

THE GROUP PSYCHOLOGIST

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SOCIETY OF GROUP PSYCHOLOGY & GROUP PSYCHOTHERAPY
A Newsletter of Division 49 of the American Psychological Association

Election Issue

President's Column

Jean Keim, PhD

Happy New Year! As I embark on my presidential year, I am encouraged by the strength of our Society, our great members, and devoted board of directors. We recently had our Winter Board Meeting in Atlanta and I will use this column to update you on some matters of interest. Welcome to our new board members: Scott Conkright (Secretary), Dennis Kivlighan, Elaine Clanton-Harpine and Kevin Kulic (Members-at-Large), Gloria Gottsegen (Council Rep), and Nina Brown (President-Elect).

The board unanimously agreed to establish a foundation with American Psychological Foundation (APF). It will provide a lasting philanthropic legacy for our Society with ongoing funding of group psychology and group psychotherapy efforts within clinical practice, scholarly work, and service. Fund revenues will be targeted for grants, scholarships, and awards. I am very excited about the foundation and will be busy in the coming months completing the contracts. In the future, we will begin soliciting donations from members. In the meantime, please start to consider supporting the foundation with a monetary donation or gift from your estate. It will be critical that donations specify our Society of Group Psychology and Group Psychotherapy.

We are having two special celebrations at the 2011 APA Convention in Washington, DC. You may not be aware but our Society is having its 20th anniversary. The Society 49 Social will be a celebration of 20 years of Group Psychology and Group Psychotherapy. Be sure to watch the listserv for announcements regarding the evening. Secondly, we will have an event for the founding members to gather and catch up with each other. If you were a founding member or know someone who was, please email me, jkeim@unm.edu, so I can keep you up-to-date.

Membership, under Elaine Clanton-Harpine's leadership has gained some members, but we still would like more. Please sponsor a student or encourage a professional to join our group.

Our journal is reaching new heights in quality. I'm sure you saw it on the listserv, but, if you missed it, *Group Dynamics* has an impact factor over 1. Stated differently, it has the highest impact factor of any group journal in our field, which means that a large number of group writers are citing articles published in our journal at a higher rate than any other group journal. This important benchmark was reached during Craig

Park's tenure as editor. On behalf of the membership, a big "Thank you" to all the editors and reviewers who make our journal great. A big thank you also goes to past editorial staff and the authors who are choosing to put their high quality work in our journal. Lee Gillis has worked tirelessly updating the website and is now managing the listserv. Tom Treadwell continues to edit this newsletter, keeping us informed of Society business and providing articles to inform us. I know he would love to have a submission from you.



Jean Keim, PhD

Both the Fellows (Richard Hayes) and ABPP (Sally Barlow) chairs welcome new applicants. They are willing to guide you through the process and help you find a mentor. Be sure to consider pursuing these important professional achievements. While I am not a fellow, I am a diplomate and can comment on the ABPP process. I cannot say it was easy. In fact, the process was daunting at times which is probably why I cherish the accomplishment so much. It provided me the opportunity to reflect on 20 years of work in group, to re-integrate my clinical teaching and supervision activities and to coalesce who I am as a group practitioner. Without question, it was a wonderful growth experience at this point in my career.

Maria Riva remains hard at work on the program for the August 2011 conference in Washington, DC. Thanks to Janice Delucia-Waack, co-chair, and the rest of the program committee for their diligent work over the holidays on the convention program.

These are but a few of the items from the board meeting. The minutes contain much more information. I encourage you to read the minutes and consider how you might be more involved in 49.

Thank you for being part of group.

**Society for Group Psychology
& Group Psychotherapy
Candidate Statements,
pp. 5–8**

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Submission Deadlines:

February 15, May 15, September 15

**All material for publication should be submitted
to the Editor as an email attachment
(Microsoft Word or Word Perfect format).**

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From Your Editors

Thomas Treadwell, EdD, TEP, Editor

Leann Terry, PhD, Associate Editor



Thomas Treadwell, EdD

This issue highlights professionals seeking office to promote the Society of Group Psychology and Group Psychotherapy. We have a rich history of involvement and we are grateful to those professionals who have served us throughout the years. President Jean Keim has informed us that our Society is having its 20th anniversary and will host a celebration at the APA Conference. There will be a “founding member event” that will be hosted at the conference for all founding members. Please contact Jean Keim for event updates. The founding member event will

be special, honoring the members who have offered much of their professional time in making our Society what it is today.

One such founding member was David Kipper who passed away this past December. David was instrumental in offering his time and ideas, as well as executing many ideas into action. For instance, he was the first editor of *The Group Psychologist*. Additionally, David took time—between chemotherapy appointments—to carry out group psychology missions. He called me (Tom) this past November asking me to apply for board certification by the ABPP. I mention this to show how invested he was in furthering the mission of group

psychology and group psychotherapy! The memorials in this issue highlight many of David’s accomplishments, not only those he made as a Society 49 member, but also his numerous national and international accomplishments.

As you move into the spring/summer season (a more strenuous season for some and less strenuous for others), we encourage you to take some time to put your reflections into writing for us. What do you think students and early career psychologists should know more about? What do you wish you had known more about during the early part of your career? What led you to pursue the work in which you are engaging currently? Your ideas and experiences are important and we need to share them with our membership. We need to hear your thoughts!

Articles or brief reports and news items can be e-mailed directly to Tom (ttreadwe@mail.med.upenn.edu), Letitia, Bambi, or Leann at as can Letters to the Editor. We would also like to include book reviews, DVDs, videos and *online group interactions* as part of the newsletter. *Online group interactions would be a newsworthy column yet we need an editor for this... there is interest out there and we need your input!*



Leann Terry, PhD

Reviewers for *The Group Psychologist*

Letitia Travaglini, MA, former Research Assistant to Dr. Aaron T. Beck, MD, at the University of Pennsylvania and 1st-year doctoral student at University of Maryland, Baltimore County's Human Services Psychology program. Student affiliates are encouraged to send brief reports, comments and ideas to Tisha at tisha.travaglini@gmail.com.



Letitia Travaglini, MA

Bambi Juryea-Gaston, MA, a 5th-year doctoral student at LaSalle University (Clinical Psychology). She is currently doing her predoctoral internship on the Residential Dialectical Behavioral Therapy (DBT) Unit at the Rockland Psychiatric Center in Orangeburg, NY. Student affiliates are encouraged to send brief reports, comments, ideas or general questions to Bambi at bjuryea@aol.com.



Bambi Juryea-Gaston, MA

Brief reports, comments and student editorials are highly encouraged. We are interested to learn and share with Society members what students are encountering in their group programs! **Please send your ideas to Letitia or Bambi.**

President-Elect's Column

Nina Brown, EdD



Nina Brown, EdD

Attending APA's Leadership Conference for Division's President-elects was very informative and rewarding, but was also a little overwhelming for a first time attendee. The central office staff and the Committee on Division/APA Relations planned and conducted an exemplary meeting. They were organized, welcoming, interactive, and sought to address all of our needs for information and clarification, even when we were not aware of what questions needed to be asked.

Our Society was fortunate to have both the President and the President-Elect attending. The President's university funded her attendance, which was a valuable support for her and the organization. Jean and I were able to generate ideas to accomplish the division's major goals around membership, marketing, initiating fundraising for the Foundation, and increased participation and visibility in APA governing bodies for members. What follows is some of the information presented at the conference that can guide our focus and initiatives for the future.

Access and Input to APA's Council

Every division has a representative (ours is Gloria) who can bring the division's perspective to issues and concerns discussed at Council meetings. It was recommended that we ask our council representative to review the council's agenda and provide summaries of issues to be considered to the division's Board prior to Council's meetings. This will give the Board an opportunity to provide the representative with thoughts and ideas about agenda items. It was also recommended that the Board ask the representative to provide them with a summary of decisions made by the Council.

Nominations and Appointments

Other ways for the division to have influence and input is to nominate and/or appoint division members for open positions on the various committees and boards that initiate and review issues and concerns before these go to the Council. There are numerous such committees and board, and the Society's Board could post the openings on our web site and listserv to invite interested members to apply for the nomination or appointment. While we may not always be successful at having our nominee selected, we will get visibility and consideration for trying and may be successful the next time.

Apportionment

Conventional thinking is that the Society has too few members to attain another Council representative even if all members gave all of their apportionment votes to the Society. However, I learned at the conference that apportionment can be more complicated and, that under certain circumstances, could lead to an additional seat on the Council even for small divisions like ours. What can happen is that sometimes there are remaining seats, and the division with the greatest percentage of votes (not the number of votes) gets another representative, and the process continues until all seats are

filled. There were three phases to the appointment process last year. There is some possibility for the Society to gain another seat and we are encouraging members to give as many of their votes for the Society as they can.

Membership

We were presented some data to guide us for recruitment and retention. Following are some major points:

- More than half of APA members do not belong to any division
- 81% of new members in 2009 refused to self-identify with a racial/ethnic group
- Men tend to belong to divisions more than do women
- Free memberships for students do not produce continued memberships in a division
- Fewer than 12% of new APA members join a division

Web Hosting Services

APA is beginning the process of offering web design, graphics, content, and technical support to all divisions and intends to bring divisions on board in a sequence but not all at once. I inquired about support and services two years ago when the Society needed to update its web site, and was told that APA would do this in the future, but they could not give me a time frame. Thanks to Lee Gillis and others, we have a new web site and host but we will discuss how and when we can take advantage of this new service.

A new "social networking tool" by APA will be APA Communities where division members can participate in discussion forums, post blogs, conduct polls and surveys, post announcements, and the like.

Mid-Winter Board Meeting

The mid-winter board meeting was productive and rewarding. Board members worked in a collaborative way to address agenda items, and to understand the immediate and long term needs of the Society. It was a pleasure to observe the committed people who are willing to expend their time, energy, and resources to carry out the interests of the organization.

Future president-elect columns will present updates on continuing initiatives and proposals for new ones.

Newsletter Deadlines

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September 15

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2011 Candidate Statements

Candidates for President-Elect

Lee Gillis, PhD



You may be puzzled to see my name here. Having recruited people to run for office in other organizations, I am aware of the importance in having an election, even if a relative unknown is running. If elected, I will serve you with humility and a vision for the future of our Society. That future relies on recruiting and retaining membership—especially the membership of young professionals.

