



Certified Practitioner
Standard of
The Nordic-Baltic Board of Examiners
in Psychodrama, Sociometry & Group Psychotherapy

A Certified Practitioner (CP) has been professionally trained and supervised in psychodrama, sociometry, sociodrama and group psychotherapy by an institute or organization recognized by The Nordic-Baltic Board of Examiners in Psychodrama, Sociometry & Group Psychotherapy (NBBE). This institute or organization has met professional standards and has successfully fulfilled the examination requirements established by NBBE.

The law of each country governs all requirements from the NBBE. The candidate for CP must have a degree or diploma from an institute or university relevant to the candidate's area of practice. NBBE will make exceptions to this rule with people who have shown excellent talent for psychodrama (according to the CP competences, including skills, knowledge and attitudes described in Appendix A), but are lacking such qualification. Further restrictions and requirements could be set by the member institutes.

CP is a certified professional working with groups and individuals using psychodrama, sociometry and (inter-)action methods based on J.L. Moreno's philosophy of spontaneity-creativity and role theory.

The role of the psychodramatist develops throughout the education. The trainer's role is to help the students, or create an environment that helps the students, to move from role-taking through role-playing to role-creation and to shift role from student to colleague.

Trainer's challenge is to not get stuck in the Frankenstein syndrome. The Frankenstein syndrome means: to awaken and feed "dead meat" or crystalized creativity, and basically trying to get the students to do more of the same but without a "deeper" understanding; giving them knowledge without role transformation.

Titles given by different NBBE member institutes on the path to CP:

Tartu Psychodrama Institute:

1. Psühhodraama rakendaja (Practitioner) – 40 ECTS
2. Psühhodraama grupijuht ja sotsiometrist (Group Leader) – 60 ECTS
3. Psühhodraama lavastaja (Certified Practitioner) – 80 ECTS

Norwegian Moreno Institute:

1. Psychodrama Director/Certified Practitioner

Helsinki Moreno Institute

1. Ryhmänohjaaja (Group Leader) – 30 + 30 ECTS
2. TRO Toiminnallisen ryhmätyön ohjaaja (Group Leader of Action Methods) – 20 ECTS
3. Psykodraamaohjaaja (Psychodrama Director) – 60 ECTS
4. Psykodraamaohjaaja CP (Psychodrama Director CP) – 60 ECTS

Tallinn Psychodrama School

1. (Practical Group Leading and Sociometry)
2. (Psychodrama Group Leader. Supervisor and coach)
3. (Psychodrama CP Certified Practitioner)

Latvian Moreno Institute

1. Asistentā kvalifikācija psihodrāmā, sociometrijā un grupu psihoterapijā (Assistant in Psychodrama, Sociometry and Group Psychotherapy)

2. Līdera kvalifikācija psihodrāmā, sociometrijā un grupu psihoterapijā (Leader in psychodrama, sociometry and group psychotherapy)
3. Psihodrāmas režisora kvalifikācija psihodrāmā, sociometrijā un grupu psihoterapijā (Certified Practitioner in psychodrama, sociometry and group psychotherapy)

Swedish Moreno Institute

1. Psychodrama assistant
2. Psychodrama leader
3. (Psychodrama CP Certified Practitioner)

Requirements

- These requirements are descriptions of both contents and amounts of training. They can serve as a common ground for member institutes enabling change of students between training programmes and institutes.
- A required minimum of 1930 hrs. (à 45 min.) of training in psychodrama, sociometry, sociodrama and group psychotherapy at a training institute or organization, recognized by The Nordic-Baltic Board of Examiners in Psychodrama, Sociometry & Group Psychotherapy or by a Board-recognized trainer has to be documented by the student. Board-recognized trainers are either Certified Practitioners/Director of Psychodrama (CP) or Trainers, Educators and Practitioners (TEP). At the training in the individual institutes a CP or TEP has to be present in the room or online situation.
- The approved training equals 180 ECTS credits. The credit system is described in Appendix B.

