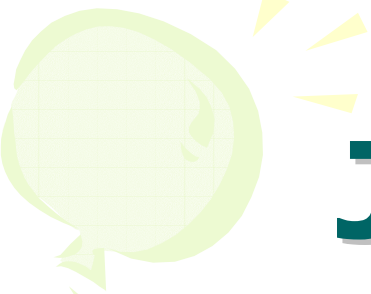




PSYCHODRAMA (演劇心理治療)





Jacob L. Moreno

- Was born on a ship sailing on the Danube (多瑙河) in 1889
 - Lived long in Bucharest (布加勒斯特—羅馬尼亞首都) and Vienna 維也納
 - The first pd in his life in age of 4 – “God and his angels” – the first private session
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- The first inspiration may well have come from this personal experience. The heavens up to the ceiling may have paved the way towards my idea of the many levels of the PD stage, its vertical dimension, the 1st level as the level of conception, the 2nd the level of growth, the 3rd the level of completion and action, the 4th-- the balcony-- the level of the messiahs and the heroes... That I fell when the children stopped holding up the chairs may have taught me the lesson that even the highest being is dependent upon others, "auxiliary egos," and that a patient- -actor needs them in order to act adequately. And gradually I learned that other children too, like to play God



Conversation between M and F

- “Well, Dr. Frued, I start where you leave off. You meet people in the artificial setting of your office. I meet them on the street and in their home, and in their natural surroundings. You analyze their dreams. I try to give them the courage to dream again. **I** teach the people how to play God.” (Moreno, 1946:5-6)

PSYCHODRAMA (演劇心理治療)

- 藉戲劇方式探討事實
- 根據 **Moreno** 所發展心理演劇的理論、哲理、方法、運用動作演出的專業方式
- 使用方法: **enactment**, **sociometry** (社會人際關係計量 - the study of the relationships), **group dynamics**, **role theory**, **social system analysis** 等經由認知的重整以促進個人與團體的改變



Brief history 歷史發展



- 1909, J. L. Moreno 治療維也納的學童



- 1922, Moreno在維也納建立“即興劇場”



- 1924-1931 Impromptom Group Theater in New York



- Moreno 建立 sociodrama及psychodrama




Underline Principle

- Spontaneity自發性/即興;creativity創造是一個睡美人，需催化劑使其活潑，此胸即自發性
 - Self awareness and reality
 - Personal relationships
 - Learning emotional expression and control
 - Re-educative approach---to facilitate p't insight and growth as the final goal
- 



一些主題和觀念

- 時間：人是生活在過去、現在、未來的三次元時間裡
 - 空間：在心理演劇中空間之安排以Action-center為主
 - Encounter會心:together; to meet one another; the contact of two bodies;seeing, observing, touching and feeling,including hostile, threatening, confronting.兩人不僅meet也彼此相互經驗與瞭解，他們並非因外力的搓和，而是我們願意在這裏所以我們在這裏
- 