I bring to the board someone who trains psychology undergraduates for graduate work, someone aware of the power of social networking on this group and the young professionals they become. Our membership demographics require that we attract and retain doctoral students and young professionals for the Society. We have tremendous potential

to share our message through social networking sites. We need to “link-in” the wisdom of our current membership to mentor graduate students and young professionals.

As mentioned in my statement for member at large, I am the chair of psychology at Georgia College in Milledgeville, Georgia's Public Liberal Arts University. I teach group dynamics and interpersonal behavior. I have been here since earning my PhD in counseling psychology at UGA in 1986.

I have maintained a research and practice agenda in adventure therapy primarily with groups of adjudicated youth in residential treatment. My goal within Division 49 is to educate psychologist on the power of adventure-based or experiential approaches to group psychotherapy. My goal as president-elect is to harness social networking for Division 49 to connect and keep young professionals.

Maria T. Riva, PhD



I have been interested in group leadership and group development for many years. It is a pleasure and an honor to run for President of Division 49. As a member of the division since its beginning, I have enjoyed the benefits of learning from the members. It is an organization that I strongly value and that I call my organizational “home.” I am a professor and associate dean at the University of Denver, where I enjoy teaching courses such as Group Counseling, Advanced Group Counseling, and Supervision.

In 2004, I was one of four co-editors of the *Handbook of Group Counseling and Group Psychotherapy*. I also

served as Associate Editor of the *Journal for Specialists in Group Work*, and I have written several articles on group leadership and teaching group counseling. For the past two years, I have been a Co-Chair of the Division 49 Program Committee that reviews and schedules programs for the APA Convention. From this experience, it is clear that the members of Division 49 are interested in both group research and group practice. I have been delighted to see a strong emphasis on evidence-based practice, group research methods, and how groups are practiced in multidisciplinary contexts. As President, I would highlight the need to increase our commitment to evidence based group practice and to expand our understanding of how well-functioning groups can be used in diverse setting with diverse populations. I would very much look forward to serving Division 49 as its president.

Candidates for Member-at-Large

Sheri Bauman, PhD



I am honored to be nominated as Member-at-Large for APA Division 49. I received my doctorate in Counseling Psychology from New Mexico State University in 1999. I have been on the faculty at the University of Arizona since 2000, and have taught the graduate course in Group Counseling once each year since my initial appointment. In addition, I had a private practice from 1999-2006 in which group therapy for sex offenders was a major component. I hold a

license as a psychologist in New Mexico (currently inactive).

Prior to earning my doctorate, I worked as a school counselor in an alternative high school, where I did an average of 3 to 4 groups per week for 18 years. My interest in group work likely originated in that setting; I realized that groups were not just more efficient, but more effective, particularly with adolescents and young adults. I joined professional organizations and attended professional meetings and training opportunities to enhance my skills.

I have been a member of Division 49 for the past decade, and have co-chaired the Diversity Committee (with Michael Waldo) for

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Candidate Statements

(Continued from p. 5)

the past two years. I participated with Division 49 members (as a representative of ASGW) at the Group Practice Research Network meeting in February 2009. My current interests related to group psychotherapy include the use of online virtual reality platforms (e.g., Second Life) to teach group facilitation skills, and the use of group modalities to respond to incidents of school bullying.

I have published articles and book chapters related to group counseling and therapy. I have presented on group topics at APA, ACA, ASGW, and AGPA. Since 2007, I have been the editor of the *Jour-*

nal for Specialists in Group Work. In this capacity, I have had an opportunity to review the work of many early career persons with an interest in group work, and have sought to foster that interest by providing intensive mentoring. As I step down from that position, I would like to remain professionally active, and Division 49 is an appealing direction in which I would like to foster this interest. I know that Division 49 members are some of the most prominent researchers and practitioners in the field, and I would be delighted to have the opportunity to serve with them.

Eric C. Chen, PhD



process and outcome, and multicultural issues and competencies. Aside from regularly teaching Fordham's group counseling courses

I am honored to be a candidate for Division 49's Member-at-Large position. Born and raised in Taiwan, I received my PhD in Counseling Psychology from Arizona State University in 1995. I am currently an associate professor and Training Director of the Counseling Psychology PhD program at Fordham University and completed in 2006 a three-year term as Chair of the Psychological and Educational Services here at Fordham. My research interests and publications have encompassed topics of group counseling

for students in the school counseling, mental health counseling, counseling psychology and clinical psychology programs, I have also worked closely with students in research projects, conference presentations and publications in group counseling and psychotherapy. From 2007 to 2010, I served as an associate editor of Division 49's journal, *Group Dynamics: Theory, Research, and Practice*. Having chaired the Division's Cultural Diversity Committee, I strongly believe in providing mentoring and professional development opportunities to student members. As a candidate for this position, I aim to expand the Division's regular and student membership by promoting diversity and inclusion. I look forward to the opportunity to serve as a link between our Division leaders and members and seek out innovative ways to spark positive changes for an inclusive, cohesive, and dynamic Division.

John Dagley, PhD



achievement by sharing personal experience, expertise, and energy in a collegial manner. The Society's work is important, beyond separate perspectives of potential board members. Nonetheless, by way of introduction beyond the years I spent as the Society's Treasurer, I

Working closely with others on important challenges is one of the great gifts of life. Fundamentally, that's why I agreed to submit my name as a candidate for our Society's board. The Society attracts wonderful candidates for leadership positions, so I'm honored to be considered worthy of an invitation to serve.

Leadership is about finding ways to contribute to a team. In my judgment, the principal task of each board member is to facilitate goal

will briefly mention goals that I will bring to our deliberations. First, we need to inspire a resurgence of excitement in Group Psychology and Group Psychotherapy. I think we can most effectively do that by improving the quality of our services and products. We need to sponsor the development of improved workshops, institutes, and imaginative training efforts within and outside traditional degree programs. To facilitate these efforts, we can put more financial support into product development (videotapes, research bulletins, targeted publications, periodic online consultation call-ins), and into broadening our membership base.

I think I'm appropriately credentialed, in that, as a therapist I've led groups, co-authored and authored books, chapters, and articles on groups, and I've taught for six major universities including institutions in Korea, Finland, Germany, and Singapore. I've also served as an administrator. Thanks for your consideration.

Amy Nitza, PhD



I am honored to be nominated for the position of member-at-large. I am currently in my 7th year as a faculty member at Indiana University—Purdue University Fort Wayne (IPFW). During that time, my teaching and research have focused on the use of group work with adolescents and on groups in international settings.

Recently, I was fortunate to spend a year as a Fulbright Scholar at the University of Botswana in Southern Africa. My Fulbright project explored how groups function in the Tswana culture, and how Western group interventions might be effectively adapted for use there. Specifically, I investigated how group climate and therapeutic factors operate within this collectivist culture. Relatedly, I developed and

piloted a group model to promote HIV-prevention among adolescent girls in the country.

As member-at-large, in addition to supporting the current positive direction and initiatives of Division 49, I would work to expand an international focus within our organization. Understanding how groups function, and how they help facilitate change, in diverse settings will not only help develop and promote the use of groups in those settings, but allow us to develop a deeper understanding of groups in our own settings as well.

Throughout my career I have been active in professional organizations nationally, including four years of executive board leadership experience. On a personal level, I would bring to the position of member-at-large passion, enthusiasm, curiosity, and an interpersonal approach to leadership. I welcome the opportunity to serve our Society in this role, and I look forward to continued connections with you.

Martyn Whittingham, PhD



I am honored to be nominated for member-at-large. I am a faculty member at Wright State University's clinical psychology program where I teach, research and supervise group therapy. My office is located in our Counseling and Wellness Services and from there I have been able to design and implement a short-term process group model (Focused Brief Group Therapy) that combines CORE-R Battery measures with the best literature on brief treatment. I was awarded ASGW's

Group Practice Award for 2010 for the innovations in this model as well as the 400% increase in group service delivery at our center.

As a member-at-large, I would be fully committed to two main areas—increasing student and early career psychologist involvement and

helping in the efforts already underway to generate a group practice research network. I am a strong advocate for student involvement in group work and several of my students—Kyle Barry, Greg Capriotti, and Leslie Markowitz—have been heavily involved with Division 49. The second of the areas, the group practice research network, is one I would bring considerable energy and commitment to. As someone who uses data to inform treatment, I have seen the benefits of measurement to screening, process and outcome. I strongly believe that as group workers begin to share data and ask questions together, we will drive our field to new heights of practice.

If elected, I would bring energy, commitment, and a collaborative attitude to this role and would work diligently to move group work and our Society forward.

Candidates for Treasurer

Rebecca NacNair-Semands, PhD



I am excited to accept the nomination to run for Treasurer. I have been a member of Division 49 since its inception and have been impressed with the numerous accomplishments of our dedicated leadership. I am particularly motivated to work on supporting our efforts for continued funding of student scholarships and awards as well as providing funds for further research on groups.

As an active researcher and practitioner of group for 20 years, I have thoroughly enjoyed the opportunity to join with colleagues in various professional efforts and activities. I am currently the Clinical Director at the UNC Charlotte Counseling Center, where I started in my first position in 1993 as the Group

Therapy Coordinator. I later served as the Chair and co-founder of the Section on University Counseling Centers of the APA and on the Professional Practice Advisory Council for Division 17. I have been a member of the Science to Service Task Force for the AGPA Board of Directors since 2005. As one of the authors of the Core-R Battery and the Clinical Practice Guidelines for Group Psychotherapy through AGPA, I have found great meaning in my work toward strengthening our specialty of group psychotherapy. In addition to editorial board work and grant writing, I have published over 30 articles in professional journals and provided over 35 national and international conference presentations. The opportunity to be more involved in the Society by following Lynn Rapin as Treasurer, with the solid budgeting she leaves behind, would be an honor.

(Candidates continued on page 7)

Candidate Statements

(Continued from p. 7)

Leann Terry, PhD



I am honored to be nominated to run for the position of Treasurer and look forward to the opportunity to serve our Society in new ways. As a staff psychologist and Group Therapy Coordinator at Pennsylvania State University's Center for Counseling and Psychological Services (CAPS) I am intimately involved in our center's utilization of groups. Group therapy is one of my passions; in part, that passion has been supported by my relationship with members of our Society.

