

# THE GROUP PSYCHOLOGIST

July 2012  
Vol. 22 No. 2

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

## Convention Issue

### President's Column

*Nina W. Brown, EdD*

**M**any things have been happening since our last newsletter. John Dagley was appointed to be a Monitor from the Society to APA's Committee on Socioeconomic Status.

Two book prospectuses were submitted to a publisher, and we should hear from them soon. If or when they are published, the Society will receive part of the royalties as reported at the midwinter meeting.

Several bylaw changes have been proposed. The first was to allow electronic voting, which was submitted to the membership, and approved. The other proposed bylaw changes were approved at the midwinter meeting and are being voted on by the membership now (the deadline for votes is August 5, 2012). Those changes are to make the Development and Foundation Committees standing committees and to incorporate the ad hoc Research Committee into the mission and title of the Education and Training Committee.

An article about the Society appeared in the March 2012 *Monitor*. It was about the establishment of grant funding for the Society through the American Psychological Foundation. You'll hear more about this from the Foundation Report by Jean Keim, who heads this initiative.

The Society will also be featured in the July/August *Monitor*. I was interviewed for the story and provided the writer with other members as resources and contacts for the article. This article is in response to the omission of group therapy/psychotherapy from the article on moving away from one-on-one psychotherapy, and is focused on the effectiveness and efficiency of evidence-based group therapy.



*Nina W. Brown, EdD*

The Society's convention program is shaping up to be informative and exciting, and we hope to see you there. See page 5 of this issue (and be sure to visit our website) for the schedule. Many thanks go to Janice DeLucia-Waack and Cheri Marmamosh, the program committee's co-chairs, and to the many others who served as reviewers or provided

other assistance.

Among the many offerings we'd like you to attend are the address by Sally Barlow, Group Psychologist of the Year, on Saturday (4:00-4:50 pm); the Presidential Address (2:00-2:50 pm) and Business Meeting (3:00-3:50 pm), both on Friday; and the Society's Social on Friday (6:00-9:00 pm). New and special this year is the Early Career Psychologists (ECP) breakfast, organized by Leann Terry and Joe Miles, and we extend many thanks to them for making all of the arrangements.

See you in Orlando, and be sure to display the division ribbon!

Convention Program, p. 5  
Election Results, p. 3  
New Column: Early Career Musings, p. 15

More Inside  
This Issue!

## 2012 OFFICERS AND COMMITTEE CHAIRS

### BOARD MEMBERS

#### President

*Nina Brown, EdD*  
Darden College of Education  
Education Building, Room 110  
Counseling and Human Services Dept.  
Old Dominion University  
Norfolk, VA 23529  
(757) 683-3245  
Fax: (757) 683-5756  
E-mail: nbrown@odu.edu

#### President-Elect

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

#### Past President

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

#### President Emeritus

*Arthur Teicher, PhD* (Deceased)

#### Secretary

*Scott Conkright, PsyD*  
Private Practice  
1955 Cliff Valley Way, Suite 115  
Atlanta, GA 30329  
Phone: (404) 315-7150  
Fax: (801) 315-7150  
E-mail: scott@atlantatherapy.com

#### Treasurer

*Rebecca R. MacNair-Semands Ph.D.*  
Counseling Center University of North  
Carolina - Charlotte  
9201 University City Blvd  
Charlotte, NC 28223-0001  
Phone: (704) 687-0324  
E-mail: rrmacnai@uncc.edu

#### Council Representative

*Gloria B. Gottsegen, PhD*  
22701 Meridiana Dr.  
Boca Raton, FL 33433  
Phone: (561) 393-1266  
Fax: (561) 393-2823  
E-mail: ggottsegen@comcast.net

#### Members-at-Large

*H. L. (Lee) Gillis, PhD*  
Georgia College & State University  
Department of Psychological Science  
Milledgeville, GA 31061-0490  
E-mail: Lee.gillis@gcsu.edu

*Elaine Clanton Harpine, PhD*  
University of South Carolina Aiken  
School of Education  
471 University Parkway  
Aiken, SC 29801  
Phone: (803) 593-4988  
E-mail: elaineh@usca.edu

