

THE GROUP PSYCHOLOGIST

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

Convention Issue

President's Column

Jean Keim, PhD

Having just returned from Scandinavia and Russia, it doesn't seem possible but it is time to get together again as a group at the APA convention. During my journey, I witnessed multiple groups in action and some fascinating group dynamics all of which reminds me how interesting group psychology and group psychotherapy are. This year's convention is in Washington, DC, promises to provide lots of new information on groups. Maria Riva, Janice Delucia Waack, and the Program Committee have created a program that is strong in both science and practice. Our division suite is planned for the Grand Hyatt Washington, DC. Our focus this year is on diversity and how groups can be more inclusive.

Thursday, August 4th gets the convention started with sessions focusing on group dissent, culturally appropriate and diversity-sensitive groups for children. Our Division 49 Poster Session is also on Thursday and has many interesting topics. The day wraps up with Group Speed Mentoring.

Friday will be filled with activities. Multiple sessions will highlight the latest research findings in group. For example inclusive group-based adventure therapy, and diversity as it relates to extant majority/minority group processes. The afternoon will include the Presidential Address, Business Meeting (3:00–4:00 pm), and symposium. This year our social will be on Friday night from 6:00–9:00 pm celebrating 20 years as a Society/Division.

Saturday morning we will start with a Founder's Breakfast in the suite from 8:00–10:00 am for those who signed the original documents forming Division 49 and members who have been in the division since the early years. It is critical you email me (jkeim@unm.edu) your RSVP, if you plan to attend, so food can be ordered. The board meeting follows the Founders Breakfast (10:00 am–1:00

pm). Later in the day, presentations include grant opportunities and multidisciplinary group research. The day concludes (4:00–5:00 pm) with the Arthur Teicher Group Psychologist of the Year Award. This year's recipient is Arthur "Andy" Horne, and his talk is, "Prevention group approaches to reducing mental health problems in a diverse society: some efforts that work, others we wish would work."



Jean Keim, PhD

Sunday the convention wraps up with a symposium on facilitating experiential training groups along with presentations on groups for special populations.

Our Society has been busy with many other activities as well. The American Psychological Foundation approved the formation of our foundation. We will begin soliciting funds this summer. The foundation will provide a legacy for the advancement of group psychology and group psychotherapy. Funds will be used for awards and grants. The membership committee is working on the formation of interest groups within

49. The diversity committee is making strides under the leadership of Eric Chen. They are seeking new committee members—contact Eric for more information. APA staff is hard at work finalizing our new website under the guidance of Lee Gillis and Leann Terry. The website will be maintained and updated by APA staff.

I hope it fits in your schedule to join us for the convention and Division 49's program. The convention provides a great opportunity to catch up with old friends, meet new ones, network and grow professionally. See you in August!

Thank you for being part of group.

Society for Group Psychology & Group Psychotherapy
APA Convention Schedule
pp. 5–8

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Submission Deadlines:

February 15, May 15, September 15

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

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From Your Editors

Thomas Treadwell, EdD, TEP, Editor

Leann Terry, PhD, Associate Editor



Thomas Treadwell, EdD

The 119th APA convention will be a grand meeting place to catch up personally and professionally with peers, colleagues, and students. Division 49's schedule of events for the convention should prove to be very exciting and rewarding. Details of poster and workshop presentations are outlined in this issue.

From Leann's perspective "...it is fitting for the convention to be in Washington, DC this year, as it was there in 2005 when I attended for the very first time. I recall feeling overwhelmed by the sheer size and scope. I was fortunate to be introduced to many Society members by my advisor, one of the founders of the Society, Rex Stockton. Despite the warm welcome, I was quite intimidated by meeting so many "famous" people from the group therapy field. It was only with continued attendance, getting involved on committees and growing confidence as I moved through my doctorate program that I felt more comfortable. Now, I look forward to attending APA each year for a chance to reconnect, forge new relationships and welcome new members." This will be Letitia's first APA conference and she is "...looking forward to making new connections as well as learning new group approaches plus volunteering for Division 49." From Tom's perspective "...the convention, and particularly Division 49's schedule of events, sets the stage to reconnect and build new connections."

President Jean Keim has informed us that our Society has reached its 20th anniversary and will host a celebration at the APA Conference. There will be a "founding member event" that will be hosted at the conference for all founding members of Division 49. Please contact Jean Keim for event updates. The special event will honor the members who generously offered their professional time to make our Society what it is today.



Leann Terry, PhD

As we leave spring and enter the summer season (a more strenuous season for some and less so for others), we encourage you to take time to reflect on the past year and share your thoughts with us. What do you think students and early career psychologists should know more about? What do you wish you had known more about during the early part of your career? What led you to pursue the work in which you are engaging currently? Your ideas and experiences are important and we need to share them with our membership.

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, DVDs, videos and *online group interactions* as part of the newsletter. *Online group interactions would be a newsworthy column, yet we need an editor for this... there is interest out there and we need your input!*

Reviewers for *The Group Psychologist*

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



Letitia Travaglini, MA

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



Bambi Juryea-Gaston, MA

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

President-Elect's Column

Nina W. Brown, EdD



Nina Brown, EdD

The Society is in some interesting and exciting times. Thanks to the efforts of current and former officers and board members, and to the many members who participate in the initiatives, we have a logo, a new website hosted by APA, a journal that has a significant impact factor, connections with other professional organizations interested in group through the GPRN, the digital newsletter, and new awards. Most exciting is the establishment of the Foundation and you will hear more about that from President Jean Keim who is spearheading that effort. The upcoming APA conference (August 4–7 in Washington, DC)

will showcase many of these developments, and I hope to see you at the meetings and social events. In addition, the Program committee chaired by Maria Riva has selected symposia, paper and poster sessions that are interesting as well as informative. This conference is sure to be memorable in many respects.

We are moving forward on the proposed book series for the Society, the prospectus is being reviewed by publishers, and we hope to have an announcement at the business meeting that will be held on Friday, August 5th from 3–4 pm (location to be announced later). This is also an exciting endeavor that will showcase the expertise and knowledge of the Society's members.

Proposed Book Series

Group Psychology and Group Psychotherapy in Practice 101

Purpose

The proposed book series would present a research and evidence-based perspective for psychological practice with groups. Each book in the series would address a different condition or issue related to group psy-

chology and group psychotherapy with an emphasis on documentation of efficacy of the approach.

Target Audiences

The series is designed for the beginning psychologist, and for psychologists beginning work with a new constituent group. Each book will be self-contained around a particular topic, and will follow a template.

Proposed Length

Each book would be 100–150 published pages. (Approximately 200 manuscript pages)

Foci and Template

Each book would present evidence of the efficacy of the information, technique, applications, and the like; basic guidelines for implementing; examples for applications such as specific exercises and other activities; a sample plan for a group; and how to guide group members for optimum learning and self-understanding.

Unique Features

The proposed series will be unique in that the books will be written for psychologists who are beginning to facilitate groups around the particular topic instead of a general approach. As noted in the section on possible competition with other series, there are no direct competitors for group therapy books on specific conditions and issues. Other unique features include practical applications that do not require additional specialized training to use, exercises and activities that are suitable for a wide range of audiences, and a focus on evidence-based practices.

The survey of members conducted via the Listserv produced several expressions of interest in becoming authors for the series, and I encourage any member who is interested to contact me.

See you at the convention!

2011 Division 49: Society of Group Psychology and Group Psychotherapy Election Results

The following candidates were elected to a 3-year term of office:



*President-Elect:
Maria T. Riva, PhD*



*Treasurer:
Rebecca R. MacNair-Semands, PhD*



*Member-at-Large:
Sheri A. Bauman, PhD*



*Member-at-Large:
John C. Dagley, PhD*

Div. 49 Schedule Overview at APA Convention

Thursday August 4th

12:00 to 3:00
Division 49 Paper and Symposia Sessions

3:00 to 4:00
Division 49 Poster Sessions

4:00 to 5:00
Group Speed Mentoring

Friday August 5th

9:00 to 12:00
Division 49 Paper and Symposia Sessions

1:00 to 2:00
Meet the Group Experts

2:00 to 3:00
Presidential Address

3:00 to 4:00
Business Meeting

4:00 to 5:00
Division 49 Symposium

6:00 to 9:00
Division 49 Social in Suite

Saturday August 6th

8:00 to 10:00
Breakfast Celebration of Founding Members and the first 20 years of the Journal

9:00 to 4:00
Division 49 Paper and Symposia Sessions

10:00 to 1:00
Division 49 Board Meeting

4:00 to 5:00
Group Psychologist of the Year: Arthur "Andy" Horne, PhD

Sunday August 7th

8:00 to 10:00
Division 49 Paper and Symposia Sessions

Div. 49 Schedule at APA Convention

Thursday August 4th

12:00 PM to 12:50 PM
Two Paper Sessions: Special Topics in Group Psychology and Group Psychotherapy

David N. Berg, PhD: Dissent: An Intergroup Perspective

Sam Steen, PhD: Culturally Relevant Group Work with Children

1:00 PM to 1:50 PM
Symposium: Learning by Doing: A Group Experience Illustrating Practice Based Evidence (CE Credits)

Gary M. Burlingame, PhD, and Robert L. Gleave, PhD (Co-Chairs), Tom Golightly, PhD, Dallas Jensen, PhD, Sean Woodland, BS, and Mindy Pearson, MS

