

THE GROUP PSYCHOLOGIST

The Newsletter of Division 49 of the American Psychological Association



SOCIETY of GROUP PSYCHOLOGY
and GROUP PSYCHOTHERAPY

Vol. 23 No. 1
April 2013

President's Column

Emphasizing Training and Supervision

Maria Riva, PhD

Welcome! I am so pleased that you are all members of Division 49. I began my Presidency on January 1 and it has already been very busy. At our Midwinter Board meeting in early February we discussed the importance of emphasizing training and supervision of groups, two areas that are often neglected in the literature, research, and practice. At a time when group psychotherapy is becoming an even more widely used method of treatment and often considered the “treatment of choice” for certain problems, graduate courses in group have decreased in number and scope. The emphasis continues to be heavily on individual treatment, which of course is necessary but for an ever growing number of counselors, social workers, and psychologists, it is not sufficient for the future needs of the mental health field.



Maria Riva, PhD

treatments and that there are competencies in knowledge and skill that are evident in experienced group leaders. We need to do a much better job of training students and early career psychologists in these competency areas in order to increase their effectiveness in conducting groups. Our membership is rich with experience and energy across the entire spectrum of group leadership. Some of you provide training to others and may want to contribute your expertise to the Division. Others might want to receive some general or specialized training in how to facilitate a group.

I look forward to a year where I am able to learn from you, and hear your ideas about what types of training opportunities that you would like the Division to consider offering with regards to group practice, group research, and teaching group work. Cheers!

I will be looking at ways to increase the types and number of training and educational opportunities for group leaders and group researchers. Technology has increased our ability to offer group training using information on the web, webinars, and through the newsletter, the journal, and preconference and conference workshops and presentations.

We strongly believe that group psychotherapy has many unique components as compared to other therapeutic

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THE GROUP PSYCHOLOGIST

is published by Division 49:
Society of Group Psychology & Group Psychotherapy
of the American Psychological Association

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Submission Deadlines:

February 15, June 15, September 15

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

From Your Editors

Thomas Treadwell, EdD, CGP, TEP, Editor
Leann Terry Diederich, PhD, Associate Editor



Thomas Treadwell, EdD

It was nice seeing many of you at the AGPA Annual Convention in New Orleans and we are looking forward to APA's Convention in August. This is another excellent way to get reconnected, gain new skills and knowledge, and come together as part of a larger group to revitalize and enjoy each other's company.

In this issue, President Riva mentions in her column that group psychotherapy is becoming an even more widely used method of treatment and often considered the "treatment of choice" for certain problems. She proposes emphasizing training and supervision of groups, areas that have been neglected. Although she mentions that "the emphasis continues to be heavily on individual treatment," *there is now sufficient data showing group therapy is as efficient/effective as individual therapy* (Burlingame, 2011).

We are excited to share more about President-Elect Lee Gillis, who has the vision of focusing on graduate training and internship placement coupled with finding doctoral and master level programs fostering group psychology. This vision will assist students in locating programs of study. This is indeed

an area needing development to overcome the paucity of research and information. If you train undergraduate and/or graduate students in group psychology, please send Lee a note at lee.gillis@gcsu.edu.

We are excited to be a part of an organization that fosters and values the advancement of group psychology and group psychotherapy. In today's world, groups are an integral part of our communities. They range from a simple Gmail Hangout between friends (aka a popular method for a video conference call), to an executive board meeting in New York City, to a support group of cancer survivors, to organizations boycotting elections. Training individuals in how to best understand group dynamics and provide group psychotherapy is critical. We are pleased to see the Division Leadership fostering a culture of training and advancement of these crucial skills.

Articles or brief reports and news items can be e-mailed directly to Tom, Letitia, Noranne and Leann at ttreadwe@mail.med.upenn.edu, 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.



Leann Terry Diederich, PhD

Reviewers for *The Group Psychologist*

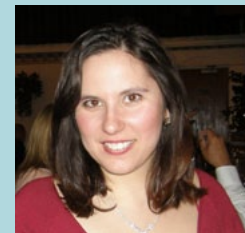


Letitia Travaglini, MA

Letitia Travaglini, MA, former research assistant to Aaron T. Beck, MD, at the University of Pennsylvania, and second-year doctoral student at the 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.

Noranne Kocher, MA, LPC, is a Readjustment Counseling Therapist with the Department of Veterans Affairs Medical Center in Coatesville, PA. She currently works with dual diagnosis clients in an extended inpatient rehabilitation setting, but has spent several years focusing on veterans with severe and persistent mental illness.

She obtained her BA and B.M. from Oberlin College and Conservatory of Music and her master's degree from the University of Maryland/Bowie State University, and most recently completed a certificate towards Pennsylvania counselor licensure (LPC) at West Chester University.



Noranne Kocher, MA

2013 Candidate Statements

Candidates for President-Elect

Dennis Kivlighan, PhD



Dennis Kivlighan, PhD

I am honored to be nominated to run for president of APA Division 49. The Group Division has been my intellectual and social home in APA. As a young group psychologist I was encouraged and supported by members of the Division and I want to make sure that our community of group psychologists remains vital and relevant for the next generation of group psychologists.

My deep and abiding interest in groups began with an introduction to positive peer culture groups at the United Methodist Children's Home in Richmond, Virginia and was cemented during my graduate school experiences working with Tom McGovern, Jack Corazzini, and Don Forsyth. I have been fortunate to have mentors who were and are imminent practitioners and researchers. For over 25 years I have continuously co-lead and conducted research on counseling, psychotherapy, and intergroup dialogue groups. My first professional position was as a staff psychologist and the group coordinator in the Counseling Center at the University of Maryland. Currently, I am a professor in the Department of Counseling, Higher Education, and Special Education at the University of Maryland. I had the honor of following Don Forsyth as the second Editor of *Group Dynamics: Theory, Research and Practice* and I continue to be on the editorial board of the journal. Editing *Group Dynamics* was a seminal experience for me. The real strength of Division 49 and by extension our journal is the complex perspectives and sophisticated understandings of groups that emerge when members of different disciplines and specialty areas engage in the practice and science of group dynamics. If elected president of the Division one of my goals will be to expand and deepen the interactions among the different specialties represented in the Division. A second passion for me is mentoring group practitioners and group researchers. I am particularly proud that my students have consistently presented posters and papers in the Division. I am particularly interested in indulging in my passion

by looking for ways to increase graduate students' and young professionals' participation in the life of our Division.

Paul Paulus, PhD



Paul Paulus, PhD

The study of groups has been my focus during my entire academic career. My recent efforts have focused on creativity and innovation in groups and teams. Although teamwork is in vogue, much of the groups literature suggests that many factors can limit the effectiveness of teams. I have spent more than 20 years investigating how to tap the creative potential of groups.

In some of my writing I have tried to relate that work to educational, work, and therapy groups. In the earlier phase of my career, I spent about 20 years examining the role of environmental factors in the health and well-being of inmates in prisons and army families in mobile home parks and apartments. So I have developed a keen appreciation of the importance of the link between basic research and practice. That is why I have been a member of Division 49 since its founding. The various areas of group psychology and group psychotherapy have much to offer one another. So it is important to foster both personal and intellectual exchanges in these domains. As President I would build on the prior efforts to further strengthen the connections among the different areas. The success of the Interdisciplinary Network for Group Research (INGROUP) has demonstrated the great potential of bringing people together from different disciplines interested in group research. Our vitality as a division will depend on the excitement of our programs and the ability to draw new members, including student members. There have been some excellent discussions of these issues in *The Group Psychologist*. Hopefully, in the next few years we can build on the ideas in the pipeline and new ideas to enhance the division.

I have spent my entire academic career at the University of Texas at Arlington. In addition to my research and teaching, I have served as Chair of the Department of Psychology, Associate Dean of the College of Science, and Dean of the

College of Science. I have also had visiting appointments at Bar Ilan University, the University of Groningen, the University of Sydney, the University of Pittsburgh, Carnegie Mellon University, and the Uniformed Services University of the Health Sciences.

Candidates for Member-at-Large of the Executive Committee

Scott Conkright, PsyD



Scott Conkright, PsyD

Scott Conkright, PsyD, is a psychologist in private practice in Atlanta. He specializes in the treatment of depression, anxiety, and addictions. He has taught at Argosy and Oglethorpe University, and has conducted workshops for professionals and the general public on topics such as sexuality, the use of metaphor in group therapy and Lacanian psychoanalysis. He is a former member of the affiliate Board of Directors for

the American Group Psychotherapy Association and is a past president of the Atlanta Group Psychotherapy Society. He also writes for professional and nonprofessional journals and has recently completed a book on Lacan and group psychotherapy. He is currently Secretary of Division 49.

