Michael Wieser

**Psychodrama Research:
Milestones in 100 years**

Psychodrama Research

Milestones in 100 years

Michael Wieser

Overview

- (Pre-)history
- Metaanalyses, Reviews, Change process
- Research Tools
- Publishing
- (Auto-)Biography
- Socio-, Axio-, Cosmodrama, Peace, Challanges
- [EMPoWER (EMPowerment of Women Environment Research)](#)
- Training Research

Prehistory

- Ignace de Loyola (1491-1556), Jesuit, retreats, theatre, bibliodrama (E. Frick, A. Ancelin-Schützenberger)

- Jean-Jacques Rousseau (1770). Pygmalion

- Johann Wolfgang Goethe (1787). Triumpf der Empfindsamkeit (triumph of sensitivity). Proserpina-scene

Richard von Meerheimb (1825-1896) colonel

- (1882). Monodramen neuer Form. Psycho-Monodramen.
- (1888). Psychodramen. Material für den rhetorisch-deklamatorischen Vortrag. C. F. Wittmann (Ed.). Leipzig: Philipp Reclam jun. (Psychodramas. Material for the rhetorical-declamatory lecture). (Monodrama, role reversal).
- (1894). Oktavia. Neuer Theater Almanach für das Jahr 1894, Berlin
- Bremen, Germany, 1892: Literarische Gesellschaft Psychodrama. Literary Society Psychodrama. Neue Literarische Blätter. New literary papers.
- Thanks to Z. T. Moreno, S. Guimarães, and A. Blatner

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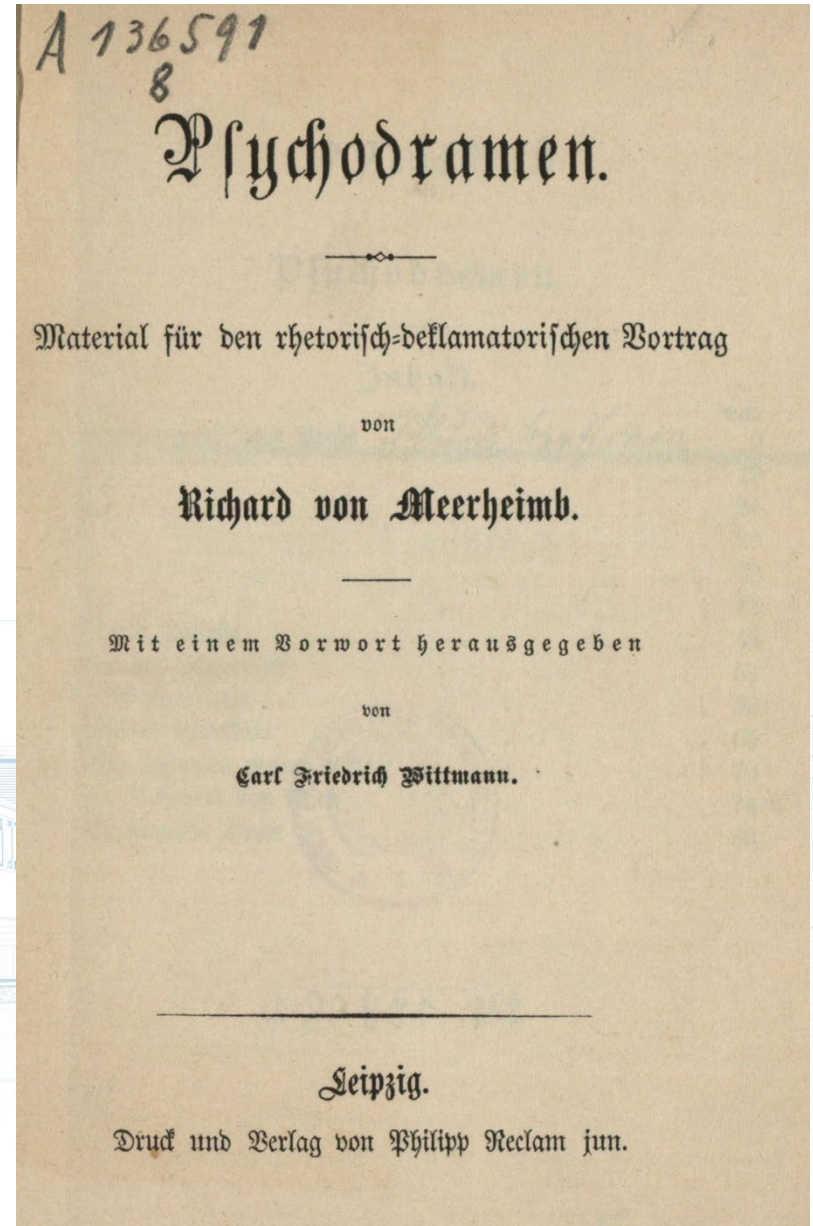
Rainer Maria Rilke: Monodrama

