



THERAPEUTIC SPIRAL

I N T E R N A T I O N A L

www.therapeuticspiralmodel.com

drkatetsi@icloud.com

cossa@att.net

TSM TRAUMA TEAM ROLES OVERVIEW AND ASSESSMENT/CHECKLIST

The Assistant Leader (AL):

The development of the Assistant Leader (AL) role has always been at the center of the development of TSM. S/he is the team member who maintains a mental checklist of the four functions of the Psychodrama Director/Team Leader (TL), and tends to the underserved categories. S/he performs a constant “dance” with the TL to keep the group reality connected to the drama's reality. S/he directs and coaches auxiliaries in the deepest fulfillment of their roles. Whatever the TL is not attending to in the moment, the AL is.

Functions of the TSM AL role include:

- Being cognizant of potential roles required by the action.
- Supporting auxiliaries and group members in taking and maintaining roles.
- Maintaining communication with the TL.
- Anticipating physical needs of the action and seeing that they are provided, either directly or through assignment to a TAE.
- Supporting containment or expansion of affect and states of awareness as needed.
- Tending to physical safety and space considerations during action and throughout the workshop or training.
- Supporting safety and the appropriate reception of projective identifications (PIs).
- Moving group members who are not serving in auxiliary roles into appropriate “clusters” as needed.
- Feeding information to the Team Leader, directly or through coaching a role.
- Knowing when to assign the role(s) of Containing Double, Body Double, and/or Manager of Defenses for both protagonist and/or group members as needed.
- Facilitating at least one of the group warm-up sessions at the workshop.
- Directing one of the dramas at the workshop – of any kind and at any point.
- Facilitating at least one of the Team warm-up and/or processing sessions.
- Facilitating the team warm-up prior to the workshop, including through email.

Required clinical awareness and knowledge of the TSM includes:

- Trauma Survivor's Intrapsychic Role Atom (TSIRA).
- Types of Dramas.
- Direction of Dramas with appropriate contracting.
- Principles of Conscious Re-experiencing.
- Four Functions of Team Leader/Director and providing for them via TAEs.
- Projective Identification and how/when to bring it into the drama.
- Doodah Management – how to facilitate.
- Leading team warm-up and processing meetings.

The AL in Action:

The Assistant Leader Role is one unique to the TSM. The Assistant Leader has mastered the TAE role functions, is aware of the pitfalls and challenges, and is, therefore, able to auxiliaryize the AEs in that role. In addition, s/he is constantly aware of the Team Leader's soliloquy and anticipates what the TL will need to "pull it all off."

To do both of the above s/he must have good communication beforehand with each team member and know their vulnerabilities, strengths, etc. This is all part of team warm-up and team-building, using the four functions of Team Leader as a base, as well as knowledge of the TSIRA and other TSM action structures.

The AL begins the team warm-up process via email. This is a time when the AL encourages the other team members to explore and share their strengths and awareness of other prescriptive roles that they bring to this particular workshop – as well as, in a second round, some of their challenges, potential doodahs, and trauma-based roles they may be carrying. During this and the in-person team warm-up the day the workshop starts, the AL is aware of the individual team member needs and sociometric connections. In addition, the AL is cognizant that this warm-up is often a parallel process to what the participants may be bringing into the weekend.

The AL role holds the container for the Team Leader so the drama can be a clinically successful one. In holding the container both during the dramas and in the team meetings, s/he notices whatever is needed and assigns someone to fill the role or do the job. The AL knows what is needed for each role by using awareness of each person's strengths and needs. A common pitfall or problem for ALs is to lose their sense of an overview and of being a manager. They may get pulled into the action of the drama or a particular PI situation or abreaction. This is not wrong, but they should try to constantly integrate everything with the Team Leader as soon as possible and/or appoint an AE to this role and location and move back into their overview stance.

