Study Guide
for
Written Examinations

TRAINER, EDUCATOR, PRACTITIONER

2019

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This Study Guide is designed to help candidates prepare to take the written examination for Trainer, Educator, Practitioner (TEP) in psychodrama, sociometry and group psychotherapy. It is not a complete answer to what candidates need to know, but it is a guide through the process. The Study Guide covers:

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I. INTRODUCTION

A. Welcome to the Examination Process

The Board tries to make the examination process clear, and to help candidates prepare for and pass the written and on-site exams. The most important steps in preparation for the written examination should be to:

1) Consult with your trainer and develop an individualized study plan based on your strengths and weaknesses;
2) Study the written examinations given in the last five years; and
3) Check *Tips for Taking the Exam*, which are found on page 11.
   If you find you can answer those questions satisfactorily, and if you can do so within the time limit allowed on the exam, you will be well-prepared for it.

B. When and Where

The written exam is always given on the 3rd Saturday in October (i.e. October 15, 2016, October 21, 2017, October 20, 2018 and October 19, 2019).

C. Written Exam Options

Candidates may take the written examination via email or via a proctor. For more information on the written examination see the document “Requesting Special Accommodations” on our website under the heading TEP Application Process.
II. THE EXAM

A. Introduction

It may be helpful to think of the written examination for certification as analogous to comprehensive examinations given by many universities. All questions are essay questions. For the trainer exam, the questions are designed to test the ability to teach theoretical and practical knowledge of psychodrama, sociometry and group psychotherapy.

TEP candidates are expected to demonstrate knowledge in seven areas of competency. The areas of competency which are tested include: History, Philosophy, Methodology, Sociometry, Ethics, Research & Evaluation, and Related Fields. TEP’s are also expected to provide training and supervision examples.

B. Structure and Format

The examination is given in two parts. In the morning, two hours are allotted for the areas of History, Philosophy and Methodology. In the afternoon, three hours are allowed for the areas of Sociometry, Ethics, Research & Evaluation, and Related Fields. The Board suggests that candidates spend 30 minutes on each of the five single-weighted sections and one hour each on the Sociometry and Methodology Sections. Sociometry and Methodology are double-weighted in the scoring process.

C. Exam Areas

1. History: Psychodramatists will be cognizant of the history of the fields of psychodrama, sociometry and group psychotherapy. Questions usually cover Moreno's life and development of psychodrama, early contributors to the fields, and recent developments since Moreno's death. Psychodramatists are also expected to be cognizant of contributors other than J. L. Moreno to the history and development of group psychotherapy. TEP candidates are expected to discuss how they teach the history of psychodrama to their students. 
   (30 minutes)

2. Philosophy: Psychodramatists will have a basic understanding of the philosophical tenets of psychodrama, sociometry and group psychotherapy. Major tenets of philosophy cover spirituality, the godhead, spontaneity, creativity, cultural conserve, developmental theory, the canon of creativity, here and now, and living in the moment. TEP candidates are expected to discuss how they teach philosophy to their students. (30 minutes)
3. **Methodology:** Psychodramatists will have a thorough understanding of the experiential/action methods of psychodrama related to their scope of practice. Methodology covers: psychodrama terminology, techniques, and interventions, along with knowing the underlying rationale. Candidates are expected to be able to discuss a range of methods from applications to a single session with a specific diagnosis or concern to the broader principles of change related to experiential therapies. TEP candidates are expected to discuss how they teach methodology to their students. Candidates who are not mental health professionals are expected to discuss how they would teach a range of methods applicable to their scope of practice. *(60 minutes/2 questions)*

4. **Sociometry:** Psychodramatists will have a thorough understanding of the skills and knowledge required for sociometric assessment, analysis, and intervention in social structures at the following levels: individuals, families, groups, organizations, community and systems. Basic theoretical concepts, as well as demonstration of sociometric interventions, are covered in the questions. TEP candidates are expected to explain how they teach sociometry to their students. *(60 minutes/2 questions)*

5. **Research and Evaluation:** Psychodramatists will have a basic understanding of the state of current applied research, assessment and program evaluation in the field of psychodrama, sociometry and group psychotherapy. TEP candidates are expected to discuss how they teach research and evaluation to their students. *(30 minutes)*

TEP candidates are expected to have a greater understanding of the research field. TEP candidates are expected to:
1) Be familiar with the research literature (past & present);
2) Be able to conduct evaluations on the effectiveness of their training methods; and
3) Have the knowledge and skills to teach/train CP trainees on basic research terms and methods and their applications to psychodrama, sociometry, and group psychotherapy.