- 14 years old, psychodrama was trendy (Meerheimb).
- (1895). Murillo. Psychodrama. Vierteljahrschrift der Literarischen Gesellschaft Psychodrama, 2, (1). Death of a painter, religion
- (1895). Hochzeitsmenuett. Psychodrama. Zeitschrift Jung-Deutschland und Jung-Elsaß. Paintings in the Dresden Gallery, the inner experience of the paintings, the triangle story, and forgiveness.
- Monodrama. Monologue drama, the imagination of actors and requisites.
- Rilke, R. M. (1959). Sämtliche Werke. Bd. 3. Wiesbaden: Insel Verlag.
- Roman, H. (1944/1987). Rilkes Psychodramen. In R. Görner (ed.). *Rainer Maria Rilke* (pp. 26-39). Wissenschaftliche Buchgesellschaft Darmstadt.
- Thanks to Sergio Guimarães

Nikolaj Nikolajevic Jevrejnov (Evreinoff)

Russian expressionist, founder of Krivoj-Serkl Petersburg cabaret stage („Kleinkunstbühne")

Protagonist as setting („Schauplatz"):

1st ego: mind, 2nd ego: feeling, 3rd ego: Subconscious, nerves, organs

Introduction to Monodrama

Die Kulissen der Seele (The backdrops of the soul). Monodrama.

1913/1914 German from E. Mocroussoff

Nikolaj Nikolajevic Jevrejnov (Evreinoff)

(1920). German from Franz Theodor Csokor. Verlag der Wiener Graphischen Werkstätte GmbH

April 27, 1920 Wiener Renaissancebühne (Vienna Renaissance stage)

Suicide, distorting mirror („Zerrspiegel"), marriage drama (wife and lover)

Thanks to Primus Heinz Kucher, Prof of German literature in Klagenfurt

Actionism, action research

- Literature
- Religion and house of encounter
- Sex workers
- Mitterndorf an der Fischa, evacuation camp, sociometry
- (1924) Das Stegreiftheater. Berlin-Potsdam, Gustav Kiepenheuer [engl.: (1947, 1970) The theatre of spontaneity. Beacon, Beacon House] (1973). Le Théâtre de Spontanéité. Paris: Desclee Brouwer. French. (1980). Il teatro della spontaneità. Florence: Guaraldi. Italian. (2007). Rome: Di Renzo Editore. Italian

Term Group Psychotherapy

- 1931 Toronto APA Congress
- (1932). *Group method and group psychotherapy*. New York, The National Committee of Prisons and Prison Labor [enlarged edition (1957): *The first book on group psychotherapy*. Beacon, Beacon House]
- 1934 Who shall survive, Sociometry
- Ding, Z. (1948). Psychodrama Therapy: Memories of the Training from New York. Ta Kung Pao. (Shanghaier in Beacon)

Before Eysenck´s psychotherapy research in 1952!

Peters, H. N. and Jones, F. D. (1951). Evaluation of group psychotherapy by means of performance test. *Journal of Consulting and Clinical Psychology 15* (36), 363-367.

