### Social Group Work in Action:

**Sociometry, Psychodrama and Experiential Trauma Group Therapy**

**Course Time:** Wednesdays 6:00-8:20pm – Spring 2021

**Course Location**: Online Zoom Meetings

**Instructor**: Scott Giacomucci, DSW, LCSW, BCD, FAAETS, PAT

**Email**: [Scott@PhoenixTraumaCenter.com](mailto:Scott@PhoenixTraumaCenter.com)

*Psychodrama is a way to change the world in the HERE AND NOW using the fundamental rules of imagination without falling into the abyss of illusion, hallucination or delusion. The human brain is the vehicle of imagination. Psychodrama, in training the imagination, overcomes the differences which hinder communication between the sexes, between the races, the generations, the sick and the healthy, between people and animals, between people and objects, between the living and the dead. The simple methods of psychodrama give us courage, return to us our lost unity with the universe, and re-establish the continuity of life. (J.L. Moreno, 1972, p. 131)*

**Course Overview**

Group Psychotherapy developed within the context of Moreno’s triadic system of Sociometry, Psychodrama, and Group Psychotherapy (Moreno, 1934). Tian Dayton elegantly describes the relationship between sociometry, psychodrama, and group psychotherapy, Moreno’s triadic system, clarifying that sociometry explores the social world of an individual while psychodrama explores their inner world. “Psychodrama is intrapersonal, and sociometry is interpersonal. The two approaches marry in the context of group therapy to investigate not only the person but also the person within the system in which they operate.” (2005, p. 11)

The theoretical underpinnings of sociometry and psychodrama compliment social work’s emphases on person-in-environment, mutual aid, the importance of human relationships, the dignity and worth of each individual, and social justice. Role theory, along with spontaneity-creativity theory, provides a non-pathologizing conceptualization of the individual personality and the process of change. Sociometry, which is the study of the inter-relationships of humans, allows one to examine the underlying social forces impacting the structure and functioning of a group. Sociometric tools will provide social workers with experiential methods of highlighting and strengthening connections within a group while examining the distribution of social wealth and the impact of the sociodynamic effect. Psychodramatic processes, which can be adopted for use with any content or theoretical perspective, offer social workers potent tools for creating both intrapsychic shifts and interpersonal change.

Psychodrama is one of the first body-oriented forms of psychotherapy, moving beyond just words and narrative (Carnabucci & Ciotola, 2013). “However important verbal behavior is, the act is prior to the word and ‘includes’ it” (Moreno, 1955b, p. 17). Co-founder, Zerka Moreno, later states that “even when interpretation is given, action is primary. There can be no interpretation without previous action” (1965, p. 77). Neuroscience research, which will be incorporated throughout the curriculum, has demonstrated that we are “beings of action and the stories of our lives are literally written on our neural systems” (Dayton, 2005, p. 55).

An introduction to both the Therapeutic Spiral Model (Hudgins & Toscani, 2013) and the Relational Trauma Repair model (Dayton, 2015) would provide social workers with a framework for working safely with trauma survivors utilizing a strengths-based, experiential approach. A cohort of clinical social workers equipped with sociometric understanding and experiential group facilitation skills has the ability to provide higher quality treatment to clients, in addition to more dynamic supervision and education for the next generation of social workers.

Throughout the semester, we will learn, experience, and practice using a variety of experiential sociometric and psychodramatic techniques while also considering their application within a multitude of social work settings with diverse client populations and treatment concerns.

### Course Objectives

*Students will:*

1. Acquire an understanding of the history and clinical theory of Social Work with Groups.
2. Become familiar with Moreno’s triadic system of Sociometry, Psychodrama, & Group Psychotherapy.
3. Identify the connections between social work with groups theory/practice and Moreno’s triadic system of sociometry, psychodrama, group psychotherapy.
4. Cultivate an enhanced sense of group dynamics and role dynamics
5. Develop a deepened sensitivity and tools for working safely with experiential methods and trauma survivors (from the Therapeutic Spiral Model, and Relational Trauma Repair Model).
6. Utilize multiple experiential group tools (sociometric tools & psychodramatic interventions) with the competencies to adapt these tools to their own clinical practice.
7. Develop an understanding of adapting sociometry tools for culturally-competent practice with diverse populations, varied clinical issues, and various settings.
8. Engage in a practice of reflection and self-awareness through the direct experience of these action-based tools

### Course Limitations

1. While the course will prepare students to facilitate experiential group exercises and to use psychodrama intervention tools, it will not prepare students to direct full psychodrama groups. The guidelines provided by the Moreno Institute and Zerka Moreno suggested a minimum of 100 hours of training before a student begins directing psychodramas.
2. The academic context of this course will place limits on the level of emotional experiencing and personal growth work that traditional psychodrama training entails, and that is required for adequate training.

