

Convention Issue

President's Column

Gary M. Burlingame, PhD

Highlights From Our Upcoming Convention in San Diego

It's hard to believe that in a little more than two months we'll be in San Diego at our annual convention. This is the first year that we'll be meeting under our new name—Society of Group Psychology and Group Psychotherapy—so be sure to adjust how you look us up in the convention guide! Our programming is strong and represents the breadth and depth of our Society. But before I highlight a few of the selections in our program I'd like to acknowledge Maria Riva who chaired the programming committee this year. She and her committee (Janice DeLucia-Waack, Josh Gross, Nina Brown, Kathleen Ritter, and Cheri Marmamosh) did an excellent job handling tasks ranging from poster and paper review/selection to room scheduling. My sense is that no one really understands the time investment needed to create and manage our conference program except those who have served in this role. It is one of the larger tasks that our Society undertakes each year and so I'd like to thank Maria and her committee for their fine work.

Conference Highlights

Let me provide a chronological taste of what's in store for those who attend the convention this August (12–15). The programming committee has consistently received requests for experiential and applied training offerings and this year's programming again responds. Thursday's programming includes two experiential sessions focusing on group therapy. Friday hosts two sessions on teaching group therapy as well as a session on ethical considerations. Other applied sessions focus on group interventions in schools, with people with intellectual disabilities and the creative use of fairy tales with adults. Thus, our conference program responds to the practitioner-focused attendee.

The program also hosts a number of research presentations. The poster session takes place on Thursday featuring a large number

of research projects followed by a session that reviews research on practice-base group treatment. Thursday afternoon also contains a suite offering that was well attended last year—"Meet the experts in group psychology and group psychotherapy." Last year we had notable researchers from the major research interests in our Society. The stimulating discussion last year created some new and productive collaborative research relationships among attendees.



Gary M. Burlingame, PhD

Meetings to Put in Your Schedule

- *Friday 4:00–6:00 p.m. Society board meeting*

The Society's board meeting will take place at the suite Friday afternoon from 4:00–6:00 p.m. and you're all welcome to attend. We'll receive committee reports and check in on some of the initiatives that were undertaken at the midwinter meeting. The annual conven-

tion is a busy time and it's difficult to find time to have a dialogue with the leadership of the Society. Accordingly, as I said in my last Group Psychologist column, we'll create two poster boards that will be hung in the Society's suite. The first will contain the 3-year strategic objectives of the Society and the second will map these objectives onto the committee structure of the Society. Our plan is to have post-it pads on hand so that committee chairs/members as well as Society members can provide commentary on our existing infrastructure and strategic direction of the Society. We'll try this for a year and see if it "works."

- *Saturday 2:00–2:50 p.m. Presidential address*

The topic of my talk will be "The long and winding road of evidence-based group treatment" and will focus primarily on counseling and clinical group interventions. We'll look at where we began our recent path and thoughts about where we're headed.

- *Saturday 3:00–3:50 p.m. Society business meeting*

Meetings are not high on my priority list, ☹ but I'd like to encourage you to consider coming to this meeting. It's the only time that

**Society (Div. 49)
Convention Program,
pp. 17–19**

(Continued on page 4)

2010 OFFICERS AND COMMITTEE CHAIRS

BOARD MEMBERS**President**

Gary M. Burlingame, PhD
Department of Psychology
Brigham Young University
238 TLRB
Provo, UT 84602
Phone: (801) 422-7557
Fax: (801) 422-0163
E-mail: gary_burlingame@byu.edu

President-Elect

Jean Keim, PhD, ABPP
Counselor Education Program
Department of Individual, Family and
Community Education
MSC 05 3040 Simpson Hall
1 University of New Mexico
Albuquerque, NM 87131
Phone: (505) 277-4317
Fax: (505) 277-8361
E-mail: jkeim@unm.edu

Past President

Robert Conyne, PhD
Counseling Program
University of Cincinnati
Cincinnati, OH 45221
Phone: (513) 556-3344
Fax: (513) 556-3898
E-mail: Robert.conyne@uc.edu

President Emeritus

Arthur Teicher, PhD (Deceased)

Secretary

Jennifer Harp, PhD
141 East Fairmount
State College, PA 16801
Phone: (814) 234-3464, ext. 5
E-mail: jsh262@aol.com

Treasurer

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

Council Representative

Robert Kaltenbach, PhD
2007 Autumn Chase
Augusta, GA 30907
Phone: 706-860-2987
E-mail: rfkaltenbach@bellsouth.net

Members-at-Large

Nina Brown, EdD
Darden College of Education
Education Building, Room 120
Old Dominion University
Norfolk, VA 23529
Phone: (757) 683-3245
Fax: (757) 683-5756
E-mail: nbrown@odu.edu

Irene Deitch, PhD

31 Hylan Blvd.
Staten Island, NY 10305
Phone: (512) 626-1424
E-mail: profid@aol.com

H. L. (Lee) Gillis, PhD

Georgia College & State University
Department of Psychological Science
Milledgeville, GA 31061-0490
E-mail: Lee.gillis@gcsu.edu

Arthur Horne, PhD

University of Georgia
402 Aderhold Hall
Athens, GA 30602
Phone: (706) 542-4107
Fax: (706) 542-4130
E-mail: ahorne@uga.edu

Kathleen Ritter, PhD

California State University—Bakersfield
Department of Psychology
9001 Stockdale Highway
Bakersfield, CA 93311
Phone: (661) 327-7010
E-mail: kriter@csu.edu

Maria Riva, PhD

Dept. of Counseling Psychology
University of Denver-College of Education
2450 S. Vine St.
Denver, CO 80208
Phone: (303) 871-2484
Fax: (303) 871-4456
E-mail: mriva@du.edu

EDITORS**Journal Editor**

Craig Parks, PhD
Department of Psychology
Washington State University
Phone: (509) 335-8946
E-mail: parkscd@wsu.edu

Newsletter Editor

Thomas Treadwell, EdD, TEP
(See under **THE GROUP PSYCHOLOGIST**)

STANDING COMMITTEES**Awards Committee**

Gary Burlingame, PhD

Cultural Diversity Committee

Michael Waldo, PhD

Development Committee

Nina Brown, EdD

Education and Training Committee

Maria Riva, PhD

Fellows Committee

Richard Hayes, PhD

Finance Committee

Lynn Rapin, PhD

Membership Committee

Elaine Clanton Harpine, PhD

Nominations and Elections Committee

Bob Conyne, PhD

Program Committee

Maria T. Riva, PhD

Publications Committee

Jennifer Harp, PhD

Student Committee

Kyle G. Barry
Doctoral candidate, Wright State University

AD HOC COMMITTEES**Bylaws Revision**

Donelson Forsyth, PhD

Foundation

Donelson Forsyth, PhD

OTHER POSITIONS**Achivist**

Richard Moreland, PhD

Committee on International Relations (CIRP) Representative

Julia F. Moss, PhD

Committee on Women in Psychology (CWP) Network Representative

Danielle R. Oakley, PhD

Diplomate and Credentials

Josh Gross, PhD

Federal Advocacy Coordinator

Gloria Gottsegen, PhD

Listserv & Web Editor

Donelson Forsyth, PhD
Lee Gillis, PhD

Group Practice and Research Network

Lynn Rapin, PhD

Committee on Public Interest, Public Education, and Social Justice

Irene Deitch, PhD

Research Committee

Jennifer Johnson, PhD

School-Based Mental Health Group**Interventions**

Elaine Clanton Harpine, PhD

Representative to Education Directorate

Cheri Marmarosh, PhD

THE GROUP PSYCHOLOGIST

is published by Division 49:

Society of Group Psychology & Group Psychotherapy
of the American Psychological Association

c/o the Editor

Thomas Treadwell, EdD, TEP
Center for Cognitive Therapy
University of Pennsylvania
3535 Market Street, 2nd Fl.
Philadelphia, PA 19104
Phone: (215) 746-0448
Fax: (215) 898-1865

E-mail: ttreadwe@mail.med.upenn.edu

Submission Deadlines:

February 15, May 15, September 15

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

Contents

President's Column	1
2010 Officers and Committee Chairs	2
From Your Editors	3
President-Elect's Column	4
Dissertation Prize Awarded	5
Group Psychotherapy Column	6
A Group Psychotherapist's Self-Care Guide for Our Current Economic Debacle	7
The Dynamics of Rapport: Theoretical Underpinnings Fostering the Elements in Group Psychotherapy (Part I)	9
Using Sociodrama and Sociometry to Create Group Environments	11
Student Corner	15
Committee Reports	16
Society 2010 Convention Program	17
Society Poster Sessions	18
Prevention Corner	19
Society Membership Application	Back page

From Your Editors

Thomas Treadwell, EdD, TEP



Thomas Treadwell, EdD

A principal objective for *The Group Psychologist* is updating members on advances in group psychotherapy and psychology. This issue presents the titles of workshops, posters, and presentations of Society members at 2010 APA Conference. Maria Riva, and her program committee, have selected and organized a convincing and varied set of program offerings. From our perspective, the Society posters/presentations/workshops are awesome, and members will have to carefully select their favorites. Of course, San Diego is a fun place to have a great time!

We have been having success with *early career psychologists* in submitting updates on their research projects. We have been asking for our 'veterans' to participate and one answered the challenge! John Breeskin, known as Sparky, responded to the call and agreed to write a column for each issue. The name of the column for this issue is "The Start of a Training Memoir." Many questions will materialize, for instance "What do students and early career psychologists want to learn more about?" These inquiries can be addressed by Sparky, so submit your issues to the editors! The wisdom and experience that our later career group psychologists can offer is invaluable. To continue the call for 'veterans' participation, consider writing an update, brief report, or a

short article on what you are doing to share with us!

