

Criterion X. Quality Improvement. A specialty promotes ongoing investigations and procedures to develop further the quality and utility of its knowledge, skills, and services.

Commentary: The public interest requires that a specialty provides the best services possible to consumers. A specialty, therefore, continues to seek ways to improve the quality and usefulness of its practitioners' services beyond its original determination of effectiveness. Such investigations may take many forms. Specialties promote and participate in the process of accreditation in order to enhance the quality of specialty education and training. Petitions describe how research and practice literatures are regularly reviewed for developments which are relevant to the specialty's skills and services, and how this information is publicly disseminated

Introduction

Greene (2012) wrote that group therapy outcome research must move beyond the notion that RCT (Randomized Clinical Trial) is the only means to produce valid findings because the methodological problems with RTC are exacerbated with groups. This occurs because RCT designs do not take into account the non-independence of group-level data and the statistical differences for missing longitudinal data for members' premature termination or new members entering the group as happens in many private practices and mental health agencies that use group treatment. Although RCT can provide much important data and conclusions, the APA Presidential Task Force on Evidence-Based Practice (2005) broadened the definition of legitimate evidence by the inclusion of clinical observation and case studies.

The specialty subscribes to the integrated package of methodologies proposed by Datillio et al. (2010). The methodologies include quantitative and qualitative methods, and experimental and quasi-experimental strategies. Wachtel (2010) proposed that research on process, followed by principles and outcomes, could produce meaningful understanding of how therapeutic change takes place and the factors that facilitate those changes. Understanding change at the individual group member level and the group as a whole level is essential for meaningful clinical practice.

- 1. Provide a description of the types of investigations that are designed to evaluate and increase the usefulness of the skills and services in this specialty. Estimate the number of researchers conducting these types of studies, the scope of their efforts, and how your organization and/or other organizations associated with the specialty will act to foster and communicate these developments to specialty providers. Provide evidence of current efforts in these areas including examples of needs assessed and changed that resulted.***

The Group Psychology and Group Psychotherapy specialty is focused on establishing a tradition of evidence-based research, including, but not limited to, traditional outcome research designs and paralleling statistical methodologies such as quasi-experimental trials, as well as qualitative analytic methodologies. Furthermore, evidence-based, qualitative research continues to be expanded within Group Psychology and Group Psychotherapy, driven by dedicated researchers.

There are ongoing efforts to evaluate and increase the usefulness of skills and services within Group Psychology and Group Psychotherapy, particularly as needs are assessed and resulting changes occur. Framing evidence-based practice and practice-based evidence enhances a critical

view of empirical evidence and research to achieve the following: 1) Overcome the myth that one must be research savvy to be an evidenced-based practitioner. Well-known theories have been modified over the decades by careful observance and study of effective practice, engaging practitioners in evidence-based practice, but examining evidence for effectiveness, and modifying techniques and interventions accordingly; 2) Usage of simple metrics that might add to an examination of the work, groups, and self to ensure group cohesion, if patient is improving, or if there is a strong working alliance, none of which requires statistical analysis; 3) Acknowledgement that each situation is unique, that different groups with different purposes require different tasks, interventions, and ways of measuring success. Practitioners employ different models for group work, many of which are theoretically driven and some of which are empirically driven. Engaging in evidence-based practice, and using practice-based evidence allows for flexibility in deciding purpose, task, patient characteristics, and diagnostic heterogeneity that might reflect the real world aspects of many group practices, while providing some choice in what to measure and how to accomplish that; 4) Engage in evidence-based practice throughout the practice of group psychology and group psychotherapy when reading a book, attending a training session, or reviewing an article that introduces something new or something not previously considered, applying these ideas to groups. Most Group Psychologists and Group Psychotherapists observe and study the effect of new factors introduced and consider application, timing, and impact on the group-as-a-whole and the group members. Through that study, techniques are discovered, when to apply them, with whom, within what kind of group, and so on.