*Students are expected to seek further psychodrama training before attempting to direct full psychodrama sessions.*

### Statement of philosophy on our learning community and class policies

This course will function best with the participation and engagement of all of its members. The experiences that we will have in the classroom are by nature (and Moreno’s theory) a co-creation. Through our collective participation, the classroom will transform into a stage with each student becoming an actor and active learner. The experiential nature of the course will lend itself to students’ personal participation utilizing the group as a laboratory for sociometric exploration and psychodramatic demonstration. As such, the following principles are essential for our time together this semester to be safe, inclusive, and effective:

* Individual accountability for assigned readings and assignments
* Group accountability to respect one another
* Confidentiality, privacy, and respect for any personal disclosures in the classroom
* Kindness and humility in interpersonal interactions
* Honesty and integrity

Please review following course guidelines/policies:

1. **Completion of Assignments on Time**

Students are expected to be timely in their completion of assignments with deadlines listed in syllabus. Extensions for assignments will only be given for medical or family emergencies which need to be discussed with the instructor as they arise.

**2. Class Sessions**

Students are expected to attend all sessions. Due to the experiential nature of the course, missing class is highly discouraged. Please notify instructor ahead of time if you expect to miss a class session – multiple missed classes will result in a reduction in one’s participation grade.

**3. Participation and Experiential Learning**

This course utilizes experiential learning structures which require students to be active participants in class exercises. One cannot expect to facilitate experiential therapy with a client without having experienced the experiential therapy processes to some degree. Throughout this course, students will be challenged to use their own personal material in service of the learning environment while also practicing containment and using discretion around appropriate personal disclosures. We are not meeting to facilitate anyone’s personal work – the primary purpose of all personal disclosures should be in service of the learning of the group.

Authenticity and genuineness are integral ingredients in developing a helping relationship between group members and with clients. Students are challenged to commit to a process of self-examination in this course. Because the social worker’s greatest tool is one’s self, it is essential that social work students engage in self-discovery and self-study as it relates to history, biases, values, assumptions, preferences, choices, prejudices, and belief systems. The written assignments, as well as the experiential processes in this course are designed to facilitate self-examination.

While this course prescribes clear role assignments between “instructor” and “students”, at times the instructor will act as an instructor-participant. Similarly, each student will be expected to participate as a participant-instructor and offer their own unique perspectives and insights for the learning of others. Additionally, each student will be given the opportunity to facilitate experiential processes with the class, under the direct supervision of the instructor.

All students are expected to participate in a respectable way that upholds the values of the social work profession.

**4. Class Preparation and Use of Technology in Class**

All required readings and assignments are expected to have been completed prior to each class session. Students are expected to come to class prepared to discuss these readings.

Students are permitted to use laptops to take notes or reference readings during class but are expected to demonstrate integrity in their use of technology during class sessions. During experiential learning structures, students are expected to remain engaged in the process rather than attending to their laptops, Ipads, or phones.

**5. Professionalism and Academic Integrity**

Students are expected to review the most recent publication manual of the American Psychological Association (APA) and to adhere to its principles in all written assignments. All references should be cited appropriately, following APA guidelines. Plagiarism will not be tolerated and likely result in failure of the assignment, course, and/or referral to school administration.

**6. Confidentiality**

The nature of this course lends itself to personal disclosures from students. As noted previously, students are encouraged to consider if the personal disclosure is in service of the learning environment as a whole. Students are expected to maintain confidentiality in the event of personal disclosures from other students.

When discussing cases, it is expected that students will omit clients’ names and personally identifying information. Students are encouraged to discuss the nuances of confidentiality with their field instructors and field placement supervisors.

