

# THE GROUP PSYCHOLOGIST

April 2008  
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GROUP PSYCHOLOGY & GROUP PSYCHOTHERAPY  
A Newsletter of Division 49 of the American Psychological Association

## Election and Memorial Issue

### President's Column

*Don Forsyth, PhD*

#### The Power of Groups

I'm not really sure how we managed it so badly. The midwinter meeting of Division 49 was over, and I was getting my car from the hotel's parking service. When the attendant brought my car up from the garage, he somehow locked the car door when he popped out to help me with my luggage. We just stood there, looking at each other, next to my sensible Subaru, motor running, doors locked up tight, double-parked on a downtown DC street.

A group came to our rescue, fortunately. The cabbie waiting for a fare got out of his limo and ambled over to confer with the hotel attendant. Before long, we were joined by a second employee from the hotel, and the four of us commenced to problem solving. But after a 10-minute discussion of locksmiths, coat hangers, and some recent ball game scores, we had made little progress until a second cab driver arrived. The group acted as if they knew him and afforded him a degree of status as they filled him in on the situation. Then, without saying much at all, he produced a tool (a "Slim Jim") that unlocks car doors when it finds its way into the hands of skilled user. A few moments later the door was open, and the group was all smiles as they wished me on my way.

Who can deny the power of groups? Although poets, social philosophers, and the other members of the intelligentsia overlook no occasion to bemoan the growing alienation of individuals from the small, cohesive interpersonal units that once linked them securely to society-at-large—families, neighborhoods, work teams, communities, and even the spontaneously formed groups like my street-corner altruists—those who study groups believe in the complexity and integrity of individuals' interpersonal lives. People are in many respects individuals who seek their personal, private objectives, yet they are also members of larger social units

that seek shared, collective outcomes. Our groups sustain us, and remind us not to ignore our collectivism.

Yet, a group-level explanation of people's thoughts, emotions, and actions is often at odds with a more individualistic orientation. Americans sometimes talk a good group game, but Americans are me-focused. They think that the individual is what counts. This focus is all well and good, but not if group level processes are right there next to the individual level ones, and they are ignored. One of the great ideas of the last century was Sigmund Freud's argument that much of our behavior is caused by internal turmoil and tensions that we ourselves don't recognize, but group psychology offers a similarly powerful idea: that much of our behavior is caused by group-level processes that more often than not go unrecognized. People don't even see groups—they see only individuals. When they think about what has caused their behavior, they drift immediately towards the idea that some mental event pushed them around, when almost invariably it was a group that exerted its influence.

The group perspective, then, needs our help, and that is precisely the mission of our division, *Group Psychology and Group Psychotherapy*. We champion the value of groups and all their uses: in making decisions and solving problems, as sources of solace in a far too impersonal world, as networks that link together individuals laboring on shared tasks, as the means to provide therapeutic experiences for members suffering from psychological dysfunction, and so on. And, true to our basic perspective, we do not rely on the work of single individuals to accomplish our goals. Instead,

*(Continued on page 4)*



*Don Forsyth PhD*

**In Memoria, pp. 19–26**

**Division 49  
Candidate Statements, pp. 12–14**

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**Submission Deadlines:**

March 1, June 1, October 1

*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 Editor

Allan B. Elfant, PhD, ABPP

### Radical Hope: The Cancer Waiting Room Group

*Renouncement. This is not what  
illness was*

*In childhood days. A Respite.*

*Subterfuge.*

*For growing. Things called and  
whispered promises.*

*Don't mix that old astonishment  
with this.*

—Rainer Maria Rilke, 1926

*Ain't no sunshine when she's gone*

*It's not warm when she's away*

*Ain't no sunshine when she's gone*

*And she's always gone too long*

*Anytime she goes away*

*Wonder this time where she's gone*

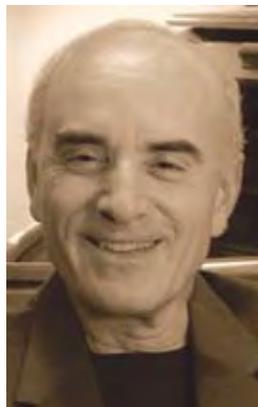
*Wonder if she's gonna stay*

*Ain't no sunshine when she's gone*

*And this house ain't no home*

*Anytime she goes away*

—Bill Withers, 1971, from his album, *Just As I Am*



Allan B. Elfant, PhD, ABPP

Eventually, the waiting room filled, likely around 20–30 people at any one time. Those were the waiting room group participants. Nursing staff and physicians were the constant interlopers, desired and dreaded as they approached, the nurses asking questions and letting timeframes be known and physicians giving input, often in the hallway corridors. So much was audible to so many, making for an eerie voyeuristic and eavesdropping milieu. At the same time, the need to be heard and seen was potent.

We were there seven interminable hours. The waiting room group member patients came and went and returned, sometimes several times. The waiting room eventually formed the geometric shape of loosely formed adjoining circles, some far away and some quite close. Each circle consisted of a patient with spouses, family, and/or friends. Moods and emanations of anguish, anxiety, hope, denial, hopelessness, and terror abounded. Pacing, sitting, dozing off, snoring, rapid chatter, hushed confidences shared. All took place. I found myself absorbing, and also wishing to name, talk, be a vocal group member, perhaps even lead! Anything to feel some agency!

Several sub-groupings will remain etched in my memory and psyche forever.

There was man in his 40s and his younger wife. He looked quite ill, and very anxious. They talked of their three-year-old son and joked about how he continued to be quite a rascal. The patient's mother and father were there, sitting far apart. The father looked stunned, depressed; and the grieving mother prayed from a well-worn book. There were also two or three brothers and several friends. They seemed lost as to what to do or who to sit by. This was the largest group in the waiting room. News of surgery and hospitalization that early afternoon jolted the grouping, the male patient turning gray in pallor and trying to stay contained. It was a melancholic and grim picture, the man trying to be stoic, but not succeeding. The others were then either silent or went into action on cell phones or whispered to one another.

Then there were two couples, each with the woman spouse with breast cancer, knowing each other slightly from previous day surgeries at the well-known cancer center. One couple spoke of a coming vacation to the Caribbean, the other less hopeful about any future plans. Each couple held onto one another, the men quite tender and sweet. One of the husbands later spoke of his incompetent foot surgeon, who botched the surgery, this to another woman who was alone and awaiting her husband and son anxiously as she anticipated her own procedure, she with breast cancer, they finally came and she lit up. Earlier she spoke to the man of her wonderful breast cancer doctor, the very same doctor as that husband's own wife.

We were unwilling and uninvited members of this group, but so was everyone else. We arrived at the famous cancer center's outpatient procedure and surgery waiting room a little after dawn, having traveled many hours in a torrential downpour that deluged the Mid-Atlantic States and the East Coast. The journey was harrowing and the anticipation of what might occur produced unnamable tension and fright. We arrived exhausted and on high alert. Hope was elusive.

We entered the city prior to opening hours for the cancer center; the Child within wondered shouldn't it always be open? So, to occupy our ninety minutes of waiting for the waiting room to receive the needy, we went to the only place alive in a five block vicinity, my first trip to a Dunkin' Donuts since who knows when. The glaring colors of the place, the deafening music, the grungy tables and chairs, the personnel who all spoke a foreign language, the bad coffee and worse food, all combined to say: don't linger here! All this a marked contrast to the cancer waiting room, a destination that suggested, like The Eagles' *Hotel California*, where: "you can checkout any time you like, but you can never leave."

The cancer waiting room was spacious, the chairs barely a grade above those seen in convention center meeting rooms, the colors not quite state hospital depressive in selection and hue. We were the second pair to arrive, being preceded by a well-dressed, tailored couple, their garb in contrast to our sweatshirts and jeans. The check-in was perfunctory, facilitated by desk personnel that were joking with one another. I wondered whether I had, in all the prior years of my hospital work, presented a smiley face to anxious, terrified people. I would like to think I did not, as I stifled my irritation at this ill-fitting joviality.

(Continued on page 4)

## President's Column

*(Continued from p. 1)*

the division is a nexus of any number of groups whose members contribute their time, energy, and talents to the division. This issue of the Group Psychologist highlights their work, for the “reports” that dot these pages only begin to hint at the work that is being done by so many committees and their members as we strive to reach our goals: the committee on fellows, membership, nominations/elections, the program committee, awards, education and training, finance, publications, and the diversity committee do the lion’s share of the division’s work, and they are complemented by a number of other work groups and task forces, including the Public Information/Education Committee, the Bylaws Revision Committee, Committee on School-Based Mental Health Group Interventions, and the Student and Early Career Psychologists Committee. A number of members also serve on other organizations and entity’s committees, including APA, AGPA, ASGW, SPSP, and InGroup. We form groups to get our work done—to do otherwise would be hypocritical.

The downside to such a reliance on committees is well-known to all of us, but we are *the* groups division: If any organization can harness the power of groups effectively, than we can. So I would encourage members to get more involved with the division—in any way that is feasible given your time constraints. If you aren’t already enmeshed in the divisional intrigues, consider what committee or task force best matches your current interests and strengths—and seek out membership in that group. And make plans to include a trip to Boston in your summer travel plans. Although August in New England might not be your first choice for vacations, with so many Division 49 people attending the huge APA convention will be transformed into a “convention in a convention” where you can meet with your colleagues who share the same mission: “to promote the development and advancement of the field of group psychology and the modality of group psychotherapy through research, teaching and education, and clinical practice.” What could be better? To comment, please visit <http://apadiv49.blogspot.com/>.

### Division 49 Website

[www.apa49.org](http://www.apa49.org)

### Newsletter Deadlines

**March 1**  
**June 1**  
**October 1**

All material for publication must be submitted to the Editor as an e-mail attachment (in Microsoft Word or Word Perfect format).

## From Your Editor

*(Continued from p. 3)*

Two other pairs sat a few feet away from one another, and never spoke to the neighboring pair. One a dignified and older couple, tightly together, they had preceded us in the entry to the cancer center, she disappeared for a long time, hours, and he paced. The other pair consisting of two women, unclear if they were relatives or friends, they were clearly closely attached, the patient joked a lot, and the other remained grim and apprehensive.

A woman in her 30s wore her catheter rather proudly if not arrogantly, her husband silently there, frost between them, few utterances were ever exchanged. At one point on her cell phone, the woman was telling her mother some news and saying ‘I love you mommy,’ over a dozen times, ritually, pleadingly. This was repeated in several phone calls. Husband and wife hardly looked at one another. The cold marital divide looked chronic and perhaps permanent.

Finally, a young woman with her aging and frail parents sat to my right. The daughter was wearing an unattractive hat, bitterness and resentment marking her face. She usually stared at the ceiling and occasionally glared at her parents. Her mother, the patient, spoke to her daughter in a hypomanic manner, they argued off and on; the stooped father with a painted smile sitting between them, said nothing to his own adult child and uttered a word or two to his wife. After a few volleys of exchange between mother and daughter the latter would end the exchange with “never mind.”

In ancient cultures, the experience of what people considered Sacred involved believing in a power that involves life and death and that evokes fear and mystery. A primitive circle of stones marked out the place of experiencing the Sacred, and this circle was seen as a holy place. This circle is endless and timeless. That which is outside the circle was profane, inside was holy or sacred. Crossing the boundary from the outside, the profane, to the sacred could be fraught with danger, and proper rituals needed to be conducted to insure that the power of the sacred was constructively channeled.

That day in the cancer waiting room is imprinted within me. Those strangers in that loosely configured group of adjoining circles are etched in my memory. There was something transcendent and profound in all that occurred. I want to believe that each group and the whole group made some kind of difference.

*\*On January 3, 2008, ten months after the above event, my wife, Bonna Elfant, died after nearly a year-long brave battle with cancer. She encouraged me to write of this experience in the belief and hope that it might make some sort of difference.*

# President-Elect's Column

*Robert K. Conyne, PhD*

## Becoming a "Leaderful" Organization to Advance the Impact of Groups

In thinking about my first column as Division 49 President-Elect, I referred to my election statement, finding the following phrase: "...I am committed to helping find ways for group dynamics and therapeutic factors to be researched and applied for improving our clients and our overall ecology." Still true.

Pretty lofty, though, don't you think, kind of floating out there? I'd like to make this idea concrete through action steps. You can help, in fact, I am reaching for your help as I write these thoughts. You will find one way to make your ideas known toward the end of this column.



*Robert K. Conyne, PhD*

But, let's step back just a bit before plowing ahead. I'm humbled to follow the outstanding 49er Presidents—all prominent group psychologists, of course—who have come before me: Arthur Teicher, Joe Kobos, Morry Goodman, Mike Andronico, John Borriello, Allan Elfant, David Kipper, Dick Moreland, Rex Stockton, Dick Weigel, Dave Drum, Sally Barlow, Andy Horne, Steve Sobelman, George Gazda, Lynn Rapin, and Don Forsyth. So here I am, in their wake,

trying to find my own way, hoping on the one hand to not mess things up and on the other to contribute to forward movement—again, with your help.

Just as in any well-functioning group, I am comforted by the fact that I am not alone in leadership. The living past presidents are all available and willing to be involved. The Division membership is graced by an abundance of resourcefulness. Already I can see that the current President, Don Forsyth, and Past President, Lynn Rapin (we have taken to calling ourselves the "3 amigos") lend substantive support. Having just returned from an APA-sponsored Division Leadership Conference for the incoming Presidents Elect, I appreciate the valuable support and directions of our parent organization. Raelin's (2003) concept of the "leaderful" organization, where members lead, not follow, is not altogether out of the question for us, and it's a direction very much worth seeking.

Always a division of promise, indeed it seems that there is a rejuvenation of spirit occurring in 49 that is palpable and exciting. Just a couple of examples. In January, 2008 an inter-organization "Group Summit" was held (see write-up in this newsletter issue), leading to formation of the Group Practice and Research Network, thus setting the stage for tackling group level issues that might not be accomplishable by any single group association. For this Summit to have occurred in the first place, let alone to have been so successful, Lynn Rapin deserves much credit; she implemented an intention that was discussed for a few years in and out of our division, evidencing "true grit" and superb collaborative abilities all along the way. Don Forsyth looks at our division and sees promise, yes, but also the need to invigorate our collective energy through a committee structure that can stimulate progress and innovation. I'm

sure he will say more about this, and other plans, in his Presidential column. Through these two steps, under Lynn and Don, increased opportunities have emerged for your active involvement, participation, and engagement.

It is my job to help us all build on these directions by finding ways, as I said at the outset, by activating group dynamics and therapeutic factors to improve the lives of our clients and our ecology. I've been thinking about this matter and, in fact, I have some potential initiatives sketched out. These are very preliminary, subject to the thinking and support of the Division. Put on your "idea cap," and take a look:

### Preliminary Ideas: Two Broad Initiatives, One Internal, One External

1. Internally directed: To energize, broaden, and increase membership.
  - a. To energize existing members:
    - Expand participation opportunities
    - Some ideas:
      - Continue efforts to work through committees
      - Each committee be co-chaired
      - Each Board member contact identified set of members via email using script (so that all members are reached)—providing participation opportunities
      - Develop Awards Committee to recognize efforts and manage awards
      - Prioritize efforts of Membership Committee
  - b. To broaden membership:
    - Some ideas:
      - Expand diversity of membership
      - Establish Board seat for Minority member (bylaw change?)
      - Establish Board seat for Student member
      - Integrate diversity in all communications and actions
      - Connect with "special population" APA divisions (e.g., Div 44, 45, 35, 51, APAGS) for initiatives
  - c. To increase membership:
    - Some ideas:
      - Add to membership
      - Do above in (1-b)
      - Reach out to Early Career Psychologists (ECPs), APAGS
      - Confer with APA Member Services about recruitment efforts
      - Allocate Convention Program hours for ECPs, students
2. Externally directed: To connect with APA directions; to become aligned with "social justice" divisions as well as with others; to inform and educate about involvement of groups for psychological, educational and social benefit; to participate with the

*(Continued on page 6)*

## President-Elect's Column

(Continued from p. 5)

Group Practice and Research Network; to heighten awareness of Division 49.

