

Previous journal articles: Reflections and implications

Dr. J. L. Moreno – Marriage Therapist

by Richard Fowler

ANZPA Journal #3, 1994, pages 55-65

Reflections by Walter Logeman

To build theory and practice based on Moreno's principles it is useful to understand what Moreno said in the first place.

The article by Richard Fowler (1994), *Dr. J.L. Moreno – Marriage Therapist*, is a good exposition of Moreno's work. Richard says, "I have enjoyed the challenge of setting out what Moreno has to say in a systematic order." Richard includes theory and techniques and makes it easy to get to the heart of Moreno's marriage therapy.

The article highlighted for me that '*tele*', *the appreciative mutual flow of feeling, is strong between the partners in a couple. The therapist activates this loving healing potential, but is not the source of it.* In line with this theory, Moreno used the term *catalyst* to describe one of the roles of the director.

More than exposition of Moreno's work is needed if we are to fully embrace psychodrama as a basis for couples practice. Richard concludes:

I have found that Moreno provides a basis from which to develop useful and effective theories, methods and techniques to enrich counselling and therapy with couples. [We need to] develop and extend Moreno's ideas.
(p. 65).

To *develop, enrich and extend* Moreno's work. That is in line with what Zerka said: *Moreno is the creator, someone else can sort out the details.*

Richard's paper inspires me to develop the psychodramatic approach to couple therapy training. It is clear that Moreno was a marriage therapist, that couple therapy is an application of psychodrama (in its most generic sense). Committed experimentation building on Moreno's principles can develop relationship therapy that can be confidently applied by psychodramatists.



***Walter Logeman** is a Psychodramatist and Trainer Educator Practitioner in the Christchurch Institute for Training in Psychodrama. He is a psychotherapist in private practice, and in recent years has specialised in training relationship therapists using a psychodramatic approach.*



*The FU Decision: Reflections on antisocial role
development*

by Sean Manning

ANZPA Journal #4, 1995, pages 1-11

Reflections by Kevin Franklin

I have returned to this article numerous times in 25 years and have never quite resolved it, until recently. The author, Sean Manning, describes a scene. The protagonist is 27 year-old Jock with a history of drug and alcohol abuse, violence and jail. In the scene, Jock is aged six. Sean writes:

He kneels in front of the priest, is blessed, stands and receives his Sacred Heart. He pauses, then in rapid movement, his hands crumple and tear the flimsy picture and he turns and runs from the church. Pieces of torn paper float to the carpet in the vacated space. (p. 4).

In that “fuck you” moment *the new role developed ... is progressive and functional as opposed to fragmenting, dysfunctional or restrictive. And, practised over many similar rebellions, the new role will become a finely tuned response to every situation that otherwise might have hurt or humiliated him.*

The article resonated with me, in particular, making sense of the exact moment that I decided to resign as Senior Teacher of Science and Biological Sciences.

I had spent a lot of time as a teacher consistently moving toward “Jack,” a renowned 14 year-old ‘difficult’ student. In the pre-siren morning calm, I was walking along a corridor, and there he was with a couple of mates and, close-by, two teachers. He called out, “How’re ya going, ya’ fucking cunt?” I took him at face value, accepting his lingua franca as words of endearment which I experienced as one of the most amazing things that a budding heterosexual boy could call me! The symbolism in the boy was truly poetic and totally inappropriate to the norms of school, yet I’m sure that it was the lingua franca of his home life. On behalf of Jack, my 14 year old self was in rebellion with the petty

bourgeoisie norms of school. I knew then, I am *resigned*. I resigned in December 1982 to do a BPsych and then a PhD.

Manning's 1995 article included *principles of working with antisocial personality disorder*. He added, *such a pervasive pattern of disregard ... and violation of ... others will produce censure, condemnation and punishment*. Instead of righteousness, like Manning, I discovered a first principle of Psychodrama. Manning wrote, *the psychodramatist's view must be different, taking into account the progressive, functional nature of the FU role*.

Thank you Sean, Jock and Jack!



Kevin Franklin is a Psychodramatist, TEP, Director of Perth Campus, Clinical Psychologist, PhD (clinical psychology) and a practicing gay-man. I write practicing gay-man to repudiate homophobia and similar cultural "forces" that interpret me in mortal sin or behaving anti-socially. We – peoples of this earth – likely will never come to fully comprehend the psychodramatic role.



