



MADRAS SCHOOL OF SOCIAL WORK

(An Autonomous Institution Affiliated to the University of Madras)

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Dr. S. RAJA SAMUEL, M.A., Ph.D.
Principal

This is to certify that following are the list of students enrolled in the value added courses for the academic year 2018-19.

Signature of the Principal

Dr. S. RAJA SAMUEL, M.A., Ph.D.,
Principal
Madras School of Social Work (Autonomous)
No. 32, Casa Major Road,
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**PSYCHO-DRAMA
VALUE ADDED COURSE OFFERED BY DEPARTMENT
OF COUNSELLING PSYCHOLOGY
SEMESTER III- 2017-18**

Resource Persons: Dr Herb Propper , Ph D , T.E.P & Ms. Magdalene Jayaratnam
Contact: Course coordinator: Ms. Hannah Johan



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PSYCHODRAMA VALUE ADDED COURSE

Objectives: to enable students to learn psychodrama techniques to apply in counselling.

Outcome of the course: The theoretical foundations of psychodrama have evolved and deepened the concepts used in therapy.

- The proper understanding of psychodrama must be situated within an expanded concept of psychotherapy and psychology.
- The [Meta-Role in Role Dynamics](#) , and also described in "[The Choosing Self](#)")
- The theoretical foundations of psychodrama now include a number of sources apart from Moreno's own theories.
- Psychodrama also offers a goodly number of ideas which can inform and deepen the larger fields of psychology and psychotherapy.
- One of the most useful of these ideas is Moreno's approach to role theory, which I've systematized, called "role dynamics, and want to suggest as a general meta-theoretical framework within which not only psychodrama may be better appreciated, but also we can integrate the best insights of most of the various schools of psychological thought.

Psychodrama, an experiential form of therapy, allows those in treatment to explore issues through action methods (dramatic actions). This approach incorporates role playing and group dynamics to help people gain greater perspective on emotional concerns, conflicts, or other areas of difficulty in a safe, trusted environment.

People seeking therapy may find psychodrama to be beneficial for the development of emotional well-being as well as cognitive and behavioral skills.

The original form of group psychotherapy is psychodrama. Jacob Levy Moreno, the man who developed psychodrama, also coined the phrases "group therapy" and "group psychotherapy." At its core psychodrama uses deep action methods to explore and correct issues that have been identified in the group. Often there a protagonist is chosen whose issue represents the main elements of the group. The protagonist brings forward their drama and the members of the group are brought in as auxiliaries to aid the dramatic enactment of the scene(s) brought forward by the protagonist.

Role reversal: The protagonist steps out of their own role and enacts the role of a significant person in their life. This action can help the protagonist understand the other person's role and help the director (therapist) better understand relationship dynamics. Doing so may also help increase the protagonist's empathy.

Mirroring: The protagonist becomes an observer while auxiliary egos take up the part of the protagonist, acting out an event so the protagonist can watch. This technique can be helpful when a protagonist is experiencing extremely negative feelings or is feeling separated or distanced from feelings or emotions about the scene.

Doubling: A group member adopts the protagonist's behavior and movements, expressing aloud any emotions or thoughts that member believes to be the protagonist's feelings and thoughts. This technique can be used to build empathy for the protagonist or to challenge, in a constructive and non-aggressive way, some aspect of the scene or the protagonist's actions.

Soliloquy: The protagonist relates inner thoughts and feelings to the audience. This may be done when speaking to a double, or at the encouragement of the director (therapist).

During the sharing phase, the director shifts back to a therapist role in order to facilitate the processing of the scene. Processing the meaning of the feelings and emotions that have come to light is believed to be essential for transformation to occur. The sharing phase provides time for a group discussion about the events that took place in the action phase. The audience might consider, among other topics, how their thoughts or observations could have an impact on the protagonist's ways of interacting or relating with others?

BENEFITS FROM PSYCHODRAMA

The psychodrama approach has been proven successful at facilitating the expression of strong emotions and feelings. Conversely, it has also been shown to be a helpful approach for individuals working to better contain their emotions. Because the

technique emphasizes body and action as well as emotion and thought, it is considered a holistic technique and is believed to be effective for a wide range of concerns. Individuals experiencing difficulty with relationships, social and emotional function, trauma or unresolved loss or addiction might find psychodrama a helpful approach.