Some ideas:

a. to connect with APA directions:

Division 49 Presidential Initiatives mesh with those of President Bray and with Public Interest Directorate (e.g., poverty, homelessness, prevention)

b. to become aligned with “social justice” division as well as with others:

Follow through with any necessary formation steps

Create a Think Tank to identify action steps promoting use of groups for social justice

c. To inform and educate about involvement of groups for psychological, educational, and social benefit

Support our new Committee on Public Information/Education

Develop publicity campaign, or at least a plan

d. to participate with the Group Practice and Research Network

To seek APA Interdivisional Grant

To take initiative in sustaining Network

To allocate some funding to Network

e. to heighten awareness of Division 49

Implement (2a-d), above.

If you’ve stayed with me so far, here is where you come in. Send me your thoughts as we move ahead with planning (robert.conyne@uc.edu). I will be interested in what you have to say as we help Division 49 become even more “leaderful” in making an impact.

For Good Groups,

Bob

Reference

Raelin, J. (2003). *Creating leaderful organizations: How to bring out leadership in everyone*. San Francisco, CA: Jossey-Bass.

## Secretary's Report

Jennifer Harp, PhD

### Division 49 Mid-winter Board of Directors Meeting American Psychological Association Washington, DC



Jennifer Harp, PhD

#### Present:

Don Forsyth, PhD, President; Lynn Rapin, PhD, Past-President; Robert Conyne, PhD, President-elect; Jennifer Harp, PhD, Secretary; John Dagley, PhD, Treasurer; Allan Elfant, PhD, Council Representative, Newsletter Editor; Joshua Gross, PhD, Member-at-large, Membership Chair; Michael Andronico, PhD, Member-at-large, Diversity Liaison; Arthur Horne, PhD, Member-at-large; Gloria Gottsegen, PhD, Member-at-large, Fellows Chair; Sally

Barlow, PhD, Member-at-large, Liaison to CoS, Education and Training Chair; Craig Parks, PhD, Journal Editor

#### Absent and Excused:

Irene Deitch, PhD, Member-at-large

**Saturday, January 12, 2008**

Welcome and Introductions

Meeting began at 9:15 with President’s welcome and introductions. Dr. Craig Parks, Journal Editor, was introduced to the Board. Returning and new Board members were recognized.

#### Review of Roster, Committee Listings, Procedures

Information updated. Procedure for composition and concurrence requirements reviewed.

#### Minutes

Minutes from the August APA meeting in San Francisco were distributed and approved with minor corrections.

#### Committee Reports

##### *Publications Committee*

##### *Journal Report*

Dr. Craig Parks provided report on status of journal activity. APA is pleased with the journal. Impact factor is “above 1” with good feedback on ranking of the journal as a specialty publication.

Issues for discussion:

1. Dr. Parks has been approached by the Monitor for Spotlight articles. Craig was able to provide an article on “Group Drink.” The article will be in one of the first issues featuring spotlight articles and will increase our visibility.
2. Dr. Parks reported that Associate Editors Dr. Eric Chen, Dr. Zippi Schectman and Dr. Janice Kelly are doing a great job and the current associate editor arrangement allows for effective coordination of efforts and division of labor.
3. Dr. Parks made himself available for questions and concerns.
  - a. Dr. John Dagley reviewed costs, budgeting and cash flow issues related to journal production. He is concerned that he has little input from APA regarding the detailing of journal costs. Dr. Parks informed that Board that he, also, has received little input regarding billing information from APA.
  - b. Dr. Allan Elfant raised the concern that the journal does not necessarily reflect the original mission of the Division. That is, combining group psychology and group psychotherapy interests and perspectives in the journal. The history of this is-

sue was reviewed as various attempts have been made within the Division. One possibility for approaching this issue was identified—Dr. Parks stated that authors are asked to comment on clinical implications within more theoretical articles. Other ideas were considered that might encourage the submission of more clinically-oriented articles including general membership considerations and editor's strategic input in the journal (i.e., commentary, solicitation techniques).

#### *Newsletter Report*

Dr. Allan Elfant provided a progress report and update related to newsletter activities. He is planning obituaries for five senior members of Division 49 who have died. Several Board members volunteered to assist with the writing or preparation of these tributes. The next newsletter deadline is February 15, 2008. Dr. Forsyth and the Board acknowledged and thanked Dr. Elfant for his dedicated and excellent work.

#### *Electronic Communications*

Dr. Forsyth, web editor, is coordinating web and technology-focused communications. A new student member, Leann Terry from Indiana University, has provided significant input. Dr. Forsyth has transferred the listserv to APA (had been running from Dr. Steve Sobelman's site) and has added a new discussion-oriented listserv named "GROUP BUZZ" allowing for exchange. This represents a significant improvement. It is a moderated site and political endorsements are prohibited. Dr. Joshua Gross, Membership Chair, noted that it is important that the listserv listings be updated so that we are communicating and providing this service to current members only.

#### *Finance Committee*

##### *Treasurer's Report*

Dr. John Dagley distributed Budget and Expenditure reports allowing for cost analysis by the Board. Discrepancies exist in Affiliate membership tallies and Dr. Dagley is attempting to correct any current listing errors. Dr. Dagley summarized that as we continue to emphasize cost containment, the challenge at this point is revenue enhancement.

A discussion centered on product development, fellow sponsorship, foundation development, and voluntary membership contributions ensued. Multiple and related considerations were discussed.

An analysis of Journal Revenue/Expenses was conducted with the limited information made available to the President and President-Elect through APA. This included a review of the Publishing Service Agreement with APA. The Board agreed to pursue this matter through appropriate channels. Dr. Forsyth and the Finance Committee will provide leadership in this endeavor.

#### *Diversity Committee*

Dr. Forsyth and Dr. Andronico thanked Dr. Eric Chen for his work with the Diversity Committee. Dr. Chen wishes to step down from his position as Chair by June of 2008. The recent movement of the Diversity Committee from an Ad hoc to Standing Committee in 2007 (a result of the Bylaws Revision) was recognized as a vital step for our Division. However, it was acknowledged that this is only a first step in our process of truly encouraging diversity within the Division. The Board unanimously approved an initiative reaffirming its commitment to diversity and vigorous, ongoing development within the Division. Continued development of the Diversity Committee will be coordinated by its liaison, Dr. Michael Andronico.

#### *The Education and Training Committee*

Dr. Sally Barlow provided a verbal report regarding the history and activities of the Committee. Currently, our status as CE sponsor has lapsed as we've decided to be inactive following evidence that our role in CE sponsorship is not feasible or profitable at this time.

#### *Council of Specialists Report*

Due to Dr. Barlow's future plans, she will need a replacement for her seat on this council. Dr. Barlow outlined the details of her role and the council's activities and emphasized the need for our continued presence on this council and in this process.

Emerging in this discussion is the need to formally address our involvement with this Council. This need was identified as an organizational issue that requires further clarification.

#### *CRSPPP Board Report*

Dr. Barlow agreed to submit the Division's application to CRSPPP Board by December 2008. She will also form an Education and Training Committee within the month. This committee will include Dr. Barlow's successor.

#### *Program Committee*

Dr. Jean Keim's Program Committee Report was reviewed by the Board. Dr. Keim has expressed interest in serving as Chair for the next two years (for a total of three years). She has also recruited a co-chair, Maria Riva, who is interested in becoming the next Program Chair. The Board supported this plan.

Goals and visions for our APA program were discussed including thematic emphases and potential uses of the Hospitality Suite. The Board and Business meetings at APA are scheduled for Friday, August 15 with the Party on Friday night.

The Board supports the notion of a Hospitality Suite program and Dr. Keim will be contacted regarding such arrangements.

Dr. Forsyth also suggested that the future program committees include the President-Elect in order to include presidential goals/visions in the development of the program.

#### *Membership Committee*

Dr. Joshua Gross outlined the new procedure for contacting members and new members. A new listserv for Division Membership Chairs has been developed and has increased networking and interaction. Our membership continues to decline and we must emphasize bringing in the new in order to flourish as a division.

Programs for graduate students may be an important part of graduate student (and future member) recruitment and Dr. Gross emphasized several strategies for the coordination of programming and recruitment. Budgeting needs related to various recruitment strategies were also considered.

#### *The Committee on Fellows*

Dr. Gloria Gottsegen provided the report from the Committee on Fellows. Dr. Gottsegen identified the need for additional committee members and several potential members were considered.

(Continued on page 8)

## Secretary's Report

(Continued from p. 7)

A Call for Fellows has been distributed. Most recently, the Committee recommended Dr. Rivka Bertisch Meir for Fellow status.

### Working Committees

#### **Committee on Awards**

The report from the Committee on Awards was distributed and nominees for Group Psychologist of the Year were considered. Dr. J. Richard Hackman from Harvard University was selected as Group Psychologist of the Year. Dr. Forsyth will notify him and see if he is able to accept the award.

Discussion regarding the possible establishment of a new award for Contributions to Diversity ensued. The Diversity Committee will explore this possibility and make recommendations to the Board at APA Board meeting.

#### **Committee on Nomination and Elections**

In its report, members of the committee presented a proposed slate for 2008 Elections. The slate is as follows:

- President-elect: Dr. Gary Burlingame and Dr. John Dagley
- Treasurer: Dr. Jean Keim and Dr. Lynn Rapin
- Members-at-large: Dr. Nina Brown, Dr. Elaine Clanton-Harpine Dr. Kevin Kulic, Dr. Cheri Marmarosh, Dr. Maria Riva

The proposed slate was approved by the Board.

Saturday's Board Meeting was adjourned at 5:10 p.m.

**Sunday, January 13, 2008**

### Annual Report of the Division

Dr. Forsyth circulated a draft form of the Division's annual report. This report will be submitted to APA. Dr. Rapin sought feedback and concurrence from the Board which was provided. Lynn was recognized by the President and President-elect for her successful year as President. The Board provided a round of applause.

APA Council of Representatives: Dr. Joseph Kobos' report was distributed and reviewed.

### Liaison Committees

#### **Summit Remarks**

Dr. Lynn Rapin reported on the recent Summit which included representatives from Division 49; the American Group Psychotherapy Association (AGPA); Association for Specialists in Group Work (ASGW); Division 39, Psychoanalysis (Group Section); Division 13, Consulting Psychology; Division 50, Addictions. Other organizations have been identified for possible participation in the future.

At the Summit, the "Group Practice and Research Network (GPARN) was established which includes the above organizations. Division 49 representatives were Dr. Lynn Rapin, Dr. Don Forsyth, Dr. Bob Conyne, and Dr. Josh Gross.

Dr. Rapin, Dr. Forsyth, and Dr. Conyne (Dr. Gross was absent from this portion of the meeting due to an early departure time) shared their experiences in the process work of the Summit. All agreed that the meeting took place in an atmosphere of interest and cooperation. Goals and structure emerged in the process and several areas of work were identified. Dr. Conyne emphasized implantation procedures that were outlined at the conclusion of the meeting. Minutes from the meeting were distributed and reviewed. Specific initiatives and activities of the involved Division 49 members were outlined. Plans for future meetings were discussed and the Board unanimously concurred that Division 49 will participate fully in the fledgling network. Dr. Rapin will convene the next GPaRN meeting in order to provide planful continuity in the formation process. Dr. Conyne will provide a report on the Summit for the newsletter. Collaborative efforts with other APA divisions will continue. The Summit Committee was formed as an Ad hoc Committee.

#### **Federal Advocacy**

Dr. Gottsegen's report was presented and reviewed.

### Ad Hoc Committees

#### **Bylaws Revision Committee**

Dr. Jennifer Harp identified two areas for discussion: The Diversity Committee description will be written with input from the Diversity Committee. Also, editorial clarification will be provided in the "Chair" description of the Nominations and Elections Committee.

#### **Public Information/Education Committee**

A report from Dr. Irene Deitch was distributed and reviewed. It was noted that goals in this area are consistent with Summit activities.

#### **Ad Hoc Committee on School-Based Mental Health Group Interventions**

Elaine Clanton-Harpine submitted a report for Board review. The Board concurred in support of this committee.

#### **Group Practice and Research Network Ad Hoc Committee**

This ad hoc committee was recognized and discussed.

#### **Strategic Planning**

Distribution of Call for Nominations to APA Committees was distributed. Dr. Gloria Gottsegen provided clarification regarding the Nominations to Committees process.

Dr. Allan Elfant's resignation from Committee on Divisions and APA Relations (CODAPAR) was recognized.

#### **APA Convention Meeting**

Dr. Forsyth is planning to invite APA President-elect Bray to our Convention Board Meeting.

#### **Policy Manual**

Dr. Forsyth will continue to work on the manual. He requests that we continue to review policies and noted that some areas are incomplete.

Meeting adjourned at 11:20 a.m.

Respectfully submitted,  
Jennifer Harp, PhD, Secretary

## Treasurer's Report

John Dagley, PhD

The division managed to stay in the black this year, though just barely, even though we suffered a loss of income from a drop of membership (13%) and a reduction of journal revenue (14%). We had anticipated a slight drop and budgeted for it, but the small revenue loss still impacted us, particularly in our ability to pursue new initiatives. Our membership loss seems to track closely the trend of several other APA divisions with relatively small numbers. Effective leadership and stewardship helped us meet several important goals, even with modest budget restrictions. We continue to hover around a functional annual budget figure of \$25,000.



John Dagley, PhD

Our highly respected newsletter (*The Group Psychologist*) and journal (*Group Dynamics*) continue to serve as our signature products.

We're fortunate that our editors continue to meet higher and higher productivity and quality standards. Importantly, as each of these publications grows in use and popularity, we improve our collective ability to pursue our basic mission of improving the research and practice of group psychology and group psychotherapy.

Growth continues to be our most important goal. Our most pressing challenge is to develop new revenue sources. While it would help demonstrably to execute a successful membership drive to attract the younger generation of professionals who seem less inclined to join large national organizations, I believe we will have to pursue such a drive in an unconventional way to achieve the level of success we need. In short, we have to become more worthy, more substantive and more attractive. We need to invent new ways of being, not just new ways of marketing. Psychologists, other helping professionals, and a host of other "group leaders" need to see our products and services as uniquely worthy and valuable, to the degree that they not only want to join us, but more importantly want to come to our training sessions, buy our training materials, and join us in a myriad of ways as we pursue our mission.

## APA Council Report

Note: Your Council Representative (Allan B. Elfant, PhD, ABPP) was unable to attend the February 2008 Council meeting. Dr. Gloria Gottsegen graciously agreed to represent our Division in his place. Below is a summary of Council's work.

### Council Reaffirms Its Stance Against Torture

*New language more clearly expresses APA policy*

By Rhea K. Farberman

APA Monitor Executive Editor

In an on-going effort to communicate the association's strict prohibition against torture or other forms of cruel, degrading or inhumane treatment, at its Feb. 22–24 meeting, the APA Council of Representatives adopted an amendment to its 2007 resolution on torture to more clearly express APA's no-torture, no exceptions policy.

The new language, which replaces a portion of the council's 2007 statement, is as follows:

*Be it resolved that this unequivocal condemnation includes all techniques considered torture or cruel, inhuman or degrading treatment or punishment under the United Nations Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment; the Geneva Conventions; the Principles of Medical Ethics Relevant to Role of Health Personnel, Particularly Physicians, in the Protection of Prisoners and Detainees Against Torture and other Cruel, Inhuman, or Degrading Treatment or Punishment; the Basic Principles for the Treatment of Prisoners; or the World Medical Association Declaration of Tokyo. An absolute prohibition against the following techniques therefore arises from, is understood in the context of, and is interpreted according to these texts: mock executions; waterboarding or any other form of simulated drowning or suffocation; sexual humiliation; rape; cultural or religious humiliation; exploitation of fears; phobias or*

*psychopathology; induce hypothermia; the use of psychotropic drugs or mind-altering substances; hooding; forced nakedness; stress positions; the use of dogs to threaten or intimidate; physical assault including slapping or shaking; exposure to extreme heat or cold; threats of harm or death; isolation; sensory deprivation and over-stimulation; sleep deprivation; or the threatened use of any of the above techniques to an individual or to members of an individual's family. Psychologists are absolutely prohibited from knowingly planning, designing, participating in or assisting in the use of all condemned techniques at any time and may not enlist others to employ these techniques in order to circumvent this resolution's prohibition.*

The amendment was crafted by a group of council representatives who also worked on the 2007 Resolution: William J. Strickland, PhD (Div. 19, Military), Laurie Wagner, PhD, (Div. 39, Psychoanalysis), Elizabeth C. Wiggins, PhD (Div. 41, Psychology and Law), and Judith L. Van Hoorn, PhD, and Corann Okorodudu, EdD (Div. 48, Peace).