There is sometimes no mention of the important theorists and practitioners of group psychology and group psychotherapy in the evidence-based works of other specialties (Van Wagoner, 2014). Yet, their knowledge is incorporated into our daily practice: Louis Ormont, PhD, CGP, DFAGPA, wrote extensively on techniques like bridging, emotional insulation, and immediacy (Furgeri, 2003); Rutan et al (2014) on the roles of the group therapist; Billow (2003) on the containing function of the therapist; and Stone (2009) on the role of the therapist's affect in detecting ruptures to the alliance.

The types of investigations that are designed to evaluate and increase the usefulness of the skills and services include the following: literature reviews (Burlingame et al. 2013); program evaluation (Power & Hegarty, 2010); meta-analyses (Kosters et al. 2006); Krishna et al. 2013); randomized clinical trials (Bechdolf et al. 2010); Alexander et al. 2010); case studies (Petek, 2009; Tasca et al. 2011); pilot studies (Castle, 2007, 2010); and quasi-experimental studies. Examples of these investigations include:

Ansell, E. B., Grilo, C. M., & White, M. A. (2012). Examining the interpersonal model of binge eating and loss of control over eating in women. *International Journal of Eating Disorders*, 45, 43-50. doi: 10.1002/eat.20897

Alexander, P., E. Morris, A. Tracy & A. Frye (2010) Stages of change and the group treatment of batterers: A randomized control trial. *Violence and Victims*, 25(5), 571 – 187. doi:10.1891/0886-6708.25.5.571

Bechdolf, A., B. Knost, B. Nelson, N. Schneider, V. Veith, A. Yung & R. Pukrop (2010). Randomized comparison of group cognitive behavior therapy and group psychoeducation in acute

patients with schizophrenia: Effects of subjective quality of life. *Australian and New Zealand Journal of Psychiatry*, 44(2), 144-150. doi:10.3109/00048670903393571

Blackmore, C., Tantam, D., Parry, G., & Chambers, E. (2012). Psychotherapy Effectiveness of Group Analysis and Analytic/Dynamic Group Report on a Systematic Review of the Efficacy and Clinical. *Group Analysis*, 45, 46.

Bonito, J.A., Ervin, J.N., Staggs, S.M. (2016). Estimation and application of the latent group model. *Group Dynamics: Theory, Research, and Practice*, 20(3), 126-143. doi.org/10.1037/gdn0000044

Bonsaksen, T., Lerdal, A., Borge, F. M., Sexton, H., & Hoffart, A. (2011). Residential cognitive therapy versus residential interpersonal therapy for social phobia: A randomized controlled trial. *Journal of Anxiety Disorders*, 22, 991-1010. doi: 10.1016/j.janxdis.2007.10.002

Bonsaksen, T., Borge, F., Hofart, A. (2013). Group climate as a predictor of short- and long-term outcome in group therapy for social phobia. *International Journal of Group Psychotherapy*, 63, 395-417. doi: 10.1521/ijgp.2013.63.3.394

Burlingame, G., B. Strauss & A. Joyce (2013). Change mechanisms and effectiveness of small group treatment. In M. J. Lambert (Ed.), *Bergin and Garfield's Handbook of psychotherapy and behavior change* (6th ed.) pp. 640 – 689). Hoboken, NJ: Wiley.

Castle, D., M. Berk, S. Lauder, J. Chamberlain & M. Gilbert (2007). Pilot of group intervention for bipolar disorder. *International Journal of Psychiatry in Clinical Practice*, 196, 383-388.

Castle, D., White, C., Chamberlain, J., Berk, M., Berk, L., Lauder, ... Gilbert, M. (2010). Group-based psychosocial intervention for bipolar disorder: A randomized controlled trial. *British Journal of Psychiatry*, 196, 383-388.

Chapman, C., Burlingame, G., Rees, F., Gleave, R., Beecher, M., & Porter, G. (2012). Clinical prediction in group psychotherapy. *Psychotherapy Research*, 22(6), 673-681.