心理演劇的五大要素

- 舞台 the stage

- 演出戲劇的地方

- 直徑約12-15 呎的圓型舞台

- 有三個台階以利暖化作用

- 提供一個真實的生活場所

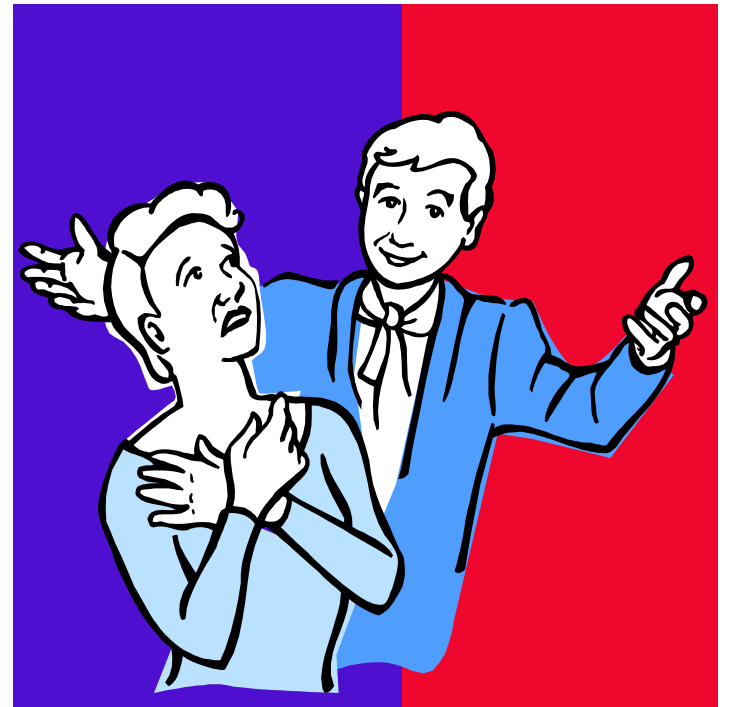


心理演劇的五大要素

- 主角 the protagonist

— 心理演劇演出的主人翁

— 在舞台上描述其生活情境





心理演劇的五大要素

- 導演 the director



- 在舞台上運用心理演劇的方法，以協助主角探討

- 他的心理問題

- 有三種功能：治療者therapist, 引導者



- producer, 分析者analyst

心理演劇的五大要素

- 輔角 the auxiliary ego

— 在舞台上除主角導演外參與心理演劇演出者

— 在舞台上描繪主角生活世界裡

的他人



心理演劇的五大要素

- 觀眾 the audience group

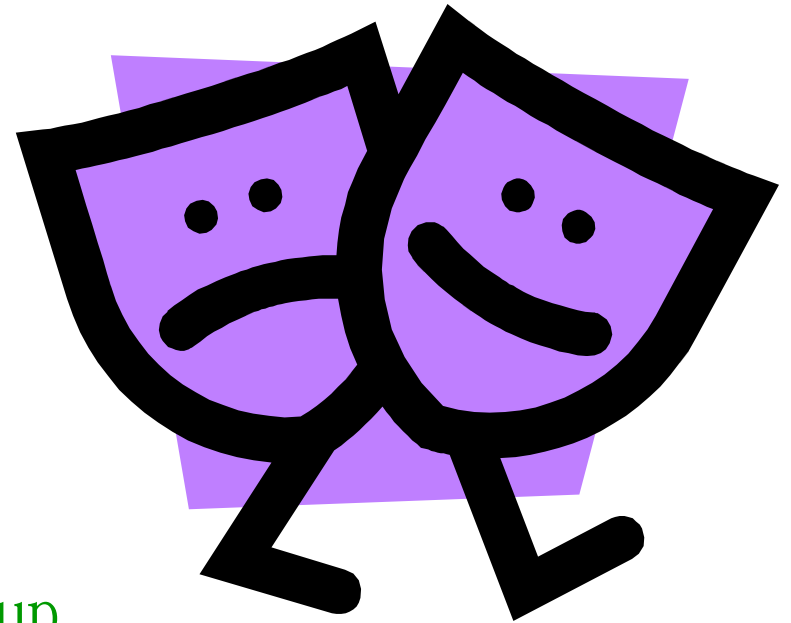
— 參與心理演劇演出的其它的人



心理演劇的過程

- 暖化作用 warm-up

- Director warm him/herself up
- Group discuss goal, role and time arrangement
- Self introduction
- Action exercises
- Choose the protagonist



*W-UP initiate spontaneity
Spontaneity shorten the
Period of warming up*



心理演劇的過程

- 演劇/動作演出 action

- The protagonist on stage、Present conflict

- Setting the stage

- Play the scene as if in the” here and now”

- Use the auxiliary role

- Use different techniques to explore the p’s problem

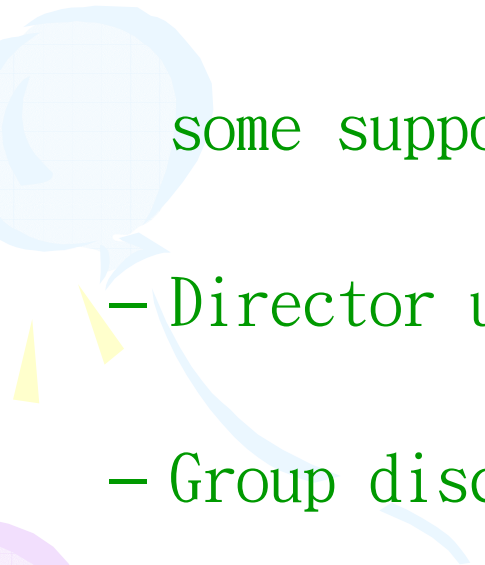

- Help the protagonist to develop adaptive attitude and

- behavior---working through





心理演劇的過程

- 閉幕/結束分享closure/sharing
 - After main action, Director help the P receive some support and encouraging sharing
 - Director use supportive techniques
 - Group discussion
 - Continuing the next play
- 
- 



心理演劇的技巧



- soliloquy 獨白

- empty chair 空椅子技巧

- double 雙重角/替身

- sculpture 雕塑技巧

- divided double

- death scene 死亡景



- multiple double

- heaven scene 重生景



心理演劇的技巧



- mirror 鏡子技巧—（消除抗拒）



- future presentation 未來投射



- modeling 模範技巧 magic shop 神奇商店

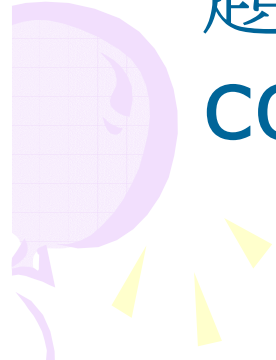


- role reversal 角色互換（消除抗拒）




Psychodrama

內涵分析/治療目標

- **Affect:** 情緒宣洩、感受辨識
 - **Behavior:** 演練、行動化完成經驗 (Action fulfillment)、角色目錄的擴大與統整
 - **Cognition:** 擴大意識範圍、增加對問題之瞭解 (Action method, self-confrontation)、不合理觀念之修正
- 



Conclusion

- Psychodrama is a psychotherapy
 - In drama, one's fantasy, hope and will can be developed and 個人得以成長
 - 提供適切情緒反應機會亦是創造力之發揮，使個體能學習和他人建立有創造性及自然流露的情感關係，能漸感受到他人的關懷與愛，並更新對自我的看法
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