"The amendment is a more direct statement of the intent of the 2007 resolution and removes any concerns that the 2007 resolution was unclear or contained loop-holes," said Wagner, speaking on behalf of the group.

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## APA Council Report

(Continued from p. 9)

To read the resolution, visit [www.apa.org/governance/resolutions/councilres0807.html](http://www.apa.org/governance/resolutions/councilres0807.html).

In other action, the council:

- Adopted the report of the 2007 Presidential Task Force on Integrative Health Care for an Aging Population, *Blueprint for Change: Achieving Integrated Health Care for an Aging Population*. (see <http://www.apa.org/pi/aging/blueprint.html> for the full text of the report).
- Voted to adopt the Resolution on the American with Disabilities Act, which reaffirms APA's policy on disabilities, strengthens the association's position on the law, and enables the association to pursue disability-related activities at the federal and state levels.
- Voted to adopt as policy the revised Principles for the Recognition of Specialties in Professional Psychology, which has been updated to recognize the importance of cultural and individual differences and diversity in the education and training of specialists.
- Voted to send to the full membership for vote a proposal to add new seats on council for the four ethnic-minority psychology organizations: the Asian American Psychological Association, the Association of Black Psychologists, the National Latina/o Psychological Association, and the Society of Indian Psychologists. This ballot will be a second opportunity for the membership to consider this issue; the Council strongly supports the addition of these seats and plans to include more information for the membership with this second ballot. Adding these seats would be outside the regular council representation apportionment process; no current or future division or state representation would be at risk for losing their seats due to the addition of these new seats.
- Voted to send to the full membership for a vote a proposal to make the American Psychological Association of Graduate Students member of the Board of Directors a voting member of the Board.

- Approved the Div. 56 (Trauma) as a permanent APA division.
- Voted not to adopt a proposal to create a new division for qualitative inquiry. The proposal failed to achieve the two-thirds vote required by the APA By-laws for establishing new divisions.
- Approved an increase in the Interdivisional Grant Program funds to \$25,000 per year for each of three years (2009–2011). The Committee on Division/APA Relations will submit an evaluation of the projects to the council in 2011.

The council also allocated money from its 2008 discretionary fund for the following:

- A task force to study council representation.
- A three-day conference to provide quantitative training and support for students from underrepresented groups.
- A task force to develop an APA designation process for post-doctoral psychopharmacology education and training programs. The task force is charged with creating a proposal for a designation system, which would develop the minimal standards for programs of psychopharmacology education and training programs.
- The 2008 APA National Conference on Undergraduate Education in Psychology. The conference will be held June 22–27 at the University of Puget Sound in Tacoma, WA.
- A meeting of the National Standards for High School Psychology Working Group and the National Standards Advisory Panel. This meeting will serve to facilitate the second revision of the National Standards for the High School Psychology Curricula.
- An APA Presidential Task Force on the Psychological Needs of U.S. Military Service Members and their Families.

The council also approved the 2008 APA budget with a forecasted surplus of \$332,600.

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### Listserv

Are you participating in Division 49's e-mail listserv? If not, then you've missed out on many interesting and potentially valuable messages about job opportunities (academic and nonacademic), calls for papers in special journal issues, conference announcements, and so on. The listserv has also allowed members to consult with one another on issues of mutual concern, such as evaluations of various therapy techniques. Several hundred Division members are already on the listserv—if you want to join them, contact Don Forsyth at [dforsyth@richmond.edu](mailto:dforsyth@richmond.edu).

### Change of Address?

Do you have a change of address? Question about your membership status? Please call the Division Services Office of the American Psychological Association at 202-336-6013 or e-mail [division@apa.org](mailto:division@apa.org).

### Help Us With Our Membership!

Please encourage your colleagues to join Division 49. An application form is in every issue. Our Membership Chair, Joshua Gross, PhD, will be pleased to help. He can be reached at [JGross@admin.fsu.edu](mailto:JGross@admin.fsu.edu).

Note: A Division 49 member requested that the letter below be printed. Your *TGP* Editor welcomes all comments on this charged letter and the issues it raises. In the Election issue of *TGP*, Stephen Behnke, Director of the APA Ethics Office will respond with his own letter.

## Why I Resigned from the American Psychological Association

*Kenneth S. Pope, PhD, ABPP*

*The following letter was sent to APA President Alan Kazdin via FedEx on February 6, 2008, and to members of the APA Council of Representatives via the Council listserv Thursday morning, February 7:*

Alan E. Kazdin, PhD, President, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242

Dear Alan,

With sadness I write to resign from the American Psychological Association. My respect and affection for the members, along with my 29 year history with APA, make this a hard and reluctant step. Chairing the Ethics Committee, holding fellow status in 9 divisions, and receiving the APA Award for Distinguished Contributions to Public Service, the Division 12 Award for Distinguished Professional Contributions to Clinical Psychology, and the Division 42 Award for Mentoring reflect a few chapters in my APA history. I respectfully disagree with decisive changes that APA has made in its ethical stance during the past 6+ years. These changes moved APA far from its ethical foundation, historic traditions, and basic values, and beyond what I can in good conscience support with my membership.

I would like to note two examples of disagreement. First, the years since 9-11 brought concern over psychologists' work that affects detainees. APA has stressed psychologists' "vital role" regarding "the use of ethical interrogations to safeguard the welfare of detainees" and ways that psychologists "help advance the cause of detainee welfare and humane treatment." Yet in its ethics code, APA chose not to recognize any humane treatment requirements governing psychologists' work with detainees as enforceable standards.

Historically, when concerns arose about the impact of psychologists' behavior on groups at risk, APA moved decisively to create specific requirements and limitations in the ethics code's enforceable standards. These groups included persons "for whom testing is mandated by law or governmental regulations," "persons with a questionable capacity to consent," research participants, "subordinates," clients, students, supervisees, and employees. Facing concerns about the impact of psychologists' behavior on research animals, for example, APA created an enforceable standard supporting the "humane treatment" of laboratory animals. But for detainees, APA chose not to adopt any enforceable standards in the ethics code mandating humane treatment.

The code's numbered ethical standards "set forth enforceable rules of conduct." The code emphasizes that although other code sections should be given consideration, even the code's "Preamble and General

Principles are not themselves enforceable rules..." APA's decision to adopt an enforceable standard regarding "humane treatment" of animals but not to adopt an enforceable standard regarding "humane treatment" of detainees turns APA away from its ethical foundation, historic traditions, and basic values that should endure even in the midst of post-9-11 risks and realities.

My second area of disagreement concerns the ethics code that Council adopted August 21, 2002 (which took effect June 1, 2003). The 2002 code echoes the earlier code in setting forth the following enforceable standard: "If psychologists' ethical responsibilities conflict with law, regulations, or other governing legal authority, psychologists make known their commitment to the Ethics Code and take steps to resolve the conflict." But the 2002 code created a new enforceable standard: "If the conflict is unresolvable via such means, psychologists may adhere to the requirements of the law, regulations, or other governing legal authority" (Standard 1.02).

This new enforceable standard, in my opinion, contradicts one of the essential ethical values voiced in the Nuremberg trials. Even in light of the post-9-11 historical context and challenges, I believe we can never abandon the fundamental ethical value affirmed at Nuremberg.

An attempt to modify Standard 1.02 was placed only in the non-enforceable section. In the 5 years since creating this new enforceable ethical standard in a sharp break with the past, APA chose to make no qualifications, restrictions, or other modifications to Standard 1.02 in the code's enforceable section.

The code's 89 enforceable standards identify diverse ethical responsibilities, some representing the profession's deepest values. The code recognizes that these ethical values can stand in stark, irreconcilable conflict (no matter what steps the psychologist takes to resolve the conflict) with a regulation, a law, or governing legal authority. APA's creation of an enforceable standard allowing psychologists to violate these fundamental ethical responsibilities in favor of following a regulation, a law, or a governing legal authority clashes with its ethical foundation, historic traditions, and basic values.

Such changes in APA's approach to its enforceable ethical standards over the past 6+ years embrace issues of enormous complexity and conflicting values. I've tried during these years to read as widely and carefully as possible in these diverse areas, comparing secondary sources to primary sources and evaluating claims in light of evidence. On one narrow topic, for example, I've read and maintained an archive of citations of over 220 published works (including those

*(Continued on page 12)*

## Why I Resigned from APA

(Continued from p. 11)

from APA) that specifically address the controversy over physicians and psychologists participating in the planning and implementation of detainee interrogations. (The archive is at: <http://kspeope.com/interrogation/index.php>).

Over the decades I've written articles and books examining APA's earliest discussions about ethical responsibilities and accountability, the choice to create an ethics code, the innovative methods used to create a unique code, the revisions and controversies over the years, and APA members' ethical views, dilemmas, and behavior. During the code's distinguished history, it has set forth APA's essential ethics and the standards to which members agree to hold themselves

accountable through the Ethics Committee's formal enforcement. For me, the two examples above represent defining issues for APA. Steps that APA has taken or avoided since 9-11 mark a sharp shift in values and direction. I respectfully disagree with these changes; I am skeptical that they will work as intended; and I believe that they may lead to far-reaching unintended consequences.

These changes take APA so far away from its ethical foundation, historic traditions, and basic values, and from my own personal and professional view of our responsibilities, that I cannot support them with my membership. In light of my respectful disagreement with APA about these fundamental changes, it is with great sadness and regret that I resign my membership.

Sincerely,  
Kenneth S. Pope, PhD, ABPP

## 2008 Division 49 Candidate Statements

### Candidates for President-Elect

#### Gary M. Burlingame, PhD



My contact with the Division began in 1980 as a graduate student when my mentor—Addie Fuhriman—invited me to board meetings. My principal contributions have been to our journal (e.g., associate editor and editorial board), research committees and offering Division sponsored symposia at the annual convention where students showcase their group research. I believe that the viability of any professional organization is its ability to attract students and young professionals and that the Division is at a crossroad on this front. As President,

I would encourage initiatives that would attract and maintain ties with students-in-training, the viability of group training in counseling and mental health training programs and connections with settings where groups are used.

I believe that offering clinically relevant information is one way to attract and maintain ties with young professionals and maintain viability in applied settings. Indeed, developing clinically relevant evidence-based group principles has been a focus of my 24-year academic career. I've co-authored over 120 books, chapters and articles that summarize or test principles associated with improving group dynamics and clinical outcomes; work that was recognized in 2006 when I received the Group Psychologist of the Year Award from the Division. My interest in group has taken many forms ranging from groups in counseling centers to those offered in trauma centers in Bosnia. In sum, my career goal has been to apply our empirical knowledge to improve the application of groups and I would see this being the theme of my tenure as President.

#### John Dagley, PhD



I tried to find a picture for this election issue that would make me look presidential, but alas all I found was this one of some guy who looks a lot older than I feel. Actually, on some days I do feel about as old as I look, but most of the time I feel as though I could be the kind of energetic dynamo this Division deserves. Perhaps I would be wiser to run on a platform of promise. Not so much on the basis of being a fellow with a lot of promise, but more so as a fellow who can make a lot

of promises. That seems a bit more fitting. Or I suppose I could build on one of the themes of the recent primary campaigns and promise change. I'm comfortable in knowing that after the exceptional competence of Andy Horne, Steve Sobelman, George Gazda, Lynn Rapin and Don Forsyth, our most recent presidents, that I would indeed be a Change! Or, I guess I could run on my stellar performance as the current Treasurer of our organization, but that may be a stretch too since we've spent more time in the red than we have in the black. So, maybe I'll just go back to the Change theme.

Seriously, it's been a pleasure to serve the organization, and even more importantly it's been a pleasure to be a small part of a wonderful group of professionals deeply committed to an important, meaningful mission.

## Candidates for Treasurer

### *Jeanmarie Keim, PhD*



It would be my honor to serve as treasurer of Division 49. If elected, the division members would find me hard working and motivated. My doctorate is in Counseling Psychology from Arizona State University with an undergraduate degree in Business Management. Currently, I am a faculty member in Counseling at the University of New Mexico and a licensed psychologist in Arizona and New Mexico. If elected, I will keep the financial records in accordance with the APA standards and provide information regarding finances in

a timely manner to the division.

My experiences in teaching and service have prepared me to serve Division 49. My service to the division includes serving as current Div. 49 Program Chair and past member of Division 49's Program and Membership committees. I have over 15 years teaching experience in higher education, both in APA Counseling Psychology and CACREP Counselor Education programs. My additional experience includes: Faculty Senator for seven years; Chair, Faculty Senate Finance Committee; Program Evaluator for numerous grants (underserved populations, Title V, suicide prevention, sports ethics and student retention); Reviewer for five journals; and Reviewer of program proposals for various APA divisions since 1996.

In conclusion, if elected to serve as division treasurer, my goal is to assure the financial stability of the division through excellence in record keeping and fiscal stewardship.

### *Lynn Rapin, PhD*



I consider the role of Treasurer to be of central importance to our effective and efficient functioning as a Division. It is not glamorous.

As a small Division, we in 49 have limited resources to fund our activities. We have to have enough money to provide valuable member services, but be parsimonious in our spending. Since I have previously served in 2007 as President, I am intimately aware of the careful balancing

these two elements require. I am among the list of Presidents who have carried reception celebration food cross-country and have gnashed my teeth at financial statements which do not make sense.

The job requires attention to detail and review of financial statements often lacking necessary information. I am committed, if elected, to increase our Division's understanding of the financial underpinnings of APA accounting, to bring more transparency to our agreements, and to assist in any accounting functions which will provide us with a stronger financial base (for example, through outside funding, a foundation, grants, product sales, as well as processing reimbursements for board activities).

Each of these functions will require a large number of volunteer hours from the Treasurer. I am willing to commit to the work hours required. These are not easy promises to make. There are layers of investigation required to understand how we are reimbursed for memberships, publications, electronic hits on our journal and other items. It will take persistence that I am willing to commit to make our Division stronger.

## Candidates for Member-at-Large (2 to be elected)

### *Nina Brown, EdD*



I am pleased to be nominated for a member-at-large position for the Board of the Division of Group Psychology and Group Psychotherapy as the Board helps set the policies that guide and direct the vision for the division.

The Division has several challenges and opportunities at this time. Challenges include increasing and sustaining members committed to the mission and purpose for the division, developing effective means to foster cultural and diversity sensitivity and competence, advocating for the relevance and efficacy of group as a modality, supporting and improving the practice of group leadership, and advancing the science for group work. Opportunities that can help meet the challenges include partnering with other organizations that focus on groups such as the recent summit with ASGW and AGPA, increasing the involvement and input of members for guidance, and promoting evaluation and effectiveness research.

My qualifications focus on three aspects; academic experiences, scholarship and professional service. Academic experiences include 20+ years teaching entry and advanced group courses. My scholarship credentials allowed me to be designated an Eminent Scholar by the university, and five books published on group. Professional credentials include memberships in group focused professional organizations: APA Division 49 since its inception, the Association of Specialists in Group Work (ASGW), and the American Group Psychotherapy Association (AGPA). AGPA designated me as a Fellow of the organization. I would appreciate an opportunity to be involved with Division 49 as a Board member-at-large.

*(Candidate Statements continued on page 14)*

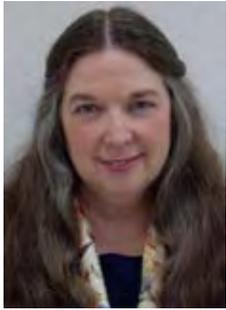
## Call For Group Humor

Your newsletter Editor is inviting submissions of any jokes or humor relating to group therapy, group leadership, or group process. Be spontaneous, daring, creative, and funny in your contributions. Irreverence and absurdity are encouraged. Submit to: [abelfant@mac.com](mailto:abelfant@mac.com).

## Candidates for Member-at-Large

(Continued from p. 13)

### *Elaine Clapton-Harpine, PhD*



I am honored to be nominated and look forward to the opportunity and challenge of serving our Division. I have 37 years experience working with children and youth in community-based and school group settings. I am presently teaching at the University of South Carolina Aiken and directing Camp Sharigan, a motivational group program that uses group-centered interventions. I have also just completed my 10th book, *Group Interventions in Schools: Promoting Mental Health for At-Risk Children and Youth*.

