

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY
MSW PROGRAM**

Introduction to Psychodrama,
Sociometry, & Group Psychotherapy
SWK # 8814

Spring 2021
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Office Hours: By appointment

COURSE DESCRIPTION

The course is designed to explore the bridge between personal narratives, creativity, and the power of community. In this course students will gain an understanding of the principles and techniques of psychodrama, sociometry, and group psychotherapy.

Conceived and developed by Jacob L. Moreno, psychodrama employs guided dramatic action to examine problems or issues raised by an individual or a group. Using experiential methods, sociometry, role theory, and group dynamics, psychodrama facilitates insight, personal growth, and integration on cognitive, affective, and behavioral levels. It clarifies issues, increases physical and emotional wellbeing and enhances learning and develops new skills.

I. LEARNING OBJECTIVES

At the conclusion of this course, students will be able to:

1. Their understanding of the connection between social work practice and psychodrama, sociometry, and group psychotherapy
2. Their understanding of the philosophy underlying psychodrama, sociometry, and group psychotherapy. Additionally, students will learn the historical development of this modality.
3. Their competence in articulating and applying key concepts of different psychodramatic techniques
4. Their understanding of how to integrate psychodramatic techniques with diverse populations in various settings.
5. Their understanding of integrating this method in field work practice

II. INSTRUCTIONAL METHODS

This course is highly interactive and experiential, providing opportunities to experience role-play and other psychodramatic techniques. Special attention is given to the safe and ethical use of experiential methods with specific populations, including individuals with trauma histories and other vulnerable populations.

This class is experiential in nature and does call for some level of self-disclosure for the purpose of learning. Students always have the right to pass on any activity and disclose within limits of what feels comfortable.

This class is designed to provide an overview of psychodramatic methods in working with individuals, couples, families and groups. Toward this end, critical thinking, meaningful dialogue, and participation in in-class experiential activities are important.

III. COURSE EXPECTATIONS AND GRADING

Students are expected to attend all classes and to be on time. If, for some compelling reason you expect to arrive late to class, please call or text the instructor. ***Make sure you have a quiet and private space to participate. To receive credit for attendance you must have your camera on at all times.***

There will be two assignments for this course, a mid-term paper due class 7 and a final paper due at the end of the semester. The specific requirements of each written assignment will be distributed to you by the instructor. Late papers will result in lower grades.

Class Participation: 35%

Mid-term Assignment: 30%

Final Assignment: 35%

Please see course grading rubric for guidelines on grading assignments

Texts for the Course

- Dayton, T. & Moreno, Z., (2004). The Living stage: A step-by-step guide to psychodrama, sociometry and group psychotherapy. Health Communications. \$19.00
- Nolte, J. (2015). The Philosophy, theory and methods of J.L. Moreno. Routledge. ISBN-13: 978-1138184817 \$48.00

Recommended Texts

- Gershoni, J. (Ed.). (2003). Psychodrama in the 21st century: Clinical and educational applications. New York, NY: Springer Publishing Company. ISBN-13: 978-0826121752. \$25.00
- Marineau, R.F. (2014). Jacob Levy Moreno (1889-1974), Father of psychodrama, sociometry, and group psychotherapy. New Jersey: Psychodrama Press ISBN-13: 9781482366228. \$20.00

COURSE REQUIREMENTS

Assignment I – Due Session # 7 -Integrating the Social Atom to Social Work Practice

The social atom is a dynamic construct which can be utilized in practice with a range of clients in multiple settings. Create a current day social atom with a client you are working with at your field placement. Based on your knowledge from the class and readings, analyze the social atom for the following factors:

- support systems
- interpersonal relationships

- strengths
- unfinished business

Additionally, address how you would utilize the social atom to inform both the assessment and intervention process with your client. What was it like for you to administer the social atom to your client?

This paper should be between 6-8 pages and include the social atom. Integrate relevant readings from the course and utilize APA style.

Assignment II – Due Session 13 -Psychodrama and Social Work Practice

In a well-constructed paper, integrating relevant readings from the course and utilizing APA style, answer the following questions in **7-9 pages**.

You are talking to your field instructor about how excited you are about the course you are taking this semester called "Psychodrama, Sociometry, and Group Psychotherapy". Your field instructor is intrigued and asks you:

1. "What is Psychodrama and how is it related to social work practice"? Discuss the theory and practice of Psychodrama, Sociometry & Group Psychotherapy and how it relates to the mission of social work.
2. What are **two** techniques you have learned in this course that can be applied to your work with clients?
 - Explain the techniques and give an example of **why** and **how** you would apply this technique.

OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. <http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

E-RESERVES

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is <http://yulib002.mc.yu.edu:2262/er.php>. Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES

FROM CANVAS

1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves" (no password required)

FROM CAMPUS

1. If you wish to access e-reserves from the library home page (library.yu.edu),
2. Use "wurzweiler" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

FROM OFF-CAMPUS

1. Go to the library's online resources page: http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES; you will be prompted for your Off Campus Access Service login and password.
3. Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

USING E-RESERVES

1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.
3. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes *plagiarism* and is a violation of academic standards. The School will not condone *plagiarism* in any form and will impose sanctions to acts of *plagiarism*. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. *Plagiarism* occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also *plagiarism* to use the ideas and/or work of another student and present them as your own. It is **NOT** *plagiarism* to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **FAIL** the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class

for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following “plagiarism checker” websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker

www.dustball.com/cs/plagiarism.checker www.plagtracker.com

www.plagium.com/

www.plagscan.com/seesources/

www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

FERPA & OTHER UNIVERSITY POLICIES

- Wurzweiler’s policies and procedures are in compliance with FERPA regulations. Information about FERPA regulations can be found [here](#).
- Drug-Free University Policy can be found [here](#).
- Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found [here](#).
- The University’s Computer Guidelines can be found [here](#).