2:00 PM to 2:50 PM
Skill Building Session: Diversity and Therapeutic

Interventions in Schools: Focusing on Inclusion with Group Centered Prevention (CE Credits)

Elaine Clanton Harpine, PhD

3:00 PM to 4:00 PM
Division 49 Poster Sessions: Group Psychology and Group Psychotherapy Research and Practice

4:00 PM to 5:00 PM
Group Speed Mentoring

Friday August 5th

9:00 AM to 9:50 AM
Symposium: Adventure Therapy: An inclusive, effective group based treatment for adolescents (CE Credits)

Lee Gillis, PhD (Chair); Michael A. Gass, PhD; Thomas J. Doherty, PsyD; Keith C. Russell, PhD; Bobbi Beale, PsyD (Discussant)

(Continued on page 6)

Div. 49 Schedule at APA

(Continued from p. 5)

10:00 AM to 11:50 AM

Symposium: Best Practices in Group Research Design and Analysis (CE Credits)

Janice DeLucia-Waack, PhD (Chair); Jill Paquin, BA; Sheri Bauman, PhD; Maria Riva, PhD; Gary M. Burlingame, PhD

1:00 PM to 2:00 PM

Invited Presentation: Meet the Experts in Group Psychology and Group Psychotherapy Meet the Group Experts

Chair: Kathleen Ritter, PhD

2:00 PM to 3:00 PM

Presidential Address: Society for Group Psychology and Group Psychotherapy: A look back and planning for the future Presidential Address

Jeanmarie Keim, PhD, Division 49 President

3:00 PM to 4:00 PM

Business Meeting: Division 49 Group Psychology and Group Psychotherapy

4:00 PM to 5:00 PM

Skill Building Session: How Diversity Informs Evidence Based Group Specialty Practice: Teaching Graduate Students Using Extant Majority/Minority Group Processes

Chair: Sally H. Barlow, PhD

6:00 PM to 9:00 PM

Division 49 Social in Suite

Saturday August 6th

8:00 AM to 10:00 AM

Breakfast Celebration of Founding Members and the first 20 years of Division 49 in the Suite

9:00 AM to 9:50 AM

Symposium: Embracing the Outsider Within: Critical Dialogues Among and between Brothers and Sisters of Color

Karen L. Suyemoto, PhD (Chair); Roxanne A. Donovan, PhD; Elizabeth Boyd, PhD; Joseph M. Cervantes, PhD

10:00 AM to 1:00 PM

Division 49 Board Meeting in Suite

10:00 AM to 10:50AM

Symposium: Lessons Learned From Research on Child Group Therapy

Chair: Zipora Shechtman, PhD

11:00 AM to 12:00 PM

Symposium: Using Structured Group Play Interventions to Treat Childhood Disorders (CE Credits)

Linda A. Reddy, PhD (Co-Chair); Craig Springer, PhD (Co-Chair); Craig Springer, PhD; Pamela J. Wolfberg, PhD; Athena A. Drewes, PsyD (Discussant)

1:00 PM to 1:50 PM

Skill Building Session: Group Therapy with Court Mandated Men (CE Credits)

Uri Amit, EdD (Chair); Steve L. Van Wagoner, PhD

2:00 PM to 2:50 PM

Skill Building Session: Successful Group Projects: Descriptions of Multidisciplinary Group Research

Nina W. Brown, EdD; Craig D. Parks, PhD

3:00 PM to 3:50 PM

Symposium: Grant Opportunities for Group Psychology and Group Psychotherapy: Information from Funding Agencies

Chair: Dennis M. Kivlighan, PhD

4:00 PM to 5:00 PM

Invited Address: Arthur (Andy) M. Horne, PhD Group Psychologist of the Year Award: "Prevention group approaches to reducing mental health problems in a diverse society: some efforts that work, others we wish would work"

Sunday August 7th

8:00 AM to 8:50 AM

Symposium: What Did We Learn? Doctoral Students Discuss Facilitation of Experiential Training Groups

Lorraine Mangione, PhD (Chair); Sarah Allen, MS; Randi Hirschberg, MA; Chelsi Day, MS; Antoinette Booth, MA; Jacob Austin, MS; Karin M. Hodges, PsyD (Discussant)

9:00 AM to 9:50 AM

Two Paper Sessions: Group Psychotherapy for Special Populations

Jennifer R. Wolkin, PhD: *Building a Church without Bricks: A Meaning Centered Discussion Group with Parkinson's Disease Patients*

Penelope A. Asay, PhD, and Paula C. Mayer, MSW (Co-Authors): *Group Psychotherapy in College and University Counseling Centers: A National Survey of Current Trends, Issues, What Works, and What Gets in the Way*

Div. 49 Poster Sessions

Thursday, August 4

3:00 PM to 3:50 PM

Yalom's Therapeutic Factors in Women's Quilting Groups: A Qualitative Study

Julie Nelson Arcaroli, MA; Paula T. McWhirter, PhD; Ji Y. Hong, PhD; Rockey Robbins, PhD; Kathryn Haring, PhD

Practical significance: A teaching-research tool for learning collective and individual self-efficacy in an undergraduate group dynamics class

Lee Gillis, PhD

The Use of Creative Arts in Facilitating Resilience and Countering Depression in High-Risk Youth

Kimberly N. Snow, MA; Glori G. Gray, MA, MSW

A Five Year Longitudinal Study Using Group-as-a-Whole Work to Increase Self-Efficacy and Cohesion in Severely Mentally Ill Adults

Diana J. Semmelhack, PsyD; Sharon Song, PhD, Karen Farrell, PsyD; Julieanne Pojas, MA

The Impact of DBT Group Therapy on Mental and Physical Health and Healthcare Utilization

Eric S. Diddy, MA; Mark Kent, MA; Siobhan K. O'Toole, PhD

Perceptions of Group Climate by Social Identity Group Status in Intergroup Dialogue

Joseph R. Miles, PhD; Dennis M. Kivlighan, PhD

Using Racial-Cultural Events to Enhance Inclusion in Group Therapy

Mira Zaharopoulos, MSE; Eric C. Chen, PhD

The efficacy of group counseling for improving academic achievement outcomes: A best-evidence synthesis

Sam Steen, PhD, Qi Shi, MEd

Group treatment for survivors of childhood sexual abuse: The relationship between social bonds and symptom severity

Robin E. Lange, MA; Maria Riva, PhD

Enhancing Ethnic Identity Development Through Small Group Work Interactions

Brett A. Shumway, BA; Jennifer Bahrman, BA; Tracie Hitter, MS; Ginger Dickson, PhD; Michael Waldo, PhD

An Actor Partner Interdependent Analysis of the relationship between Evaluations and Affect and Session Attendance in Groups

Russell A. Jones, Med; Dennis M. Kivlighan, PhD

The Pattern of Endorsement of Therapeutic Factors over Time and Change in Group Member Interpersonal Problems

Paul B. Gold, PhD; Dennis M. Kivlighan, PhD

A clinical tool for assessing the therapeutic environment for adolescents in group treatment: The Adolescent Group Environment Scale

Megan Wrona, MS; Stephanie Hoover, MS; Alberto Varela, BS; Jason Burrow-Sanchez, PhD

Latino Children Exposed to Domestic Violence: The Role of Group Cohesion in a Group Intervention

Jocelyn Levitan, MA; Maryam Kia-Keating, PhD; Merith Cosden, PhD; Caryll Sprague, MA; Jessica Adams, PhD

The [Mal]Distribution of Knowledge at the APA Annual Convention: A Social Network Analysis

Dennis M. Kivlighan III, BA; Andrea Salazar, MA; Gwynneth Schell, MEd

Indicators of Potential for Harm in Training Groups: A Pilot Study

Sean B. Hall, MA; Nina W. Brown, EdD

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Div. 49 Poster Sessions

(Continued from p. 7)

Minority Group Influence: African-American Males' Participation In and Reports of Task Group Experience

Don P. Trahan, MS; Jeanmarie Keim, PhD

Changes in Group Process Over Time in a Multi-cultural Training Group

Jennifer Bahrman, BA; Brett A. Shumway, BA; Tracie Hitter, MS; Ginger Dickson, PhD; Michael Waldo, PhD

A Data-Driven Psycho-Educational Group with Middle School English Language Learners: Addressing Personal/Social and Academic Needs

Qi Shi, MS; Sam Steen, PhD

Building youth resilience with words and watercolors: An evaluation of psycho-educational and experiential approaches

Glori G. Gray, MA,MSW; Kimberly N. Snow, MA; Haley R. Crowl, BA; Amanda L. Smithberger, MA

An Evaluation of the Group Counseling for Domestic Female Offenders.

