

4th ASGPP Fall Online Symposium

Trauma and Psychodrama: Reducing Harm and Strengthening Resilience

Friday & Saturday October 27 & 28, 2023



FRIDAY, October 27, 2023

Program: in Eastern Time (USA & Canada)

SESSION #1, 10:45 AM – 12:30 PM

Symposium Welcome and Opening

Uneeda Brewer, MSW, TEP, Chair, ASGPP Education Committee;
Daniela Simmons, Ph.D, TEP, ASGPP Education Committee,
ASGPP President; Carol Feldman Bass, JD; Tanja Lee, PhD, RDT-BC

Join Uneeda, Daniela, and the ASGPP Education Committee to open this year's symposium with appreciations, sociometry and more to bring us together as a vibrant learning community.

Plenary:

THE LIFE-LONG LEGACY OF TRAUMA--THE ADVERSE CHILDHOOD EXPERIENCES (ACE) STUDY, AND TRAUMA-INFORMED CARE

**Melinda Baldwin, Ph.D, LCSW, Lead, Interagency Task
Force for Trauma-Informed Care; Substance Abuse &
Mental Health Services**

Respondent:

APPLYING THE SAMHSA PRINCIPLES TO PSYCHODRAMA

Scott Giacomucci, DSW, LCSW, TEP

2 PROMOTING POSTTRAUMATIC GROWTH

Catherine D. Nugent, LCPC, TEP

Posttraumatic Growth (PTG) refers to positive psychological growth in the aftermath of adversity. This workshop presents concepts from interpersonal neurobiology, positive psychology, and depth psychology as related to PTG. We demonstrate experiential methods that workshop participants can replicate or modify to fit with their interests and preferences and with those of their clients. Creativity and therapeutic play are integrated, along with mindful attention to body, mind, emotions, and spirit throughout the workshop.

Learning Objectives:

1. Identify the six domains of posttraumatic growth.
2. Describe at least one experiential method to help clients make meaning of their traumatic experience.

3 FINDING BALANCE THROUGH OUR CORE GUIDANCE

Rosana Zapata, LCSW, CAP, TEP

The Training session will be on Role Theory with greater emphasis on the Role Social Atom and Role Inventory. You will have the opportunity to learn and practice how to apply sociometric and psychodramatic interventions for your clients to: strengthen, expand and develop their role repertoire; develop internal safety; and build healthy social connections.

Learning Objectives:

1. Apply sociometry and basic psychodramatic interventions with their clients.
2. Apply the learned interventions both virtually and in person.

4 EMBODIED RESILIENCE

Regina Sewell, Ph.D, PCC, LMHC, CP/PAT

In the "The End of Trauma," George Bananno argues that most people are resilient to traumatic and highly distressing events. He argues that a key determinant of resilience lies in having a "flexibility mindset" which consists of optimism, confidence in one's ability to cope, and having a "challenge orientation." In this workshop we will explore how to apply psychodramatic structures to evidenced based techniques to help clients to develop or expand a flexibility mindset.

Learning Objectives:

1. Define "flexibility mindset" and explain its relation to a "flexibility sequence."
2. Describe at least one psychodramatic structure that can be used to help clients cultivate a flexibility mindset

SESSION #2, 1:00 PM – 3:00 PM

1 EXPLORING EATING DISORDERS, BELONGING, AND ANCESTRAL TRAUMA

Karen Carnabucci, LCSW, TEP; Linda Ciotola, MEd, TEP

Eating disorders are often connected with experiences of personal trauma. However, we often forget to identify the contributing factors of collective, cultural and ancestral trauma when we look at our relationship with food and our body. In this workshop, led by Linda Ciotola, M.Ed., TEP, and Karen Carnabucci, LCSW, TEP, we explore in action how we are consciously and unconsciously influenced by collective directives about our bodies as well as the suffering of our long-ago ancestors. We will offer a variety of action structures to bring individuals and groups into the here and now, in full appreciation of our bodies' natural physical cues and without repeating ancestral patterns.

Learning Objectives:

1. Demonstrate how societal and cultural directives define the ideal body image of an era.
2. Identify how ancestral suffering, particularly collective trauma, may influence disordered eating today.

5 INTEGRATING MUSIC AND PSYCHODRAMA TO SUPPORT RESILIENCY WITH TRAUMA SURVIVORS

Amy Clarkson, MMT, LCAT, MT-BC, TEP; Barbara McKechnie, LPC, LCAT, RDT/BCT, RPT, TEP

Research shows that the therapeutic use of music can play an important role in healing and resiliency-building with trauma survivors. Musical engagement impacts the mind and body on a physiological level, supporting emotional expression and regulation, reducing stress levels, helping individuals feel more grounded, and promoting connection with internal and external resources. In this workshop, we will practice music therapy techniques that can help psychodrama participants experience increased safety, regulation, support, and connection. No prior musical training required.