Chiu, M.M. & Lehmann-Willenbrock, N. (2016). Statistical discourse analysis: Modeling sequences of individual actions during group interactions across time. *Group Dynamics: Theory, Research, and Practice*, 20(3), 242-258. doi.org/10.1037/gdn0000048

Chouliara, Z., Karatzias, T., Scott-Brien, G., Macdonald, A., Macarthur, J., & Frazer, N. (2011). Talking therapy services for adult survivors of childhood sexual abuse (CSA) in Scotland: Perspectives of service users and professionals. *Child Sexual Abuse*, 20, 1-29.

Christensen, P.N. & Feeney, M. E. (2016). Using the social relations model to understand dyadic perceptions within group therapy. *Group Dynamics: Theory, Research, and Practice*, 20(3), 196-208. doi.org/10.1037/gdn0000051

- Chung, M., Tsu, J., Kuo, C., Lin, P., Chang, T. (2014). Therapeutic effect of dynamic interpersonal group psychotherapy for Taiwanese patients with depressive disorder. *International Journal of Group Psychotherapy*, 64(4), 537-545.
- Cook, W. G., Arechiga, A., Dobson, L. A. V., & Boyd, K. (2014). Brief heterogeneous inpatient psychotherapy groups: A process-oriented psychoeducational (POP) model. *International Journal of Group Psychotherapy*, 64, 181-206. doi:10.1521/ijgp.2014.64.2.180
- Cornish, M. A. & Wade, N. G. (2010). Spirituality and religion in group counseling: A literature review with practice guidelines. *Professional Psychology: Research and Practice*, 41, 398-404. doi: 10.1037/a0020179
- Cornish, M. A., Wade, N. G., & Post, B. C. (2012). The integration of spirituality and religion in group therapy: Practitioner's perceptions and practices. *Group Dynamics: Theory, Research, and Practice*, 16, 122-137. doi: 10.1037/a0026663
- Crits-Christoph, P., Johnson, J. E., Connolly Gibbons, M., & Gallop, R. (2013). Process predictors of the outcome of group drug counseling. *Journal of Consulting and Clinical Psychology*, 81, 23-34. doi: 10.1037/a0030101
- Davies, D. R; Burlingame, G. M.; Layne, C. M.; Schein, L.A.; Spitz, H. I.; Burlingame, G. M.; Muskin, P. R.; and Vargo, S. (2006). *Integrating Small-Group Process Principles into Trauma-Focused Group Psychotherapy: What Should a Group Trauma Therapist Know?* Psychological effects of catastrophic disasters: Group approaches to treatment. pp. 385-423.
- Deering, C. G. (2014). Process-oriented inpatient groups: Alive and Well? *International Journal of Group Psychotherapy*, 64, 165-180. doi: 10.1521/ijgp.2014.64.2.164
- Dorrepaal, E., Thomaes, K., Smit, J. H., van Balkom, A. J., van Dyck, R., Veltman, D. J... MacNair-Semands, R. (2013). The Group Questionnaire: A clinical and empirically derived measure of group relationship. *Psychotherapy Research*. 23(3),344-54. doi: 10.1080/10503307.2012.729868.
- Ekers, D., Webster, L., Van Straten, A., Cuijpers, P., Richards, D., & Gilbody, S. (2014). Behavioural Activation for Depression; An Update of Meta-Analysis of Effectiveness and Sub Group Analysis. *Plos ONE*, 9(6), 1-11. doi:10.1371/journal.pone.0100100
- Ellis, C. C., Peterson, M., Bufford, R., & Benson, J. (2014). The importance of group cohesion in inpatient treatment of combat-related PTSD. *International Journal of Group Psychotherapy*, 64, 209-226. doi: 10.1521/ijgp.2014.64.2.208
- Emond, S. & Rasmussen, B. (2012). The status of psychiatric inpatient group therapy: Past, present, and future. *Social Work with Groups*, 35, 68-91. doi: 10.1080/01609513.2011.553711

Fristad, M. A., & Danner, S. (2011). *Multi-Family Psychoeducational Psychotherapy (MF-PEP) therapist workbook: Children's groups*. Columbus, Ohio: Child & Family Psychological Services, Inc.