Joe Powers, PhD



Joe Powers, PhD

Joseph P. Powers, PhD, director of Group Psychotherapy at McLean Hospital in Belmont, MA, clinical instructor in Psychiatry at Harvard Medical School. I have endeavored to practice a tripartite model of practitioner, educator, and trainer in group psychology and group psychotherapy through development of hospital-based programs for inpatient, partial, and residential programs. This extends to working on an intense level with multiple diagnostic clinical popula-

tions, especially emphasizing creativity and recovery. Finally, my involvement in clinical training programs has included Child and Adolescent Psychiatry Fellows, Residents, Psychiatry Fellows, Interns, Practicum students, and extensive training of hospital staff on the basics for leading successful groups. I would hope that I could bring this experience to Division 49 and contribute to the growth of the organization.

Sam Steen, PhD

Sam Steen, PhD, an assistant professor of counseling at George Washington University, has a decade of school counseling experience. He has published both articles and book chapters about school-based group counseling interventions, training and preparation for group work, and school counselors' perceptions of their current practice in group work.

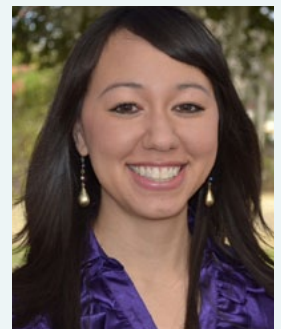


Sam Steen PhD

Candidates for Secretary

Jennifer Alonso, PhD

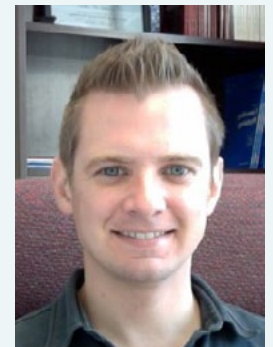
Jennifer Alonso received her doctoral degree in Clinical Psychology from Brigham Young University. She works at the University of Florida's Counseling and Wellness Center, where she serves as the Group Therapy Coordinator over 25 groups a semester. She enjoys teaching and sharing her enthusiasm for group with students and colleagues.



Jennifer Alonso, PhD

Joe Miles, PhD

Joe Miles is an assistant professor of counseling psychology at the University of Tennessee, where he teaches two group counseling courses, and researches group process and outcome, and multicultural group interventions. He is currently a member of the Diversity Committee and co-chair for the Early Career Committee of Division 49.



Joe Miles, PhD

Candidates for Council Representative

Sally Barlow, PhD

Council Representative is a very important position; Division 49's interests must be at the forefront of any representative's strategy when attending meetings during the year. I attended



Sally Barlow, PhD

just one council meeting many years ago when the representative at that time could not attend, and found myself intrigued by the tumultuous group dynamics—likely due to the push and pull between this legislative branch and the APA executive branch. Over the years I have watched Gloria Gottsegen's dedicated responsibility to our society and would hope to replicate this dedication if I were elected to the position. As a past president of Society 49, and the current president of the Academy of Group Psychology of the American Board for Professional Psychologists (ABPP), I have learned a great deal about the twin goals—essential tensions, really-- of attending to administrative minutiae vs. providing creative initiatives that sustain such organizations.

Jean Keim, PhD



Jean Keim, PhD

It is my pleasure and honor to accept the division's nomination for Council of Representatives. I believe the role of Council of Representatives (COR) is critical to 49. Recently, I was asked to substitute for our current representative, Gloria Gottsegen, at the Council Meeting. Her work on the Council over the years has been an amazing contribution to 49. As her term ends, we owe her thanks.

The meeting, although an unexpected request from 49, was an excellent opportunity to determine my fit with the Council and my ability to meet the demands of a Council Representative. I'm happy to report that, upon self-reflection, the fit was excellent and I believe I have the skills necessary to represent 49. I have been interested in APA governance for over 20 years, and believe, given my motivation and experience, that this is the time for me to serve. My commitment to 49 is unwavering.

I am aware of the needs of Division 49, the Society for Group Psychology and Group Psychotherapy. For example, I worked to establish and fund a group psychology and group psychotherapy foundation based on desires of the division. My experience as division president provides insight into our members' needs and the direction 49 desires for APA. I have an understanding of the impact of APA policies on 49 and the ability to voice our concerns to the larger group of representatives. Additionally, my having achieved the ABPP in Group

is evidence of my commitment to Group Psychology and Group Psychotherapy.

In summary, I continue to believe in the power of group, and the critical importance of representing 49's concerns to the Council of Representatives. I have a record of commitment to 49 and am honored to serve the division. Having substituted at the council meeting, I realized that I fit well with the experience levels of other representatives. Finally, my motivation and willingness to work tirelessly to benefit the division will be my greatest asset as a Council Representative. Words cannot describe the honor it would be to continue my service to the division in this capacity.

Kathleen Y. Ritter, PhD

I am honored to have my name on the ballot to represent Division 49 on the APA Council of Representatives. I have been a Member-at-Large on the Division Board of Directors, participated in selecting group-related programs for the APA annual convention, and I am a Fellow of the Division. I also have served several terms on the editorial board of the *Journal for Specialists in Group Work*, and am a Fellow of the Association for Specialists in Group Work. I have presented numerous programs at professional meetings related to group-related topics. My interest in psychodynamic group therapy has led to two recent articles in *The Group Psychologist* (Vols. 16[1] and 18[3]), and several related presentations, as well as others about spirituality in groups.



Kathleen Y. Ritter, PhD

I am a professor of counseling psychology at California State University, Bakersfield, where I have spent my nearly forty-year career teaching, practicing, writing, and presenting. During this I have come to see group psychology and group psychotherapy as undervalued by clinicians, training programs, researchers, licensing boards, funding agencies, and insurance companies. Compared to other divisions in APA, we are small and advocacy for group modalities is sorely needed, both within our organization and in the public arena. If elected, I will cast my votes at APA Council in the interest of group psychology and group psychotherapy. I also will seek input from the Board of Directors and Division members on issues facing the Council of Representatives, as well as keep the Division informed of those matters.

Group Psychotherapy Column

The Co-Therapist Model in Groups

John "Sparky" Breeskin, PhD

It is an unfortunate reality that many group therapists run a group therapy session by themselves and while this may appear to be an obvious income generator by the organization, I consider such a practice to be a significant professional error and I will list my reasons for this statement.

1. A single group therapist, no matter how skilled, cannot conceivably keep up with the richness of group experience. Important cues, particularly nonverbal ones, are in danger of being missed.
2. Running a group by yourself significantly increases the possibility of therapist burn out since there is no way that you can pace yourself.
3. Running a group by yourself falls below the minimum benchmark of approved professional practice and can



John "Sparky" Breeskin, PhD

damage you, your clients, and the agency for which you work.

4. Last, but not least, running a group by yourself is dumb; spelled D.U.M.B.

I feel so strongly on this subject that when young professionals ask me for my support, I am only too willing to supply them with "the letter," which comes in three flavors: mild, spicy, and hot. An example of a mild letter appears below.

Many times, in my career, I have been asked to consult to co-therapy pairs. I have not at all been surprised to find that this compares very closely with couple's therapy. The problems, although they come wrapped in different packages, are quite similar. The pair involved has not been able to acknowledge, let alone resolve, the power differential that exists between them. To say that "we are both the same" is a copout. This can never be true. One person in

Director of Training
Mercy Day Hospital
Anywhere, New Jersey

Dear Mrs. Campania,

A young professional in your organization, Thomas D., has asked for my opinion as to the practice of having a single mental health worker running a group by himself. I don't think that this is a wise idea, and I'm willing to share my thoughts on the subject, as I am a national and international specialist in the area of group therapy under discussion.

No therapist, no matter how experienced or skilled, can possibly follow the complexity of group process without running the risk of significantly missing important cues.

In addition, because of the stress involved, it is all too possible for beginning therapists to become quickly burned-out.

From a professional point of view, running a group with one therapist falls below the minimum professional requirements in the mental health field, and I'm sure your organization would not want to be in a position

of giving that impression to mental health regulatory agencies.

The sad fact is that the young man under discussion has many demonstrable potential skills to become a fine therapist. It is my concern that unless he works within a supportive professional environment, he will become discouraged and seek another professional career.

With respect to finding an appropriate co-therapist, nothing could be easier. Asking for a volunteer and qualifying that person through a volunteer training program will cost the organization nothing. There are many fine group therapists, whom, it is embarrassing to say, have never set foot day one in any graduate school program: they are naturals and relate to people in a very positive and empathic manner.

I hope these comments have been helpful. If you have any questions, please do not hesitate to contact me.