Results in schizophrenia, schizotypal and delusional disorders

Peters & Jones (1951)	Controlled Trial	Porteus Maze Test Ages	Difference in the post scores of qualitative errors**
	N=21 men	Mirror-Tracing Test	Improvement
		Rorschach	No report
		Draw-a-Person Test	No report
		Gardner Behavior Chart	No report

Metaanalyses

- Kellermann, P. F. (1987). ==Outcome== Research In Classical Psychodrama. *Small Group Behavior, 18*(4), 459–469. https://doi.org/10.1177/104649648701800402

- Kipper, D. A., & Ritchie, T. D. (2003). The effectiveness of psychodramatic ==techniques==: A meta-analysis. *Group Dynamics: Theory, Research, and Practice, 7*(1), 13–25. https://doi.org/10.1037/1089-2699.7.1.13

- Wieser, M. (2007). Studies on treatment ==effects== of psychodrama psychotherapy. In C. Baim, J. Burmeister & M. Maciel (Eds.), *Psychodrama: Advances in theory and practice* (pp. 271-292). London: Routledge/Taylor & Francis Group. (Research gate)

Metaanalyses

- Wang, Q., Ding, F., Chen, D., Zhang, X., Shen, K., Fan, Y., & Li, L. (2020). Intervention effect of psychodrama on ==depression and anxiety==: A meta-analysis based on Chinese samples. *The Arts in Psychotherapy*, 69, 101661. https://doi.org/10.1016/j.aip.2020.101661

- Elliott, R., Watson, J. C., Timulak, L., & Sharbanee, J. (2021). Research on ==humanistic-experiential== psychotherapies: updated review. In M. Barkham, W. Lutz, & L. Castonguay (Eds.), *Bergin and Garfield's ==Handbook== of Psychotherapy and Behavior Change*. John Wiley & Sons Inc. https://strathprints.strath.ac.uk/74362/

Metaanalyses

- Orkibi, H., Keisari, S., Sajnani, N. L., & De Witte, M. (2023). Effectiveness of <mark>drama-based</mark> therapies on mental health outcomes: A systematic review and meta-analysis of controlled studies. *Psychology of Aesthetics, Creativity, and the Arts.* https://doi.org/10.1037/aca0000582

Reviews

- D'amato, R.C. & Dean, R.S. (1988), Psychodrama research—therapy and theory: A critical analysis of an arrested modality. *Psychol. Schs., 25,* 305-314. https://doi.org/10.1002/1520-6807(198807)25:3<305::AID-PITS2310250312>3.0.CO;2-T

- Rawlinson, J. (2000). *Does psychodrama work? The British Journal of Psychodrama & Sociodrama, 15,* 67-101.

- Cruz, A., Sales, C. M. D., Alves, P., & Moita, G. (2018). The Core Techniques of Morenian Psychodrama: A Systematic Review of Literature. *Frontiers in Psychology, 9.* https://doi.org/10.3389/fpsyg.2018.01263

Reviews

- Lim, M., Carollo, A., Chen, S. H. A., & Esposito, G. (2021). Surveying <mark>80 Years</mark> of Psychodrama Research: A Scientometric Review. *Frontiers in Psychiatry, 12.* https://www.frontiersin.org/articles/10.3389/fpsyt.2021.780542

- López-González, M. A., Morales-Landazábal, P., & Topa, G. (2021). Psychodrama Group Therapy for Social Issues: A Systematic Review of Controlled Clinical Trials. *International Journal of Environmental Research and Public Health, 18*(9), 4442. https://doi.org/10.3390/ijerph18094442

Change mechanism

- Kushnir, A., & Orkibi, H. (2021). <mark>Concretization</mark> as a Mechanism of Change in Psychodrama: Procedures and Benefits. *Frontiers in Psychology, 12.*
https://www.frontiersin.org/articles/10.3389/fpsyg.2021.633069

Process-Outcome studies, change process

- Gonzalez, A.-J., Martins, P., & Lima, M. P. de (2018). Studying the Efficacy of Psychodrama With the <mark>Hermeneutic Single Case Efficacy Design</mark>: Results From a Longitudinal Study. *Frontiers in Psychology*, 9. https://www.frontiersin.org/articles/10.3389/fpsyg.2018.01662

Research tools

- Treadwell, T. W., & Stein, S. & L. (1989). *The social atom test - revised. International Journal of Small Group Research, 5, 65-88.*

- Collins, L. A., Kumar, V. K., Treadwell, T. W., & Leach, E. (1997). *The Personal Attitude Scale: a scale to measure spontaneity. Journal of Group Psychotherapy, Psychodrama & Sociometry, 49, 147-156.*

