I think it will be difficult.

The session with the group members was very productive. We managed to get a good flow of ideas and energy. In the next session, we will focus on the group's experiences and how they can be used to inform future sessions.

Lauretta Clayton and G. Max Clayton

5. Psychological Session
Mary: "I know it very well. I lived in it for most of my life. I can visualize it quite easily."
Director: "Okay. Visualize it."
Mary: "I can visualize the kitchen cupboard over there. (She points to the cupboard.)"
Director: "Are there chairs around this table?"
Mary: "Yes."
Director: "Okay. Put the chairs around the table. While you do it, tell us something about what you are doing, like who sits in which chair."
Mary: "I know I am in this one, because the kitchen clock is over there."
Director: "The clock is over there. Is it a grandfather clock?"
Mary: "No, I think it's one of those ordinary cheap round ones. We did have a grandfather clock in the house, but not in here. I think my mother sits over there."
Director: "Okay. Get a chair for your mother. (She goes and gets another chair.) This is your mother here, and this is you?"
Mary: "Yes, when she said to me, "What are you looking at?" I'd say ... No, I am trying to visualize where she is."
Director: "Pick someone to be your Mum."
Mary: "Well, I'll have to ask you (pointing to a group member) because I can't think of anyone else."
Director: "May, you are Mum; sitting here?"
Mary: "I think so, we'll leave her there for a minute."
Director: "We will find out as we go along."
Mary: "My brother and father would be over here."
Director: "Okay. Get chairs for them and pick them. What's your brother's name?"
Mary: "Jack."
Director: "Who could be Jack?"
Mary: "Someone very tall. Who is the tallest here? It doesn't matter about the age, does it? I think the shape is important. (She chooses a tall person from the group to play the role of her brother.) All this work and I am not getting on with anything. My father is also very thin and tall. You please. (She points to another tall man in the group, who steps up on the stage.)"
Director: "Yes, okay. Is that your father over here? (To the auxiliary) Sit over here."
Mary: "Why can't I be more exact?"
Director: "Well, I guess it's because you haven't warmed up to the scene properly yet. That will take time, that's all. Not to worry about that; it's all in the warm-up — there's nothing wrong with ..."

Mary: "No."
Director: "I would like to know how old you are going to be in this scene at the table."
Mary: "I am fifteen."
Director: "You are fifteen years old. Is this breakfast, lunch or dinner?"
Mary: "Dinner."
Director: "It's dinner at night. Have you been to school?"
Mary: "I don't remember."
Director: "Can Jane double for you, be your number two?"
Mary: "Yes."
Director: "You stay there. She sits next to you, she's you too. You're both here together, and her job is to feel her way into you, so that she can be with you and begin to feel some things going on inside you and assist you to say out loud what is going on inside, but which is unexpressed. I guess you have dinner on the table in front of you?"
Mary: "We are eating."
Director: "Okay, you're eating."
Mary: "There's nothing else to do."
Director: "Okay, all of you eat. What are you eating?"
Mary: "I don't know."
Director: "Does your mother cook sausages or rabbit?"
Mary: "Yes, she does."
Director: "Yes. Do you have rabbit with white sauce?"
Mary: "No, she bakes it."
Director: "Maybe she cooks potatoes?"
Mary: "Yes, we always have potatoes. I loved potatoes."
Director: "Good. Have you got baked potatoes there today?"
Mary: "Yes."
Director: "Okay. (The director has been actively involved in stimulating the protagonist to warm up to this particular scene, so that interaction can be adequately produced.) Well, so you are sitting here at the table. What's happening in the family?"
Mary: "It's one of those days when nobody talks."
Director: "One of the many days?"
Mary: "Yes."
Director: "It's often like this?"
Mary: "Yes. I'm probably exaggerating ..."
Director: "Well, I don't know."
Mary: "No. But there were days when nobody talked."
Director: "Well, I'm quite happy with you doing and saying whatever you remember, whatever your experience is, with absolute subjectivity. It's not my job to tell you that in fact it wasn't like this very often. It is your ex-"
I don't want your mother here, let's have it.

I don't want your mother in this house. She's outside.

Directors

You don't want her here. Let's have it.

I don't want your mother in this house.

Directors

Why don't anybody else.

Jack

Do you present the way you were doing things for, do you feel like one of the families, do you feel at home? Where are the families? I don't think we need one. Where are the families? Where are the families?

Directors

We don't agree on things. I don't like the way Jack.".

Mary

I'm afraid I am not going to do it. Be so good to you, so good to you. Be so good to you, Be so good to you. Be so good to you.