*Becoming Jane: Appreciating her being and becoming
through explorations of role*
by Don Reekie

ANZPA Journal #16, 2007, pages 46-54

Reflections by Jo-Anne Colwell

Don Reekie's article in the 2007 ANZPA Journal still resonates with me. Here was someone else who could see that limited word descriptors were a shadow of what can be seen in a role. Rereading the article has only strengthened my connection to Don's thinking about Role Dynamics.

Don discusses the central organising factor, which is akin to how I see core roles. This central organising factor is observed through the culture of Jane's relating within the context of her city cousin's criticism.

Don focuses on the progressive gestalts of Jane's functioning rather than the negative aspects of her actions allowing us to view Jane through a healthy lens. We can see how her functioning is informed via her past experiences and how she struggles to respond in a healthy manner to a difficult situation.

Don's approach to role dynamics is a systematic holistic way of viewing role development. Don acknowledges whose perceptions and constructions are being used in making meaning and offering interpretation of another and that this will affect the interpretation of our role constructions in others.

Viewing Jane through the lens of role dynamics enables us to gain a richer, more complete picture of Jane's functioning. Don's work has supported me in retaining a focus on health in my own work. What is often viewed as unhealthy behaviour by others, when viewed through my health lens is an adequate response given the traumatic background. Convincing others to come on board and support rather than berate is crucial when I'm working with adolescents with trauma histories.

Don's insights and deeper understanding of role dynamics influence my therapeutic hypothesis when working with clients and relating in my personal life. What on the surface can be seen as unhealthy functioning, when unpacked and viewed through the lens of a health-focused role

dynamics perspective, can be seen as the person doing the best they can in response to difficult situations.



Jo-Anne Colwell is a psychologist and psychodramatist. She has worked in her Melbourne private practice for over 16 years. Jo-Anne's focus is trauma, in other words, Family Violence. Jo-Anne works with children, adolescents and adults. She is currently working toward finishing



her doctorate. Jo-Anne has designed the Bystander Behaviour Program for bullying and will soon be trialling the program in a Victorian Secondary School.

Me, I, you and all of us

by Sandra Turner

AANZPA Journal #17, 2008, pages 18-27

Reflections by Sue Christie

At the time of reading Sandra Turner's article *Me, I, you and all of us* in 2008 I remember it having a profound impact on me in particular a sentence in the case study about Rachel which said, "...Rachel received attention without any requirement or pressure to perform." This statement affected me deeply as it mirrored my longing to be loved simply for who I am. Rachel's story filled me with hope. I realised that there was potential for healing and that I could change my life. Forever I had been in survival mode believing I was inadequate, unlovable and that everything was my fault. I managed to get by by anticipating the needs of others, being a competent systems analyst and interventionist and leaving myself out of the equation. Even now I feel moved by that mirroring and I feel the tears welling up in me, tears of acknowledgement that my experience was real and that there was an explanation for the challenges I experienced in my life.

The article taught me about Moreno's three stages of development - doubling, mirroring and role reversal - which was an eye opener as up till then I had only known them as tools used in producing a psychodrama. I learned about these stages of my development and that in fact I had many aspects of healthy functioning I could build on.

I had never met Sandra but a couple of years after reading her article I made a point of connecting with her and let her know about its meaning for me. She really met me. At some stage during our conversation I made a self-deprecating comment and she laughed. Her light and breezy response was neither dismissive nor fanned the fire of my neurosis instead she saw me and mirrored my functioning as a healthy human being in a learning process conveying her recognition that we are all involved in a process of development all the time.

I appreciated the relevance of this article in 2008 and 8 years later it continues to be relevant in particular the integration of Moreno's theory into my practice and developing identity as a sociodramatist.

I can be myself.



Sue Christie is an advanced psychodrama trainee. She is a workforce /organisational development specialist in the public sector with experience in the education and health sectors. In her current role as an internal consultant in an Auckland metro District Health Board, she has the opportunity to focus on group work, investigating and exploring the social systems alive in the many different corners of the organisation, designing interventions to make it a better place to get care and work.