- Treadwell, T. W., & Kumar, V. K. & L. (2002). *The group cohesion scale: Revised reliability & validity. International Journal of Action Methods. 54, 1 3-12.*

- Treadwell, T. W., Kumar, V. K., Stein, S. A., & Prosnick, K. (2008). Sociometry: Tools for research and practice. *The Journal for Specialists in Group Work, 22(1), 52–65.* https://doi.org/10.1080/01933929708415523

- Interpersonal Scales (grouptalkweb.org)

- Interpersonal Scales (grouptalkweb.org)

David Kipper (Chicago)

- Kipper, D. (2011). Empirische Studien zur ==Spontaneität==: Eine Überprüfung. *Z Psychodrama Soziometr 10*, 21–34. https://doi.org/10.1007/s11620-011-0130-9

- Wieser, M. (2011). In Memoriam: Tributes to David A. Kipper (March 24, 1939-December 2, 2010). *The Group Psychologist*, *21*(1), 9-10.

- Wieser, M. (2011). Nachruf auf David A. Kipper. *Z Psychodrama Soziometr 10*, 149–151. https://doi.org/10.1007/s11620-011-0102-0

David Kipper

- Kipper, D.A., & Beasley, C.R. (2016). Factor analysis of the Revised Spontaneity Assessment Inventory (SAI-R). *Z Psychodrama Soziom 15*, 5–10. https://doi.org/10.1007/s11620-015-0301-1

- Testoni, I., Wieser, M., Armenti, A. *et al.* (2016). Spontaneity as predictive factor for well-being. *Z Psychodrama Soziom 15*, 11–23. https://doi.org/10.1007/s11620-015-0307-8

- Rabung, S., Wieser, M., Thomas, A., Testoni, I., & Evans, C. (2016). Psychometric evaluation of the German version of the revised spontaneity assessment inventory (SAI-R). *Z Psychodrama Soziom 15*, 25–39. https://doi.org/10.1007/s11620-015-0313-x

Research tools

- Orkibi, H. (2023). ==Creative== Adaptability: A Measurable Personal Resource. *Creativity Research Journal*. https://www.tandfonline.com/doi/abs/10.1080/10400419.2023.2223448

- Orkibi, H., & Biancalani, G. ==Spontaneity== Scale in progress

- Cruz, A. S., Dias Sales, C. M., Moita, G., & Alves, P. G. (2016). Towards the development of ==Helpful Aspects== of Morenian Psychodrama Content Analysis System (HAMPCAS). In C. Stadler, M. Wieser, & K. Kirk (Eds.), *Psychodrama. Empirical Research and Science 2* (pp. 57–67). Springer Fachmedien. https://doi.org/10.1007/978-3-658-13015-2_6

- Dima, G., Bucuță, M. (2016). The method of Interpretative ==Phenomenological== Analysis in psychodrama research. In: Stadler, C., Wieser, M., Kirk, K. (eds) *Psychodrama. Empirical Research and Science 2*, 69-81. Springer, Wiesbaden. https://doi.org/10.1007/978-3-658-13015-2_7

Publishing

- Self-publishing: Genossenschaftsverlag Wien (Association of publishers), Beacon House

- Springer nature series (2011-): Psychodrama: Empirical Research and Science

- Bibliography (pdbib.org)/Zotero

- Psychodrama journal indexed?

(Auto-)Biography

- Jacob, Jonathan, Joseph, Regina, Zerka Moreno
- René Marineau

Socio-, axio-, cosmodrama, peace, ecological challenges

- Pierre Weil (2002). *The art of living in peace.* UNESCO publishing|UNIPAIX.
- Orsolya Lelkes
- Katharina Novy

EMPoWER (EMPowerment of Women Environment Research)

- Psychodrama Research in the Field of ==Women Survivors of Violence==

- One aim of our study is to find out if psychodrama is helpful to this population. With an EU Daphne grant against violence, we compare group counselling with an integrated-ecological approach with a ==psychodrama== intervention group. Twenty women in each country like Albania, Austria, Bulgaria, Italy, Portugal, and Romania receive intervention, which we evaluate with CORE-OM (Clinical Outcome in Routine Evaluation - Outcome Measure), ==Spontaneity Assessment Inventory (SAI-R)== and Beck Depression Inventory (BDI-II) translated into appropriate languages. Also, there are underlying questions like female subordination, (sexual) abuse, the mafia´s power, and how the transmission in an intergenerational perspective from mother to daughter.

