



THERAPEUTIC SPIRAL

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

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TSM TRAUMA TEAM ROLES OVERVIEW AND ASSESSMENT/CHECKLIST

The Trained Auxiliary Ego (TAE):

In classical psychodrama the Auxiliary Ego serves three primary functions and two deeper functions. The primary functions are: to take on the role required by the protagonist; to represent the protagonist's perception of the role; and to explore the protagonist's material in action. The deeper functions are: to give back to the protagonist, from the role, additional information about which the protagonist may not be consciously aware; and to offer guidance and instruction. It is within these last two role functions, and beyond, that Therapeutic Spiral Model (TSM)™ trained auxiliaries (TAEs) function most fully.

Functions of the TSM TAE role include:

- Being available and warmed up for any role required by the action.
- Maintaining communication with and accepting direction from the Assistant Leader (AL).
- Anticipating physical needs of the action and providing for them.
- 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 reception of projective identifications (PIs).
- Feeding information to the Team Leader (TL) through the AL or from role.
- Being able to serve competently in the role(s) of Containing Double, Body Double, Manager of Defenses for both protagonist and/or group members as needed.
- Being able to serve competently in the roles of Victim, Perpetrator, and/or Abandoning Authority for the Protagonist.
- Being able to contain appropriately their own triggered material during the workshop and bring these issues to the TL and AL and other team members for support during team meetings.

Required clinical awareness and knowledge of the TSM includes:

- Trauma Survivor's Internal Role Atom (TSIRA)
- Types of Dramas
- Principles of Conscious Re-experiencing
- Four Roles of Team Leader
- Projective Identification
- Doodah Management

The TAE in Action:

TAEs serve the TL, the protagonist, and the group by taking a global view of the action. TAEs develop an awareness of which roles are present, and which are absent. As awareness of needs for action of any kind arise, on stage or within the group, the TAE brings this awareness to the attention of the AL.

TAEs remain cognizant of the contract with the protagonist and tune into the Team Leader's soliloquy and the therapeutic direction of the drama. They can auxiliarize that process by anticipating what roles are needed, providing physical and emotional safety for action, and serving as the group's "double": expressing what is not being said but is probably being felt or thought by group members. When in role, they auxiliarize through the role, by interacting with another role on stage, or by offering information beyond what was given by the protagonist.

When in role, TAEs view everything from within that role and allow themselves to feel fully and dig deeply into the nuances of that particular role. Every word, every action, every feeling is related to the clinical outcome/stated goal of the drama.

TAEs note their own intrapsychic process: which roles feel comfortable, and which stretch their role repertoires. TAE's cannot turn down a role; if chosen for a role that is uncomfortable, brings up strong affect, or requires a real stretch, they unobtrusively make that known to AL and use skill at being one's own "containing double" to stay present.

TAEs 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 playing and the experience of the protagonist. This clinical information is shared with the Team Leader through the AL or enters the drama from within the role, making an action demand. The Team Leader can then role reverse the protagonist, if needed, to verify this information.

TAEs also pay attention to the development and transformation of the role(s) they are playing. They feed information on the transformation of the role to the Team Leader through the role. They pay careful attention to the timing of the drama. For example, they do not introduce an "opening up" statement at the end of the drama or push for a direction that is not consistent with the stated goal or contract. If an insight from within the role seems to work against the conclusion of the drama, they offer it later from within the context of sharing from role, putting out the idea for further reflection or exploration in a future drama.

TAEs are continually aware of the basic principles of the TSM, the contract of the drama, the ego strength of the protagonist, and their own process. Trainee TAEs 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.

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ASSESSMENT/CHECKLIST FOR Trainee Auxiliary Egos (TAEs)

At each workshop or training in which a trainee is doing a TAE 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 the TAE 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 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 team warm-up fully
- Participated in team process sessions fully
- Successfully managed doodahs within the team
- Successfully managed doodahs within sessions
- Accepted all roles available and requested
- Maintained working relationship with TL
- Maintaining communication with the Assistant Leader (AL).
- Maintained working relationship w/other AEs
- Demonstrated sociometric awareness
- Responded to production need
- Showed awareness of four directors' roles of Therapist, Analyst, Sociometrist, and Producer
- Worked with projective identifications

Specific TSM Clinical Skills

- Successful service as Containing Double
- Successful service as Body Double
- Successful service as Manager of Defenses
- Successful service as General Roles (define)
- Successful service as Victim Role
- Successful service as Perpetrator Role
- Successful service as Abandoning Authority

Being able to use your own material, through role, in service of the protagonist and group.

Successful service as Transformative Role

Summary:

For the TAE 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 TAE 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: _____