6. **Ethics and Standards of Practice:** Psychodramatists will have a thorough understanding of the ethical principles and standards of practice concerning the fields of psychodrama, sociometry and group psychotherapy. Candidates should also be familiar with the legal issues (i.e. Tarasoff case and others) of practice, and with ethical issues that relate specifically to the practice of psychodrama. The Board has adopted the American Psychological Association’s (APA) Code of Ethics. Psychodramatists will have a thorough understanding of the APA Code Of Ethics and its applications to educational, consultative, training and research practices. Candidates are expected to be able to discuss an ethical issue with specific reference to the APA's Code of Ethics. TEP candidates are expected to discuss how they teach the principles of ethics to their students. *(45 minutes)*

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7. **Related Fields:** The psychodramatist will have a basic understanding of the inter-relatedness between the field of psychodrama (which comprises sociometry, sociodrama, and group psychotherapy) and other developed fields of therapeutic or educational endeavor. The term ‘related fields’ refers to complete areas of study pertinent to psychodrama, sociometry, sociodrama and psychodramatic group work in the area of one’s professional practice. TEP candidates are expected to discuss how they teach the principles of ‘related fields’ to their students. *(30 minutes)*

*An related field must contain the following*

a) A philosophy;
b) A theory of personality;
c) A theory of human development;
d) A body of knowledge;
e) Intervention techniques; and a
f) Research Base.

*Please note*

a) An individual's invention of a new psychodramatic technique is not a related field.
b) Sociodrama is not a related field. Sociodrama is within the same field as psychodrama.
c) Populations of clients are not a related field of study (i.e. sex addicts, alcoholics, etc.).
d) A Discipline (i.e. Social Work, Art Therapy, etc.) is not a related field.
e) An entire domain (i.e. Education, Theater, Family Therapy, Systems, Organizational Development, etc.) is not a related field, but rather, it encompasses several related fields.

The related fields listed below have been officially approved for use on the written examination. You may request that an additional related field be added by sending your request, along with supporting information, to the Board. The Board meets twice yearly (January and September) and will act upon your request at the next regularly scheduled Board meeting. If you would like to request a related field to be added to the list of those approved, please contact the Board’s Executive Director for information on the criteria for related fields. Please note: You must receive written approval of your request to add a related field prior to writing the exam. Any essay on a related field not included on the list below or for which you have not received written approval prior to taking the written examination will be rated as “fail.”
Psychodramatists will be able to translate these principles and techniques to their scope of practice within their own areas of expertise. Questions are usually broad enough to give individuals a choice of several different theoretical bases to compare or contrast with psychodramatic theory and methods.

D. SCORING PROCESS

All examinations are scored without the reviewers knowing the identity of the candidate. There are twenty-one reviewers for each practitioner examination - three for each section. Each reviewer rank orders the examinations from the best to the worst. After rank ordering the essays, reviewers are asked to rate each examination as excellent, pass, borderline or failure. The examinations are rank ordered so that it is possible for the Board to assess the inter-rater reliability for the evaluators. Each reviewer is responsible for determining the pass/fail of each examination. Reviewers are asked to provide written comments on examinations that are scored borderline or fail.

After the examinations have been reviewed, the evaluations are compiled. Each of the single-weighted sections counts as 1/9th of the final score, while the double-weighted sections of Sociometry and Methodology each counts for 2/9ths of the final score.

