommodations. (See article in this newsletter for further information.)

Departing Board Director, Molly Mo, led us in a stretch and movement break.

Vice-President, Julie Wells, provided a brief summary of the Board's response to a field-driven proposal to consider a new certification category. Julie noted that the Board was very impressed with the level of thought and care in the proposal, as well as the important questions the authors raise. After careful review and discussion, the Board declined to accept the proposal. Julie delineated some of the most important reasons in her presentation. (See article on page 13 for further information.)

ABE Secretary, Fredilyn Sison, and Board Director, Barbara Guest Hargin, facilitated a question-and-answer period. Participants raised questions and offered comments in Zoom chat during the presentation. Questions/comments included: challenges finding psychodrama training; challenges finding live, in-person psychodrama training and practicum opportunities; questions about the certification process, and others. All of the questions raised were answered during the Conversation Time.

The Board is grateful to the participants who came to the session, listened to our updates and shared questions or concerns. We appreciate your support for our mission—to certify competent and ethical psychodramatists and psychodrama trainers.

Keep PACE: Take the “uh-oh” Out of Using Remote Technology

Uneeda O. Brewer, MSW, TEP

INTRODUCTION

“You’re frozen!” “My battery is running low, so I need to... (battery dies before the sentence is completed) “I can’t hear the music in the video” “Your internet is unstable” “You’re breaking up”

If any of these phrases sound familiar, you are not alone in having heard them. Or perhaps you’ve said one or two of them yourself. While being able to offer services via remote technology platforms during the pandemic has allowed psychodramatists and others to continue to provide therapy and training, like me, you may have encountered

some of the inevitable challenges of working remotely. I call them “uh-oh moments.” For me, these are those times when something unexpected happens or the same thing happens repeatedly, and I don’t have either ideas to resolve it or the readiness to take action. When working on Zoom, each time something like an unstable internet connection occurred or my screen was frozen, I silently wondered “uh-oh, what do I do now?” In the beginning, I was paralyzed. After a good start in taking on my new role of workshop leader in the virtual space, I was now unable to be adequate in the role. I could not yet “think beyond my personal limitations.”¹ At times, I wanted to go back to the time before COVID-19, when everything could be in-person. I wanted to go back to “normal,” back to the previous cultural conserve of in-person service delivery.

TAKE ACTION

However, I soon realized that the old conserve had shifted. I could retreat, I could avoid, or I could meet the moment. I needed to find a way to cope better with the unavoidable difficulties of working in the virtual space because, upon reflection, the benefits of using cloud-based video conferencing platforms outweighed the drawbacks. After all, I could now provide services to people around the world, without anyone having to incur the expense of travel or lodging or be exposed to the coronavirus as they traveled. I could connect with colleagues worldwide easily, gain new insights, and expand my own perspectives and knowledge as a result.

I decided that I could use my character strength of curiosity to begin my exploration of what I could do. After all, curiosity is one of my top ten-character strengths. Curiosity “involves actively recognizing and pursuing challenging opportunities and seeking out new knowledge.”²

KEEP P.A.C.E.

The question I asked of everyone in my exploration was, “what do you do when problems arise on Zoom?” My colleague, Michael Black (Retired, U.S. Air Force), gave me a concept used in the Air Force as part of their planning protocol. As I listened to him explain it, I had an “ah-ha” moment (quite different from the uh-oh moment!).



What is PACE? The acronym stands for Primary, Alternate, Contingency, and Emergency. I applied the concept to the typical problems I encountered on Zoom in the following way:

1. Identify PACE devices
2. Identify PACE learning
3. Identify PACE support

OPTIONS

Because having unstable internet is a common challenge for me, I now have my PACE device plan.

MY PACE DEVICE PLAN

Primary device—my laptop which operates on the Wi-Fi network

Alternate device—my tablet which operates on a cellular network

Contingency device—my iPhone, which also operates on the cellular network but has less features than either my laptop or tablet

Emergency device plan—move outside with either device operating on the cellular network to gain greater access to the cell towers in my neighborhood.

MY PACE LEARNING PLAN

The second insight I gained as I considered ways to use the PACE approach, was to increase my knowledge of the available features on my video conferencing platform.