Our notion of strengthening our newsletter to reach *mid-, and later career group psychologists* is indeed not only a challenge but at times somewhat frustrating. We wonder what entices members to contribute their thoughts and ideas to the newsletter. What would it take for *you* to write a brief report on what you are doing? What do you think students and early career psychologists should know more about? What do you wish you had known more about during the early part of your career? What led you to pursue the work in which you are engaging currently? Your ideas and experiences are important and we need to share them with our membership. We need to hear your thoughts!

We are currently looking for early, mid, or veteran career group psychologists to consider working on the newsletter in the role of Clinical Group Problem(s) and Technique(s) Editor. We think that such a "newsworthy" column can cover any number of interests. Please submit ideas to us at ttreadwe@mail.med.upenn.edu

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

Reviewers for *The Group Psychologist*



Leann Terry, PhD

Leann Terry, PhD, Associate clinical staff psychologist at Pennsylvania State University's Counseling and Psychological Services (CAPS). She can be reached at LJT18@psu.edu.

Letitia Travaglini, MA, Research Assistant to Dr. Aaron T. Beck, MD, at the University of Pennsylvania. Student affiliates are encouraged to send brief reports, comments and ideas to Tisha at ltrav@mail.med.upenn.edu.



Letitia Travaglini, MA

Bambi Juryea-Gaston, MA, 5th year doctoral student at LaSalle University (Clinical Psychology) and Psychology Extern at the Center for Cognitive Therapy at the University of Pennsylvania. She will begin her predoctoral internship at the Rockland Psychiatric Center in Orangeburg, NY, in September 2010. Student affiliates are encouraged to send brief reports, comments, ideas or general questions to Bambi at bjuryea@aol.com.



Bambi Juryea-Gaston, MA

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

President's Column

(Continued from p. 1)

Society members have predictable access to the leadership team. If you come you can make your ideas known and perhaps comment on the strategic objectives of the Society. This meeting is also where major awards are presented including the “Group Dissertation of the Year” (a committed chaired by Richard Moreland). This year’s awardee—Deanna Kennedy—will provide a brief summary of her research. In addition, president awards and recognition for meritorious service to the Society will be presented.

- *Saturday 4:00–4:50 p.m. Group Psychologist of the Year*

The Society’s highest research award—Arthur Teicher Group Psychologist of the Year—will go to William Piper, PhD, from the University of British Columbia. Dr. Piper has heavily contributed to the evidence-based group therapy literature more recently focusing on bereavement. He will receive his award with an address entitled “Evidence-based group therapy: A beginning, not an end.”

- *Saturday 6:00–9:00 p.m. President’s Reception*
This event is always well attended! I wonder if it is related to the food and libations. I’d strongly encourage you to attend this gathering where large and small group dynamics abound. You can network with leaders and members of the Society, catch up on each other’s lives and simply enjoy the company of like minded individuals. It’s often a place where students and professionals alike mingle and create or maintain useful networks.

Concluding Thoughts

I often hear that the annual APA convention is overwhelming, especially from new attendees. There are so many simultaneous sessions and so many conference attendees that it’s easy to literally get lost in the crowd. However, attending Society functions and session offerings provides a refreshing alternative. Our program offerings typically have enough attendees to make them stimulating but are small enough that one can interact with presenter and attendees alike. Our business meetings are similar in size and if you’ve not attended you quickly notice that there is a group norm of engagement and interaction. We’re a small Society in a large professional association and I hope that for some, our Society meetings feel like an oasis within the larger conference. I hope to see you at the convention and in particular our Society’s program offerings.

President-Elect's Column

Jean Keim, PhD

Summer weather seems to have finally arrived after a long winter. I find myself eagerly anticipating seeing old friends and meeting new ones at APA. This year’s convention in San Diego promises to be professionally and personally rewarding. Having spent many vacations in San Diego, I encourage you to enjoy the city while there.

Maria Riva and the Program Committee have a great program. This will be our first meeting under our new name “Society of Group Psychology & Group Psychotherapy.” Bob Conyne led the work for the name change. I am chairing Speed Mentoring (Friday, August 13th from 10:00–10:50 a.m., Room 25B, San Diego Convention Center) and hope many of you will attend. It will be an excellent opportunity to learn from others and share our collective wisdom. I recently spoke with a new member and her goals/hopes for APA are to: (1) meet senior members, (2) learn more about groups, and (3) have someone invite her to serve on their committee. I believe that these goals are shared by many in our Society and are easily met if we all work together and focus on inclusion.



Jean Keim, PhD

The Membership Committee chaired by Elaine Clanton Harpne is continuing to work on member recruitment. Have you recruited your new member yet? The development committee, under the leadership of Nina Brown, has developed many new materials and products that we will soon see.

Most recently, I have been working on the 2011 convention theme. This year’s theme will be, “Bridging the Gap: Moving from Exclusion to Inclusion.” I define inclusion in the broadest sense including diversity of sexual orientation, disability, religion, political views, spirituality, ethnicity, race, etc. As members I encourage you while at the APA convention this year, to brainstorm topics for next year and include someone you don’t usually present with to present with in 2011.

I look forward to seeing you at APA. Let me know if I can help you reap the benefits of our Society.

Inclusively yours,
Jean Keim

Society Committee Members Take Note

Society committees that would like to meet in the Society’s hospitality suite should contact Janice L. Delucia-Waack, PhD (jdelucia@buffalo.edu), as soon as possible to schedule a time.

Dissertation Prize Awarded



Dr. Richard Moreland

The Society of Group Psychology & Group Psychotherapy is proud to announce the winner of its 2009 dissertation prize for research on small groups. She is Dr. Deanna Kennedy, who studied at the University of Massachusetts and is now a faculty member at Texas A&M University. Her dissertation was titled *Examining the mental model convergence process using mathematical modeling, simulation, and genetic algorithm optimization*. Dr. Kennedy's prize includes \$1000, a special plaque, and free membership in the Society for three years.

All of these will be awarded just before the Society's annual business meeting at the APA convention, which will be held in August in San Diego.

One of the judges, Dr. Lindred Greer (the winner of last year's prize), said that Dr. Kennedy had produced "a well-written, theoretically

grounded dissertation that offers innovation in both theory development (understanding the process by which team cognitions develop) and methodology neural network analysis. The methods were well-done, clearly described, and definitely increase our understanding of the ways (and depth) in which we can do research on groups."

The Society will be sponsoring the same prize again this coming year. Anyone who completes a dissertation on small groups during 2010 may compete.

Dissertations may examine any type of group, use any methodology, and analyze any phenomenon. Applicants should send a brief typed summary (five pages, double-spaced) of their dissertation to Dr. Richard Moreland at the Department of Psychology, 3103 Sennott Square, University of Pittsburgh, Pittsburgh, PA 15260, by January 31, 2011. A committee will review these summaries and select three finalists, who must then send complete copies of their dissertations for further review. The prize will be presented at the next APA convention, in Washington, DC.

Examining the Mental Model Convergence Process Using Mathematical Modeling, Simulation, and Genetic Algorithm Optimization

*Dissertation by Deanna M. Kennedy
University of Massachusetts, 2009*



Deanna M. Kennedy

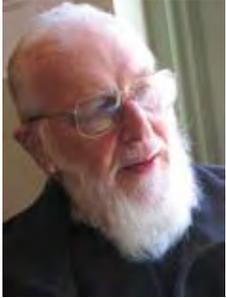
The increasing implementation of teams in organizations has motivated research regarding team processes and performance. This study focuses on team communication during taskwork to see how mental model convergence, a cognitive process, unfolds to impact team performance. Further, team interventions that change the order in which members discuss topics are examined as a way to overcome losses of the mental model convergence process due to undirected communication. Interventions are tested rather than other types of managerial techniques (e.g., cross-training, team building exercises) because they may be applied easily and inexpensively during taskwork interactions to affect change in workers' interactions by directing topic discussions. To ascertain the benefit of interventions, team communication patterns evoking the underlying mental model convergence process of baseline, intervention, and optimal teams are compared. The baseline team data, collected in a laboratory

setting, inform a simulation model of communication from which intervention team data are generated. The performance of intervention teams is assessed on a neural network performance model. Teams with optimal communication patterns are discovered using genetic algorithm procedures. Results indicate that starting task activities too soon can hinder team performance. Indeed, the results suggest that early onset of task activities may delay mental model convergence about the task rules and team approach and lead to ineffectual taskwork. Alternatively, interventions that delay task activities and motivate team members to discuss issues about the task (e.g., rules and approaches) facilitate convergence, have convergence processes that emulate those of optimal teams, and improve performance. Simply initiating content topic discussions at the beginning of taskwork interactions, however, is not enough; simultaneously task activities must be postponed. Thus, this research may be used to direct the design and implementation of team interventions in order to promote the mental model convergence process and, ultimate, better team performance.

Group Psychotherapy Column

The Start of a Training Memoir

John Breeskin, PhD (AKA "Sparky")



John "Sparky" Breeskin, PhD

PART ONE

The act of saying hello to the stranger is an act of profound spiritual significance. The two people involved together invite each other into their respective phenomenological space and the two of them create a mutual reality with infinite possibilities.

To extend a pseudopod (shaking hands or even just exchanging glances) is the work of the Great Spirit. The questions immediately become:

1. What is to be the nature of this relationship?
2. How will I be exalted, or, mayhap, even cast down by this other?
3. Will we pass each other by?
4. Will we become acquaintances, friends, bosom companions, lovers, frienemies, enemies, or any number of an infinite set of probabilities?
5. What needs of mine will this relationship provide?
6. What are the needs of the other?
7. Whom does the person really represent to me?
8. Whom do I represent to the other person?
9. What is the source and meaning of my anxiety as a result of making me vulnerable to the unknown other?