Directors

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Directors

I'm afraid I am not going to do it. Be so good to you, so good to you. Be so good to you, Be so good to you. Be so good to you.
Director: Can you make them clear to her?

(As Social)

Mary: Yes, she has every right.

Director: You should speak up. You should say please don't... 

Mary: I wouldn't try to get out of my chair and sit here...

(As Mother)

Mary: Yes, I know I've been silent. There's Mary crisis...

Director: I can see there's a danger in the air. I can see the need for a mother...

Director: I don't want her to hear this. I don't want her at all.

Mary: Don't make a mess. She will hear you. She's just...

Mary: Because she's a__...

Mary: Listen to me, and I am not going to continue myself just...

Mary: On the back of the piano chair. How do you do at this...

Mary: Come back now. You are not my...

Mary: Of the mistakes and misunderstandings to pay their respects.

Mary: The children are not4 and they disagree. The idea is a different one. And then... 

Mary: I don't want her in here. I don't want her at all.
Mary: ‘Mother doesn’t go to her mother and she doesn’t want her sister-in-law to know, so she doesn’t go there, and father has to keep things to himself.’

Director: ‘So, basically, in this particular family, they each one cut themselves off from the outside world and don’t talk?’

Mary: ‘Yes.’

Director: And don’t seek help, is that right?’

Mary: ‘Yes.’

Director: ‘How about we have a barrier all around, to represent this family keeping things inside the family. (The director has begun to clarify something important about the nature of the family system and now offers handles to help the protagonist to experience this in a concrete form.) Can you all come around and make a big circle around the family. You’re going to stop them communicating with the outside world. Make it a tight circle. Is that what this family is like with respect to sharing and getting some help? Would you go in there and sit down and be yourself.’ (Mary goes and sits inside the circle of people with her family and begins to talk very softly to the double and to family members.)

Director: ‘It is quite clear that this system is not good at all.’

Mary: (Talking for the first time now in a strong assertive voice) ‘Now I know it isn’t right.’

Mary’s Double: ‘I don’t care what other people think.’

Mary: (Again with a loud assertive voice) ‘I don’t care what other people think. I need some assistance and I am going out there to get some help.’ (Mary continues to assert herself and begins to express clearly what she wants to say to her mother, and then states that the whole system is silly and that the family are not going to act like this any more and she pushes those who are forming the barrier around the family off the stage in a very strong assertive manner.)

The session with Mary was followed by a great deal of sharing by other group members and by further psychodramatic work with several of these.

This session was significant from a diagnostic point of view. It was possible to see from the action some major roles played by the various family members and to link Mary’s difficulty in getting help to the prohibition against talking to people outside the family.’ At the end of the session, it is clear that she will need further role-training in assertiveness, as well as further work to assist her to develop a number of new roles in order to be a more creative person in the world.

From a therapeutic point of view, the session was significant in a number of ways. Mary became much more clear about the nature of the family system and made a new decision about actively seeking assistance. She began to experience more power in the role of the social commentator, even though this role was only partially developed. She became much more powerful as herself at the end of the drama. The drama leads to her developing bonds with other group members, reducing her isolation and distance from other people.

Over the rest of the weekend, she developed her assertiveness and creativity much more than she did in this short beginning vignette. This illustrates for us part of the power of the psychodramatic method, in that by beginning to act out different roles, she changed her old warm-up to helplessness into one where she wished to expand her power and stimulate memories, as well as hopes and dreams. At the beginning of the session, she looked and sounded a passive fearful self-doubting person, and at the end, she looked as though she was beginning to experience some new life within her self.

We now will make a brief but very basic statement about the philosophy of the psychodrama.

Basic Philosophy of the Psychodrama Method

People are actors. From the moment of birth, the baby acts and these acts take the form of psychosomatic roles, such as eater and sleeper. Later, the child develops a new kind of acting that is explorative of the world. These acts develop into personal or psychodramatic roles, such as discoverer, artist, builder, story-teller. By the age of five or six years, the child is expected to conform to the norms, values and behaviours laid down by the culture and subculture in which he/she lives and to develop social roles. At this time, there may be a creative incorporation of the psychodramatic roles into the prescribed social roles, or there may be an inhibition of the psychodramatic roles to a greater or lesser degree, or even massive cutting-off of this aspect of the personality. Thus the personality may be conceived as a system of roles, psychosomatic, psychodramatic and social, interacting with other role systems. It is postulated that there is a spontaneity factor in all human existence and that this ‘s’ factor enables people to mobilize roles that lead to satisfaction in relationships. This spontaneity factor may be underdeveloped in some people, leading them to have difficulty in warming up to enactment of the roles needed in a situation.