Gallagher, M. E., Tasca, G. A., Ritchie, K., Balfour, L., & Bissada, H. (2014). Attachment anxiety moderates the relationship between growth in group cohesion and treatment outcomes in group psychodynamic interpersonal psychotherapy for women with binge eating disorder. *Group Dynamics: Theory, Research, and Practice*, 38-52. doi: 10.1037/a0034760

Goldstein TR1, Fersch-Podrat RK, Rivera M, Axelson DA, Merranko J, Yu H, Brent D, Birmaher B. (2015). Dialectical Behavior Therapy (DBT) for Adolescents with Bipolar Disorder: Results from a Pilot Randomized Trial. *Journal of Child and Adolescent Psychopharmacology*, 25(2), 140-9. doi: 10.1089/cap.2013.0145

Greene, L. R. (2012, July 9). Group Therapist as Social Scientist, With Special Reference to the Psychodynamically Oriented Psychotherapist. *American Psychologist*. Advance online publication. doi: 10.1037/a0029147.

Gudmundsson, E., Gudmundsdottir, G. B., Gardarsson, H. G., & Grimsson, H. (2014). Managing school atmosphere through large groups: A five-session trial. *International Journal of Group Psychotherapy*, 64(4), 547-553.

Jensen, H., Mortensen, E., & Lotz, M. (2010). Effectiveness of short-term psychodynamic group therapy in a public outpatient psychotherapy unit. *Nordic Journal of Psychiatry*, 64(2), 106-114.

Johnson, J. (2010). Cohesion in cognitive behavioral group therapy for anxiety disorders and major depression. *International Journal of Group Psychotherapy*, 60, 153-158.

Kivlighan III, D. M. & Kivlighan Jr., D. M. (2016). Examining between-leader and within-leader processes in group therapy. *Group Dynamics: Theory, Research, and Practice*, 20(3), 144-164. doi.org/10.1037/gdn0000050

Klonek, F. E., Quera, V., Burba, M., & Kauffeld, S. (2016). Group interactions and time: Using sequential analysis to study group dynamics in project meetings. *Group Dynamics: Theory, Research, and Practice*, 20(3), 209-222. doi.org/10.1037/gdn0000052

Knight, A.P., Kennedy, D. M., & McComb, S. A. Using recurrence analysis to examine group dynamics. *Group Dynamics: Theory, Research, and Practice*, 20(3), 223-241. doi.org/10.1037/gdn0000046

Kosters, M., G. Burlingame, C. Nachtigall, & B. Strauss (2006). A meta-analytic review of the effectiveness of inpatient group psychotherapy. *Group Dynamics: Theory, Research, and Practice*, 10(2), 146 – 163. doi: 10.1037/1089-2699.10.2.146

Krishna, M., A. Honagodu, R. Rajendra, R. Sundarachar, S. Lane & P. Lepping (2013). A systematic review and meta-analysis of group psychotherapy for sub-clinical depression in older adults. *International Journal of Geriatric Psychiatry*, 28(9), 881 – 888. doi:10.1002/gps.3905

Lo Coco, G., Gullo, S., & Kivlighan, d. M., Jr. (2012). Examining patients' and other group members' agreement about their alliance to the group-as-a-whole and changes in patient symptoms using response surface analysis. *Journal of Counseling Psychology*, 59, 197-207. doi: 10.1037/a0027560

Petek, J. (2009). A psychotic patient's relapse during group psychotherapy treatment. *Psychiatria Danubina*, 21(1), 117 – 119.

