

The Center for Study and Application of Psychodrama and Sociodrama stands against discrimination, embraces the principles of freedom of speech, human rights, and children's rights, and contributes through its work to their respect and promotion.

A. Professional Ethical Code Regarding Beneficiaries of Services

Professional Conduct

1. Psychodramatists must always act with integrity in their practice, free from coercion and distortions. They must be aware of and respect the laws of the country in which they work.
2. Psychodramatists must be transparent with their service beneficiaries regarding their professional status and training.
3. Psychodramatists must have adequate Professional Liability Insurance at all levels of their practice. Lead trainers should advise trainees to obtain it.
4. Psychodramatists must practice with a primary focus on the beneficiaries' well-being, rather than personal needs.
5. Psychodramatists should seek ways to enhance their personal and professional development and expand their knowledge.
6. Psychodramatists must adhere to professional practice standards, reviewing and refining their work independently, with colleagues, and under supervision.
7. Psychodramatists must clearly and honestly explain the potential presence of observers, recorders, auxiliary egos, and co-therapists. Before starting a professional relationship, they must ensure that all present agree to confidentiality and other ethical guidelines.
8. To practice effectively, psychodramatists must maintain both mental and physical health. Those aware of conditions that may harm their clients should refrain from practice, including cases of substance abuse that could impair their professional judgment.
9. Psychodramatists must be aware of and respect the cultural differences of the communities they serve.
10. Psychodramatists must deeply understand and respect the cultural customs of their clients, trainees, and colleagues.
11. Psychodramatists must be sensitive to diversity, designing their interventions with consideration of the relevant social context and ensuring they are free from bias. Discrimination based on socioeconomic background, race, age, gender, disability, sexual orientation, nationality, or religion is unacceptable.
12. Psychodramatists must be aware of their own values, attitudes, and needs, recognizing the role they play in their relationships with beneficiaries. They must not impose their beliefs and needs on them.

Confidentiality

1. The Hippocratic Oath obliges medical professionals to maintain confidentiality in their practice. In group psychotherapy and psychodrama, this obligation extends to all participants, ensuring that no one discloses personal information shared within the group.
2. Psychodramatists must treat as confidential all information obtained from beneficiaries, whether during sessions or through any other communication. Information may only be shared under specific circumstances: a. In discussions

- with the psychodramatist's supervisor. b. When there is reason to believe a breach of professional ethics has occurred. c. When directly consulting with other professionals directly related to the beneficiary. d. In academic writing or teaching, ensuring the anonymity of beneficiaries and, where possible, obtaining their consent. e. With the explicit consent of the beneficiary. f. Following a court order. g. In cases of public interest, such as criminal offenses or severe abuse, but only after seeking legal counsel. h. When a child's life, physical, or mental integrity is at risk.
3. Psychodramatists must inform beneficiaries about confidentiality policies and the circumstances under which confidentiality may be breached at the outset of their professional relationship as part of the contract.

Compensation

1. Psychodramatists in private practice must not offer commissions, fees, or privileges in exchange for client referrals.
2. Psychodramatists must not use confidential information from clients or trainees for personal gain.

Contract

1. Psychodramatists must jointly establish a clear contract with the client or group regarding the structure, content, and goals of individual or group work, including the intended outcome.
2. Psychodramatists must not misrepresent their professional qualifications. The contract should be periodically reviewed to ensure the beneficiary's well-being remains the primary focus.
3. Psychodramatists must dedicate sufficient time and attention to the therapeutic contract. If a client wishes to terminate therapy, the psychodramatist should assess whether it is a genuine decision or the result of a therapeutic crisis and offer appropriate guidance. Note: The beneficiary's decision is always respected and is their responsibility.

Boundaries in the Psychodramatist-Beneficiary Relationship

1. Psychodramatists must ensure a safe physical environment for therapy. Special considerations should be made when working with children, the elderly, or individuals with disabilities to ensure accessibility and security.
2. Psychodramatists must be aware of professional boundaries between themselves and beneficiaries or trainees, avoiding role confusion that could harm therapy or training.
3. Psychodramatists must never engage in sexual or intimate relationships with beneficiaries. If such a relationship develops, the psychodramatist must terminate therapy and refer the beneficiary to another professional.
4. Psychodramatists must inform beneficiaries or trainees about any procedures that may affect confidentiality, such as recordings or one-way mirrors. Clear, informed consent must be obtained, and beneficiaries must be informed of their right to withdraw consent at any time.

5. Psychodramatists must recognize their professional and personal boundaries and seek help if those boundaries risk being compromised. They must also acknowledge the limits of their training and offer services accordingly.