Learning Objectives:

1. Describe at least 2 ways that music can be incorporated in psychodrama to support emotional regulation, stress reduction, grounding and/or connection to a resource.
2. Apply at least one musical technique to support emotional regulation, stress reduction, grounding, and/or connection to a resource.

6 PSYCHODRAMA & CREATIVE ARTS THERAPY: A COLLABORATION FOR HEALING TRAUMA

Louise Lipman, LCSW-R, CGP, TEP

Working with Trauma Survivors is challenging as therapists. During this workshop we will look at how to use psychodrama and other creative arts therapies to help us find the therapeutic window where safe meaningful work can be accomplished working with trauma. We will learn to develop skills before affect sociometrically, building a safe container and minimizing the risk for re-traumatization. An exercise: The Anatomy of Hope will help us to create the light at the end of the tunnel.

Learning Objectives:

1. Demonstrate the development of skills before affect when working with trauma.
2. Apply Psychodrama Techniques to create resilience in healing from trauma.

SESSION #3, 3:15 PM – 5:15 PM**7 PSYCHODRAMA WITH TRAUMA SURVIVORS: CREATING SAFETY AND ENGAGEMENT**

Jennifer Salimbene, LCSW-R, CASAC, TEP; Deborah Shaddy, LCPC, TEP

Trauma can create disorientation, fragmentation, disorganization and inner chaos. This can result in anxiety and an inability to cope adequately in the world. The client's anxiety can be transmitted to the therapist/practitioner. The Hudson Valley Psychodrama Institute has developed a model utilizing psychodramatic techniques in a structured framework that provides a safe container for both the client and the therapist so that work can be done. This workshop will describe the model and demonstrate aspects of the model in action.

Learning Objectives:

1. Describe a model for creating a safe container for working with trauma.
2. Identify at least one psychodramatic structure that can be used to help clients reduce anxiety.

8 SPRIGS OF JOY: EVEN NOW!

Jaye Moyer, LCSW-R, TEP

"Did you know that one of the most difficult emotions to feel is joy? On the brink of joy we come face to face with our vulnerability. We protect ourselves by muting or even exiling joy. We try to beat vulnerability to the punch. When we deliberately set our intention toward paying attention to joy, we are feeding the heart good medicine. In this afternoon we will explore our relationship with joy and appreciation in the so-called "ordinary" moments.

Learning Objectives:

1. Recognize opportunities for cultivating joy
2. Define the components of mindful awareness training

9 SOCIOMETRICS & RELATIONSHIP TRAUMA REPAIR

Dave Moran, LCSW, CAC, CCDP-D, TEP; Karen Moser, LCSW, CP/PAT

"This workshop will utilize the tools Dr. Tian Dayton designed as Sociometrics Relational Trauma Recovery. RTR utilizes the Human Social Engagement System, the healthy aspect of codependency, nurturing and connection. The tools offered will allow you the ability to create safety, connection and camaraderie necessary to heal from trauma, co-create supports and engage in intimate relationships. Healing involves SOCIOMETRIC choices shared with others in a group setting. Allowing Trainee's to engage in action, share pain, vulnerability, hopes, and dreams.

Learning Objectives:

1. Demonstrate the use of "Floor Checks" to enhance self-diagnosis of feelings states and traits
2. Utilize Experiential Letter Writing as a skill for group and individual work.

10 POST-TRAUMATIC STRENGTH IN COLLECTIVITY

Leticia Nieto, PsyD, LMFT, TEP; Miriam Zachariah, MA, B.Ed, TEP, Retired Educator, Granddaughter of JL Moreno

Just as much as pain or more we gather, we store resilience" - Shireen Amini. We will explore in action the blueprints alive in the 'space between' - the interpersonal, telic field. We will come home to the realization that we don't have to be resourced personally all the time. Because who we are includes how we are connected. These patterns of strength are discoverable through action methods. We will experience ways to evoke wholeness in our collective shapes.

Learning Objectives:

1. Describe one way that strength can be accessed in collectives.
2. Demonstrate post-traumatic strength patterns through one application of action methods.

11 RESOURCE MINING WITH A PSYCHODRAMATIC TIMELINE TO UNEARTH STRENGTHS

Julie Wells, LCSW, TEP

'Resource mining' is a trauma-informed process of extracting useful material from underneath the surface and finding resources that are positive by-products of life's experiences. A psychodramatic resiliency timeline is a strength-based intervention designed to build on resiliency and extract valuable inter, intra, and transpersonal strengths. This workshop will work with a ZOOM-modified psychodramatic resiliency timeline to assist with strengths integration for a variety of settings and populations. Join us on an exploration of the 'who' and 'what' helped get through past difficulties.