Ya-Chin H Lang, EdD

A Trauma Focused-Cognitive Behavioral Therapy Group Intervention for Black and Latino Adolescents Exposed to Community Violence

Joanna C. M. Cole, PhD; Renee Boynton-Jarrett, MD, DSc; Jennifer Mulcahy-Avery, BS

Graduate training in group psychotherapy: Exploring the impact of therapeutic factors

Diomaris E. Jurecska, MA; Tabitha S Becker, MA; Mary A. Peterson, PhD, MBA; Scott Kaper, PhD

StronGirls: Creation and efficacy research of a school-based relational aggression group prevention project

Karen E. Farrell, PsyD; Ashley L. Kuhl, MA; Tiffany Keller, PsyD

Therapeutic factors in a depression recovery group: Assessment challenges

Jeri N. Turgensen, MA; Erika Doty, MA; Maxwell R Knauss, MA; Michelle Anderson, MS, MA

Understanding the interplay of emotional isolation and therapeutic factors in PTSD

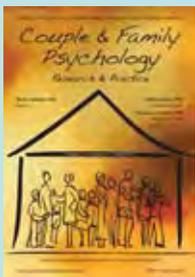
Carilyn C Ellis, BA; Nicole M. Schneider, MA; Timothy Cooper, BA; Mary A Peterson, PhD

The assessment of therapeutic factors on treatment outcome: An ongoing challenge

Krystal R. Gregg, MA; Michael J. D. Irvine; BA, Michelle Anderson, MS, MA

Couple and Family Psychology: Research and Practice

Couple and Family Psychology: Research and Practice (CFP:RP) is a scholarly journal publishing peer-reviewed papers representing the science and practice of family psychology. CFP is the official publication of the Society for Family Psychology (APA Division 43) and is intended to be a forum for scholarly dialogue regarding the most important emerging issues in the field, a primary outlet for research particularly as it impacts practice and for papers regarding education, public policy, and the identity of the profession of family psychology.



Submission procedures and details of the journal can be found at the APA website, <http://www.apa.org/pubs/journals/cfp>

Editor: Mark Stanton, PhD

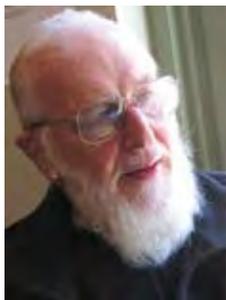
Associate Editors: Cindy Carlson, PhD, Thomas L. Sexton, PhD

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Group Psychotherapy Column

Utilizing Media as Poetry, Music, Imagery, and Symbolic Objects in Group Therapy

John "Sparky" Breeskin, PhD



John "Sparky" Breeskin, PhD

I tend to think with all five senses when I consider the group process, and this involves such media as poetry, music, and imagery. The objects I will refer to (photographed below) are provided early in the group history and are kept available for symbolic use during our sessions.

These artifacts are introduced during group sessions in coordination with where the group is developmentally during any given time. For example, *Stone soup* will

be introduced rather quickly in the group timeline; the *Sticks* are used to illustrate the strength of the intentional family in contrast to a single individual as a model for the group to use in the creation of the group family. The *can opener* and the *spirit wand* are always kept on hand and are used appropriately over the life of the group. The *Spittoon* is present from the start and the climbing rope is used during termination. The introduction of these objects is explained as a method to move beyond words to concrete symbols and the hope is that these artifacts will become talisman-like objects that mark our journey together. Typically the group grasps the point very quickly and feels free to use the objects throughout the life of the group.

Here are the descriptions of the items:

1. *Spittoon*. This spittoon sits in the center of our group and negative transference and counter transference is deposited into it on a moment to moment basis. This is usually pointed out by the therapists, but not necessarily.



2. *Stone soup*. This comes from the old Romania folk tale of the old lady who went to her cupboard to prepare lunch and found only two stones, a story which is no doubt familiar to most readers. This symbol is presented early in the group history and returns as a metaphor over and over again.



3. *Mexican wooden spirit bat* (Battake): This spirit bat comes in three sizes, depending on the size of the spirit whose attention needs to be sought. Any person in the group who wants to claim time for him or herself takes the bat and while he or she holds it, the floor is theirs. This is used at appropriate times throughout the group history.



4. *Can opener*. When a person feels like he or she needs to open a can of worms, either for him/herself or for another group member they pick up the can opener and hold it aloft.



5. *Tongue depressor sticks*. These are presented in the following manner: The single tongue depressor can be broken easily, but the stacked sticks, each with the name of a group member written on it, cannot easily be broken. This is a metaphor for group strength.



6. *Climbing rope*. The rope is used at the end of the group as a termination exercise. (Thank you, Virginia Satir.) The loop is tied around the therapist's wrist, it is passed to each group member who loops it around his or her wrist and then, at the termination, the loops are taken off.



7. *Box of Kleenex*. The box of Kleenex seems innocuous in and of itself, but it is not. If a person in an altered state of consciousness is weeping, a decision must be made as to whether the offering of Kleenex would be an intrusion or not. Often the best strategy is to simply make sure the box is within reach.



These artifacts become an important part of the group process and add to the smoothness of group functioning.

It would be nice to know if other professionals have similar objects that they use. I would be delighted to hear about them.

Newsletter Deadlines

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

Psychodrama and Cognitive Behavioral Therapy: Complementary Companions Part I

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Therapists Who Have Combined CBT and Psychodrama

Therapy schools each have their own specialized constructs and language; being able to read and understand those texts is important if sharing of ideas is to occur. The following selection illustrates some of the ways in which Psychodrama and CBT have been combined by



Jenny Wilson, MA

focusing on multiple levels for comparison (e.g., technique, theory or philosophy). Many CBT writers have adopted Psychodrama methods such as role-play and family of origin imagery (see Jacobs, 2002, Flemming, 2000, and Hamamci, 2002, 2006). These methods are particularly likely to be suggested when the basic CBT strategies do not work. However, even when Psychodrama is mentioned (which is rarely), authors are unaware of or do not acknowledge its origins (See Padesky, 1994 and Edwards, 1990). Several Psychodrama practitioners bring CBT techniques and theory

to Psychodrama. Treadwell, Kumar and Wright (2002) explain CBT theory, noting the utility of the goal-focused, problem solving, self-reflection and mood regulation aspects, and describe CBT techniques that can be used to enhance Psychodrama. Similarly, Kipper (2002) endorses the usefulness of identifying and exploring irrational beliefs and distorted thoughts, adapting and describing specific Psychodrama techniques to facilitate this. Additionally, both Fisher (2007) and Baim (2007) write how CBT and Psychodrama theory can enrich each other, each observing the ways in which Psychodrama could be considered a form of cognitive therapy.

Several researchers and practitioners have all considered it useful to combine techniques from CBT and Psychodrama. However, many (with the exception of Baim, Fisher and Griffith) detail only one theoretical perspective and none provide more than hints about the philosophy behind CBT or Psychodrama. To address this omission, this paper will consider the theoretical and philosophical position of each before presenting a case vignette (to be discussed in the next issue of *The Group Psychologist*) where the methods are applied together.

Founders

J. D. Moreno, editing his father's writing in 1989 notes that J. L. Moreno was born in Bucarest, Romania, 1889, from parents of Sephardic Jewish decent. He was raised in Vienna and immigrated to the United States in 1925 to pursue sociometric group research (Moreno, 1989a, 1989b). Beck was born in the United States in 1921, and was raised by Russian Jewish immigrant parents (Weishaar, 1993, p.3). Each man was exposed to a variety of political and social views. For example, Moreno lived in a



Moreno

"...mixed neighborhood" and was "exposed to a wide range of influences" (Moreno, 1989a, p.22) coupled with living in Vienna where "... Nazism, communism and existentialism had their underground beginnings..." (Moreno, 1989a, p.45). Beck's father was a "free thinker" who introduced his son to literature, theatre and poetry, and regularly hosted a group of men in his home to exchange philosophical, political and literary opinions (Weishaar, 1993, p.7).

Each had an early personal experience of life at the emotional extremes, and each explicitly brought this to his work. Beck had a childhood history of extreme anxiety and phobias, while Moreno experienced periods of grandiosity and heightened creativity during his teens and twenties. Interestingly, the style and confidence of each man appears to have moderated over time was integrated into their work. Both men had ideas that were initially seen as rebellious or novel compared with mainstream thought at the time. Each man developed the seeds of all subsequent ideas in early writings (Beck writing his seminal works in 1963 and 1964, and Moreno writing *Words of the Father* in 1923). These ideas continued to develop and mature with the men and were further developed by others.

Beck met many individual patients who had entered psychoanalytic therapy. Moreno's experience was with groups of people "on the



Beck

street and in their homes, in their natural surroundings" as well as psychiatric patients (Moreno, 1989b, p.61). It is likely that these different observation points influenced the development of their theory and methods for explaining and changing human experience. Beck has focused on the individual and the primacy of thought; Moreno has focused on the group and the primacy of action.

Moreno and Beck's own words open each of the following sections, with quotes chosen to offer a glimpse of the men before I introduce aspects from the philosophy, theory and practice of Psychodrama and Cognitive Behavioral Therapy.

Philosophy, Theory and Practice

Moreno: Two contradictory principles are operating in the therapeutic investigation. One is the utterly subjectivist and existentialistic situations of the subject; The other is the objective requirements of the scientific method (Moreno & Moreno, 1959/1975a, p.216).

Beck: The cognitive perspective is often misunderstood as taking only a "realist" perspective. However, the cognitive perspective posits at the same time the dual existence of objective reality and a personal, subjective, phenomenological reality (Alford & Beck, 1997, p.22).