Pilny, A., Schecter, A., Poole, M.S., & Contractor, N. (2016). An illustration of the relational event model to analyze group interaction processes. *Group Dynamics: Theory, Research, and Practice*, 20(3), 181-195. doi.org/10.1037/gdn0000042

Power, S. & Hegrety, J. (2010). Facilitated peer support in breast cancer: A pre-and post-program evaluation of women's expectations and experiences of a facilitated peer support program. *Cancer Nursing*, 33, E9 - #16. doi: 10.1097/NCC.0b013e3181ba9296

Tasca, G., Foot, M., Leite, C., & Maxwell, H. (2011). Interpersonal processes in psychodynamic-interpersonal and cognitive behavioral group therapy: A systematic case study of two groups, *Psychotherapy*, 48(3), 260 – 273. doi: 10.1037/a0023928

The list above is by no means comprehensive of the breadth of research conducted; although the exact number of Group Psychology and Group Psychotherapy researchers is unknown, the continued pursuit of applied scientific knowledge is demonstrated in publications such as the *International Journal of Group Psychotherapy*, *Group Dynamics: Theory, Research and Practice*, *Journal for Specialists in Group Work* as well as APA journals *American Psychologist*, *Psychological Bulletin*, *Journal of Consulting and Clinical Psychology*, and *Professional Psychology: Research and Practice*, *Training and Education in Professional Psychology*.

Further, the SGPGP and the Group Specialty Council conduct regular Scholarly Inquiry, that includes: reading and reporting on research/studies about group psychology and group psychotherapy; synthesis that incorporates group research findings in written work and presentations; and identifying and reporting on empirically based group interventions. This Scholarly Inquiry includes review and evaluation of studies and reports such as:

APA Presidential Task Force on Evidence-Based Practice. (2005). *Report of the 2005 Presidential Task Force on Evidence Based Practice*. Retrieved from <http://www.apa.org/practice/resources/evidence/evidence-based-report.pdf>

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- Burlingame, G., B. Strauss & A. Joyce (2013). Change mechanisms and effectiveness of small group treatment. In M. J. Lambert (Ed.), *Bergin and Garfield's Handbook of psychotherapy and behavior change* (6th ed.) pp. 640 – 689). Hoboken, NJ: Wiley.
- Castle, D., M. Berk, S. Lauder, J. Chamberlain & M. Gilbert (2007). Pilot of group intervention for bipolar disorder. *International Journal of Psychiatry in Clinical Practice*, 196, 383-388.
- Datilio, F., D. Edwards, & D. Fishman (2010). Case studies within a mixed methods paradigm: Toward a resolution of the alienation between researcher and practitioner in psychotherapy research. *Psychotherapy: Theory, Research, Practice, Training* 47(4), 427 – 441. doi: 10.1037/a0021181
- Furget, L.B. (2003). *The Technique of Group Treatment: The Collected Papers of Louis R. Ormont*. Madison, CT: Psychosocial Press.
- Greene, L. (2012). Group therapist as social scientist, with special reference to the psychodynamically oriented therapist. *American Psychologist*, 67(6), 477 – 489. doi:10.1037/a0029147
- Kosters, M., G. Burlingame, C. Nachtigall, & B. Strauss (2006). A meta-analytic review of the effectiveness of inpatient group psychotherapy. *Group Dynamics: Theory, Research, and Practice*, 10(2), 146 – 163. doi: 10.1037/1089-2699.10.2.146
- Krishna, M., A. Honagodu, R. Rajendra, R. Sundarachar, S. Lane & P. Lepping (2013). A systematic review and meta-analysis of group psychotherapy for sub-clinical depression in older adults. *International Journal of Geriatric Psychiatry*, 28(9), 881 – 888. doi:10.1002/gps.3905
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Power, S. & Hegrety, J. (2010). Facilitated peer support in breast cancer: A pre-and post-program evaluation of women's expectations and experiences of a facilitated peer support program. *Cancer Nursing*, 33, E9 - #16. doi: 10.1097/NCC.0b013e3181ba9296

Rutan, S., Stone, W. & Shay, J.J. (2014). *Psychodynamic Group Psychotherapy* (4th Ed.). New York & London: The Guilford Press.

