**AGPA Connect 2023 Presenter Information**

**Course Code:** 9

**Course Title:** Integrating Cognitive Behavioral Therapy with Experiential (Psychodrama) Theory and Practice: A Blended Model

**Course Times:** 10:00 AM - 12:30 PM

**Course Dates:** Thursday, March 9

**Instructors:** Hanieh Abeditehrani

Tom Treadwell

Joe Williams

**Course Description:** Blending Cognitive Behavioral, Psychodrama & Process Group therapy offers an opportunity to increase knowledge along with fostering effective interaction skills needed for a wide range of human interactions. This workshop examines implications of these three intersecting similarities: the use of groups to achieve therapeutic change. Focus is identifying, exploring negative automatic thoughts & irrational beliefs, placing them in action and challenging negative thinking. This process assimilates Yalom's eleven with focus on his four primary therapeutic factors of group therapy.

**Learning Objectives**

The attendee will be able to:‎

1. Describe how Blended Experiential (Cognitive Behavioral) & Psychodramatic) Blended model can be ‎used to create a safe and secure environment where individuals can share their dilemma(s) without ‎restraint.‎
2. Complete & interpret the Automatic Thought Record (ATR).‎
3. Identify automatic thoughts & focus on 'hot thoughts'. ‎
4. Discuss the meaning of automatic thoughts as they relate to core-beliefs and/or schemas.‎
5. Explain and implement the major psychodramatic techniques; role-playing, interview in role ‎reversal, protagonist, auxiliary ego, doubling, concretizing and the empty chair techniques.‎
6. Identify Yalom’s primary four therapeutic factors of group therapy.‎
7. Identify the three therapeutic stages of the blended cognitive behavioral & psychodramatic model
8. Describe the meaning of 'Hot Thoughts' as they appear in automatic thoughts.‎
9. Describe the method used, in the blended model, to 'warm-up' the client to action.

**Significant Articles:**

1. Abeditehrani, H., Dijk, C., Toghchi, MS, & Arntz, A. (2020). Integrating Cognitive Behavioral Group ‎Therapy and Psychodrama for Social Anxiety Disorder: An Intervention Description and an ‎Uncontrolled Pilot Trial. Clinical Psychology in Europe , 2 (1), 1-21. ‎https://doi.org/10.32872/cpe.v2i1.2693‎
2. Ditehrani, H., Dijk, C., Neyshabouri, M. D., & Arntz, A. (2020). Beneficial Effects of Role Reversal in ‎Comparison to role-playing on negative cognitions about Other's Judgments for Social Anxiety ‎Disorder. Journal of Behavior Therapy and Experimental Psychiatry, 101599. ‎doi:10.1016/j.jbtep.2020.101599‎
3. Shay, J. J. (2017). Contemporary models of group therapy: Where are we today? International Journal ‎of Group Psychotherapy, 67, 7–12.‎
4. Treadwell, T. Dartnell, D. (2017) Cognitive Psychodrama Group Therapy. International Journal of Group ‎Psychotherapy. 67, 1-13.‎
5. Wilson, J. (2012). Dancing in the sun: The creative combination of Cognitive Behavioural Therapy (CBT) ‎and psychodrama. Australian and Aotearoa New Zealand Psychodrama Association Journal, Issue 21.‎

**Agenda:**

All-Day Workshop = 150 minutes

1. Educate participants regarding the blending cognitive behavioral, psychodrama & process groups. Discuss the cognitive and psycho-dramatic paradigm. 25 min, Obj 1 Tom Treadwell lecture/discussion.
2. Teach group members how to complete the Automatic Thought Record (ATR). (30 min, Obj 3, teaching ATR, Joseph Williams, Q/A).
3. Identifying automatic thoughts, the meaning of automatic thoughts, the hot thought(s)and how they relate to core-beliefs and/or schemas. (15 min, Obj 4, Tom Treadwell, Action Demonstration).
4. Demonstrating the psycho-dramatic model (protagonist, auxiliary ego, doubling), & psycho-dramatic techniques (role-playing, interview in role reversal, concretizing and the empty chair) via psycho-dramatic & cognitive behavioral protocol. (45 min, Obj 4, Tom Treadwell, Action Demonstration).
5. Integrating dysfunctional behaviors & placing them in "action" using psycho-dramatic & cognitive behavioral techniques. Discuss Yalom’s four therapeutic factors of group therapy (20 min, Obj 4, Tom Treadwell, Action Demonstration).
6. Demonstrating the therapeutic development( triadic stages) of the cognitive Behavioral and Psychodramatic of the blended model. Triadic stages 30
7. Closure - (10 Min, integrating objectives, 1,2,3,& 4, Sharing/Discussion, Tom Treadwell, Joseph Williams, Q & A).
8. Evaluations 5 Min