I believe I have a number of valuable qualities I would bring to the position of Treasurer. First, I have experience as a Treasurer of a large organization. As the elected Treasurer to the Graduate Student and Professional Organization (GPSO) of Indiana University from 2005-2006, I have experience managing the finances of a non-profit organization with an annual operating budget of over \$20,000. I also served as Chair of the Awards Committee for the GPSO for

two years. During that position I streamlined the proposal process, set-up standardized criteria for the Travel Award, and developed procedures for the decision making process for awards.

Secondly, my experience with the Society would allow me to step into the role quickly. I have served as Chair of the Student Committee, as a member of the Membership Committee, and worked with the Board to create a formal Student Representative position. I am currently the Associate Editor of *The Group Psychologist* and write for the Early Career section. These experiences give me a springboard from which my serving as Treasurer would start.

Finally, I have energy and passion to serve the Society. My professional home has been firmly housed in the group world since the beginning of my graduate study with Rex Stockton. I can't think of a better way to integrate my passion for groups and my dedication to service than through this Society. Please don't hesitate to contact me if you have any questions or comments about my candidacy for this position, 814-863-0395 or LJT18@psu.edu.

New American Board of Group Psychology Diplomats

The American Board of Group Psychology is pleased to announce two new Diplomats in Group Psychology. Please congratulate Dr. Gil Spielberg and Dr. Lorraine Wodiska for having achieved their certification as Diplomats in Group Therapy.

Gloria Batkin Kahn, EDD, ABPP, CGP, FAGPA
President, American Board of Group Psychology

Dissertation Award

This year, Division 49 (Group Psychology and Group Psychotherapy) of the American Psychological Association will again sponsor an award for the best dissertation research on small groups. Anyone who completed a relevant dissertation during 2010 may compete.

Dissertations may examine any type of group, use any methodology, and analyze any phenomenon. Applicants should send a brief typed summary (five pages, double spaced) to Dr. Richard Moreland at the Department of Psychology, 3103 Sennott Square, University of Pittsburgh, Pittsburgh, PA 15260, by the end of February 2011.

A committee will review these summaries and select three finalists, who must then submit complete copies of their dissertations for further review. The prize, which includes \$1,000, a plaque, and free membership in the division for three years, will be presented in August, at the APA convention in Washington, DC.

In Memoriam

Tributes to David A. Kipper (March 24, 1939–December 2, 2010)

From Zerka Moreno

In the summer of 1966, in Barcelona, where the *Moreno Academy* conducted an *International Psychodrama Conference*, a young man offered himself as protagonist at a session I was conducting.



Moreno

It was his first exposure to psychodrama, but not his last. He was from Israel, a graduate student in psychology at Durham University in England and soon thereafter became a steady student at the Moreno Academy.

He also became the first certified psychodrama director in Israel, encouraging many of his students at his University, Bar Ilan, to make the pilgrimage to Beacon, NY.

His name, known to so many of us, was David Kipper. David and J. L. Moreno carried on extensive discussions during his Beacon stays, many of which became key stones in David's development. He was an independent thinker.

One of the greatest pleasures as a teacher is to note the flourishing of our students, plowing their own path and expanding the field. David made numerous contributions, personal and public, to our field in every conceivable way, as well as bridged connections to the larger psychological and cultural worlds.

As a significant footnote, probably not known to any of you, he met his beloved wife, Barbara, in Beacon when she came as a student. Our hearts go out to Barbara and their family who are mourning David.

I have some mourning of my own to do. It will take time. One of the saddest experiences as an aged teacher is to experience the death of any of one's students.

Zerka Moreno is often called "The Mother of Psychodrama," the widow of J. L. Moreno, MD, and his partner and collaborator in developing group psychotherapy, psychodrama, and sociometry. She has written and published extensively in the field, trained psychodramatists world-wide, and, at age 94, continues to write, train, and inspire from her home in Charlottesville, VA.

From Michael Wieser, PhD

Worldwide famous psychodramatist David A. Kipper passed away amidst his family on December 2, 2010, after suffering from cancer.

David was born in Tel Aviv in 1939. He studied Psychology and earned a BA at Bar Ilan University in 1964 and 1969 a PhD at the University of Durham in England. By accident he got involved in psychodrama and first met the founder J. L. and Zerka Moreno at

an international conference in Barcelona, Spain in 1966. In 1967 he was trained in the Moreno Academy of Group Psychotherapy and Psychodrama in Beacon, NY.

He started his academic career in Israel at the university where he had studied before. In 1972–1973, David worked at State University of New York at Stony Brook, and beginning in 1984, he worked at the University of Chicago. For the past 15 years, he held a position as a research professor at Roosevelt University in Chicago and was the director of the Institute of Group Research and Training. David taught at Loyola University of Chicago, Tel Aviv University and the Free University of Moscow as well. He gave lectures and workshops in Canada, Mexico, Brazil, Argentina, Turkey, Bulgaria, Rumania, the Republic of China and Japan. In Israel he co-founded a music therapy program.



David A. Kipper

Besides clinical psychology, he had a strong interest in management consulting within his own company (<http://www.execpsych.com/>). David earned numerous certificates as a psychologist, supervisor, group psychotherapist and psychodrama trainer in the United States and in Israel.

For more than 30 years he worked to facilitate best scientific publications in Israel and the US. David was on the editorial boards of numerous journals with Sage Publications and APA. He was co-executive editor of the *Journal of Group Psychotherapy, Psychodrama, and Sociometry* for over 15 years and served as a consultant for another 7 years.

David's activity in professional associations was enormous. He was president of The Israel Psychological Association (IPA), president of the Group Psychology and Psychotherapy Charter of APA, the American Academy of Group Psychology (AAGP), and the American Society of Group Psychotherapy and Psychodrama (ASGPP). Together with Gretel Leutz he founded the psychodrama section and a yearbook in the International Association of Group Psychotherapy and Group Processes (IAGP).



Wieser

His publications are innumerable. Since 1967 David had been publishing on spontaneity, which in 2005 led to the Spontaneity Assessment Inventory (SAI-R), on which he worked until he died. The last manuscript is from November 2010. In 1968, he published together with J. L. Moreno and in 1990 with Zerka Moreno. His book *Psychotherapy Through Clinical Role Play* (1986) has been translated into Russian (1993) and Bulgarian (2001). In addition, his articles were translated into Italian, Turkish, and probably other languages of which he did not keep records (s. <http://www.davidakipper.com/publications/>).

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In Memoriam: David A. Kipper

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In 1989 and 2003, David studied the effectiveness of psychodrama therapy and also gave an overview of clinical case studies. The last 10 years he developed the Experiential Action Reintegration Model (EARM). He thought that psychodrama could also be used as a method without the underlying theory.

David was not only interested in science. He held leading positions in art and culture in Chicago in the comedy theatre, the Joffrey Ballet, the College of Performing Arts, and the Symphony Orchestra. Also, David was very much involved in Jewish organizations such as the American Jewish Congress.

For his life-long work he received numerous awards of the American Board of Professional Psychology (ABPP), the Anti-Defamation League (ADL), the National Foundation of Jewish Culture, and of ASGPP. In the latter an award has been named after him since 1994.

David dealt with his cancer in a quiet way. He is survived by his wife Barbara Levy Kipper (<http://blkipper.com/>), whom he met during the training in Beacon, his daughters Talia and Tamar, and his grandchildren Anya Rose and Eli. A book of condolences has been set up at <http://www.legacy.com/guestbook/chicagotribune/guestbook.aspx?n=david-kipper&pid=146911430&view=2&entry=46160197>. Our thoughts are with his family.

His personality may be described as intelligent, wise, committed, fair, warm and generous. I had the privilege of experiencing this in encounters at conferences and in email contacts. There are only few university professors who focus on psychodrama, which is why he is a big loss for the academic community. David was a leading figure, a model and a bridge to the academic field.

Over the past five semesters we had been planning for him to teach classes and give a guest lecture at my university but he had to postpone because of illness. We will keep his course description to remind us of him. We had plans for cooperation in the Research Committee within FEPTO (Federation of European Psychodrama Training Organizations). David died during Hanukkah, so his light will show us the path. In an interview with M. Malenov et al. in 2003, he said with his typical humor about psychodrama: "I still think that the most important idea is how to handle the chairs! (Laughter). The rest will be ..." and Zerka Moreno added after his passing away: "There will always be an empty chair for David."

Michael Wieser, PhD, is Assistant Professor, Director of Studies in Psychology, University of Klagenfurt, Department of Psychology, Klagenfurt/Austria. He thanks G. Sigott for English corrections.

From Adam Blatner, MD

Dr. Kipper was one of the more prominent professionals in the fields of psychology, group psychotherapy and psychodrama nationally and internationally. Raised in Israel, he obtained his Bachelor's degree from Bar Ilan University in 1964. He then joined the Department of Psychology at the University of Durham, England, where

he obtained a PhD in 1969. David trained with Doctor and Mrs. Zerka Moreno at the Moreno Academy for Group Psychotherapy and Psychodrama in Beacon, New York, on and off from October 1966 through May 1967.

He had a rich academic career. Some of the more prominent roles included being a Professor in the Department of Psychology at the Bar Ilan University, Israel (1980–1991), and, for the past 15 years,



Blatner

he was a Research Professor of Psychology and the Director of the Institute of Group Research and Training at Roosevelt University, Chicago, Illinois. Other academic roles included being a Professor at the School of Social Administration at the University of Chicago in 1985–1986; and the Director of Behavior Simulation Program, Division of Management of Professional Education, Office of Continuing Education, The University of Chicago, 1984–1986.

Kipper, a Fellow of the American Psychological Association, was a licensed clinical psychologist in Illinois and a licensed clinical psychologist and supervisor of psychotherapy in Israel.

Adipomate of the American Board of Professional Psychology, 1999, he was also certified by the National Registry of Certified Group Psychotherapists in the United States, by the Moreno Academy at Beacon, New York (as a Director), and by the American Board of Examiners in Psychodrama, Group Psychotherapy and Sociometry, as a Trainer, Educator, and Practitioner.