For the past several years in Division 49, I have had the pleasure of working with the membership committee. This year I have worked as the chair of the new Ad Hoc School-Based Mental Health Group Interventions Committee. We will be sponsoring an interactive panel discussion at the APA convention in Boston, bringing together some of our leaders in Division 49 to discuss school-based group problems. Through the committee, Division 49 is co-sponsoring a conference this spring on school-based mental health. We also started a column in our newsletter directed toward group interventions in schools, entitled Prevention Corner.

Membership growth is one of our biggest challenges in Division 49. Strengthening our work through special-interest conferences and committees, exploring pathways of involvement with graduate students, and developing research teams to mentor new researchers can help us enhance our growth potential. Division 49 has a very vital role to play in APA. We must build upon the past and reach beyond to bring together all who work with groups.

### *Kevin Kulic, PhD*



I am excited and honored to be nominated for the Division 49 Board, and I'd like to tell you why I would be a great choice for this position. I have learned about group from some of the masters in our field, and I now teach about our favored modality to my own students every semester. I have kept active in the group work community by serving as an editorial board member for *JSGW*, and in the past I organized a *JSGW* conference while also serving as the Georgia chapter president. In addition, I have also been published in the Division 49 journal and *JSGW*. I learned my passion for groupwork

and group dynamics while earning my doctorate at the University of Georgia, which has a history of training and producing great group workers and researchers. As an early-career psychologist I would relish the opportunity to become even more involved with the groupwork community by serving on the Division Board, and I would look forward to working more closely with the leaders in our field to further promote

the development and advancement of the field of group psychology. I try to stress to my students the incredible power of groups, and they often don't know anything about this until they get to my class. One of the things I'd like to accomplish as a Board Member is to raise awareness of this to students and practitioners as well as the general public, so our power as a group continues to grow!

### *Cheri L. Marmarosh, PhD*



I am honored to be nominated for Member-at-Large. My passion for groups started in graduate school where I worked with Don Forsyth and Jack Corazzini. Don facilitated my interest in research and encouraged me to study group therapy. Jack made group therapy something worth studying. Both of them made a significant impact on my career. I would like to have the same impact on others by bringing them into our Division. I will bring to the candidacy years of group experience as a clinician and researcher who can reach out to diverse populations of psychologists

interested in group work. Currently, I am a full-time assistant professor in the Clinical Professional Psychology Program at the George Washington University. I have published and presented research that explores group attachments and attitudes about group therapy. I am on the editorial boards of Division 29's *Psychotherapy: Theory, Research, Practice, and Training* and Division 49's *Group Dynamics: Theory, Research, and Practice*. I was recently invited to join the editorial board of *The International Journal of Group Psychotherapy*. I am also a licensed psychologist with a part-time private practice. I am active in post-graduate training and am a faculty in the Institute of Contemporary Psychotherapy. I have worked as a clinician in university counseling centers, as a faculty member, and as a private practitioner. I have an understanding of the issues that face our field, have contact with diverse psychologists and students who are interested in groups, and a strong desire to contribute to the success of our Division.

### *Maria Riva, PhD*



I would be delighted to represent Division 49 as the Member-at-Large. I have been involved in conducting, teaching, and researching psychotherapy groups for almost 20 years. I have been a member of Division 49, *Group Psychology and Psychotherapy* since its inception and in other group organizations for many years before that. I have been active as an Editorial Board Member of Division 49, and have participated in co-editing a special issue on *Groups in Education for Group Dynamics*. I am interested in

being more involved in Division 49 and the Member-At-Large position would allow me to learn more about the strengths and concerns in the field of group psychology and psychotherapy and to advocate for groups within the larger context of the American Psychological Association. My energy and passion continue to be in the field of group psychology and psychotherapy. I look forward to a position where advocacy and education are key components for helping those outside of our Division gain a broader understanding of the importance and effectiveness of groups.

## From Our Journal Editor

### Group Dynamics Report 2007

Craig Parks, PhD

This is a summary of my first year as editor of *Group Dynamics*.

#### Editorial Team

My plan for my editorial team was to have two Associate Editors (AEs) who can work with clinical/consulting manuscripts, and one AE to handle social/organizational papers. Eric Chen and Zippi Shechtman fill the former roles, and Janice Kelly the latter.

I planned to give each AE a maximum of 12 manuscripts per year, with me handling the rest. As best as possible, I also planned to restrict each AE to one new manuscript per month. I accomplished the former goal, and have largely been able to hold to the latter. Once or twice I have had to ask an AE to take on a couple of papers within the span of a few weeks, but this has not proven to be a problem.

We selected 39 consulting editors (CEs). This is less than the 58 in place at the end of Dennis' term. Our board is smaller because, in reviewing Dennis' editorial records, we found a number of CEs who were being used infrequently, or not at all. My conclusion was that the board was too big for the number of manuscripts being received.



Craig Parks, PhD

So, I went with a smaller group, and require the AEs to assign at least one CE to every paper they handle. As a result, all of our CEs reviewed between 2 and 5 manuscripts last year.

#### Submissions

We received 67 submissions in 2007. Of these, 58 were regular manuscripts; one was an editorial prepared by me for my first issue; and 8 were manuscripts for a special issue on "Evolutionary Approaches to Group Dynamics" that was developed under Dennis, but for which editing occurred under me. There are also 4 manuscripts accepted by Dennis that carried forward to us.

Of the 58 regular manuscripts, 25 (43%) were clinical/consulting in orientation, and 33 (57%) social/organizational. A revision was invited for 16 manuscripts, giving us a rejection rate of 72%.

#### Submission Portal

Our primary goal for 2007 was development and refinement of the web submission portal. We have now run manuscripts through from submission to acceptance and have worked all of the bugs out of the system. The portal is streamlined and easy to use and APA did an excellent job engineering it

#### Other Activities

In September I participated in an editorial panel discussion at the Social Psychological section of the British Psychological Society. It was a standing-room-only session and I hope this will increase our rate of submission from international authors.

## Group Summit Report

### Can Group Associations Do Together What They Could Not Do Independently?

*The Group Practice and Research Network is Launched—And You Can Get Involved!*

Bob Conyne

Division 49 President-Elect and Scribe for the Summit



Robert K. Conyne, PhD

For about three years, leadership of Division 49 and of the Association for Specialists in Group Work (ASGW) kicked around the above question. Discussions within each association led to a belief that it would be worthwhile to find a way to organize interested group associations to explore the question. But how in the world could that ever be accomplished?

Dr. Lynn Rapin, now Past President of Division 49, courageously decided to take on this task, making it a goal of her time in office. Chiefly due to her organizing efforts, what became known as "The Group Summit" was held on January 10–11, 2008, at APA headquarters, preceding the Division's own Board meeting.

By all accounts, the Summit was a gratifying success, including:

- a. Representatives from 6 different organizations holding a stake in group work developed a positive, collaborative working environment, leading to a decision to formalize the arrangement
- b. A name for the new "umbrella" organization was created: Group Practice and Research Network (GAPRN)
- c. A future action agenda was created
- d. Many opportunities for you to get involved in cross-associational work were identified. See Work Groups, in Section C, toward the end of this report.

Following are edited minutes I wrote from the Summit. Group Practice and Research Network (GPARN):

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## Group Summit Report

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**Summit meeting: January 10–11, 2008**

(January 10, 1:00–5:00 p.m.)

(January 11, 9:00–5:00 p.m.)

**American Psychological Association**

**Room 4054, 750 First Street, Washington, DC**

### A. Attendees

#### American Group Psychotherapy Association (AGPA):

- Elizabeth B. Knight, MSW President, elizabethknight@att.net
- Marsha S. Block, CAE, CFRE, CEO, mblock@agpa.org
- Connie Concannon, MSW, President-Elect, concannon@sbcglobal.net

#### Division 49, Group Psychology and Group Psychotherapy (American Psychological Association):

- Lynn Rapin, PhD, Past President and Convenor of Summit (lynn.rapin@uc.edu)
- Don Forsyth, PhD, President, dforsyth@richmond.edu
- Robert Conyne, PhD, President-Elect, robert.conyne@uc.edu
- Josh Gross, PhD, Membership Chair, jgross@admin.fsu.edu

#### Association for Specialists in Group Work (ASGW)

- Janice DeLucia-Waack, PhD, President, jdelucia@acsu.buffalo.edu
- Lenoir Gillam, PhD, President-Elect, gillam\_lenoir@colstate.edu
- George Leddick, PhD, ACA Governing Council Representative, drgeo@earthlink.net (substituting for Maria Riva, PhD, Past President)

#### Division 39, Psychoanalysis, Group Section (American Psychological Association)

- Shoshana Ben-Noam, PsyD, sbennoam@excite.com (substituting for Manny Shapiro, PhD)

#### Division 13, Consulting Psychology (American Psychological Association)

- Skipton Leonard, PhD, skip.leonard@wial.org (Friday).

#### Division 50, Addictions (American Psychological Association)

- Nancy Piotrowski, PhD, napiotrowski@yahoo.com (not able to be present)

### B. Pre-Meeting Preparation

Following is pre-meeting planning material that was developed by the attendees, coordinated by Lynn Rapin, and sent to everyone prior to the Summit:

#### Summit Goals

- Identify common goals and potential collaborative outcomes to broaden and strengthen group skills training, practice and applications.

- Collaborate across group associations to elevate the scientific and professional status of groups and their application.
- Develop a more interdisciplinary perspective on our interdisciplinary field, where the role of group specialists across the organizations can be considered broadly.
- Consider psychological science's contributions in group research to the "Great Challenges of Society."

#### Process Assumptions

- The Group Summit was conceived as a time-limited task group with outcomes and future activities determined by the participating attendees and their representative organizations.
- Process organization was viewed as assisting in the effective and efficient use of meeting time.
- No one group of representatives would force its will upon the rest.
- Preparation would aid in accomplishing Summit goals. Each representative will every organization's web site and those of other attendee organizations for goals and initiatives which might be considered collaboratively:
  - ◊ [www.agpa.org](http://www.agpa.org)
  - ◊ [www.asgw.org](http://www.asgw.org)
  - ◊ [www.apa49.org](http://www.apa49.org) (waiting for revisions)
  - ◊ [www.div13.org](http://www.div13.org)
  - ◊ [www.div39.org](http://www.div39.org)
  - ◊ [www.apa.org/divisions/div50](http://www.apa.org/divisions/div50)

#### Agenda Items for Consideration

Agenda items were generated by the attendees prior to the meeting. Participants were encouraged to come prepared with resources and ideas in order to facilitate synergistic progress. Without alteration, in thinking that this list may be of interest to readers, the items appear next:

- Learn about the mission and core beliefs of each professional association represented and identify what commonalities and uniqueness exist. Then, consider what we might be able to do, together, to support these commonalities and uniquenesses.
- Support for the specialized training needed for group with specific mention in state licenses, in the disciplines codes of ethics, and via accreditation requirements for educational settings, mental health training programs and service delivery agencies/clinics
- Discuss the four types of group work identified by ASGW (psychotherapy, counseling, psychoeducation, and task)
- Come to consensus on effective training for group leaders and core group leader competencies. (Note: ASGW has standards for group training which could be reviewed)
- Discuss the minimum training for a master's level practitioner or a PhD level practitioner (i.e., a group class plus supervised practice as a leader). Am I practicing outside my area of competency if I lead a group without supervision—and have never had my group leadership previously supervised? Supervision of how many previous sessions is enough? 1, 2, whole group?
- Identify and advocate for evidenced based programs in group with SAMHSA and other public agencies/insurance companies.
- Explore the feasibility of all of the group organizations holding their educational meetings jointly annually.

- Consider ways to promote the financial and clinical advantages of group psychology applied as group psychotherapy and counseling.
- Discuss best practices—highlighting specific issues in ethical practice. Dealing with confidentiality. Dealing with group casualties. Screening issues.
- Identify how agencies and independent practitioners develop group based programs and provide materials for such organizations
- Consider suggestion by Dr. Alan Kazdin, APA 2008 President input, slightly edited: On a broader issue, I mentioned that it would be useful to conceive of groups (and the professional associations of the Group Summit) as essential for critical issues facing humans. Whether the level is classrooms, siblings, families, cities, nations, world peace and war, religious conflict, diversity, racism, hate crimes—and more—I would like to see ...the perspective that groups, theory of groups, and more importantly to ensure there is genuine credibility that research on groups is relevant. It is /all /about groups. Indeed, I would argue that for individuals (i.e., not groups) who are alone, isolated, and not participating in society, it is still about groups, but in this case the failure to connect with and what can be done to integrate them.
- Use the seven domains of the interface between practice-

oriented group psychologists and research-oriented group psychologists as an organizing tool (see table below).

**Potential Outcomes: What can the groups do better in collaboration than alone?**

- Form a Consortium of Group Supporters for specific outcomes actions (some ideas):
  - ◊ Increase visibility in society
  - ◊ Market groups as intervention strategy: Groups Work
  - ◊ Influence media via TV, columns in papers (e.g., monthly column in Gannett newspapers or *Psychology Today*, AARP)
  - ◊ Secure funding grants (e.g., via [www.grants.gov](http://www.grants.gov)) for prevention/
  - ◊ development/remediation with some percentage of funds to each organization
- Seek seed money from potential supporters
- Use group dynamics in community change efforts
- Advocate within managed care
- Use the Practice x Research grid to link knowledge bases and production
- Identify and publish areas of agreement in a “Boulder Conference” type article and/or Interdisciplinary monograph. Include process activities and how inter-professional collaboration

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Interface	Definition	Example Issues
Educational	Common educational and training experiences	What educational experiences should be included in the training of practitioners? Should the training of group researchers include work in mental-health settings? What areas define basic studies in mental health and human behavior?
Professional	Relationships between scientists and practitioners	How should the scientific and professional facets of group-level researchers and practitioners be linked? What are the minimum standards that must be attained by a practicing psychologist? How should professional organizations be structured to serve both basic and applied researchers?
Practical	Integrated attempts to solve individual and societal problems	How can the utility of group approaches be increased? What is the ideal size of a therapeutic group? How can we prevent premature termination of treatment from groups?
Methodological	Shared empirical procedures and standards	How can advanced statistical methods be used to disentangle group-level and individual-level effects? How can quantitative and qualitative approaches co-exist? How can group-level effects of a treatment be distinguished from the treatment-specific effects? How can group-level variables be assessed?
Theoretical	Efforts aimed at constructing discipline-spanning conceptual models	What interpersonal and intrapersonal factors contribute to adjustment versus dysfunction? To what extent are adjustment and dysfunction group-level phenomena?
Metatheoretical	Shared assumptions about the phenomena under study	What is the essential nature of any one human being? Is behavior caused by exogenous or endogenous factors? Are humans governed more by rationality or irrationality? Is the human species uniquely affiliative?
Epistemological	Fundamental assumptions held in common about how knowledge should be expanded	How should adjustment and dysfunction be studied? What is the relationship between conceptual understanding and empirical findings? Is psychology a science, in the same sense that physics is a science? Do laws of human behavior exist?

## Group Summit Report

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was envisioned and implemented.

- As a joint venture, target specific legislative advocacy activities with the support of the parent organizations' legislative arms.
- Target any number of societal problems with goal of increasing group interventions and research: Cancer survivors, VA, homeless, substance abuse, criminal justice with group as the medium, obesity in youth.

### C. Outcomes of the Summit:

#### Identifying Broad Areas to Address:

Broad areas and the specific items included under each were identified and placed on newsprint. After discussion, it was decided that these areas, once deployed, would be referred to as Work Groups; each would be assigned a Network contact person who would charge the Work Group and provide guidance as needed (NOTE: not leadership; that will come from the Work Group members themselves).

These areas are:

*Social Contribution:* Altruistic activities, such as response to community disasters, nationally and internationally; strengthening and building communities; taking care of caregivers; recognition of contributions of individuals, groups, organizations.

*Guild/Professional Identity Issues:* Group training/core skills; reviewing basic psychology text books for how group is discussed; collaborative registry; credentialing overlap (ethics, practice standards)

*Member Services:* Shared resources (public, video, written, articles); shared calendar; possible shared conference; joint programs; financial benefit (member rates); caring for caregivers; clearinghouse

*Public Education:* Wikipedia entry for editing "group psychotherapy"; website links; advocacy; organization resources; text books; target specific legislative issues relevant to groups; educating members at local level about inclusion; public health issues; caring for caregivers; application of group dynamics to schools, industry, business, organizations

*Education and Research:* Evidence-based programs; shared research; publications/videos; shared articles; identification of quality speakers and programs; focus on social problems that are influenced by group dynamics; identify trainers and consultants; international applications

*Funding Issues:* Grants (identifying current "hot issues" where group programming would help.