For many women, for example, the first encounter can become an initial moment, leading directly to the 50th wedding anniversary. For many men, however, the first meeting is segmented without any future context or without any awareness on his part as to the dynamics that I'm writing about.

It may literally take a lifetime to even approach any answer to these questions, and, while we live in terms of the answers, for many of us, unfortunately, the tentative answers are never even spoken, but remain mute.

PART TWO

At this point in my professional career, I have a standard matter of saying hello to new clients. My approach has been modified substantially through the years, and I'm very comfortable with my current

rap. Each therapist will, of course, develop a unique and comfortable style. Since I am locked in my approach, I do not have to focus a great deal of attention upon it as, I hope, it rolls smoothly out of my mouth. As a result, I can focus more of my attention on clearly listening to the client. In addition, if I am closely following this model, I will not have to submit myself to the uncomfortable question: "Sparky, How could you have been so dumb as to not ask that question?"

The following statements, in the order asked, illustrate how I begin a new session:

1. "Hello, what brings you to my office today and how can I be of help to you?" These initial two questions have embedded in them, two very important messages. The *first part*, of course, refers to the presenting problem itself; the *second part* is a joining maneuver which highlights the relationship between the client and me as a vehicle for therapeutic change.
2. I now point out to the client that I'm a high- risk, high—gain therapist and I explain to the client that I have always been so but at this point in my life I am even more so since I am aware that my time on earth is limited and such knowledge gives me imperative and accelerated motivation.
3. I then explain that many of my clients see me as highly intense. I have a quick mind and a quick tongue, not necessarily in that order. This cryptic remark, operationally experienced, alerts the client that I expect a high degree of intensity from the client as well.
4. I then explain that my sense of humor is *fay* but not *mordant*. I never laugh *at* people but only *with* them. To use laughter to diminish, in any manner, another human being seriously violates my sense of honor. I laugh at the paradoxes, ambiguities, contradictions and flat-out buffoonery of the human experience and encourage my clients to laugh with me as well.
5. I carefully explain my use of self-disclosure on the part of the therapist. This is never competitive with my clients based upon some form of the scarcity model, but rather an enhancement one and helps them to understand that my self-disclosure is my way of demonstrating my empathy toward them. "Hey, Dude, been there myself."

I hope that my comments above encourage you to develop your own particular style in a thoughtful and systematic manner. Effort spent on this task will diminish your anxiety, which is an inevitable part of attempting to join with another human being.

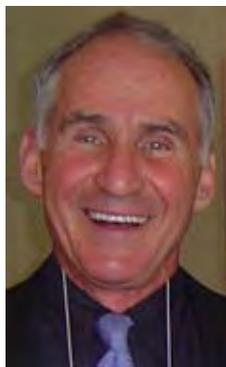
The Group Psychologist November 2010 Issue

The submission deadline for the for the November issue of *The Group Psychologist* is **September 15, 2010**.

Suggested article length is 2,000–2,500 words, submitted in MS Word format. Submit articles for consideration to Tom Treadwell, Newsletter Editor, at ttreadwe@mail.med.upenn.edu. Please also include a brief author biography and photograph (jpg or tiff formats only).

A Group Psychotherapist's Self-Care Guide for Our Current Economic Debacle

Leon J. Hoffman, PhD, ABPP, FAGPA, CGP



Leon J. Hoffman, PhD

How are the current economically challenging times affecting the way we group psychotherapists practice?

I have some suggestions pertaining to this and any other “life ambush” to which we are exposed. The current economic debacle is but one. Other ambushes might include terrorist attacks or other sudden unexpected health, marital, occupational, natural (Katrina) and legal assaults.

Some group psychotherapists may be currently experiencing one or more of these ambushes. We should remind ourselves, and help our patients to realize, that financial distresses are not the only losses that may result from these financially challenging times. Some of the most pernicious results of these difficulties are not financial, but emotional.

Our psychological responses to these puzzling times contribute significantly to our anxieties. We must be able to discriminate between whether the anxieties we feel are “merely” discomfort or actually signal danger. We help our patients to recognize this distinction. Many psychotherapies encourage patients to become curious, to be reflective. That is a goal of this article—to help us as group psychotherapists to explore and study our circumstances. Please remember: Diagnosis first, treatment second. First we evaluate, then we act.

In what ways are your group psychotherapy practices influenced by current economic uncertainties? How do you maintain your centeredness and balance so that your patients experience and receive the consistency they deserve? After all, the role of excellent psychotherapists is the same as that of excellent parents. That is, to provide well for those in their care. Perfection is never the goal; rather, the goal is always adequacy.

Some further questions may be helpful, albeit anxiety-provoking.

- How do you function under this economic siege?
- Do you find yourself jealous of any of your patients or colleagues?
- Do you envy their successes? Not all group psychotherapists have financially thriving patients. If you do, what special stresses do you feel when you treat them? If you are suffering economically and one of the patients in your group is thriving or suffering financially, do you notice any lapse of judgment or distortions in your usual wisdom that predispose you to moral, ethical and perhaps even legal risk?

- Do you feel survivor guilt because you are doing well while some of your colleagues are suffering more than you and may even have lost their jobs?
- Do you experience anticipatory anxiety from awaiting that “knock on the door” that announces that you are next to lose something?
- Are your patient case load and referral flow diminishing?
- Are your fees and receivables down?
- Are patients asking to end their psychotherapy, reduce the frequency of their sessions or reduce their fees? If your group patients pay differing fees, how are their financial experiences affecting the way you conduct your group psychotherapy?
- Do patients simply not show up, begin to come late, attempt to reschedule often or not pay their bills promptly? Does the area of the country in which you practice affect your specific patient population (e.g., Detroit and the auto industry)?
- Are patients relocating? What provisions are you making for their continuing psychotherapy in order to minimize disruptions in their care? These and plenty of other nightmarish scenarios are enough to cause anxiety in even the most stalwart of psychotherapists.
- Are you noticing increases in negative, ambivalent or aim-attached countertransferences? What provisions have you made, if indicated, for your own supervision, consultation and psychotherapy?
- Is your self-esteem as a psychotherapist flagging? How do you visualize improvements? How do you maintain your focus and emotional equanimity under such difficult circumstances?

So, OK. Enough questions. Now it's time for some answers. Well, at least a few suggestions. After all, these comments are meant to inform and support us.

No one is immune from being human. Let us take a deep breath or two and remember that our need, as well as that of our patients, is to learn to soothe ourselves. Such self-soothing may not be an easy task in such trying times, but if we don't know how to do so how can we expect to help our patients to do so? None of us is in this alone. While subgroups are the nucleus of cohesive groups, few group psychotherapists during today's economic uncertainties would find it difficult to locate colleagues with whom to commiserate.

These may be especially important times to be attentive to our use and possible abuse of electronics. “Keeping it human” will always pay dividends in our profession. Trust me on this! This is also a time to pay special attention to the contracts (agreements) that one has with one's patients. It is also crucial to pay meticulous, scrupulous attention to one's boundaries, both professional and personal. It has always been necessary to do so; it is even more so in these trying times.

(Continued on page 8)

Group Psychotherapist's Self-Care Guide

(Continued from p. 7)

Whatever our life stresses, they should never become the patients' burden. So, let's lighten the load - for us and for them. All patients, like all children, deserve and need an attentive, rested, balanced psychotherapist (or parent). Our focus must always be on them and their needs. Anything interrupting that must be identified and removed.

A well-tuned bicycle wheel with its customary forty-two spokes provides an apt metaphor. These spokes are needed to keep the rim from crumbling when it meets any unusual impacts in the course of its use. Well-adjusted spokes are required to keep the wheel "in true." When a wheel is "out of true," it is easy to diagnose which spokes need what kind of attention. Pretty simple, actually. If only it was that easy for people who get out of adjustment, group psychotherapists included.

What "spokes" are in your wheel (life)? Examples of spokes include work, love relationships, religious or spiritual involvement, philanthropy, playing a musical instrument, singing in a chorus, making ceramics or rugs, painting, dance, chess, etc. Sublimations, in short. These involvements help absorb the shocks to which we are exposed.

The spoke's function is to absorb the shocks that the bicycle wheel may encounter on impact. Similarly, group psychotherapists must have enough well-adjusted "spokes" in their lives to be able to absorb the impacts to which they are exposed. Not to do so courts disaster when one becomes the victim of life ambushes.

Do you pay careful attention to your sleep, dietary, physical activity and sexual regimens? Has your weight changed recently? Are you careful to minimize any tendencies to act out, such as overeating, overspending, abusing sex or alcohol or using drugs? Is your concentration and ability to focus acceptable and at your typical level? Are your relationships with your friends and family adequate, nourishing and as they usually have been? Are you spending time in nature and involved in music and the arts? Do you make time for reading? Are you finding excuses and rationalizations for any of the above? Are you exploring your resistances to being balanced and a group psychotherapist "in true?"

Well-trained group psychotherapists treating well-prepared, committed patients, especially those psychotherapists who have managed to avoid, or at least minimize, third-party involvement will always have much to offer that patients will need. There is no competition for a skilled group psychotherapist and committed patients in need. Fees can always be adjusted, and even some pro bono work can help everyone maintain continuity for a period of time. Resilience may be more important than ever now.

