



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 Team Leader (TL):

The Team Leader/Director is the pivotal role around which the TSM action trauma team revolves. S/he is responsible for maintaining a smooth-running team that works effectively and efficiently in service of the group members. Although TLs are the primary Directors of the clinical sessions, their role extends beyond clinical competencies as psychodrama directors, to the clinical, sociometric, personal, and interpersonal competencies needed to direct, coach, and utilize the team. TLs must demonstrate the skills necessary to work with their TAEs and through their ALs. The Team Leader also serves as the primary administrative coordinator of the workshop, working with the team members and the local organizer (when available) to develop and implement a working budget and fee structure. S/he also is responsible to coordinate all promotion materials, workshop registration, and complete all needed paperwork.

Functions of the TSM TL role include:

- Serving as primary leader of the workshop, and communicating with the Assistant Leader to provide safety.
- Directing the majority of any TSM dramas during the workshop.
- Having primary responsibility for the safety, care and work of the group.
- Having primary responsibility for leading the TSM Six Safety Action Structures.
- Anticipating the protagonist's and other group members' physical needs during the action.
- Facilitating or assigning to other team members all supportive tasks at the workshop, e.g., assembling supplies, conducting the art project.
- Receiving and working with information provided by the AL or by TAEs in role during the drama.
- Facilitating the Team warm-up and processing sessions in conjunction with the AL.
- Directing/supporting the AL to facilitate the team warm-up prior to the workshop, including via email.

- Utilizing an Action Healing Team to its full potential; being aware of the strengths and personal issues (“doodahs”) of each team member, and working with them to create a well-functioning team.

Required clinical awareness and knowledge of the TSM includes:

- Four Functions of Director/Team Leader: Analyst, Therapist, Sociometrist, and Producer.
- Appropriate clinical contracting when directing dramas.
- Trauma Survivor's Internal Role Atom (TSIRA) and which roles are necessary for protagonist's safe experiencing.
- Being cognizant of potential roles required by the action.
- Knowing when to assign the role(s) of Containing Double, Body Double, and/or Manager of Defenses for both protagonist and/or group members.
- Recognizing Projective Identification and how/when to bring it into the drama.
- Maintaining communication with the AL to incorporate into the drama, as appropriate, clusters that may be forming in the group.
- Supporting containment or expansion of affect and states of awareness as needed both within the protagonist cluster and (through the AL) the group.
- Supporting auxiliaries and group members in role within the protagonist cluster.

The TL in Action:

The Team Leader Role is unique to the TSM, in that utilizing a team approach to treatment of trauma is the norm rather than the exception. The Team Leader has mastered the TAE and AL role functions, is aware of the pitfalls and challenges, and is, therefore, able to direct and supervise team members in their roles. The competent TL is not a solo performer, but knows how to use the team in service of the group. S/he must have good communication with each team member and know their vulnerabilities, strengths, etc. The AL begins the team warm-up process via email. The TL participates in this process and utilizes it to begin assessing team strengths, vulnerabilities, and potential personal issues —“doodahs.”

During the e-mail and the in-person team warm-up (prior to the start of the workshop), the TL is aware of the individual team member needs and sociometric connections and is aware that this warm-up is often a parallel process to what the participants may be bringing into the weekend. The TL makes sure that communication is clear between the AL and TAEs, so that the AL has the information needed to support the TAEs during the workshop sessions. The TL works with the AL to hold the therapeutic container so that each drama can be a clinically successful one.

In holding the container, both during the dramas and in the team meetings, the TL and AL notice whatever is needed and assign someone to fill the role or do the job. They know what is needed for each role by using awareness of each person's strengths and needs and work together to maintain a broad enough perspective to attend to the multiple needs of the sessions. The dance that exists between the TL and the AL is at the core of

the team's functioning and the TL must be a strong "lead" in the dance, while allowing the spontaneity and creativity of the AL and the other team members to contribute to the co-creative process.

The TL assesses his/her need for role relief and assigns the AL to direct 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. Although this is the tradition, it is up to the TL, in consultation with the AL and the Team, to assign leadership tasks in a manner that is appropriate to the team and to the group.

TLs 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. During the practicum and assessment process they are given feedback on their skills development from an accredited TL or Trainer serving on the team or acting as Consultant, in the form of the "skills checklist." *Please Note: In completing practicum requirements for TL, the candidate must be observed in role by at least two different Trainers and/or Team Leaders.*

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ASSESSMENT/CHECKLIST FOR Team Leaders (TLs)

At each workshop or training in which a trainee is doing a TL practicum, the 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 TL certification is granted.

Note: A copy of the checklist should be maintained by the 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 leadership roles were taken on by the trainee in the course of the workshop/training (list briefly warm-ups facilitated, dramas directed, etc.):

As Trainer observing the TL for the above workshop or training, I, _____ certify that _____ has successfully demonstrated the skills and awareness stated below. *Note: For each item NOT checked, trainer 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 (Please be as specific as possible in detailing the following):

- Was an effective leader of the team, and communicated with the Assistant Leader to provide safety for team and participants.
- Directed the majority of any TSM dramas during workshop (please describe).
- Led the following team warm-up sessions:
- Led the following team process sessions:
- Successfully managed their own doodahs within the team.
- Facilitated or assigned to other team members all supportive tasks at the workshop, e.g., art project.
- Directed/supported the AL to facilitate the team warm-up prior to the workshop, including via email.
- Utilized the Action Healing Team to its full potential; being aware of the strengths and personal issues ("doodahs") of each team member, and working with them to create a well-functioning team.
- Having primary responsibility for leading TSM Six Safety Action Structures.
- Anticipating the protagonist's and other group members physical needs of the action.

Sessions Skills (Please be as specific as possible in detailing the following):

- Was an effective leader of the workshop.
- Directed dramas with appropriate clinical contracting.
- Demonstrated awareness of analyst, therapist, sociometrist, and producer functions
- Facilitated with awareness of the Trauma Survivor's Internal Role Atom (TSIRA) and the roles necessary for protagonist's safe experiencing.
- Was cognizant of potential roles required by the action.
- Demonstrated awareness of when to assign the role(s) of Containing Double, Body Double, and or Manager of Defenses for both protagonist and group members as needed.
- Recognized Projective Identification and how/when to bring it into the drama.
- Maintained good working relationship w/ AL to incorporate into the drama, as appropriate, clusters that may be forming in the group.
- Supported TAEs and group members in role within the protagonist cluster.
- Supported containment or expansion of affect and states of awareness as needed both within the protagonist cluster and (through the AL) the group.
- Successfully managed doodahs within sessions

Summary:

For the TL 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 TL helped you develop and/or demonstrate clinical awareness of the topic(s).

SUBMIT A COPY, WITHIN 14 DAYS, TO *the 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: _____ Date: _____