*Titles for the Summit Group:* Several possibilities were generated, leading to a vote to endorse:

### Group Practice and Research Network

#### Determining How to Organize:

Consideration was given to execution issues. This discussion resulted in several actions, including the following:

1. General execution: As mentioned earlier, work groups will be formed from association members comprising the Network. Each work group will be assigned a Network representative contact person who will charge the work group, provide timelines, identify any resources available, and provide guidance as needed (NOTE: the Network contact person will provide guidance, not leadership; the latter will come from the Work Group members themselves). Work groups will begin functioning by March 1, 2008.

#### Work Groups: To begin functioning by March 1, 2008

a. *Public Education:* Contact: Dr. Don Forsyth (dforsyth@richmond.edu)

b. *Guild/Professional Identity Issues:* Contacts: Dr. Josh Gross (jgross@admin.fsu.edu) and Dr. Janice DeLucia-Waack (jdelucia@acsu.buffalo.edu)

c. *Member Services:* Contact: Janice DeLucia-Waack (jdelucia@acsu.buffalo.edu)

d. *Funding:* Contacts: Dr. Lynn Rapin (lynn.rapin@uc.edu) and Dr. Lenoir Gillam (gillam\_lenoir@colstate.edu).

**Please note: Contact any of the above to express your interest in participating.**

2. Future Meetings/Communications of the Network representatives:

Each representative professional association will be presented with these minutes and any additional information reporting on the process and outcomes of this Summit. These associations will be asked to support the activities of the Network and to provide appropriate resources to enable its functioning, including members to populate the work groups that have been established. The possibility of financially supporting a next meeting of Network representatives, perhaps at the February 2009 meeting of AGPA, will be requested. Between now and then, conference calls will be arranged using the auspices of AGPA, with the first such call to be arranged by Lynn Rapin and Marsha Block.

## In Memoria

*Division 49 and the discipline of group psychology have lost five notable psychologists in the past year. They are: Anne Alonso, Albert Ellis, Joe McGrath, Marvin Shaw, and Dick Weigel.*

*Below are tributes and commentaries on these distinguished psychologists. They each have touched so many. I have chosen to print all comments unedited and unabbreviated.*

*If any of our readers wishes to add their statement about any of these notable individuals, please send your comments to me at abelfant@mac.com. Your contribution will be printed in future editions of TGP. —Editor*

### Anne Alonso, PhD, ABPP

#### Eulogies

*From Harold Bernard, PhD, ABPP:*

I was impressed for years by Anne's extraordinary generosity, of which I was one of many beneficiaries. Her largesse extended to the organizations that were dear to her heart, and to countless individuals. I feel a deep sense of sadness that she is no longer among us. I also find myself reflecting on her seemingly limitless capacity to give.

What gives me solace is what I believe about generosity, a belief supported by what I came to know of Anne's life. To be as giving as Anne was, one needs to feel fulfilled, satisfied, content. So many of us feel deprived in some way, irrespective of how much we may have in our lives. When we feel deprived, we are inevitably focused on getting needs of our own met. There may be some room for generosity, but not the kind that characterized Anne. So what helps me with my grief about Anne is the sense I have of just how fulfilled a life she had.

She had a marriage that, from all I could tell, was deep and abiding. She felt a love and devotion to her two daughters that was unquestioned and unquestioning. And oh those grandchildren: though she wasn't Jewish, she kvelled about them as well as any of us ever have.

And then there was her work. She was the rock of the American Group Psychotherapy Association, where we came to know each other, dispensing wisdom, mentorship, money and anything else she could think to give to help us not only to survive, but to thrive. Others of you know how much she contributed to NSGP, the Fielding Institute, and to the Center for Psychoanalytic Studies at Mass General.

I could go on, but you get the point. We have lost a leader among leaders, a woman who combined great intellectual heft with a warmth and empathy that I have never seen quite so fulsomely in any other person I have know. We have been enormously enriched by the years we had her with us. I can only hope that I have given back a smidgeon of all she gave to me. I am relieved that she is out of pain, even as I miss her dearly. If ever a soul deserved to rest in peace, it is the soul of my dear friend, Anne Alonso.

*From Michael Andronico, PhD, ABPP:*

Anne Alonso was truly one of the great Group Therapists of our time. She wrote a voluminous number of articles, and co-edited many books on various aspects of Group Psychotherapy. Among these topics were her ground breaking writings on shame and humiliation in Group Psychotherapy.

Her professional contributions, too numerous to list, extended to the growth, development, and maintenance of the American Group Psychotherapy Association, the Fielding Institute, the Boston Institute for Psychotherapy, and the Center for Psychoanalytic Studies at Mass General. Among the many accolades Anne received was Group Psychologist of the year from Division 49 in 1999.

As impressive as her professional accomplishments were, her contributions to the growth and development of others, especially professionals, were even more staggering. She was a mentor and sponsor to so many in so many ways that it would take this entire newsletter to begin to enumerate them all. She seemingly had an unlimited capacity to offer what was needed.

For those few who were not touched by Anne in one way or another, you truly missed one of the greats. For those of us who knew Anne, our hearts are sad to lose one of the best human beings we have known.

### Albert Ellis, PhD

*From Andy Horne, PhD:*

#### Memories and Musings

Many of our members had closer ties to Dr. Ellis than I did, and hopefully others will share their thoughts and memories of their relationships with him in coming issues of our publication. With our recent loss, though, it seems important to share some memories and musings of my experiences with him now, for he was both an early, and a lasting, influence in my life.

I first encountered his teachings when doing my internship in 1970–1971 at the University Counseling Center at Southern Illinois University. One of my supervisors had attended a workshop with Ellis on Rational-Emotive Therapy and was determined that I would use the model with most of my student clients. Not having been as

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## In Memoria

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well proselytized as my supervisor, it was a struggle and I found not only my clients, but myself as well, rebelling against much of the approach, for it seemed to fly in the face of the major therapeutic influence in my life at the time, the humanistic emphasis of Carl Rogers. But use RET I did, and with more positive outcomes than I expected.

A few years into my academic career I had been conducting research evaluating the effectiveness of assertiveness training groups and having fairly positive successes in the outcomes. One group that had requested specific help with assertiveness training was an order of nuns, for within the order there were a number of sisters experiencing depression, in part for how they were treated by others in their convents. The training sessions appeared to be quite successful, but when I completed 6-month follow-ups, all improvements in assertive behavior had been eroded. I learned that the sisters had mastered the behavioral skills but did not believe they had a right or authority to be assertive, for it went against teachings they believed they had learned. I introduced a major rational-emotive component to the assertiveness training, conducted training again, and the improvements maintained well beyond the 6-month evaluation period. Being pleased with the results I submitted a proposal to the First National Conference on Rational Emotive Psychotherapy in Chicago, and was pleased to have the paper accepted.

When I presented the paper at the conference, no sooner had I finished than a member of the audience yelled out, “You can’t do that! You don’t understand the theory!” Of course, I was startled, taken aback, and when I realized it was Dr. Ellis confronting me, more than a small dose of fear shot through me. I asked him why he thought I was in error, and he explained, quite harshly, that the religious order was based upon faith, whereas the theoretical model was basic on logic and rational thinking, and that the two systems were totally incompatible. In numbness, I murmured something along the line of “I’m sure you are correct as you understand the theory better than I do, but regardless...it worked...and so your commitment to theoretical correctness is overcome by success with the population being treated...I hope.” At that point he walked out of the room saying that people who are not grounded in theory shouldn’t be allowed to attend the national conference.

That evening I was with my wife at the social for the conference and Dr. Ellis came walking up to me, saying “I want a word with you...” I panicked, and thought how embarrassing it was about to be for him to chastise me in front of my wife and the gathered group. Instead he said, “That was a good response—I like that. Now, let’s talk about how you can become better grounded in the theory.” Thus began three-plus decades of interaction and contact, for which I’ve remained grateful and thankful.

Over the years I had irregular contact by attending training groups, workshops, and presentations he offered, thus allowing me to fill the deficit and become more knowledgeable. The connections also allowed me to be with him in various social and more relaxed settings, where I came to appreciate him more and more as a warm

and caring human, a man with great passion for his work and for fellow people; a leader who knew the impact he had upon the field and yet could continue to grow, to learn, and to benefit from the interactions with others.

Over the years it was funny to hear stories about how gruff and critical he was, knowing full well that my experience had begun that way, but as the layers of blustery confrontation wore away, the gentle and kind person emerged and was available to all who sought it out from him. I heard stories about how difficult he was to work with, and yet that was never my experience. For example, the first book I ever worked on was an edited text on major models of family treatment, and the chapters included contributions by leading therapists of the day. I anticipated that Ellis would be the most difficult of the invited authors, and yet my experience was just the opposite—he was the first to have his chapter in, he immediately addressed every edit or revision I suggested, and he immediately signed over his honorarium for the chapter to the Institute. Over the years he completed several other chapters for me, and offered training workshops and attended conferences I helped coordinate, and each time was a repeat of my earlier experiences—a kind and gentle experience with a professional who delivered, was gracious in the process, and always had words of wisdom for me. In short, an ideal collaborator on writing, research, training, and service, and one who always added a touch of humor and delightful observations to the process.

At times it was difficult to get others to accept the wisdom of the contributions Dr. Ellis was making to our field. The first co-authored book I did included a chapter on applying the process of rational-emotive thinking to families in conflict, including an extensive process of helping parents examine their own self-defeating thinking and replacing the ineffective processes with other steps that could be helpful. My co-author thoroughly disliked the chapter, wanted it removed, and thought it was a major distraction to the text we were doing. As the book was published, then used by practitioners around the country, the feedback we got was that the chapter on rational-emotive therapy applications to family work was the most beneficial chapter to therapists and provided them with examples and directions they had no had before, making the book even more valuable than they expected. Even my co-author later admitted that the chapter, influenced by Dr. Ellis’s thinking and teaching, was not only the most impactful chapter, but that he had learned immensely from the work himself.

While my contacts with Dr. Ellis over the years were not frequent, there was great satisfaction in knowing he was there, that he was an available friend and professional resource who could be counted on to be available, to share his knowledge and wisdom, and to support those of us who needed his encouragement and support to continue to grow. In my life I have been honored to spend time with a class of people I thoroughly enjoy, people who are bigger than life that I call characters. Dr. Ellis was a character with character, and we have all benefited from his being with us. Thanks.

## Joe McGrath, PhD

*From Holly Arrow, PhD:*

### Facts, Figures, Frameworks, and Memories: Remembering Diamond Joe

Joe McGrath, Professor Emeritus of Psychology and Women's Studies at the University of Illinois in Champaign-Urbana, died on April Fool's Day, 2007. Joe would have been 80 in July of 2007, and a celebration had been planned for him at the July meeting of InGroups, an organization of group scholars that Joe helped launch. The planned celebration became instead a memorial event at which people shared stories of how Joe had affected their life and work. Another memorial was held in Urbana, and people spoke or sent written comments to Joe's son Bill, who assembled them into a memorial booklet. This tribute extends those two circles of sharing. It is compiled from the words of many scholars and students who knew him, admired him, and loved him, and whose lives were changed for the better by Joe's influence. Sources at the end of each section identify the authors of comments, stories, and information by their initials, with full names given at the end of the piece.

### Some Facts:

Supported by the GI Bill after serving in the U.S. Army at the end of World War II, Joe earned his BS and MA in psychology from the University of Maryland in 1950 and 1951. His PhD in social psychology from the University of Michigan, completed in 1955, was supervised by Theodore Newcomb. Joe joined the faculty at the University of Illinois in 1960, where he remained until retiring in 1997. After retirement, he and his wife Marion traveled frequently to Europe, where Joe developed new collaborations with scholars in Switzerland and Germany. Joe was a prolific scholar, authoring or coauthoring 11 books and over a hundred articles, chapters, and reviews. He advised, mentored, and collaborated with countless students and colleagues.

Joe is survived by four children, four grandchildren, and his wife Marion, who married Joe in 1952 and worked (as did Joe) on the famous Newcomb acquaintance study while Joe was completing his graduate studies in Michigan. Marion was also director of the Baldwin Research Institute in Michigan, a beloved summer retreat at which visiting colleagues and coauthors of Joe's spent long hours arguing their way through co-authored chapters and articles, sentence by painful sentence.

Joe was wonderfully creative, irreverent, and unpretentious, and loved conveying important insights in light-hearted verse such as doggerel and Burma Shave poems. The rest of this tribute is an attempt to convey Joe's essence, in a way that I hope would have evoked a big smile and his trademark exhortation: "Go, go, go!"

*Sources:* Memorial booklet compiled by Joe's son Bill McGrath, *The Psychologist-Manager Journal* 10 (2) 2007, and *Dialogue*, the Newsletter of the Society for Personality and Social Psychology (SPSP), July 2007.

### Some Figures: McGrath's Index

Number of times Joe's book *Groups: Interaction and Performance* (1984) has been cited, according to Google Scholar, by 13 February 2008: 1246.

*Minimum* number of minutes in a McGrathian hour for a weekly hourly advising meeting with a graduate student: 100

*Maximum* number of minutes in a weekly McGrathian advising hour: 193

Number of pages of insightful comments written in response to a paper mailed by a total stranger: 5

Number of minutes spent talking to a woman who was roaming the halls of the psychology building hoping to learn about the department: 30

Number of JEMstones who worked on the JEMCO longitudinal studies of groups in the 1990s (including the woman above, who became a PhD student): 12

Estimated percentage of students who could read Joe's handwritten comments: 10

Number of slices in the task circumplex and the research method circumplex: 8

Number of horns (conflicting desiderata) in the research method dilemma: 3

Minutes to transition from fury (usually at some perceived injustice) to warm and congenial: 5

Number of times Joe McGrath compromised his ethical principles: 0

*Sources:* AH, DH, DG, BW, HA, Google Scholar online, Joe's published work

### Props for Joe's Magic Acts

1. Large coffee cup, regularly refilled with weak coffee. Cleaned only when periodically kidnapped for this purpose by grad students.

2. Monster-sized red rubber bands, which went around folders, papers, and Joe's fingers.

3. Panoply of pens of various colors and widths, kept in a plastic protector in his left breast pocket. Used to create sketches of conceptual frameworks.

*Sources for phrasing of descriptions:* DH, AH

### McGrathian Magic with Ideas: From Fragments, a New Framework

In preparation for these "hour" long meetings, the night before, I would make sure that I ate a big dinner, got plenty of sleep, and avoided all alcohol. It was the only way that I could almost keep up with the processing speed, capacity, and stamina of Joe's brain.

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## In Memoria

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Joe would come equipped with his clipboard of recycled paper and his panoply of pens of various colors and widths in a plastic protector in his left breast pocket, and a full cup of weak coffee in his beloved and not so clean mug which he would fill several times during our meeting. We always made tremendous progress during those meetings – he would take my small disconnected ideas and integrate them along with his big picture ideas into a new brilliant multidimensional framework. The framework always made complete sense to me at the time, and I didn't think I would ever forget it. Nonetheless Joe would take it upon himself to prepare a sketch of our (but mostly his) new framework as a mnemonic—it usually had a lot of lines and circles—some thick and others very thin in a rainbow of colors with a lot illegible writing. Not even the best code breaker in the world would be able to figure out the meaning of that sketch. Unfortunately, I couldn't make much sense of it either after leaving his office—but Joe could immediately recreate its brilliance when I would ask questions about it even weeks later.

Joe's office was a place where I could present my half-baked fragments of ideas freely, knowing that he would sort me out, gently ease me in the right direction, and keep my enthusiasm up. I wrote innumerable crummy drafts of papers and study proposals that Joe worked overnight to improve.

Joe *liked* to argue. His arguments were loud and boisterous, ringing with expletives and big laughs, mixed with great flagons of coffee and duct-taped book bags and monster-sized red rubber bands twisting in his hands like Jacob's Ladder.

Joe's creativity just wouldn't stop--in research, writing, administration, you name it. "Here," he'd say, "is how you could put all that together." And then he'd scratch out an elegant and compact framework for understanding some very complicated phenomenon that had befuddled you. Or he'd write a piece of doggerel that captured the essence of what was going on. Or he'd ask a question that suddenly clarified the crux of the matter. Sometimes you felt like saying "Stop, already, no more creativity, no more frameworks, I can't keep up!"