*Sheri A. Bauman Ph.D.*  
Educational Psychology  
University of Arizona  
PO Box 210069  
Tucson, AZ 85721-0069  
Office Phone (520) 626-7308  
E-mail: sherib@email.arizona.edu

*Cheri L. Marmarosh, Ph.D.*  
The George Washington University  
Professional Psychology  
1922 F street Suite 103  
Washington, DC 20052  
Phone 301-718-0444  
E-mail: marmarosh@aol.com

*John C. Daglej, Ph.D.*  
Counseling Psychology Program  
Auburn University  
3010 Haley Center  
Auburn, AL 36849-5222  
E-mail: daglejc@auburn.edu

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

### EDITORS

#### Journal Editor

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

#### Newsletter Editor

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

### STANDING COMMITTEES

#### Awards Committee

*Maria Riva, PhD*

#### Cultural Diversity Committee

*Eric Chen, PhD*

#### Development Committee

*Kathleen Ritter, PhD*

#### Education and Training Committee

*Sheri Bauman, PhD*

#### Fellows Committee

*Sally Barlow, PhD*

#### Finance Committee

*Rebecca R. MacNair-Semands, PhD*

#### Membership Committee

*Elaine Clanton Harpine, PhD*

#### Nominations and Elections Committee

*Jeanmarie Keim, PhD*

#### Program Committee

*Janice DeLucia-Waack, PhD*

#### Publications Committee

*Scott Conkright, PsyD*

#### Student Committee

*Kyle G. Barry*  
Doctoral candidate, Wright State University

### AD HOC COMMITTEES

#### Foundation

*Jeanmarie Keim, PhD*

#### Group Practice and Research Network

*Lynn Rapin, PhD*

#### Committee on Public Interest, Public Education, and Social Justice

*Irene Deitch, PhD*

#### Research Committee

*Jennifer Johnson, PhD*

#### School-Based Mental Health Group Interventions

*Elaine Clanton Harpine, PhD*

#### Representative to Education Directorate

*Cheri Marmarosh, PhD*

#### Board of Educational Affairs

*Cheri Marmarosh, PhD*

#### Early Career Psychologist Committee

*Leann J. Terry, PhD*  
*Joseph R. Miles, PhD*

### OTHER POSITIONS

#### Achivist

*Richard Moreland, PhD*

#### Committee on International Relations (CIRP) Representative

*Rex Stockton, PhD*

#### Committee on Women in Psychology (CWP) Network Representative

*Leann J. Terry, PhD*

#### Diplomate and Credentials

*Sally Barlow, PhD*

#### Federal Advocacy Coordinator

*Gloria Gottsegen, PhD*

#### Listserv & Web Editor

*Lee Gillis, PhD*

**Society Website:**  
**www.apa49.org**

## THE GROUP PSYCHOLOGIST

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

c/o the Editor  
*Thomas Treadwell, EdD, TEP*  
Center for Cognitive Therapy  
University of Pennsylvania  
3535 Market Street, 2nd Fl.  
Philadelphia, PA 19104  
Phone: (215) 746-0448  
Fax: (215) 898-1865  
E-mail: ttreadwe@mail.med.upenn.edu

#### Submission Deadlines:

February 15, June 15, September 15

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

# President-Elect's Column

*Maria Riva, PhD*



*Maria Riva, PhD*

Recently, I have been thinking a lot about the important role of the group facilitator and the enormous skill it takes to help a group and its members move forward, especially when that group and the membership are not really invested in changing, when the problems seem insurmountable, or making needed change seems much

too frightening. Group leaders actually have to have special skills (I would have said special powers but it sounded too supernatural). For example, in everyday life, many people avoid conflict, yet effective group leaders need to be able to address difficult and sticky situations. In typical conversations, it is rare that people address the dynamics being acted out or use immediacy to respond to a situation. Yet group leaders often use these moments to help underscore an interaction that needs to be highlighted. Group leaders look for

themes in the group discussion instead of responding to the content of each comment. In regular conversation, there is a tendency to stay on the content level. Competition is often present in everyday life situations. It is also a major consideration in groups, although group leaders do not attempt to escalate these competitions, going much more toward collaboration. Group, therefore, is often a microcosm of the world, yet it is the many ways that it is a different experience that allow for change. Recently, I have had the benefit of watching some very skillful leaders work with groups that had been described as intractable. To see the positive changes in these groups and their members has increased my awareness of the power of groups, keeps me excited about conducting groups, and energizes me to become a more effective leader.