**Assessment Questions:**

Question 1 (include possible answers)

Blending cognitive behavioral, psychodrama & process groups (Blended Experiential Model) can be applied by any professional who has general psychology training. FALSE TRUE

Correct Answer 1

FALSE

Question 2 (include possible answers)

Automatic Thought records assist patients/clients to Capture negative automatic thoughts Discover negative events causing distress Understand cognitive distortions

Correct Answer 2

Capture negative automatic thoughts

Question 3 (include possible answers)

Automatic Thought & Dysfunctional Thought Records are to be used to identify: Automatic Thought records & dysfunctional thought records to identify limited self-esteem. Automatic Thought records & dysfunctional thought records help are used to set the agenda in group sessions. Automatic Thought records & dysfunctional thought records identify core beliefs and schemas.

Correct Answer 3

Automatic Thought records & dysfunctional thought records identify core beliefs and schemas.

Question 4 (include possible answers)

Automatic Thought records & dysfunctional thought records identify limited self-esteem: Automatic Thought records & dysfunctional thought records help are used to set the agenda in group sessions. Automatic Thought records & dysfunctional thought records identify core beliefs and schemas.

Correct Answer 4

Automatic Thought records & dysfunctional thought records identify core beliefs and schemas.

Question 5 (include possible answers)

Self-conceptualization is used in charting and challenging the patient's most critical: Self-conceptualization is used in charting and challenging the patient’s treatment plan. Self-conceptualization is used in charting and challenging the patient's most critical core beliefs/schemas. Self-conceptualization is used in challenging the patient’s automatic thoughts.

Correct Answer 5

Self-conceptualization is used in charting and challenging the patient's most critical core beliefs/schemas.

Question 6 (include possible answers)

The interview in role-reversal is used to gain The interview in role-reversal is used to gain additional information for the role player (auxiliary). The interview in role-reversal is used to challenge a mood of a new role. The interview in role-reversal is the major Psychodramatic technique.

Correct Answer 6

The interview in role-reversal is used to gain additional information for the role player (auxiliary).

Question 7 (include possible answers)

The mirror technique is used to assist protagonist in better understanding: The mirror technique is used to in group therapy to demonstrate reflection of others. The mirror technique is used to assist protagonist in better understanding the way a person presents self. The mirror technique reflects how a person is feeling.

Correct Answer 7

The mirror technique is used to assist protagonist in better understanding the way a person presents self.

Question 8 (include possible answers)

Closure technique is used to bring the protagonist and group: Closure technique is implemented to address interpersonal conflicts. Closure technique is used to bring the protagonist and group to share experiences with protagonist and group members using the technique of de-rolling. Closure technique allows group members to set the stage for the next group session.

Correct Answer 8

Closure technique is used to bring the protagonist and group to share experiences with protagonist and group members using the technique of de-rolling.

Question 9 (include possible answers)

The four major therapeutic factors maintaining a group are: Safety love solidarity inclusion. Cohesion, social learning, understanding, commitment. Hope, emotional expression, relational impact, social learning.

Correct Answer 9

Closure teHope, emotional expression, relational impact, social learning.

Question 10 (include possible answers)

Identify the forefathers of the Blended Experiential Group Therapy Model. . Ellis, Freud, Slavson. Sullivan, Adler, Horney. Moreno, Beck, Yalom.

Correct Answer 10

Moreno, Beck, Yalom.