Both Beck and Moreno recognized the tension between fully entering the client's world and the need for objectivity. Beck has a long association with mainstream academic institutions that tend to promote reductionism and rationalism at the expense of holistic and spiritual values. CBT has been the subject of many studies in these institutions,

and, at times, has been reduced to structured treatment manuals and narrow outcome measures. Beck's own writing, however, indicates that he appreciates the complexity of human experience. Beck aligns himself with the constructivist perspective, which states that "human beings actively construct their personal realities and create their own representational models of the world" (Meichenbaum, 1993, p. 203, cited in Alford & Beck, 1997). Moreno's emphasis on the subjective nature of "psychological truth" places him philosophically alongside the phenomenologist's perspective (Blatner, 2000). Both writers reject determinism and see clients as meaning makers in their own world, providing a common footing in the foundations of these therapies.

Moreno had a strong existential and spiritual belief system, identifying with existentialists and religious figures from an early age (Moreno, 1989a, p. 45). The early existentialists emphasized existence itself as something sacred. Central to existential philosophy is the valuing of spontaneity, creativity and the "urgency of immediate experience" (Moreno, 1989a, p. 45). Moreno gives spontaneity and creativity a spiritual significance, linking them to the experience of God within. He saw psychodrama as an extension of the existentialist movement and a method that could grapple with the big questions: "... birth, death, sex, and the function of the Creator of the world" (Moreno & Moreno, 1969/1975b, p. 19). Moreno developed his existential ideas at a time when the eugenic perspective adopted by the Nazis was gaining momentum in Europe. It is easy to imagine Moreno and his fellows passionately seizing existentialist values as a counter to the empirical classification of humanity embraced by the Nazis.

No reference could be located in regards to Beck's spiritual beliefs or his views on existentialism. However, in notes that were recorded following a conversation with His Holiness the Dalai Lama, Beck stated, "I am struck with the notion that Buddhism is the philosophy and psychology closest to cognitive therapy and vice versa". He notes several similarities between Cognitive Behavioral Therapy and Buddhism, including a view on universality (that is also consistent with Moreno): "We are one with all humankind" (Beck, 2005a).

Therapy Goals

Moreno: A truly therapeutic procedure can not have less an objective than the whole of mankind (Moreno, 1953/1993, p.3).

Beck: The goals of cognitive therapy are to correct faulty information processing and to modify dysfunctional beliefs and assumptions that maintain maladaptive behaviors and emotions (Beck and Weishaar, 1989, p.28).

Moreno's expansive goals are concerned with all aspects of living and the maximizing of human potential: "Psychodrama enables the protagonist to build a bridge beyond the roles he plays in his daily existence, to surpass and transcend the reality of life as he lives it, to get into a deeper relationship with existence, to come as close as possible to the highest form of encounter of which he is capable" (Moreno 1975b, p. 29). The focus is wider than symptom relief, extending towards full experience and relish of life.

While this paper focuses on psychotherapy, psychodrama goes beyond the therapy room towards development and growth in every human and community sphere. Moreno has written about his methods in many contexts, including education, business, and communities. He

developed a triadic system and considered Psychodrama, Sociometry and Group Psychotherapy to be inter-related and indispensable to one another (Moreno, 1970). He considered Sociometry (his study and measurement of society and relationships) as the foundation of his work, and formulated several laws and hypothesis on the basis of his research (see Moreno, 1943, for details). He developed the field of Sociodrama as a method of exploring, understanding and intervening in group settings.

Beck's initial goals were narrower in scope. Focused on the individual therapy of clients suffering from depression where he made observations based on clinical data. He tested and developed measures to systematize these observations and formulated guidelines for therapy. He applied this process to a sequence of disorders and problems including suicide, anxiety and phobias, panic, personality disorders, substance abuse, interpersonal problems, anger, hostility and violence (Beck, 2005a). Beck's theories arose in a clinical context and his tightly focused approach led to specific strategies for particular problems. Relief of symptoms and managing troubling emotions are key treatment targets.

Basic Description

Moreno: Drama is a transliteration of the Greek δραμα which means action, or a thing done. Psychodrama can be defined as the science which explores the "truth" by dramatic methods. It deals with inter-personal relations and private worlds (Moreno 1953/1993, p.53).

Beck: Cognitive therapy is an active, directive, time-limited, structured approach used to treat a variety of psychiatric disorders (Beck, 1967, cited in Beck et. al., 1979, p. 3).

Psychodrama originated as a group action method. Participants in psychodrama enact events from their lives using five main instruments. The *stage* provides a flexible space for freedom of experience and expression. The psychodrama *director* (a term used in preference to therapist) functions as counselor, producer and analyst, assisting the group to build an environment where the *protagonist* (main actor or client) can experiment freely with the assistance of *auxiliaries* (group members). Auxiliaries assist the director and protagonist in guiding and exploring the protagonist's world, portraying the actual or imagined people and aspects contained in it. The *audience* can be a sounding board of public opinion or subject of the drama. They may assist the protagonist or may be assisted by the drama portrayed (Moreno, 1953/1993).

Cognitive Behavioral Therapy was initially developed primarily as a talk therapy for individuals with psychiatric problems. It is a collaborative process between client and therapist that employs behavioral and verbal techniques to examine the client's cognitions, challenge unhelpful beliefs and provide skills that promote more adaptive cognitive processing (Beck and Weishaar, 1989).

Spontaneity, Creativity and Surplus Reality

Spontaneity, creativity and surplus reality are three intriguing constructs proposed by Moreno. I am unaware of any equivalent concepts in Beck's work. Unfamiliar to CBT therapists and full of promise and hope, these constructs have rich potential for enhancing CBT.

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Moreno: The universe is filled with the products of spontaneity-creativity interaction (Moreno, 1953/1993, p. 11). Surplus reality is... an enrichment of reality by the investments and extensive use of imagination (Moreno 1965, cited in Moreno et. al., 2000, p. 2).

Crucial to Moreno's theoretical perspective is the principle of spontaneity. He emphasizes "The root of the word 'spontaneous' and its derivatives is the Latin *sponte*, meaning 'of free will'" (Moreno, 1946/1977, p. 81), clearly differentiating it from impulsivity, with which it is often confused. He defines spontaneity as the ability to meet each new situation with adequacy, and to develop new responses to old situations (Moreno, 1946/1977, p. 50). He noted, "Successful adjustment to a plurality of environments requires a flexible, spontaneous personality make-up" (Moreno, 1953/1993, p. 193). In a spontaneous state, similar to that experienced by children as they play, we are less self conscious, freer to try new things, able to see ourselves and others in new ways and to use our imagination. When spontaneity is high, anxiety lessens, and vice versa. Moreno believed that spontaneity can be developed by Psychodrama training (Moreno, 1953/1993, p. 195) and that spontaneity is the catalyst for human creativity. In Psychodrama, the spontaneity and creativity of director, protagonist and group make anything possible. Human imagination flows freely and the group can create anything or any situation. Surplus reality "is a world which may never have been nor may ever be, yet it is absolutely real" (Moreno et al., 2000, p. 5). Our capacity to dream, to create, to imagine is a quality that makes us human. This capacity has given rise to painting, sculpture, architecture, drama, dance, music and other arts. It is a quality that has enabled science and technology, and resulted in humankind successfully inhabiting the globe. The process of imagining and engaging in something that has never existed or happened before. It is highly valued in Psychodrama; termed "surplus reality," it is harnessed for its healing potential.

Warm up

Moreno: ...learning connected with highly warmed up states establishes special associations. Contents of learning which enter the mind connected with highly warmed up states recur more easily with the recurrence of similarly warmed up states ... learning becomes essentially connected and integrated with [his] acts, not apart from them (Moreno, 1953/1993, p. 199–200).

Beck: ...cognitive constellations underlying affect become accessible and modifiable only with affective arousal. In the language of cognitive therapy these are "hot cognitions" (Beck & Weisharr, 1989, p. 29).

The concept of warm up is used in Psychodrama, both in the context of warming up a group as well as warming up the individual protagonist. According to Moreno "the warming up process manifests itself in every expression of the living organism as it *strives towards an act*" (italics in the original, Moreno, 1946/1977, p. 56). Warm up gets us started in a particular direction and can be self initiated or activated by another (Taylor, 1998, p. 50). The Psychodrama director uses the group warm up to assist members to become aware of their current experiences and to develop trust and group cohesion. After a well conducted warm up there is a sense of common purpose and involve-

ment with one another, and the group is able to move smoothly into enactment. By contrast, an inadequate group warm up may result in divided interests, breaches in rapport and a sense of reluctance by some to move into action.

Psychodrama techniques function to increase the warm up of the protagonist, increasing the ability to be present, intensifying thoughts and feelings and enabling them to act with spontaneity. Following Moreno's guidelines (Moreno & Moreno, 1969/1975b, p. 235) and facilitating a warm up from more superficial to most salient issues assists the group and individual work at deeper and deeper levels.

Considering warm up and developing warm-up skills is useful for the CBT therapist. Beck noted, "change can only occur if the patient is engaged in the problematic situation and experiences *affective arousal*" (Beck & Weishaar, 1989, p. 29, italics in the original). Adequate warm up assists the client in accessing the deeper thoughts, feelings and behavior related to the current concern as well as facilitating the accessibility of emotionally laden cognitions.

Roles, Schema Modes and Personality

Moreno: Role is the functioning form the individual assumes in the specific moment he responds to a specific situation in which other persons or objects are involved (Moreno, 1946/1977, p. IV). Roles do not emerge from the self but the self emerges from the roles (Moreno, 1946/1977, p. II).