## Division 49 Election Results

**H. L. "Lee" Gillis, Jr., PhD**  
President-Elect

January 1, 2013 - December 31, 2013  
President

January 1, 2014 - December 31, 2014  
Past President

January 1, 2015 - December 31, 2015

**Rex Stockton, EdD**  
Member-at-Large

January 1, 2013 - December 31, 2015

**Leann Terry, PhD**  
Member-at-Large

January 1, 2013 - December 31, 2015

**Sean Woodland**  
Student Representative

January 1, 2013 - December 31, 2014

Congratulations to each of them and thanks to all candidates for their willingness to run for office.

## Contents

President's Column .....	1
2012 Officers and Committee Chairs .....	2
President-Elect's Column .....	3
Division 49 Election Results .....	3
From Your Editors.....	4
Reviewers for <i>The Group Psychologist</i> .....	4
APA Convention Program.....	5
<b>Group Psychotherapy Column:</b>	
Voting to Expel a Group Member .....	8
The Use of the Internet as an Adjunct to Group Therapy .....	9
Journal of the Eastern Group Psychotherapy Society ...	9
<b>Group Psychology and Group Psychotherapy</b>	
<b>Diversity Column:</b>	
Group Psychologists as Social Justice Advocates and Agents of Change.....	10
<b>Brief Articles:</b>	
The Making of an Introduction to Group Video for a Digital Age .....	10
Prevention Corner .....	12
<b>Division 49 Committee Reports:</b>	
Membership Alert .....	13
Treasurer's Report .....	13
<b>Catching Up With Notable</b>	
<b>Member Accomplishments:</b>	
A Tribute to Robert Conyne .....	14
Newsletter Deadlines .....	14
Early Career Musings .....	15
Early Career Professional Brunch .....	15
Call for Nominations .....	16
Division 49 Fund Donation/Pledge Form.....	17
Society Membership Application .....	Back page

## From Your Editors

*Thomas Treadwell, EdD, CGP TEP, Editor*

*Leann J. Terry, PhD, Associate Editor*



*Thomas Treadwell, EdD*

Welcome to the July issue of *The Group Psychologist*! In this issue, we often write about the upcoming APA Annual Convention. We believe the convention is an excellent way to get reconnected, gain new skills and knowledge, and come together as part of a larger group to revitalize and enjoy each other's company. We hope to see you there! We are also highlighting the Society's convention program—see the details on pages 5-8.

In her column, our President, Nina Brown, addresses Division 49's budget, two new book prospectuses, several bylaw changes, and establishment of grant funding for the Society. Also discussed is news that our Society will be featured in the July/August *Monitor*. In the President-Elect's column, Maria Riva focuses on the unique skills group facilitators possess in "situations fighting change."

**On and off over a number of years, a discussion regarding the format of *The Group Psychologist* emerges: Do we elect a paper or electronic copy?** The discussion has been made recently suggesting the newsletter be delivered as an online newsletter (likely sent to you has a PDF, available on Division 49's website for download, or both). As we are trying to cut down on expenses, the advantages

are clear, as going electronic will cut down on postal and printing costs. If an individual prefers reading TGP in paper format, then the PDF could be printed. However, we need input from membership regarding your preferences as to how you would like to receive the newsletter. We encourage you to take time to reflect on your preferences and share your thoughts with us.

We have several interesting and new columns this issue. You'll find a tribute to Robert Conyne in "Catching Up With Notable Member Accomplishments." TGP columns "Group Psychology and Group Psychotherapy Diversity" and "Group Psychotherapy" are excellent supplements fostering membership communication. The newest addition, our new Early Career Psychologist column, is taking root as a regular column, a goal we set three years ago, and we are pleased to have such excellent input. We are also getting some of our later career psychologists involved sharing their wealth of group psychology knowledge.