Psychodrama is a method that encourages the full enactment of all dimensions of personality in interaction with others. Created by Dr Jacob L. Moreno, psychodrama is a method that approximates life itself. Therefore, when a person has enacted adequately a range of situations involving significant others at all the critical developmental stages of life, it is possible to make an adequate assessment or diagnosis of the person and to develop an educational or therapeutic program, which will result in a more adequate style of living. The program may be designed to
The body of knowledge required to expand the knowledge base in the group to include new concepts and ideas is the function of the director. The director should encourage and nurture the growth of knowledge within the group. The director is responsible for ensuring that all members of the group are aware of the latest developments in their field. The director should also be able to identify areas where further research is needed and encourage the team to find solutions to these problems. The director's role is not only to provide guidance and direction but also to support the development of the group's research capabilities. This requires a commitment to fostering an environment that is conducive to learning and innovation.
The specific goals of the Director

The specific goals of the Director are to develop and implement policies and procedures that ensure the efficient and effective operation of the organization. These goals include:

1. Ensure compliance with all relevant laws and regulations.
2. Develop and maintain a culture of accountability and excellence.
3. Foster a positive work environment.
4. Promote employee development and growth.
5. Maintain strong relationships with stakeholders.
6. Manage financial resources effectively.
7. Ensure the organization's strategic vision is realized.
8. Achieve organizational goals and objectives.

The Director is responsible for overseeing the execution of these goals and for making decisions that align with the organization's mission and values. The Director also works closely with the Board of Directors to ensure that the organization remains on track and achieves its stated goals.
The flowchart in Figure 5.1 illustrates the relationship between background factors and emergent behavior in group settings. The flowchart outlines the process from initial conditions to emergent behavior, showing how different factors influence the outcome.

**Background Factors**:
- Physical Conditions
- Leadership Style
- Goals of the Group
- Group Members

**Emergent Behavior**:
- Given Feelings
- Required Feelings
- Required Activities

The diagram suggests a cyclical process where background factors lead to given feelings, which in turn influence required activities, and finally, emergent behavior. This cycle is depicted as an iterative process, indicating continuous interaction and adaptation within the group setting.

The flowchart is designed to help understand how different factors in a group setting can influence the group's behavior, leading to emergent outcomes. This is a fundamental concept in organizational behavior and group dynamics.
The community training group

The community training group is a voluntary group of people who meet regularly for the purpose of mutual support and education. It is open to anyone in the community who is interested in learning and sharing knowledge on various topics. The group meets on a scheduled basis, usually once a month, and is facilitated by a trained facilitator.

The group provides a safe and supportive environment where members can discuss their experiences, share ideas, and learn from each other. The topics covered in the group vary and are determined by the interests and needs of the members. Some common topics include mental health, stress management, cooking, and gardening.

The group is open to anyone who is interested in learning and sharing knowledge on various topics. Members are encouraged to participate actively and contribute to the discussions. The facilitator provides guidance and support to help members feel comfortable and engaged.

The community training group is a great opportunity for people to connect with others who share similar interests and to learn new skills and knowledge. It is a valuable resource for anyone looking to expand their knowledge and skills in a safe and supportive environment.
explore the consequences of our thoughts, feelings, and behaviors. Later we will examine the world and describe the perception of reality. In this step, we will begin to understand that the individual is an active participant in their own experience. To the person, it is helpful to identify the major roles within the group process, which provides a framework for understanding the development of individual and group behaviors.

For the purposes of understanding and making the learning more useful, several factors are considered in this process.

The decision may be different to read a novel, it is easier to understand the information presented in a literary piece.

The process of understanding is often difficult to comprehend, it requires the reader to engage with the text.

Figure 2.2 Cultural Art of Pamela

*Figure 2.2 Cultural Art of Pamela*

**Participation**

- Mother
- Sister
- Father

*Experimental Psychoanalytic in Action*
when the right response was given, the child was then shown to the parent in a way that made the parent understand the child's perspective. The parent would then be shown how to use the same strategies in a way that was more understandable to them. This approach was repeated until the parent could use the strategies effectively.

When a parent is faced with a difficult situation, they can use the strategies they learned to handle the situation in a way that is more acceptable to their child. This approach can be used in a variety of situations, such as dealing with a child's behavior, a child's refusal to do something, or a child's difficulty in understanding a concept.

In conclusion, the right response strategy can be an effective tool in helping parents understand their child's perspective and how to use strategies to improve the child's behavior. By using this approach, parents can learn to handle difficult situations in a more effective way, which can help improve the overall well-being of the child and the parent-child relationship.
Decision-making is an inherent process in our daily lives. Whether we are aware of it or not, we are constantly making decisions. A decision is a choice that is made based on the available information and the options open to us. The decision-making process involves several stages, including problem identification, information gathering, alternative generation, and evaluation, and finally, decision implementation. Each of these stages plays a crucial role in the decision-making process.

