

5th ASGPP Fall Online Symposium

*From Shadows to Light:
Navigating Trauma and Embracing Growth
with Psychodrama and Sociometry*



**SAVE
THE DATE**

**Friday & Saturday
December 6 & 7, 2024**

**Sponsored by
Tele'Drama International**



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[#ASGPPFallSymposium2024](https://twitter.com/ASGPPFallSymposium2024)

FRIDAY, December 6, 2024

Program: in Eastern Standard Time (USA & Canada)

SYMPOSIUM OPENING

10:45 AM - 11:15 AM

Welcome and Introductions

ASGPP Education Committee Members:

Uneeda Brewer, MSW, TEP, Chair; Carol Feldman Bass, JD;
Tanja Lee, PhD, RDT, CTP-2, SP; Daniela Simmons; PhD,
TEP; Colleen Baratka, MA, CTP-3, TEP; Gülşen Büyüksahin,
MA, CTP-3; Jaye Moyer, LCW-TEP; Carlos Raimundo, PhD

PLENARY SESSION

11:15 AM - 12:30 PM

Cultivating Posttraumatic Growth Through Psychodrama

Scott Giacomucci,

DSW, LCSW, BCD, CGP, FAAETS, TEP

SESSION #1, 1:00 PM - 3:00 PM

1

**CO-CREATE A PLACE OF HOPE & HEALING:
SOCIOMETRY, SURPLUS REALITY &
VIRTUAL SAND TRAY**

Julie Wells, LCSW, TEP

Co-creation, surplus reality, and sociometry are central to psychodrama. Join us as we combine Moreno's concepts with a virtual sand tray to cultivate a new cultural conserve of hope and healing. Together, we'll concretize our current

realities, role reverse with symbols and objects to gain insight, and envision the world we aspire to create, discovering what and who we need to foster renewal and restoration for our communities and the world.

Learning Objectives:

1. Identify and describe two (2) new healthy messages/affirmations that cultivate and foster HOPE.
2. Identify two (2) trauma-informed practices to maintain emotional and physical safety in a group setting.

2

**ENLIGHTENING THE CULTURAL
ATOM: HOW THIS DEPICTION
OF SOCIAL REALITY CAN
AWAKEN US**

***Edward Schreiber, TEP; Bojana
Glusac Draslar, Psychodrama
Therapist, Trainer, and Supervisor,
Founder of Transpersonal
Psychodrama***

Moreno's Cultural Atom is examined through the lens of the sociodynamic effect, and its grip on all of us. In doing this work, we will soon discover the portal. The encounter symbol is that portal, that when viewed from the lens of the quantum

theology of JL and Zerka, we find where the awakening to the autonomous healing center is to be realized within us and within our group. This is the enlightening of the culture and ourselves in it.

Learning Objectives:

1. Differentiate the Cultural Atom as a specific tool.
2. Recognize the sociodynamic effect and the social and organic unity in the depiction of the Cultural Atom.

3 FINDING HOPE IN THE SHADOW OF TRAUMA

Jenny Salimbene, MSSW, LCSW-R, CASAC, TEP; Regina Sewell, LMHC, PAT, PhD (Sociology)

Trauma can lead to despair. For people who develop Post Traumatic Stress, what happened “then” and “there” can feel like it’s happening in the “here” and “now” when a traumatic memory gets activated. They need hope to get them through. This workshop will provide action structures to help clients tap into hope that there is something they can do to find or reclaim their power.

Learning Objectives:

1. Participants will be able to define embodied cognition
2. Participants will be able to describe at least one psychodramatic structure that helps clients tap into hope.

4 THE TRANSFORMATIVE WISDOM OF DREAMS FROM SHADOWS TO LIGHT IN THE TIME COLLECTIVE TRAUMA

Maurizio Gasseau, Jungian Analyst, Group Psychotherapist and Psychodramatist*

Jungian Psychodrama will work on collective trauma without retraumatization of participants. Dreams convey the transformative wisdom of the unconscious, allowing emotionally charged material to become accessible to the consciousness, activating intrapsychic and intersubjective change. The group will take place within a ritualistic framework online, creating a safe space to advance personal and social healing in the collective trauma. The conductor

will demonstrate the dream incubation technique according to the ancient medicine of Asclepion and the utilization of opening and closing rituals. After the final sharing, there will be a narrative observation which will communicate the sense of the dreams which have been played, using a narrative style. It will enrich the plays with mythopoeic amplifications and will try to connect individual themes to the group’s collective unconsciousness.