Primary learning plan—sign up for one of the Zoom courses offered by Tele’Drama, Suncoast Psychodrama Training or any other training offered online

Alternate learning plan—take one of the self-paced or instructor-led tutorials offered on Zoom

Contingency learning plan—work one-on-one with a technical-savvy colleague or instructor

Emergency learning plan—create my own flash cards with solutions to typical technical problems that other workshop leaders provide when I attend programs offered virtually

MY PACE SUPPORT PLAN

I realized that having a Zoom assistance, in effect an auxiliary, work with me to run the technology on the Zoom platform reduced my anxiety and allowed me to focus on delivering content without being concerned about the potential glitches. When a person wasn’t available I created other options.

Primary support plan—learn a few, key features of the Zoom platform that I can use easily and practice them

Continue page 21



See author’s website here: <https://www.accelerate2success.com/>

2021 Written Examination Evaluation

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

The Board is pleased to announce that the 14 CP candidates and 12 TEP candidates all passed the written exam administered October 2021. The 2021 exam questions appear in this issue on page 10.

Due to COVID-19 policies, there is a back-log of candidates waiting to take their in-person on-sites. As restrictions are lifting, the Board has begun scheduling on-sites, starting with those who took the written exam in 2019. The expiration for scheduling and passing an on-site has not yet begun. Do not contact the ABE office with questions about your on-site. Our office will contact you when our office has time to help you schedule your on-site.

The written exams are reviewed blindly, and the identity of the examinees are not known to the graders. Specific details about the scoring process can be found on the ABE website in the CP Study Guide (<http://www.psychodramacertification.org/docs/CPStudyGuide.pdf>) and the TEP Study Guide (<http://www.psychodramacertification.org/docs/TEPStudyGuide.pdf>).

Below is feedback about the written exam to help future CP and PAT examinees. TEPs, particularly those who are primary and secondary trainers for applicants, are urged to use the feedback in helping their trainees prepare for the written exam.

In assessing answers to the questions, the graders look for cogency, coherence and competency. Exams are not graded on eloquence but on knowledge and application of that knowledge. A good essay is one in which care is taken to use the right terminology for concepts and principles. An essay is much improved when the theories are spelled out, the techniques described fully, the process explained, and examples given. Examinees are encouraged to write their essays as if the reader knows little or nothing about psychodrama. Although brevity is often a hallmark of a good essay, short answers do not always adequately answer the question. The graders assess the exam takers' breadth and depth of knowledge and experience; vagueness and lack of specificity can often result in an essay that is unfocused and incoherent.

Most of the examinees wrote strong essays in all areas except in Research and Evaluation which had the weakest responses. The Research and Evaluation questions for the CP and TEP exams were:

CP

Someone tells you there is no evidence to support the effectiveness of psychodrama. How do you respond? Refer to at least two (02) specific books, peer-reviewed articles, or other professional resources to support the effectiveness of psychodrama.

TEP

Design an action training session to teach your trainees how to respond to someone saying there is no evidence to support the effectiveness of psychodrama. Refer to at least two (02) specific books, peer-reviewed articles, or other professional resources to support a response, and explain how you incorporate them into the training session.

While some examinees did an excellent job citing sources and describing how the studies were conducted and their findings, many examinees were unable to do so. Some writers stated they would disagree with the statement that there is no research on Psychodrama or they detailed the difficulties of conducting psychodrama research. Both of these answers are irrelevant to the question. Similarly, stating that Psychodrama has a number of tools for research and evaluation including the social atom and other sociometric measurements does not answer the question. The question specifically asked for specific books, peer-reviewed

articles or other professional journals to support the effectiveness of psychodrama.

Each candidate for certification, as well as those certified, should be familiar with and be able to cite at least two credible sources related to psychodrama research. They should be able to discuss how the findings demonstrate the effectiveness of psychodrama. PATs must be able to cite the research and present a lesson plan for teaching trainees how to approach research and assign the reading of research articles. TEPs need to train their students to read research and to carry out research projects.

Some examples of evidenced based research include the following, but applicants and trainers should not limit themselves:

Giacomucci, Scott. (2021). Social Work, Sociometry, and Psychodrama. Springer. Available at no charge at <https://asgpp.org/resources/> or <https://asgpp.org/resources/>.

Giacomucci, Scott & Marquit, Joshua. (2020). The Effectiveness of Trauma Focused Psychodrama in Treating PTSD in Substance Abuse Treatment. *Frontiers in Psychology* 11:896.