Beck: Modes are conceived of as structural and operational units of personality that serve to adapt an individual to changing circumstances. The modes consist of a composite of cognitive, affective, motivational and behavioral systems (Beck, 1996, p. 19).

Reflecting and joining in with the play of children, Moreno noticed them trying out different ways of being and responding to one another and the adults around them. He planted the seeds for role theory, "a body of knowledge associated with the interactive functioning of human beings" (Clayton, 1994, p. 122), that others have since developed (see Clayton's 1994 review). Roles have an action, feeling and thinking component. Moreno makes them central to personality development; the self is a system of interacting roles (Clayton, 1975). According to Moreno, a healthy adult develops a wide repertoire of roles, has sufficient spontaneity to develop new roles or generalize old roles to new situations and is able to react flexibly in many different situations.

Roles described by Moreno sound similar to schema modes as described by Beck, who conceptualized schema modes as the "basic components of personality" (Beck, 1996, p. 27). The similarity between roles and schema modes is not coincidental. Influential theorist George Kelly borrowed ideas from Moreno (Stewart & Barry, 1991), and Beck was in turn influenced by Kelly (Alford & Beck, 1997).

More so than Beck, Moreno firmly places roles in a social context; roles arise in response to others and are thus inseparable from a social system. Moreno suggests that the person's internal psychological systems interlock with the "psychological geography" of a community, and that community is part of the "psychological totality of human society itself" (Moreno, 1937, p. 207 & p. 215). The specialized techniques Moreno developed to measure and address social issues (Sociometry

and Sociodrama) create a method that can explicitly address the social context in which an individual's problems lie.

Psychopathology

Moreno: Without this function of spontaneity to facilitate the shift, the warming up process can produce a mental set in one track to the degree that it hampers or harms the relationship of the individual to real situations and real objects, or to imagined situations and imagined objects (Moreno, 1946/1977, p.72).

Beck: ...the cognitive model of psychopathology stipulates that the processing of external events or internal stimuli is biased and therefore systematically distorts the individual's construction of his or her experiences, leading to a variety of cognitive errors.... Underlying these distorted interpretations are dysfunctional beliefs incorporated into relatively enduring cognitive structures or schemas (Beck, 2005b, p. 954).

Writing extensively about social relationships and personality development, Moreno embraces the complexity and normality of human experience. His writing about psychopathology is in the form of case study and explanatory notes, from which some of his ideas about psychopathology can be gleaned. Moreno writes of the social atom as the "pattern of interpersonal relations which develop from the time of birth" (Moreno, 1939, p. 3). Although constantly changing, the social atom that develops in response to early social relationships (e.g., family of origin) is seen to be particularly influential in later development of relationships with others and with the picture a person has of himself. Moreno recognizes in normal development the relationship between self and experience of self (e.g., our ability to have feelings of acceptance, rejection, discord, or indifference to ourselves). According to Moreno, a person with an "abnormal social atom development may go through life without clinical manifestation of a mental disturbance but these can be rapidly activated as soon as a precipitating cause appears" (Moreno, 1939, p. 29). Precipitants can include physical illness, psychological states such as feelings of inferiority, or social conditions such as job loss or bereavement.

Moreno identified that lack of role flexibility can contribute to difficulties, and insufficient spontaneity results in limited responses. He notes that in complex personalities there may be multiple and contradictory relationships with self. In times of psychosis, there is a disturbance between all the relationships the patient has with himself and others, and the sense of time and space may also become blurred (Moreno, 1939, p. 4). Moreno postulated that a normal split between objective reality and fantasy or subjective reality occurs in early childhood and "the more deeply engraved these tracks are the harder it becomes to shift from one to the other on the spur of the moment" (Moreno, 1946/1977, p. 72).

Beck has written extensively about psychopathology and psychological problems. His theory, summarized from Beck and Weishaar (1989) is as follows:

Cognitive theory is based on the observation that "an organism needs to process information in an adaptive way in order to survive" (p.21). The processing is not always rational; in some circumstances (e.g., mate selection) it may have been an advantage to be extremely optimistic; in other circumstances (e.g., risky situations) exaggerating the potential for harm enabled the survival of the individual and contribution to the

gene pool. Evolution has thus shaped our information coding systems to have a tendency to bias.

Each individual's learning history will contribute to the development of rules, assumptions and attitudes as we appraise our environment and experiences. Negative childhood experiences such as neglectful parents, major losses and trauma may predispose an individual to psychopathology by activating a less flexible, negatively biased and "more primitive" (p. 22) coding system, particularly in times of stress. Note that the cognitions do not cause psychopathology but are "an intrinsic part of it" (p. 23). As more "primitive information-processing systems" (p. 23) are activated, systematic errors in thinking called "cognitive distortions" (p. 23) become apparent. Examples of cognitive distortions include a tendency toward *dichotomous thinking* (classifying experiences as one or two extremes, e.g., "I must be the best student in the class or I am a failure") and *personalization* (blaming oneself for external events in the absence of any evidence of connection, e.g., "My boss must be grumpy because of something I have done"). Beck noted and described specific patterns of cognitive distortions in several psychiatric disorders. According to Beck "each person has a set of idiosyncratic vulnerabilities that may predispose one to psychological distress." These vulnerabilities are related to "personality structure and one's fundamental beliefs, values and attitudes about the self and world" (p. 24). The cognitive structures that contain these beliefs are termed schemata. The schemata develop during childhood in response to personal experiences, particularly interaction and identification with significant others. They are reinforced and shaped by further learning experiences. In his later writing, Beck (1996) formulates his theory of schema modes, integrating cognitive schemata with structures from the affective, behavioral, motivational and physiological systems.

Although influenced by the medical model of health and illness, Beck attributes psychopathology to the over-activation of normal information coding systems rather than qualitatively different process, noting that "cognitive theory considers personality to be grounded in the coordinated operations of complex systems that have been selected or adapted to insure biological survival" (Alford & Beck, 1997, p. 29).

Beck has a focused commitment to researching and understanding psychological problems. Collaborating with academic psychologists, he has created a well-developed and comprehensive theory of psychopathology. The patterns he has observed and written about have assisted me in understanding why people become unwell, and CBT research contributes to specific and detailed recommendations about effective therapy strategies.

Therapeutic Relationship and Encounter

Moreno: The fundamental principle underlying all forms of psychotherapy is the encounter (Moreno & Moreno, 1959/1975a, p. 234). ... let us consider the encounter in its various forms. On the lowest level are the millions of simple, drab encounters of daily life which everyone shares. At the highest level is the rare, penetrating "high" encounter which happens once or twice in a lifetime, a flash, an encounter with nature, a love relationship or an intense friendship, or a religious experience ... Psychodrama enables the protagonist to ... come as close as possible to the highest form of encounter of which he is capable (Moreno & Moreno, 1969/1975b, p. 29).

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Beck: The general characteristics of the therapist which facilitate the application of cognitive therapy... include warmth, accurate empathy and genuineness (Beck, 1979, p. 45). The therapist accurately communicates an understanding of the patient's thoughts and feelings. 'Understanding' refers to how well the therapist can step into the patient's world, see and experience life the way the patient does, and convey this understanding to the patient (Young & Beck, 1980, p. 5).

It is difficult to express the difference between a Psychodrama encounter and a CBT relationship by just referring to the literature. Both Psychodrama and CBT writers state that the therapeutic relationship is important. In CBT, a satisfactory working relationship is the vehicle by which CBT (and CBT supervision and training) can be delivered. In Psychodrama, the relationship (with director, group members and trainers) is a major, if not *the* major, component of the method.

Moreno puts relationship at the heart of the therapy process and is talking about something that is qualitatively different from the “understanding” or “stepping into the patient’s world” which occurs during CBT. In psychodrama, group members are trained or coached in the moment to be assistants to the client (protagonist) by becoming the people in the client’s world and inner experiences. In such therapeutic assistance, an auxiliary will not just “step” into the patient’s world. If the protagonist is weeping and crawling on the ground, the auxiliary will weep and crawl on the ground. The skilled auxiliary will be the protagonist. This true role reversal is qualitatively different from empathy in a talking therapy. Psychodrama teaches the auxiliary to fully and completely enter into the experience of the protagonist with all their being. Extensive personal development is one of the reasons Psychodrama training is so lengthy and includes hundreds of hours of group interactions including dramas, sharing, interpersonal conflicts, discussions and personal work.

Beck emphasizes that a good working alliance and collaboration is necessary for a good outcome, and makes concrete suggestions about how to achieve this, including operational definitions (Young & Beck, 1980). However, CBT therapists could maximize the impact of their work by placing much more emphasis on relationship and relationship training. Attending closely to the therapeutic relationship while delivering CBT enhances the potency of the content and tasks of CBT; it potentially makes therapy easier and more satisfying for both the client and therapist. For complex clients, the relationship may be the essential ingredient that keeps the client engaged in therapy.

Group Considerations

Moreno: ...psychodrama represents the chief turning point away from the treatment of the individual in isolation to the treatment of the individual in groups (Moreno, 1946/1977, p. 10).