Respectfully,
John Breeskin, PhD, ABPP

the pair may have higher academic degrees, may have more initials after his or her name, may be more charismatic, or may have more time in the organization. The nature of the power differential imbalance is immaterial, but it must be acknowledged by the two people involved in order for them to work smoothly together.

The pair has the opportunity to model collegial support and respect by their interaction for the group participants. It is not too strong a statement to say that their interaction must be seamless. They must practice picking up on each other's comments in a non-competitive manner.

If Bob and Alice are running the group together, Alice says, "Picking up on a comment of Bob's, I would like to add Bob says, "That comment of Alice's helped me understand what just happened." This kind of collegial support and respect will provide a powerful interpersonal model for the group participants and will significantly diminish the amount of anxious gossip that the group members exchange with one another in the parking lot just after the group meeting.

I always choose a woman to be my co-therapist in a group. This creates issues that must be addressed. In terms of dysfunctional

dynamics, it is all too easy to consider my co-therapist and me to be parental figures and the clients themselves the children. If not carefully anticipated, this dynamic can turn into potentially disruptive sibling rivalry based upon the scarcity model. My second wife was a psychologist herself and we did groups as a co-therapy pair for 10 years. This could have provided a rich screen of fantasy and projection on the part of the clients since my wife and I were not only working together but we were sleeping together as well. This is still another reason why a co-therapy pair must model healthy relationship behavior in front of the group participants.

Additionally, according to my group developmental model, the person who is taking the lead for the first third of the group history steps down, and the indigenous leaders, with the active support of the co-therapist, takes over the leadership of the group in stages two and three.

I am a superb bus driver; the passengers will get to their destination safely, and they will hear an interesting rap about the journey itself. I am also a loyal and helpful bus passenger provided, of course, that I trust the bus driver. This is still another positive role model that co-therapists can offer to their groups.

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Renew Division 49: APA Members, Associates, and Fellows may renew via www.apa.org/membership/renew.aspx. Professional Affiliates (professionals with no membership in APA) and Student Affiliates may renew at www.apa.org/divapp.

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Website: www.apadivisions.org/division-49/index.aspx

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Journal: You can access the journal, *Group Dynamics: Theory, Research and Practice*, online at www.apa.org via your myAPA profile. Log in with your user ID or email and password.

Newsletter: The newsletter is sent out on the listserv and is available on the website.

Membership Issues: Contact Keith Cooke at kcooke@apa.org.

Group Psychology and Group Psychotherapy Diversity Column

Multicultural Competence and Social Justice Advocacy in Group Psychology and Group Psychotherapy

*Eric C. Chen, PhD, Chair, Diversity Committee
echen@fordham.edu*



Eric C. Chen, PhD

The recognition of advocacy and social justice in the fields of psychology has gained momentum over the past decade. The ethical standards of the American Psychological Association [APA] (2002) and the APA's Guidelines on Multicultural Education, Training, Practice, and Organizational

Change for Psychologists (2003), for instance, have called for psychologists to assume their responsibility as agents of change in promoting social justice. If social justice represents a vision of society such that there is an equal distribution of resources and all members of society are ensured to function in a safe and secure environment (Bell, 1997), a similar vision may be actualized within organizations (e.g., schools, colleges, and hospitals). After all, the organizational context, which consists of norms, processes, and structures, directly and indirectly shapes the direction and emphasis of policies as well as the roles and responsibilities of mental health and educational professionals. As such group psychologists as change agents seek to achieve structural transformation at a systemic level rather than limiting psychological interventions at the individual level.

Constantine and Sue (2005) posit that multicultural competence and social justice are inextricably linked through their shared purpose of removing institutional, systemic, and social oppression, thus ensuring equity for all individuals. In the context of group psychology, multicultural competence and social justice are equally important dimensions of our work with culturally diverse populations. As group psychologists we thus are called to expand our professional activities and roles to include social justice and advocacy work in order to best serve our culturally diverse clientele. We can bring to light issues on which we have personal or professional experience mainly through our work, such as immigration, homelessness, inner city education, and mental illness.

Against the backdrop of the current public debate about access to educational and health services for undocumented immigrants, for example, we as group psychologists could give voice to the estimated 11 million undocumented immigrants in the United States according to the Pew Hispanic Center (Passel, 2005). In June 2012, the Deferred Action for Childhood Arrivals memorandum provided undocumented immigrant youth with easier access to higher education through temporary working permits and social security cards. This program will likely increase the number of undocumented students planning to seek higher education as well as the visibility of those students who already attend college.

Following the outcomes of the 2012 elections in the United States, various bipartisan immigration reform proposals are circulating in the congress to provide a path for undocumented immigrant youth to legalize their status in our society. As a result of these likely legislation changes in the future, undocumented students will become more visible on college campuses since the legality of their presence is no longer disputed. Group psychologists working in university counseling center settings need to develop their multicultural competence, on one hand, and to serve as social justice advocates, on the other, in order to effectively address the unique issues faced by undocumented college students.

The social justice efforts of group psychologists could include facilitating a counseling group as a supportive environment for undocumented immigrant students to address developmental, situational, and academic concerns (Steen, Bauman, & Smith, 2007). Group counseling provides a potent milieu for promoting lasting social change, mainly due to its therapeutic power of instillation of hope, universality, and imparting of information (Yalom & Lesczc, 2005). A counseling group is helpful also because it focuses on education and psychological exploration of undocumented immigrant students' shared experience. Members in this small group validate their own resilience, which they have demonstrated in continuously overcoming educational, psychological, and social barriers against a challenging, if not harsh, political backdrop (Ellis & Chen,

in press). They also receive consultation and share resources regarding their legal, educational, and career options.

As social justice advocates, group psychologists can also facilitate consciousness-raising in a number of ways. Through presentations or workshops and group discussion that follows, for instance, those present learn about what could be done at the individual and systemic levels to reach out to undocumented immigrant students on campus. Other efforts may include forming partnerships and alliances with other student or faculty groups as well.

So, I would like to invite you to reflect on the following questions in your current roles and functions as group psychologists or trainees. For which marginalized populations in our society can I serve as a social justice advocate? How do I address my own multicultural competencies in working with this population? What roadblocks exist in my own social justice efforts as a group psychologist in this role? And how do I overcome these roadblocks?

In conclusion, we, as members of our society and of the psychology profession, have an important role to play, individually and collectively, in setting social justice and empowerment initiatives in motion within our organizational system. We as individuals work with and influence our colleagues and together we develop intertwined and collective consciousness. In so doing, we start building communities in our own social and professional groups. Gradually in our organizational system community power is built and extends beyond individuals who share the same commitment to a just and equitable society, and “in and through community lies the salvation of the world” (Peck, 1987, p. 17).

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Treasurer's Report

Rebecca MacNair-Semands, PhD, CGP, Treasurer



Rebecca
MacNair-Semands, PhD

We ended 2012 with just over \$40,000 in income, including royalties from the journal at \$33,454. We were able to reduce our newsletter costs from 2011 by using the website for more detailed reports, a savings of almost \$800 from the previous year. The 2013 year should provide even further savings following the board's decision to distribute the newsletter electronically, which is

estimated to save another \$4,000 in costs. In considering what our members needed, we learned from APA that over 90% of our readers used email regularly for communication and that most other divisions had already shifted to an electronic format, which benefits the environment as well as the budget.

After contributing to the Foundation, our final expenses totaled just over \$37,000. We remain strong in our net assets with investments totaling over \$43,000. For more details, please visit the website.