*Sources:* Each paragraph is directly quoted from, in order of appearance: AHx2, KOC, DH, RH

### McGrathian Magic with People

More than anyone except maybe my children, he completely changed my life. I don't know who I'd be or what I'd be doing if it weren't for his support, his attention, and mostly, his example. Talking with Joe, I found my voice.

Joe helped me become a Democrat.

I remember a morning in which Joe transformed my self-concept with one sharp sentence. I had entered his office and greeted him with,

"Good morning, Professor McGrath."

"We've got to put a stop to that," he said. "Call me Joe."

In an instant, I realized that I had spent my whole life in a "striving" mode, looking upward at others. Joe was telling me that we were fellow-strivers, partners, even in some sense equals in our pursuit of truth and beauty.

It was my first year of working in JEMLAB, and I was a little intimidated by the intellects around me. We were planning the Christmas party and the menu seemed really fancy to my down-home background. Jenn was making a really slick pasta dish, and others were bringing what I considered to be sophisticated food. All I could think of was that I knew how to make sweet potatoes with marshmallows, but that didn't seem somehow good enough, and I didn't want to say ANYTHING! Then Joe interjected what he wanted to see on the dessert table: Green jell-o! He prattled on about how that was the dessert from his childhood and so forth, and I suddenly felt at ease. I mean, if green jell-o was the preference of Diamond Joe, then surely anything I had to offer from my lowly background would also be acceptable. Joe took all of my beliefs about status turned them upside down, and I've been a happier person for it. It seems like Joe taught me how to live an integrated life, where all parts of who I am (past, present and future) can blend into my work.

*Sources:* Each paragraph is directly quoted from, in order of appearance: DG, JSx2, KH

### Joe's Mastery of Dilemmatics and Synthesis

Joe exhibited a synthesis of confrontation and caring in his work with advisees and colleagues that is entirely unique in my experience. It wasn't that he merely split the difference between merciless critique and unconditional support. It was that he somehow was able to insist on the highest standards of rigor while simultaneously providing a context of caring that helped us think our best thoughts and do our best work.

He was brutally honest, but never cruel. He was kind of a heretic, but never disrespectful. He was incredibly generous, but could not be taken advantage of. He was absolutely professional, yet he made me feel loved and cared for, like a member of his family. He was serious, and he was definitely silly.

For me (and so many others) he was the perfect haven for a graduate student who wanted to argue, but didn't want to be put down, who wanted to test, but who didn't want to work slavishly under a master's paradigm.

As a colleague Joe was always willing to think in my terms, facilitate my ideas and was never overbearing or intellectually imperialistic. But he was also a formidable critic, cutting through to the limits and flaws in my thinking, almost to a point of leaving me intellectually shattered. But then, at all times, he would help glue me together, point out the virtues in my thinking, and pave the way to reconstruct and improve ideas. And he always did so with my wellbeing in mind.

*Sources:* Each paragraph is directly quoted from, in order of appearance: RH, DG, DH, IA

## Authenticity, Integrity, Caring: The Essence of Joe

Joe was unapologetically authentic—he was totally himself.

He had no pretensions, no prima donna tendencies. He had no meanness or Machiavellianism. He had real passion for his work and deep caring for his students and a fierce sense of egalitarianism.

He disliked pomposity, and posturing, and arrogance.

Joe always did what he thought was right and he never shied away from it because it was uncomfortable for him.

All of Joe's personal qualities came together in a fierce and unbending way, reflected in his powerful sense of honesty and integrity about everything. No matter how difficult the intellectual, personal, interpersonal or organizational issue; no matter how much pressure there was to take short cuts, to be expedient or "political", or to be a bit less than totally honest or honorable, Joe McGrath never compromised principles of fairness and honesty. To leave this world with ones' integrity wholly intact is remarkable, given all the pressures most of us face. But Joe did so. An honest, truthful and honorable man for as long as I have known him, he has always been a paragon of personal integrity.

Influence, Inspiration and Integrity. That is how I think of Joe today and how I will remember him. I will remember Joe as a person of integrity—steadfastly, always, and fiercely. He was a totally honest man, in his work, in his dealings with people, and as you know most of all, in his life.

It has taken me a while to realize that it is rare to have the kind of experience I had. To be able to learn from a legendary scholar is one thing. To have him take the kind of interest he did, to be the kind of supporter he was, to have him delight in my successes the way he did. These were gifts that I could never repay in kind.

He helped inspire me with his writing, his speech, and his presence. Remembering his hospitality and humor make me smile.

He was professor not only of psychology but also of women's studies. Again, his interest and concern in these issues went beyond scientific interest. He wanted to contribute to overcoming inequalities. And it is probably no accident that he worked with, and supported the careers of, quite a few women. Joe was a sharp and brilliant thinker, he was a devoted scientist who always put scientific discovery before playing the science game, and he was a person who cared for others and had a big heart

In 2003, his wife Marion suffered a stroke that left her partially paralyzed, and she needs care since. Joe took this on. Asked whether this was not very hard, he said "this is my new project, my job – and I will do it as dedicated as any research or publication project I ever did" – he learned to cook, he maintained a household, and he took care of Marion.

When trying to make up my mind about a job offer, he gave me some of the best advice I have ever received. He told me to hold off, "don't make decisions until you have to, he said." I cannot count the number

of people to whom I have in turn passed Joe's profound advice. It has stood with me throughout periods of uncertainty and anxiety and gives me courage to let situations evolve. Thank you Joe.

One day I was desperate to get a needlepoint project done for a family member and I brought it to a talk. I knew I could stitch and listen, but I got a lot of disapproving looks. After the talk, Joe came up to me. I thought, here goes, I'm in trouble. He said, "what a great idea, I'm hooking a rung too bad its too big to bring to seminars." I quit stitching for awhile, but now I'm back at it in seminars and I never start the needle through without thinking of Joe. Thank you Joe.

Joe treated students as intellectual equals, and thought that mentors should be confidence builders and not confidence breakers.

*Sources:* Each paragraph is directly quoted from, in order of appearance: DG, DH, HA, ES, IA, PL, KOC, TB, FZx2, JBx2, AH

### What Would Joe Do?

I *always* think, "What would Joe do?" whenever I have a puzzling or difficult decision.

I learned about how to nurture students. I've tried to learn by example with my own students. I will feel like a success if my students feel about me even a little bit of how I feel about Joe.

The best I can do is to keep the lessons I learned from Joe near as I work with my own students and colleagues. I'm still learning how to set high expectations the way Joe did, to cultivate enthusiasm for ideas the way Joe did, and to encourage and support and rally the way Joe did. It is something I aspire to. At the very least, I try to end conversations with students with Joe's, "Go, Go, Go!" And to express to them the confidence that Joe showed in me, and the delight he seemed to take when the idea finally dawned.

Most notable in my mind is a conversation I had with him in 1995. At that time, I was considering whether to take the Head job. Joe's input was crucial to my decision. I most remembering asking him if he was glad he had done it. He paused and then said, "Yes, because I learned a great deal about myself and most of what I learned, I liked."

His impact on how I do my work is constant.

It is Joe's frame of mind that was so remarkable; his wisdom, his insights—his frameworks—and his warm generosity. The great thing is the potential that the McGrathian frame of mind lives on in the people he affected, in particular his students and colleagues and the field of social psychology.

*Sources:* Each paragraph is directly quoted from, in order of appearance: SW, JK, KOC, ES, MZ, PC

### Goodbye Joe

Roses are red,  
Violets are blue,  
The Joe I know  
Is a friend so true.  
Burma Shave

(Continued on page 24)

## In Memoria

(Continued from p. 23)

I—we—will miss him terribly. The dark is a little darker now that Joe McGrath isn't with us. Joe was simply the truth. Long live the truth.

When I heard that Joe had passed away I was shocked, of course, and then just heartbroken. My feelings about him are, and have always been, entirely uncomplicated. I admired him, I adored him, and I miss him. When I have a good day, I feel that he is close by, chuckling, cheering me on with those chicken-scratch comments in the margins. And when I have a bad day, I wish he were closer. On top of everything else, the man knew how to keep things in perspective. For all these reasons, I will never forget him, and he will always be one of the most important people in my life.

*Sources:* Each paragraph is directly quoted from, in order of appearance: TB, DH, DG

### Contributors (alphabetically by last name):

Irwin Altman (IA)  
 Holly Arrow, aka Turquoise (HA)  
 Terry Beehr (TB)  
 Jeanne Brett (JB)  
 Peter Carnevale (PC)  
 Deb Gruenfeld, aka Amber (DG)  
 Richard Hackman (RH)  
 Dave Harrison (DH)  
 Kelly Henry aka Sapphire (KH)  
 Andrea Hollingshead, aka Aquamarine (AH)  
 Janice Kelly (JK)  
 Kathleen O'Connor, aka Ruby (KOC)  
 Ed Shoben (ES)  
 John Stapert (JS)  
 Sue Weidemann, one of the "McGrath Mavericks" (SW)  
 Bob Wyer (BW)  
 Mary Zalesny (MZ)

*From Richard Moreland, PhD:*

### Memories of Joe McGrath:

The world of small groups theory and research lost one of its best inhabitants when Joe McGrath died recently.

I was aware of Joe's work long before I met him, especially his broad theories about groups and their members, theories that often took time into account as a variable (like Joe, I was especially interested in how groups change over time). I cannot recall how I actually met Joe—it just seems like he was always there. Maybe it was through SPSSI, the Society for the Psychological Study of Social Issues (Division 9 of APA), to which I belong, and where Joe was an active contributor. For example, Joe served as editor for the *Journal of Social Issues*, the premier publication of Division 9. Or maybe I met Joe through a University of Michigan alumni event. Joe and I both attended graduate school there, albeit many years apart, and his cohort in graduate school included several well-known group researchers, people who served as my role models years later,

when I was a student myself. But I suspect that I actually met Joe through contacts with some of his many talented graduate students, including Deborah Gruenfeld, Janice Kelly, Holly Arrow, Jennifer Berdahl, Andrea Hollingshead, Kathleen O'Connor, Susan Straus, and Kelly Henry. These are impressive women, all prominent groups researchers in their own right. In fact, Gruenfeld and O'Connor both won the Dissertation Research Prize offered by Division 49, and McGrath himself was given the Group Psychologist of the Year prize by Division 49. McGrath also published several papers over the years in our division's journal, *Group Dynamics: Theory, Research, and Practice*.

I had the chance to speak about Joe on the occasion of his retirement several years ago from the Department of Psychology at the University of Illinois. A special ceremony was held, at which many faculty and students spoke. Recently, I also attended a service honoring Joe after his death. Once again, many people spoke, some other parts of the country and a few even from overseas. At both of these events, I was struck not only by the great respect that people had for Joe as a scholar, but also by the great affection that they had for him as a person. Joe was, for me and for many others, a real mentor, almost like a father. We will miss Joe terribly, and our field is certainly weaker now that he is gone.

*From Kathleen O'Conner, PhD:*

As so many others have noted over the years, and more recently at memorials for him, Joe McGrath was a very special person. I was Joe's research assistant for three years at Illinois. He was a member of my dissertation committee. I also took his (quite wonderful) philosophy of science class. But the official roles Joe played fail to capture the real part he played in my life at that time and what he has continued to mean to me. In my years at Illinois, Joe was a task master, expecting me to put in long hours, but he was also my most vocal cheerleader. His office was a place where I could present my half-baked fragments of ideas freely, knowing that he would sort me out, gently ease me in the right direction, and keep my enthusiasm up. We spent Saturdays at his and Marion's house, poring over SAS output. I wrote innumerable crummy drafts of papers and study proposals that Joe worked overnight to improve. And when I considered leaving the program, Joe talked me into staying. The impression Joe has left on me is deep and lasting and I am so grateful.

I was a member of Joe's lab group, dubbed JEMLAB (I). I was pretty green; I was the youngest member of the group, did not have much of a psychology background, and actually was not even a social psychologist. I began on the Industrial/Organizational side of what was then the SOID division. In fact, I remained officially on the I/O side throughout my time in the department. Unofficially, of course, I became a social psychologist, and, with Joe's help, I began to find my voice. With Joe's support, and encouragement, and sometimes as a result of the way he challenged me, argued with me, and pushed me, I realized that I cared about groups, how they organized themselves, how members were treated, and what happened to them over their lifespans.

It should come as no surprise that my interest in groups took off at this time. I wasn't just studying groups, I was part of a group. As a

member of JEMLAB, I began to appreciate what groups could mean to members, and what members could be to each other. I began to live Joe's ideas about the multiple functions that groups play. And I was sold on their value. Joe created JEMLAB. He cultivated it, encouraged our commitment to it, and delighted in what we accomplished as a group.

I continue to cherish what JEMLAB meant to me, what it gave me. It was a safe place to learn and to develop my ideas and my own identity as a scholar. I could not have asked for smarter, more talented, more dedicated and supportive teammates than Deb and Andrea and Holly and Joe. To have lost a member of this group that so profoundly affected the kind of scholar, the person I have become, leaves a hole.

It has taken me a while to realize that it is rare to have the kind of experience I had. To be able to learn from a legendary scholar is one thing. To have him take the kind of interest he did, to be the kind of supporter he was, to have him delight in my successes the way he did. These were gifts that I could never repay in kind.

The best I can do is to keep the lessons I learned from Joe near as I work with my own students and colleagues. I'm still learning how to set high expectations the way Joe did, to cultivate enthusiasm for ideas the way Joe did, and to encourage and support and rally the way Joe did. It is something I aspire to. At the very least, I try to end conversations with students with Joe's, "Go, Go, Go!" And to express to them the confidence that Joe showed in me, and the delight he seemed to take when the idea finally dawned.

*From Franziska Tschan, PhD:*

### **Comments at Memorial for Joe McGrath**

We invite you to take a couple of minutes to remember "one of us"—an true representative of the INGRoup-spirit, Joe McGrath died April first of this year on the complications of cancer. He is survived by his wife Marion and his three sons and one daughter. Joe would have turned 80 in a couple of days, on July 17<sup>th</sup>.

I met Joe McGrath in person 1996, about the time he retired. He and Marion became very close friends of my husband Norbert and myself—for the last ten years, we spent several weeks per year living under the same roof—in Bern, Switzerland or in Urbana or Baldwin, Michigan in their summer cottage. I will talk very shortly about Joe's life and research domains – which go way beyond groups. Andrea and Holly will then talk about Joe as a mentor and friend.

Joe grew up in a small town in Pennsylvania in a family struck hard by the depression—and college was way out of their financial reach, so there was no chance for higher education. However, he got drafted to the army in the second world war, served for about a year, and could then attend college based the GI bill of rights. He obtained his master in psychology 1951 from the University of Maryland.

If one can imagine Joe having had "wild years," the next period in his life maybe qualifies best: He worked for and later was a partner in a research company (actually doing group research with army squads), he and Marion met and married, they had two kids when he started graduate school in Ann Arbor, Michigan, he got his

PhD in record time (his dissertation chairman was none less than Newcomb), had two more kids, then again was an applied scientist, moved several times, from Alabama to Monterey .... But always dreamed of going back to academia.

He started his postgraduate academic career at the University of Illinois in Urbana-Champaign on a one year soft-money position as research assistant professor and associate director of the group effectiveness laboratory in 1960. He then became assistant, associate, and finally full professor at the department of psychology, and, despite of many offers of other places, stayed there until he retired in 1996. After his retirement, Joe did not at all stop working—he continued to publish, he was very active in the interdisciplinary group of researchers, many of them present here, that summarized the state of the field. But he more often combined work with travelling, together with Marion—they regularly visited Europe, and Joe was invited to give talks and workshops in many European Universities, among those Bern, Zurich and Neuchâtel, Göttingen—Margarethe, Berlin. And I will include the following also in his professional biography. In 2003, his wife Marion suffered a stroke that left her partially paralyzed, and she has needed care since. Joe took this on. Asked whether this was not very hard, he said "this our my new project, my job—and I will do it as dedicated as any research or publication project I ever did"—he learned to cook, he maintained a household, and he took care of Marion.