EMPoWER (EMPowerment of Women Environment Research)

Testoni I., Groterath A., Guglielmin M. S., Wieser M.: (Hrsg.). (2013). *Teaching against Violence. Reassessing the Toolbox.* Teaching with Gender. European Women´s Studies in International and Interdisciplinary Classrooms. Budapest - New York: Central European University Press, https://atgender.eu/vol11-ta-violence/

Training Research

- Forschung | AAU Campus
- Wieser, M.A. & Leitner, A. (2023). Impact of Teaching Palliative Psychology with Psychodrama and Arts Therapies on Psychology Students in Klagenfurt. *Behav. Sci.*, *13* (11): 931. https://doi.org/10.3390/bs13110931
- Workshop: Palliative Psychodrama

Call 2019 KA2- Cooperation for innovation and the exchange of good practices
Key Action 2 - Strategic partnerships for Higher Education

Erasmus+

Death Education for Palliative Psychology
DE4PP

PARTNERSHIP

COORDINATOR

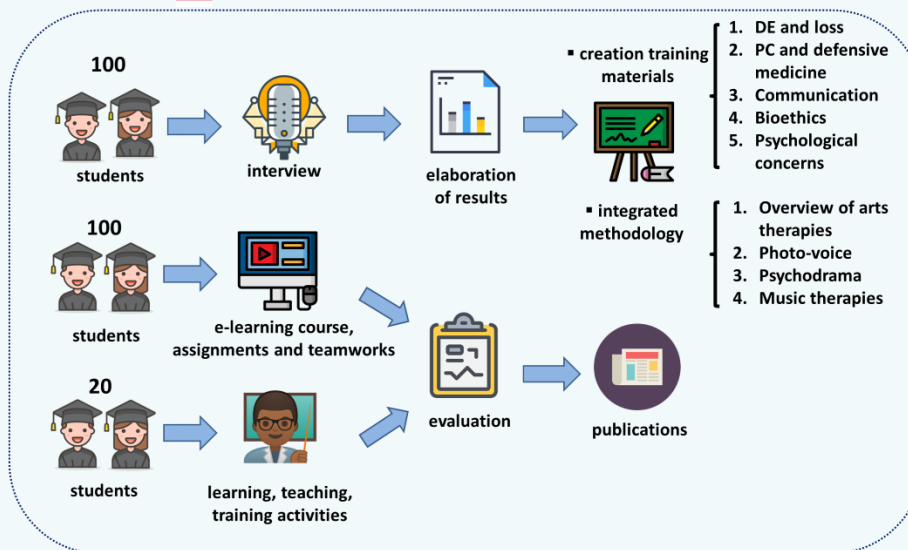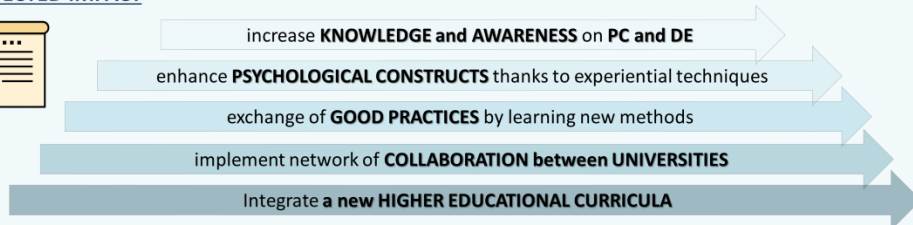Expert
in palliative care

Universities

AIM:

TRAINING STUDENTS
undergraduate/postgraduate
in Psychology

- contents
- teaching methodology
- psychological strategies
- art therapies technique

Theme:
palliative care (PC)
death education (DE)