Society of Group Psychology and Group Psychotherapy APA Convention Program 2013

Day, Time	Event, Title, People
Wednesday, July 31 8:00 AM - 8:50 AM	Skill Building Session (S): Group Centered Prevention Programs: A New Approach for Creating Change With At Risk Students Chair Elaine Clanton Harpine, PhD
Wednesday, July 31 9:00 AM - 9:50 AM	Symposium (S): Ethical Issues in Working With Diversity in Groups: Selection, Preparation, and Intentionality Chair Rebecca R. MacNair Semands, PhD Participant/1stAuthor Rebecca R. MacNair Semands, PhD Title: Ethical Issues Related to Social Justice in Groups Cheri L. Marmarosh, PhD Title: Training Culturally Competent Group Therapists: the Ethics of Training the Next Generation of Leader Maria T. Riva, PhD Title: Shedding Light on Group Research With Culturally Diverse Persons
Thursday, August 1 10:00 AM - 10:50 AM	Skill Building Session (S): Using Self Disclosure in Group Psychotherapy: Strategies for Enhancing Group Cohesion Chair Nancy K. Farber, PhD
Thursday, August 1 11:00 AM - 11:50 AM	Symposium (S): Closing the Scientist Practitioner Gap: Applying Interpersonal and Attachment Theory to Group Work Chair Martyn Whittingham, PhD Participant/1stAuthor Cheri L. Marmarosh, PhD Title: One Size Does Not Fit All: Applying Attachment Theory to Group Work Martyn Whittingham, PhD Title: Focused Brief Group Therapy: How Interpersonal Theory and Formal Assessment Can Enhance Outcomes Dennis M. Kivlighan Jr., PhD Title: Attachment and Interpersonal Styles: How They Influence Group Climate Discussant Dennis M. Kivlighan Jr., PhD
Thursday, August 1 12:00 PM - 12:50 PM	Skill Building Session (S): Practice Based Evidence in Group Psychotherapy: Responding to Client and Group Process Feedback Chair Robert L. Gleave, PhD Participant/1stAuthor Tom Golightly, PhD Title: Introduction to Practice Based Evidence and the Group Questionnaire Mark E. Beecher, PhD Title: Using the Group Questionnaire to Better Understand Individual Members in Group Psychotherapy Derek Griner, PhD Title: Using the Group Questionnaire to Better Understand Multiple Members in the Same Group Jenny A.N. Cannon, PhD Title: Using the Group Questionnaire to Better Understand Group Interactions With the Leader(s) Kelly Abbott, PsyD Title: Using the Group Questionnaire to Compare Different Groups
Friday, August 2 12:00 PM - 12:50 PM	Poster Session (F): Group Dynamics and Psychotherapy Poster Session Participant/1stAuthor Sam Steen, PhD Title: Does Sharing Personal Reflections on Group Process Improve Group Cohesion? Co Author: Elaina A. Vasserman Stokes, MA Co Author: Rachel Vannatta, MEd Samantha J. Schwartz Oscar, PhD Title: Comparison of a Cbt+life Review Intervention and a Life Review Only Intervention for Older Adults

Day, Time	Event, Title, People
	Sean C. Woodland, BS Title: A Systematic Inquiry of Outcome Measures in Group Psychotherapy Co Author: Gary M. Burlingame, PhD Co Author: Kyle Lindsay Co Author: Paige McAllister
	Carilyn C. Ellis, MA Title: What Leads to Service Member Engagement in Group Therapy: Factors Affecting Patient Working Capacity Co Author: Timothy Cooper, MA Co Author: Nathan Engle, BA Co Author: Mary A. Peterson, PhD
	Alia R. Warner, EdS, MS Title: Mindfulness Based Stress Reduction for Female Inmates: A Group Curriculum Co Author: Sabrina M. Di Lonardo, EdS, MS
	Delia Avelar, MA Title: A Culturally Responsive Program to Decrease Depressive Symptoms for Immigrant Latina Women
	Emma R. Kahle Title: Hope and Vitality As Interactive Predictors of Depressive Symptoms and Suicide Behavior Co Author: Edward C. Chang, PhD Co Author: Jenny Y. Lee Co Author: Elizabeth A. Yu Co Author: Marisa J. Perera, BA Co Author: Yvonne Kupfermann Co Author: Jameson K. Hirsch, PhD
	Miho Yamada, MD Title: A Practice of Hula Care Support Program Between Mother Child and Undergraduate Students Co Author: Tsuyoshi Yamada, MD
	Kathryn M. Pavlik, PsyD Title: Evidence Based Group Treatment Model Adapted for a Female Homeless Population Co Author: Hannah L. Miller, PsyD Co Author: Cynthia E. Munoz, PhD
	Sarah M. Rotsinger Stemen, BA Title: Focused Brief Group Therapy: an Effectiveness Study Co Author: Martyn Whittingham, PhD
	Michelle Sobon, BA Title: Assessing Change Patterns of the Overly Accommodating Subtype Within Focused Brief Group Therapy Co Author: Martyn Whittingham, PhD
	Lee Gillis, PhD Title: Shunda Creek: Intentional Individually Focused Adventure Therapy in a Young Adult Residential Addiction Group Co Author: Keith C. Russell, PhD
	Kevin A. Hallgren, MS Title: Effect of Purported Mediators on Outcomes in a Five Day Residential Group Therapy Program Co Author: Erin Deneke, PhD Co Author: Elizabeth E. Epstein, PhD Co Author: Ann Smith, MS Co Author: Austin Houghtaling, PhD
	Bobbi L. Beale, PsyD Title: Kinesthetic Metaphors in Adventure Therapy Groups for Traditional Community Mental Health Settings Co Author: Anita R. Tucker, PhD Co Author: Lee Gillis, PhD
	Leslie H. Ponciano, PhD Title: Developing a Measure of Group Attachment
	Maria Kajankova, MSE, BA Title: Dual Relationships and Power Negotiation in Counselor Training Groups Co Author: Eric C. Chen, PhD Co Author: Jill Huang, MEd Co Author: Kali R. Rowe, BA

Day, Time	Event, Title, People
	<p>Elizabeth B. Cleves, MA Title: Group Therapy for Adult Children of Narcissistic Parents From a Control Mastery Perspective</p> <p>Leslie E. Stelljes Nanson, BA Title: Room for Two: Creating Space for Men in a Women's Group Co Author: Rachel M. Sassoon, MEd Co Author: Jonathan C. Stillerman, PhD</p> <p>Karen E. Farrell, PsyD Title: Attitudinal Shifts in Graduate Students Training With Stereotyped Populations Co Author: Diana J. Semmelhack, ABPP, PsyD Co Author: Lauren Fetherolf, MA Co Author: Hiren Ghayal, MA Co Author: Christina Gentile, MA</p> <p>Diana J. Semmelhack, ABPP, PsyD Title: Psychotic Thinking in Our Social Groups: Harnessing Primary Process Thinking for Creative Work Co Author: Larry Ende, PhD Co Author: Clive Hazell, PhD Co Author: Karen E. Farrell, PsyD</p>
Friday, August 2 1:00 PM - 1:50 PM	<p>Symposium (S): Efficacy/Effectiveness of Small Group Treatments: A worldview perspective</p> <p>Chair Gary M. Burlingame, PhD</p> <p>Participant/IstAuthor Jyssa D. Seebeck, BS Title: Differential Efficacy of Group Versus Individual Format Using Equivalent Treatments Co Author: Shelli Jones, BA Co Author: Gary M. Burlingame, PhD</p> <p>Brian Redford, BS Title: Efficacy/Effectiveness of Small Group Treatments With Schizophrenic Patients Co Author: Shelli Jones, BA Co Author: Gary M. Burlingame, PhD Co Author: Jyssa D. Seebeck, BS</p> <p>Tristin Roney, MA Title: A Meta Analysis of Group Treatments for Borderline Personality Disorder Co Author: Jenny A.N. Cannon, PhD Co Author: Gary M. Burlingame, PhD</p>
Friday, August 2 2:00 PM - 2:50 PM	<p>Presidential Address (N): Presidential Address: Training and Supervision in Group Psychotherapy</p> <p>Participant/IstAuthor Maria T. Riva, PhD</p>
Friday, August 2 3:00 PM - 3:50 PM	<p>Title: Training and Supervision in Group Psychotherapy</p> <p>Business Meeting (N): Division 49 Business Meeting</p>
Saturday, August 3 8:00 AM - 8:50 AM	<p>Skill Building Session (S): Developing Sexual Assault Survivor Groups in a College Setting</p> <p>Chair Mandy Mount, PhD</p>
Saturday, August 3 9:00 AM - 9:50 AM	<p>Symposium (S): Multicultural Competence and Social Justice Across Borders in Group Counseling</p> <p>Cochair Eric C. Chen, PhD Matthew Spieler, BA</p> <p>Participant/IstAuthor Jill D. Paquin, PhD Title: Themes on Multiculturalism and Social Justice in Group Counseling Research Co Author: Joseph R. Miles, PhD Co Author: Eric C. Chen, PhD</p> <p>Rick Trammel, PhD Title: Multicultural Groups and Social Justice Issues With Transgender Native Hawaiians Co Author: Patrick K. Kamakawiwo'ole, PsyD Co Author: Eric C. Chen, PhD</p>

