**AGPA Connect 2023 Presenter Information**

**Course Code:** 61

**Course Title:** Trauma-Informed Principles in Group Work, Psychodrama, and Leadership

**Course Times:** 2:00 PM - 4:30 PM

**Course Dates:** Saturday, March 11

**Instructors:** Scott Giacomucci

**Course Description:** This workshop presents the six trauma-informed principles outlined by SAMHSA and their utility in group work, psychodrama, and leadership. Trauma-informed principles will be approached as both clinical guidelines and ethical values. Participants will be challenged to critically reflect on their relationships to these principles and explore ways of further integrating them into their practice. Leadership will be explored through the lens of trauma-informed group practice skills and the parallel processes between group therapy leadership and organizational leadership.

**Learning Objectives**

The attendee will be able to:‎

1. ‎‎‎‎‎‎‎Describe the importance of trauma-informed care in group therapy and psychodrama.‎
2. ‎Identify SAMHSA’s trauma-informed principles.‎
3. ‎Explain the ethical value of trauma-informed principles in preventing retraumatization.‎
4. ‎Differentiate trauma-informed and trauma-focused services.‎
5. ‎Identify one sociometry process to promote group cohesion and connection.‎

**Significant Articles:**

1. Baird, S. L., & Alaggia, R. (2021). Trauma-Informed Groups: Recommendations for Group Work ‎Practice. Clinical Social Work Journal, 49(1), 10-19.‎
2. Giacomucci, S. (2021). Social work, sociometry, and psychodrama: Experiential approaches for group ‎therapists, community leaders, and social workers. Springer Nature.‎
3. Orkibi, H., & Feniger-Schaal, R. (2019). Integrative systematic review of psychodrama psychotherapy ‎research: Trends and methodological implications. PloS one, 14(2), e0212575.‎
4. Substance Abuse and Mental Health Services Administration. (2014a). SAMHSA’s Concept of Trauma ‎and Guidance for a Trauma-Informed Approach. HHS Publication No. (SMA) 14-4884. Rockville, MD: ‎Substance Abuse and Mental Health Services Administration.‎
5. Schwartze, D., Barkowski, S., Strauss, B., Knaevelsrud, C., & Rosendahl, J. (2019). Efficacy of group ‎psychotherapy for posttraumatic stress disorder: Systematic review and meta-analysis of randomized ‎controlled trials. Psychotherapy Research, 29(4), 415-431.‎