Moreno (1953/1993, p. 61) noted that modern psychiatry developed out of somatic medicine, where the locus of a physical ailment is within the individual. As psychiatry developed, this same premise was automatically applied to mental disorders. Changing the locus of therapy from the individual to the group is one of Moreno’s major contributions to psychotherapy. Problems are seen as arising in a social context and

in relation to others, and the creation of a therapeutic environment, including auxiliaries who interact with the patient, is a crucial aspect of Psychodrama. Group members in psychodrama become agents of therapy themselves (i.e., they are both clients and healers/therapists). The therapist/group leader is also seen as a group member. Although he or she has more expertise in the method, he or she is not seen as “expert” in offering a solution to difficulties in the same way as CBT therapists tend to be. CBT is frequently delivered in groups, but the groups tend to focus on content rather than process, with some leaders actively discouraging extensive discussion of emotional experiences, instead focusing on the acquisition of technical skills. (e.g., Free, 2007, p. 40). Moreno’s method teaches group leaders to focus on both content and process, giving clients an opportunity to learn new skills, as well as the opportunity to learn about human relationships and the effect of interpersonal interactions on their difficulties.

In individual therapy situations, the psychodramatist is aware of group principles. The social context of the issue at hand is highly relevant. Typically the individual Psychodrama therapy room becomes populated with people from the client’s life, represented by objects or dolls or in imagery (Hirschfeld & McVea, 1998). Psychodrama literature can provide a model for the CBT therapist to work with the social context even in one-to-one therapy.

Catharsis

Moreno: Mental catharsis is here defined as a process which accompanies every type of learning, not only release and relief but also a catharsis of integration (Moreno, 1953/1993, p. 206).

Beck: ... it has been found efficacious to produce an affective experience through inducing imagery regarding traumatic childhood experiences, revivifying early memories, and role playing crucial past episodes (Beck, 1991, p. 195).

The term “catharsis” originally applied to physical purging, and was first used by Aristotle who related it to the emotional reaction of the audience in Greek theatre (Langley, 1998, p. 263). Moreno was more interested in the experience of the protagonist, although he also recognized the therapeutic effects on the audience. Moreno differentiated between catharsis of abreaction—a release or expression of feeling, and catharsis of integration—“a cognitive and emotional shift in perception” (Dayton, 1994, p. 15).

Catharsis of abreaction with emotional and physical expression is a characteristic feature of psychodramas. Each catharsis of abreaction is accompanied by catharsis of integration to “ground the learning on a cognitive level” (Dayton, 1994, p. 16). Catharsis of abreaction does not necessarily involve a noisy outburst of emotion; quiet and delicate expressions can be full and valuable and can also be followed by a reflective catharsis of integration. Psychodrama enactments enable corrective and helpful learning to occur in an emotionally charged state.

In contrast, many CBT techniques focus on the management of emotions, and Beck is dismissive of catharsis, particularly when it is simply a release of “dammed-up feelings” (Beck et al., 1979, p. 42). Beck does, however, support the use of experiential and emotive techniques, such as role play and imagery, combined with a highly organized “reality-test” of the associated cognitions (Beck and Weishaar, 1989, p. 29).

Action

Moreno: Because of the universality of the act and its primordial nature it engulfs all other forms of expression. They flow naturally out of it or can be encouraged to emerge, verbal associations, musical associations, visual associations, color associations, rhythmic and dance associations (Moreno & Moreno, 1977, p. 18).

Beck: ...behavioral methods can be regarded as a series of small experiments designed to test the validity of the patient's ideas or hypothesis about himself (Beck, Rush, Shaw & Emery, 1979, p. 118).

For Moreno, action is primary and psychodrama represented a movement away from treatment by talking therapies to treatment by action methods (Moreno & Moreno, 1977, p. 10). Before each of us developed spoken language we could act, and, according to Moreno, it is through action that we learn, change and develop. Moreno developed a wealth of action methods in many different spheres. Moreno believed that knowledge and insight in itself does not cure. To Moreno, it is important to change behavior, and to change behavior it is necessary to access spontaneity and creativity (Moreno et al., 2000, p. 13). Psychodrama utilizes many forms of creative expression in order to develop new perceptions and change behavior. "Drama" is only one aspect of this; music, song, color, and dance are frequently expressed on the psychodrama stage.

Beck advises that the ultimate aim of including behavioral tasks in CBT is "to produce change in the negative attitudes" (Beck et al., 1979, p. 119). Psychodrama action provides ample opportunities for behavioral rehearsal, behavioral experiments and graded exposure to previously avoided situations. These action strategies, with appropriate catharsis and integration, can impact the client's attitudes.

Thoughts

Moreno: I had two teachers, Jesus and Socrates; Jesus the improvising saint, and Socrates, in a curious sort of way the closest to being a pioneer of the psychodramatic format (Moreno, 1953, p. xxii).

Beck: Cognitive therapy ... is based on an underlying theoretical rationale that an individual's affect and behavior are largely determined by the way in which he structures the world (Beck, 1967, cited in Beck et al. 1979, p. 3). Alterations in the content of the person's underlying cognitive structures affect his or her affective state and behavioral pattern ... correction of faulty dysfunctional constructs can lead to clinical improvement (Beck et al., 1979, p. 8).

Moreno was impressed with Socrates, seeing him as unconsciously using the technique of role reversal during his dialogues. Interviewing for a role is an opportunity for the director to explore thoughts and cognitive processes in Psychodrama. Using Socratic questioning, the director questions the protagonist during a drama either as him/herself or (in role reversal) as a significant other. This process illuminates the thinking process of the protagonist and his insight into the thoughts and values of others. Moreno also identified with Jesus, seeing Jesus as being able to enter in the "totality and essence" of a situation. Moreno saw Psychodrama as a synthesis of the approaches of these two great healers (Moreno, 1953, p. xxii).

Beck examines thought processes separately and in much greater detail than other aspects of human functioning. For Beck, cognition is

primary – not because it necessarily comes first, but because he found it most amenable to change. According to Beck, the cognitive biases that are present when a person is distressed or psychologically unwell can be identified by the client and therapist and systematically challenged. Shifts in cognition lead to shifts in affect and behavior. If more adaptive patterns of cognition are constructed and maintained, then the person is less vulnerable to recurrence of problems such as anxiety and depression (Beck, 1991). The competent CBT therapist approaches the client open-mindedly using Socratic questioning to guide the collection of data, identifying and exploring themes and patterns collaboratively so that the client "learns to identify these assumptions and to consider whether they are valid or logical" (Beck, 1979, p. 55).

Socratic questioning is a fundamental component of both CBT and Psychodrama and an effective intervention to assist clients in identifying, monitoring and changing their thinking. Using Socratic questioning in action situations (interviewing for role) provides immediate access to emotionally relevant cognitions in "totality and essence".

Therapy Content and Therapist Stance

Moreno: The objective of psychodrama was, from its inception, to construct a therapeutic setting which uses life as a model, to integrate into it all the modalities of living, beginning with these universals – time, space, reality and cosmos – down to all the details and nuances of life and reality practice (Moreno & Moreno, 1969/1975b, p. 11).

Beck: ...symptom relief, distortions in logic and problem behaviors ... ultimately ... to modify underlying assumptions and systematic bias in thinking (Beck & Weishaar, 1989, p. 28).

Moreno identified what he called the four universalia of psychotherapy: time, space, reality and cosmos. Consideration of all these dimensions contributes to the rich, multi-layered experience of Psychodrama moving far beyond the concerns of standard CBT.

Moreno was interested in the relationship humans have with time, noting: "Man lives in time—past, present and future. He may suffer from a pathology related to each" (Moreno & Moreno, 1969/1975b, p. 11). He was concerned about space, including perception of physical space, physical distance and movement. He recognized different aspects of reality including what is happening in the therapy office, what is happening in the client's day-to-day life, and surplus reality (Moreno & Moreno, 1969/1975b). Moreno saw man as a "cosmic being" and psychodrama as a method which can address "the dilemma of the existentialist ... how to tie his personal existence into the rest of the world" (Moreno & Moreno, 1969/1975b, p. 19).

A skilled director enables the protagonist to see an issue or a relationship in many dimensions. Past, present and future can all be present, and abstract ideas can be made concrete. When fully immersed in a drama, the protagonist may be in an altered state similar to light hypnosis. The shift in perspective by reversing roles or standing outside the action as an observer brings new insights, new possibilities and new behaviors and results in a very full experience which may remain strongly in memory for many years.

(Continued on page 16)

Psychodrama and CBT

(Continued from p. 15)

The psychodramatist is directive about the process of the session (e.g., giving instruction to move from discussion to enactment or from physical gesture to verbal expression). He or she attends to the spatial aspect of the situation, including action and staging, but is entirely flexible about content, noticing subtle clues in the protagonist that guide the flow of the drama. The Psychodrama director learns to value “not knowing” what will happen next. The situation could be explored at the level of: the individual, society or the universe; past, present or future; or from any perspective on reality (e.g., dream or fantasy).

CBT’s content and therapist stance is very different. CBT is focused on current day problems. “Little attention is paid to childhood recollections except to clarify present observations” (Beck, 1979, p. 7). The focus is on everyday thoughts, feelings and behavior. Goals are established for the course of therapy and within the session. The therapist is directive about the content of the session and will prioritize key activities, thoughts or behaviors that Beck has demonstrated as likely to be effective points for intervention and change. This parameter is both CBT’s strength and its weakness. When CBT works well, behavior change and symptom relief can be rapid. However, there are many cases when consideration of a much broader content area such childhood experiences, dreams and existential concerns are highly relevant.