Learning Objectives:

1. Participants will learn at least one method of creating safety online
2. Participants will gain insight into how Jungian Psychodrama allows work on collective trauma without retraumatization.

5 TRANSFORMING TRAUMA: RE-CREATING OUR INTERNAL AND EXTERNAL SOCIOMETRY

Louise Lipman, LCSW-R, CGP, TEP

Moreno’s Role Theory allows us to transform our lives after traumatic events. When we are traumatized our sociometric networks are impacted. In this workshop we will explore how to transform our lives and access our resilience utilizing role theory to recreate our sociometric networks, internally and externally. First we need to grieve our lost roles then look to the future with spontaneity and creativity as we re-invent ourselves, creating new roles and transforming our lives.

Learning Objectives:

1. Participants will be able to identify the process of role taking, playing and creating.
2. Participants will explore the use of the Canon of Creativity to transform their role repertoires.

“...we are dedicated to the internationalism of science—not only in word but also in action. The building of bridges, in our opinion, presupposes the growth of a body of knowledge which is multi-cultural and inter-cultural in character.”

J.L. Moreno, MD, *Who Shall Survive?*
Forward to the Third Edition

*Deborah Shaddy, MS, LCPC, TEP;
Jenny Salimbene, MSSW, LCSW-R,
CASAC, TEP*

Traumatic experiences create disruption in all areas of life, and most fundamentally in relationship with self. This disruption may range from negative beliefs about the self to fragmentation, disorganization, and inner chaos in the psyche. The Hudson Valley Psychodrama Institute has developed a model utilizing psychodramatic techniques in a structured framework that provide an opportunity for healing the effects of past experience on current affects and behaviors, leading to increased self-love and compassion. This workshop will describe the model and demonstrate the model in action.

Learning Objectives:

1. Describe a model for increasing self-compassion following traumatic experience
2. Identify at least one psychodramatic structure that can be used to help clients reconnect with their traumatized self.

GENUIS OF SPONTANIETY

*David F Moran LCSW, CADC, TEP;
Karen Moser, LCSW, PAT*

Moreno's 3 principles of Genius; creativity, spontaneity, and immortality through the Canon of Creativity. In group work this starts with the facilitators' presence. How we show up, prepare, and feel about our delivery. Participants will identify 1 of 3 styles of presentation. Moreno spoke of the 3 levels of presentation. (1) Laissez faire creativity, naïve, instinctive (2) Rehearsed Creativity, compulsive, goal directed, planning. (3) Spontaneously trained, constructive self-discipline We will explain the differences and guide participants in strengthening their style and help to integrate other styles in workshop facilitation. How can spontaneity be trained? Spontaneity training seems to be a contradiction of terms. Spontaneity is the liberation of the individual from obsession and preparation of the readiness to change... opening the door to Genuis!

Learning Objectives:

1. Differentiate your style of presentation: A. Laissez faire creativity, naïve, instinctive (innocent, unsophisticated. Inexperienced), B. Rehearsed Creativity, compulsive, goal directed, planning, C. Spontaneously trained, constructive self-discipline
2. Demonstrate your style as you provide a warm up or psychodramatic exercise.

6 FIELD OF CARE - FIELD OF REFUGE

Jaye Moyer, LCW-TEP

Suffering causes our view of the world and ourselves to tighten and contract.

Rooted in Buddhist "refuge" practices, the "Benefactor" practice is an accessible and compassionate resource that helps us to recondition the negative narratives of who we think we are, so that we can access the deeper potential of who we really are.

When we pay attention to, and mindfully amplify the countless moments of care, acceptance and inspiration, however small, we awaken our ability to stabilize and trust in our deep goodness. We will explore this practice utilizing mindfulness and integrating experiential exploration.

Learning Objectives:

1. Demonstrate specific mindfulness and compassion practices that foster secure attachment and resilience, utilizing guided meditation, sociometry, doubling and role reversal.
2. Explain how the use of mindfulness and compassion practices facilitates the internal and interpersonal holding environment

7 DREAMING THE STAGE OF THE FUTURE: SOCIODRAMA & SOCIAL DREAMING MATRIX FOR EXPLORING COLLECTIVE TRAUMA AND INTEGRATION

*Daniela Simmons, PhD, TEP;
Domenico Agresta, Dott.*

"Dreaming the Stage" is an innovative methodology co-created by Daniela Simmons and Domenico Agresta that combines the Social Dreaming Matrix (SDM) and J.L. Moreno's dream-work modality. The Matrix serves as both a container and process, using free association and amplification to build new thoughts and create dream icons. The workshop explores collective trauma and integration by acting out dreams, enabling participants to understand their dreams experientially and discover new perspectives through the creative interplay of dreams and sociocultural contexts.