One of my patients who recently became a new mother has become involved with what some parents do these days - namely, "nanny search." They seek nannies that will best provide for their children's wellbeing. We group psychotherapists also need to provide for our wellbeing. What sense does it make to know what our patients need and seek it for them, but not to do so for ourselves? We must get the care we need for ourselves. We deserve and require it.

High-quality care is what our patients expect and deserve. Nothing less is acceptable. To offer this, we ourselves need to be balanced and centered. Our patients will be the beneficiaries.

This is a time to come together. There is much to celebrate, even during times of adversity, for those willing to look. This is a time, especially for group psychotherapists, to congregate in community, not a time to isolate and withdraw. It is a time for interaction, not inaction or seclusion. There are ample reasons for optimism. We will survive, thrive and even prevail. The only thing that is permanent is change. If we are not here to treat patients in need, who will be?

I hope that you, my colleagues, take these suggestions to heart and make them yours. Our future and that of our patients is bright. If you think I am wrong, what would you prefer to believe? If the above hasn't convinced you, and you remain recalcitrant and inconsolable, please remember that you can always contact me, and together we will make it through.

Much of our suffering is optional.

Leon J. Hoffman, PhD, ABPP, FAGPA, CGP, is a clinical psychologist in private practice, specializing in individual and group psychotherapy, supervision and consultation. His office is at 111 North Wabash Ave., Suite 2122, Chicago, IL 60602. He can be reached at 312-332-1262 or violoncellist@live.com.

Newsletter Deadlines

February 15

May 15

September 15

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

The Dynamics of Rapport: Theoretical Underpinnings Fostering the Elements in Group Psychotherapy (Part I)*

(*Part 2 on Practical Applications of the Dynamics of Rapport will appear in the next issue.)

Adam Blatner, MD, TEP

One of the founders of the field of group psychotherapy was Jacob L. Moreno, M.D. (1889–1974), who is best known for his having invented psychodrama. He was also a pioneer in developing “role theory” in social psychology and Moreno was also the first to write about this intangible dynamic that he called “tele”—roughly equivalent to my use of the term “rapport” (Blatner, 1994). Sociometry might be defined also as Moreno’s term for procedures that assess the types and degrees of tele (or rapport) in a group. Moreno introduced the idea of sociometry in 1934 in his major work on the subject, *Who Shall Survive?*, which was published again as an expanded and revised edition in 1953 (and further editions published since then) (Moreno, 1953).

For a while in the 1940s and 1950s major psychologists and sociologists were interested in what they said was the great potential of sociometry. In 1937, Moreno founded a journal titled *Sociometry: A Journal of Inter-Group Relations*. By the mid-1950s, Moreno had turned his attention more to psychodrama, group psychotherapy, and applications of these approaches in education, business, and related fields, so he allowed the *Sociometry* journal to be taken over by the American Sociological Society. But his interest in this general approach continued for a while in sociology. Moreno continued to note the importance of this approach and it has been included as a significant component in the training and certification of psychodramatists. Blatner (2009) has noted many citations in his online bibliography of writings in sociometry.

While the literature on sociometry is extensive, there are only a few works that seem to me to be of significant practical value (Blatner, 2000; Hale, 1985; Hale, 2009; Treadwell, Kumar, Stein, & Prosnick, 1998). Rather, I think that it might have even more application as a theme to be kept in mind by group therapists while running groups!

Role Theory

It would go beyond the scope of this paper to discuss this aspect of social psychology fully, but for Moreno, the idea that thinking in terms of the roles people play offered a particularly natural vehicle for explicating many of his sociometric concepts. For example, a person does not just prefer another in general, but rather prefers to share certain dimensions or activities associated with a given role. Thus, person A might prefer to date person B because of a sexual or romantic interest, but for playing tennis or working on a project at his job he might prefer persons C or D.

While there is a natural continuity in the theories of psychodrama among role theory, role playing, sociometry, sociodrama, and other methods, each method also can be applied separately (Blatner, 2007). Nevertheless, Moreno’s underlying ideas about the liberation of spontaneity and creativity apply to all these methods.

Theoretical Foundations

You may recall many situations in which your teammates, laboratory partners, study group partners, and such were not chosen by you (or by a process where the students naturally choose each other), but rather were assigned arbitrarily by your teachers, perhaps according to height or the alphabetical order of the first letter of your last name. Essentially, you were treated like equal, replaceable cogs in a machine, and this, alas, is still mainly how teachers and others operate.



Adam Blatner, MD, TEP

What Moreno noticed, though, is that people have preferences that do not follow any arbitrary order. For example, a young person may fall in love with another who is not an “appropriate” choice (according to parents or neighbors), and such unusual pairings have been the subject of many literary works, such as *Romeo and Juliet*. Why not let people live and work with those with whom they have the greatest degree of reciprocated rapport? Moreno noticed that people were happier and worked better together when they were allowed to choose their neighbors or teammates.

This whole dynamic was linked to a broader principle Moreno was thinking about: How can we develop the level of creativity in our world? He recognized that creativity emerges in proportion to the levels of mental freedom people experience, and this in turn links his thinking to ideas about spontaneity, improvisation, playfulness, and the like. In one direction it led to psychodrama, but, addressed to the challenge of organizations, it led to *sociometry*—his term for the general field of exploring the dynamics of rapport.

The Psychology of Interpersonal Relations

Moreno was one of the first (if not the first) to use the term, “interpersonal relations.” In a sense, he saw the artificiality of compartmentalization between individual and social psychology—they were inextricable. (In a similar way, the child psychoanalyst D. W. Winnicott noted that “there’s no such thing as a baby,” meaning that any appreciation of the nature of infancy must be deeply inter-personal.) This view, in short, applied principles of holism and ecology to the arena of psychology.

There are many deep psychological elements mixed together here—the dynamic involves other aspects of adults’ envy and resentment of their children’s relative freedom and spontaneity. There is a fairly pervasive tendency among the more powerful to limit these unsettling qualities in those over whom they have power, so this dynamic extends throughout our culture and relates to such other phenomena as play, imaginativeness, the suppression of whatever is regarded as feminine, and of course the oppression of women in many different various ways.

(Continued on page 10)

The Dynamics of Rapport: Part I

(Continued from p. 7)

In spite of this layer of rationalized oppression, people intuitively feel awkward and emotionally uncomfortable about the way they have been conditioned to think, as if personal preference was a factor to be repressed, neglected, and marginalized. Yet this dynamic goes on anyway at the unconscious level—and may be brought into consciousness without too much difficulty! All that needs to happen is for the group leader to begin to make this topic a meaningful area of inquiry, letting awareness of personal preference become a social norm.

So, sociometry, in one of its more practical applications, leads to letting people express whom they would want to work with on various tasks, and then, as much as possible, honoring those preferences. Research has shown that group performance improves when groups are formed based on an intuitive sense of congeniality.

Sociometry as Part of Group Psychotherapy

Psychodrama was created as a type of group psychotherapy, and Moreno organized the first association for group therapists, the American Society for Group Psychotherapy and Psychodrama (ASGPP)—in 1942, just a few months before Samuel Slavson, as a rival, organized the American Group Psychotherapy Association (AGPA) the same year (Gazda, 1968). Slavson was more willing to align his efforts with the then-dominant school of psychoanalysis, so the AGPA became the more mainstream establishment.

One of the problems with psychodrama was that it was more individual-centered during a major part of its procedure. During an enactment, the situation of an individual patient, the protagonist, is investigated. More conventional group dynamics are more noticeable in the warm-up before the main enactment and certainly after the psychodrama proper, during the “sharing” phase. Within all this, and even in the enactment, where other group members play key roles such as the patient’s spouse, employer, child, inner-self, and so forth, a major principle of group therapy is obtained—that is, not just the professional “leading” the group, but each person is to be recognized as being a co-therapist to the others.

Nevertheless, for a variety of reasons (which the author describes at length in his *Foundations of Psychodrama* book), psychodrama did not catch on as a primary therapeutic method. A problem with that is that sociometry was associated mainly with psychodrama in Moreno’s mind—he believed the two approaches involved each other—and that made sociometry somewhat of a side-technique of psychodrama. The point of this paper is to remedy that. As I argue in another paper, many of Moreno’s ideas have significant validity and can stand on their own; it is not necessary to feel one has to buy and use the whole package (Blatner, 2007)! So this paper is an introduction to sociometry for the general group psychotherapist.

Sociometry as a Depth Psychology

If one considers how deep the pain and confusion runs in not being chosen by those whom one wants to be chosen by; or the guilt for not preferring the family members to whom one is “supposed” to show affection; or innumerable other phenomena, it becomes ap-

parent that the psychological reactions attached to the psychology of personal preference run deep—indeed, as deeply as any other profoundly emotional sensitive dynamics. In this light, sociometry overlaps issues addressed by Harry Stack Sullivan’s thoughts about interpersonal relations and psychoanalytic object relations theory. Sociometry, though, reconnects intrapsychic dynamics with real interpersonal tensions, group issues, organizational and sub-cultural arrangements, and cultural norms.

The problem is not just that we have preferences, but rather that people tend to feel hurt when they are not preferred by others. In turn, we want to avoid hurting others by letting them know that they are not preferred. In addition, we don’t want to feel hurt, or even take the chance of making choice explicit lest we find out what we would prefer not to know. Then there’s the social façade—if you’re hurt, don’t let it show. In other words, what happens naturally, what *must* happen in fact, at least with some people, is almost taboo to comment on openly.