### Assignments and Grades

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| **ASSIGNMENT** | **POINTS** | **DUE** |
| Pre-Test and Post-Tests (SAIR; ProQol; & IC-SWG)  Including 1-page reflection on scores | 20 total  (10 each) | Week 1 & Week 14 |
| Sociometry facilitation (in-class) | 20 | As assigned |
| Course Participation/Contribution | 20 | Weekly |
| Preparation of criteria for sociometric exercise in field placement (these may be shared with the entire class) | 10 | Due on week 8 |
| 5-7 page paper on the application of sociometry, psychodrama, (and/or other covered topics this semester) relevant to your work, internship, or area of interest. | 30 | Due on week 12 |

**ASSIGNMENT DESCRIPTIONS**

**Pre-Test and Post-Tests (SAIR; ProQol; & IC-SWG), Including 1-page reflection on scores:**

These three short assessments are to be completed by each student individually. The objective of this assignment is to familiarize students with evaluation and research assessment tools related to psychodrama (spontaneity), professional quality of life (ProQol), and social group work competencies (IC-SWG – confidence scale only, skip the importance scale). Completion of these assessments provides an opportunity to reflect on your own levels of spontaneity, self-care and professional quality of life, as well as your confidence related to social group work competencies throughout the semester.

For this assignment, please submit a 1-page reflection on your scores that includes your thoughts and feelings related to each assessment score. When submitting your 1-page reflection, also upload your completed assessments (this ensures we have your pre-test scores to compare with your post-test in May). At the end of the semester you will complete the same assessments and submit another 1 page reflection on your scores.

*Note that the average ranges for the ProQol are included in the scoring guide; average range for the Spontaneity inventory (SAIR) is 60 for students; and the mean scale score for students on the IC-SWG is 2.85 (overall average of all items on the scale).*

**Sociometry Facilitation (in class, as scheduled)**

Beginning on week 5, students will open each class with student-facilitated sociometry warm-ups. Prior to week 5, the instructor will facilitate and demonstrate these warm-ups. Students are expected to choose one or more experiential sociometric exercises (spectrogram, step-in sociometry, hands-on-shoulder sociometry, dyads, locogram, floor checks, etc.), develop appropriate criteria from the weekly topic/readings, and lead these warm-ups during the class. Though the warm-ups may include personal questions, the criteria focus should be on exploring students learning of the course material, experience of the assignments, career goals, and/or field placement experiences.

*Students are expected to send the instructor a simple outline of their planned warm-up at least 2 days before the class session, including the sociometry tools being used as well as the criteria/questions being asked. This does not need to be long and can be done in bullet points.*

**Course Participation/Contribution**

This course emphasizes student participation due to the utilization of experiential learning/teaching. Course participation consists of 20% of the final grade due to the necessity of experiential therapists to have experienced the action-based tools first-hand before trying to facilitate them with others.

**Preparation of criteria for experiential exercise in field placement**

This assignment focuses on taking the experiential processes that we have been learning and developing criteria for their application within your field placement. These can be adapted for use in individual sessions, group sessions, educational settings, group supervisions, staff meetings, and/or community organizing spaces. Choose one or more experiential exercises (spectrogram, step-in sociometry, hands-on-shoulder sociometry, dyads, locogram, floor checks, social atom, role atom, psychodrama letter writing, etc.), use your creativity to develop an application of sociometry that would best serve the field placement populations that you work with.

*This does not need to be long and can be done in bullet points. Students are encouraged to use the sociometric criteria developed in their field placements after review from instructor.*

**Final Paper (5-7 Pages)**

**Option 1:**

Decide on a specific population or community (teenagers, inmates, addictions, LGBTQ, immigrants/refugees, war veterans, etc.) that you would like to work with in the future or are currently working with in your field placement. Review the existing publications related to using sociometry, psychodrama, sociodrama, and experiential therapy with this population. Outline the strengths and limitations of using sociometry, psychodrama, sociodrama, TSM, and/or RTR with this population or community. Include case examples of how would propose to use these experiential tools with this community. Use your creativity.

You may include a write up of your/your group’s experience of using sociometry in your field placement (from the previous assignment).