Kippur, David, & Ritchie, Timothy. (2003). The Effectiveness of Psychodramatic Techniques: A Meta-Analysis. *Group Dynamics, Theory, Research and Practice*. Vol. 7, No. 1.

McVea, Charmaine (2007). Measuring the Efficacy of a Single Psychodrama Session. *ANZPA Journal* 16.

Graders offer the following advice to future examinees for all topics:

- Review past exams, all of which are available on the ABE Website
- Create model answers to past exam questions
- Establish a reading or study group
- Speak to trainers about the specific topics/principles to gain greater familiarity
- Practice writing exams in the time allotted
- Methodology and Sociometry questions differ from the other topics because there are two essays required from the questions posed

In answering a question:

- Read the question in its entirety
- Break it down in parts
- Outline the answer
- Start writing
- For CP's, write from the director's role:
What is the process/method/ technique/concept/ tenet being discussed?
- Provide definitions of terms. What are the director's choices and why?
- Provide detailed examples. Are there alternatives? If yes, state what they are and why they were not chosen.
- For PAT's, write from the trainer's role, rather than a practitioner.
- Revise as needed

Continue page 22

Reflections from a Departing Board Director

Liwen Molly Mo, M.Ed., R.C.C., LCP, T.E.P.



Time flies, and the three-year term is coming to an end. This was abundantly a new role training journey for me. And, this is the time for me to reflect about what I have learned and say good bye to the role of Board Director.

The most precious highlights that I gained are below. First, I learned that the American Board of Examiners has two missions: 1) to establish American professional standards for the field, and 2) to certify qualified professionals on the basis of those standards. This reminder is very important to me. Because of this definite goal, we won't waste time discussing tasks not related to the mission. If I hadn't been a member of the Examination Committee, I might not have been clear about how the boundaries of ASGPP's and ABE's missions were distinguished.

Secondly, during my involvement in the Election Committee and the Newsletter Committee, I communicated with many members, which allowed me to hear more voices and needs, especially from our members in Asia. For those who are not native English speakers, it is often very difficult to understand the ABE's many policies and application procedures. Oftentimes, the challenges were difficult. I am grateful for the opportunity to engage with many members to learn about their problems and provide resolution.

Thirdly, spontaneity and creativity have always been practiced within the ABE. That is amazing! During my three-year tenure, I experienced the impact of a major global pandemic event. The meetings changed from in-person to online Zoom meetings twice. When we finally met each other in September 2021, I was excited and a little nervous. After all, I had to go from Canada to Baltimore, and I still had worries about COVID-19 throughout the journey. However, in January 2022, due to the Omicron variant's presence, I had to cancel my cross-border trip, and chose the Zoom online meeting instead. The committee was so creative and adaptive: three members participated online, others met in person. Others met in person. Such spontaneous flexibility reflects that the entire committee has followed and practiced the Canon of Creativity from beginning to end. All members adjusted and adapted to the impact of the epidemic.

The fourth gift is learning to find a balance between tradition and innovation. The ABE has adapted during these three years and as necessary, revised parts of how it functions. In particular, the committee has challenged cultural conserves to manage the impact of the pandemic. In the past three years, the committee has also continuously broken cultural conserves and provided new possibilities to face the impact of the pandemic. During the meetings and discussions, I learned that we need to be able to think comprehensively because we are dealing with all members, and we need to consider both practical financial factors and ideals. In every meeting, the committee members spent a lot of time discussing how to use creativity to achieve a balance between an ideal and reality, which was really a difficult process. The process was often full of many turbulent sparks and tension: under the tension, I still remained stable and calm in the moment, listened to other's opinions, and was able to express my thoughts freely. As a result of this journey, we finally reached a temporary consensus. We have done our best for ABE and look forward to getting better and better.

Finally, the harvest is the board directors' mutual support, their expertise and ability to complement each other. These friendships were established under the revolutionary feeling of sharing during the transitional period between the epidemic and the retirement of the Executive Director. I am happy and honored to be a part of this historic process.