Learning Objectives:

1. Describe the Integration of Social Dreaming Matrix and Sociodrama
2. Apply Dream-Work Through Action Methods

10 TRANSFORMING TRAUMA THROUGH THE ABC MODEL AND VIRTUAL SAND TRAYS

Tanja L. Lee, PhD, RDT, CTP-2, SP*

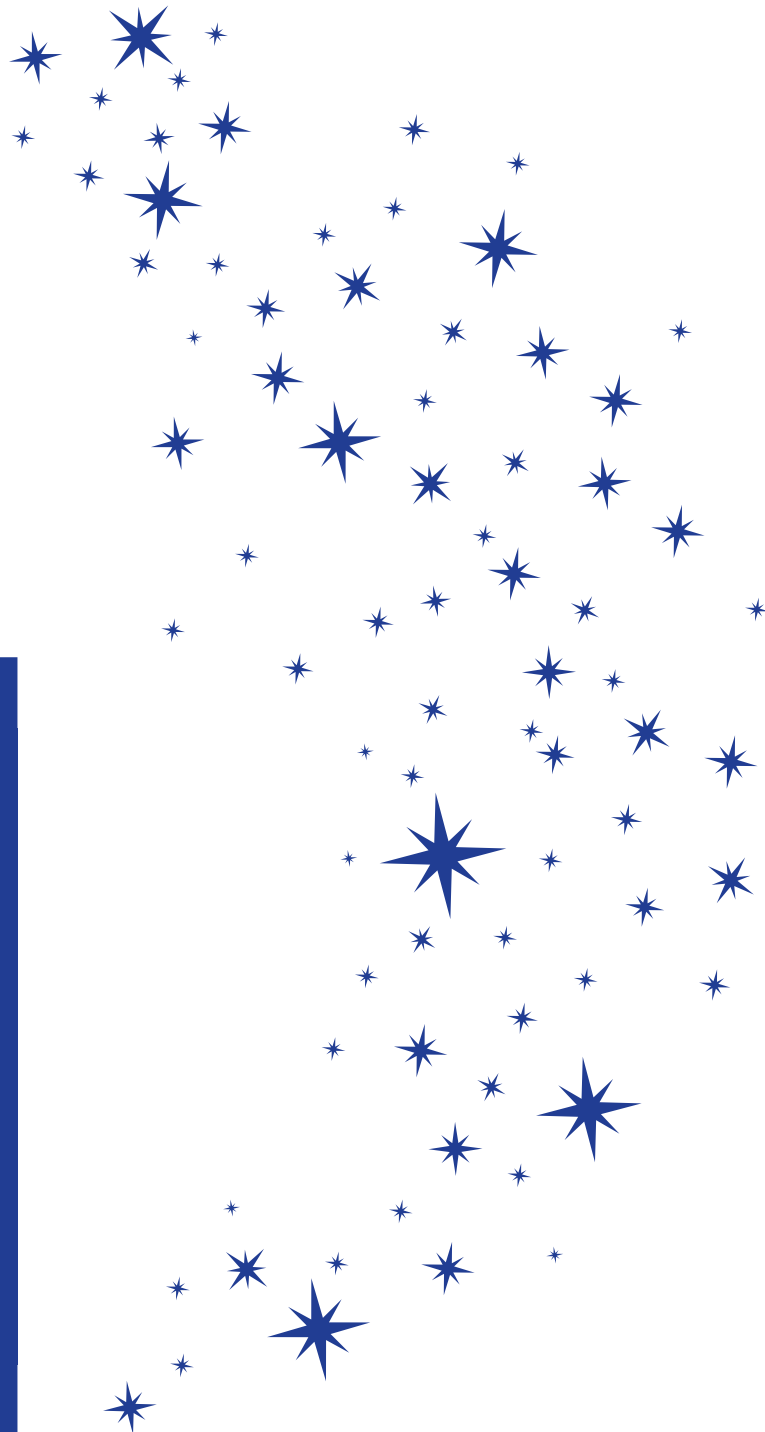
When individuals experience trauma or chronic stress, it is common for them to develop beliefs about themselves based on how traumatic events impacted them, which can have a greater impact on their mood and responses. One way to help track and shift this process is to identify one’s ABCs, or Activation, Beliefs, and Consequences. Participants will use the ABC Model and virtual sand tray to explore improving their rational beliefs, recognizing their cognitive distortions, and moving toward their goals.