Freud talked about the universality of sexuality, and in one sense he was right: If we expand the sexual to include non-genital dynamics of attraction and repulsion, of wanting and not wanting relationships, then we put a different frame around the dynamic. I don’t think the Oedipal Complex is at all universal—in terms of its association with penises and all. Freud came from a home in which he had a young seductive mother, an older forbidding father, and there is some evidence that he may have become genitally sexually over stimulated by a nanny when he was around two. I will grant that he probably had a classical Oedipal complex, and acknowledge that this family dynamic occasionally occurs.

However, there is another situation that partakes of the dynamics of the Oedipal triangle without involving parents so much, nor does it involve genitalia. Around four to six years of age, almost all children begin to play with two or more other youngsters at the same time, and it is inevitable that they will discover the conundrum in which two or three children enjoy playing with each other and a fourth child gets left out—perhaps about some kind of game that the fourth child does not fit. Often the one left out has no talent or even no interest in that game. Still, what happens is the feeling of being not chosen, left out, rejected, hurt, or not liked.

There is also a varying degree of sensitivity and empathy whereby some children notice who is left out, feel badly, guilty, sad, and compassionate. Some youngsters go out of their way to be inclusive of the left-out-one in order to compensate—even if the left-out-one does not really want to play that game. It gets complex.

There is also the experience of intuitively preferring some members in an extended family and not others, but being expected by parents and grandparents to show warmth equally—to Aunt Suzy and Aunt Betty, even though with Aunt Suzy the positive tele or rapport flows naturally, while with Aunt Betty, the tele is mixed or negative, so the behavior feels inauthentic. The point here is that there are social pressures to override feelings of non-preference. Another dynamic that occasionally happens is that a parent might feel jealous to discover that his or her child seems to prefer being with another relative, such as his aunt or uncle. In other words, there is a norm of a kind of social egalitarianism that belies the reality

that children sometimes click more with one parent or a teacher and not with others. Of course, these dynamics are recapitulated in the group. Talking about the nature of tele and how this is natural and inevitable would help.

From another perspective, and rarely addressed in families or even in family therapy, is the dynamic in which a parent has mixed and sometimes distinctly negative feelings towards one of their own children. Some parents engage in reaction formation, extending themselves heroically to compensate for these underlying negative feelings, sometimes to the point of neglecting the less-problematic child. Then there is the problem of a child (or young adult) just not liking a parent, even if the parent has not done anything egregious to justify this rejection.

What is unrealistic is the cultural assumption that parents should not just fulfill their duties towards their offspring, but more, they should *like* their children; and they are bad parents if they do not. But we cannot help our feelings of personal preference! Occasionally there are distinct feelings of dislike, but more often it might more accurately be said that a given parent-child pair share a more neutral tele or ambivalent feelings. At best, the parents can be helped to become aware of them and learn to manage their reactions. For those parents and children who feel exceptionally positive rapport with each other, extra efforts must then be made to “let go” as the youngsters move towards independence.

Then there is the problem of showing favoritism—which in modern families has become less acceptable. But in fact that is an unrealistic expectation on the emotional level. A parent may manage to be fairly even-handed in behavior, but with each additional child the chances go up significantly that one of the children will be liked noticeably more or less than the others. Few parents can admit this to themselves, much less discuss it openly with their spouse.

In other words, rapport (*tele*) is a dynamic that has significant influence in the interpersonal and group dynamic, and it is not under much conscious control or intention. The important thing is to notice it, and to notice also how and why it is overlooked. Partly this is honest ignorance—there just has not been that much written about it in the mainstream textbooks and literature. (That is partly due

to the continuing and highly artificial academic division between individual and social psychology.) Another part is due to what I can only imagine as repression—a tendency to avoid what is deeply mysterious and uncomfortable. The point of this paper is to draw your attention to this dynamic and help your clients acknowledge it, become more sensitive to these feelings, and bring them to consciousness where they can be managed within the framework of awareness and explicit values.

In the next issue I’ll comment further on how these concepts might be applied in conducting group psychotherapy.

References

- Blatner, A. (1994). Tele: The dynamics of interpersonal preference. In P. Holmes, M. Karp, & M. Watson (Eds.), *Psychodrama since Moreno: Innovations in theory and practice*. London: Routledge. (<http://www.blatner.com/adam/pdntbk/tele.htm>. This and other webpages about sociometry may also be found on the author’s website.)
- Blatner, A. (2000). Sociometry. In *Foundations of psychodrama: History, theory and practice* (pp.188–213). New York: Springer.
- Blatner, A. (2007). Morenean approaches: Recognizing psychodrama’s many facets. *Journal of Group Psychotherapy, Psychodrama & Sociometry*, 59(4), 159–170.
- Blatner, A. (2009). *Bibliography of sociometry*. Retrieved December 16, 2009, from <http://www.blatner.com/adam/pdntbk/sociobibliog.html>
- Gazda, G. M. (1968). Group psychotherapy: Its definition and history. In G. M. Gazda (Ed.), *Innovations to group psychotherapy*. Springfield, IL: Charles C. Thomas.
- Hale, A. E. (1985). *Conducting clinical sociometric explorations: A manual for psychodramatists and sociometrists*. Roanoke, VA: Author.
- Hale, A. E. (2009). Moreno’s sociometry: Exploring interpersonal connections. *GROUP: The Journal of the Eastern Group Psychotherapy Society*, 33(4), 347–358.
- Moreno, J. L. (1953). *Who shall survive? Foundations of sociometry, group psychotherapy and sociodrama*. Beacon, NY: Beacon House. (This book may now be read—free—scanned on and posted at <http://www.asgpp.org/docs/WSS/WSS.html>.)
- Seligman, M. E. P. (2002). *Authentic happiness*. New York: Free Press.
- Treadwell, T. W., Kumar, V. K., Stein, S. A., & Prosnick, K. (1998). Sociometry: Tools for research and practice. *International Journal of Action Methods*, 51(1), 23–40.

Using Sociodrama and Sociometry to Create Group Environments



Peter Howie, BS, TEP

Peter Howie, BS, TEP
The Moreno Collegium for Human
Centered Learning, Research and
Development

Abstract

The purpose of this article is to introduce the concept of sociodrama and how it is utilized in large and small group environments. Historical underpinnings, divergent notions on how sociodrama is defined and

the rationale for sociodrama are examined and discussed. A working definition of sociodrama is given in conjunction with framework and structure, coupled with techniques to facilitate a sociodrama in a large group environment. A case illustration is utilized to highlight the application of the sociodramatic method.

Sociodrama is a methodology applicable to all sizes of groups. It can be used for exploratory and investigatory purposes or for the purposes of problem solving. It was developed by J. L. Moreno as a means of creatively working with some of the very difficult inter-

(Continued on page 12)

Using Sociodrama...

(Continued from p. 11)

group and intercultural dilemmas of the early and mid 20th century. In brief, sociodrama addresses multiple social justice problems, i.e. race relations, discrimination, to mention a few. Sprague (1997) states “*sociodrama arose from the upheaval and horror of World War I*” as cited in Wiener (1997). Moreno said he initially developed sociodrama as an approach to help people overcome some of their own cultural rigidities and create some collective catharsis to allow room for fresh approaches and responses (Moreno, 1943). Moreno wrote about the area of human relationships as though there was a psychological geography of human society; a real and measurable social structure (Moreno, 1937). Moreno (1953, 1993), made a great attempt to formalize these ideas by the methodological formulation of *sociometry* in his work *Who Shall Survive?* Sociodrama, according to Moreno’s conception, is a way of combining sociometry with dramatic processes and techniques in order to make social change possible (Moreno, 1943). Moreno saw sociodrama as a way to engage people in specific dramatic activities in order to evoke discussions, explorations and role-playing of solutions to conflictual issues (Kellerman, 1998).

Sociodrama, as defined by Moreno (1953, 1993), starts from within the present audience. It is intended to be educational, clarifying and energizing to all members, to serve as a stimulus to spontaneity, creativity, love and empathy, as a check and balance for cultural tensions and hostilities arising from local or world-wide events, and as a means for social catharsis and integration (p. 88). Sociodrama as a methodology is still in development (Browne, 2005). Because of this, the philosophical foundation of sociodrama has not been extensively formulated and this writing is largely focused on application rather than theory. According to Browne (2005), sociodrama addresses educational, organizational, social justice, and governmental problematic dilemmas to enhance social change.

For this paper I have defined sociodrama as “a learning method that creates deep understanding of the social systems that shape us individually and collectively” (Browne, 2005, p. 9). The typical sociodramatic method is three hours (in length) and demonstrated in the following case example. The following portrayal of a sociodrama session shows how sociodramatic methodology can be used in a large-scale action investigation. Within this session, the utilization of sub-groups and the entire group (whole group) are investigated focusing on group role-plays centering on community interest and concern. Large groups can be daunting and it has been my experience that facilitating groups does not require the group leader to be frightening as well. The process requires group members to join in smaller groups (sub-groups) of half a dozen, identify and discuss their “main concerns” around issues at hand and then organize them into a hierarchy of importance. This representation of “main concerns” is placed out on the floor with alternate answers at either end described by the facilitator.

Case Example: Sociodrama Applied

The group and its purpose

The group is made up of 45 middle and senior ranked science pro-

fessionals, highly educated, from the State Government Department with a mission of monitoring and developing policy around the natural environment, including global warming. We are in a large open training room in a different building from where they work. It is light and airy and has great views from the 13th floor. The ages range from mid 20s to mid 60s. There are a disproportionate number of men and women under 40 which resulted from the bias in science education, which until recently had discouraged women from pursuing a career in science. Below 40 the gender split is roughly even. I am introducing them to sociodrama and demonstrating how it can be used productively with such a contentious issue as global warming. They are coming as part of a regular monthly three hour organized professional development seminar. Many group members are world leaders in the area of global warming. These participants know of each other and sometimes work as colleagues, but overall most are strangers to one another.