As Dale shared, "be kind to others, be kind to yourself." I will be tender and kind to myself. I have acquired and played the role of a committee member and have gone through the creative process. After gaining the experience, this will become my personal cultural conserve, and I will continue to create, acquire other new roles, and inherit them fully.

www.mollyhopecounseling.com

Keep PACE

Continued from page 19

Alternate support plan—hire or barter with a person who can be my Zoom assistant and who runs the virtual conferencing platform while I'm using it

Contingency support plan—limit the number of features that I on use the virtual platform

Emergency support plan—do not use features (for example, do not use break-out rooms, music videos, or the polling feature on Zoom)

CLOSING/CONCLUSION

These are the big lessons I've learning from working on Zoom for the past two years:

1. Role development takes time, so be self-compassionate in the learning process. Warm-up to it.
2. Be patient, because shifts in your personal cultural conserve are harder to make when the demand to change is external in origin, like those required during the pandemic.
3. Adopt a growth mindset which contributes to success in learning something new—the growth mindset is the conviction that effort, persistence, and a willingness to risk failure and learn from it, are the strongest contributors to success.
4. Use your imagination—future projection to describe the time when you are adequate in the role of workshop leader on the virtual platform; bridge the gap between now and the future time with specific actions to take in the here and now.
5. Treat the "uh-oh" moment as an "ah-ha" moment—celebrate success; incorporate mistakes into the learning.

Sometimes my PACE plans are not sufficient because technology can go awry sometimes without rhyme or reason. In those times, I've found it's best to accept this occurrence with grace and humility. After all, the poet, Robert Burns, stated in his poem, *To a Mouse*, "the best laid schemes o' mice an' men/Gang aft a-gley." He reminds us that sometimes we fail simply because we are fallible (or imperfect) human beings.

ONE Useful TIP to take the "uh-oh" out of working on Zoom

1. How to change one's name, add preferred pronouns, location

Use your mouse to hover over your name, then move the cursor to the top right of your square. Click on the three dots in the upper right-hand corner. A drop-down menu will appear. Select "Rename." Type in the adjustments you want to make. Exit the menu. You will now see your changes in your square.

Follow-Up to Psychodrama in Korea

Heayeon Won, TEP

Psychodrama therapists in South Korea, are striving to be creative, spontaneous, and professional, similar to those in any country that has a robust psychodrama community. Becoming a psychodrama therapist and trainer in the United States through the ABE's process was an experience that really prepared me for my chosen career.

In contrast to the United States, Korea has several ways to become a psychodrama therapist. These include psychodrama associations, counseling-related graduate schools that provide psychodrama classes, and psychodrama institutes.

Psychodrama associations train students in psychodrama and provide academic activities. Academic societies also conduct psychodrama book-reading, publish academic journals, and hold academic conferences which include psychodrama training. Psychodrama institutes also conduct their own training and activities. In the last two years, their psychodrama activities have been dampened by COVID-19, but now they have begun to actively carry out activities again.

Some psychodrama therapists work in private practice. Others work in professional fields, such as counseling, mental health, social work, and other arenas. These professionals are combining psychodrama and sociodrama in their professional fields. The populations we meet are diverse. In Korea, psychodrama therapists work in a variety of settings:

- Youth shelters that conduct psychodrama for children and youth. The dramas focus on sex education, difficulties in school life with peers and relationships with their parents. We also work with parents to build healthy dynamics with their children.
- Agencies belonging to the Office of Education preparing sociodrama activities in schools on a regular basis. These sociodrama methods serve as alternative curriculum activities for middle and high school students and their teachers.
- Mental health treatment using psychodrama to help people to deal with their various issues such as loss, trauma, and relationships in care.
- The Mental Health Welfare Center conducting psychodramas for local residents
- Agencies belonging to the Justice Department, where they use psychodrama and sociodrama in their counseling and education for teenagers. The adolescents are often involved with the legal system and have difficulty adjusting to home, school, and society due to various issues.

We also have Korean drama therapists who teach at universities and combine psychodrama with drama therapy in their coursework.



Personally, I have been utilizing psychodrama and sociodrama in my professional education, in business organizations, and in other venues. For the past three years, I have also been building the training process for CP's and TEP's in Korea. Finally, I have been working with like-minded professionals in my country and the United States to streamline and integrate the training and certification procedure in Korea.