Techniques

Moreno: Psychodrama ... includes all previous technical approaches (Moreno, 1975a, p. 236).

Beck: With the theory of cognitive therapy in place, we can turn to other systems of psychotherapy as a rich source of therapeutic procedures (Beck, 1991, p. 191).

Psychodrama has a number of unique techniques (e.g., see Moreno, 1959, 1969 and Blatner, 1996). However, it is debatable whether any technique applied in isolation is Psychodrama. Similarly, although CBT has a proud tradition of specialized techniques (see Leahy, 2003); CBT therapists would argue that it is the *cognitive conceptualization* rather than techniques that make it true CBT. As indicated previously in this paper, CBT and Psychodrama therapists are already borrowing techniques from one another. Psychodramatists willingly adopt any technique that might seem useful in a specific situation, many of whom could readily and creatively adopt the techniques of CBT. CBT practitioners are also great borrowers of new ideas. Beck and Moreno would support this, but probably each would think his was the integrative therapy.

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Call for Nominations: American Psychological Foundation Gold Medal Awards

The American Psychological Foundation (APF) invites nominations for the APF 2012 Gold Medal Awards. The awards include a mounted medallion and an all-expense-paid trip for the award winner and one guest to attend the 2012 American Psychological Association (APA) Convention in Washington, DC, for two nights and three days (Coach round-trip airfare, reasonable expenses for accommodations, and meals for two individuals will be reimbursed).

The Gold Medal Awards recognize life achievement in and enduring contributions to psychology. Eligibility is limited to psychologists 65 years or older residing in North America. Awards are conferred in four categories:

- Gold Medal Award for Life Achievement in the Science of Psychology recognizes a distinguished career and enduring contribution to advancing psychological science.
- Gold Medal Award for Life Achievement in the Application of Psychology recognizes a distinguished career and enduring contribution to advancing the application of psychology through methods, research, and/or application of psychological techniques to important practical problems.
- Gold Medal Award for Life Achievement by a Psychologist in the Public Interest recognizes a distinguished career and enduring contribution to the application of psychology in the public interest.
- Gold Medal Award for Life Achievement in the Practice of Psychology recognizes a distinguished career and enduring contribution to advancing the professional practice of psychology through a demonstrable effect on patterns of service delivery in the profession.

Nomination Process: Nominations should indicate the specific award for which the individual is being nominated and should include a nomination statement that traces the nominee's cumulative record of enduring contribution to the purpose of the award. There is no formal nomination form. The nominee's current vita and bibliography should be attached. Letters in support of the nomination are also welcome, but please refrain from sending supplementary materials such as videos, books, brochures, or magazines. All nomination materials should be coordinated and collected by a chief nominator and forwarded to APF in one package.

The deadline for receipt of nomination materials is December 1, 2011. Please mail materials to: American Psychological Foundation, Gold Medal Awards, 750 First Street, NE, Washington, DC 20002-4242. Questions? E-mail krowsome@apa.org or call 202-336-5622.

Early Career Musings: Shrinking Distances and Growing Connections

Leann J. Terry, PhD

Recently two opportunities arose through my connections with other Society members. The first was to co-author a book in a new practice-based series on group work. I had a number of reactions. Initially, it was one of gratitude that this person thought of me. Then I had a bit of uncertainty, “*Is this something I really can do?*” which I recognized as a classic case of Imposter Syndrome rearing its ugly head. Thankfully, that’s something I feel much less recently! Later, I felt some confidence returning, “*Yeah, this is a task that is fitting for where I am at. It will take some work, but it’s a good next step for me.*” And as I continued to reflect on this, I realized it was a part of a larger trend I had observed, namely, shrinking distances and growing connections between me and others in the group field. The second instance that was also a part of this trend was an invitation to write a book review of a newly published group focused book. Of course, the “not-too-far-from-graduate-school-fiscally-conscious” part of me loved the idea of getting to keep the book after I was done reading and reviewing it! After taking a look at my work load this summer, the book review requirements, and other factors, I decided it was also a task that I’d be able to take on.

Of more interest to me (and likely to you, dear reader) than the *content* of these new opportunities was the *process* that they reflected. One part of the process they represented was the quality of the relationships I have with these Society members. It also spoke to the perceptions and possibilities they saw in me. But it also spoke to our level of connection as professional colleagues. When I first joined the Society as a new graduate student, I felt intimidated. There was a large gulf between myself as a “student” and the “big name professionals” that I had only previously

known by reading their articles or books. That chasm doesn’t look so big anymore as I’m standing on the other side as an early career professional. Yes, I have some more knowledge, awareness, and experience, but that makes the gulf much less impressive than it felt as a graduate student. It feels as though my perceptions are getting more accurate as time goes by (and I receive more feedback from the group!).



Leann Terry, PhD

A final example of the growing connections through my work with the Society is my collaboration with Lee Gillis, Member-at-Large of the Society. When I was a senior in college, I sent an email to him out of the blue. I was a student across the country with no connection to him and it felt like a big risk to email him. I recall his response being friendly, encouraging, and supportive. Interestingly, with the large storage for emails available, I was able to go back and find the actual email correspondence from 2002. Here were some of his recommendations in the form of a top 7 list: “Stick to your dream” and “Let me know how I can support you. :-)” Who would have known that our paths would cross again through the Society? Now, Lee and I are working closely on developing the Society’s new webpage. We have a Google video chat several times a month and always enjoy the time catching up in person at the annual convention.

In my role as an early career psychologist, I value the feelings of inclusion I get through my participation in the Society. I must admit, I like being a part of the “in-group”! It reinforces my identity as a group psychologist, as a valued colleague, and as a friend. I look forward to growing these connections even further as time goes by. Don’t underestimate the importance of nurturing connections with others around you. Those are what bring us into the Society and those are what keep us here!

Leon Hoffman’s Latest Thoughts

Groups have been a major focus and unifying concept throughout my life; the individual has been another. My lifelong connection to music has been the fertile ground from which those interests have developed.

Fortunately, my parents exposed me to fine music of all kinds from my earliest years. I was trained to be a cellist with emphasis on chamber music, particularly the string quartet. The goal was to instill in me the love of music. That education also emphasized the importance of being a soloist as well as a member of a group (ensemble). Our world needs both.

Those early musical experiences taught me the importance of ensemble, the cornerstone of group functioning. An ensemble at its best is made up of individuals who also know how to play in ensemble. Individuals are encouraged to do their best for themselves and for the benefit of the group. The string quartet has been my standard for how all effective groups must function, whether they are musical groups, families, organizations or

the nations of the world. (Think of the legendary basketball player Michael Jordan and the historic Chicago Bulls to understand the role of the individual, the individual-in-the-group and the group-as-a-whole.)



Leon Hoffman

Ensemble training may have predisposed me to become a psychologist, and particularly a specialist in group dynamics. The principles of group dynamics (or ensemble), like the law of gravity, apply to all equally, whether one knows them or not. Understanding those principles provides hope for the enormous, complex challenges facing our contemporary world, which finds itself embroiled in one form of disaster or another. Being a participant-observer in our fascinating world keeps me interested, enthused and connected.

Process is typically more important than content. The details of any problems, whether miniscule or enormous, are challenges that effective groups can convert into opportunities. Groups that work well in ensemble can deal successfully with nuisances such as parking

meters and potholes as well as catastrophes of seismic proportions, such as the earthquake in Japan (a natural disaster) or the overdue upheavals in the Middle East (a manmade calamity). Regardless of the enormity of such situations, we can remain confident that the skilled use of groups will help us not only to survive but to thrive and possibly even to prevail.

After all the things we have coveted and people we have known are gone, one thing always remains: hope. Hope is what fuels our life-enhancing visions. The expert use of groups is the main way

that such visions are implemented and keeps us moving toward the light — to grow, improve and advance.

When our world's diverse groups learn to function well in ensemble, we will better manage the situations that come our way. That will be the sweetest music that anyone might ever have imagined. Since music is how our feelings sound, what feelings do you think will come from that music?

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Committee Reports

Development Committee Report

Nina W. Brown, Committee Chair



Nina Brown, EdD

A lot has happened since the last report thanks to Jean Keim (President) and Lee Gillis, a board member. Jean, with the assistance of APA's graphics department, created a Society logo and letterhead for official correspondence. Lee was instrumental in developing the revised website, and is involved in now moving it to the website hosted by APA. There are many benefits for hosting at APA including inclusion in APA search engine, access to APA resources, a dedicated Division Services administrator, and the APA Communities, the new social networking tool area where members can

interact, have discussions, and work together on documents. The Society is among the first to take advantage of this service. Many thanks to both of them.

The most important task facing the committee is to select a new chair. This is a very active committee that recommends new funding opportunities, and is charged with marketing and publicity for the Society. It is a start-up for creative projects and ideas that are developed to the point where they can be passed on to other committees to implement. For example, the convention publicity cards began with this committee, and are now the responsibility of the Program Committee. Please let me know if you are interested in becoming chair of the Development Committee.

As the President has noted, this is a celebration year at the conference. We will be celebrating the founding of the Society, and the initiation of the Foundation. The Development Committee is charged with creating and providing promotional materials for the celebration, and we want this to be a memorable occasion. We are developing banners for the poster presentation to highlight the Society, providing promotional items for the social and Group Psychologist of the Year presentation, and for the Founder's Event. Hope to see you at all of these.