Learning Objectives:

1. Differentiate between inter, intra and transpersonal strengths and resources.
2. Define a psychodramatic resiliency timeline and describe 2 other ways to use a timeline to build strengths.

12 EXPLORING TRAUMA OF ENVIRONMENTAL RACISM

Ananta Chauhan (Baljit Kaur) Ph.D, RP, TEP; Kim Irvine-Albano, RP, TEP

This experiential workshop offers a space to explore our awareness and experiences of the traumatic impacts of environmental racism. Using sociodrama and sociometry, we will seek to facilitate a greater understanding of our own responses, or lack thereof, to the lived realities of millions of peoples within the USA/Canada as well as globally. Together, we might develop the spontaneity to respond meaningfully to ongoing systemic and policy initiatives that result in perpetuating inequity and injustice.

Learning Objectives:

1. Identify how Sociodrama can be used to explore our personal connection with a societal issue of our times and serve as a tool for creating awareness of inequities and exclusions prevalent in our societies.
2. Examine environmental issues from perspectives other than our own to expand our awareness of how peoples of different socioeconomic backgrounds, minority status or marginalised groups with limited resources are differentially and adversely impacted.

SESSION #4, 5:15 PM – 5:30 PM

DAY 1 CLOSING

Members of the Education Committee

DAY TWO - Saturday, October 28, 2023

SESSION #1, 10:45 AM – 12:30 PM

Welcome to Day 2/Energizer

Members of the Education Committee

Plenary:

**PSYCHODRAMA RESEARCH PANEL:
"FROM TRAUMA TO RESILIENCE"**

Panel Moderator:

Rob Pramann, Ph.D, ABPP, TEP

Panelists:

**Joshua Marquit, Ph.D, Teaching Professor of
Psychology at Penn State Brandywine
&**

**Richard G. Corden, Ph.D, Social-Personality
Psychologist, and Psychology Research
Associate for The Human Flourishing Program
at Harvard's Institute for Quantitative
Social Science.**

SESSION #2, 1:15 PM – 2:00 PM

Plenary:

**THE TEN EVIDENCE-BASED PRINCIPLES OF
TRAUMA TREATMENT
(OR RESILIENCE OR BOTH)**

**Eric Gentry, Ph.D, LMHC, DAAETS,
Forward-Facing Institute**

Respondent:

**APPLYING THE PRINCIPLES OF
TRAUMA TREATMENT TO
PSYCHODRAMA AND SOCIODRAMA**

Nina Garcia, Ed.D., TEP

SESSION #3, 2:30 PM – 4:30 PM

13 TRAUMA-RESPONSIVE PSYCHODRAMA

Adena Bank Lees, LCSW, LISAC, BCETS, CEP

Trauma Responsive Psychodrama is the ethical practice of psychodrama that blends the neurobiology and psychology of traumatic stress, addiction, attachment theory, and mindfulness practice. It empowers rather than re-traumatizes. This workshop will offer practical and applicable interventions functional in agencies and private practice settings. Engage your curiosity and creativity while gaining valuable skills and supportive connections with your colleagues!

Learning Objectives:

1. Explain the need for safety and containment in ethical trauma treatment.
2. Apply at least one trauma-responsive psychodramatic intervention in their practice.

14 POSTTRAUMATIC GROWTH AND MINDFULNESS: A SOCIODRAMATIC EXPLORATION

Antonina Garcia, Ed.D, RDT/BCT, TEP

Although many of us have had traumatic experiences in our lives, as we recover from trauma, we discover gifts we have that we hadn't realized before or that we have begun to develop. Mindfulness and post-traumatic growth go hand in hand in that regard as in many other ways. This sociodrama workshop will explore how mindfulness and post-traumatic growth interweave to restore us to vigor.

Learning Objectives:

1. Define post-traumatic growth
2. Define mindfulness; Describe how sociodrama can offer a method for exploring issues deeply though non-personally.

15 INTRAPSYCHIC PSYCHODRAMA FOR LIVED EXPERIENCE OF BETRAYAL, NEGLECT, ABUSE & MARGINALIZATION

Sulabha Abhyankar, LCSW, CP/PAT

Living experiences of betrayal, neglect, abuse, rejection, dismissal in significant doses in life, results in the traumatized self, formulating an agonizing narrative that throws one in the Victim/Rescuer/Abuser triangle. Unresolved and unmet needs create traumatic situations where one relates to self and others in ways that reenact the betrayal, abandonment, rejection to avoid feeling the pain, humiliation and powerlessness experienced repeatedly. This workshop will explore the intrapsychic struggle that negatively impacts one's self worth, thereby affecting relationships. We will also explore a positive, healthy triangle that nurtures internal content/peace and, through the healing, builds self-respect, self-compassion for a transformative lifestyle. Learning Objectives:

1. Identify roles in the drama triangle that negatively impact relationship with self and others.
2. Practice healthy, mindful actions that build self respect, compassion and positive interconnections.