**Option 2:**

Identify another therapeutic approach or theoretical system (Psychodynamic, CBT, Jungian, Attachment, Object Relations, Interpersonal Neurobiology, Family Therapy, Chaos Theory, etc.) that you are familiar with or interested in and review the existing literature that integrates sociometry, psychodrama, sociodrama, TSM, and/or RTR with this other modality.

Outline how the two theoretical systems and/or therapeutic approaches complement each other. Include case examples of how you would propose to further integrate these two theories/approaches in action. Use your creativity.

**REQUIRED TEXTS:**

Giacomucci, S. (2021). Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers. Singapore: Springer Nature.

Available for free as an open-access ebook - <https://www.springer.com/us/book/9789813363410>

**Suggested Related Reading:**

Dayton, T. (2005). *The Living Stage: A step-by-step guide to psychodrama, sociometry, and experiential group therapy*. Deerfield, FL: Health Communications Inc.

Dayton, T. (2014). *Relational Trauma Repair (RTR) Therapist’s Guide, Revised Edition*. New York, NY: Innerlook, Inc.

Dayton, T. (2015). *NeuroPsychodrama in the Treatment of Relational Trauma: A Strength-based, Experiential Model for Healing PTSD*. Deerfield Beach, FL: Health Communications, Inc.

Fox, J. (Ed.). (1987). *The Essential Moreno: Writings on Psychodrama, Group Method, and Spontaneity by J. L. Moreno, M.D*. New York: Springer

Hale, A.E. (1981). *Conducting clinical sociometric explorations: A manual for psychodramatists and sociometrists*. Roanoke, VA: Royal Publishing Company

Hudgins, M.K. & Toscani, F. (2013). *Healing World Trauma with The Therapeutic Spiral Model: Stories from the Frontlines*. London: Jessica Kingsley Publishers.

Kellermann, P. F. (1992). *Focus on Psychodrama: The Therapeutic Aspects of Psychodrama*. Jessica Kingsley, London, UK.

Kellermann, P.K. & Hudgins, M.K. (Eds.), (2000). Psyc*hodrama with trauma survivors: Acting out your pain*. London: Jessica Kingsley Publishers.

Moreno, J.D. (2014). Impromptu Man: J.L. Moreno and the Origins of Psychodrama, Encounter Culture, and the Social Network. New York, NY: Bellevue Literary Press.

Moreno, J. L. (1946). Psychodrama Volume 1. Beacon, NY: Beacon House Press.

Moreno, J. L. (1953). Who shall survive? Foundations of sociometry, group psychotherapy and sociodrama (2nd edition). Beacon, NY: Beacon House.

Moreno, Z.T. (2006). The Quintessential Zerka. Horvatin, T. & Schreiber, E. (Eds.). New York, NY: Routledge.

Nolte, J. (2014). *The Philosophy, Theory, and Methods of J.L. Moreno: The Man Who Tried to Become God*. New York, NY: Routledge.

Northen, H. & Kurland, R. (2001). *Social Work with Groups*. New York: Columbia University Press.

Yalom, I. D., & Leszcz, M. (2005). The theory and practice of group psychotherapy (5th ed.). New York, NY: Basic Books.

### Course Curriculum Layout

**Course Time:** Wednesday 5:40-8:00pm

**Course Location**:

Instructor: Scott Giacomucci, DSW, LCSW, BCD, FAAETS, PAT

*Note: The assigned readings in for each section are ordered based on their importance to the course.*

**Session 1:**

**Introduction and History of Social Group Work & Moreno’s Methods;**

**Moreno in the role of Social Worker**

* **Group Introductions and Warm-up**
* **Outline semester expectations; assignments; participation**
* **Introduction/History of Social Work with Groups & Moreno’s methods**
* **Moreno as a social worker**
* **Experiential Sociometry for Group Assessment**
* ***Pre-Test Assignment Due (SAIR, ProQol, IC-SWG, & Reflection)***

**Required Readings:**

Giacomucci, S. (2021). *Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers*. Singapore: Springer Nature.