Kipper's publications were extensive, starting in 1967 and continuing until 2010. He was the sole author of some 40 articles and co-author of another 40 articles on subjects relevant to psychology, group psychotherapy and psychodrama—especially regarding the nature of spontaneity. His book, *Clinical Role Playing in Psychotherapy* (1986), is a classic text that discusses the theoretical and practical implications of his work, was published in 1993 in Russian and in 2001 in Bulgarian. He was a frequent presenter of papers and workshops at national and international professional conferences.

Kipper was a founding member of *Psychology: The Journal of the Israel Psychological Association* (in Hebrew, 1988–1989), and also served on the editorial boards of a number of journals, such as *Small Group Research: An International Journal of Theory, Investigation, and Application* (Sage Periodicals, 1990–1997); *Group Dynamics: Theory, Research and Practice* (American Psychological Association, 1997–2008); the *Journal of Social Psychology* (in 2002); the main editor of *The Group Psychologist* (the newsletter of APA's Division 49); *Group Psychology and Group Psychotherapy* (1994–1996); *Small Group Behavior: An International Journal of Therapy, Counseling, and Training* (Sage Publications, 1978–1989); and *GROUPE*, journal of the Eastern Group Psychotherapy Society. Kipper was a remarkable scholar for the psychodrama field, serving as executive or consulting editor for the *Journal of Group Psychotherapy, Psychodrama, and Sociometry* for over 20 years. He also edited the *Psychodrama Network News* in the early 1990s. Kipper taught psychodrama internationally, his work taking him to Moscow (1991), Israel (of course), and to many other areas in Europe. Many of our colleagues in Europe have appreciated this training—all this

in addition to his roles as therapist and consultant to management.

Regarding psychodrama, Kipper served as President of the American Society of Group Psychotherapy and Psychodrama (ASGPP) from 1989–1991, and was active in many roles in the organization throughout the 1980s and 1990s. In 1994 Dr. Kipper received the J. L. Moreno Award for distinguished “Life-long Contribution to the Field of Psychodrama” from the ASGPP. That year Kipper generously established the David A. Kipper Award for “outstanding writing and scholarship in psychodrama” to be awarded annually at the annual meeting of the ASGPP.

Kipper was a Fellow of the AGPA and held various offices in that organization; he further served in leadership roles in the IAGP over

the last fifteen years, such as being one of that organization’s Board of Directors. He was the Co-Chair of the International Psychodrama Section, 1993–1998, and held various other leadership roles. He earlier on had been the General Manager of the Israel Psychological Association (IPA) 1970–1972. He was active in many other professional organizations over the past 30 years, such as the American Academy of Group Psychology (AAGP), in which he held offices.

Kipper’s life was diversified and included the cultural milieu where he lived. For example, he was active on many community boards of directors, at colleges, arts programs, organizations that promoted positive international relations, and so forth. He was especially interested in the Joffrey Ballet in Chicago, of which he was a Founding Director and guiding light from the mid 1990s.

Group Psychotherapy Column

Group Therapy Field Trips

John Breeskin, PhD, ABPP

My ongoing groups typically run from the beginning of September through the end of June. My groups meet from 6 to 8 p.m. and from 8 to 10 p.m. once a week. I have experimented with different lengths of group meetings, and the two-hour time block seems just about right.

During the summer, I fire my clients, tell them to go away during July and August, and put into practice the good interpersonal skills that they have been developing within the group setting itself. Many of my clients have directed homework assignments during this time, occasionally very complex in design. During the first or second week of September, we meet for a grand reunion, bring each other up to



John “Sparky” Breeskin, PhD

date on our summer activities, report on our homework assignments, and make decisions about the upcoming ten-month group therapy cycle. At this point, some clients appropriately terminate, a few clients inappropriately terminate, and some clients switch treatment modalities from group therapy to individual, couple, or family therapy, as their individual situations warrant.

The last group meeting in June is usually a field trip, where the group meets outside of the office. I have done many different things on these occasions, and I will list some of them to provide you with living examples.

1. One men’s group invited their fathers, both living and symbolic, to a large gathering of men, fathers, wives, siblings, and friends. Each of the men in the group got up in turn, publicly acknowledged his father, and thanked his father for gifts that the father had given. Even if the gift was as small as a sperm donation, this was acknowledged and honored without bitterness or rancor. Most of the fathers wept when they heard what their

sons had to say. They had never been publicly honored in that manner before. I introduced my father through his photographs; an eighth-size violin that was given to all male Breeskins until my sister, Olga, came along; and my stories about him.

This intervention was worth, conservatively, for several of my clients, at least six months’ worth of weekly psychotherapy. The event concluded with a short concert (put together by my son) by a saxophone quartet with selections from many different genres. My father would have been pleased to see his grandson honor the family tradition in this way.

2. On one occasion, the group and I rented an upscale bus, complete with every electronic gadget, and trucked up the road to Fallingwater, a house designed by Frank Lloyd Wright in Western Pennsylvania. I have been to the house several times, during all of the seasons of the year, and to me, it has the status of the Notre Dame Cathedral in Paris. The fact that a river runs through the house, and its song can be heard everywhere, makes it pure magic for me. Of course, we had a lengthy group psychotherapy meeting on the trip up. I had invited a dear friend of mine who is a psychodramatist, so we put on a mini-psychodrama as we tooled through the countryside. After the visit to the shrine, we stopped for dinner at one of the excellent local Pennsylvania Dutch restaurants, and of course invited the bus driver to our dinner, where he kept on shaking his head in amazement at what was going on in front of his eyes.
3. On a memorable occasion, the group and I, as our final meeting, all went out to the Birchmere Club, outside of Washington, DC, to hear Joan Baez in a concert. This was pure magic. The show stoppers were “Diamonds and Rust” and “Amazing Grace”(a capella).

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Group Therapy Field Trips

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4. One more example will suffice. The family of visual artist H. C. Westermann, who suffered severe PTSD ("battle fatigue", as it was then called) as a result of his WWII experiences, presented an exhibit of his work at the Hirshorn Museum on the National Mall in Washington, DC. The group members dutifully tramped through the exhibit and we were fortunate enough to meet his daughter and granddaughter, and I was able to share with them my strong feelings about the art displayed in front of us. I strongly recommend that any of you who are interested in this powerful artwork Google on it for your own edification.

As you can see, there is no one set pattern to any of these graduation exercises, other than the fact that they included different forms of the arts, and my fervid imagination. Who knows what new capers I will dream up in the years to come?

Technically, what does this represent in terms of group process? It is obviously an honorable and memorable termination exercise. It bonds the group members in novel ways. It introduces them to the power of combined activity, in the sense that we are all committed to the action at hand and, most importantly, it creates a bridge between the group therapy room itself and the wide world right beyond the threshold.

Procedures and Guidelines for Group Therapy

John Breeskin, PhD, ABPP

1. Confidentiality

Anything said between any two or more group members at any time is part of the group and is confidential. I understand that everything said in group is confidential. I agree to keep secret the names of other members of the group and what is said in the group. I agree to keep secret anything which occurs between or among group members. I understand that there is an exception to this confidentiality which applies to the group leader. If the group leader believes that someone is in danger, the leader has a professional obligation to take direct action in order to keep everyone safe.

I agree not to keep secret from the group anything which occurs within the group. Anything which occurs between or among any members is part of the group is kept secret from anyone outside of the group but is not kept secret from the group. This also applies to any individual meetings you may have with a group leader. I understand that if I violate this confidentiality I could be removed from the group.

2. Privacy (The Stop Rule)

No group member is ever required to answer any question, to participate in any activity, or to tell anything. If I am asked questions or asked to participate in an activity which makes me feel uncomfortable, I understand that I have the right to pass, that is, the right to refuse. I agree that will never pressure other group members to participate in any discussion or activity after the member has passed or refused. I understand that the group leader is obliged to protect this right. I also understand that I will benefit more from group the more I am able to take risks in sharing and participating.

3. Dignity

No group member is ever humiliated, hazed, or abused in any way. I agree to avoid this destructive behavior.

4. Violence or intimidation

Violence or intimidation toward other group members is never tolerated. I understand that I must never be violent or intimidating

toward other group members and that if I threaten to harm persons or property I will be asked to leave the group.

5. Alcohol and Other Drugs

Group members cannot participate in the group under the influence of alcohol or other mind altering drugs. When under the influence of chemicals, persons do not have access to their emotions and have less control over their behavior. I understand that if the leader believes that I am under the influence of alcohol or other drugs, I will be asked to leave the group.

6. Exclusive relationships

Dating and other exclusive relationships between or among group members are not a good idea. The relationships can make other group members feel left out. When a couple breaks up, for example, this can be most painful and may make it impossible for these people to continue in the group. Since anything which occurs between or among group members is part of the group, members who are dating or in very exclusive relationships may be embarrassed when their intimate moments are discussed in the group.

7. Gossip

Gossip and secret grudges can be very destructive in a group. I agree that if I have something to say to another group member, I will try to say it to the member directly rather than talk about him/her behind his/her back.

8. Attendance

I agree that I will attend every meeting unless an emergency arises. If an emergency should arise I will notify the group leader prior to the meeting to tell him or her that I will be unable to attend. I understand that the group leader will tell the group what has happened. I understand that if I have three unexcused absences, my continued group membership will be discussed.

9. Internet Connectivity

I feel very strongly that the members of the group should form and participate in an online group limited to the group members. Of course, the same cautionary notes apply to the internet communica-

tions in terms of both confidentiality and inter-group sharing. (I have used this model very successfully, and it significantly enhances a healthy form of interconnection.)

10. Responsibilities

I understand that it is the group leader's responsibility to enforce these procedures and guidelines. The group may, when it wishes, propose other procedures and guidelines which will be up to the group to monitor.

11. Termination

Usually, group members decide, within the group, with the leader, when it is time to leave the group. Sometimes it is necessary for a group member to leave the group unexpectedly. This can cause group members to wonder if they have harmed the leaving member. I promise that if I must leave the group unexpectedly, I will come to a last group meeting and tell the members that I am leaving and say goodbye. I agree to announce this at the beginning of the last meeting so that the group has time to ask questions and say good-

bye. If I decide to leave the group the group members may express their concerns but also respect the decision of the person wishing to leave.