16 PLAYING WITH OUR DEFENSES: WORKING SAFELY WITH TRAUMA

Monica Forst, M.Ed, RP, CP; Sylvia Israel, LMFT, RDT/BCT, TEP

Defense mechanisms are behaviors people use to separate themselves from unpleasant events, actions, or thoughts. These psychological strategies initially help us put distance between ourselves and threatening situations or unwanted, overwhelming feelings such as guilt or shame. Over time, however, these defenses can get in the way of working through these painful events and feelings and having healthy relationships. Using theater games and role play, we will identify 3 categories of defenses; honor, befriend, and play with our favorites; and utilize the TSM role of Manager of Defenses to set aside these coping strategies and access our authentic selves. Learning Objectives:

1. Explain the importance of working with defenses in trauma healing
2. Describe how the role of Manager of Defenses can be utilized in a psychodrama

17 SEARCHING FOR THE INTERNAL 'DREAMCATCHERS': PSYCHODRAMA AND DREAMWORK FOR COPING WITH TRAUMA

Daniela Simmons, Ph.D, TEP

A 'dreamcatcher' is an object which some Native American people believe has the power to 'catch' bad dreams and only allow good dreams into their minds throughout the night. In this workshop, this symbol is used in demonstrating J.L. Moreno's approach to dreamwork through action methods, applied to clients coping with trauma. The workshop will demonstrate a theoretical framework based on J.L. Moreno's research and publications and action explorations of the modality. In psychodrama, the action account is offered as an alternative to the verbal account; the action techniques enable the clients to understand their dreams by themselves, instead of being analyzed and interpreted by the therapist. Learning Objectives:

1. Identify the four stages of Moreno's modality on dream work in helping trauma survivors to cope.
2. Apply at least three psychodrama techniques for working with trauma survivors on their dreams.

18 CO-THERAPY IN INDIVIDUAL SESSIONS FOR TRAUMA CONTAINMENT

Colleen Baratka, MA, TEP; Deborah Karner, LCSW, TEP

There are five (5) psychological needs that are disrupted by trauma: safety, trust, esteem, intimacy, and control. Using the containment of co-therapists creates a higher level of trust and safety that mirrors healthy dual parenting roles and naturally offers healing from corrective experience. In this session we will discuss cases; how the co-therapist relation serves in and out of session; demonstrate the different role structures that can be used and offer opportunities to practice therapeutic scenarios. Learning Objectives:

1. Identify 2 ways in which cotherapy provides greater containment than individual therapy for treating trauma.
2. Recognize when a client may benefit from the experience of co-therapy for specific therapy sessions.

19 SEEN, SAFE, SECURE

Anath Garber, MA, PDD, TEP

No matter your gender, stage of life, sexual orientation, or color of skin, we all want to be seen and loved, and experience ourselves as part of a bigger whole. In this experiential and didactic workshop, we will utilize action methods, sociometry, somatic experience, and mindfulness, to co-create a space where you will feel seen, safe, and included. You may then feel ready for further exploration. This need for security and belonging is particularly important in this post pandemic world where so many struggle with heightened anxiety and loneliness. Learning Objectives:

1. Describe and demonstrate a warm-up.
2. Describe at least one action technique.

SESSION #4, 4:45 PM – 6:00 PM

Plenary:

EXPLORING THE IDEAS IN THE BOOK MY GRANDMOTHER'S HANDS--RACIALIZED TRAUMA AND THE PATHWAY TO MENDING OUR HEARTS AND BODIES BY RESMAA MENAKEM ▲

Uneeda Brewer, MSW, TEP

Closing: Education Committee

Carol Feldman Bass, JD ; Uneeda Brewer, MSW, TEP

Tanja L. Lee, Ph.D, RDT, CTP-2;
Daniela Simmons, Ph.D, TEP

Come together with members of the ASGPP Education Committee and the community gathered to bring the symposium to a close. Consolidate your learning from the sessions and leave refreshed and renewed--with new ideas, insights and practical tools to apply in your work.

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.

Please click [HERE](#) to register for the Symposium.

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.

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.

FEES

Full TWO DAY Symposium (Fri & Sat)	ASGPP Regular Member	\$225
	ASGPP Student/Retiree Member	\$180
	[General] Non-Member	\$247.50
	[Student/Retiree] Non-Member	\$198
ONE Day Symposium (Fri or Sat)	ASGPP Regular Member	\$125
	ASGPP Student/Retiree Member	\$100
	[General] Non-Member	\$137.50
	[Student/Retiree] Non-Member	\$110

Up to nine and a half (9.5) CE credits available. Up to ten and a half (10.5) online psychodrama training hours available.

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.

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