100
students

interview

elaboration
of results

▪ creation training
materials

1. DE and loss
2. PC and defensive
   medicine
3. Communication
4. Bioethics
5. Psychological
   concerns

100
students

e-learning course,
assignments and teamworks

▪ integrated
methodology

1. Overview of arts
   therapies
2. Photo-voice
3. Psychodrama
4. Music therapies

20
students

learning, teaching,
training activities

evaluation

publications

EXPECTED IMPACT

increase **KNOWLEDGE and AWARENESS** on **PC and DE**

enhance **PSYCHOLOGICAL CONSTRUCTS** thanks to experiential techniques

exchange of **GOOD PRACTICES** by learning new methods

implement network of **COLLABORATION between UNIVERSITIES**

Integrate **a new HIGHER EDUCATIONAL CURRICULA**

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Students' Confidence and Interest in Palliative and Bereavement Care: A European Study

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[3] Department of Philosophy, Sociology, Education and Applied Psychology (FISPPA), University of Padua, Padua, Italy
[4] Department of Psychology, Lucian Blaga University, Sibiu, Romania
[5] ANT Foundation, Bologna, Italy
[6] Department of Psychotherapy and Health Psychology, The John Paul II Catholic University of Lublin, Lublin, Poland

Theoretical background

Coping with death, including end-of-life management and the grieving process, is an ongoing challenge in contemporary society (Fonseca and Testoni, 2012; Testoni et al., 2016). One way to address this challenge in higher education is through death and bereavement education (DeEd).

Teaching DeEd to health care students can help overcome the taboos associated with death and dying. It can serve to increase students' awareness of the stresses associated with loss and grief and improve their coping skills (Testoni et al., 2019). The overall goal of the project is to explore how DeEd can support palliative care by training psychologists and art therapists.

Sample & Method

In the five countries participating in the ERASMUS+ project, students were asked to complete an anonymous online questionnaire in their national language using research survey software. A total of 344 MA students (85% women) were recruited: Italy (n = 102), Poland (n = 91), Romania (n = 64), Austria (n = 47), and Israel (n = 40). At the end of the survey, students were also asked to indicate whether they would agree to a brief interview on the topic. A total of 37 students were interviewed for the qualitative data, and after completing the questionnaire, they agreed to participate in the interview. Particular attention was paid to the emotional impact of these topics on the students, how they perceived the educational process, and the importance they attached to life and death as deeply human and universal issues. Data were analyzed, compared, contrasted, and integrated using a thematic analysis procedure.

Results

Five common themes emerged in the qualitative findings: life and death, learning about death, psychological distress, personal experience, and sound education, as well as four key educational requirements.

Overall, the findings indicate that students' interest in studying and working with terminal illness and death is influenced by internal resources and external demands. Students' beliefs about life and death, their personal values, their own experiences with illness and death, and their openness to personal and professional growth provide the foundation for education in end-of-life, palliative, and bereavement care. These factors shape students' confidence in themselves and their ability to take on this challenge.

Mediation model using student expertise as a mediator between prior experiences and interests. Students' prior caregiving experiences and prior experiences of loss were related to their current interest in education about death and grief and palliative and bereavement care through mediation of their confidence in the field. Coefficients presented are standardized linear regression coefficients. Control variables and nonsignificant paths were omitted for clarity. All p-values are <0.05.

Discussion

One potential limitation of this study should be mentioned, namely the observational nature of the survey data, which precludes causal inferences about students' actual acquisition of skills and knowledge. Future evaluations should therefore include data collected before and after training to examine actual development of competencies and skills.

In addition, while self-report data reflect learners' perceptions of their competencies and skills, this may introduce bias due to social desirability and self-enhancement, as well as self-selection bias (Bethlehem, 2010). Therefore, data from instructors and/or supervisors should be cross-checked with students' perceptions. Finally, some of the low to moderate statistically significant correlations may be due to the large sample size.