The group warm up

I introduce myself and take no more than a minute to describe what I am planning to do with the group. First, I invite people to organize themselves into a curved line graduated from longest serving staffer to the most recent. They range in length of service from nearly 40 years to weeks. At about the 15-year mark the number of women increases in proportion to the men. Above 15 years service, all are men bar one senior administrative role. I invite people to briefly announce their name, their length of service and the area in which they are currently specializing. I do this in order to inform the group, in a precise, ordered, and yet creative fashion, about the others in the group. This is a short-term group, yet it faces all the dilemmas of any group such as: who are these other people? What are they doing here? What do they know? Who else knows someone here? What are the subgroups operating here? These are the types of thoughts running through minds and by addressing these initially, it reduces anxiety. I usually begin by taking the responses from the longest serving scientist and moving down the line. He starts:

“I began back in the dark ages in 1969 as a trainee botanist working with Plant Studies. I was one of five who started that day. We kicked off at 8:45 that morning, as I recall!”

There is an element of playfulness in the group and I appreciate liveliness in a group when I am likely to create situations of challenge. It can indicate the emergence of spontaneity in a group. Spontaneity, in sociodramatic terms, is the ability to operate in an authentic manner with oneself and with each other in the here and now situation (Browne, 2005).

The first part of the session has taken a little under 30 minutes. I give myself the next 60 or so minutes to develop a set of workable criteria for creating a dramatic enactment. I invite the group of 45 participants to form sub-groups of 4–8 people with differing views on the subject matter of climate change. I then ask them to discuss together their areas of interest and concern with regards to climate change. The sounds of discussion fill the room. The level of noise and the easy discussions I am hearing indicate that the participants are warming up to the task.

Developing group criterion

After 10 minutes, I invite the group members to pay attention to me but also to remain with their discussion sub-group. I approach one group that has been boisterously enjoying themselves and ask; “*Could you let me know one of the main areas of interest or concern you have been discussing on climate change?*” One member of the group presents “*Well, we have a number of areas but the main one is—do we know enough information to make a decision or response regarding climate change?*”

I start with this sub-group because they are the least likely to mind being interrupted. They have a playful and loud energy about them as a group that is likely to make it easy to transition from their small group to the whole group. If I am right, this will also model similar behavior for other groups later in the session.

My job is to now turn this sub-group’s worry about *having enough information on the subject* into a criterion whereby the whole group can discuss. As a sociodramatist, I am aware that we are working with sub-groups, a large group, various cultures, as well as individual concerns regarding climate change. Thus it is best to gain a better understanding of the dynamics of the current group utilizing sociometry, a method that charts the psycho-geography of the group. Spectrograms are processes where easily dichotomised criteria can be set out as a measure in space in a room environment (e.g., how they feel about an issue in the group by placing themselves on an invisible line in the room). For example, having people measure whether they see themselves as *emotional or logical* in the group setting, and placing their person on an imaginary line developed by the facilitator (Kole, 1967). These processes unearth the relationship structures, the core substance of sociometry (Moreno, 1943). My goal is to take this information and turn an area of interest or concern into a meaningful group related criterion. This is “the fun bit” and I know I will be provided with instant feedback about whether or not I “*got it*” from the way the whole group responds.

Making the group process dramatic and interactive

This next step utilizes the idea of a large group spectrogram allowing group member to view a snapshot of how a whole group feels about a particular area of concern or interest. In this case I say to the whole group:

“Could you all please imagine a line running through the center of the room? At this end of the line is where you would stand if there is *enough information on climate change*.”

I stand at one end of the imaginary line. I then begin to walk along the imaginary line, taking form beneath me, while at different points saying;

“You would stand here if there was a *reasonable amount of information*, stand here if there was *some information but not enough*, stand here if you thought there was *not nearly enough information*, stand here if you thought there was *hardly any information* at all and lastly, here *if none was your response*. Could you please go and stand where you are in response to the question ‘Do we know enough information about climate change?’”

In using language this way, I have tried to stay as true to both the word usage and intent of the group putting forward this area of interest. Members of the whole group quickly take positions, become active in the group process, chat with folks close to them, and notice where others place themselves.

Some group members represent extremes, however most are scattered along the line. This is good feedback in that participants have not followed one another, as a more anxious group might, but have made their own decisions rather than from “what others decide.”

I invite one person from the “*enough information*” end to inform one person from the other end of the spectrogram as to why they have placed themselves where they have. This process has a number of values: it brings the group together; it lets people see how others have interpreted the question; and it makes the process relational and interactive. I ask each person representing the extremes to explain why they positioned themselves: The person who thinks there is *enough information* says:

“Well it is obvious to me that there is plenty of information around about climate change and unless a person has had their head under a rock they couldn’t miss it.”

To which the person at the other end says:

“Well there may be plenty of information but what is the value of that information? I don’t believe that the information is relevant or accurate. Rather it is opinion, policy and belief. Therefore we definitely don’t have enough information and climate change.”

As each person speaks, the group listens and is affected by individual comments. This is easily observed by the body language, the in-drawing of breath, eye contact, along with muttered comments, for example: “*Yes!*” and “*Hmmm!*” to both presentations.

Another person in the group says out loud:

“Well that shows there is too much information to make a meaningful decision.”

I interrupt and suggest this could be the next criteria and encourage completion of this task/topic first, to which the person agrees. I ask people to get together with individuals from opposite ends of the line and to chat together about why they placed themselves where they did.

They discuss their reasons with one another for about 10 minutes. This process allows people to present themselves, their thinking and decision making around where they placed themselves on the spectrogram. I invite any further comments from the whole group and three people put forward further interpretations on the *enough information* arena. The group is beginning to operate in a manner that allows new non-stereotypical responses to come forward. From a sociodramatic perspective this means people are operating more from themselves, are moving more freely and in a relaxed manner,

(Continued on page 14)

Using Sociodrama...

(Continued from p. 13)

that the spontaneity of the group or to put it another way, the capacity for the group to operate in the *here and now* is increasing, and as a group, we are deepening our relationships (Browne, 2005).

I invite the participants to rejoin their original small groups and to continue to discuss their ideas and concerns regarding climate change and to incorporate any additional reflections from the whole group. Then once again, after 15 minutes of interaction, I ask another sub-group to let the whole group know what emerged as their main area of concern.

One person from a sub-group takes the leadership and says:

“Well we were discussing how there is so much information but little precious knowledge or certainty.”

This led me to create another continuum, in a similar manner to the first one, but I voiced this concern in the following manner:

“Up this end you believe there is *so much wisdom* that we can safely say we are all doomed, and walking this way here you think *there is enough to act*, here *there is some but not enough*, here there is *not enough and it gets lost in other priorities*, here you *think it is a storm in a tea cup* and here *you are still considering buying your Hummer with the extra large V12 engine*.

Please physically place yourself on the line in response to the following question: “*Is there enough knowledge or certainty in the area of climate change?*”

And we continue along similar lines described previously. The group hums along.

I repeat this process for all the small sub-groups (there are seven), which takes about 70 minutes. It takes patience and group members remain engaged throughout. Each criterion could be a whole-group process in itself. We cover an enormous amount of territory in a time-effective and manageable manner.

Reflection at the end

During part of the reflection time towards the end of the session, quite a number of people spoke to the group about what they had learned and discovered. Of much interest were the comments from the significant scientists in the area of climate change. They said they were shocked, startled and sobered by discovering that there were so many different viewpoints on climate change when they had thought it was all very straightforward. They said it would impact on how they did their work in the future. They expressed, in different ways, how easy it had been to find this out and some of them wondered if others had been trying to tell them some of what they had just learned and they had been unable to hear it. Others in the group brought forward how surprised they were on noticing how different interpretations of the same word could come about.

They thought that this was a significant factor in the debate on climate change.

In Summary

Finding ways to raise the spontaneity of a group is crucial for any group work. This is one way that I have found that works easily with short-term groups focusing on important areas of concern and interest. It suits community meetings, planning and strategic planning meetings.

- The principle: Do things to orient the group members to the present and the area of concern as it has been advertised or presented to them.
- Judiciously use sociometric criteria to let the group members know enough about one another.
- Get small groups to form, making sure difference is one criteria at least enunciated during the formation process.
- Invite the group to all discuss their areas of concern and the issues that they are aware of with one another giving enough time.
- Invite each small-group to let the larger-group know about one area of concern.
- Develop that into a relevant spectrogram for the whole group.
- Encourage discussion across the group for all to hear and in small groups or 1:1 amongst the group.
- Get back into small group and discuss their responses together and also their own concerns and issues.
- Repeat until all small groups have been heard or issues start repeating themselves or as time permits.
- Conclude with large group reflection or build that into the next task.

References

- Aguiar, M. (2001). Sociodrama in Brazil. *British Journal of Psychodrama and Sociodrama*, 16(1).
- Browne, R. (2005). *Towards a framework for sociodrama*. Thesis for Board of Examiners of the Australian and New Zealand Psychodrama Association
- Kellermann, P. F. (1998). Sociodrama. *Group Analysis*, 31, 179–195.
- Kole, D. M. (1967). The spectrogram in psychodrama. *Group Psychotherapy*, XX(1–2).
- Moreno, J. L. (1937). Sociometry in relation to other social sciences. *Sociometry*, 1(1/2), 206–219.
- Moreno, J. L. (1943). The concept of sociodrama: A new approach to the problem of inter-cultural relations. *Sociometry*, 6, 434–449.
- Moreno, J. L. (1953/1993). *Who shall survive? Foundations of sociometry, group psychotherapy and sociodrama* (Student Edition). McLean, VA: American Society of Group Psychotherapy & Psychodrama.
- Moreno, J. L. (1977). *Psychodrama* (Vol. I, 4th ed.). Beacon, NY: Beacon House.
- Moreno Z. T., Blomkvist, L. D., & Rutzel, T. (2000). *Psychodrama, surplus reality and the art of healing*, Routledge: London
- Sternberg, P., & Garcia, A. (1989). *Sociodrama: Who's in your shoes?* New York: Praeger.
- Wiener, R. (1997). *Creative training: Sociodrama and team building*. Bristol, PA: Jessica Kingsley.