Chapter 1 – Introduction to Social Work, Sociometry, and Psychodrama

Chapter 2 – History of Social Work with Groups in Practice and Education

Chapter 3 – History of Sociometry, Psychodrama, Group Psychotherapy, and Jacob L. Moreno

**Required Videos:**

Sociometric Institute (2014). What is Psychodrama? [video file]. Retrieved from <https://www.youtube.com/watch?v=wNUfOpsL3NY>

Moreno, J. (2014). Meet the Impromptu Man [video file]. Retrieved from <https://www.youtube.com/watch?v=8lAoREYNmOs&index=15&list=PLFFA5CE353E0B11D7&t=11s>

Giacomucci, S. (2019). Morenian History, Philosophy, & Sociatry: Journeying to Psychodrama’s Philosophical Home [video file]. Retrieved from <https://www.youtube.com/watch?v=cNlNPUR0bM4&t=597s>

**Suggested Readings:**

Drumm, K. (2008). The essential power of group work. *Social Work with Groups*, 29, 17–31.

**Session 2:**

**Theory of Social Group Work & Moreno’s methods;**

**Ethical Standards**

* Social Work Values in Action
* Ethics and Standards for Group Work
* Mutual Aid and Moreno
* Theoretical Integration of Social Group Work and Moreno’s methods

Giacomucci, S. (2021). *Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers*. Singapore: Springer Nature.

Chapter 4 – Social Work Philosophy Meets Morenean Philosophy

Skolnik, S. (2018) A Synergistic Union: Group Work Meets Psychodrama. *Social Work with Groups*, 41(1-2): 60-73

International Association of Social Work with Groups. (2015). *Standards for Social Work Practice with Groups (2nd Edition)*. Retrieved from: <http://www.iaswg.org/assets/docs/Resources/2015_IASWG_STANDARDS_FOR_SOCIAL_WORK_PRACTICE_WITH_GROUPS.pdf>

**Suggested Readings:**

Steinberg, D. M. (2010) Mutual Aid: A Contribution to Best-Practice Social Work. *Social Work with Groups*, 33:1, 53-68.

Kurland, R., & Salmon, R. (2005). Group work vs. casework in a group: Principles and implications for teaching and practice. *Social Work with Groups*, 28(3–4), 121–132.

**Session 3:**

**Sociometry**

* **Introduction to Sociometry**
* **Pen-to-Paper Sociometry: The Social Atom; Sociograms**
* **Experiential Sociometry: Locogram; Sociogram; Spectrogram; Step-in Sociometry**

**Required Readings:**

Giacomucci, S. (2021). *Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers*. Singapore: Springer Nature.

Chapter 5 – Sociometry and Social Work Theory

Chapter 11 – Experiential Sociometry Practice and Safety Structures with Groups

Hale, A.E. (2009). Moreno's sociometry: Exploring interpersonal connection. *Group*, 33(4): 347-358.

Moreno, J. L. (1953). Foreword to the Third Edition (pp. xxi – xxii); Introduction (pp. 1-8) In J.L. Moreno, Who shall survive? Foundations of sociometry, group psychotherapy and sociodrama (Student Edition). Beacon, NY: Beacon House. McLean, VA: ASGPP

**Required Videos:**

Giacomucci, S. (2020). Step-in Sociometry. [video file]. Retrieved from <https://www.youtube.com/watch?v=UEjYzlT-b0Y&t=19s>

Giacomucci, S. (2020). Spectrograms. [video file]. Retrieved from <https://www.youtube.com/watch?v=-lmysRgWF2Y&t=39s>

**For further reading, see:**

Giacomucci, S., Gera, S., Briggs, D., & Bass, K. (2018). Experiential Addiction Treatment: Creating Positive Connection through Sociometry and Therapeutic Spiral Model Safety Structures. *Journal of Addiction and Addictive Disorders.*

Hale, A.E. (1981). *Conducting clinical sociometric explorations: A manual for psychodramatists and sociometrists*. Roanoke, VA: Royal Publishing Company

**Session 4:**

**Group Dynamics, Sociodynamics, and Group Stages**

* **Group Cohesion; Group Dynamics; Group Stages; Group-as-a-whole**
* **Warming-up Process; Therapeutic Factors**
* **Strengths-based Approach and Mutual Aid**
* **Tele & the Sociodynamic Effect**

**Required Readings:**

Giacomucci, S. (2021). *Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers*. Singapore: Springer Nature.