In the context of decision-making, it is important to understand that decisions are not always made rationally. Emotions and biases can significantly influence our decision-making process. This is why it is crucial to be aware of the emotions and biases that may impact our decisions and to try to make decisions based on objective information.

Another important aspect of decision-making is the role of heuristics. Heuristics are mental shortcuts that we use to make decisions quickly and efficiently. However, these heuristics can also lead to errors in decision-making if they are not used appropriately. For example, the availability heuristic is a common bias that leads us to overestimate the likelihood of events that are more easily remembered.

In summary, decision-making is a complex process that involves several stages and is influenced by a variety of factors. Understanding these factors can help us make better decisions and avoid the pitfalls of irrational decision-making.

References:

Further Reading:
Speech, you know, your experience?

Director: Yes, yes.

Speech: I think there are different kinds of speech.

Director: This is Jim, who is an explorer. He has knowledge and

Interviewee: Yes, Jim.

Speech: I suppose so.

Interviewee: Jim.

Speech: Well, I'm not into that.

Interviewee: We're not into that.

Speech: Where is your house?

Interviewee: Our house is on the hill.

Speech: Jim, where is your home?

Interviewee: Our home is on the hill.

Interviewee: Jim's house is on the hill.

Speech: Jim, what are you planning for tomorrow?

Interviewee: I'm not sure what we're going to do.

Speech: Jim, what are you planning for tomorrow?

Interviewee: I'm not sure what we're going to do.

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Interviewee: I'm not sure what we're going to do.
Testing the roles of group members in focus on an experiment with a group of participants.

The group is divided into two sections, with each section focusing on a different task. The tasks are designed to test the effectiveness of the group members in achieving the goals.

Section A is responsible for collecting data, while Section B is responsible for analyzing the data.

The group members are instructed to work together to ensure that the tasks are completed effectively.

The group members are also encouraged to share their findings and ideas with each other to improve the overall performance.

The experiment is designed to test the effectiveness of the group members in achieving the goals.

The results of the experiment will be analyzed to determine the effectiveness of the group members in achieving the goals.

The experiment will be repeated with different groups to ensure that the results are consistent.

The experiment will also be used to evaluate the effectiveness of the training programs used to prepare the group members for the tasks.

The results of the experiment will be used to improve the training programs and to develop new training programs for future experiments.

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A health education worker was asked to run a session for a community group on the expression of consent in the context of the current situation.

The session was designed to provide participants with an understanding of the importance of consent and how to express it effectively. The session aimed to empower participants to make informed decisions and ensure their rights are respected.

Key takeaways from the session included:

- The role of consent in decision-making processes
- The importance of clear and respectful communication
- Strategies for expressing consent in different situations
- The impact of cultural and contextual factors on the expression of consent

Feedback from participants was positive, with many expressing gratitude for the opportunity to learn about this important topic. The session was well-received and participants left with a greater understanding of their rights and responsibilities in the context of consent.

For more information or to arrange a follow-up session, please contact healtheducation@community.org.
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References


The first year of Mr. A. D. Moore's training in psychology was spent in Australia, where he worked closely with Professor C. A. Lee, a prominent psychologist at the University of Melbourne. Moore was particularly interested in the application of experimental methods to the study of human behavior. He worked on projects related to perception, memory, and thought processes, and his research contributed significantly to the understanding of these phenomena.

Upon returning to the United States, Moore continued his work at the University of California, where he became a full professor. His research focused on the development of new methods for assessing mental abilities, and he was instrumental in the establishment of the Psychological Clinic at the University, which provided mental health services to the community.

Moore's contributions to psychology were recognized with numerous awards and honors. He was a fellow of the American Psychological Association and received the Distinguished Service Award from the American Psychological Association in 1945. In 1950, he was elected to the National Academy of Sciences.

Throughout his career, Moore remained committed to the ethical treatment of research participants and the promotion of scientific inquiry. He was a strong advocate for the integration of psychology with other disciplines, and his work helped to establish psychology as a respected and influential field of study.

Moore's legacy continues to inspire psychologists around the world, and his contributions to the field of psychology are remembered with great respect.

About the Author:

Lucy and Max C. Moore became enthusiastic about psychology in the late 1920s, and they devoted their lives to the study and practice of the field. Their work helped to shape the development of psychology as a scientific discipline, and their legacy continues to inspire future generations of psychologists.