



**LEWIS & CLARK COLLEGE
GRADUATE SCHOOL OF EDUCATION AND COUNSELING
COURSE TITLE CPSY 590 – 4 PSYCHODRAMA
SPRING 2019**

When: Fridays, 9 - noon, 2/8/2019 - 3/8/2019

Where: York, room 116

Instructor: Anna Schaum, LPC, TEP

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Office hours: By appointment

Credits: 1

CATALOG & COURSE DESCRIPTION

This course will cover the philosophical, historical, and foundational applications of psychodrama, one of the oldest forms of group psychotherapy. Special attention will be given to the modality's relevance in trauma and social justice work. Students will practice discrete action interventions that may be implemented in clinical work as complements to other therapeutic orientations.

A note about the experiential learning component:

Psychodrama is an inherently experiential modality, therefore this course will be equally didactic and experiential by design. It is neither the intention of the instructor nor the purpose of the class to elicit private material from students, however students will be invited to practice "use of self" within their level of comfort in order to learn interventions "in situ." The instructor will take particular care to maintain a psychologically safe space for appropriate student transparency. Students may opt out of any exercise. Students who choose to opt out of classroom experiential exercises will be given alternatives for fulfilling the experience-based learning objectives. See the **DISCLOSURE OF PERSONAL INFORMATION** later in this document for more information on COAMFTE standards regarding disclosure of personal information.

OBJECTIVES

1. Relate pertinent history of Psychodrama over the last century.
2. Differentiate between Psychodrama and other group therapy methods.
3. Differentiate between Psychodrama, Sociodrama, and other drama-based therapies.
4. Discuss Moreno's concept of Sociatry.
5. Define Sociometry and its role in Psychodrama.
6. Define Spontaneity, Tele, and the Canon of Creativity.
7. Name the 5 parts of a Classical Psychodrama.
8. Name the 3 stages of a Classical Psychodrama.
9. Explain Moreno's concept of Role Theory.
10. Complete a social atom worksheet.
11. Practice a minimum of three Psychodramatic interventions.
12. Practice a minimum of two Sociometric exercises.
13. Direct one Psychodramatic or Sociometric exercise.
14. Explain how Psychodrama may be used as psycho-education.
15. Describe one way Psychodrama may foster post-traumatic growth.
16. Discuss ethical guidelines in a Psychodrama practice.
17. Explain the certification processes of the American Board of Examiners in Psychodrama, Sociometry, and Group Psychotherapy.

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL NEEDS/ ACCOMMODATIONS

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

TEACHING METHODS

A variety of teaching methods will be used during this course in order to achieve the above objectives. Among those methods will be assigned readings, class discussions, experiential activities, and lectures.

REQUIRED READINGS and ASSIGNMENTS:

Readings are to be completed for the day indicated. Students are to be prepared to introduce, discuss, and enact the ideas and concepts described in the readings. Students are responsible for all assigned readings, whether or not these are discussed in class.

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up through completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 1.5 hours for a 15 hour class (1 credit.). In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

DISCLOSURE OF PERSONAL INFORMATION

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have “established policies for informing applicants and students regarding disclosure of their personal information” (COAMFTE Standard 140.02, 2003). Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

CELL PHONES

Cell phones must be silenced and text messaging is not allowed during class time. If there is an emergency you may exit the class to use your cell.

CLASS PREPARATION

You must complete all assigned readings and assignments prior to attending class. This will allow us to focus on application of readings in class.

COURSE STRUCTURE

The course will include lectures and class discussion, video examples, role analysis exercises, voluntary demonstration, dyad, triad, and group role play exercises, written exam and experiential demonstration.

EVALUATION AND GRADING

Attendance & Participation	25%
Reflection papers	25%
Final exam	25%
Experiential demonstration	25%
TOTAL	100%

Attendance and participation in all classes (25 points)

1. Attending all classes and being on time
2. Giving focus to the instructor and/or other students during class
3. Contributing to in-class discussions based on the topics and readings assigned
4. Engaging in activities with attention and focus
5. Asking questions of the instructor and/or other students regarding the material examined in that class
6. Exercising good judgment regarding self disclosure during experiential exercises, and if opting out of an exercise, reporting the reason for that choice
7. Completing and documenting any make-up assignments for experiential opt-out
8. Making clear statements about the personal impact of experiential exercises
9. Providing examples to support or challenge the issues talked about in class
10. Communicating with other students and/or the instructor in a respectful fashion
11. Listening actively and using reflective listening/restating skills to clarify meaning
12. Completing course evaluation in a timely manner

Reflection Papers (25 points)

1. Students will write a 1 – 2 page (300 word minimum) reflection paper after each class meeting (5 points per paper), due by the beginning of the next class;
2. Each paper:
 - a. Will include reflections on the previous class and/or assignment;
 - b. May include a review of a specific topic area; reflection on an assigned reading; personal highlight or moment of difficulty from the classroom session; insights into how student can apply material; relevant criticism; review of literature, etc.;
 - c. Reflections must be centered around individual student's response and are not to interpret or otherwise focus on any other student.
 - d. May include additional expressive media such as sketches, photos, collage, that facilitate integration of information and experience.
3. Final paper due by 9 am one week following last class meeting.

Experiential Demo (25 points)

1. On the last day of class each student will direct a brief 10 – 15 minute Psychodramatic or Sociometric skill.
2. Skill will be chosen by lottery at the beginning of class and will require either:
 - i. Doubling

- ii. Role reversal
 - iii. Spectrogram
 - iv. Locogram
 - v. Step in sociometry
3. Student will:
- a. Take role of director (5 points)
 - b. Define the skill (5 points)
 - c. Choose a volunteer/s (5 points)
 - d. Define the scope of the exercise (5 points)
 - e. Direct the intervention (5 points)

Final Exam – (25 points)

1. Final will take place on the last day of class and will include multiple choice, completion, and essay questions in the domains of:
- a. History (5 points)
 - b. Philosophy (5 points)
 - c. Methodology (5 points)
 - d. Related fields (5 points)
 - e. Further study essay (5 points)

EVALUATION AND GRADING

A = 94-100%	B = 83-87%	C = 73-77%
A- = 90-93%	B- = 80-82%	C- = 70-72%
B+ = 88-89%	C+ = 78-79%	

REQUIRED READING

Garcia, A. & Buchanan, D. (2000) Psychodrama in *Current Approaches to Drama Therapy*, 2nd ed, Johnson & Emunah.

SUGGESTED BIBLIOGRAPHY

Dayton, T. (2004). *The living stage: A step by step guide to psychodrama, sociometry, and group psychotherapy*. Deerfield Beach, FL: Health Communications, Inc.

Nieto, L. Boyer, M. Goodwin, L, Johnson, G, & Collier Smith, L. (2010). *Beyond inclusion, beyond empowerment: A developmental model to liberate everyone*. Olympia, WA: Cuetzpalin Publishing.

Sternberg, P., & Garcia, A. (1989). *Sociodrama: Who's in your shoes?* New York, NY, England: Praeger Publishers.

Further suggested reading may be introduced based on topics raised in class.