Literature

Bethlehem, J. (2010). Selection bias in web surveys. Int. Stat. Rev. 78, 161–188. doi: 10.1111/j.1751-5823.2010.00112.x
Fonseca, L. M., and Testoni, I. (2012). The emergence of thanatology and current practice in death education. Omega 64, 157–169. doi: 10.2190/OM.64.2.d
Orkibi H, Biancalani G, Bucuță MD, Sassu R, Wieser MA, Franchini L, Raccichini M, Azoulay B, Ciepliński KM, Leitner A, Varani S and Testoni I (2021) Students' Confidence and Interest in Palliative and Bereavement Care: A European Study. Front. Psychol. 12:616526. doi: 10.3389/fpsyg.2021.616526
Testoni, I., Cordioli, C., Nodari, E., Zsak, E., Marinoni, G. L., Venturini, D., et al. (2019). Language re-discovered: a death education intervention in the net between kindergarten, family and territory. Ital. J. Sociol. Educ. 11, 331–346. doi: http://dx.doi.org/10.14658/pupj-ijse-2019-1-16
Testoni, I., Parise, G., Zamperini, A., Visintin, E. P., Toniolo, E., Vicentini, S., et al. (2016). The "sick-lit" question and the death education answer. Papageno versus Werther effects in adolescent suicide prevention. Hum. Affairs 26, 153–166. doi: 10.1515/humaff-2016-0016.

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Impact of teaching palliative psychology with psychodrama and art therapies on university students in Austria

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Introduction

Dempsey (2022) said that dying is inevitable, but distress with death is not. Psychodrama and art therapy are of growing psychological and practical interest, but are rarely studied in health professions education, particularly in palliative care and palliative psychology. The main objective of this study was to determine the impact of teaching palliative psychology with psychodrama and art therapy. Specifically, the impact of the pilot course on students' perceptions of death and the effectiveness of the methods introduced, as well as changes in interest in the field of palliative care, were examined.

"It is probably super cool to cooperate with different universities".

Method

In the present study, an explanatory sequential mixed-methods design was used. For this purpose, a curriculum was created for interested students and taught as a pilot course of nine sessions and four workshops. In Austria, 34 students from the Alpen-Adria University Klagenfurt participated. The quantitative data was collected using an online questionnaire. A total of 64 people completed the first questionnaire, 40 of whom were from the experimental group and 24 from the control group. A total of 50 students participated in answering both the pre- and the post-questionnaire, 30 of them were from the experimental group and 20 from the control group. Six course participants took part in the subsequent focus group interview.

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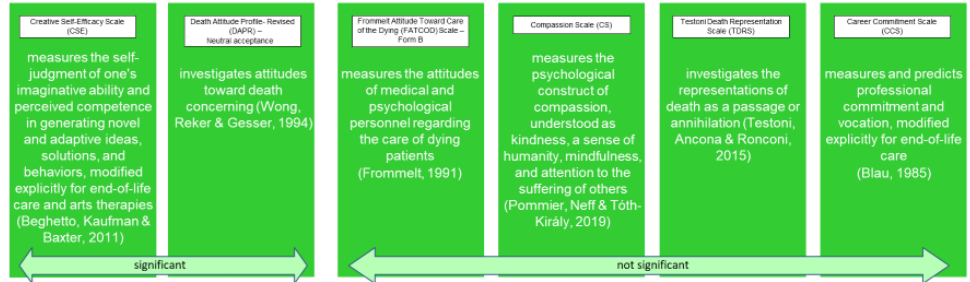
Qualitative Results

The course has helped students to be less afraid of death, to avoid it less, and to accept it as a natural occurrence. It also increased their desire to work in palliative care and end-of-life care. The course was an opportunity for personal and professional growth by addressing existential issues such as death and life. Also, the arts therapies group workshops have proven effective in processing negative emotions related to death and have helped students become more confident and interested in working in this field.

Main topics:
Positive and negative experiences, sensations and the focus group

Quantitative Results

Creative Self-Efficacy Scale (CSE)	Death Attitude Profile- Revised (DAPR) – Neutral acceptance	Frommelt Attitude Toward Care of the Dying (FATCOD) Scale – Form B	Compassion Scale (CS)	Testoni Death Representation Scale (TDRS)	Career Commitment Scale (CCS)
measures the self-judgment of one's imaginative ability and perceived competence in generating novel and adaptive ideas, solutions, and behaviors, modified explicitly for end-of-life care and arts therapies (Beghetto, Kaufman & Baxter, 2011)	investigates attitudes toward death concerning (Wong, Reker & Gesser, 1994)	measures the attitudes of medical and psychological personnel regarding the care of dying patients (Frommelt, 1991)	measures the psychological construct of compassion, understood as kindness, a sense of humanity, mindfulness, and attention to the suffering of others (Pommier, Neff & Tóth-Király, 2019)	investigates the representations of death as a passage or annihilation (Testoni, Ancona & Ronconi, 2015)	measures and predicts professional commitment and vocation, modified explicitly for end-of-life care (Blau, 1985)
significant		not significant			