Chapter 12 – Warming-up, Sociometric Selection, and Therapeutic Factors

Chapter 9 (Sect. 9.3 Only) – Strengths-Based and Mutual Aid Approaches in Social Work and Psychodrama

Moreno, J. L. (1972). Psychodrama and Group Psychotherapy: Introduction to the Fourth Edition (pp. a – e). In J.L. Moreno, *Psychodrama Volume 1* (4th Edition). Beacon, NY: Beacon House Press.

**Suggested Readings:**

Yalom, I.D. & Leszcz, M. (2005). Group Cohesiveness (pp. 53-67). *The theory and practice of group psychotherapy* (5th edition). New York, NY: Basic Books.

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

Bloom, S. L. (1997). By the crowd they have been broken, by the crowd they shall be healed: The social transformation of trauma. in R. Tedeschi, C. Park and L. Calhoun (Eds), *Post‐traumatic Growth: Theory and Research on Change in the Aftermath of Crises*. Mahwah, NJ: Lawrence Erlbaum

**Session 5:**

**Relational Trauma Repair Model Psychosocial Metrics;**

**the role of director**

* **Relational Trauma Repair Model Introduction**
* **RTR Psychosocial Metrics – Floor Check**
* **Near-Psychodramatic Techniques and Letter Writing**
* **The Roles of the Psychodramatist**

**Required Readings:**

Giacomucci, S. (2021). *Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers*. Singapore: Springer Nature.

Chapter 7 – Trauma, Social Work, and Psychodrama (Section on Relational Trauma Repair)

Chapter 16 - Sociometric Assessment and Written Psychodramatic Interventions in Individual Social Work Practice

Tomasulo, D. (2011). *The Virtual Gratitude Visit (VGV): Psychodrama in Action*. Retrieved from PsychologyToday.com

**Required Videos:**

Giacomucci, S. (2020). Locogram and Floor Checks. [video file]. Retrieved from <https://www.youtube.com/watch?v=nA47xvp2V5Y&t=10s>

**Session 6:**

**Psychodrama Theory and Practice; Moreno’s Developmental Theory**

* **Psychodrama Theories: Spontaneity-Creativity; Role Theory; Developmental Theory**
* **Psychodrama Group Phases and Essential Elements**
* **Psychodrama Interventions**

**Required Readings:**

Giacomucci, S. (2021). *Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers*. Singapore: Springer Nature.

Chapter 6 – Psychodrama and Social Work Theory

Chapter 13 – Essentials of Psychodrama Practice

Moreno, J. L. (1972). Introduction to the third edition (pp. I – XXI). In J.L. Moreno, *Psychodrama Volume 1* (4th Edition). Beacon, NY: Beacon House Press.

**Session 7:**

**Surplus Reality and Action Sculpting**

* **Surplus Reality and Concretization in Psychodrama**
* **Action Sculpting**
* **Sculpting a Golden-Moment**

**Required Readings:**

Dayton, T. (2015). Level two: Sculpturing Neuropsychodrama and the social atom (chapter 18). In T. Dayton, *NeuroPsychodrama in the Treatment of Relational Trauma: A Strength-based, Experiential Model for Healing PTSD* (pp 273-295). Deerfield Beach, FL: Health Communications, Inc.

Giacomucci, S. & Stone, A. M. (2018). Being in two places at once: Renegotiating traumatic memory through the surplus reality of psychodrama. Social Work with Groups.

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

**Session 8:**

**Sociodrama**

* **History of Sociodrama**
* **Sociodrama and Psychodrama**
* **Sociodrama in Therapy and Beyond Therapy**
* ***Assignment Due - Preparation of Sociometry Facilitation at Field Placement***

**Required Readings:**

Giacomucci, S. (2021). *Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers*. Singapore: Springer Nature.

Chapter 15 – Other Experiential Approaches Similar to Psychodrama

Chapter 19 - Sociodrama, Activism, and Role Training to Empower Communities

**Suggested Reading:**

Sternberg, P. & Garcia, A. (2000). Chapters 1 & 2. *Sociodrama: Who’s in your shoes* (2nd edition). Westport, CT: Praeger Publishers.