Day, Time	Event, Title, People
	<p>Allyson Regis, MEd Title: Ethical and Legal Considerations in Group Counseling for Undocumented Immigrants Co Author: Kourtney Bennett, MEd Co Author: Eric C. Chen, PhD</p> <p>Gary L. Dillon, Jr., MA Title: Group Counseling With Undocumented College Students: Supports and Barriers Co Author: Jill Huang, MEd Co Author: Eric C. Chen, PhD</p>
Saturday, August 3 10:00 AM - 10:50 AM	<p>Discussion (N): Meet The Experts in Group</p> <p>Chair Kathleen Ritter, PhD</p> <p>Participant/IstAuthor Dennis M. Kivlighan Jr., PhD Robert K. Conyne, PhD Gary M. Burlingame, PhD Zipora Shechtman, PhD</p>
Saturday, August 3 11:00 AM - 11:50 AM	<p>Invited Address (S): Global Perspectives in Culturally Responsive Practice and Training in Group Psychology</p> <p>Chair Fred Bemak, EdD</p> <p>Participant/IstAuthor Fred Bemak, EdD Title: Global Perspectives in Culturally Responsive Practice and Training in Group Psychology</p> <p>Rita Chi Ying Chung, PhD Title: Global Perspectives in Culturally Responsive Practice and Training in Group Psychology</p> <p>Robert K. Conyne, PhD</p>
Saturday, August 3 12:00 PM - 12:50 PM	<p>Invited Address (N): Arthur Teicher Group Psychologist of the Year</p> <p>Chair Maria T. Riva, PhD</p> <p>Participant/IstAuthor Dennis M. Kivlighan Jr., PhD Title: Where Is the Group? How to Get the Group Into Our Group Research</p>
Sunday, August 3 8:00 AM - 9:50 AM	<p>Skill Building Session (S): Object Relations & Family Systems in Group Psychotherapy: Overview & Demonstration of Process</p> <p>Chair Kathleen Ritter, PhD</p>
Sunday, August 4 10:00 AM - 10:50 AM	<p>Symposium (S): Group Therapy Treatment Outcome: Exploring the Influence of Group and Individual Factors</p> <p>Participant/IstAuthor Margaret Anne Mackintosh, PhD Title: Factors Predicting Differences in Group Treatment Outcomes Co Author: Jennifer A. Schneider, PhD Co Author: Nancy M. Cha, PhD Co Author: Leslie A. Morland, PhD</p> <p>Karin M. Hodges, PsyD Title: How and for Whom Does Socioeconomic Hardship Influence Psychodynamic Group Treatment Outcome? Co Author: Katie L. Randall, BA Co Author: Xiaodong Liu, EdD</p> <p>Erin Deneke, PhD Title: Sustained Inter and Intra Personal Change After Brief Residential Group Therapy Program Co Author: Elizabeth E. Epstein, PhD Co Author: Kevin A. Hallgren, MS Co Author: Ann Smith, MS Co Author: Austin Houghtaling, PhD</p>

Memorial

J. Richard Hackman, PhD (1940-2013)

Donelson R. Forsyth, PhD
University of Richmond

The Society of Group Psychology and Group Psychotherapy mourns the passing of our colleague, J. Richard Hackman, PhD, a leading expert on teams and performance-oriented groups in organizations. Dr. Hackman succumbed January 8, 2013, in Boston, from complications of lung cancer.

John Richard Hackman was born in Joliet, Illinois, on June 14, 1940. He received his bachelor's degree in mathematics and minors in psychology and physics from MacMurray College and his Master's and PhD degrees from the University of Illinois. The Illinois program was emerging, at that time, as the leading research center for the study of groups as social, task-performance systems, with faculty and students joining together to examine the determinants of group productivity, decision making, creativity, and systems-level processes in groups and organizations. Joseph McGrath chaired Richard's dissertation project ("Effects of Task Characteristics on Group Products"), completed in 1966. Dr. Hackman, upon graduation, took a position on the faculty of administrative sciences and psychology at Yale University, where he remained for 20 years. In 1986 he moved to the Psychology Department and the Business School at Harvard University.

Dr. Hackman, as a leading figure in the Illinois school of group processes, was fascinated by groups that make things, produce products, and formulate decisions. He pursued his analysis of groups, teams, and organizations with great vigor and discernment. For example, in 1975, with Charles G. Morris, he published his standard-setting systems theory of group performance, clearly defining the input-output-process model of performance that continues to guide the study of group productivity to this day. His edited 1990 book *Groups That Work (and Those That Don't)* drew together case studies of 27 different work-focused groups that sought to examine both

the nomothetic generalities that could account for the performance of such starkly varying groups, but also recognized the unique aspects of each one. (The title was originally just *Groups that Work*, but as the project reached fruition Richard realized that too many of the groups featured in the book did not really deserve to be so categorized.) His authority ma-



J. Richard Hackman, PhD

trix model of teams organized the myriad types of teams working in organizational settings by taking into consideration their level of autonomy and the leader's responsibility, identifying manager-led, self-managing, self-designing, and self-governing teams. His many books on groups and teams provide one insight after another into the work of groups and include *Behavior in Organizations* (with Porter & Lawler), *Work Redesign* (with Oldham), *Leading Teams: Setting the Stage for Great Performances*,

Senior Leadership Teams: What it Takes to Make Them Great (with Wageman, Nunes, & Burruss), and *Collaborative Intelligence: Using Teams to Solve Hard Problems*. Richard also wrote, with Nancy Katz, the most recent summary of group and team performance for the 5th edition of the *Handbook of Social Psychology*.

Throughout his career Dr. Hackman continually underscored the impact of groups on people's lives. His work stressed production and efficiency, but he believed the group's performance should never come at the cost of members' adjustment and well-being. He explicitly stated that the group that makes excellent decisions, generates high-quality products, or organizes its members to work at maximum efficiency is not a successful group if members suffer, at a personal level, from their membership in the group. As he explains in his award winning *Leading Teams* (recipient of Terry Book Award from the Academy of Management), a successful group experience must contribute "positively to the learning and personal well-being of individual team members" (p. 28). Ever a multi-level thinker, he believed that the group, too, must reap some benefit, for "the social processes the team

uses in carrying out the work” should “enhance members’ capability to work together independently in the future” (p. 27). Perhaps for that reason, Dr. Hackman did not just study groups: He also joined them, and sought to help each of his groups reach its fullest potential. He joined many performing musical groups and ensembles throughout his life and served as a leader and member of a wide variety of working groups. He was, for example, the chair of the Institutional Review Board at Harvard and served on that university’s Standing Committee on Information Technology of the Faculty of Arts and Sciences. He also held positions on the boards of such organizations as the Center for Creative Leadership, the New England Cooperative Training Institute, and the National Intelligence, and MacMurray College. In all his books he acknowledges the contributions of all these groups to his work, but in particular—the support and guidance of his family.

Dr. Hackman was recognized throughout his life for his many contributions to the psychology of groups. A sampling of his accolades includes the Distinguished Scientific Contribution Award of the American Psychological Association’s Division 14, Society for Industrial and Organizational Psychology; the

Mendelsohn Excellence in Mentoring Award from Harvard Graduate School; the Distinguished Educator Award, the Distinguished Scholar Award and the Lifetime Achievement award in Organizational Behavior from the Academy of Management; the Joseph E. McGrath Award for Lifetime Achievement in the Study of Groups; the American Psychological Foundation’s Gold Medal; and the James McKeen Cattell Fellow Award from the Association for Psychological Science for outstanding lifetime contributions to applied psychology. He was recognized by the Society of Group Psychology and Group Psychotherapy in 2008 when he was named the Arthur Teicher Group Psychologist of the Year.

Dr. Hackman observed, questioned, critiqued, examined, and analyzed groups for 50 years, and his conceptual and empirical contributions to the field were profound. Always balancing theory with practical application, empirical support against in-depth conceptual analysis, laboratory research with field studies of working groups, and a group-level view with individualistic and macro-level perspectives, Dr. Hackman’s contributions to our field were profound and far-reaching. We are inestimably poorer for his passing.

Call for Papers: *GROUP*

Lee D. Kassan, MA, CGP

I'm the new editor of *GROUP*, the scholarly journal of the Eastern Group Psychotherapy Society, the NY area division of AGPA. Published since 1976, we try to cover all aspects of group treatment and group functioning. We also publish articles on couple therapy. We are indexed in most of the literature databases, including PsycLIT and JSTOR.

If you have an article, or even just an idea, I hope you'll consider publishing with us. Please get in touch with me at leekassan@aol.com or 212-932-9070.



Brief Articles

Finding My Voice in the Group

Sean Woodland
Brigham Young University
Student Representative-Elect

The best way to find yourself is to lose yourself in the service of others.

—Mahatma Gandhi

My Personal Voice

Some months ago I was pondering my professional purpose, as many PhD candidates I assume tend to do. Into my mind appeared thoughts like “What’s my motivation?” or “Is it really worth it?” or “What if I just lived in the mountains for a few weeks to get away from it all?” Historically these thoughts emerge when I am in the middle of studying for a midterm, working on a term paper, or stressing over all the research tasks that I have to complete (at which point I also wonder if I’m a masochist). Usually I just push through because I have to; I know that any other course of action (like moving to the mountains) would in the end prove fruitless, as I would end up burning bridges with faculty and community clinicians, would lose my chance at a PhD in Clinical Psychology, and in the end would likely become bored after a few weeks. While these thoughts still permeate from time to time (I am, in fact, an avid outdoorsman), it was just a few months ago that I realized what really drives me. The answer is service to others. Let me explain how I got here.