It has been our experience that most exams are rated as pass. In fact, there have been years when all exams have been rated as pass. Some years there have been exams rated as borderline or fail. When that happens, the entire Board re-reads and re-reviews those examinations. Then the Board makes a final decision on the pass/fail of each of these examinations. The only person who knows the identity of the examinations throughout this process is the Executive
Director, who does not make any comments concerning any individual examinations or the contents thereof. The Board learns the identity of each candidate only after all decisions have been made about the pass/fail of all the examinations.

The Board does not provide feedback to individuals who pass the written examination. The decision not to provide feedback to candidates who pass is based on both financial and administrative reasons. Reviewers do not provide written feedback about examinations they evaluate as pass.

The Board does provide written feedback to individuals who fail the written examination. The process of providing feedback on failed examinations requires a considerable amount of time and energy. The feedback will be sent to candidates as soon as is available. Generally, written feedback is given sixty to ninety days following written notification of the examination failure.

III. SAMPLE TERMS AND COMPETENCIES

The terms and competencies provided below are not comprehensive listings of the knowledge needed to pass the certification exam. They provide a good foundation of theory, research and practice in Psychodrama, Sociometry and Group Psychotherapy. Be prepared to define and discuss them.

A. TERMS

Psychodrama

act hunger, action insight, aside, auto tele, autodrama, auxiliary, axiodrama, catharsis, catharsis-abreaction, catharsis-integration, central concern model, classical double, closure sharing, cluster warm-up, co-creation, cognitive double, containing double, counter transference, creative neutrality, creativity, cultural conserve, director, director-directed warm-up double, empathic double, empty chair, encounter, first universe, future projection, godhead, godhead, group double, Hollander Curve, hypnodrama, matrix of identity, mirror, model group, open tension system, opposite role, physical starters, protagonist, psychodramatic role, psychodramatic shock, role playing, role reversal, role reversal with God, role training, social atom, sociatry, sociodrama, soliloquy, spontaneity, stage, status nascendi, surplus reality, warm-up.
Role Theory

psychodramatic role  role diagram  social role
role chart  role repertoire  somatic role
role conflict  role fatigue  role stealing
role consensus  role institutionalization  role stripping
role creating  role lock  role taking
role crisis  role playing  role tension
role demand  role reciprocity  role transition

Sociometry

aristo-tele  negative choice  sociometric consciousness
auto-tele  non-reciprocal choice  socio-tele
consciousness  norms/values  spectrogram
cleavage  positive star  star
creative neutrality  psyche-tele  star of incongruity
coa-action  reciprocal choice  star of rejection
diamond of opposites  rejection star  step-in sociometry
dyad  social atom  systems theory
equpencounter  sociometric  tele
isolate  sociodynamic effect  transference
isolated pair  sociogenetic evolution  triad
locogram  sociogram  world sociometry
mutual choice  sociometric chain

B. Competencies

Show ability to:

• Trace historical development of psychodrama
• Identify philosophical components of the godhead
• Name groups with which psychodrama can be used and adapted to the needs of specific populations
• Discuss state of research on psychodrama
• Discuss psychodrama's particular philosophical structure in relation to other therapies
• Discuss existing ethical codes of psychotherapy and psychodrama
• Demonstrate the ability to process psychodrama sessions
• Discuss theory and techniques of psychodrama of a dream
• Compare and contrast psychodrama to other therapeutic modalities
• Discuss difference between spontaneous and structured role-play
• Discuss the differences between catharsis of abreaction and catharsis of integration
• Discuss difference in catharsis as occurs in sociodrama and psychodrama
• Administer written social atom and formulate hypotheses regarding elements of interpersonal relationships
• Discuss relationship of sociometry to spontaneity and tele
• Administer basic written sociometric tests
• Analyze written sociometric tests
• Discuss stages of group development and appropriate interventions
• Identify differences in and importance of appropriate criteria selection
• Discuss interventions to address issues of group dynamics
• Discuss the Canon of Creativity in relation to Moreno’s Theory of Spontaneity
• Relate concepts of role stripping and role lock to institutionalization

IV. FREQUENTLY ASKED QUESTIONS

A. Why Do Candidates Fail?

The vast majority of candidates pass the exam each year. In fact, there are many years in which no one fails. There may be many reasons for the failure of a written examination. We have found over the years that the three main reasons for failure are: a lack of studying; a lack of role training (i.e. writing time-limited practice exams); and high test anxiety. Working with their Primary Trainer to develop a study plan and to form a study group has helped candidates feel more confident and has shown to make the examination process less daunting.