All in all, many different and familiar psychodrama skills are used in Korean psychodrama work, similar to other countries, including the United States. We use methodology

such as doubling, role-reversal, empty-chair, mirroring, soliloquy, and others. We are more aware of, and stress the importance and effectiveness of, sociometry and try to utilize it actively in our work.

Similarly, psychodrama therapists in Korea work in different professional fields and support people to be more present and happy in their lives through the beautiful methods of psychodrama and sociodrama. We are aware of the healing nature of psychodrama and are willing to become mature psychodrama therapists with creativity and spontaneity.

It is delightful to communicate with you all who read this newsletter about Psychodrama in Korea. It has not been easy to be present and peaceful with the long-term COVID-19, discrimination, the War in Ukraine, and other disturbing and distracting events in the world. However, I am grateful to be able to take steps, together with people we meet through psychodrama, towards a better life. I hope we can get together soon and share our experiences with psychodrama. Be safe, present, and happy.

2021 Written Examination Evaluation

Continued from page 20

TIPS for WRITTEN EXAM

The following are tips for Trainers Preparing CP and PAT Trainees for the Written Exam:

1. TEP exam: Review the trainees' answers to make sure they know how to respond as a psychodrama trainer, rather than as a practitioner.
2. TEP exam: Be sure examinees provide goals and a step-by-step structure as to how they would teach their students.
3. CP and TEP exam: Review the importance of reading each question carefully. Be aware of the section of the exam being answered. Check that the students are doing so.

For additional CP tips, see the CP study guide at <https://psychodramacertification.org/cp-written-exam-preparation/#writtentips>

For additional TEP tips, see the TEP study guide at <https://psychodramacertification.org/tep-written-exam-preparation/#writtentips>

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

reached out to leadership development specialist Uneeda Brewer (then a PAT and now a TEP for assistance). Uneeda developed a team-building workshop she facilitated via Zoom at our January 2021 meeting. Uneeda used the Tracom Social Styles Model, a validated questionnaire and framework, to help us assess our own and others' interpersonal communication styles. With the goal of increasing our versatility of the four communication styles identified in the model, Uneeda skillfully lead us through a series of activities and dialogues in the four-hour session. Many thanks to Uneeda for this offering.

Responding to trainees' challenges accruing live, in-person training hours and practicum sessions during the pandemic has been another focus of importance. Under the pandemic accommodations the Board initiated in 2019, ABE gave provisional certification status to candidates who had completed all the requirements but were unable to schedule their onsites in 2019, 2020 and again in 2021. To date, 60 provisional certifications have been given to CPs and TEPs. A committee consisting of Fredi Sison, Scottie Urmev and Julie Wells has been created to administer the back-log of onsite examinations. A member of the committee will contact provisionally certified psychodramatists to schedule the onsite. We request that those provisionally certified psychodramatists do not contact the Board about onsites. Thank you for your patience as we work our way through the long list of people needing onsite exams.

The Board also conducted the 2022 election. Congratulations to new Board Directors Amy Clarkson and Lynne Bratcher, and to returning Director and Officer Julie Wells. We also owe a debt of gratitude to Molly Mo, whose term ends June 30, and to Sylvia Israel, who served as Board Treasurer. With Sylvia's early resignation, I appointed Barbara Guest Hargin to take over the vacated slot. With previous experience as Admissions Chair and Vice President, Barbara will be a great help coordinating this year's application process.

And that brings me to good news for those applying for CP and TEP certification in 2022, as well as PATs submitting their Annual Updates. All applications, endorsements, updates and other related materials will be accepted via email submission this year. This means there is no requirement for hard signatures on forms or to send items through the mail or via other delivery sources. In addition, renewal fees can now be paid online. Thank you for submitting your fees in a timely manner. Your fees make it possible for the Board to function.

By implementing new and streamlined ways of operating, the Board hopes to continue high levels of service to certified psychodramatists and those seeking certification. We believe psychodrama offers unique opportunities for learning, healing and professional development, and the Board strives to be responsive to those we serve. As always, the Board welcomes your questions, comments and suggestions. Please direct these to me at abepsychodrama@yahoo.com or to any Board Director or Officer.

The American poet, author and teacher best known for his work on death and dying, Stephen Levine, wrote: "Our work is to keep our hearts open in hell." Times are difficult. Our lives are busy and fraught with multiple role demands. May we be kind to ourselves and each other, and may we all be well.