Portrait of a woman diagnosed with borderline personality disorder, incorporating a Morenian perspective

by Kate Cooke

AANZPA Journal #23, 2014, pages 63 to 76

Reflections by Diana Jones

I loved reading Kate Cooke's article. It is easy to read and understand. I gained insight into Ailsa's childhood where in response to a series of ongoing excruciating events, her best survival solutions were to "die" or "go mad." These events badly interfered with her childhood somatic capacities resulting in damage to her psychological survival and identity. Ailsa emerges into adulthood as a self-harming client with Borderline Personality Disorder.

With two questions: "Surely motives and reasons for doing something of such significance as deliberately harming oneself would be apparent to the self-harming person? Is there a part of the traumatised psyche that sabotages the self?" Kate Cooke deftly weaves together Fairburn and Winnicott's attachment theory, Bateman and Fogerty's Mentalization-based Therapy, and Moreno's evolution of role development with her work as psychodramatist. In doing so, Kate references theories that reveal the psychological dynamics occurring, the associated neurobiology, and the delicate long-term work needed for repair.

I despaired for Ailsa's painful early life, and that the adults in her life were blind to her early and ongoing agonies. The awful question emerged - "Is it that without caring adults, the alien self becomes the only known self to the child?" I see something akin to this in my work where leaders appear incapable of accepting their positive qualities, and only tune into what they have yet to develop. It's as if a learning gap has emerged.

Kate's work over time gently reawakens Ailsa's somatic awareness, and her capacity to reflect, going beyond the ghastly repetitive default response of thinking she is at fault, and must be hurt (this time, by herself). I was inspired by Ailsa's vision for herself — to have a "normal life."

It had always struck me that anyone who seeks therapy is incredibly brave and resourceful—they ask for help *and* go to a person who can provide this.

Four of Kate’s ideas are relevant to my work as a leadership coach:

1. Being aware that people with overdeveloped default behaviors don’t know their impact on others.
2. When children are left on their own to cope with life threatening events, their ways of surviving manifest in adult life.
3. By looking into your own life, it is possible to identify the cause of fragmenting behaviors. Where blame is assigned there is no ownership of capacities to generate anything new.
4. Identifying the cause of fragmenting behaviors offers three things:
 - power for the client to choose a path forward and to expand the development of the self
 - emergence of a new capacity - to have a vision for oneself beyond what is currently known
 - Willingness to accept an adult as a trusted companion.

Kate’s article has relevance to agencies providing preventative mental health services. Attachment theory and Moreno’s theory of role development helps everyone to see the damage of abuse and neglect to healthy child development and the subsequent personal and social costs.



Diana Jones is a Sociometrist, and Trainer, Educator, Practitioner with AANZPA. She works as a leadership advisor and coach with senior leaders and their teams. She has been applying sociometry in organisations for over 25 years. Diana’s forthcoming book is called “Leadership Material: How personal experience shapes executive presence.”



Saying YES: Embracing life as we age

by Rosemary Nourse

AANZPA Journal #24, 2015, pages 17 to 28

Reflections by Vivienne Pender

Rosemary Nourse in her article, *Saying YES: Embracing life as we age*, brings us in touch with real love, deep compassion, and a vitality and pleasure in the theatre of truth.

After reading this article, I become fully warmed up to four education sessions I will lead during the week involving doctors, nurses, allied health workers and volunteers who work alongside physically frail people of all ages. I feel passionately connected to the vitality of the work and better able to create educational relationships that connect each person with liveliness and curiosity and a willingness to thoughtfully role reverse with people they meet in their pain and frailty.

Rosemary brings a meticulous attention to detail, a compassionate and fearless openness to role reversing with frailty, and an intelligent and respectful problem solving ability with a group. She gives us an eagle-eyed view where she considers patiently how to set the stage, the type of chair and spaces between to ensure accessibility and relationship for people using walkers, sticks, wheelchairs, who are hard of hearing, with degrees of sight.

She writes in a way that encourages me to think of the sensitivity and intelligent planning of the architect of the building she finds which meets the many needs of the group work she facilitates.

Her dramatic production has me delighting in the scenes as they unfold: an obstacle, how will this be met? another obstacle, and another. Group norms are developed and sustained. There is a purposeful intent establishing and developing a group where 'everyone matters', 'not taking anything for granted'.

The protagonists' choices leave me with a sense of wonder and a renewed appreciation of how psychodrama teaches us to say 'Yes to Life.'

Thank you Rosemary.



Vivienne Pender

Psychodramatist, psychotherapist, counsellor and supervisor, enjoys working in a hospice and in Private Practice. She greatly values vitality and creativity.