**Agenda**

1. Sociometric assessment of group participants experience with the topic (20 minutes, Obj 1 & 5, experiential teaching with discussion)
   1. Spectrograms on experience with psychodrama, group therapy, and trauma-informed care
   2. Teaching on sociometry as group-as-a-whole assessment, interventions, action-based teaching tools, and evaluation processes
2. Definitions and history of trauma and trauma-informed care (10 minutes, Obj 1, 3, & 4, lecture and handout)
   1. What is trauma
   2. Trauma and the body, neuroscience connections
   3. What is trauma-informed care
   4. Trauma-informed vs trauma-focused services
   5. Organizational leadership perspective informed by group leadership skills and competencies
3. Overview of the four 4’s of trauma-informed care philosophy articulated by SAMHSA (10 minutes, Obj 1 & 3, lecture)
   1. Realize the widespread and pervasive nature of trauma
   2. Recognize the ways trauma manifests in symptomology and behavior
   3. Respond in trauma-informed policies, procedures, and practices
   4. Resist retraumatization
4. Importance of Strengths-based approach (30 minutes, Obj 1, 3, & 5, experiential process with discussion)
   1. Strengths-based approach to prevent retraumatization
   2. Strengths-based approach as phase 1 of trauma clinical map
   3. Experiential group process concretizing strengths
5. Presentation of SAMHSA’s 6 trauma-informed principles and their utility in group therapy, psychodrama, and leadership (45 minutes, Obj 2 & 5, lecture and experiential process with discussion)  Safety, trustworthiness and transparency, peer support, collaboration and mutuality, empowerment, voice and choice, and historic, cultural and gender issues.
   1. Emphasis on these principles as ethical imperatives
   2. Experiential sociometric exploration of six trauma-informed principles, prompting participants to reflect on and discuss their relationship to each principle. This will include identifying which they most embody in their work, as well as which they have room to grow in.
   3. Risks of not integrating trauma-informed principles in group therapy, psychodrama, and leadership
6. Teaching on sociometry in group therapy, psychodrama, and organizational leadership (20 minutes, lecture, discussion, and case examples, obj 1 & 5)
   1. Sociometry processes in group therapy
   2. Sociometry processes in psychodrama practice
   3. Sociometry in organizations and community leadership
7. Teaching on psychodrama theory, practice, and research from trauma-informed and trauma-focused perspectives (20 minutes, handout, lecture, and discussion with case examples, obj 1, 3,4, & 5)
   1. Psychodrama’s history, philosophy, and theory
   2. Psychodrama’s risk of retraumatizing participants when employed without trauma-informed principles
   3. Psychodrama as a biopsychosocial-spiritual approach
   4. Psychodrama’s potential in healing trauma and providing corrective emotional experiences
   5. Including reference to presenter’s clinical experiences, research findings, and teaching experiences on the topic
8. Experiential role training process on trauma-informed principles in group/organizational leadership (45 minutes, role play and discussion, obj 1, 2, & 3)
   1. Short role play vignettes related to implementation of trauma-informed philosophy in group therapy, psychodrama, and leadership
   2. Sharing about the experiential process
9. Sociodramatic process using multiple empty chairs to explore trauma-informed principles and vicarious trauma in organizations (30 minutes, obj 1, 2, 3, sociodrama and discussion)
   1. Exploration of relationship between clients/group, group therapist, and organizational leader
   2. Manifestations of trauma and vicarious trauma
   3. Trauma-informed leadership in groups and organizations
   4. Sharing and processing the experience
10. Strengths-based psychodrama demonstration focused on strengths, mentorship, or leadership (50 minutes, psychodrama and discussion, obj1 & 5)
    1. Sharing and processing the psychodrama experience and mechanics
    2. Discussion on how to adapt role playing in clinical, educational, and organizational groups
11. Processing, Questions, and evaluations (20 minutes, handouts, discussion and Q&A, obj 1, 2, 3,4 & 5)

**Assessment Questions:**

Question 1 (include possible answers)

o Which of the following is not one of the 4 R’s of trauma-informed care?  Respond  React  Resist retraumatization  Recognize

Correct Answer 1

React

Question 2 (include possible answers)

o Which of the following is not included in SAMHSA’s trauma-informed principles?  Trustworthiness and transparency  Safety  Peer support  Catharsis

Correct Answer 2

Catharsis

Question 3 (include possible answers)

o Which term describes services that are designed to directly treat PTSD/trauma related issues?  Trauma-informed  Trauma-focused  Traumatic stress  Vicarious trauma

Correct Answer 3

trauma-focused

Question 4 (include possible answers)

o Which term best describes the approach to care and services of any kind in a way that recognizes the impact of trauma while preventing retraumatization?  Trauma-focused  Trauma processing  Post-traumatic growth  Trauma-informed

Correct Answer 4

trauma-informed

Question 5 (include possible answers)

o Which is a part of Jacob Moreno’s triadic system?  Sociometry  Psychodrama  Group psychotherapy  All of the above

Correct Answer 5

All of the above

Question 6 (include possible answers)

o Who coined the term “Group therapy” or “group psychotherapy”?  Samuel Slavson  Joseph Pratt  Sigmund Freud  Jacob Moreno

Correct Answer 6

Jacob Moreno

Question 7 (include possible answers)

o Which is a sociometry tool that can be used to explore participants relationships to various ideas or options by placing those options throughout the room and asking participants a series of questions prompting them to stand at the option that answers the prompt for themselves?  Locogram or floor check  Spectrogram  Social network  Sociodrama

Correct Answer 7

Locogram or floor check

Question 8 (include possible answers)

o Which is one group therapy concept that is also valuable for organizational leaders in establishing safety for staff members?  Group development phases  Group-as-a-whole  Group cohesion  All of the above

Correct Answer 8

All of the above

Question 9 (include possible answers)

o What are the three phases of a psychodrama session?  Warm-up, action, and sharing  Warm-up action, and analysis  Check-in, process, and feedback  Check-in, warm-up, and psychodrama

Correct Answer 9

Warm-up, action, and sharing

Question 10 (include possible answers)

o In which areas of group therapy are trauma-informed principles applicable as clinical and ethical guides?  Pre-group screening and assessment sessions  Dealing with conflict in groups  Facilitating closure in groups  All of the above

Correct Answer 10

All of the above