Guidelines on Child Protection Issues

Psychodramatists recognize that children have rights defined by the Convention on the Rights of the Child and must be treated with respect, dignity, and protection from harm. They have a social duty to protect children when their parents or guardians fail to do so. In cases of conflicting interests, the needs and rights of children take precedence. A psychodramatist may become aware that a child is being physically, emotionally, or sexually abused.

Forms of Abuse:

Physical Abuse: Injuries inflicted on a child due to intentional harm or neglect, including poisoning.

Sexual Abuse: Involving children in sexual activities they cannot understand, cannot give informed consent to, or are illegal. This includes rape, molestation, involvement in pornography, or child prostitution.

Emotional Abuse: It is the severe emotional impact on a child's behavior and emotional development caused by coldness, hostility, rejection, or extreme overprotection. Every form of abuse includes some degree of emotional mistreatment. Neglect must also be considered a form of abuse, including continuous or severe neglect of the child, such as exposing them to any kind of danger—for example, cold or starvation—that results in serious harm to their health or development.

Child Protection Procedure

If a psychodramatist knows or suspects that a child is being abused or at risk of abuse, they must report their concerns to the appropriate authorities responsible for investigating and taking action. If a beneficiary admits to abusing a child, the psychodramatist must inform them of their duty to breach confidentiality for the child's protection. The psychodramatist must carefully consider how to report such concerns while ensuring the child's safety and well-being.

Issues in Representing Traumatic Experiences of Beneficiaries

1. When addressing psychosexual issues, psychodramatists must exercise due caution in enacting specific events involving sexual activity. In cases of sexual abuse, every psychodramatic technique should be carefully selected to minimize the risk of exacerbating its impact or retraumatizing the beneficiary.

B. Ethical Code Regarding Society

1. Psychodramatists are trained professionals who practice their profession competently. They ensure a safe environment for beneficiaries, thereby

- preserving the integrity of psychodrama. Professional psychodramatists must have completed recognized training, and their names should be registered in the professional directory of the institution where they trained.
2. In cases of advertising, psychodramatists must clearly present the services they offer in the practice of psychodramatic activities.
 3. Psychotherapists, in announcements, advertisements, or publications, must not exploit their participation in organizations to create the false impression that a specific organization endorses, promotes, or supports their work. They must also refrain from presenting their participation as proof of possessing superior skills or abilities compared to their colleagues. Public statements include publications in newspapers and magazines, books, lists, directories, the internet, television, and radio.
 4. Psychodramatists are responsible for recognizing the importance of research and, when appropriate, initiating, contributing to, or participating in research while informing and seeking the consent of beneficiaries when their involvement is required.
 5. Researchers must respect each individual's right to refuse participation or withdraw from research at any time. Ensuring this freedom requires special care and responsibility, particularly when the researcher holds a position of power or influence over the participant's decision.
 6. Researchers have an ethical obligation to assess whether a participant in a planned study is considered "at risk" or exposed to "minimal risk" based on recognized criteria. This assessment is a fundamental responsibility of the researcher to ensure the protection and well-being of participants.
 7. Psychodramatists serve both an educational and therapeutic role in society and strive for continuous professional development.
 8. Psychodramatists may use their skills to facilitate the exploration of social issues beyond therapy. The application of psychodrama is not limited to clinical settings. However, ethical principles of consent and confidentiality must always be upheld.
 9. Psychodramatists are responsible for their ongoing professional development by undergoing personal therapy, training, and supervision.
 10. Psychodramatists oppose discrimination, uphold the principles of freedom of speech and human rights, and actively contribute to the promotion of children's rights.
 11. Trainee psychodramatists may use the title of trainee psychodramatist, and their practical training is bound by this ethical code at all levels.
 12. In the development, publication, and application of psychotherapeutic or psychological assessment techniques, psychotherapists prioritize the best interests and well-being of the client. They ensure the protection of clients from potential misuse of assessment results while respecting their rights.
 13. When conducting psychological tests or other assessment methods, psychotherapists comply with legal frameworks and promote the correct and responsible use of these techniques by both themselves and other professionals in the field