Like most students at Brigham Young University, I was raised in an environment that places high value on service to others. I put that value to practice as a Spanish-speaking missionary in New York City, which is where the service bug really infected me. I never wanted to stop helping others learn and grow, and in my search for a path chose to become a clinical psychologist. Since then I have learned where I fit the best in what is a vast field, and for me the answer is helping providers improve their standards of care. My areas of focus are in multidisciplinary communication, organizational development and leadership, and the recovery movement. I am a

concurrent member of Division 18 (Psychologists in Public Service), which I hope will help fulfill my desire to influence care of the seriously and persistently mentally ill (SPMI), as well as the intellectually and developmentally disabled (IDD). And because group is a modality growing in popularity for these two populations, I chose to ground my training in group psychotherapy research. I also have received formal training in the dynamics of group therapy, being versed in Yalom and Forsyth and raised in the strong group tradition that exists at BYU. Thus it is with much gratitude that I accept the task to learn from other group aficionados in Division 49, and to help light the fire that already exists within each of our student members.

My Voice as Student Representative

My first hope as a student representative is to represent well. My hope is to strive to learn from all division members, to find common experience, and use that as fuel to help the Division’s purposes be realized. As a doctoral student I understand the constant pressure we often put upon ourselves to achieve everything that we see relevant toward attaining that first real paycheck, but my hope is that we can also see outside ourselves and experience the “why” of human services, and group in particular. For me, being involved in Division 49 leadership is my way of experiencing that “why,” and furthering the cause of group education has

now become the “how.” It is alarming to me to hear that many public and private health care systems use group in greater quantities as an inexpensive modality, but aren’t properly educated in how to make it effective. This issue is obviously traced back to the training programs themselves, and my hope as student representative is to find those programs that do it well, and seek to promote the importance of group in training programs that have yet to catch the vision. To accomplish this I will soon be creating a student committee, and from there we will be contacting and polling the student membership, and will branch out to a representative sampling of training programs. Stay tuned!

It is my hope that as student membership we may seek to find our voice in the Division 49 group through serving others, diligently contributing and framing the future climate of this great society.



Sean Woodland

Groups in College Counseling Centers

Michele D. Ribeiro, EdD

*Coordinator of Group Therapy Programs
Oregon State University*

College Counseling Centers are a fertile environment for group psychotherapy, and group trainings specific to this environment are helping to shape a specialization that has taken root more than 30 years ago. The Special Interest Group—College Counseling and Other Educational Settings offered through the American Group Psychotherapy Association, currently lists over 200 members interested in supporting the group work offered within this context and over 450 clinicians have subscribed to a special listserv that focuses on this unique setting. Further efforts include a special edition of the *International Journal of Group Psychotherapy*, which specifically focuses on group interventions in college counseling centers (McEaney & Gross, 2009). In this same edition, Drum and Knott (2009) elucidate their research which covers thirty years of theme groups within the college counseling milieu. Further, they highlight the relevance of theme groups in serving the broader range of needs that college students present. Johnson (2009) highlights an interpersonal process group model which parallels the relational needs of college students. Process groups expand on the homogeneity that a theme group serves and rather seek to provide a vehicle for students to explore trust, boundaries, flexibility, and shared space within the context of self and others. In some sense, the theme in process groups is around understanding and exploring dynamics of relationships and the patterns external to group that may repeat themselves within the smaller system of the group. The interpersonal process group also sets the stage for exploring identity issues including race, ethnicity, nationality, class, gender, religion/spirituality, ability, and sexual orientation, to name a few. Though these identity markers can also be explored through theme-oriented groups, the general process group allows for a rich context to explore intersecting identities within the microcosm of our larger society. Finally, more outreach programs to the wider campus community are utilizing the group format in creating dialogues on diversity and the intersection of identities.



Michele D. Ribeiro, EdD

College counseling centers usually offer a mix between theme-oriented, process, and psycho-educational groups. Most senior staff clinicians have received training in either theme-oriented or psycho-educational groups and less training with facilitating interpersonal process groups. As a result, the college counseling center is often a training ground for senior staff clinicians, limited in process group experience, as well as pre-doctoral interns and practicum students, who tend to have less group experience overall. At times, senior staff clinicians may co-facilitate a group together for specialized training. In contrast, interns mostly co-facilitate with senior staff clinicians, at least during the beginning of their training. There are also opportunities for those new to group to be process observers. A process observer sits within the group but does not speak. Rather they observe themes, patterns, and dynamics in the group and provide a process note at the beginning of the next group which will be read by all members. Usually, the note elicits a reaction by members and sets the stage for working through unfinished business from the previous week.

Training/Professional Development

Groups offer an important holding environment where trust, vulnerability, and belonging can be explored. Once cohesion building occurs in the forming stages of group, members can begin to work through differences, and inevitable conflicts can then be managed and explored. However, without proper training of the staff and buy-in, a group program cannot expand and flourish. Thus having someone coordinate group efforts, provide a plan for group development, assess the pulse of competency of staff, create opportunities for group consultation, and plan ongoing trainings are important keys to success for any organization wanting to expand in group programs, particularly college counseling settings.

Oregon State University's Counseling and Psychological Services has had a productive history in offering a variety of therapy and support groups. There were several group coordinators prior to my taking on the role, but there was little to no training in groups at the time I started at the agency in 2005. Groups were seen more as an add-on rather than a primary modality compared to individual therapy. In 2007, however, staff at CAPS started more intentional group efforts by first assessing the staff's self-reported competence and confidence

in facilitating psycho-educational, support, and process groups. Based on the outcomes, which specified a higher need for training in process groups, we began offering an in-service on stages of group psychotherapy, followed by an every other week consultation hour provided by an external consultant that specialized in group psychotherapy. At the same time, we began a pre-doctoral training program of group psychotherapy with two 2-hour seminars on group dynamics and process. As our internship program became APA accredited, our commitment to group training also became stronger. Currently, our group therapy seminar for interns runs for 20 weeks every other week for 1½ hours each session during fall and winter terms. Furthermore, CAPS group program went from offering approximately ten groups in 2007 to offering 26 groups in 2012. Out of a staff of 18 clinicians, 16 clinicians (including the three pre-doctoral interns) facilitate anywhere between one and three groups for any given term. Our groups cover a range of topics that include psycho-educational-support for women with bulimia; ADHD support; social skills; transgender support; single-parent support; sexual assault/abuse support, mindfulness, anxiety and depression management; DBT skills; grief and loss support; LGB support; family systems process; Native American student support; alcohol/drug recovery; bipolar support; and several process groups. All of our groups range from five to eleven members with the higher numbers populating our LBG support and alcohol/drug recovery.

Assessing Outcomes

Though there are many outcome measures that help screen clients prior to joining the group as well as assess process outcomes at various intervals of the group, OSU's counseling center has utilized resources on the listserv and created outcome evaluations to assess learning outcomes as well as satisfaction. For spring term, there were 129 respondents to our group evaluation at the end of the term. Participants from the groups that completed the evaluation included Bipolar Support; Women, Food, and Self-Esteem; LGB support; Family Matters; Grief; Interpersonal Process; Social Skills; Women's Empowerment; and Alcohol/Drug Recovery. On a scale of 1 (*strongly disagree*) to 5 (*strongly agree*), the mean score in terms of leader satisfaction and feeling understood and accepted by the leader was 4.54, and the mean score for leader satisfaction and feeling challenged in a way to help myself was 4.37. In terms of students' overall satisfaction with the quality of their group counseling experience, the mean was 4.51. We also assessed learning outcomes as applied to three areas including relationships, academics, and mood/emotions. Scores for the learning outcomes included

“I am able to apply what I learned in group to my everyday life in my”: relationships—4.38; academically—3.95; mood/emotionally—4.37. There are also other areas that we were interested in assessing with our group program. Other areas we assessed included “I made progress toward my specific counseling goals”: Mean score was 4.20; “Group helped me improve my ability to communicate and interact with others”: Mean score was 4.45; “Because of group, my overall well-being has improved”: Mean score was 4.33. Overall, our group outcomes seem to have positive satisfaction ratings as well as learning equal to our individual therapy outcomes. There does seem to be uncertainty with learning outcomes in terms of academics and learning. One question that we have is whether students are not able to see the link between counseling and academics in our process groups, since academically oriented groups (ADHD) tend to be the only groups that score high on assisting students academically, with usually a mean of 5.0.