TOTAL	1930	2942	4872	180
	Contact	Own work	Total hrs	ECTS
	learning hrs	hrs	for ECTS	à 27 hrs
Personal/educational therapy	500	500	1000	37
Applied psychodramatic practice	500	1000	1500	56
Training supervision	200	200	400	15
Sociometry	120	240	360	13
Theory and method	580	580	1160	43
Thesis	20	380	400	15
Written examination	6	30	36	1
On-site session	4	12	16	1

Personal/educational therapy

Personal therapy in psychodrama training means that the student, employing the psychodramatic method, deals with inner processes, conflicts, patterns etc., in order to acquire an insight into his own personality and its way of expression in a group. It is here that the student experiences the psychodrama's basic concept: catharsis. Personal therapy is carried out within the five instruments of psychodrama: the stage, the protagonist, the auxiliary ego, the director and the group. The student must experience group- and individual psychodrama therapy.



Therapist must be a TEP or a CP certified by the Nordic-Baltic Board of Examiners, other established boards or by a Board recognized trainer. Therapist gets supervision from another CP or TEP recognized by NBBE.

Personal/educational therapy must last for a minimum of 500 hrs (with at least 250 hrs with the same psychodrama therapist during no less than 3 years).

Applied psychodramatic practice

The students must have at least 500 hours of applied psychodramatic practice outside their own training program. This must include:

- Long-term regular psychodrama groups (120 hrs min) (long-term group is at least 40 hours in no less than 5 months)
- Short workshops of 4 academic hrs (20 academic hrs min)

And they must use:

- Psychodrama (300 hrs min)
- Sociodrama (10 hrs min)
- Axiodrama (10 hrs min)
- Group or team sociometry (this is not warm-ups, a separate sociometric exploration of at least 3 hrs) (10 hrs min)

The rest can be practiced in any psychodramatic application area that the student chooses.

They must practice protagonist and group centred and individual work. The student must have experience with leading alone and with co-leading.

Training supervision

The needed number of hours is at least 200 hrs. Some of 200 hrs should be done in on-site supervision outside their own training group.

Sociometry

The student should show knowledge in sociometric group structures, sociometric diagnostics of a sociogram and its application to psychodrama and group psychotherapy. The student should experience the full Sociometric Test, but they need not to be able to lead it. Training in sociometry should last at least 120 hrs (include own experience).

Theory and method

The candidate must show knowledge in Moreno's and morenian theory, philosophy and methodology. The candidate must be anchored within this reference system.

Thesis

A thesis must be written for respective institutes where the student received her/his psychodrama training. In the thesis, the student must show an adequate level of integration of psychodrama, sociometry and group psychotherapy, and her/his specific field of expertise. Thesis can be:

- practice and/or theory oriented.
- in a form of a written paper and/or an article to be published.

The evaluation criteria for the thesis can be found in Appendix C.



Written examination

Successful completion of a written examination (6 hrs. of 45 min.). If the examination is split in parts, the parts need to be done within 2 years. This examination will test the student's knowledge in the following areas of Moreno's and morenian psychology into which the test will also be divided: History, Philosophy, Methodology, Sociometry, Ethics, Research and Evaluation, and Related Fields.

1. *History*

The candidate should show knowledge of the history of the fields of psychodrama, sociometry and group psychotherapy.

2. *Philosophy*

The candidate should show a basic understanding of the philosophical tenets of psychodrama, sociometry and group psychotherapy.

3. *Methodology*

The candidate should show a thorough understanding of distinguishing characteristics of the methods of psychodrama, its terminology, its relationship to methods of psychotherapy and to theater, its underlying rationale, the phases of the individual session and the progression over the course of treatment.

4. *Sociometry*

The candidate should show a thorough understanding of the skills and knowledge required for sociometric identification and intervention in social structures at the following levels: system, organizational, group and individual.

5. *Ethics*

The candidate should show a thorough understanding of the ethical principles and standards of practice concerning the fields of psychodrama, sociometry and group psychotherapy.

6. *Research and Evaluation*

The candidate should have knowledge about psychodrama research methods and evaluation principles and practices; and be able to reflect and analyse honestly his or her own Psychodrama progress, strenghts and short-comings.