C. Professional Ethics Code for Psychodrama, Sociodrama, and Sociometry Supervisors and Trainers

1. Supervisors and trainers must recognize their own biases and stereotypes and examine how these may affect supervision and the educational process.
2. Supervisors should be aware of any form of bias or misunderstanding exhibited by psychodramatists in their work with beneficiaries and help broaden their perspective to ensure competent practice.
3. Supervision and training should never be exploitative activities. Their core values—integrity, responsibility, impartiality, and respect—apply regardless of the supervision or training format and the nature or level of compensation.
4. Supervision is a confidential activity, and supervisors must clarify the boundaries of confidentiality with their supervisees.
5. Supervisors and trainers are responsible for ensuring the safety of supervisees, trainees, and beneficiaries whenever possible.
6. Supervisors and trainers are accountable for enhancing the competence of their supervisees and trainees.
7. Supervisors and supervisees, trainers and trainees must establish a financial and professional agreement at the beginning of their collaboration.
8. Supervisors must take necessary steps to assess their own competence, including undergoing supervision of their supervision.
9. Supervisors, trainers, and directors of training institutions must clearly separate the roles of supervision, therapy, training, and administration.
10. Supervisors and supervisees must ensure that personal or social interactions between them do not negatively impact the supervisory relationship.
11. Psychodramatists providing therapy must not supervise or train individuals who are undergoing therapy with them.
12. Supervisors and trainers must not exploit their supervisees or trainees financially, sexually, emotionally, or in any other way. Under no circumstances should a supervisor or trainer engage in a sexual relationship with a supervisee or trainee.
13. Supervisors and trainers must counsel supervisees and trainees when personal issues, health concerns, or other factors affect their functioning, ensuring appropriate intervention.
14. Supervisors and trainers are responsible for continuously improving their professional development and competency.
15. Supervisors and trainers must step back from their supervisory or training roles if their ability to function is impaired due to personal difficulties, illness, or other reasons.
16. Supervisors and supervisees must agree in their contract on fees, meeting locations, meeting schedules, and expectations before supervision begins.
17. In general, supervisors must not disclose confidential information about their supervisees or, indirectly, about their beneficiaries without the consent of the involved party. Exceptions include:

- Protecting a minor from abuse.

- When writing or teaching, information must be presented in a way that protects the anonymity of the beneficiary and the supervisee. Consent should be sought whenever possible.

18. Supervisors of trainees may discuss their supervisees' work with the trainers, as outlined in their initial agreement.

19. If supervision reveals that a supervisee requires therapy, the supervisor has the responsibility to recommend it.
20. If disputes between a supervisor and a supervisee cannot be resolved, the supervisor should consult a professional colleague and, if necessary, recommend that the supervisee seek another supervisor.
21. If conflicts arise between a trainer and a trainee that cannot be resolved, the trainer should consult a professional colleague and, if necessary, recommend that the trainee seek another trainer.

D. Code of Ethics Regarding Educational Material

This code of ethics is available to trainees. The educational material provided to trainees is the intellectual property of the Center and is subject to intellectual property protection laws. Access to the electronic library and the Trainee Handbook is personal for each trainee and may not be partially or fully reproduced for personal or professional use by the trainee.

E. Relationship Among Psychodrama Trainees

The training provided by the Center for Study and Application of Psychodrama and Sociodrama | Sophia Simeonidou is primarily experiential and is guided by the principles and model of collective and collaborative learning.

The Center's training program has a learner-centered approach, emphasizing self-assessment, peer evaluation, and assessment by the primary trainers.

The knowledge and skills developed constitute a collective social product of the group in which trainees are educated, while over time, this knowledge is internalized individually by each trainee.

1. In psychodrama training groups, confidentiality is upheld by trainees in the same manner as in therapeutic settings. Trainees are required to commit to maintaining confidentiality regarding experiential work during their training.
2. Additionally, psychodrama trainees must safeguard their confidential notes and take measures to limit third-party access to them.
3. The relationship among trainees should be based on mutual respect, be free from discrimination, and be considered equal regardless of any other roles they may have outside the training group. The primary shared role of all members in a training group is that of a trainee.
4. Psychodrama trainees must protect their relationships with fellow trainees from dual or multiple roles that could create conflicts with their role as a trainee. Specifically, although trainees may be professional therapists or hold other related therapeutic or supervisory roles, they cannot provide therapy or supervision to fellow trainees. Similarly, they must reflect on their relationships with fellow trainees and maintain the necessary boundaries to ensure that their interactions within the training framework do not harm or hinder their educational progress.

5. Trainees should resolve any disputes democratically, applying the principles of psychodrama philosophy as they have been taught and understood, in a way that benefits their training journey and their relationships with fellow trainees.
6. Fostering a mindset of collaboration, solidarity, and respect for diversity is a shared responsibility of the entire group and each individual member. Each member of the training group bears personal responsibility for contributing to a team culture that cultivates and promotes these values.