**Session 9:**

**The Brain In Action: Neurobiology of Action Methods**

* Neurobiology of Action Methods and Trauma
* Interpersonal Neurobiology
* The Brain in Action

**Required Readings:**

Giacomucci, S. (2021). *Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers*. Singapore: Springer Nature.

Chapter 8 – Interpersonal Neurobiology, Social Work, Sociometry, and Psychodrama

Shapiro, J.R. & Applegate, J.S. (2018). Introduction (pp. xiii – xxi). In J.R. Shapiro & J.S. Applegate, *Neurobiology for clinical social work: Theory and practice* (2nd edition). New York, NY: W.W. Norton & Company.

**Suggested Readings:**

Badenoch, B. (2013). A transformational learning group: Inviting the implicit. In S. P. Gantt & B. Badenoch (Eds.), *The interpersonal neurobiology of group psychotherapy and group process* (pp. 189-201). London, UK: Karnac Books.

Siegel, D. J. (2010). Commentary on “Integrating Interpersonal Neurobiology with Group Psychotherapy”: Reflections on Mind, Brain, and Relationships in Group Psychotherapy. *International Journal of Group Psychotherapy*: Vol. 60, 483-485.

Van der Kolk, B. (2014). Body-Brain Connections (pp. 74-86). In B. van der Kolk, *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Viking Penguin.

**Session 10:**

**Therapeutic Spiral Model: Psychodrama and Trauma**

* **Introduction to the Therapeutic Spiral Model**
* **Internal Roles and Intrapsychic Psychodrama’s**
* **TSM’s Clinical Map – Trauma Survivors Intrapsychic Role Atom (TSIRA)**
  + **Trauma Triangle**
* **TSM’s Unique Safety Structures – Observing Ego & Circle of Strengths**

**Required Readings:**

Giacomucci, S. (2021). *Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers*. Singapore: Springer Nature.

Chapter 7 – Trauma, Social Work, and Psychodrama (Therapeutic Spiral Model Section)

Chapter 14 – Advanced Psychodrama Directing

Giacomucci, S. (in-press). Traumatic Stress and Spontaneity: Trauma-Focused and Strengths-Based Psychodrama. In J. Maya & J. Maraver (Eds), *Psychodrama Advances in Psychotherapy and Psychoeducational Interventions*. Nova Science.

**Session 11:**

**Strength-Based TSM Psychodrama**

* **Strength Based Psychodrama Approach with Trauma**
* **Catharsis of Abreaction and Catharsis of Integration**
* **Psychodrama: Building up the Strengths Needed to be a Social Worker**
* **Therapeutic Agency of the Auxiliaries/Group Members (Mutual Aid)**

**Required Readings:**

Giacomucci, S. (2021). *Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers*. Singapore: Springer Nature.

Chapter 9 – Strengths-Based and Mutual Aid Approaches in Social Work and Psychodrama

**Session 12:**

**Special Topics in Sociometry & Psychodrama**

**Final Paper Due**

* **Sociometry and Psychodrama in Addiction Recovery**
* **Community Organizing with Immigrants and Refugees**
* **Jungian Psychology and Psychodrama**
* **Attachment and Psychodrama**
* **Grief/Loss and Ambiguous Loss**
* ***Assignment Due – Final Paper (5-7 pages)***

**Required Video** (in honor of your final paper due):

PsychotherapyNet (2009). Zerka Moreno Psychodrama Video [video file]. Retrieved from <https://www.youtube.com/watch?v=VQUtxDK5V-w&t=13s>

**Choose 3-5 readings that most interest you:**

Giacomucci, S. (2021). *Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers*. Singapore: Springer Nature.

Chapter 17 – Psychodrama Practice in Clinical Social Work with Individuals

Chapter 18 – Sociometric Social Work with Communities

See chapters 8-16 in the Hudgins & Toscani book for writings about TSM psychodrama with eating disorders, addictions, individual therapy, art therapy and domestic violence, families, South African groups, men, inmates, and perpetrators/victims of domestic abuse.