Learning Objectives:

1. Using the ABC framework, participants will be able to explain the connection between activating events, beliefs, and emotional/behavioral consequences.
2. Participants will learn how to apply sand tray therapy and the ABC framework to support trauma survivors in challenging their automatic, trauma-informed thoughts and adopting more flexible and balanced perspectives.

“...we have invisible strands that tie us together in any human activity where we are mutually and meaningfully involved in interpersonal relations, on both private and public levels. Moreno designated these strands that tie us together as forms of tele...”

Zerka Moreno. *To Dream Again*. p.376



DAY 1 CLOSING
5:15 PM - 5:30 PM

Members of the Education Committee
and Attendees

Processing Room,
5:30 PM - 6:30 PM

Members of the Education Committee
and Attendees



The 5th Annual Fall Online ASGPP Symposium
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WELCOME TO DAY 2

10:45 AM - 11:00 AM

ASGPP Education Committee Members

PLENARY SESSION - Research Panel

11:00 AM - 12:30 PM

How to do Psychodrama Research in Your Practice: An Experiential Case Study

Moderator, Özge Kantaş,

Ph.D., CP, PAT, Social/Personality, Psychologist & Psychodramatist

Learning Objectives:

- Describe two ethical considerations when designing a research study
- Explain two benefits and limitations of collecting research data in practice settings
- Identify two important considerations of research when working with trauma

PLENARY SESSION

1:15 PM - 2:30 PM

“From the Ashes, like a Phoenix”

Carlos Raimondo, PhD*

SESSION #3, 2:30 PM - 4:30 PM

11

CREATING A VIRTUAL CONTAINER FOR WORKING WITH TRAUMA ONLINE SAFELY

Colleen Baratka, MA, CTP-3, TEP; Gülşen Büyükşahin, MA, CTP-3

The shift to online therapy allows clients to choose therapists globally, bypassing insurance limitations by self-payment. For trauma therapists, ensuring a secure therapeutic space that transcends sessions is crucial. This workshop addresses strategies to maintain client safety during online trauma exploration. Participants will learn practical tools to establish and sustain safety throughout sessions and beyond, promoting a cohesive therapeutic experience. Through experiential learning and case studies, therapists gain insights to enhance their online presence and ensure ongoing client security in

virtual settings.

Learning Objectives:

1. Participants will identify at least 2 techniques to be used with clients when working with trauma virtually to ensure safety.
2. Participants will recognize at least 2 advantages /times when working virtually with trauma is indicated.

12

GOING DOWN TO THE WELL: DEPTH AND ACCESS NO MATTER WHAT

Miriam Zachariah, MA, TEP (she/her); Leticia Neito, PsyD, TEP (she/her):

How do you resource yourself and others for social change? Join us in a dance that explores the complexity of levels of access and aspects of intersectional social justice intervention. We will dive into the soul practices that allow us to stay in the struggle as centered loving beings. Participants will be able to access deep resources in the more-than-human-world for challenges in the human world. Participants will craft pathways to warm up even when conditions are not optimal.

Learning Objectives:

1. Identify and access deep resources in the more-than-human-world for challenges in the human world.
2. Define and craft pathways to warm up even when conditions are not optimal.

13

IN THE AFTERMATH OF A TRAUMA, HOW TO AIM FOR RESILIENCE AND GROWTH AT THE WORKPLACE WHILE NAVIGATING PRIVACY? THE DO'S & DON'TS

Dr. Hande Karakılıç Üçer, MD, TEP, Sociologist, Expressive Arts Therapist

Traumas have distrustful effects on organizations: decreased productivity and deterioration of relationships. It is the organization's care and duty to provide support. A salient limitation: Reluctance to divulge private issues or

vulnerabilities. Requires: Selecting the appropriate methodology, which in most cases is Expressive Arts for accessing preverbal processes while at the same time enabling privacy.

Learning Objectives:

1. Identify the do's & don'ts of an institutional resilience program.
2. Recognize expressive arts in procuring privacy as well as psychological growth.

14 YOU'RE NOT THE FIRST, BUT YOU COULD BE THE LAST: ADDRESSING ACES WITH PSYCHODRAMA

Courtney Meadows, LCSW, RDT; Sarah B. Davila, LCSW, PAT

Understanding the impact of Adverse Childhood Experiences (ACEs), expressing emotions, and identifying resources can help clients develop self-compassion and disrupt cycles of generational trauma. In this workshop, participants will learn how to apply psychodramatic interventions to promote healing within parent/child relationships. Please note that this is not a personal growth workshop; a specific structure will be demonstrated.