Society (Div. 49) Website

www.apa49.org

Student Corner

A Wonderful Opportunity Right Around the Corner...In a Very Nice Place

Kyle G. Barry and Gregory T. Capriotti
Wright State University, School of Professional Psychology

Our last column was spent reminiscing about and praising our outgoing Student Committee Chair (Leann Terry) for her wonderful contributions to the world of group work as well as a voice for graduate students. In this column, we would like to look ahead toward an *excellent* opportunity for future group workers—The American Psychological Association’s (APA) annual convention in August. This year the conference is in San Diego, CA, August 12–15. We have attended APA conferences over the past two years and took advantage of the many opportunities available for *student affiliates of the Society (Div. 49)*, and would like to share some of these available opportunities with student readers.

The Society offers multiple presentations that discuss current theory, research, and practice related to group work in an engaging and entertaining manner. Society presenters have been open to questions, comments, suggestions, whether they are posed by a newcomer or from a member of the old guard. The outcome is an eclectic and vibrant *group*, consisting of differing levels of experience and interests that thrust all forward in their professional development. As student attendees, we can say that it felt like the field of group work as a whole took another step forward with each presentation. This was an exciting feeling for us as students in the process of integrating ourselves into the Society's culture.

Last year, the student committee also began volunteering at the APA Conference, hosting the Society's presentations; supporting the presenters by greeting session attendees, and providing those attendees with the necessary handouts for the session. This work helped foster old and new connections and laid the foundation for student–faculty–presenter integration identifying “us” as a key part of the Society. The student committee will be providing these volunteer opportunities again this year (stay tuned for more details).

As a new addition to the list of opportunities, this is the first year that the Society is funding a poster contest for students that include a monetary prize. We hope that this will encourage students to share their group work activities. If you have not submitted your dissertation or have hit a “roadblock,” a poster presentation provides a good opportunity to obtain feedback, focus your thinking, and

get your work out into the open! If you haven’t decided on a dissertation topic, this provides a perfect occasion to get some ideas to spark or enlarge your proposed topic. As of this writing, it is too late to enter the poster contest for this year, but it is never too late to check out the presentations and see if you would be interested in participating next year.

We know that you enjoy wonderful people and great discussions, thus, you *do not* want to miss the Society's hospitality suite. Good company, food, and drinks all warm the soul whether you are home, or at a psychology conference. This is likely one of the most relaxing and casual networking opportunities that you will see as a graduate student! Everyone is there for the purpose of enjoying one another’s company and celebrating the reasons why we are all passionate about groups, the successes of the past year, and the future potential of the Society.

In conclusion, are any of you worried about the *internship crisis*, and think there is nothing you can do for yourself? Nothing demonstrates a student’s commitment to the field of psychology more than conference attendances, poster presentations, and volunteer work in a specific interest area. It reveals a

willingness to go above and beyond what is required in a typical doctoral psychology program and a passion for group work that stretches beyond the limits of course requirements. For students, APA is the name, and vita building is the game.

As an aside, speaking from personal experiences, the APA convention in general is a great venue for seeing what the world of psychology is like outside the confines of our graduate programs. It never hurts to see what types of group work others are doing around the country. Overall, if all else fails, we can promise that you will leave the APA conference with a sense of excitement that will energize you to continue your work with groups.

By the way, did we mention that this conference is in *San Diego*?!

Greg and Kyle are both fourth year doctoral students at Wright State University School of Professional Psychology in Dayton, Ohio, and current Co-Chairs of the Student Committee for Division 49: Society of Group Psychology & Group Psychotherapy. Both are mentored by Dr. Martyn Whittingham.



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

Committee Reports

Development Committee Report



Nina W. Brown, EdD

*Nina W. Brown, EdD
Development Committee Chair*

The Development Committee has made progress on two initiatives: the brochure and the web site. The copy for the brochure was submitted to APA's Graphic Services in November 2009. The latest message from them is that they are backed-up, but hope to have it to us soon. We hope to have it completed in time for distribution at the conference in August.

Thanks to Lee Gillis, the web site will be moved, revised, and updated. This is the initial work that should be completed soon. Needed is someone to be webmaster/administrator. The committee hopes to make decisions soon, after appropriate consultation and input, about new items for the webpage: electronic journal and/or newsletter, student section, members only, directory, and so on.

Federal Advocacy Coordinator Report, March 2010

*Gloria Gottsegen, PhD
The Society's Federal Advocacy Coordinator*

Each year Division and State Federal Advocacy Coordinators join together at their annual March meeting to visit their respective congressional representatives to lobby for legislation important to the science and practice of psychology. In addition, they are responsible for organizing division members to be more active in federal advocacy.



Gloria Gottsegen, PhD

Gloria Gottsegen, the Society's Federal Advocacy Coordinator, attended the March 5-9, 2010, State Leadership Conference in Washington, DC. Conference theme was "The Power of Advocacy."

Among the keynote speakers to the Conference were The Honorable Alexis M. Herman, former U.S. Secretary of Labor; Ray Pollack, JD, Executive Director of Families USA; The Honorable John J. Cullerton, Illinois State Senator; The Honorable Olympia Snowe,

U.S. Senate; and Alan Rosenblatt, Center for American Progress Action Fund.

Delegates attended workshops on such diverse topics as:

- The Psychologically Healthy Workplace; The Politics of Health Insurance Reform
- Maintaining Education and Training Requirements for Psychological Testing
- The Tools May Change, but the Strategies Remain the Same
- Parity in Practice: From Passage to Implementation

Among the actions for which APA Federal Advocacy Coordinators are seeking congressional support are:

- The Medicare extension through 2011 of the restoration of the reimbursement cut;
- Making psychologists eligible for psychotherapy code reimbursement;
- Adding psychologists to the Medicare "physician" definition
- The passage of health reform that integrates psychological services in primary care, preventive services and benefit packages.

The Membership Count Has Begun for 2010

*Elaine Clanton Harpine, PhD
Membership Committee Chair*



Elaine Clanton Harpine

We are pleased to welcome 13 new members in February and March (April and May figures have not been released yet). A special thank you to everyone who invited a new member to join.

If you haven't enlisted a new member, now is the time. Encourage a new early career psychologist who is just launching

their career in groups, a student, or someone you know who has worked with groups for years but never joined our Society. Also remember, school counselors may be invited to join the Society. You may also decide to sponsor a student or early career professional with a one-year gift membership. Remember, it is not required that you be a member of APA in order to be a member of the Society. A membership form is available on the back of this newsletter or a membership form is available online at <http://www.apa.org/about/division/div49.html>

Last year APA's overall membership figures were down, as was the new member count for our Society. We welcomed only 53

new members in 2009. We want to set records this year, and even though we are off to a good start, we need your help. Convention is an excellent time to recruit new members.

The membership committee also realizes that simply doubling our membership will not make us a stronger Society; therefore, we also offer four new interest groups for old and new members alike. An active member becomes a committed member who chooses to stay involved. If you would like to work on one of these interest groups to welcome new members, let me know. We need everyone working together if we are to become a stronger Society.

- Group Psychotherapy and Counseling
- Group Prevention
- Group Research
- Group Social Psychologists

Get involved! The count has started; we want to top 600 members by January 2011.

For more information, contact membership chair, Elaine Clanton Harpine at clantonharpine@hotmail.com or elaineh@usca.edu

Society (Div. 49) 2010 Convention Program

Thursday, August 12, 2010

9:00 AM–10:50 AM

Workshop: Deepening Psychotherapy Through the Group Experience—An Experiential Workshop

San Diego Convention Center, Room 26B

Participant/1st Author: Michael P. Andronico, PhD

11:00 AM–11:50 AM

Discussion: Meet the Experts in Group Psychology and Group Psychotherapy

San Diego Convention Center, Room 11A

Chair: Janice DeLucia-Waack, PhD

12:00 PM–1:50 PM

Symposium: Learning by Doing—An Experiential Group Illustrating Practice-Based Evidence

San Diego Convention Center, Room 24B

Co-Chairs: Robert L. Gleave, PhD; Gary M. Burlingame, PhD

Participants/1st Author: Mark E. Beecher, PhD; Raquel C. Bowman, BA; Elizabeth Baker, BS; Stephen Thayer, BS

2:00 PM–2:50 PM

Symposium: Do You Want to Know What's Happening in Your Group?