Stone, W.N. (2009). *Contributions of Self Psychology to Group Psychotherapy: Selected Papers*. London: Karnac Books.

Tasca, G., Foot, M., Leite, C., & Maxwell, H. (2011). Interpersonal processes in psychodynamic-interpersonal and cognitive behavioral group therapy: A systematic case study of two groups, *Psychotherapy*, 48(3), 260 – 273. doi: 10.1037/a0023928

Wachtel, P. (2010). Beyond “ESTs”: Problematic assumptions in the pursuit of evidence-based practice. *Psychoanalytic Psychology*, 27, 251 - 272. doi:10.1037/a0020523

Van Wagoner, S. (2014). Exploring Attachment in a Treatment Group for Men Who Batter. In S. Fehr's (Ed.), *101 Interventions in Group Therapy* (6th ed.). New York: Routledge.

2 *Describe how the specialty seeks ways to improve the quality and usefulness of its practitioners' services beyond its original determinations of effectiveness.*

The specialty provides numerous opportunities for practitioners to improve their services through activities such as those presented by The Society of Group Psychology and Group Psychotherapy at the APA national convention (a partial listing is provided in Criterion X, Appendix 1); at the national and regional conventions and workshops provided by AGPA (partial listing in Criterion X, Appendix 1); and through the special convention produced by the Association for Specialists in Group Work (ASGW). Additional opportunities are provided by regional conferences, webinars, readings, and other appropriate CE activities. The Group Specialty Council is dedicated to continuous quality improvement of knowledge, skills and competencies for the specialty.

Other ways to improve quality are seen in the continuing education requirements for the ABPP and CGP certifications. This also allows for self-monitoring and addresses our purpose for continual improvement. A major step in ensuring continual improvement is the publication by AGPA of training curricula on topics relevant to group psychotherapy:

Bernard, H. & H. Spitz (2006) – Training in group supervision.

Brown, N. (2006) - Curriculum for psychoeducational groups.

Buchele, B. & H. Spitz (2004) – Group interventions for treatment of psychological trauma.

Burlingame, G. & B. Strauss (Task Force Co-chairs) (2005) CORE Battery revised.

Flores, P. & D. Brook (1996) – Group psychotherapy approaches to addictions and substance abuse.

Klein, R. & S. Phillips (2008) – Public Mental Health Service Delivery Protocols: Group interventions for disaster preparedness and responses

Korshak, S., M. Nickow & B. Straus (2014) – A group therapist's guide to process addictions.

MacNair-Semands, R. (2005b) – Ethics in group psychotherapy.

Pojman, A. (2009) – Adolescent group psychotherapy: Method, madness and the basic curriculum guide.

Sheppard, T. (2008) – Group psychotherapy with children.

Weber, R. (2006) – Principles of group psychotherapy (under revision)

One of the most distinctive ways the specialty helps practitioners stay current is through the revisions for the AGPA Science to Service publication which presents the evidence base for competent practice in the specialty. This document is in the process of being revised and is expected to be available in 2016. This document is revised every five years.

3 *Describe how the research and practice literature are regularly reviewed for developments which are relevant to the specialty's skills and services, and how this information is publicly disseminated. Give examples of recent changes in specialty practice and/or training based upon this literature review.*

The research and practice literature are regularly reviewed by SGPGP and the Group Specialty Council, as well as doctoral and internship students within their individual schools of study, for new developments, findings, challenges, and other topics relevant to the specialty and is disseminated in a variety of ways; books and book chapters, refereed articles, development and revisions for guidelines, and for the presentations provided at national conventions.