7. *Related Fields*

The candidate should show a basic understanding of the inter-relatedness within the fields of psychodrama, sociometry and group psychotherapy. The candidate should be able to apply his or her previous competences within PD and be able to translate PD principles and techniques to other fields within his or her own areas of expertise.

The evaluation criteria for the written examination can be found in Appendix D.

On-site session

The student will hold a 1/2-day psychodrama seminar with a chosen theme related to his practical work. This 4-hours examination should contain presentation/lecture of the theme (in action), warm-up and a psychodrama. This is what one calls on-site session. On-site should be in an open group. A TEP has to be present.

The evaluation criteria for the on-site session can be found in Appendix E.

The application procedure

1. Each institute is responsible for setting up a process which fits the NBBE CP standard.
2. All applicants must first write the thesis and pass the written examination before they can do the on-site session.



Appendix A: CP Competencies needed for graduation

A. Knowledge

1. Knows the Morenian concept of mankind and the philosophical foundations of psychodrama.
2. Has a thorough knowledge of the core concepts of Morenian psychodrama (for example spontaneity, creativity, tele, encounter, role, surplus reality, stage, action, warm-up, sociatry. role reverse, mirror, double).
3. Understands the basics of Morenian action research
4. Knows the theory of sociometry and principles of sociatric action.
5. Knows well challenges and ethical rules concerning using Morenian methods.
6. Knows the principles of staging and dramatizing
7. Knows phases, techniques and process of psychodramatic, sociodramatic and sociometric action
8. Knows what is common and the differences between psychodramatic, sociodramatic and sociometric action
9. Has a basic knowledge of human and group development
10. Understands difference between defensive and spontaneous action (acting out and acting in –phenomena)
11. Understands group process
12. Understands working in group dialogue mode and working on stage, and their relation.
13. Understands personal psychology and group theory, and relation between individual and group dynamics
14. Has a basic knowledge to promote psychodrama

B. Skills

1. Can create group structures and conduct group in it's different developmental phases and changes within the group.
2. Can conduct a sociometric exploration (both a full sociometric test and a sociometric exploration in action)
3. Can make the group aware of the sociometry in the group and help them to deal with "unfinished business"
4. Can introduce the method to the group
5. Can move from the action on group state to action on stage, and/or can create a dramatic action based on protagonist's theme
6. Can warm up her/himself and the group to work with the agreed theme
7. Can help the group to find a significant starting point for the working on stage an/or can choose and interview the protagonist
8. Can conduct protagonist-centered or group-centered drama, with psychological, social and/or aksiomatic themes
9. Can use technics diversily and appropriately
10. Can conduct auxiliaries
11. Can conduct sharing and processing
12. Can process her/his own action
13. Can make use of improvisational and theatrical techniques to enhance the dramatic production and train and release the spontaneity and creativity in the group

14. Can promote psychodrama using action methods in own field of application and occupation.

C. Attitudes

1. Personal development

- a. Self-awareness (and continuous development of it).
 - i. Awareness of strengths and challenges connected to his/her personality.
 - ii. Awareness of his/her own limits, projections, transferences, tendencies (as the result of having worked with his/her shadow).
 - iii. Taking care of himself/herself, not being dependent (drugs, gambling, extreme religious rituals etc.).
- b. Seeking and receiving feedback (and assessments) and changing oneself adequately.
- c. Ability to develop his/her knowledge and skills.
 - i. Curiosity, being eager to try out new things.
 - ii. Participating in (psychodrama) conferences and trainings, reading literature, taking supervision, networking (in psychodrama as well as in his/her field).
- d. Being a role model.
 - i. Being aware of one's role responsibility and ethics.
 - ii. Self-respect and respect of others, managing with boundaries.
 - iii. Being aware of and managing narcissistic, violent etc. sides influencing his/her roles in life.

2. Professional development

- a. Communicating and coping in the society, being adequately spontaneous.
- b. Being responsible as a professional (clear contracts etc.).
- c. Being able to recognize different sides, different parties, different perspectives in conflictual situations and facilitating getting to win/win solution.
- d. Ability to inspire co-creation.
- e. Ability to negotiate.
- f. Time-management skills (balanced roles, time for self-development).
- g. Sociometrical thinking in everyday life.
- h. Getting professional supervision regularly.
- i. Knowing new research on psychodrama and sociometry.