B. What Are Good Tips for Taking the Exam?

1. **Study for the examination.** Go over the old examinations. Could you pass the examination today without further studying? If not, refer to the suggested bibliography. Read and review the materials.

2. **Review the evaluation of the last year’s examination results.** Evaluations of the past several examinations show that candidates are most likely to fail the research section. Practice writing answers to past exam questions with the required time boundaries. An article on "The Evaluation of the Written Examination" is included in each May Newsletter. To read the articles go to our website (psychodramacertification.org) and look for the heading "Newsletters."

3. **Develop your writing skills.** If you have poor writing skills think about taking a course or receiving assistance in helping you to write. Most psychodrama training centers teach through action. The written examination may be unfamiliar territory. Practice writing answers to essay questions. The primary trainer and/or secondary trainer should review these essays.

4. **Do some role training.** Simulate the experience of taking the examination. Either use old questions or ask peers or trainers to develop some mock questions for you. Answer the questions in the same time frame. Give your answers to your primary and/or secondary trainer to review.

5. **Reduce stress.** Get a good night’s rest. Eat breakfast. Plan to have a nice lunch during the break. Plan to go out with some folks after the examination to provide support and closure. Remember to breathe, breathe, breathe.
6. **Read the questions carefully.** Take a minute to think about what you want to say and organize your thoughts. Write a brief introductory paragraph, present the body of your answer and write a closing paragraph summarizing your thoughts on the question.

7. **Follow the suggested time limits for each question.** You must answer all the sections. Also remember that the sections on Sociometry and Methodology are doubly weighted. Each year at least one candidate fails the exam simply because s/he failed to give adequate time to all areas of the exam.

8. **Be sure that the terms you use are generally accepted terms.**
V. BIBLIOGRAPHY FOR CERTIFICATION

For a current list of books in print please contact Inquiring Minds Bookstore at 845-246-5775, 65 Partition Street, Saugerties, NY 12477 or e-mail brian.mhr@verizon.net. Tell them that ABE sent you. Additionally, there are many manuscripts by Moreno available on a wide range of topics. Others authors and editors, especially Zerka T. Moreno, have translated and disseminated Moreno’s original teachings. The journals *Sociometry* and the *Journal of Group Psychotherapy & Psychodrama* have published much of Moreno’s work over the years. Candidates are expected to stay current in their readings and should consult The *International Journal of Action Methods* for recent articles.

**Bibliography of Psychodrama© Inception to Now**

An on-line comprehensive and definitive bibliography of psychodrama incorporating materials from inception to now is available on the internet. You may search the database by author, key word, date and citation.

You can access this site by going to our home page (www.psychodramacertification.org) under the heading of “About Us.” Click on to the line *Psychodrama Bibliography* and it will take you to this site.

This on-line bibliography was compiled and updated by James M. Sacks till 2009, followed by Michael Wieser. Contributions were also made by Valerie Greer, Jeanine Gendron and Marie-Therese Bilaniuk.

**Seminal works of J. L. Moreno**

It is expected that all applicants will be thoroughly acquainted with the works of J. L. Moreno, M.D. (1889-1974) founder of psychodrama and sociometry and pioneer of group psychotherapy. His major works are available from either of the following:

**The American Society of Psychodrama and Group Psychotherapy (ASGPP) – especially for:**

- Student Edition of *Who Shall Survive*
- You can reach the ASGPP by going to our website (www.psychodramacertification.org) and clicking on the link to the ASGPP