The AGPA Science to Service Task Force was developed specifically to affect necessary evolution with the field, maintain an ongoing reference base of group therapy research and to apply current research to Practice Guidelines. The Task Force offers an alternative, client-based approach to evidence-based practice: integrating the best available research with clinical expertise, applied within the context of client characteristics, culture, and preferences (APA, 2005). The Task force is currently revising the Practice Guidelines, which are scheduled for publication in 2017. Revisions for the AGPA Science to Service publication present the evidence base for competent practice in the specialty. The Task Force reflects the full breadth of scholarship and expertise in the practice and evaluation of group psychotherapy, combining researchers, educators and leading practitioners to promote new research and studies that are beneficial to group psychotherapy. Group Therapy and Group Psychotherapy specialty practice has changed with recent research and practice literature in several ways, including but not limited to: the incorporation of culturally competent services that allow much more effective group cohesion and feedback, and individual success in group due to improved relationships and trust factors within the group setting, in spite of diverse, personal experiences; therapists who have greater knowledge and understanding of diverse cultures, experiences and biases are better able to develop cohesive, client-centered groups that work effectively toward individual and group goals; incorporation of trauma-focused therapies allows therapists to address the sometimes contrary personal traumas that may arise among group members.

To maintain a high level of level of research and appropriate response to community needs, the Group Council and affiliated organizations continuously identify and assess changes in public health needs and respond accordingly. Group Council representatives and affiliated organizations (AGPA public outreach and similar) routinely monitor these vital sources of information, including Centers for Disease Control and Prevention, Centers for Medicare and Medicaid Services, SAMHSA, World Health Organization, NAMI, Mental Health Advisory Council, and MentalHealthAmerica.net about public mental health needs.

Emerging changes in the population are identified in recent news articles and journals, such as increasing rates of mental illness among college students, including Gregg Henriques' article, "The College Student Mental Health Crisis" in *Psychology Today* (2014) and Margarita Tartakovsky's "Depression and Anxiety Among College Students" in PsychCentral. Group fulfills these needs, as noted in Gerrity and DeLucia-Waack's (2006) review of current literature, specifically meta-analytic research, on the effectiveness of psychoeducational and counseling groups in schools, including: eating disorders, anger management/bullying, child sexual abuse prevention, pregnancy

prevention, and social competency. The analysis found that there is support for groups in the schools, some psychoeducational groups and classroom interventions, as well as support for the use of group interventions both short in session length and overall time. Another example of recent changes in practice based on literature is the addition of psychodynamic insight to the dimension of understanding emotions and utilizing emotional awareness helped patients improve reactions to problematic situations and people. A report from the American Institute of Stress identified that 80% of workers feel stress on the job, 40% reported their job was very or extremely stressful, and nearly half said they need help in learning how to manage stress. As detailed in *Group, Emotional Intelligence (EQ)* was applied to a group treatment of work problems (Kleinberg, J.L., 2000).

Group Psychology and Group Psychotherapy, as a specialty, are mindful of applying positive results to group work. Martyn Whittingham's (Ph.D) work on brief group therapy (2011, 2012, 2013), has provided a useful approach for rapid clinical gains and interpersonal flexibility, particularly useful within acute settings where clients are stabilized and able to engage in interpersonal learning and personal growth. Ellis et al (2014) studied the importance of group cohesion within in-patient treatment, noting the importance of group cohesion within the efficacy of group treatment for combat-related PTSD. A Carpenter et al (2014) study resulted in findings that suggest multifamily group problem-solving programs provide a promising intervention for youth with insulin-dependent diabetes mellitus challenges.

Group specialty monitors changing demographics through the American Community Survey and APA Reports (<http://apa.org/pubs/info/reports/index.aspx>), with particular focus on Committee reports related to diversity (Committee on Disability Issues in Psychology, Committee on Ethnic Minority Affairs, Committee on Psychology and AIDS, Committee on Sexual Orientation and Gender Identity, Committee on Socioeconomic Status, and Committee on Women in Psychology), as well as local and national surveys that reflect important information for planning service delivery. In addition, the specialty follows the Guidelines on Multicultural Education, Training, Research, Practice, and Organizational Change for Psychologists, which provide important guidelines for multicultural psychological practice. Available research tools, such as the quarterly journal *Cultural Diversity and Ethnic Minority Psychology*, as well as participation on with a multitude of diversity groups, provide guidance on emerging trends and effective intervention adaptations within distinct populations. The issues raised within these areas of research are discussed and incorporated through specialty leadership as well as the relevant training programs, and in scholarly resources such as the following:

American Psychological Association (2015). Guidelines for Psychological Practice with Transgender and Gender Nonconforming People. *American Psychologist*, 70(9), 832-864.