Although our objective measures are valuable, there are many times when clinicians also receive cards or emails regarding their experience and learning in group. One email that was received was from an international student two years after terminating from a 20-week interpersonal process group. His email shared some insight into the lasting impact group psychotherapy had on him:

I have been in the group counseling/therapy meetings guided by you in winter 2010 back in my freshman year. I am [X, the international] student in that group. I would just like to thank you very much for the awesome help the counseling meetings provided me. I [am] now in a very good academic standard with 3.8 GPA and in the honors college as well. I am having the best college life I dream of with wonderful social life. Thank you very much for the awesome services you provide for struggling freshmen students. The group counseling really helped me get back on my track and get better on both social and academic life. Now, as I made it to my junior year, I really appreciate the services OSU provides to students that are often times not taken advantage of. Even though it has been two (or three years I think) years, I still appreciate your efforts you put in helping me get back and find my way through college life.

This type of qualitative feedback (e.g., a client emailing a few years after a group experience) is invaluable in that our objective measures tend to only capture learning at the end of a brief group experience. Furthermore, receiving feedback as in the above example two years after the group experience or from clients who return to CAPS wanting group again over

individual therapy really validates the importance of college counseling centers offering group experiences to the students we serve.

Non-Clinical Setting

Finally, I would be remiss if I didn't mention how group psychotherapy skills in the college environment are transferable to a variety of programming efforts including outreach on various topics such as diversity dialogues and transitions. The common therapeutic factors (Yalom, 2005), particularly cohesion and universality are key components that propel a community to share vulnerabilities with each other and potentially make positive change, even outside of the clinical domain. This year we offered a program to the larger campus community on understanding isms, specifically "shattering mental health-isms." We had 16 faculty and staff attend our session which we facilitated in a group format. In terms of satisfaction on a scale from 1 (*strongly disagree*) to 5 (*strongly agree*), participants rated their satisfaction with the group process as a 4.6; satisfaction with the facilitators as a 4.5; the topic as being interesting and relevant to my life as a 4.8; and the presenter being sensitive to the needs of diverse groups as a 5.0. Learning that was reported by the program's participants had similar themes to our psychotherapy groups in that attendees felt not alone in their experiences, a better sense of community. Additional comments were "Better insight into mental illness" and "Learned about resources

on campus. Very positive and supportive safe space. People care!" This program and many other types of dialogue programs affirm how group enriches college counseling center work and campus communities.

In closing, college campuses are a rich venue for the specialty skills of group psychotherapists both in and out of the clinical group milieu. These factors are particularly curative within the clinical domain of support and therapy groups, but they are also having profound effects within the outreach domain where the need for understanding, cohesion, and eventually differentiation with difficult issues are needed to create a more inclusive and caring community.

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International Journal of Group Psychotherapy: Call for Papers on Violence, Rage, and Aggression

Dominick Grundy, PhD, Editor

Partly as a response to recent events, the *IJGP* is planning an issue on violence, rage, and aggression. As editor I would welcome contributions on any aspect of this topic relevant to groups. If you are interested in writing an article on this, or know of someone who might be, please contact either me at Grundyd4@earthlink.net or Robert Klein, PhD, the guest editor of this issue, at drrklein@aol.com.



Prevention Corner

Elaine Clanton Harpine, PhD



Elaine Clanton Harpine, PhD

This is our third column from frustrated teachers. Previous responses echoed the dissatisfaction of a third-grade teacher who was concerned about a student in her class who had been labeled “mildly mentally retarded.” The question “*How can we prevent this from happening to another child?*” is still unanswered.

We turned to school administrators to seek a response. Unfortunately, the school administrators with whom we spoke were not willing to give a written response. One school administrator who works with special needs students was willing to speak on promise of anonymity.

RESPONSE

Absolutely nothing can be done. Our hands are tied. As long as we use test scores and special needs categorizations to fund schools, nothing will change.

This bleak prediction of doom does not sound promising for students, teachers, and the well-being of all school personnel. The displeasure and sense of helplessness coming from our schools marks an area of desperate need in the field of group prevention. It is not by any means the only need, but still an area of immediate concern. Most children receive mental health services through the schools, and the most prevalent form of mental health services used in the schools are prevention groups. Therefore, as group psychologists, we need to be alarmed about the treatment services being offered in the public school system. While we may not be able to change the system (continuous praise for those who are trying), we can influence and change the way in which group prevention is being used in the public school system. Therefore, we as group psychologists need to ask ourselves, *Can we help students who are labeled “mildly mentally retarded” and can we help prevent such stigmatizing labels from endangering the life and well-being of children and teens?* I believe that the answer is, YES.

If you walk into most schools and ask if they use prevention groups, they will describe prevention-based assemblies

or special prevention programs conducted through the classroom. If you dig a little deeper, you will discover that such prevention-based assemblies or classroom prevention programs are conducted with children and teens sitting in classroom desks listening to someone speak and ask questions or in large assemblies where masses of students listen to a speaker. If you go online and search on the computer under the topic group prevention, you find group prevention services available for schools, but the pictures on these websites show students sitting in mass assemblies on the gym floor or in rows of desks in the classroom. Yet, in a special issue of *Group Dynamics* on group prevention, we took the stand that in order to be classified as a prevention group, the group must include interaction (Conyne & Clanton Harpine, 2010). Where is the interaction between 300 students sitting clustered on the gymnasium floor listening to a speaker, even if that speaker uses puppets? Where is the interaction in a classroom prevention group where students sit quietly with their hands folded in front of them on the desk?

If you work in school-based settings and particularly if you use prevention groups in your work, then we must insist upon change. Children and teens are being ostracized by labels such as “mildly mentally retarded.” The stigma of academic failure is causing students to give up and stop trying in school. Academic failure and grade retention are two of the highest predictors for students who will drop out of school. Bullying and teasing, in person and through social media, have not ended. The horrendous horror of the recent school violence compounds the fears that young children and teens must face every day. Prevention programs can help students cope with these problems, but only if group prevention programs are conducted correctly.

As the *Society of Group Psychology and Group Psychotherapy*, we need to insist that group prevention programs, if a program is going to carry the prevention label, be conducted in keeping with the actual principles of group prevention. If you just want to lecture students, then call it a lecture, not a group prevention program. We, as group psychologists, need to offer more prevention programs in school-based settings, and we need to offer training for those who conduct group prevention programs. Maria Riva, our Society’s president, emphasized the need to expand training efforts at our recent mid-winter board meeting. In group prevention, we desperately need to expand our training efforts.

For those who work in school-based settings, you may be shaking your head and saying, “it’s impossible; schools will not let you conduct such group prevention programs.” The pressure of test scores kills many counseling programs in the schools. Do not overlook the value of after-school programs. Many community-based organizations are happy to have group psychologists conduct group prevention programs. Cost is a factor, and you may need to find a grant for funding such

efforts because many community-based organizations cannot pay your fee.

The need is evident. Our response awaits.

I hope you’ll join this dialogue. Please send comments, questions, and group prevention concerns to Elaine Clanton Harpine at clantonharpine@hotmail.com.

Early Career Group Psychologist Column

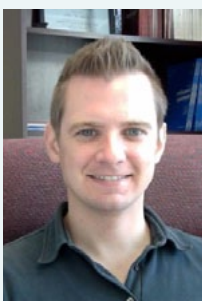
Leann Terry Diederich, PhD, and Joe Miles, PhD

The Early Career Psychologist Committee is a subcommittee of the Membership Committee.



*Leann Terry Diederich,
PhD*

The new year started off with a successful conference call hosted by the ECP committee. The conference call was on “Referring and recruiting to groups in college counseling centers” and was on January 30th, 2013. Fifteen attendees spoke for an hour on numerous topics. Discussion included how to get buy-in from other staff for a group program, how to retain members, and how to fill groups. The ideas and collaboration were wonderful and we appreciate everyone who participated. The ECP committee will continue these calls, with future topics on group research and training in group as topics. If you have a topic you would like to see, please contact Joe Miles (joemiles@utk.edu) or Leann Diederich (LJT18@psu.edu).



Joe Miles, PhD

At the mid-winter Board meeting for the Society in early February, the Board continued its support for the needs of ECPs. They were supportive of our goal of offering practical and timely resources to ECPs through ongoing conference calls. We also shared our goal of becoming a stronger presence on Facebook. We are happy to report that we now have a Facebook page, instead of a “group.” Thus, please like us on Facebook. You can find us at <https://www.facebook.com/SocietyOfGroupPsychologyAndGroupPsychotherapy>. If you like our page, then you’ll get our “Wisdom on Wednesdays,” which will be written by the ECP committee members.

Finally, we’d like to introduce another member of our committee, Rachele Rene.