ALs are not co-Directors but are "practically-minded magicians" who create the space for the Directors to do their best work. ALs know how to breathe, take a step back, and hold the entire group. ALs pay attention to their own process and notice what is being triggered in particular roles or dramas. They are aware of the parallel process between

their experience of the role(s) they are supporting and the experience of the protagonist. This clinical information is shared with the Team Leader.

The AL provides role relief for the Team Leader and begins to practice directing parts of the workshop including a trauma drama. Usually the AL will direct part of the Friday evening structure, develop the art project for a personal growth weekend, direct a drama or vignettes during the Saturday sessions, and share or fully take on the directing of the final Sunday closing session. This is part of their development toward the role of Team Leader and is planned through consultation with the TL as part of the workshop planning.

ALs are continually aware of the basic principles of the TSM, the contract of the drama, the ego strength of the protagonist, the needs of the group, and their own process. They are given feedback on their skills development from the Team Leader of each team on which they serve, in the form of the attached "skills checklist." *Please Note: In completing practicum requirements for AL, the candidate must be observed in role by at least two different Trainers and/or Team Leaders.*

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ASSESSMENT/CHECKLIST FOR Assistant Leaders (ALs)

At each workshop or training in which a trainee is doing an AL practicum, the Team Leader or Trainer completes a copy of this checklist to document which of these skills have been successfully demonstrated. This provides direct feedback to the trainee and also clarifies those skills that have yet to be demonstrated. Some are expected to be demonstrated during each team participation; others must be demonstrated at least once before AL certification is granted.

Note: A copy of the checklist should be maintained by the TL or Trainer who provides it. Copies should also be sent within 10 days to the trainee, the Director of Training (cossa@att.net) and to the Clinical Director (drkatetsi@icloud.com).

ASSESSMENT/CHECKLIST provided for (Trainee's name):

WORKSHOP Title and Date:

OTHER TEAM MEMBERS and roles:

The following roles and responsibilities were taken on by the trainee in the course of the workshop/training:

As Team Leader/Trainer for the above workshop or training, I, _____, certify that _____ has successfully demonstrated the skills and awareness stated below. *Note: For each item NOT checked, team leader should briefly note what is needed to successfully demonstrate this skill or note that there was no opportunity to do so. In addition to checking, a more detailed description of the way in which the skills were demonstrated should follow.*

Team Skills:

- Was an integrated member of the team
- Accepted appropriate team responsibilities
- Participated in/or led team warm-up
- Participated in/or led team process sessions
- Successfully managed doodahs within the team and helped facilitate the process for other team members

Sessions Skills:

- Successfully managed doodahs within sessions
- Provided appropriate support and coaching for TAEs and group members in role
- Maintained working relationship with TL
- Maintained working relationship w/other TAEs
- Demonstrated sociometric awareness
- Responded to production needs
- Awareness of analyst, therapist, sociometrist, and producer functions
- Worked with projective identifications
- Successful assignment and support as needed of Body Double
- Successful assignment and support as needed of Containing Double
- Successful assignment and support as needed of Manager of Defenses

- Successful assignment and support as needed of General Roles (define)
- Successful assignment and support as needed of Victim Role
- Successful assignment and support as needed of Perpetrator Role
- Successful assignment and support as needed of Abandoning Authority
- Successful assignment and support as needed of Transformative Role

Summary:

For the AL Trainee:

Please pick at least one of the topics provided below and write a two-to-four-page reaction paper explaining how your participation as AL helped you develop and/or demonstrate clinical awareness of the topic(s).

SUBMIT A COPY, WITHIN 14 DAYS, TO the TL or Trainer who provided your checklist, the Director of Training cossa@att.net and to the Clinical Director drkatetsi@icloud.com

- Trauma Survivor's Internal Role Atom (TSIRA)

- Types of Dramas

- Principles of Conscious Re-experiencing

- Four Roles of Team Leader

- Projective Identification

- Other insights and reflections of both TSM Theory and Practice and your personal reactions to the material explored and the process through which the workshop was conducted may be included.

Trainee Signature: _____ Date: _____