Federal Advocacy Coordinator Report

Gloria B. Gottsegen, PhD



Gloria B. Gottsegen, PhD

The State Leadership Conference was held in Washington DC on March 12-15, 2011, and I attended in my role as the Division 49 Federal Advocacy Coordinator.

The overarching theme of this year's conference was "Building a Leadership Culture."

Among the important topics discussed were:

- Medicare reimbursement for psychologists and the need for congress to extend the restoration of the 5% cut of outpatient mental health reimbursement through 2012.
- Including psychologists in the Medicare "Physician" definition and supporting the Snowe, Schakowsky bill to do so.

- Making psychologists eligible for the HITECH Act incentives which would give financial incentives to adopt electronic health records.

Conference attendees were treated to sessions that included major presentations by:

- NPR's Mara Liaison on political giving
- Senator Ron Wyden (D-OR) on health care issues
- House Leader Nancy Pelosi (D-CA) on health care reform and mental health parity.

We then made personal visits to House and Senate offices and to congressional leaders for their support for psychology's major issues.

This meeting marked my 10th year of service as a Division Federal Advocacy Coordinator for the APA Professional Organization, and I was honored with the gift of a 10-year service pin.

Group Dynamics Editor Search Committee Final Report

Gary Burlingame, Chair; Dennis Kivlighan & Craig Parks, members

Context

The Society's Board of Directors (BOD) voted to create an editor selection committee at the August, 2010 board meeting to begin searching for an editor to replace Craig Parks whose term ends 12/31/2011. The BOD elected the immediate past president (Gary Burlingame) to head this committee. In the ensuing months Burlingame identified the current editor and one past editor to serve on the search committee (Kivlighan & Parks). Thus, the 2011 editor search committee included members from the editorial staff for every year of the journal's operation. At the January 2011 midwinter meetings in Atlanta Georgia the editor search committee provided an oral report to the BOD outlining the process that they would use to select an editor. It reminded the board that *Group Dynamics (GD)* is not a formal APA journal so it was not bound by the editorial search processes of APA journals. More specifically, the editor search committee used the following processes to identify *GD* editor candidates.

Processes Used to Identify *GD* Editor Candidates

- Authors who were publishing frequently in the journal who had editorial experience and had prominent reputations in the group dynamic scientific community
- Authors who produced high impact articles in our journal over the past 10 years
- Notable past and present associate editors as well as past and present members of *GD*'s editorial board
- Individuals with existing editorial experience from other related journals who could continue to support and increase *GD*'s impact factor.



Gary Burlingame,

- A covering principles applied to all individuals considered was that they actively understood and supported the tripartite focus of *GD* articles including but not limited to clinical/counseling, IO/OB and social psychology theory, research and practice papers focusing upon group dynamics.

Our committee worked during the first quarter of 2011 identifying candidates, reviewing past publications and CVs. We identified a short-list of 4 individuals, conducted phone interviews and we're now ready to offer our recommendation to the BOD for the next editor of *GD*.

Recommendation

We recommend David Marcus as the next editor of *GD*. His scholarly interest includes both clinical and social applications of group dynamics; this encompasses two of the three audiences that the *GD* serves. He is currently the senior editor of the *Journal of Social and Clinical Psychology* and an active member of the editorial board of *GD* and a past member of the editorial board of the *Journal of Counseling Psychology*. He is currently the Director of Clinical Training at the

University of Southern Mississippi.

David Marcus will be taking a new position in August 2011 and so our recommendation to the BOD is that his term begin January 1, 2013, and end December 31, 2017. We recommend that 2012 be considered a transition year for the two editors (Parks & Marcus) and of course Associate Editors. Parks has agreed to a one-year extension of his term and has also agreed to transition Associate Editors selected by David Marcus. There would be no additional costs to the Society. Indeed, we see this transition as potential enhancing the excellent editorial service rendered by Craig Parks.

Prevention Corner

Elaine Clanton Harpine, PhD

As a follow-up to our three-part series on training programs in group prevention, we had a request put forth asking how many universities offer courses and/or training programs in group prevention.

Earlier, we presented a look at several highlighted programs and we've talked about what would be involved in designing a new course in group prevention. It might be constructive at this point to seek input from the general readership. Do you have a training course or program that you would be willing to tell others about? Part of our goal this year in the Society Group Psychology and Group Psychotherapy is to expand the networking strength of all group psychologists. This series on group prevention has generated several conversations and



Elaine Clanton Harpine

dialogues on our training needs in group prevention. Let us hear from you or tell a friend. If you know of a university course or training program that you feel is particularly effective and would be of benefit to others, send a short description and we will feature your responses in our next column.

Expanding training programs is central to the effectiveness of group prevention. We need to join together to strengthen training universally across the nation. Let us hear from you. What are you doing to strengthen training in group prevention? You may also send suggestions of what you wish we as a Society were doing to strengthen training in group prevention. This is your column; so take a minute to share your ideas. You may send comments and suggestions to clantonharpine@hotmail.com

I look forward to hearing from you.

Student Corner

Student Committee Report and Some Additional Words of Wisdom

Currently, one of the student committee's main priorities is assisting the process of updating Division 49's website. Along those lines, we would love to hear your input. If you have any ideas regarding content or ways to make this website user friendly for students, you are welcome to participate in this process and ideas can be sent to Kyle Barry at barry.15@wright.edu. This new website will also facilitate our initiative to the student membership and participation in Division 49. For the second year, during APA Conference season, the student committee will be in the process of evaluating student posters for the annual Student Poster Award. Over the next two newsletters the student column will introduce the newest student committee member and will focus on mentorship, a key component of the student committee's model. Stay tuned and I hope we see many of you at the APA conference in Washington, DC. We conclude this section with some words of wisdom.

Words of Wisdom: Qualities to Look for in Internship/Practicum Sites to Improve Your Group Therapy Skills

As I (GC) draw towards the end of my pre-doctoral internship and the light at the end of the graduate school tunnel is shining ever so brightly, I decided to share some of my thoughts regarding qualities to consider in potential training sites that will help you improve your overall group therapy skills. This list is by no means exhaustive and represents only my personal opinion as I reflect on my training experiences over the past five years. In my experience, I have looked for:

1. Sites that emphasize group therapy: Of the utmost importance is to search for training sites that utilize group therapy as one of their primary treatment modalities. This shows that the site believes in the efficacy of group therapy, both as a stand-alone therapy and used in conjunction with other modalities. Additionally, it demonstrates that they are committed to training future group therapists for a healthcare system that will demand competent group workers.
2. Sites that offer different types of groups: I have been fortunate enough to train at mental health facilities that offer a wide array of groups. This has included everything across the spectrum from completely open-ended interpersonal process groups, process groups related to a specific topics (e.g., sexual trauma, recovery from substance dependence, adjustment to chronic medical problems, men's/women's issues, etc.) to very structured and skills-based psychoeducational groups (i.e., Mindfulness, Dialectical Behavior Therapy Coping Skills, anxiety coping skills, health behavior change, diabetes management, etc.). Receiving training in a variety of groups allows the development of your own personal style that you will continue to refine over your career.

3. Sites that will allow you to create groups based on needs of the population: This has been one of the most rewarding experiences that I have had as a trainee. Structuring a group from start to finish will force you to develop a deeper understanding of group therapy at both the level of administrator and facilitator. Specifically, if afforded this opportunity you will have to consider the needs of the population served, selecting potential group members, pre-group screening, pre-group preparation, group composition, focus of the group, type of group, duration, frequency of sessions, outcome measures, etc., all of which need to be consistent with research trends and best practice guidelines. Whew! That sounds like a lot, and it is a lot! However, imagine the opportunity for professional growth that is inherent in this type of responsibility. This is a great opportunity to become immersed in the group literature. This has been extremely rewarding for me.
4. Sites that offer extensive group training in a circumscribed area of interest: If you are coming from a graduate program that is highly specialized, or you just have a strong professional interest in working with a specific population, it is definitely worth researching which types of sites are available that can meet this need. For example, many sites offer different types of groups that all involve working with specific populations such as dual diagnosis, survivors of domestic violence, etc. If it is difficult to find such a specific site, I would also recommend broadening your search to sites that provide multiple services to a diverse population. In the era of interdisciplinary treatment settings, you would be surprised by the contribution you can make with extensive knowledge in a specific area. In other words, you could become the "go-to" person for (Insert specialty area here) quicker than you might think! You can continue to develop this specialty area as well as furthering your competency in multiple other areas.

Remember, these tidbits are just some features of training sites that I have considered over the years to enhance my group therapy skills. I know that all of the student affiliates of Division 49 will continue to take their own unique training paths fueled by a passion for improving group therapy skills.

Since this will be my (GC) last contribution to this newsletter as a member of the student committee, I would like to take this opportunity to thank the Division 49 committee, members, student committee, and all of the student affiliates of Division 49 for allowing me to contribute to each month's edition of *The Group Psychologist*. I specifically want to extend a special thanks to Dr. Martyn Whittingham at Wright State University for encouraging my involvement with Division 49 so early in my graduate career. It truly has been a rewarding experience. For all of the student members, I will see you soon in the early professional group!

THE GROUP PSYCHOLOGIST
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