I have read the procedures and guidelines for group and agree to be bound by them while I am a member of the group

Group Member

Date

I promise to faithfully enforce procedures and guidelines for this group.

Date

John Breeskin
Group Leader

Group Therapy With Mentally Ill Condemned Inmates at San Quentin State Prison

Patrick O'Reilly, PhD

Of the over 700 condemned inmates on Death Row at San Quentin State Prison in California, approximately one sixth are in the prison mental health system. Actually, the percentage of mentally ill on Death Row is almost certainly much higher, but the stigma attached to being designated mentally ill is great on Death Row and many of the inmates prefer to suffer in silence rather than lose the respect of their peers. It's common to hear other inmates on death row shouting out "cuckoo cuckoo" from their cells at mentally ill condemned inmates as they are being escorted to individual or group therapy.

The prisoners in the mental health system in California prisons are divided into two categories: Correctional Clinical Case Management (CCCMS) and Enhanced Outpatient (EOP). CCCMS inmates are diagnosed with a mental illness but their symptoms are not severe and CCCMS clients, barring an emergency or worsening symptoms, meet only once every 90 days with their psychotherapist. The symptoms of the EOP clients are much worse and common diagnoses for them include bipolar disorder, PTSD, major depression, and schizophrenia and other psychotic disorders. Many EOP clients have had recent stays in the prison emergency psychiatric hospital, have had one or more suicide attempts or have frequent suicidal ideation. Because of the seriousness of their illnesses, the EOP clients are seen weekly in individual therapy by their psychotherapists and attend group therapy 4 to 5 days per week.

Classifying a prisoner as EOP can be problematic. Some prisoners who meet the criteria for EOP designation absolutely do not want to be in the EOP program because of the frequency of individual and group therapy sessions required of EOP inmates. Prisoners can get official written reprimands for failing to keep appointments,

including mental health appointments, and an accumulation of these write ups will lead to loss of privileges. The condemned prisoners have few privileges and losing one or more can be devastating. Condemned inmates will sometimes fake severe symptoms as a way to get into the EOP program. The advantages to being an EOP client are that the prisoners get additional yard time, the weekend group is a "movie group," and still other groups are activity oriented, involving games and reading books. EOP clients also get out of their 5 x 9 cells more than do other condemned inmates and this both breaks up the incredible monotony of their lives and affords them the opportunity to socialize with peers. Occasionally, a high performing inmate will fake his way into the EOP program as a way to scam the other EOP clients, many of whom are seriously cognitively impaired. Others fabricate symptoms because enrollment in EOP program, and the accompanying voluminous clinical paperwork by his individual and group psychotherapists, can be useful in a state or federal appeal. Despite these occasional incidents of malingering, the great majority of the death row prisoners receiving group psychotherapy at San Quentin are unquestionably genuinely and seriously mentally ill.

Group therapy is held for 2 hours and in the group rooms at the San Quentin prison hospital, about a 5-minute walk from Death Row. Each group room consist of several small cells, called "cages" by the prisoners, which are approximately 7 feet tall x 3 feet square with a backless chair bolted into the floor. While still in their cells on Death Row, the prisoners are cuffed with their hands behind their backs and are escorted from the prison block to the group room by a Correctional Officer, who places them individually into the cages, which are then locked. Currently two condemned groups are held daily. This is done both to accommodate the large

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Group Therapy With Mentally Ill...

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number of EOP clients who attend group therapy and also because of the stratified social system that exists in prison. Many of the condemned prisoners, even those who are severely mentally ill, refuse to attend group therapy with an inmate who has committed a crime against a child or who is a known informant. Finding a peaceful compromise is not always possible and when the inmates absolutely do have to share group therapy with such a shunned prisoner, they usually refuse to acknowledge his presence.

Group psychotherapy has been shown to be remarkably successful with many of the condemned inmates, leading to increased medication compliance, less severe mental illness symptoms and a decrease in suicidal ideation. Social skills and courtesy are emphasized and for many, these are skills that have been long dormant. Interestingly, in group psychotherapy held in the “free world,” confidentiality needs to be continually reinforced but the intensity of this reinforcement is not necessary with the condemned inmates. Keeping a secret is part of the prisoner code and the clients are very good about remaining reticent regarding what is said in group therapy.

The group starts with a brief check in with each client and the clients absolutely have the right to “pass” if they don’t feel like talking. Following the check in, the facilitator reminds the clients of the group rules and the group goals. These goals can vary from

elementary CBT skills for depression and anxiety to more detailed DBT skills for personality disorders. Frequently, the clients will deviate from the stated goal to talk about recent events in their lives. Examples of these deviations are: the stress they are experiencing due to a prolonged “lock down” by custody, the delay in receiving a quarterly package, another inmate continuing to verbally harass them, a significant anniversary, such as a death in the family or the date of their first day of incarceration, a visit they recently had with a relative or friend, and the pride they feel in maintaining sobriety (drugs are not difficult to get in prison). It is not uncommon for them to read aloud letters in group therapy that they have recently received from people on the outside who are important in their lives. These changes in the stated group strengthen the group dynamic and in the process, the clients learn valuable coping skills from each other.

Facilitating group therapy with the death row inmates is a powerful clinical experience. With rare exceptions, the inmates are unfailingly courteous and attentive towards the facilitator and to each other, and continually striving to find meaning and purpose in their lives is indicative of the indominability of the human spirit.

Patrick O'Reilly, PhD, is a clinical psychologist at San Quentin State Prison. He is an Assistant Clinical Professor of Psychiatry at the University of California, San Francisco School of Medicine. Additionally, he is on the faculty at Alliant University, where he teaches Group Psychotherapy to Forensic Psychology doctoral students. He is former Chair of Bay Area Skeptics and past President of the San Francisco Psychological Association.

Semi-Structured Termination Exercises: A Compilation from the Groups in College Counseling Centers Listserv

Leann Terry, PhD

Last year a question was posed to the Groups in College Counseling Centers Listserv asking for exercises to do at termination with groups. Below are the compiled responses. Following the responses is further information about this listserv and ways to subscribe.

Reflection Questions

Personal Reactions/Experiences of the Group

- What has it been like being a member of this group?
- What has been the most helpful (and least helpful) about being in this group?
- What have you learned about yourself or what have you learned about how others view you?
- As you take a moment and reflect on all the group sessions, what were some of the most significant/memorable moments for you? What are some of the moments that had the most meaning for you?
- Is there anything you have not said that you might regret leaving unsaid?

Feelings Regarding Termination

- What are some of the different feelings people are having about this group ending?
- What kind of feelings are you having about the members leaving the group?
- What are some of the reactions people have to have new group members next term?

Member Feedback

My fear for you is that _____?

My hope for you is that _____?

What I'd like for you to remember most is _____?

The Five Questions

What I like to do is usually a repeat of what I have done for a structured activity at the initial session. I call them “The Five Questions.” They are not as scary as the title but they create here and now emotional relating. We do this for the first session as they introduce themselves and then again at termination. Here they are:

1. How do you feel about being here, now?
2. How do you feel about yourself now?
3. What brought you here?
4. What do you want to get out of being here?
5. How do you feel about another person here?

The last question I make them pick one person. They are not allowed to say, "I think everyone is great." Every person will individually go through the five questions. During this time the co-leader and I will make bridging comments to connect to others emotionally in session. We do this at the first session and at termination to talk about progress or areas of growth that might still remain. With a group of 7 members and two co-leaders it takes about 45–60 minutes to go through. We completed the questions too. This helps model participation and how to answer the questions.

The Gift Exercise

Think of a gift that you have received from each member (including the leader[s]). These can be things like hope, courage, laughter, an understanding of another's particular perspective etc. Then, think of a gift you would like to give each member. These are usually metaphoric or symbolic—a magic mirror to see yourself as you really are, a trip to Disney Land to play with your inner child, a dog, a funny movie and so on. We explain this the week before and ask group members to think about this over the week and come in with a list but it has worked all right when it has been done "cold." We go around the room. Each person gives their gift to the individual member who has volunteered to receive feedback. And, then each member talks about the gift they received from the member receiving the feedback. The person receiving the feedback responds and then you move on to another member.... in my group, I always include the leaders in the exercise.

Hope & Appreciation List

We do a hope and appreciation list. Send around a sheet with the words hope on one side and appreciation on the other. We have the sheets circulate through the group and have each member write something there. We remind them that this will be the last experience with that person so real feedback would continue to be helpful to that person in the future. After it goes around, we have the members read what was written and then have them add one hope and one appreciation for themselves. Members usually like it as they have something to take with them.

Rocks & Shells Activity

I get a number of rocks and shells prior to last session. When the clients enter the room, the items are all spread across a table. I also have short little glasses (we called them juice glasses in my family) and sand on the table. Each member gets a glass and fills it partway with sand. Then members are instructed to select a rock or a shell for each of the other members in the group. Once this is done, one member volunteers to pass her/his glass along the circle and all other members say something about her/him as they put the rock or shell in the glass. Members can voice positive attributes they noticed, recall things from group about the person they will remember, or voice hopes/wishes for the group member. The Group leader also participates, but does not select an item for the glass (optional).

After all members and the leader have spoken about the person, the member speaks about what participating in the group has meant to her/him and what she/he got out of participating. At this time, the member is instructed to select a rock or shell for her/himself. This process can take some time, so you may need to set time limits to get it completed within your time-limits. You may want to bring "press and Seal" or zip-loc baggies for the students to get their sand/rocks/shells home without spilling. Many members shed tears as the other member speaks about them and as they speak about their own growth over the semester. I have done this for two years and it is a touching ending to a group, marks personal growth, and a way to say goodbye.

The Web Activity

I like to do the "web" activity in which I bring a skein of yarn and one person starts by holding one end and then passing it to another group member, telling them how they have impacted them positively throughout group. That member then loops the yarn around their finger and passes the skein of yarn to someone else and so on until each person has both given and received feedback from every person (including group leader [s]). At the end, each person in turn uses a pair of scissors to cut the area of the web around them, so that they can have a tangible reminder of all the positive ways in which they impacted others and were impacted.

