

**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 bath to CP:

#### 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

#### Latvian Moreno Institute

1. Asistenta 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)

#### Norwegian Moreno Institute:

1. Psychodrama Director/Certified Practitioner

#### Swedish Moreno Institute

1. Psychodrama assistant director
2. Psychodrama leader
3. Certified practitioner

#### Tallinn Psychodrama School

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

#### Tartu Psychodrama Institute:

1. Psühhodraama rakendaja (Practitioner) – 20 ECTS
2. Psühhodraama grupijuht ja sotsiometrist (Group Leader) – 20 ECTS
3. Psühhodraama lavastaja (Certified Practitioner) – 30 ECTS

## 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 1472 academic hours (approximately 110 seminar days) 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 at least 70 ECTS credits. The credit system is presented in Appendix B.

TOTAL	45 min/hrs			ECTS /27
	F-to-F	other	Total	
<b>Personal/educational therapy</b>	500	250	750	20,8
Applied psychodramatic practice	500	500	1000	27,8
Training supervision	200	0	200	5,6
Sociometry	120	120	240	6,7
Theory and method	140	140	280	7,8
Thesis	2	35	37	1,0



Written examination	6	0	6	0,2
On-site session	4	4	8	0,2
	1472	1049	2521	70,0

### 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. Theory and method training seminars need to be at least 140 hrs of the curricula.

### 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 process and 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

*The requirements of becoming student candidate are set by the member institutes.*

Certified Practitioner (CP) follows country laws and the Code of Ethics of FEPTO and/or the local / regional Code of Ethics of Psychodrama.

CP applies and integrates Morenian action methods<sup>1</sup> and its' philosophy consciously and systematically into one's own field of practice (to meet respective challenges).

### **A. Knowledge**

1. CP knows the Morenian concept of mankind and the philosophical foundations of Morenian action methods.
2. CP has a thorough knowledge of the core concepts of Morenian action methods (e.g., spontaneity, creativity, tele, encounter, role, surplus reality, stage, action, warm-up, sociatry, role reverse, mirror, double).
3. CP understands the basics of Morenian action research.
4. CP knows the theory of sociometry and principles of sociatric action.
5. CP knows well the challenges and ethical rules concerning using Morenian action methods.
6. CP knows the principles of staging and dramatizing.
7. CP knows phases, techniques, and processes of psychodramatic, sociodramatic, axiodramatic and sociometric action.
8. CP knows similarities and differences between psychodramatic, sociodramatic, axiodramatic and sociometric action.
9. CP has a knowledge of human and group development.
10. CP understands differences between automatic (or defensive) and spontaneous action (acting out and acting in phenomena)
11. CP understands group processes.
12. CP understands working in group dialogue mode and working on stage, and their relation.
13. CP understands personal psychology and group theory, and relation between individual and group dynamics.
14. CP has knowledge about how to promote psychodrama.

### **B. Skills**

1. CP can inspire co-creation.
2. CP can lead groups in different developmental phases to facilitate structures that help the group to reach specific goals.
3. CP can conduct a sociometric exploration (both a full sociometric test and a sociometric exploration in action).
4. CP can make the group aware of the sociometry and help them to deal with "unresolved issues".
5. CP can introduce the Morenian action methods to the group.
6. CP can move from action in group to action on stage, and/or can create dramatic action based on protagonist's theme.

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<sup>1</sup> Morenian action methods include psychodrama, sociodrama, axiodrama, group psychotherapy and sociometry.



7. CP can warm up oneself and the group to work with a specific theme.
8. CP can help the group to find a significant starting point for the work on stage and can choose and interview the protagonist.
9. CP can conduct protagonist-centred or group-centred drama, with psychological, social and/or axiomatic themes.
10. CP can use technics diversely and appropriately.
11. CP can conduct auxiliaries.
12. CP can conduct sharing.
13. CP can conduct processing.
14. CP can process one's own action.
15. CP can make use of improvisational and theatrical techniques to enhance the dramatic production and to train and release the spontaneity and creativity in the group.
16. CP can promote psychodrama using Morenian action methods in one's own professional field:
  - a. CP projects positive image of psychodrama.
  - b. CP creates relationships and new openings in one's professional field for Morenian action methods.
  - c. CP invites people to the application of Morenian action methods in one's own professional field and informs them about psychodrama education.

### **C. Values and attitudes**

#### **4. CP values personal development**

- a. CP shows self-awareness (and continuously develops it).
  - CP shows awareness of strengths and challenges connected to one's role repertoire.
  - CP shows awareness of one's own limits, projections, transferences, tendencies (as the result of having worked with one's shadow).
  - CP is seeking and receiving feedback and develops one's role repertoire adequately to any given circumstance.
- b. CP is being a role model.
  - CP shows aware of one's role responsibility and ethics.
  - CP respects oneself and others, and one's boundaries.
  - CP takes care of one's own physical and mental health, and is not dependent (e.g., on drugs, on gambling, on extreme religious practices).

#### **5. CP values professional development**

- a. CP develops one's professional skills and knowledge.
- b. CP knows and applies new development and research on Morenian action methods.
- c. CP takes responsibility for one's professional role (communication, ethics, spontaneity, role repertoire, contracts etc.).
- d. CP recognizes different perspectives in conflict situations and reaches for win/win solutions.
- e. CP is sociometrically conscious in one's professional and everyday life.
- f. CP is getting professional supervision regularly.



**General skills helpful for CPs:**

- Negotiation skills
- Time-management skills



## 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:

<b>TOTAL</b>	<b>1472</b>	<b>1049</b>	
	<b>Contact</b>	<b>Own</b>	
	<b>learning hrs</b>	<b>work hrs</b>	<b>Explanation of own work per 1 contact hr</b>
Personal/educational therapy	500	250	0,5 hr for warm-up and reflection
Applied psychodramatic practice	500	500	1 hrs for planning and reflection
Training supervision	200	0	
Sociometry	120	120	1 hrs for planning and reflection
Theory and method	140	140	1 hr for reading and reflection
Thesis	2	35	Studying for thesis and writing it
Written examination	6	0	Included in theory and method seminars
On-site session	4	4	1 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 process and criteria for the written examination

The examination process is carried out by the member institutes. The process should be designed as formative assessment and guarantee the CP competences in this standard. Following are some suggested guidelines for the institutes:

- The questions can be created by 2-3 NBBE TEPs (who have not trained them), also involving the main trainer(s).
- If the censors are different (that people who created the questions), it is important to discuss the questions before evaluation.
- It is possible to give choices for questions if all areas are covered.
- It is suggested to have 2 censors reading the written examination.
- It is great to involve either censors or question makers from other NBBE institutes.
- A 6-point scale could be used to evaluate the questions/topics. Each question could be evaluated separately and for passing the candidate needs to get 3 points from all the topics. The numbers are generally not for the candidates.

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 to experience

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

- Suggestions for feedback to the candidates:
  - o Each candidate should get the pass or not pass decision with 1-2 sentence summary for each topic in written form.
  - o It is suggested to discuss the answers with the candidates in a group setting with the main trainer and a representative of the censors.
  - o It is good to have personal dialogue between the candidate and one of their censors.



## 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?