Sending warmest wishes for springtime rejuvenation and renewal!

Cathy
Catherine D. Nugent, LCPC, TEP
President, American Board of Examiners in
Psychodrama, Sociometry & Group Psychotherapy
<https://www.lptipsychodrama.com/about-cathy/>

2021 ABE BUDGET

INCOME

CP DUES	\$21,605
TEP DUES	\$40,560
PAT FEES	\$8,620
CP FEES	\$7,375
TEP FEES	\$7,286
INTEREST	\$5
MISCELLANEOUS	\$64.92

TOTAL INCOME

\$85,515.92

EXPENSES

ACCOUNTANT	\$750.00
BANK FEES	\$289
BOOKKEEPER	\$1,500
DIRECTORY	\$855.67
GRAPHIC DESIGNER	\$2,255
INTERNET SERVICE	\$1,500
LEGAL & PROFESSIONAL	\$560.00
MAILING SERVICE	\$1,121.70
MEETINGS	\$4,244.00
MISCELLANEOUS	\$200.00
NEWSLETTER	\$570.95
OFFICE SUPPLIES	\$350.45
PAYROLL EXPENSES	
EMPLOYER TAXES	
DC PAID LEAVE	\$313.65
DC STATE UNEMPLOYMENT	\$301.99
FEDERAL UNEMPLOYMENT	\$55.75
MEDICARE	\$733.57
SOCIAL SECURITY	\$3,136.50
PAY BY PAY INSURANCE	\$101.67
EMPLOYER SHARE	
RETIREMENT PLAN	\$1,517.64
PAYROLL PROCESSING (ADP)	\$2,612.69
WAGES	
ADMINISTRATIVE ASSISTANT	\$2,288.00
EXECUTIVE DIRECTOR	\$34,800
OFFICE EXPENSE	\$12,000
POSTAGE	\$1,027.63
QUICK BOOKS	\$561.80
TELEPHONE	\$1,009.28
WEB DESIGNER	\$8935.00
WEBMASTER	\$620.000

\$84,211.94

TOTAL EXPENSES

FY20 SURPLUS

= \$1,303.98



HONORS AND AWARDS

2022 ASGPP AWARDS CEREMONY and FELLOWS

Co-masters of Ceremony:

Previous Awards Recipients
Cathy Nugent & Rob Pramann

J.L. Moreno Award:

Judy Swallow, LCAT, CRS, TEP, &
Rosalie Minkin, LCAT, ATR-BC, TEP

Zerka Moreno Award:

Carol Feldman-Bass, JD

Hannah B. Weiner Award:

Rhona Case, MEd, TEP

President's Award:

Erica Hollander, JD, TEP &
Janell Adair, LPC, TEP

Collaborators' Award:

Colleen Baratka, MA, DVPC, TEP &
Deborah Karner, LCSW, DVPC, TEP

David Kipper Award:

Scott Giacomucci, DSW, LCSW, BCD, CGP, TEP

Neil Passeriello Award:

Regina Sewell, LMHC, PCC, CP/PAT &
Jennifer Salimbene, LCSW-R, CASAC, TEP

Diversity Award:

Leticia Nieto, PsyD, LMFT, TEP

Innovator's Award:

Daniela Simmons, PhD, TEP

William L. Moreno Award:

Marcia Karp, MA

ASGPP Executive Council Award:

Nancy Kirsner, PhD, TEP &
Patty Phelps, PhD

Fellows:

Julie Wells, LCSW, TEP
David Moran, CADC, LCSW, TEP &
Darlene Vanchura, MA, LPC-S

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

~ APPRECIATIONS ~

The Board could not possibly operate without the support, commitment and dedication of all those individuals who voluntarily read examinations, conduct onsite 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.

Marlo Archer
Martica Bacallao
Dena Baumgartner
Lynne Jaben Bratcher
Paula Catalan
Amy Clarkson
Letitia Coburn
Linda Condon
Ron Collier
Lin Considine
Mario Cossa
Karen Drucker
Michael Gross
Barbara Hargin Guest
Kate Hudgins
Sylvia Israel
Anne Taylor Kitts
Louise Lipman
Molly Mo
Cathy Nugent
John Olesen
Jennifer Salimbene
Fredilyn Sison
Deb Shaddy
Siyat Ulon
Scottie Urmev
Julie Wells