Symbolic Gifts I

This activity is done by having each group member bring a symbolic gift for every other member of the group, including one for themselves. (Usually they have a paper with the gifts written down which they share orally with the whole group). The leaders also bring symbolic gifts for each group member. The symbolic gifts are something they think the group member could use or something to symbolize their work. We emphasize that no money should be spent and that it is helpful to use one's imagination as much as possible. Gifts given today included: a badge of courage like the cowardly lion received, a magic mirror to help one see inside and get in touch with their feelings, a megaphone to speak into so others can clearly hear and know them better, and also a letter read aloud that they should have received from their mom expressing love and appreciation. We take turns giving each group member a gift from each group member consecutively so they can hear a theme emerge as the gifts are given. The group member then responds to the gifts and feedback given. This takes our entire last group session. The members are told about this at least the week before so they come to group ready to share their gifts. It is a powerful exercise and shows how well group members are heard, understood and cared about.

Symbolic Gifts II

I have been in groups where participants are asked to bring a "gift" to each member, explaining that we mean feedback or a wish. Several times, a group member has chosen instead to make a CD of music that is personally meaningful to her for every other group member. It has been touching. A friend showed me a beautiful journal book that an artist member made for every group member when she was terminating.



Leann Terry, PhD

(Continued on page 16)

Semi-Structured Termination Exercises

(Continued from p. 15)

Reviewing Goals

In many of my groups in an early session we write a summary of each member's stated goals, and how they might get in their own way of meeting these goals, on a piece of large newsprint. We frequently refer to the posted goals during sessions. When members are formulating their goals, the cofacilitators ask, "Would you like feedback if group members see you doing this?" or "What feedback from group members would be helpful to you?" (Facilitators take down the list of goals after each session and put them up at the next session.) At the last session we invite group members to think about how they have changed, either in terms of their stated goals or other ways. Other group members are invited to share the changes they have seen. Cofacilitators join in on sharing perceived changes. Sometimes we have done this in conjunction with the notecards exercise below. That takes up the entire session.

Note Cards With Wishes, Memories, or Feedback

We often distribute 4 x 5 note cards the week before termination and ask group members to write for every other group member either a memory from group, a piece of positive feedback, or a wish for that group member. (You can offer them the alternative on writing on notecards of their choosing.) Towards the end of the last session, participants distribute their cards to each other, so that each person ends up with 5–7 note cards with something positive to take

with them. I like to give them a week to work on this, because it is harder to think of things for some group members than for others. Cofacilitators haven't participated in this exercise. I hesitate to have people read these aloud because some group members may compare feedback and experience a repetition of a painful experience of being less "popular" than peers. However, I could see doing this aloud in the next to the last session and asking group members to talk about their experience during the exercise. You'd have one more session to bring closure to the group.

Groupsinscc@lists.fsu.edu is a list server based discussion group for professionals and graduate students interested in developing group interventions in the college counseling center setting. This group is co-facilitated by Anne M. Slocum McEneaney, PhD, Clinical Psychologist and Eating Disorders Specialist, New York University Health Services (anne.mceneaney@nyu.edu) and Joshua M. Gross, PhD, CGP, ABPP, FAGPA, Psychologist and Group Coordinator, Florida State University Student Counseling Center, jgross@admin.fsu.edu, and is administered through the Florida State University.

Subscription to *Groupsinscc@lists.fsu.edu* is available by writing to Josh at the email above or by logging on to the list server's dedicated webpage at <https://lists.fsu.edu/mailman/listinfo/groupsinscc> where you can self-subscribe. We are requesting that self-subscription be limited to professionals and graduate students working in the college counseling center environment. This website allows access to the list's archives, subscription and un-subscription, as well as other list options.

Book Review

Group-Centered Prevention Program for At-Risk Students by Elaine Clanton Harpine (Publisher: Springer)

Reviewed by Robert K. Conyne
University of Cincinnati

Group-Centered Prevention Program for At-Risk Students builds on Clanton Harpine's first book on this general topic of groups in schools, *Group Interventions in Schools: Promoting Mental Health for At-Risk Children and Youth*, which Andy Horne reviewed in the July 2009 issue of this newsletter (pp. 22–23). Please refer to the contents of that review because they highlight and set the stage for much of what continues, by design of the author, in this new book I am reviewing. Where, among other emphases, the first book introduced the topic of group-centered interventions within schools, this one explicates it by focusing on groups used for the prevention of at-risk problems faced by students in the schools (as well as a way to correct existing problems).

In addition, the emphasis of this book on group approaches to prevention is fully consistent with one of the major initiatives of the Society for Group Psychology and Group Psychotherapy. Beginning with a set of task force recommendations on this topic in 2000, the

Society has dedicated its APA convention theme to this area (2009) and its journal, *Group Dynamics: Theory, Research, and Practice* published a special issue (2010, Volume 14, Number 3) addressing the group-prevention nexus. I was involved in all these efforts, for example, co-editing with Dr. Clanton Harpine the journal special issue mentioned above. So, fair disclosure holds I indicate that I may not be a completely objective reviewer of this book which I think so clearly explicates the ongoing group-prevention emphasis that the Society (and the Association for Specialists in Group Work) has endorsed and which I, along with an increasing number of other psychologists, feel so strongly about.



Elaine Clanton Harpine

Consider the title of this new book for a moment. How does an author organize in one succinctly and well-written book the very large and complex topics of: "Group-Centered," "Prevention Program," and "At-Risk Students"? This is an ambitious project at the start, where diverse sets of concepts must be juggled successfully and it is not for the faint-of-heart. This level of challenge may explain, at least in part, why the field is dominated with a much more familiar line of scholarly work, practice, and research: "Individual-Centered,"

“Remedial Program,” and “Problem Students” (not to imply this line of inquiry and practice is unimportant or easy).

Clanton Harpine pulls this grand project off with aplomb. Her new book is conceptually sound, research-based, jam-packed with practical applications, and is written in a scholarly and readable style. The latter quality is especially apropos because the on-going applied focus of her book is on an intensive 10-hour prevention program based on group approaches she has developed, called Camp Sharigan, which uses reading as the means for exerting preventive effects. Because her group-based prevention program targets school-age children, and because reading is an essential life skill for children (and people of all ages in our society), it makes perfect sense to build a group-based prevention program around reading, which can be tackled in class, after class, during summer programs, and in community-based efforts. As Clanton Harpine indicates in a critically important point, “Camp Sharigan is not just a reading program. Reading is the intervention to change behavior and strengthen mental wellness” (p. 56). As an aside, I’ve always been attracted to the potential of using indirect approaches for improving mental health, especially in prevention programs, by involving participants in main-line activities such as reading or exercise or volunteer work projects, with mental health guidance and applications intentionally and integrally attached.

Why does this “reading program” work? A key reason, which will be of no surprise to readers of this newsletter, is because of the interactive psychoeducational group processes that run through it by

design. As the author points out, group interaction is essential for promoting learning and change. She goes further by saying, “Direct instruction or lecture is never included in a group-centered prevention program” and that “group interaction and group cohesion are built into every group-centered prevention program (p. 49).



Robert K. Conyne

This book may hold special value for those who want to apply or adapt the group-centered prevention principles that are presented. This is so because Clanton Harpine has taken the extra step of providing program development and evaluation tools that can be used by readers to help shape similar projects of their own. This is another unique feature of this book, taking theory and practice to a deeper level by assisting those interested to convert into action the ideas that may be inspired or at least stimulated by the many excellent applications about which they are reading.

Finally, I find little to criticize in this book and much more to praise. This is a book full of rich examples that is supported by relevant theory and research. It will be of direct help for those who themselves wish to develop group-centered prevention programs aimed at at-risk students and of general assistance to those who are interested in developing such programs for other populations. For all readers of this Newsletter and members of our Society, tying our group perspective and skills to prevention goals and programs is the next big step awaiting us. Doing so successfully will help broaden our impact, contributing to healthier people and settings. Thanks to Elaine for providing an excellent source to help guide this needed initiative.

Student Corner

The American Group Psychotherapy Association Annual Conference: A Student Networking Opportunity Supplementing Involvement in Division 49

Gregory Capriotti & Kyle Barry

We were asked to focus this column on the American Group Psychotherapy Association (AGPA), which is another organization in the world of group work providing various opportunities for students in addition to those offered through involvement with Division 49. In the spirit of group cohesion, our support (Division 49) for other organizations with a mutual interest in group work is important to the overall goal for all group workers, which is increased understanding of group processes for the benefit of clinical practice, research, and training. The AGPA is a separate interdisciplinary organization (i.e., psychiatrists, social workers, psychologists, nurses, etc.) whose mission is



Gregory T. Capriotti (left) and Kyle G. Barry

to enhance practice, research and training in group work, and has been since 1942. The week of February 28–March 5, 2011, was the annual AGPA conference held in New York City, and we believe that this event calls for a discussion of the student opportunities available that can supplement those offered through Division 49. For those student affiliates of Division 49 looking to expand their network within the field of group psychology, we decided that we would comment on our own experience at the AGPA conference as graduate student affiliates of Division 49.

We both attended the AGPA conference in 2009 (Chicago, IL) as eager students and

(Continued on page 18)

Student Corner

(Continued from p. 17)

again in 2010 (San Diego, CA) as student presenters. We found out first hand that AGPA is a very student friendly organization. In fact, one of us was able to earn a scholarship through AGPA in 2009 to attend the conference for free! As two people who know the ins and outs of the graduate student lifestyle, we know the word free will get your attention! Eligibility for the scholarship requires an updated curriculum vita, letter of interest, two letters of recommendation (one preferably from an AGPA member), a conference registration form, and a completed AGPA membership application. The fact that we were originally informed about this scholarship at the Division 49 hospitality suite at the 2008 APA conference (Boston, MA) nicely illustrates the beauty of group organizations supporting one another. This is just another example of the many doors opened for us through our involvement in Division 49.

If you decide to attend the AGPA conference, be prepared to see many familiar faces as many members of Division 49 are also members of AGPA (including both of us). This conference offers hands on training opportunities in the form of all day and half-day workshops that utilize actual group processes, with conference attendees as group members, in order for leading experts in the field to demonstrate cutting-edge group therapy techniques. This was definitely one of the most memorable and unique trainings that we can remember. In addition to the hands on training, our acceptance as presenters in 2010 demonstrates the level of respect the organization has for students and of the guidance that we can offer as graduate students. We both view our presentation at this conference, due to the respect

we have for our audience, as a defining moment in our transition from graduate student to (soon to be) early career professionals. If anything, the conference affords all students the opportunity to spend a week with researchers and clinicians that account for the majority of the group literature that we read every day. This is truly a star studded affair and a networking extravaganza.