References

Beghetto, R. A., Kaufman, J. C., & Baxter, J. (2011). Answering the unexpected questions: Exploring the relationship between students' creative self-efficacy and teacher ratings of creativity. *Psychology of Aesthetics, Creativity, and the Arts, 5*(4), 342–349. https://doi.org/10.1037/a0022834
Blau, G. J. (1985). The measurement and prediction of career commitment. *Journal of Occupational Psychology, 58*(4), 277-288.
Dempsey, R. (2022). Counselling psychology and end-of-life care. In D. Best, H. Nicholas & M. Bradley (Eds.), *Roles and Contexts in Counselling Psychology* (pp. 57-68). Routledge.
Frommelt, K.H. (1991). The effect of death education on nurses' attitudes toward caring for terminally ill persons and their families. *American Journal of Hospice and Palliative Care, 8*(5), 37–43.
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Pommier, E., Neff, K. D., & Tóth-Király, I. (2019). The development and validation of the compassion scale. *Assessment, 27*(1), 21-39. https://doi.org/10.1177/1073191119874108
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Wong, P. T. P., Reker, G. T., & Gesser, G. (1994). Death Attitude Profile—Revised: A multidimensional measure of attitudes toward death. In R. A. Neimeyer (Ed.), *Death anxiety handbook: Research, instrumentation, and application. Series in Death Education, Aging, and Health Care* (pp. 121–148). Philadelphia, PA: Taylor & Francis.

ANT-swers to Life and Death:
Learning from Palliative Care Givers and Patients in Bologna

Erasmus+ Project Death Education for Palliative Psychology – DE4PP

Just like the window, the experience at Fondazione ANT (Associazione Nazionale Tumori) opened up a new perspective for us. Palliative care is not a present subject in many universities. When you walk by the finestrella in Bologna and the window is closed you barely recognize anything so it is up to each person to open it up for a new point of view. The photo also shows the perspective of many palliative patients who become more and more unable to participate in life outside of their homes and have to watch it through their windows.

A different view

As the wheel of time turns and the illness progresses, the patients need to rely more on the palliative care team at ANT. The pillars represent how nurses, doctors, psychologists, and volunteers support the people with care and help preserve their dignity. We feel honored to have had the opportunity to get an insight into their important work.

Wheel of time

Palliative care is not only limited to the patient. Terminal disease can overshadow family life and affect the relationships. Just as the hands on the photo are separated by the red veil, the patient can feel isolated from their friends and family. The palliative care team helps the whole family to stay close and deal with the disease together. During the home care visits, we accompanied a nurse or doctor and were touched to see how they were included into the families with gratitude. We were able to witness a variety of emotions and ways of dealing with cancer.

Living with a red veil

In a psychodrama session, we experienced a similar situation and learned that it is important to include every family member in palliative care, no matter how old or young. Taking over different perspectives can help solve conflicts within the family. Even after the passing of the patient, ANT offers support so everyone can process grief in their own way.

Through the eyes of another

"It takes a village" to provide adequate palliative care for every family in need. We are grateful to have experienced the team spirit of ANT and to have seen the multi-professional team working together with empathy and commitment. The DE4PP Project was a great opportunity for us to get an insight into this field together with an international group from Poland, Romania, Italy, and Austria.

It takes a village…

From psychology students of the University of Klagenfurt, Austria: Frederike Becker, Lisa-Maria Lang, Michelle Mader, Hedi Rothes, Elena Schmidt Velasco

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Training and continuing education

- [Wirkungsforschung-Wahlseminar-2024-1.pdf (psychodrama-austria.at)](#)

Thank you for your attention, and I look forward to your comments.

➢ **Homepage:**

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