Rachele Rene: I am so delighted to be a part of the Early Career Psychologist Committee of the Society of Group Psychology and Group Psychotherapy! I am a graduate of the California School of Professional Psychology in San Diego, CA. I received my degree in Clinical Health Psychology and am Board Certified in Biofeedback and am a Holistic Stress Management Instructor. I currently work for the San Ysidro Health Center, a Federally Qualified Health Center, in San Ysidro, CA. I also serve as an Adjunct Professor for Argosy University where I have the privilege to teach a graduate course on Group Therapy among others. It has been a lot of fun (and at times challenging) navigating the pathways and nuances of being an early career psychologist. Finding my voice and passion through group work has been an amazing experience and I love that this committee provides a forum to expand on that passion while supporting others who have similar interests. My passion is deeply rooted in helping people lead powerful and meaningful lives, in which they are truly present and able to discover their own purpose and potential for fulfillment. I feel truly fortunate to be a part of this committee and am excited about the energy that everyone brings and what we hope to provide for others. As a new professional in the field, it’s always nice to network and collaborate with others! When I am not busy working or teaching, I love to travel, spend time with my family and friends, go to the movies, listen to music, and indulge in a taste of chocolate (it really should be one of the major food groups).

Click on the icon to join us on Facebook!

Coalition for Psychology in Schools and Education

Karin Hodges, PsyD

It is such a pleasure to serve as Division 49 Representative for the Coalition for Psychology in Schools and Education (CPSE). As your representative, I attend bi-annual Coalition meetings in DC; communicate with others on the Coalition, as needed, throughout the year; and support one special project during the year. This Coalition is one of the healthiest and most productive working groups that I have ever had the pleasure to enjoy. I credit the success of the group to the members, and especially to Dr. Rena Subotnik, whose career and leadership style are inspiring. For general information about the coalition, including its mission, goals, and current projects, please refer to <http://www.apa.org/ed/schools/coalition/index.aspx>. Rather than reviewing the many intricacies of the Coalition here, I would like to share a bit about the structure of the coalition and, more specifically, the way in which I came to be working on one special and innovative project envisioned by Sylvia Rosenfield, who represents Division 13. I will also report our progress on that unique project.

There are many projects that are ongoing within the Coalition, all which aim to benefit schools in different ways. Each member of the coalition chooses one project that is most in line with his or her expertise. The member devotes most of his or her time on the coalition to that particular project.

During our bi-annual meetings, we break into subgroups where we work on projects in which we are subject experts or have a strong interest. Then, in the large group, we report back to the Coalition on our projects, and more specifically, our progress in generating a useful product for pre-K and K-12 schools. During this check-in period, Rena Subotnik, Director of the Center for Psychology in Schools and Education, our Coalition's current Chair, Joan Lucariello, and the chorus of the encouragement from the Coalition group *motivate* us forward.

Which project did I join? For me, the Coalition's "Teaming Project" was an obvious choice. I joined this project approximately a year ago and have been pleased about this decision ever since. On the teaming project, I have learned a great deal about program development. Also, the project has expanded my thinking about group work in schools.

The teaming project is geared toward creating a Teamwork Training curriculum for use in K-12 schools. Our coalition has partnered with Dr. Eduardo Salas (University of Central

Florida), who is an expert in the science of teaming. Dr. Salas has been involved in building a program for use in hospitals and other settings. However, schools represent a unique setting and so any teaming curriculum stemming from Dr. Salas's work requires specification for use in schools. Drs. Markeda Newell, Sylvia Rosenfield, and I have been very involved in shaping this teaming project, and the project has also benefitted from the expertise of Peter Sheras and several other coalition members.

For me, this process has been a bit like taking the course Project Development 101. I liken program development to performing arts. It requires patience and creativity, and it is certainly a process. Last year, Lauren Benishek, Dr. Salas's graduate research *associate*, and her team collaborated with those of us on the coalition to create an interview aimed at systematically gathering information about the ways in which teams in schools function. Lauren's group interviewed approximately one dozen school experts, including teachers, principals, consultants, and school specialists in order to generate some of the most important themes related to school teams. In December, Dr. Salas and his team (Lauren Benishek, Christina Lacerenza, Ashley Hughes, Megan Gregory, and Stephanie Zajac) finished an initial draft of the entire Teamwork Training curriculum for use in K-12 schools. The modules included Leadership, Communication, Mutual Support, and Situation Awareness. Our coalition provided feedback on the curriculum in *December 2012*. Our small working group is now communicating with colleagues at UCF to influence the shape and form of the product.

There is still a great deal of work to do for this project, but it clearly has the potential to be an important contribution for the field—to benefit school staff and those who work in teams in schools (e.g., Student Support Meetings, IEP meetings, curriculum development meetings) by providing them with the science of teaming. In the meanwhile, we work to determine the structure (e.g., 4 modules broken into six 30-minute sessions) and format (e.g., videos, role plays, etc.) that will ultimately represent the Teaming Curriculum. Schools can be busy places. For school staff, finding enough time for necessary work can be difficult and so adding a training curriculum to any school would be challenging. If we are to create a program that will be used, it will need to be not only research-based, but attractive, user friendly, and beneficial to school staff. Creating a training program with ease of use, which can be successfully implemented, is the largest challenge for this project. I do believe we will meet that challenge! I will look forward to sharing progress again in the near future!

President-Elect's Column

Lee Gillis, PhD

I wanted to use this President-Elect column to briefly introduce myself and to talk about the vision I have at this point for Division 49. I am in my 27th year of teaching psychology at Georgia College, located in Milledgeville, Georgia. While we had a Master's degree program in psychology for the first 15 years that I was here, we are now exclusively undergraduate and the public liberal arts university for the State of Georgia. My role here is as department chair (and I am so thankful to be trained in group work) and teaching an advanced social psychology class in group dynamics, a lower level interpersonal behavior class, and currently a senior seminar in adventure therapy.

My first vision point is focused on graduate training and internship placement. I work with undergraduates seeking graduate training in psychology. Mentoring those who especially want to study group psychology or group psychotherapy is perplexing since it is very difficult to find out current programs and professors within the programs who have research labs focused on group work. So, one of my interests is gathering together a fluid list of doctoral training (and master's training) programs where students can study group work. This focus on graduate study is consistent with the Society's and represents the study of group psychology within social psychology programs and the study and practice of group psychotherapy and clinical and counseling psychology programs. I am eager to get an accurate listing of where students might study and would appreciate your help in sending me that information if this applies to you. Thanks go out to Rosamond Smith for helping to gather some initial information.

I also know of the difficulties in internship placements, but especially identifying internships that have a group focus. So in conjunction with identifying graduate-level training in group psychology and group psychotherapy I would also like to gather a list of internship sites where doctoral students in clinical and counseling psychology can develop group psychotherapy skills.

My second point is focused on the Internet, Web 2.0, social networking, and how these tools can help our society communicate—especially with early career professionals and student members. Leann Terry Diederich has been especially

helpful as we have updated our divisions website and worked to keep it current. Leann has also set up a Facebook page that you are welcome to “like” <https://www.facebook.com/SocietyOfGroupPsychologyAndGroupPsychotherapy> to receive updates. We will continue to use the website as a method for disseminating information about the society including the excellent work, under Tom Treadwell's editorship in *The Group Psychologist*, and updates on articles in *Group Dynamics*, under

Craig Parks's editorship (soon to pass the mantle to David Marcus). In addition the listserv will continue to be an information source pushing out emails monthly that contain the numerous requests received to share with membership, and pushing out immediately any critical time-sensitive information. Any suggestions you have on how to use the web in its many facets to communicate more effectively to members and attract new members is appreciated.



Lee Gillis, PhD

My last vision point is a focus on activity based experiential group psychotherapy. Much of my group related writing and research has been in adventure therapy. This has been an area of activity-based experiential group psychotherapy that I find useful not only in its traditional outdoor setting but indoors with the groups and families with whom I work in my very small private practice. When presenting activities at professional conferences like APA, I and my colleagues have received positive feedback that the activities presented were ones they felt they could ethically and responsibly utilize immediately with the groups of children, adolescents, young adults, and other populations with whom they were working.

I plan to provide a focus during my presidential year on multiple forms of activity-based experiential group psychotherapy. My personal foundations of group training (in addition to working at summer camp for six years) led me to appreciate the active group work of gestalt therapist, psychodramist, and followers of Satir. Their work along with the influence of Milton Erickson, Outward Bound, and Project Adventure have framed how I work with groups. I'm aware that others practice activity-based experiential group psychotherapy and come from other foundations and utilize other activities. I would hope to be able to highlight as many of these practitioners and the research supported work that they do.

Please feel free to contact me with suggestions, questions, or anything that excites or concerns you about the Society in general or my vision in particular. I'm pretty easy to find on the Internet; a simple search of “Lee Gillis” should get you to me.