Carnabucci, K. & Ciotola, L. (2013). How Action Methods Help Move Beyond the Silence and the Fury (chapter 3: pp. 29-45) In *Healing Eating Disorders with Psychodrama and Other Action Methods: Beyond the Silence and the Fury*. London: Jessica Kingsley Publishers

Cossa, M. (2006). Rebels with a Cause: Working with Adolescents Using Action Techniques. Jessica Kingsley Publishers, London & Philadelphia.

Holmes, P. (2015). *The inner world outside: Object relations theory and psychodrama*. London: Routledge.

Smokowsky, P. & Bacallao, M. (2009). Entre Dos Mundos/Between Two Worlds Youth Violence Prevention: Comparing Psychodramatic and Support Group Delivery Formats. *Small Group Research*, 40(1): 3-27

Dayton, T. (2000). The use of psychodrama in the treatment of trauma and addiction. In P.F. Kellermann & M.K. Hudgins (eds), *Psychodrama with trauma survivors: Acting out your pain* (pp. 114-136). Philadelphia, PA: Jessica Kingsley Publishers.

Giacomucci, S. (2020). Addiction, Traumatic Loss, and Guilt: Resolving Grief through Psychodrama and Sociometric Connections. Arts in Psychotherapy,

Gershoni, J. (2003). Towards acceptance and pride: psychodrama, sociometry, and the LGBT community. In Gershoni (ed), *Psychodrama in the 21st century: Clinical and educational applications*. New York, NY: Springer Publishing Company.

Quin, B. J. (1991). Healing the healers. In P. Holmes & M. Karp (eds), *Psychodrama inspiration and technique.* London, UK: Routledge

Treadwell, T. & Dartnell, D. (2017). Cognitive Behavioral Psychodrama Group Therapy. *International Journal of Group Psychotherapy*, 67, S182-193.

**Session 13:**

**Sociatry: Moreno’s Mysticism and Social Justice**

* **Understanding Moreno’s Mysticism and the Encounter Symbol**
* **Spirituality in Clinical Practice**
* **Social Justice applications of Sociometry/Psychodrama**

**Required Readings:**

Giacomucci, S. (2021). *Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers*. Singapore: Springer Nature.

Chapter 4, Sections 4.1-4.3 – Social Work Philosophy Encounters Morenean Philosophy

Chapter 15, Section 15.2 – Social Microscopy and Sociatry

**Suggested Readings:**

Giacomucci, S., Karner, D., Nieto, L., & Schreiber, E. (2021). Sociatry, Psychodrama, and Social Work: Moreno’s Mysticism and Social Justice Tradition. Social Work with Groups. <https://doi.org/10.1080/01609513.2021.1885826>

Moreno, Z.T. (2008). The world of multiple stages (Foreword, pp. xi – xiii). In R. J. Landy, *The couch and the stage: Integrating words and action in psychotherapy*. New York, NY: Jason Aronson.

Moreno, Z.T. (2012). *To Dream Again: A Memoir* (pp. 503-505; 513-517). New York: Mental Health Resources.

Moreno, J.L. (1947). Foundations of Sociatry: An Introduction. New York: Sociometric Institute. Retrieved from https://psychodramaaustralia.edu.au/sites/default/files/1947\_v1n1\_10-15\_foundations\_of\_sociatry.pdf

**Session 14:**

**Closing and Evaluations**

* **Closure and Integration**
* **Good-Enough Endings**
* **Future Trainings and Certification Processes**
* **Evaluations – Experiential and on Paper**
* ***Post-Test Assignment Due (SAIR, ProQol, IC-SWG, & Reflection)***

**Required Readings:**

Moreno, J.L. (1947). *Open Letter to Group Psychotherapists*. Psychodrama monographs, No. 23. Beacon, NY: Beacon House.

Kellermann, P. F. (1992). Closure (chapter 13). In P.F. Kellermann, Focus on Psychodrama: The Therapeutic Aspects of Psychodrama (pp. 152-160). Jessica Kingsley, London, UK.

Giacomucci, S. (2021). *Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers*. Singapore: Springer Nature.

Chapter 21 – A Future Vision of Social Work with Groups and Moreno’s Methods

**Suggested Video:**

Boblikova, A. & Giacomucci, S. (2020). Considering the Future of Psychodrama Interview with Dr. Giacomucci. Retrieved from <https://www.youtube.com/watch?v=KSyRZFGUUqE&t=303s>