San Diego Convention Center, Room 30C

Co-Chairs: Gary M. Burlingame, PhD; Robert L. Gleave, PhD

Participants/1st Author: Stephen Thayer, BS; Jennifer Alonso, BS; Tami Thayne, BS

11:00 AM–11:50 AM

Symposium: Group Counseling—Dealing With the Difficult Member

San Diego Convention Center, Room 24C

Chair: Lawrence Shulman, EdD, MSW

1:00 PM–1:50 PM

Symposium: Starting Well—Using Evidenced-Based Practice in Practicum Training

San Diego Convention Center, Room 25B

Chair: Mary A. Peterson, PhD

Participants/1st Author: Erika A. Doty, MA; Michelle S. Anderson, MA; Krystal Gregg, MA

Discussant: Robert L. Gleave, PhD

2:00 PM–2:50 PM

Symposium: Ethical Considerations in Group Supervision

San Diego Convention Center, Room 28A

Chair: Randy D. Smith, PhD

Participants/1st Author: Maria T. Riva, PhD; Randy D. Smith, PhD; Jennifer A. Erickson Cornish, PhD

Discussant: Mitchell M. Handelsman, PhD

3:00 PM–3:50 PM

Workshop: Group Reality Therapy—The WDEP System of Procedures Demonstration

San Diego Convention Center, Room 28D

Chair: Robert E. Wubbolding, EdD

4:00 PM–4:50 PM

Workshop: Interactive—Behavioral Therapy—Group Treatment for People With Intellectual Disabilities

San Diego Convention Center, Room 28D

Chair: Daniel Tomasulo, PhD

Saturday, August 14, 2010

10:00 AM–10:50 AM

Workshop: Therapeutic Interventions in Schools—Group-Centered Prevention and Mental Health Treatment

San Diego Convention Center, Room 24A

Chair: Elaine Clanton Harpine, PhD

(Continued on page 18)

Society 2010 Convention Program

(Continued from p. 17)

11:00 AM–11:50 AM

Paper Session: Working With Children in Groups

San Diego Convention Center, Room 25C

Participants/1st Author: Jarrod M. Leffler, PhD; Melissa L. Greene, PhD

2:00 PM–2:50 PM

Presidential Address

San Diego Convention Center, Room 25B

Participant/1st Author: Gary M. Burlingame, PhD

3:00 PM–3:50 PM

Business Meeting

San Diego Convention Center, Room 25B

4:00 PM–4:50 PM

Invited Address: Group Psychologist of the Year San Diego Convention Center, Room 25B

Participant/1st Author: William E. Piper, PhD

Sunday, August 15, 2010

8:00 AM–9:50 AM

Paper Session: Creative Use of Fairy Tales With Adults in Group Therapy

San Diego Convention Center, Room 24C

Participant/1st Author: Nina W. Brown, EdD

Society (Div. 49) Poster Sessions

Personality, Leadership, and Orientation As Predictors of Group Co-Leadership Satisfaction

Janice DeLucia-Waack, PhD, University at Buffalo—State University of New York; Karen Bridbord, PhD, Independent Practice, Brooklyn, NY

Model for Using Mindfulness-Based Yoga Groups With Couples

Sara E. Gilbert, BA; Lauren J. Yadley, MA, BA; Stephanie Rude, PhD, University of Texas at Austin; Vagdevi Meinier, PsyD, Independent Practice, Austin, TX; Christopher J. McCarthy, PhD, University of Texas at Austin

Experiential Groups' Effect on Students' Personal and Professional Development

Rebecca A.C. Blood, MS; Tomina Schwenke, MS, MA; & Jonathan P. Orr, PhD, Georgia State University

Actor Partner Analysis of Absences and Absence Norms in Groups

Dennis M. Kivlighan, PhD, University of Maryland College Park; Martin Kivlighan, BA; Odessa Cole, MS, University of Wisconsin—Madison

Empirical and Theoretical Directions for Leading Career Groups

Stephen L. Wright, PhD, University of Northern Colorado

Doing What Works: Solution-Focused Group Therapy

Ellen K. Quick, PhD & Daniel P. Gizzo, PhD, Southern California Permanente Medical Group, San Diego

Social Justice in Group Counseling: Addressing American Indian Marginalization

Jesse A. Steinfeldt, PhD, Rex Stockton, PhD, & Brad Foltz, MA, Indiana University at Bloomington

Relationship Between Intimate Behaviors and Absences From Group

Joseph R. Miles, MA, Jill D. Paquin, MA, & Dennis M. Kivlighan, PhD, University of Maryland College Park

Change Factors of Group Development in Counselor Training Groups

Maria Kajankova, BA; Eric C. Chen, PhD; Mira Zaharopoulos, BA; & Marsha White, BA, Fordham University

CTTS Group Therapy for Torture Survivors: A New Model for Torture Therapy Groups

Asha Ahmed, PhD; Ibrahim A. Kira, PhD; Vanessa Mahmoud, MA, LCSW; Center for Torture and Trauma Survivors, Decatur, GA; Joanna Colrain, MA Independent Practice, Decatur, GA; Fatima Wassim, MA, Dhan Rai, Center for Torture and Trauma Survivors

Clinical Supervision of Group Therapists: Challenges and Strategies

Riley Nickols, MS, MA; Kim Wong, MS; & Eric C. Chen, PhD, Fordham University

Discovering the Self Through Creativity: Creative Arts in Group-As-a-Whole Work With Severely Mentally Ill, Institutionalized Individuals

Diana J. Semmelhack, PsyD; & Emma J. Wood, MA; Midwestern University; Clive Hazell, PhD, DeVry University; Deanna Dang, MA, WitPartners, Winfield, IL

Group Counselor Development Through Membership in Authentic Support Groups

Phey Ling Kit, MA, BA, & Vilma D'Rozario, PhD, MA Nanyang Technological University, Singapore

PAI Factors and Intensive Group Treatment Success

Nancy A. Kennedy, PsyD; Glen E. Getz, PhD; & Sarah Thompson, Allegheny General Hospital, Pittsburgh, PA

Does Activity Sequence Impact Self-Efficacy in an Undergraduate Group Dynamics?

H. Lee Gillis, PhD, Georgia College & State University

Attachments, Interpersonal Problems, and Perceptions of Group Climate and Leadership

Kimberly Wong, BA; Eric C. Chen, PhD; Lina Budianto, BA; & Kelly Dearborn, MSE, Fordham University

Evidence-Based Practice of Group Supervision of Individual Therapists

Mira Zaharopoulos, BA; Maria Kajankova, BA; & Eric C. Chen, PhD, Fordham University

Using Social-Climate Scales in Group-Therapy Training

Louis A. Moffett, PhD; Neda Kharrazi, BA; & Neda Kharrazi, BA, Palo Alto University

Prevention Corner

Elaine Clanton Harpine, PhD



Elaine Clanton Harpine

As the academic year comes to close, students and faculty are rushing headlong into summer as they pick up a summer course, schedule that long-awaited vacation, or begin making plans for fall. Our column turns to academia with a question about course offerings in group prevention.

EDITORIAL QUESTION POSED:

Dear Prevention Corner:

I know that your column usually answers questions from counselors having trouble with students, but at the recent conference where I heard you speak, you said we could ask you anything. My question is about school.

I will graduate in May 2011. I plan to go on to grad school, but I don't know where to go. I'm really excited about prevention groups and would like to specialize in prevention programming. Can you tell me which universities offer classes in group prevention?

*Signed,
Searching*

We welcome your participation as we explore the needs of group specialists working in group prevention. We invite psychologists, counselors, prevention programmers, teachers, administrators, and other mental health practitioners working with groups and or graduate programs to network together, share ideas, problems, and become more involved in making group prevention a viable course option at all universities. Please send comments, questions, and responses to Elaine Clanton Harpine at clantonharpine@hotmail.com.

Group Dynamics Update

Number of submissions is ahead of last year's pace, and we have a new editorial assistant, Kacy Pula.

The top 10 most heavily cited *Group Dynamics* articles:

1. "Harvesting Implicit Group Attitudes and Beliefs from a Demonstration Web Site" by Brian Nosek, Mahzarin Banaji, and Anthony Greenwald, 2002
2. "Comparative Efficacy of Individual and Group Psychotherapy: A Meta-Analytic Perspective" by Chris McRoberts, Gary Burlingame, and Matthew Hoag, 1998
3. "Trauma/Grief-Focused Group Psychotherapy: School-Based Postwar Intervention with Traumatized Bosnian Adolescents" by Christopher Layne et al., 2001
4. "Trauma and Grief-Focused Intervention for Adolescents Exposed to Community Violence" by William Saltzman et al., 2001
5. "Vertical versus Shared Leadership as Predictors of the Effectiveness of Change Management Teams" by Craig Pearce and Henry Sims, 2002
6. "Levels of Analysis Issues in Group Psychology: Using Efficacy as an Example of a Multilevel Model" by Sandra Moritz and Carl Watson, 1998
7. "Group Cohesion: From 'Field of Forces' to Multidimensional Construct" by Kenneth Dion, 2000
8. "Hope: An Individual Motive for Social Commerce" by Rick Snyder, Jennifer Cheavens, and Susie Sympton, 1997
9. "In-Group Bias in Response to an Organizational Merger" by Deborah Terry and Victor Callan, 1998
10. "Social Identity, Self-Categorization, and Leadership: A Field Study of Small Interactive Groups" by Kelly Fielding and Michael Hogg, 1997

THE GROUP PSYCHOLOGIST
American Psychological Association
Society of Group Psychology & Group Psychotherapy (49)
750 First Street, NE
Washington, DC 20002-4242

PRESORT STD
US POSTAGE
PAID
Washington DC
Permit No. 6348

Printed in the USA

SOCIETY OF GROUP PSYCHOLOGY AND GROUP PSYCHOTHERAPY (49)
American Psychological Association
MEMBERSHIP APPLICATION
Please type or print

Name: _____ Degree: _____

Address: _____

Home Telephone: _____ Office Telephone: _____ E-mail: _____

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 Society [Div. 49] Journal)

Member\$49.00

Associate Member\$49.00

Affiliate\$35.50

Student Affiliate\$10.00

Mail this application with a **check payable to Society of Group Psychology & Group Psychotherapy (Div. 49), APA** to the following address:

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

Signature of Applicant

Date