*Psychodrama and infant mental health:
An essay and a conversation*

by Patricia O'Rourke and Heather Warne

AANZPA Journal #24, 2015, pages 29-37

Reflections by Claire Guy

Reading *Psychodrama and infant mental health: An essay and a conversation* by Patricia O'Rourke and Heather Warne brings tears to my eyes. The essay describes a working integration of psychodrama and infant mental health principles that enlarges both areas. Heather's delicate work of social atom repair for, and between, damaged parent and abused, neglected baby touches me deeply. I feel softened by her sensitivity and compassion. I warm up to memories of giving birth and the immediate and on-going love and protectiveness I experienced as each baby was laid warm and wet on my belly. My capacity for love and compassion has expanded through being a mother. Love is the central ingredient of my life; and of my work as a therapist, supervisor and trainer.

Heather's love of her clients is palpable. She works in the here and now drama of life. Her stage is the playroom. Her protagonist the relationship between parent and child. She is director and auxiliary, doubling, mirroring, modelling and role reversing. She expresses the unspoken surplus reality in the room. Although not a psychodramatist she has learnt to think, imagine, feel and act at times like a psychodramatist. Heather has developed these roles through supervision with Patricia. Their work attests the potential potency of a long term supervisory relationship.

My clinical work is 60% supervision. This comprises psychodrama practitioners/trainees and non-psychodrama therapists and other professionals. I teach mainly through my way of being with the supervisees. The supervisee, regardless of their orientation, grows in trust, confidence and self-esteem through receiving attuned doubling and astute mirroring. The angry youth worker develops compassion through role reversing; the hesitant clinical leader develops inner authority as I mirror her conflicted roles; the self-condemning psychodrama trainee visibly blossoms with a mirror of her 'good enough functioning'.

Working authentically in the here and now with an open heart is central to all my work. I imagine this short article will encourage others to this humane and potent practice.



Claire left her homeland, Scotland, aged 23, for an adventure in NZ. Obtaining a position in a Tertiary Institute teaching sociology, she grew in self-esteem and confidence through the positive mirroring of colleagues and students. She fell in love with psychodrama at her first residential workshop and was certificated 9 years later. She is currently a psychotherapist, TEP and has served on the Board and Executive. Her many loves include her multi-layered international family, friends, colleagues, clients, trainees, playing with children, singing, laughing, dancing, yoga, reading in the bath, sleeping under the stars and cycle touring.



*Moreno's scientific methodology:
By, of and for the people*

by Walter Logeman

AANZPA Journal #24, 2015, pages 51 to 62

Reflections by David Cartwright

I am encouraged and inspired by reading *Walter Logeman's* paper — *Moreno's scientific methodology: By, of and for the people* — in the 2015 edition of the AANZPA Journal.

Walter's last sentence says, "The possibility exists that sociometry is a key to the survival of humanity," and I warm up to this possibility, particularly given the current crises on Planet Earth and the epidemic of human loneliness, isolation, and anti-social behaviour that I see and hear about.

Inspired, my thoughts and conversations turn to social technologies. I become interested in how we can learn to be more aware of, and cultivate, communicating and interacting in ways that enrich and enliven, in contrast to talking and behaving in ways that leave us feeling even more isolated. As a therapist, I have become sensitive to the fluctuations of our inner 'self-esteem-o-meters' as I interact with others. With some things that you or I say and do, the 'meters' go up—we feel enriched, and with others, the meters go down—we feel diminished. It is an education, learning to tell one from the other.

There are already some sociometric technologies in place that represent the choices we make, for example, internet-based 'likes' on Facebook, and reputation-based ratings on Uber and Trade Me / eBay. These show a basic type of tele in the form of approval or disapproval for specific transactions — "I like what you shared on Facebook there" (thumbs up)", or, "This item was not as you described, I'm wary of trading with you again" (thumbs down). These feedback indicators become part of a social network measure of esteem or value, that we base further choices on. I am wondering how we might employ similar kinds of indicators, not electronically, but inter-personally, during encounter, to enliven our interactions and co-create valuing of self and other.

Walter's paper summarises and connects me to Moreno's vision and intention for social science research, towards a world where people feel better about, and more connected to, themselves and each other.



Dr David Cartwright is an advanced trainee in psychodrama in Christchurch. He is a private practice counsellor and trainee psychotherapist.