Learning Objectives:

1. Describe how ACEs contribute to generational trauma and its impact on families.
2. Demonstrate two psychodramatic interventions to promote healing of generational trauma.

15 THE ART OF LISTENING: SOCIODRAMATIC APPROACH TO PREVENT ALL FORMS OF CONFLICT

Sheila Dallas-Katzman, MA; Uneeda Brewer, MSW, TEP

Listening is more than just hearing what is being said, it's also about engaging with and understanding the other person's point of view, to role reverse with the other person. There is an increase in violent confrontation in many societies, which breeds collective trauma. Just by virtue of sharing a common community, one begins to automatically claim the others' experiences. This workshop aims to investigate purposeful and generative listening with a particular focus on the trauma associated with the rising number of wars. Shadows rely on hearing as the way to illumination. The goal is to build narratives of communication that are

balanced and promote group cohesion. The Empty Chair will be used for sharing. By participating in this workshop participants will be able to distinguish between simple hearing and deep listening, emphasizing the role of engagement and empathy in conflict prevention through balanced communication.

Learning Objectives:

1. Identify the key elements of purposeful and generative listening that contribute to preventing conflict and promoting group cohesion.
2. Define the concept of 'shadows' in the context of listening and how it relates to the process of gaining understanding and clarity in conflict situations.

Post-Traumatic Growth Exercise & Closing 4:30 PM - 5:30 PM

ASGPP Education Committee Members

Processing Room 5:30 PM - 6:30 PM

**Colleen Baratka, MA, TEP and ASGPP
Education Committee Members**

Poem by L.R. Knost

**Do not be dismayed by the
brokenness of the world.**

**All things break. And all things
can be mended.**

**Not with time, as they say, but
with intention.**

**So go. Love intentionally,
extravagantly, unconditionally.**

**The broken world awaits in
darkness for the light that is you.**



Psychodrama Training Credits & CE Information for Licensed Professionals in the United States

PSYCHODRAMA TRAINING CREDITS

The American Board of Examiners in Psychodrama, Sociometry and Group Psychotherapy (ABE) certification standards specify a maximum of 100 training credits obtained through for ASGPP conferences. These 100 hours must be obtained through face-to-face, in-person conference attendance. The certification standards also allow up to 120 hours of distance learning led by PATs and/or TEPs to be applied toward the required training hours, provided those distance learning hours are reviewed and approved by the applicant's primary trainer. As an accommodation during the COVID-19 pandemic, the number of allowable distance learning hours is increased to 150. Distance learning hours must be documented under the name(s) of the TEPs or PATs leading these training sessions and not under the organizations sponsoring those distance learning sessions.

Note: Workshops that are not eligible for ABE-approved psychodrama training hours are identified with a *.

CONTINUING EDUCATION CREDITS (CEs)

ASGPP has been approved by NBCC as an Approved Continuing Education Provider, ACEP No. 6079. Programs that do not qualify for NBCC credit are clearly identified with a ▲. ASGPP is solely responsible for all aspects of the programs. Up to 12 CE credits available. Up to 10.75 online psychodrama training hours available.

CE CERTIFICATES

CE Certificates are \$30 as indicated on registration form. Those purchasing CE's will have a 'CE Verification of Attendance Form' that will be emailed to them once the participant's attendance has been verified. In order to receive CE's participants must join the workshop with the email they registered and stay for the entire workshop.

It is the responsibility of symposium participants to download and complete the form and submit the completed form to the national office at asgpp@asgpp.org no later than two weeks after the Symposium.

Important! It is the conference attendee's responsibility to determine if his/her licensing or credentialing agency will accept the above CEs for re-certification or licensure maintenance.

REGISTRATION FEES

Regular Registration

Two-day REGULAR participants	\$225
One-day REGULAR participants	\$125
Single event REGULAR participants	\$65
Two-day STUDENTS & RETIREES	\$180
One-day STUDENTS & RETIREES	\$100
Single event STUDENTS & RETIREES	\$45

- *Additional note:*
Payment, in case of cancellation, will be credited to future ASGPP events.

Scholarships available! Contact: ASGPP@asgpp.org

INTENDED AUDIENCE

Psychodramatists, sociodramatists, playback or other action methods practitioners or trainers; expressive arts therapists, drama, music, dance, poetry, other therapists; coaches, group facilitators, organization consultants, students pursuing education in the field of mental health, social sciences.

SKILL LEVELS

ALL (Beginners, Intermediate, Advanced)

TIME ZONES

All times listed are in Eastern Time (USA)

REGISTRATION INFORMATION

Workshops are filled on a first come, first served basis.