Atieno Okech, J.E., Pimpleton, A.M., Vannatta, R., & Champe J. (2015). Intercultural Communication: An Application to Group Work. *The Journal for Specialists in Group Work* (40)3, 268-293. doi.org/10.1080/01933922.2015.1056568

Bonsaksen, T., Borge, F., Hofart, A. (2013). Group climate as a predictor of short- and long-term outcome in group therapy for social phobia. *International Journal of Group Psychotherapy*, 63(3), 395-417. doi:10.1521/ijgp.2013.63.3.394

Burlingame, G., Strauss, B., & Joyce, A. (2013). Change mechanisms and effectiveness of small group treatment. In M. J. Lambert (Ed.), *Bergin and Garfield's Handbook of psychotherapy and behavior change* (6th ed., pp. 640-689). Hoboken, NJ: Wiley.

Carpenter, J. L., Price, J. E. W., Cohen, M. J., Shoe, K. M., and Pendley, J.S. (2014). Multifamily group problem-solving intervention for adherence challenges in pediatric insulin-dependent diabetes. *Clinical Practice in Pediatric Psychology*, 2(2), 101-115. doi: [10.1037/cpp0000059](https://doi.org/10.1037/cpp0000059)

Castano, N., Watts, T. & Tekleah, A. (2014). A reexamination of the cohesion-performance relationship: A comprehensive approach. *Group Dynamics*, 17(4) 207-231. doi: 10.1037/a0034142

Cook, W. G., Arechiga, A., Dobson, L. A. V., & Boyd, K. (2014). Brief heterogeneous inpatient psychotherapy groups: A process-oriented psychoeducational (POP) model. *International Journal of Group Psychotherapy*, 64(2), 181-206. doi:10.1521/ijgp.2014.64.2.180

Ellis, C. C., Peterson, M., Bufford, R., & Benson, J. (2014). The importance of group cohesion in in-patient treatment of combat-related PTSD. *International Journal of Group Psychotherapy*, 64(2), 209-226. doi: 10.1521/ijgp.2014.64.2.208

Erskine, R. G. (2013). Relational Group Process: Developments in a Transactional Analysis Model of Group Psychotherapy. *Transactional Analysis Journal*, 43(4), 262-275. doi:10.1177/0362153713515179

Gallagher, M. E., Tasca, G. A., Ritchie, K., Balfour, L., & Bissada, H. (2014). Attachment anxiety moderates the relationship between growth in group cohesion and treatment outcomes in group psychodynamic interpersonal psychotherapy for women with binge eating disorder. *Group Dynamics: Theory, Research, and Practice*, 18(1), 38-52. doi.org/10.1037/a0034760

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4 *Describe how the specialty promotes and participates in the process of accreditation in order to enhance the quality of specialty education and training. How many programs in this specialty are accredited at the doctoral and/or postdoctoral level?*

The accredited programs within Group Specialty maintain membership status with the Association of Psychology Postdoctoral and Internship Centers (APPIC), as well as full APA accreditation. All programs actively prepare for each APA re-accreditation survey, as scheduled. The Society of Group Psychology and Group Psychotherapy supports the efforts of all accredited programs to maintain their accreditation, through assistance with Education, Training and Practice Guidelines, as well as detailed information available on the Society of Group Psychology and Group Psychotherapy website (<http://www.apa.org/ed/accreditation/index.aspx>).

Readily available information includes: Understanding APA Accreditation; the Commission on Accreditation; a search capacity for APA accredited programs; Developed Practice Applications; Accredited Program review; and CoA updates.

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Examples of research can also be found in Criterion VI, appendix 2 that lists research presentations at yearly APA and AGPA conventions.