Psychodrama might also be beneficial for those who are diagnosed with mood, personality, or eating disorders and are challenged by identity issues and/or negative self-image, as this technique may provide those in treatment with a safe space and format to communicate pain and challenges faced.

One study showed psychodrama to be effective in treating middle school-aged girls who had experienced trauma. The girls who participated in the study reported being less anxious, depressed, and withdrawn after participating in a psychodrama group for 20 weeks.

SESSION:

The session initially started with the activity called the wellness-well. In this activity the participants were asked to say a word which denotes well-being which they would like to dedicate to the group. For e.g.: peace, trust, positivity etc.

And then the facilitator explained about a dream which she gets from her childhood after that every participants started to share their dreams. The majority of the dreams involved nature, trees, water and an unending journey. The individuals found connectivity with these elements and described their dreams.

Demonstration:

The facilitator with consent of one participant demonstrated her dream. The facilitator was the director and the participant whose dream was demonstrated was the protagonist in the psychodrama. The participant explained her dream completely to the group. The participant got the dream quite often from her childhood. The dream goes like this, she see's a beautiful bungalow, opens the door and gets inside the bungalow. She see a man standing with a knife and starts to run towards her. She got scared and ran out where everything turns into Snow outside. This whole situation goes in a loop. The protagonist choose few participants in the group to enact the scene. The director was guiding the protagonist to enact the whole dream. Some of the participants was chosen as a objects in the protagonist dream. The participants were given instructions about their roles to enact it. The protagonist speaks with the man in the dream and tries to convince him and then role reversal took place. At the end, the protagonist convince that man in the dream and felt very relaxed. Finally, the participant thanked everyone who helped to enact her dream. With the

instructions from the facilitator, the participants shed their roles and ended the session. Reflections were shared by participants after the demonstration.

Professional learning :

Psychodrama incorporates role playing and group dynamics to help people gain greater perspective on emotional concerns, conflicts, or other areas of difficulty in a safe, trusted environment. It could be used to help individuals continue their emotional development through the use of these techniques. Psychodrama is beneficial for the development of emotional well-being as well as cognitive and behavioral skills.



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VALUE ADDED COURSE ON PSYCHODRAMA

CANDIDATE ATTENDANCE REPORT (2019)

NO.OF.HOURS: 30 HOURS

TIME: 9.00 AM TO 5.00 PM

S.NO	Name of the Student	REGISTRATION NUMBER	Department Name				
1	DIVYA JATIN CHOKSI	MSC-17-01	MSc CP	Present	Present	Present	Present
2	LINDA M	MSC-17-02	MSc CP	Present	Present	Present	Present
3	SRESHTA BORAR	MSC-17-05	MSc CP	Present	Present	Present	Present
4	SUHRUDHAA L	MSC-17-06	MSc CP	Present	Present	Present	Present
5	APARNA M	MSC-17-07	MSc CP	Present	Present	Present	Present
6	KAMALAM B G08	MSC-17-09	MSc CP	Present	Present	Present	Present
7	CHANTING VASHUM	MSC-17-11	MSc CP	Present	Present	Present	Present
8	INDUPRIYA S	MSC-17-12	MSc CP	Present	Present	Present	Present
9	MARY ESTHER M	MSC-17-15	MSc CP	Present	Present	Present	Present
10	DHARANIDARAN.D	MSC-17-18	MSc CP	Present	Present	Present	Present
11	SAINO SUSAN ZACHARIAH	MSC-17-23	MSc CP	Present	Present	Present	Present
12	SUPRAJA SHRIDAR	MSC-17-23	MSc CP	Present	Present	Present	Present
13	NIVEDHA V L	MSC-17-25	MSc CP	Present	Present	Present	Present
14	KEZIAH VERGHESE	MSC-17-26	MSc CP	Present	Present	Present	Present
15	NIVETHA M R	MSC-17-28	MSc CP	Present	Present	Present	Present
16	NIKITHA MURALIKRISHNAN	MSC-17-29	MSc CP	Present	Present	Present	Present

Signature of Co-ordinator

Signature of HOD



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CERTIFICATE OF PARTICIPATION

**Value Added Course on Psycho Drama Offered by Department
of Counselling Psychology**

SAMPLE

of MSc CP/ MSW MP undergone 30 hours of Value
Added course on during 2019 SEM-II

PRINCIPAL

COORDINATOR