COURSE OUTLINE

UNIT I: History of Psychodrama and J.L Moreno

Content Covered

- Overview of the course
- Brief history of psychodrama
- Triadic System: psychodrama, sociometry, and group psychotherapy
- 5 elements of psychodrama

Required Readings

Dayton: Chapter 1, 2,

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

Nolte: Chapter: Part 1 (Chapters, 1, 2, 3)

Konopik, D.A. & Cheung, M. (2013). Psychodrama as a Social Work Modality. *Journal Social Work*, 58(1): 9-20.

Unit 2: Theoretical Elements in Psychodrama

Content Covered

- Doubling
- Moreno's theory of personality

Required Readings

Dayton: Chapter 3

Nolte: Chapter 10

Kipper, D. & Ritchie, T. (2003). The effectiveness of Psychodrama techniques: A meta-analysis. *Group Dynamics: Theory, Research and Practice*, 7(1), 13-25.

Unit 3: Theoretical Elements in Psychodrama Continued

Content Covered

- Role reversal & auxiliary training
- Empy chair

Required Readings

Dayton: Chapter 4

Nolte: Chapter 11

Unit 4: Sociometry & Warm-Ups

Content Covered

- Spectrogram
- Logogram
- Circle step-in
- Action sociogram
- Tele

Required Readings

Dayton: Chapters 6, 8

Moreno, J. L. (1940). Mental catharsis and the psychodrama. *Sociometry*, 3(1), 220- 238.

Nolte: Chapter 8

Unit 5: Social Atom

Content Covered

- Utilizing the social atom to facilitate warm-up, action, & sharing

Required Readings

Dayton: Chapter 7

Buchanan, D. R. (1984). Moreno's social atom: A diagnostic tool for exploring interpersonal relationships. *The Arts in Psychotherapy*, 27, 173-183.

Moreno, Z. T. (1987). Psychodrama, role theory and the concept of the social atom. J. Zeig (Ed.). *The evolution of psychotherapy* (pp.341-358). New York: Brunner/Mazel.

Nolte: Chapter 9

Unit 6: Introduction to Psychodramatic Roles

Content Covered:

- The process of role development
- Role charts
- The warm-up couch

Required Readings

Dayton: Chapter 11

Nolte: Chapter 9

Unit 7: Philosophy of Spontaneity & Creativity

Content Covered

- Canon of creativity

Required Readings

Dayton: Chapter 5

Nolte: Chapter 5, 6

Unit 8: Surplus Reality

Content Covered

- Scene Setting

Required Readings

Barbour, A. (1992). Purpose and strategy behind the magic shop. *Journal of Group Psychotherapy, Psychodrama & Sociometry*, 45(3), 91-101.

Kellermann, P.F. (1984). The Place of Catharsis in Psychodrama. *Journal of Group Psychotherapy, Psychodrama, and Sociometry*, 37(1): 1-13.

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

Nolte: Chapter 11

Unit 9: Psychodrama & Group Work

Content Covered

- Therapeutic factors
- Mutual aid
- Stages of group development

Required Readings

Drumm, K. (2006). The essential power of group work. *Social Work with Groups*, 29(2/3), 17- 31.

Kurland, R. (2008). Debunking the “blood theory” of social work with groups: Group workers are made and not born. *Social Work with Groups* 30(1), 11-24

Kurland, R., & Salmon, R. (2006) Purpose: A misunderstood and misused keystone of group work practice. *Social Work with Groups*, 29(2/3), 105- 120.

Nolte: Chapter 7

Papell, C. (2015). More than 60 years with social group work: Personal and professional history. *Social Work with Groups*,38(3-4), 201-219

Rossi-Berman, T. (1993). The tasks and skills of the social worker across stages of group development. *Social Work with Groups*, 16(1/2), 69-81

Skolnik, S. (2018). A synergistic union: Group work meets psychodrama. *Social Work with Groups*, 41 (1-2). 60-73.

Steinberg, M. (2010). Mutual aid: A contribution to best-practice social work. *Social Work with Groups*, 33(1), 53-68

Unit 10: The Hollander Curve & Trauma and Psychodrama

Content Covered

- Theory and Practice of the Hollander Curve as experienced in a traditional Psychodrama
- Understanding the Therapeutic Value of applying psychodrama to working with victims of trauma

Required Readings

Dayton: Chapters: 13, 14

Unit 11: Psychodrama Debriefing

Contents Covered:

- Understanding the triadic system
- Recognizing the sociometric connections

Required Readings

Dayton: Chapters 17, 24

Unit 12: Termination Through Action

Contents Covered:

- Course wrap-up

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