Between involvement in Division 49 and the AGPA, graduate students can claim to have received mentoring and workshop training from some of the most well respected group workers in the business. Unfortunately, we were both unable to attend the AGPA conference this year due to internship interviews and current internship obligations, but we hope that any students who attended had as memorable of an experience as we did. We would love to hear from any student members of Division 49 who were able to attend this year's conference! For more information about the conference, student opportunities, and the AGPA as an organization, check out the AGPA website at www.agpa.org.

In the next two *The Group Psychologist* newsletters our focus will shift back to the annual APA conference which will be held in Washington, DC, specifically discussing student opportunities that may be available. After all, if it wasn't for our involvement in Division 49 and our time spent in the hospitality suite, we may not have had the experiences just described about AGPA! In closing, we just would like to back up a bit and acknowledge everyone for their hard work as graduate students and interns, and for investing energy into the practice of group work. We know that this is a challenging time, but it will be well worth it when it is all said and done. We look forward to the day when we can all see each other on the other side—as early career professionals, of course!

Committee Reports

Development Committee Report

Nina W. Brown, EdD, Chair

Some past development initiatives were passed on to other committees after they were created and implemented.

- A brochure was developed and is now in the hands of the membership committee for use and dissemination.
- Responsibility for constructing and disseminating a card at the national convention that lists the Society's conference presentations and social events was given to the Program Committee.
- Web site development and maintenance is led by Lee Gillis under the direction of the Publication committee



Nina Brown, EdD

New initiatives include stationary for the Society, the possibility of a book series on group psychology and group psychotherapy, a logo, providing coaching services for members (especially students and early career psychologists), collaboration

with other divisions for marketing and publicity, and applications for grants. We invite all members to provide input on these initiatives and to become involved where interested. A brief description of possible new initiatives follows.

Letterhead: This initiative is underway thanks to attending the APA Division Leadership Conference, where we could immediately access the staff who would do the work.

Book Series: Discussions with APA's acquisition's editor, Susan Reynolds, at the convention in August fueled this possible initiative. Envisioned at this time is a series of short books on various group topics that would be helpful and interesting for group leaders. Other publishers will also be contacted about possible publication. Examples of possible topics and foci for a series would be groups for the severely and persistently mentally ill, conducting task groups, facilitating groups for military families, consulting for groups and teams, school based mental health groups, and so on. Let me know if you have any interest in writing a book.

Logo: Proposed is a contest for the Society's logo, an identifier of what the organization is and does. This could be helpful for marketing and publicity.

Coaching: This could be an attractive member benefit and is conceived as a free or minimal cost service on a limited number of issues and concerns. For example, coaching could be provided for job interviewing, achieving tenure and/or promotion, research design, grant writing, starting in private practice, and other such topics. More details are being developed.

Collaboration: Two such initiatives have begun. Division 42 (Psychologists in Private Practice) has invited us to advertise in

their newsletter at no cost if they can do the same in ours. We are working out the details on this initiative.

The President-Elect of Division 46 (Media Psychology), Phyllis Koch-Sheras, and I discussed the possibility of cross sponsorship of CE presentations at the convention, and submission of an inter-divisional grant application to APA to fund these grants. Both of these initiatives will provide increased visibility for our Society and could lead to increased resources.

The committee is open to other ideas on marketing, publicity, and initiatives for additional revenue. Please send these and/or other thoughts and ideas to me at nbrown@odu.edu.

Report on Workshops in Family Psychology and Group Psychology

Gloria B. Gottsegen, PhD



Gloria B. Gottsegen, PhD

I attended the advanced specialization workshops in Family Psychology and Group Psychology as liaison from Division 49 on February 3–5, 2011.

Among the formal presenters were two Division 49 past presidents Joseph Kobos and Sally Barlow. Also in attendance were Rex Stockton and Josh Gross.

The presenters and their topics follow:

- **Lenore Walker, EdD, ABPP:** Future of Specialization
- **Melton Strozier, PhD, ABPP:** PTSD Biopsychosocial Impact on Family
- **Barry Jacobs, PhD, ABPP:** Family Caregivers
- **Joseph Kobos, PhD, ABPP:** Common Ethical Dilemmas in Group Interventions
- **David Starch, PhD, & Ruth Morehouse, PhD:** Sexual Intimacy in Couples Relationships
- **Florence Kaslow, PhD, ABPP:** Ethics in Family & Couples Psychology
- **Sally Barlow, PhD, ABPP:** Group Specialty Practice
- **Lenore Walker, EdD, ABPP, & Andy Benjamin, JD, PhD, ABPP:** Protecting Children in Domestic Violence Families

Treasurer's Report for 2010 (unaudited)

Lynn Rapin, Treasurer

This year-end report on Division 49 income and expenses for 2010 shows the Division in good fiscal condition. There may be slight inconsistencies between our internal documents and APA's final audited document available in February. Major highlights include:

Income: \$42,419

- Paid dues (\$8,287) have declined by about \$500 from 2009 figures, consistent with a small decline in membership.
- Journal royalty income (\$34,088) is based on 2009 sales, and reflects a decline in institutional and personal budgets, per APA. This is our key source of income and reflects the strong reputation of the journal.

Expenses: \$25,210

- Meeting costs (\$11,500) remained steady even with expanded attendance at the Midwinter Board Meeting due to scheduling the meeting at a major airport hotel for the third consecutive year.
- Following Board action, increased funding was devoted to member services including Member Development and web site development (\$2,639).

Net Income: \$17,209

Net Assets: \$ 74,087 equals the sum of cash on hand and short term investments. This included the net income, above.

New Budget Items added in 2010 include the following:

- Annual Convention Student Poster Awards up to \$300, \$200, and \$100.
- Division funded match of \$500 to Dr. Richard Moreland \$500 Dissertation Award
- Board-designated Set Aside Funds for Division Foundation Seeding (\$12,500 for 2009, \$12,500 for 2010 and \$15,000 for 2011. Funds for 2011 Set Aside will be generated from 2011 deposits.
- Increased funding to improve Division Web Site and to support membership initiatives.



Lynn Rapin

Division 49 Mid-Winter Board of Directors Meeting

**Presidential Conference Room, Embassy Suites Hotel
Atlanta, GA
January 8–9, 2011**

Attendees: Dr. Keim, Dr. Burlingame, Dr. Brown, Dr. Rapin, Dr. Conkright, Dr. Ritter, Dr. Kivlighan, Dr. Gottsegen, Dr. Gillis, Dr. Riva, Dr. Parks, Dr. Clanton-Harpine

Excused: Dr. Kulic, Dr. Barry, and Dr. Treadwell (via Skype)

Introductions

The mid-winter Board meeting was called to order at 8:45 am on January 8, 2011.

Dr. Keim asked the Board to introduce themselves and to talk about reasons why they are “group” people. Each attendee did so and Dr. Keim summarized the similarities that brought everyone together.

Dr. Keim introduced the agenda, stating that she was putting agenda items that required more time earlier in the time slots.

Dr. Keim presented the minutes for the August Board meeting that had been approved electronically.

The roster was circulated for updates.

Past-President's Report

Dr. Burlingame reported on his activities including: awards committee, evidence based group therapy and the GPRN.

President's Report

Dr. Keim summarized her activities including meetings with American Psychological Foundation, selection of the 2011 convention theme, organizing the midwinter meeting, the Arthur Teicher Group Psychologist of the Year (Arthur [Andy] Horne), selection of Dr. Eric Chen as Diversity Chair and the GPRN.

President Elect's Report

Dr. Brown gave a summary of the activities of the Development committee that included three items:

1. The website has been refurbished and migrated to a new hosting site.
2. The committee is considering several products, such as a line of books on group therapy, as a means of generating funds and recognition.
3. The committee also raised the possibility of creating a Foundation.
4. Dr. Brown suggested that abstracts of research and articles be made available for download on the website.
5. Related to marketing, Dr. Brown also suggested that some sort of banner or sign be put up during poster sessions in order to create more visibility.

6. She also suggested that we hire a nationally recognized speaker to present at the convention.

Treasurer's Report

Dr. Rapin distributed and reviewed the report. Financial Report highlights were noted (for details see report on page 19). Dr. Rapin stated that the division was in sound financial shape fiscally, especially with the journal bringing in \$30,000 in revenue. Money is currently being set aside for contribution to the Foundation.



Jean Keim, PhD

Dr. Rapin noted that in regard to the demographics of our membership it is an aging population. The implications for this are decreased dues-based revenue in the future.

Secretary's Report: N/A

Action Items and Strategic Planning Foundation

Dr. Keim asked the Board to separate in to groups of three and brainstorm about what creative used each group could envision for a hypothetical yearly fund of \$5,000, which would be potentially generated by the Foundation. Among the ideas generated were: scholarships, awards, grants, travel grants

A motion was made that the Board will commit to a minimum of \$12,500 for five consecutive years (2011–2016) through a combination of the Society's operating funds and/or donations to reach the American Psychological Association's \$100,000 contribution. This was passed without dissent. We currently have \$25,000 earmarked as a contribution that will be added to the above amount.

The board voted to contribute \$15,000 to the fund to raise it to \$40,000 upon receipt of funds in Feb/March from revenue.

Organizational Structure and Consolidation of Committees, Representatives, etc.

Development: Dr. Keim asked the Board to review the various committees and representatives to see if it were possible to streamline the organizational flow. The following decisions were agreed upon:

The Electorate Division, ABPP and GPRN would be combined with the Education and Training Committee.

Dr. Keim will appoint an ad hoc editorial search committee for the next journal editor and Dr. Conkright will present a report on its progress.

A decision was made to review year terms and to clarify length of terms.

A motion was made to change the bylaws to change the Development Committee from an ad hoc committee to a standing committee. This will be announced in the newsletter.

A decision was made to move the ad hoc committees on Public Interest, Public Education, Social Justice, International Relations and Women in Psychology under the purview of the Diversity Committee.

Dr. Conkright was asked to check with Dr. Moreland on the status of the Board's archival materials and to see if these are available to backup.