3. Developing and promoting psychodrama.

- a. Using method in an ethical way and recognising challenges.
- b. Has started to integrate Morenian concepts to his/her field.
- c. Showing ability to inform people in his/her field about psychodrama.
- d. Using action methods and Morenian philosophy to meet challenges in his/her own field (occupation)



Appendix B: Credit system

ECTS credits announced here are based on a counting system used in universities. To accomplish acceptably the training, students need to do own work in connection of contact learning hours. The amount of own work depends on how demanding topics and contents are, and how much practice and its planning and reflection are needed.

The amount of own work varies from one individual to another. These amounts of work are based on a medium workload.

One ECTS credit equals 27 hours (à 45 mins.).

Here is the explanation of the hours:

TOTAL	1930	2942	
	Contact	Own	
	learning hrs	work hrs	Explanation of own work per 1 contact hr
Personal/educational therapy	500	500	1 hr for warm-up and reflection
Applied psychodramatic practice	500	1000	2 hrs for planning and reflection
Training supervision	200	200	1 hr for writing case and reflection
Sociometry	120	240	2 hrs for planning and reflection
Theory and method	580	580	1 hr for reading and reflection
Thesis	20	380	Studying for thesis and writing it
Written examination	6	30	5 hrs for reading
On-site session	4	12	3 hrs for planning and reflection

Appendix C: Evaluation criteria for the thesis

Graduates have acquired the knowledge, experience and practical skills necessary for conducting psychodrama. Participants are prepared to lead thematic psychodrama, role training and socio-drama groups.

Written work: In the dissertation, students should show that they are proficient in the principles of psychodrama, sociometry and group psychotherapy. Volume ca 20-40 pages.

Content:

- The main topic is clearly stated and opened thoroughly: what and why do I write about?
- It is discussed briefly how the topic or the most important concepts have been addressed in psychodrama theory (J. L. Moreno et al).
- Basic concepts of psychodrama are being used (spontaneity and action, catharsis and stage, sociometry, tele and role, directing).
- Relevant examples from own experience are given (as a protagonist, auxiliary, group member and, if possible, as a director).
- There is an understanding of group psychotherapy (that one of the goals of psychodrama is to heal participants through the group, to develop their spontaneity, to expand their role repertoire, etc. through real encounters with other people).
- Sociometric thinking emerges (e.g. awareness of the influence of group relationships and tele, choices in the group).



Appendix D: Evaluation criteria for the written examination

Each question will be evaluated separately and for passing the candidate needs to get 3 points as average from all the seven areas.

0 - no answer or wrong answer

1 - weak answer: no information or general answer

2 - incomplete answer: one-sided or scarce answer

3 - satisfactory answer: the main points are present and the theme is covered

4 - good answer: different aspects are present in the answer and it is connected with experience

5 - great answer: all aspects asked are covered and it is connected with various experiences



Appendix E: Evaluation criteria for the on-site session

The onsite examination assesses a candidate's ability to conduct a group psychodrama session which includes a warm-up, action group psychodrama (at least 3 scenes), closure and sharing. The on-site examination also assesses the ability of the candidate to process the session with the examiner after the group session is completed.

The onsite session will be 3 hrs 15 min (2 hrs 45 min from introduction to sharing (with a little break) directed by the CP candidate + 20-30 min processing conducted by the examiner).

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
5	4	3	2	1

1. The objectives of the workshop were clearly defined.
2. The presentation of the theme / theory had clear structure and was easy to follow.
3. The warm-up encouraged participation and interaction.
4. Choosing the protagonist was well-founded and sociometrically adequate.
5. The psychodrama was dramatically aesthetic and psychologically reasoned.
6. The protagonist experienced a catharsis during the psychodrama.
7. The sharing was integrative for the whole group and helpful for the protagonist.
8. The director was creative and spontaneous throughout the workshop.
9. The director kept the timeframe.
10. The director's processing was balanced, well-reasoned and consistent with other perspectives.

And finally (for discussion):

- what were the best qualities of the workshop?
- what aspects of the workshop could be improved?