Most of us here know Joe as a group researcher, and I think it's the audience here that can fully appreciate his contribution to the field. He had a very systematic look at things—his 1984 book "Groups: Interaction and Performance" helped so many researchers and students to understand the complexity of groups and group tasks. Even at times where psychology became less theory-minded, he insisted that the purpose of research to not primarily to produce data, but that data were produced in the service of theory and understanding. So, he continued to draw frameworks. He loved complexity, and he had this gift of structuring and presenting complex concepts in a short, systematic, and accessible way. It is not surprising that his theoretical paper, about the TIP (time interaction and performance) concept, published in 1991, is still among the most widely read papers.- and it is the most cited paper of Small Group Research, according to the journal's web-site. However, although Joe did a lot of theoretical work, he was far from founding and reinforcing a "school". He saw his theoretical contributions always as "work in progress" and was ready to integrate new aspects and thoughts. But besides providing the group research community with good theories, he also did a lot of empirical studies on groups, some published as early as 1962 and, again, did not shy away from complex, longitudinal designs, new technologies, and extended data collection and analyses (I guess Andrea and Holly could say a lot more about this).

Joe did not only do groups: His academic work was influential in at least three more fields: He did research on stress, and published in 1976 a very influential chapter in the Dunnette *Handbook of Industrial and Organizational Psychology*, so if you see papers on stress citing the definition of stress provided by McGrath (1976)—that was Joe. He also wrote three books and many chapters on research methodology—in general, and with regard to groups. For

*(Continued on page 26)*

## In Memoria

(Continued from p. 25)

example, his chapter on group process analyses he co-authored with Altermatt in the Blackwell Handbook of Social Psychology 2001 is, in my view, a must for group researchers. Since many years, he had great fascination in aspects of time and timing, and in his three books and many papers about time, he could combine his interest for philosophy, methodology, and social psychology in general. In the three books and many on time, he urges us as researchers to pay adequate attention temporal aspects in our theoretical and empirical work.

Joe always was also a political person, very informed about US and world politics, and he was especially concerned about, and upset by, social inequalities. He showed this concern in accepting to be editor of the *Journal Social Issues*.

Maybe not everyone here is aware that he was professor not only of psychology but also of women's studies. Again, his interest and concern in these issues went beyond scientific interest. He wanted to contribute to overcoming inequalities. And it is probably no accident that he worked with, and supported the careers of, quite a few women.

Joe was a sharp and brilliant thinker, he was a devoted scientist who always put scientific discovery before playing the science game, and he was a person who cared for others and had a big heart. He had a big influence on many of us, scientifically and personally, as colleague and as mentor.

### Marvin E. Shaw, PhD

*From Don Forsyth, PhD; Mark Leary, PhD; Rowland Miller, PhD; and Teddi Walden, PhD*

Marvin E. Shaw, 87, passed away in Gainesville, Florida on August 13, 2007. Marv was a prolific researcher and scholar in social psychology, with papers on a variety of topics, including leadership, responsibility, child development, education, personal space, and attributional processes. He was the author of *Scales for the Measurement of Attitudes* (with Jack Wright) and *Theories of Social Psychology* (with Phil Costanzo), which were used for years in courses in psychometrics and research. He is best known to members of Division 49, however, for his masterful laboratory studies of group processes, for his penetrating theoretical analyses of such topics as small-group leadership and communication networks, and for his text *Group Dynamics: The Psychology of Small Group Behavior*. This book, which appeared through three editions in 1971, 1976, and 1981, served a generation of students as the definitive review of theory and research in the area of groups.

Marv also served as mentor for dozens of group psychologists during his years as a professor and program director in the Department of Psychology at the University of Florida. Marv had a gentle hand as a mentor, patiently guiding his students along in their studies and research. As students in his classes we would often wonder at his encyclopedic knowledge of groups and group process, and if ever

we hit a snag in our literature reviews (back in the days of hand searches with the Psychology indexes) we could always count on him setting us straight. Time and again he would lend us his journals and books, and if we disappointed him when we kept them far too long he never let it show; he was unfailingly generous. Marv and his wife Lilly May were also the gracious host and hostess for many gatherings at their beautiful home in the woods of north Gainesville, where the faculty and students would mingle over good food and spirits, talking about our field's rosy future and intellectually stimulating past.

Dr. Marvin Shaw is survived by a son Michael Shaw of Gainesville, 2 grandchildren, 1 great grandchild, and hundreds of academic offspring who can trace their understanding of social psychology and group dynamics back to him.

### Richard G. Weigel, PhD

*From Douglas H. Lamb, PhD  
Director Emeritus, ISU Counseling Services*

#### A Western Cowboy at Heart

Dick Weigel died comfortably in Urbana, Illinois on May 7, 2007, his loving wife Jean by his side. His death signaled the passing of one of the truly significant contributors to our profession. Dick's early and ongoing career was shared with such noteworthy individuals as Jack Corazzini, Ursula Delworth, Jim Hurst, Wes Morrill, Gene Oetting, and Ted Packard, to mention just a few. Throughout his active 28 year career Dick taught both graduate and undergraduate courses, was on the staff at the Colorado State Counseling Center, and directed several other centers (Oregon State, Illinois State, U. of Utah). In addition, for a 12 year period Dick was a full time consultant to senior level executives with the worldwide consulting firm of RH&R.

Practicing what he encouraged others to do, Dick "gave back to the well", assuming significant roles within APA (particularly Divisions 13, 49), ACPA, AUCCCD, and ABPP. He was also a frequent contributor to research writings, often with provocative originality, as well as serving on several journal review boards. It was relatively unknown that Dick was an accomplished reader and interpreter of Freud's works, Freud's interest in art, the Freud museum memorabilia, and in the study of Freud's professional legacy.

Perhaps Dick's greatest personal legacy to be missed will be his modesty, attention to tradition and ritual, his interest in genealogy, and his gentle challenges/encouragement to both new and seasoned professionals. He is an inspiration for his courage, unrelenting determination, and acceptance that surrounded his highly private 21 year relationship with multiple sclerosis. His professional accomplishments during that relapsing-remitting struggle were beyond remarkable.

When he was Director of the Illinois State University Counseling Center, and we were recruiting for new staff, Dick would always want the ad to include "we are looking for the best and the brightest". He certainly was one of our "best and brightest", and I would want to add "dearest." His ashes were scattered in the Colorado mountains, between those two lakes where he loved to fish.

## Video Review

### ***Leading Groups with Adolescents* by Amy Nitza, PhD**

*Reviewer: John Dagley, PhD*

As a professor who often gets the opportunity to teach a graduate course in Group Counseling and Psychotherapy, I'm always on the lookout for good instructional videos. I know from personal experience that it is difficult to develop credible demonstration tapes, so I'm impressed when folks are able to overcome the artificiality of a "staged" group and actually produce a useful instructional tool. Thankfully, Amy Nitza has done just that for us. Her new DVD, *"Leading Groups with Adolescents,"* is exceptional; in fact, I think its quality may be surpassed only by its timeliness. "Psychoeducational" groups have become a preferred modality, it seems, by group leaders in schools and community agencies. Unfortunately, too many of these groups have become mere conduits for instruction, and too infrequently result in the kind of facilitative member-to-member interaction that results in group cohesion and productiveness. As a co-author of an old book on Intentionally Structured Groups (Winston, Bonney, Miller, & Dagley, 1988), I am a supporter of what is now referred to as "psychoeducational groups," but I am increasingly concerned that the majority of these groups violate many cardinal principles of effective group leadership. Too often, inexperienced individuals working in community agencies are assigned the task of following a manualized approach focused on such issues as "anger management" or "substance abuse." Such groups often resemble classes dominated more by handouts and information sharing than by facilitated group interaction. Intentionally structured psychoeducational groups can be much more. That's why I found it refreshing to review, and then use, Nitza's DVD.

The featured leaders of this group, seasoned veterans and recognized group experts, Janice DeLucia-Waak and Al Segrist, do a superb job of modeling how to plan and use "structure" in groups. Actually, they teach how to use structure and how to avoid being used by structure. In describing the pre-group planning, DeLucia-Waak uses the metaphor of a lacrosse team practicing a large number of plays, knowing that only in the midst of running down the field will a player actually call out a play. That's exactly what these skilled experts did so nicely during the "game." They adjusted to the group's need

for less and less structure as the members developed into a working group over a relatively brief (8–10 hours) time period. As the group progressed, the adolescents comprising the group exchanged more and more "real" comments about their own concerns and feelings. The leaders spent a good deal of time "packing a tool box" but used only those tools (structured activities and "process" skills) needed to facilitate group development. They succeeded over a two-day period in taking an awkward group of teens responding anxiously to initial introductions, to a group wherein members were sharing with each other meaningful worries and pains in dealing with such daily encounters as divorcing parents, peer relations, and performance expectations.



*John Dagley, PhD*

Nitza used another nationally known expert, Andy Horne, to serve as the moderator for the instructional program. Few, if any, could have done a better job of facilitating an open exchange of the leaders from their planning stage through the termination stage. In essence, Horne, in his usual comfortable, insightful style, guided the leaders through a discussion of the group at four different group stages: the pre-planning stage, the post-formation stage, the working/performing stage, and the termination stage. His efforts brought together the leaders' plans, reactions, adjustments, and conclusions, and tied them altogether in a joint discussion of the group in relation to therapeutic factors and other group dynamics constructs present in the professional research literature. All in all, this video is a gem. The quality of group interaction in this "psychoeducational" group provides an excellent model for teaching future leaders. I have found the DVD format especially helpful as well, in that, I can easily navigate to the exact teaching point I want to emphasize for my students. I especially like to go to one of the five or six spots where Horne facilitates a discussion of the leaders' plans or actions, such as the pre-group planning, cautions about excessively rigid planning, the use of metaphors as stimuli, the between-session analysis and shifting of leadership plans, the integration of a variety of theoretical constructs, and of course, the post-group evaluation. It is the quality of the interaction of Horne, DeLucia-Waak and Segrist that set this instructional tool apart from others. Individually and collectively, they identify and discuss a wide range of teachable constructs and skills that comprise effective group leadership.

## Convention Update

*Jeanmarie Keim, PhD*

The 2008 Division 49 programming for the APA convention is well underway. The proposals were excellent this year and competition for acceptance was very strong. Proposals have been accepted and presenters notified. Currently, APA is finalizing times and dates for the sessions. We have 17 sessions scheduled, totaling 21 programming hours. Those accepted include the following topics: professional and training issues (5), practice-oriented topics (9), poster session, Presidential address,

Arthur Teicher Group Psychologist of the Year address and the business meeting. It promises to be an exciting time of learning, networking and visiting with old friends. The convention is scheduled for August 14–17, 2008, in Boston. Detailed information regarding session titles and times will be sent to the listserv and newsletter as the convention nears. Hope to see you there!



*Jeanmarie Keim, PhD*

## Diversity Committee Report

*Mike Andronico, PhD*

*Division 49 Board Liaison to the Diversity Committee*

The leadership of Division 49 is taking action toward the renewed attention to the issue of Diversity in our Division. We recognize the importance of meeting the needs of potential minority members and wish to increase their numbers in our Division. To implement these goals, we have taken several steps forward. The first is a bylaws change which moves the Diversity Committee from the status of an ad-hoc committee (whose term is limited to one year unless renewed the following year) to a standing committee which is now a permanent committee. The Board of Directors is also considering another bylaws change which would provide an ongoing seat on the Board for a minority member.

Division 49 owes a debt of gratitude to the outgoing Chair of the Diversity Committee, Eric Chen. Under his leadership, a mission statement was written and goals for achieving this mission were conceived. We thank Eric for his hard work and helpful initiatives. The Diversity Committee will miss him.

The present Diversity Committee is in the process of being re-constituted. The first new member of the committee will be Clay Alderfer, whose writings on race relationships in industry are well known. Joining Clay will be Edith Chung from UC Irvine and Carolyn Thomas from Auburn University. At this time, others are being sought. If you are interested in joining this important committee, or know of anyone who is, please feel free to contact me at andronico7@aol.com.

## ABPP Diploma in Group Psychology Examination Coordinator's Report: January 2008

*Joshua M. Gross, PhD, ABPP*

The American Board of Professional Psychology (ABPP) has been awarding diplomas in specialty practice for over sixty years. There are at present thirteen psychology specialties recognized by the ABPP which all share the rich tradition of a highly structured peer review process as a means to verify and certify psychologists' training and practice experience as meeting the criteria for specialty level practice.

The American Board of Group Psychology was founded with the goal of establishing group psychology as an ABPP credentialed specialty in psychology. To date we have matriculated more than fifty Group Psychology candidates who now hold the diploma in Group Psychology. We are very interested in having more of you in Division 49 come forward and join us in this rich tradition in professional psychology.

The process is well described on the ABPP website at [www.abpp.org](http://www.abpp.org) and involves a series of steps that are essentially a highly structured peer review process. The initial step is to make application to ABPP for general eligibility for candidacy. The forms and manuals are available on the website. Upon meeting the general eligibility criteria the candidate is invited to describe their training and experience in group psychology which is put out for peer review. Upon acceptance of the specialty training the candidate is invited to complete a professional statement describing their work as it relates to the specialty of group psychology which is also sent out for peer review. Upon acceptance of the professional statement the candidate is invited to submit a work sample that allows others to observe their work and read their descriptions of the interventions and procedures employed. This work sample is then given to a chair who reviews the file with the goal of forming an examination committee. The examination is a half day event which

involves a thorough review of all written materials as well as the work sample. The examination is a highly structured peer review process that allows the candidate to share their work with other group psychologists. All thirteen specialties certified by ABPP share this similar examination process.

I have served as examination coordinator since late 2005 and since that time we have matriculated seven candidates that include Robert Klein, Bernie Frankel, Robert Gleave, Richard Billow, Edith Chung,

Ben Roth and Robert Farrell. These examinations were conducted through the hard work and attention of Group Psychology Diplomates Anne Alonso, Nina Fieldsteel, Joel Frost, David Hescheles, Darryl Feldman, Suzanne Phillips, Darryl Pure, Judith Tellerman, Marti Kranzberg, Alaire Lowry, David Kipper, Ben Roth, Tom Lowry, Gloria Batkin Kahn, Susann Gant, Sally Barlow, Allan Elfant, Philip Flores and Joe Kobos.



*Joshua M. Gross, PhD, ABPP*

All of us who are members of the American Academy of Group Psychology would like to invite you to come join us in this rich tradition of specialty practice. In

speaking with the more than 50 Group Diplomates they all share a similar story. The examination was one of the more difficult and rewarding professional experiences they have engaged in. The idea of sharing your work with others often congers up anxiety but in the end most of us found that this was transformed into the experience of acknowledgement, understanding, useful feedback and enhanced professional identification.

Please feel free to contact me at [jgross@admin.fsu.edu](mailto:jgross@admin.fsu.edu) if you would like to talk about this process. We are interested in having more Division 49 members participate in the ABPP Specialty Diploma in Group Psychology.

## Council of Specialties Report

*Sally H. Barlow, PhD, ABPP*

As liaison from the Division 49 Board to the Council of Specialties, which operates under the aegis of the Bureau of Educational Affairs and the Committee on Accreditation, I have an update on our twice yearly meetings. Thus far, a number of specialties are represented on this council (see below), and we meet twice a year in Washington, DC (June and November) in order to keep current with the growing specializations within psychology, how to address the complex issues of developing nomenclature to capture the true picture of “traditional” vs. “Specialty.” The CoS presented its first paper at APA in San Francisco this past August as an attempt to engage more widely the conversation about nomenclature.



*Sally Barlow, PhD, ABPP*

An article entitled, “Group Psychotherapy Specialty Practice” will be published along with other specialties practices in the edited by Michael Roberts. Essentially the special issue lays the foundation for what eventually became the Council of Specialties. Initially, the Interorganizational Council for Accreditation of Postdoctoral Programs in Psychology developed policies and procedures, collaborating with the Committee on Accreditation to establish the current guidelines for postdoctoral credentialing.

As most of us remember, until recently the general practice of psychology recognized only specialties in clinical, counseling,

industrial/organizational, and school. Approximately 12 years ago the American Board of Professional Psychology (ABPP) stepped up their efforts to offer examinations for professionals seeking an advanced credential (akin to being board certified in medicine). The combined need to inform the public about specialties as well as appropriately monitor the discourse occurring among psychologists as they struggled with nomenclature steeped in 100 years of tradition brought about the organization of the Council of Specialties. Specialization occurs at the postdoctoral level, and each area of specialty is developing its own set of training guidelines in order to have quality standards for the evaluation and accreditation. See the list below for a current list of those specialties represented on the Council of Specialties.