A decision was made to move the Committee on Early Career under the Membership Committee.

A decision was made to move the Foundation Committee under the Finance Committee.

Membership

Dr. Clanton Harpine gave a review of the current status of the membership committee, highlighting that membership is currently down, especially among students. There are currently 15 continuing students and 29 new students. She recommended that the newsletter be distributed at the convention at each workshop and program.

Development Committee

Dr. Brown reviewed several accomplishments, notably the creation of a new website and its migration to a new site, thank Dr. Gillis.

Publications Committee

Website: Dr. Gillis reported that the website has been moved to a new site, has been updated, and is now more user friendly. Dr. Gillis and ? are currently researching other sites in order to find inspiration for updating the overall look of the website. There was some discussion of having a member-only log on option on the site but there was no agreement as to what this would serve. A motion was passed unanimously to give the committee \$1,000 to be used for the website.

Listserv: The listserv is now being moderated by Lee Gillis.

Journal: Dr. Parks reported that the Journal was still in the early stages of the mentoring program but that it was doing well. He suggested that there be some research into making the journal available online as well as trying to get the journal listed and available on PubMed.

Dr. Parks said that for fiscal reasons the operating costs of the journal would be split over the next year in order to cover costs from the preceding year.

The board applauded the continued efforts in increasing the journal's impact factor.

Newsletter: Phone conversation with Dr. Treadwell. He will update dues information in newsletter. Newsletter is going well and he will continue to solicit articles.

Committee on Nominations and Elections

Dr. Burlingame presented a slate of names for possible consideration for nomination and the Board debated this. The following list for 2013 nominations was agreed upon:

- President: Dr. Lee Gillis, and Dr. Maria Riva
- Treasurer: Dr. Rebecca McNair-Semands, and Dr. Leanne Terry
- Members at Large: Dr. Sheri Bauman, Dr. Martyn Whittingham, Dr. John Dagley, Dr. Amy Nitza, and Dr. Eric Chen

Annual Report: The annual report compiled by Dr. Burlingame was approved.

Standing Committee Reports

Fellow: The committee report was reviewed. The Board encourages the committee to seek fellow-applicants in a more proactive manner.

Committee on Awards: Dr. Brown will chair and nominate members. The Arthur Teicher Group Psychologist of the Year will be Dr. Arthur (Andy) Horne.

Program Committee: Riva reported that the program is in completion stages. Activities for the suite were discussed. The division social will be Friday evening and a celebration of our

20 years. A special event for the original founders of the division will be held.

Education and Training: Dr. Riva reported the committee is assisting with the program.

Diversity: Dr. Eric Chen will be the new chair. The diversity award recipient will be forwarded to the awards committee.

Student: Barry unable to attend. Consult student report. The board would like the committee to be increased.

Working Committee Reports

Liaison Reports

APA Council Representative Dr. Gottsegen reported on her activities and the report of the previous representative Dr. Kaltenbach was received. The Board approved Dr. Gottsegen acting as a liaison to the American Academy for Couple and Family Psychology and the American Board of Group Psychology, February 3–6, 2011.

Federal Advocacy: Dr. Gottsegen reported on her activities. See report.



Division 49 Mid-Winter Meeting in Atlanta, January 8–9, 2011. L–R: Maria Riva, Nina Brown, Gary Burlingame, Craig Parks, Kathy Ritter, Dennis Kivlighan, Scott Conkright, Jean Keim, Gloria Gottsegen, Lynn Rapin, Elaine Clanton Harpine, Lee Gillis. Not Pictured: Kyle Barry, Kevin R. Kulic, Tom Treadwell

Division 49 BoD Meeting

(Continued from p. 21)

International Relations, Women in Psych, Early Career, Ed, Directorate: See report.

Ad Hoc Committees

GPRN: The Board decided to appoint Dr. Lynn Rapin as overall coordinator with assistance from Dr. Dennis Kivlighan. Dr. Burlingame and Dr. Keim will remain in advisory roles. The board recommended starting with initiatives in evidence-based therapy and then later pursuing practice-based initiatives.

Social Justice, Public Interest & Public Education: These have been moved to the diversity committee. See report for addition details.

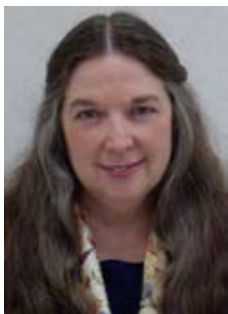
Research Supported Group Treatments (RSGT): Report was reviewed.

Diplomate and Credentials: Report was reviewed. The board supports more proactive recruitment of potential applicants. This committee was moved to Education and Training.

School-based MH Group Interventions: Dr. Clanton-Harpine's report was reviewed.

Prevention Corner

Elaine Clanton Harpine, PhD



Elaine Clanton Harpine

This is Part III of our series on training programs in group prevention. We started this series with a student request for schools which offer course work in group prevention. Part II of our series offered suggestions from several professors explaining how prevention was being taught at their university. In this our third column on group prevention training programs, we turn to a question from a reader interested in organizing a group prevention course. Prevention groups are truly striding to the forefront in many aspects of mental health and wellness: patient care medical prevention

groups, school-based prevention, community prevention groups, business and industrial prevention groups, and even outpatient therapy prevention groups. Yet, actual courses in group prevention or even courses with a prevention focus are sorely lacking. We definitely need to improve our training emphasis in group prevention.

EDITORIAL QUESTION POSED:

Dear Prevention Corner:

I'm intrigued by the discussion on courses in group prevention. We do not offer such a course, but I'd like to propose one to my department chair. What should be included in a course on group prevention? Do you have any suggestions for getting such a course adopted?

*Signed,
Interested*

RESPONSE

Dear Interested,

While the *Prevention Corner* column received several suggestions on what should be included in a group prevention course, we did not receive a response from anyone quite brave enough to put forth a course description. Therefore, I will attempt to summarize the suggestions received and venture forth with a course description which will hopefully generate future discussion from readers.

It was generally agreed that any course in group prevention must include a definition because students need to have a clear idea of what group prevention entails. There are many definitions being used. One that we might suggest appeared recently in a special issue on group prevention in our *Group Dynamics: Theory, Research, and Practice* journal. The definition states:

Prevention groups utilize group process to the fullest extent: interaction, cohesion, group process and change. The purpose of prevention groups is to enhance members' strengths and competencies, while providing members with knowledge and skills to avoid harmful situations or mental health problems. Prevention groups occur as a stand-alone intervention or as a key part of a comprehensive prevention program. Prevention encompasses both wellness and risk reduction. Preventive groups may focus on the reduction in the occurrence of new cases of a problem, the duration and severity of incipient problems, or they may promote strengths and optimal human functioning. Prevention groups encompass many formats. They may function within a small group format or work with a classroom of thirty or forty. Prevention may also be community-wide with multiple group settings. Prevention groups use various group approaches. Psycho educational groups are popular and, while some prevention psychologist works within a traditional counseling group, others use a group-centered intervention approach. Two key ingredients for all prevention groups are that they be directed toward averting problems and promoting positive mental health and well-being and that they highlight and harness group processes (Conyne & Clanton Harpine, 2010, p. 194).

As this definition implies, understanding group process (theory and application) was a universal suggestion made by all respondents. There are many universities which do not teach an undergraduate or even a graduate course in group theory and process. It is impossible to teach someone how to conduct a prevention group if they do not even know and understand the beginning principles of group process, interaction, and cohesion. Therefore it was universally believed that any course in group prevention must teach group theory, group facilitation skills, the change process, risk reduction strategies, group intervention skills, community and multicultural influences, program development skills, program evaluation techniques, and research skills, especially field research skills, since most prevention work does not occur in a strictly controlled laboratory setting.

Prevention groups cry out for understanding in group process. Many group counseling or group psychotherapy courses devote the majority of their course time to counseling techniques or psychotherapy techniques. It is often assumed that students can read and understand group process from the textbook. This is just not the case, and understanding group process is even more critical in group prevention. Therefore, any course in group prevention must stress teaching group process, theory and application.

Many respondents emphasized that students should know and understand the history of group prevention. The scope and potential for multidisciplinary collaboration with prevention groups should also be included.

One key element that was repeatedly mentioned is that any course in group prevention must teach students how to design, implement, and evaluate a group prevention program. This was seen by many as the heart and soul of a course in group prevention. Students should (1) learn how to identify and state a problem, (2) be taught how to conduct a needs assessment, (3) practice designing prevention programs, (4) actually design and implement their own simple prevention program or session, and (5) learn evaluation techniques and practice evaluating prevention programs, especially their own. A needs assessment was viewed as a critical component by many. Being able to design and implement a prevention program was seen as much more important than simply being able to pick up and run a prepared program. Program evaluation was also viewed as essential; students must be able to identify an effective versus an ineffective program. There are a host of different theorists who offer suggestions on how to teach program design (Clanton Harpine, 2008, 2011; Conyne, 2004; Horne, Bartolomucci, & Newman-Carlson, 2003; Matthews & Skowron, 2004; Wandersman, Imm, Chinman, & Faftarian, 2000), but it is universally agreed that program design, like group process, must be taught if prevention groups are ever to be successful.

Research was the other key component emphasized. The need to actually teach research methods that are appropriate and geared to the needs of group prevention have been stressed in many research studies (Kulic, Horne, & Dagley, 2004; Wandersman et al., 2008; Wandersman & Florin, 2003).

In light of such suggestions, the following course description might be offered:

Group Prevention, Theory and Process: This is a practice oriented course which emphasizes the difference between prevention groups, counseling groups, and therapy groups. Group theory and process will be emphasized, especially how to initiate interaction, bring about change in

groups, and help group members develop cohesion. In this course, you will perform a needs assessment on a problem of your choosing, design a prevention program to meet the needs of such an assessment, implement your prevention program, and then conduct a research-based evaluation of your prevention program.

The only suggestion put forth on course adoption was to stress the need for group prevention in your area. Group prevention is definitely a growing field and training is essential in order for students to be prepared.

I hope our suggestions have been helpful and look forward to further discussion on this topic. I have provided a short list of references which might be helpful as you pursue course development.

I hope that you or any of our readers who would like to respond to these suggestions will feel free to do so at clantonharpine@hotmail.com

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