**Behavioral Psychology:** Kevin D. Arnold, PhD, ABPP

**Clinical Child Psychology:** Michael C. Roberts, PhD, ABPP

**Clinical Health Psychology:** Nathan W. Perry, Jr., PhD, ABPP

**Clinical Neuropsychology:** Celiane Rey-Casserly, PhD, ABPP

**Clinical Psychology:** Robert K. Klepac, PhD

**Counseling Psychology:** Louise A. Douce, PhD, ABPP

**Family Psychology:** Roberta Nutt, PhD, ABPP

**Forensic Psychology:** Ira K. Packer, PhD, ABPP

## GroupBuz

*Don Forsyth, PhD*

Greetings. I am writing to let you know that I have added you to the Listserv Discussion Group titled “GroupBuz.” It is intended to be a place where people can get information about all things about groups: from research questions (e.g., “Does anyone have a good measure of group-efficacy”) to references (e.g., “I have been unable to track down any work on the effectiveness of study groups. Does anyone have any ...?”), to internship sites (“What are the best places to intern to get good training in groups?”), etc.

Unlike the main Division 49 listserv, this list is intended to be an informal forum for discussions. Messages sent to GroupBuz@lists.apa.org reach all the list members, without moderation.

Over time, we hope that people who are interested in groups and practice will join the list, but we are starting small—with about 30 people who would form the kernel for the group’s process. Once

the group becomes stable, then we will advertise it more widely and invite others to join.



*Don Forsyth PhD*

If we added you in error or if the thought of one more listserv filling your inbox is unnerving, then just navigate your browser to <http://lists.apa.org/> and use the web interface to find (and end) your subscription to this list. Or e-mail [listserv@lists.apa.org](mailto:listserv@lists.apa.org); don’t use a subject line, but in the body of the message just write “signoff groupbuz.” Or, just reply to this message and say “thanks but no.”

We hope, though, that you will stay for a while, and help us build this list into a vibrant, useful online community of group scholars and professionals.

*Don Forsyth, President, Division 49* ([dforsyth@richmond.edu](mailto:dforsyth@richmond.edu))

*Leann J. Terry, Chair of the Student and Early Career Psychologists Committee of Division 49*

## Student Section

*Leann J. Terry (Doctoral Candidate)*

Watch out Division 49...the graduate students are mobilizing! The beginning months of 2008 saw a lot of action from graduate students with the formation of the Students and Early Career Psychologists committee (SECP; housed in the Membership Committee). As chair of the committee it is invigorating for me to be a part of a diverse group of individuals, but who are united in their passion and respect for group work. Now, our task is to channel that passion and respect into action!

One of the aspects of Division 49 that initially attracted me several years ago was its size. I could attend the social hour at APA and not feel that I was lost in a crowd. I admit, it was a bit daunting at first to realize I was rubbing shoulders with authors of books I had read just several semesters earlier! However, because of its relatively small size, the division felt *approachable*. I felt a warm sense of community that didn't need to be housed in cold convention halls or grand ballrooms.

But, our strength can also be our weakness. The division's membership is shrinking in numbers and advancing in age. Our challenge is to recruit and retain new members, while remaining faithful to the sense of community that first attracted me to the division. I want Division 49 to exist when I am in my middle and late career stages! So that means I need to take action now, as a graduate student, to ensure the division serves my generation of group psychologists.

My cohort and I have many needs that can be served by the division. To name a few: opportunities for networking and mentoring, resources for teaching, avenues to advance our research and writing skills, and support to advance our clinical practices. As chair of the SECP committee I am proud to be taking on initiatives with the committee

to address several of these areas. Watch for the next publication of *The Group Psychologist* for an update on our activities.

The division is ready for fresh faces, input from students, and new initiatives. I am eager to hear from graduate students and want to know what *your* needs are. If you are an early career psychologist with comments or suggestions, or want to become more involved with other ECPS, please contact Shannon Salter at [ssalter@admin.fsu.edu](mailto:ssalter@admin.fsu.edu). Shannon is heading up the ECP side of the committee while I am focusing on working with graduate students.



*Leann J. Terry*

Finally, if you know of another student who is interested in groups but is not a member of Division 49, please pass this newsletter on to him or her. The division is pleased to offer FREE MEMBERSHIP for one year to the first 10 students who e-mail me at the address below (limit one per college/university).

Please contact me, [LJTerry@Indiana.Edu](mailto:LJTerry@Indiana.Edu), with your comments and suggestions. I look forward to hearing from you!

Signing off for now...LJT.

*Leann J. Terry is a 5th year doctoral student in counseling psychology at Indiana University. She works with Dr. Rex Stockton. Their work together included the creation of a new program, International Counseling, Advocacy, Research, and Education (I-CARE) as a way to address the needs created by the HIV/AIDS epidemic in sub-Saharan Africa. Leann's other academic interests include: therapists' characteristics and the influences on group counseling processes, sample size planning for accurate parameter estimates, and group interactions in therapeutic recreation. When she has free time she likes swing dancing to music from the big band era!*



### Introducing Our New Consultation Corner Editor

As your Editor, it is my pleasure to announce that Dr. Scott Conkright will be succeeding Dr. Jennifer Harp as the Editor of the Consultation Corner. I again thank Dr. Harp for her excellent work, and she will continue to contribute to TGP as the Division's Secretary and hopefully as the author of some future articles as well.

Dr Conkright received his master's degree in Counselor Education from Drake University and his Doctorate in Psychology from the Illinois School of Professional Psychology. He is currently in private practice in Atlanta, providing individual, couples, and group therapy. Before moving to Atlanta in 1996, he maintained a private practice in Chicago. He presents frequently on issues of erotic transference and countertransference, sexual orientation, and desire as each relates to group psychotherapy.

His first column will be in the next issue. Welcome Scott!

## Prevention Corner

Elaine Clanton Harpine, PhD



Elaine Clanton-Harpine, PhD

Psychologists, in company with schools and community groups, are growing increasingly concerned about school-based mental health. Community-based organizations and groups sponsored by the schools continue to provide assistance to students in need. Yet, some students still seem to get lost in the system. This, month our column looks at the plight of a young thirteen-year old student identified as a potential dropout and what can be done to help her stay in school.

The dropout rate has become alarmingly high, up to 50% in some states. Research shows that group interventions are among the most effective prevention programs for potential dropouts. Yet, when should prevention programming begin, and is it ever too late to implement programming to prevent students from dropping out of school?

Prevention programming should begin as early as possible, but it is never too late.

Dropping out of school is a process that begins even before a child is enrolled in first grade. The family, early home environment, and neighborhood community all contribute to problems in school. Academic failure is one of the early warning signs for potential dropouts; therefore, early prevention programming to alleviate academic failure will help reduce the tendency to drop out. Working together in a positive, skill building prevention group can provide academic assistance and supportive social relationships with peers. Potential dropouts desperately need peer relationships that give a positive influence. Prevention groups that emphasize positive social relationships can make the difference. The answer, then, lies with the type of group prevention program that we offer. Small groups are effective. Individualizing instruction to allow students to learn at their own pace helps students who struggle in the classroom and fall behind academically. After-school groups that relate classroom instruction to real-world problems can also benefit students who struggle academically. Alleviating academic failure can reduce premature withdrawal from school. The challenge is before us. How we meet this challenge as group specialists is yet to be answered.

We welcome your participation as we explore the needs of group specialists working in school-based settings. We invite psychologists, counselors, prevention programmers, teachers, administrators, and other mental health practitioners working with groups to network together, share ideas, problems, and become more involved. Please send comments, questions, and group prevention concerns to Elaine Clanton Harpine at [clantonharpine@hotmail.com](mailto:clantonharpine@hotmail.com)

Our response for this column is from Dr. Sheri Bauman, associate professor in the Department of Educational Psychology at the University of Arizona, where she directs the school counseling master's program. She is also the editor of the *Journal for Specialists in Group Work*.

### EDITORIAL QUESTION POSED:

*Dear Prevention Corner:*

*I work as a community advocate with at-risk children. My problem is with a 7<sup>th</sup> grade female student who reads at the pre-primer first grade level and has been labeled by the school as "likely to drop out when old enough." She has an extensive discipline record, has been ordered off of the school bus, suspended several times, and is labeled by the school as "pure trouble."*

*As a participant in my community weekend program, she is eager to learn, polite, works hard, and interacts well with others in the group. She tells me that she wants to finish school and graduate. How can I help this student? What can I do to get the school to give her another chance? The school refuses to see her as anything but a potential drop-out.*

*Signed,  
Troubled*

### RESPONSE:

Dear Troubled,

The student is fortunate to have you for an advocate. I'm glad you are concerned about her school situation.

The student's markedly different behavior in the two settings provides clues to what might be going on. First, I'd like to know what the school has done to assist this student with her reading difficulties. Has she been evaluated (including a physical exam for possible visual impairment) and are appropriate services being provided to help her? I suspect that much of her problematic behavior in the school environment has the goal of deflecting attention from her deficient skills. A student in 7<sup>th</sup> grade who cannot read is likely to be unable to perform in all classes (which, at this level, assume basic literacy). Imagine spending day after day unable to do what is expected, and embarrassed about those deficiencies at a time when peer approval is so important! Acting out may well be an attempt to cope with the stress.

Second, labeling the student as "trouble" is not helpful, to say the least. It sounds as though the school has given up on this student. I'm glad you have not done so. Have you talked with the school counselor? I would hope that this is someone who would have a more supportive approach to the student, and who could partner with you in advocating for appropriate services at school. In addition to ensuring the student is receiving help with her reading, she should be learning compensatory skills so that she can manage other classes more effectively. I am wondering how she manages written material in your setting.

The student's performance in your weekend program is really good news. Her good interpersonal skills and appropriate behavior are

*(Continued on page 32)*

## Prevention Corner

(Continued from p. 31)

evidence that the student has self-regulation skills and social skills, but chooses not to apply them in school. In addition to her reading problem, and what that might mean to her, I wonder about her social status. Does she have friends? If so, do they provide reinforcement for her acting out behaviors? Is she accepted in social groups where academic performance is valued? How is she treated by teachers? By peers? Given what you say about the school's beliefs about her potential, I suspect there may be overt or covert messages to this student about her value and her abilities. Again, I would hope the student gives you permission to connect with the school counselor around these questions.

I also wonder if you could apply the "Columbo" technique to explore the contradiction between her stated desire to graduate from school, and her school behavior to date. "I'm confused. You tell me you want to graduate, but you keep getting kicked out of school. I don't get it." Hopefully, this will provide an opening for her to tell you what it's like for her in school, and provide information that help in devising a plan to improve the school situation.

As a staunch believer in the power of groups, I would hope that in either your setting or in school, this student would have the opportunity to participate in a counseling group. In a group, I hope she would identify her strengths and learn new strategies for coping with the stressors she experiences at school. I also hope that being accepted and valued in a group would create the safe conditions she needs to explore her goals and strategies for achieving them. Learning that her

peers have both strengths and challenges might help her see herself from a more realistic perspective.

Interventions from the cognitive-behavioral perspective may help this student identify and examine her cognitive distortions. For example, she may believe "People who cannot read are stupid," and/or "If anyone knew I cannot read, they would reject me," and/or "If I cause enough trouble at school, my inability to read will not be noticed." An activity based on identifying and disputing cognitive distortions is useful for students at this age, and this student in particular might benefit from realizing that her thinking is illogical. She could then set goals to change her behavior and thinking. If the group is in the working stage and is a cohesive one, you might suggest a round in which the student verbalizes these beliefs to each person: "Suzie, if you knew I cannot read, you would laugh at me. John, if you knew I cannot read, you would not want to sit with me at lunch, and so on." The group members would then respond with their actual beliefs: "... I would tutor you," "I would help you study for history exams," and so forth.

I would encourage you to continue your good work with this student, and to work with her school counselor to be sure the school has a more complete and accurate picture of her skills and abilities. She is lucky to have you in her corner.

*Sheri Bauman, PhD*  
Associate Professor  
Department of Educational Psychology  
University of Arizona

## Call for Division 49 Fellow Nominations

The Fellows Committee invites you to apply for initial Fellow status if you:

1. have held a doctoral degree in psychology for at least five years,
2. have been a member of the Division for at least one year,
3. have made an outstanding and documented contribution to the science, teaching and/or research of group psychology and/or the practice of group psychotherapy,
4. are endorsed by three APA Fellows, including two Fellows within the Division if possible.

Current Fellows, who are already Fellows in other divisions, and who seek Fellow status in Division 49 should submit a statement outlining their involvement in group psychology and/or group psychotherapy.

Please send for your application forms early since the process is a lengthy one. The deadline for final submission of materials for 2008-2009 is December 1, 2008.

Requests for application forms should be sent to  
Gloria B. Gottsegen, PhD  
Chair, Fellows Committee, Division 49  
22701 Meridiana Drive  
Boca Raton, FL 33433  
Phone: 561-393-1266  
Fax: 561-393-2823  
E-mail: GGottsegen@aol.com

# Self-Nomination Form

## Standing Committees

If you are interested in serving on a standing committee of Division 49, Group Psychology, please complete this form.

Name \_\_\_\_\_

Mailing Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_ Email \_\_\_\_\_

Job Title \_\_\_\_\_

Institution/Affiliation \_\_\_\_\_

### Division Status

\_\_\_\_\_ Affiliate

\_\_\_\_\_ Member

\_\_\_\_\_ Fellow

### Area of Preference

If you have a preference concerning service areas, please indicate your top three by writing the number 1, 2, or 3, respectively, by the names of first, second, and third most preferred assignments. Note, however, that you need not provide those ranks if you are uncertain about your preference.

\_\_\_\_\_ Action Oriented Approaches

\_\_\_\_\_ Alcohol/Substance Abuse

\_\_\_\_\_ Awards

\_\_\_\_\_ Cultural Diversity

\_\_\_\_\_ Education and Training

\_\_\_\_\_ Ethical Guidelines

\_\_\_\_\_ Fellowship

\_\_\_\_\_ Finance

\_\_\_\_\_ Gender Issues

\_\_\_\_\_ Group Practice

\_\_\_\_\_ Membership

\_\_\_\_\_ Program

\_\_\_\_\_ Publications

\_\_\_\_\_ Students

### Special Interests and/or Qualifications

If you have any special interests or qualifications (e.g., previous service on Div. 49 or APA Boards/Committees that the President should consider in making decisions about committee assignments), please note them here.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

Please mail, email, or fax the completed form (or a copy of it) to:

Lynn S Rapin, PhD  
4022 Clifton Ridge Dr  
Cincinnati, OH 45220-1144  
Phone: (513) 861-5220  
Fax: (513) 861-5220  
E-mail: lynn.rapin@uc.edu

**GROUP PSYCHOLOGY AND GROUP PSYCHOTHERAPY (49)**

**American Psychological Association**

**MEMBERSHIP APPLICATION**

*Please type or print*

Name: \_\_\_\_\_ Degree: \_\_\_\_\_

Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Office Telephone: \_\_\_\_\_

Send Mail to:  Home  Office

Present Status in APA:  Member  Associate  Fellow  Dues Exempt Member  Non-Member  Student Affiliate

APA Membership Number: \_\_\_\_\_

*I am applying for: (check appropriate category)*

**Member:** A member of APA and have an interest in the science and practice of group psychology and/or group psychotherapy.

**Associate:** An associate member of APA and have an interest in the science and practice of group psychology and/or group psychotherapy.

**Affiliate:** A non-APA person who has an interest in the scientific advancement of group psychology and/or the professional practice of group psychotherapy.

**Student Affiliate:** A person enrolled full-time in a graduate program or school of recognized standing in psychology with an interest in the science and practice of group psychology and/or group psychotherapy.

**DUES STRUCTURE**

(Includes Division Journal)

Member .....\$49.00

Associate Member .....\$49.00

Affiliate .....\$35.50

Student Affiliate .....\$10.00

Mail this application with a **check payable to Division 49, American Psychological Association** to the following address:

Division Services  
American Psychological Association  
750 First Street, NE  
Washington, DC 20002-4242

Signature of Applicant \_\_\_\_\_

Date \_\_\_\_\_

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**American Psychological Association**

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