Articles or brief reports and news items can be emailed directly to Tom, Letitia, Noranne, or Leann at [ttreadwe@mail.med.upenn.edu](mailto:ttreadwe@mail.med.upenn.edu), as can Letters to the Editor. We would also like to include book reviews, DVDs, videos, and online group interactions as part of the newsletter.



*Leann Terry, PhD*

## Reviewers for *The Group Psychologist*



*Letitia Travaglini, MA*

**Letitia Travaglini, MA**, former research assistant to Aaron T. Beck, MD, at the University of Pennsylvania, and second-year doctoral student at the University of Maryland, Baltimore County's Human Services Psychology program. Student affiliates are encouraged to send brief reports, comments, and ideas to Tisha at [tisha.travaglini@gmail.com](mailto:tisha.travaglini@gmail.com).

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



*Noranne Kocher, MA*

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

## Society of Group Psychology and Group Psychotherapy APA Convention Program

Day, Time, Location	Event, Title, People
Thursday, August 2 9:00 am – 10:50 am Convention Center Room W102A	<b>Skill-Building Session:</b> Psychodynamic Family Systems in Group Psychotherapy—A Demonstration of Process <b>Chair:</b> Kathleen Ritter, PhD, California State University—Bakersfield
Thursday, August 2 11:00 am – 11:50 am Convention Center Room W207A	<b>Skill-Building Session:</b> Exploring the Ethics of Confidentiality in Group Therapy <b>Participant/1<sup>st</sup> Author:</b> Maria T. Riva, PhD, University of Denver <i>Title: Ethical Dilemmas in Group and Group Supervision</i> Cheri L. Marmarosh, PhD, George Washington University <i>Title: Ethical Dilemmas in Groups</i> <b>Discussant:</b> Rebecca McNair-Semands, PhD, University of North Carolina at Charlotte
Thursday, August 2 12:00 pm – 12:50 pm Convention Center Room W103B	<b>Symposium:</b> Adventure Therapy—A Research-Supported Change Agent for Groups of Adolescents and Adults <b>Chair:</b> H.L. Gillis, PhD, Georgia College & State University <b>Participant/1<sup>st</sup> Author:</b> Joanna Bettman, PhD, LCSW, University of Utah <i>Title: Therapeutic Outcomes of Wilderness Therapy for Adolescent and Young Adult Populations</i> Keith Russell, PhD, Western Washington University <i>Title: Case Study of the Shunda Creek Substance Treatment Program</i> David E. Scheinfeld, MA, University of Texas at Austin <i>Title: Adventure Therapy: A Supplementary Group Therapy Approach for Men</i> <i>Co-Author: Sam J. Buser, PhD, Independent Practice, Houston, TX</i> <b>Discussant:</b> Michael A. Gass, PhD, University of New Hampshire
Thursday, August 2 1:00 pm – 2:50 pm Convention Center Room W104A	<b>Skill-Building Session:</b> Assessing Group Climate and Effectiveness—Which Measures Should I Use? <b>Cochair:</b> Janice DeLucia-Waack, PhD, University at Buffalo—State University of New York David Alatebef, BA, University at Buffalo—State University of New York <b>Participant/1<sup>st</sup> Author:</b> Sandro M. Sodano, PhD, University at Buffalo—State University of New York <i>Title: Measures of Climate and Outcome</i> Heather Cosgrove, BA, University at Buffalo—State University of New York <i>Title: Measuring Group Therapeutic Factors, Group Leader and Member Behaviors, and Selection Criteria</i>
Thursday, August 2 3:00 pm – 3:50 pm Convention Center West Hall A4-B3	<b>Poster Session</b> <b>Participant/1<sup>st</sup> Author:</b> Heather R. Ryan, PsyD, University of Indianapolis <i>Title: Social Support, Quality of Life, and Locus of Control: Development of a Semistructured Support Group</i> <i>Co-Author: Nicole M. Taylor, PhD, University of Indianapolis</i>
	Norah C. Slone, MS, University of Kentucky <i>Title: Evaluating Group Psychotherapy Services Using Client Feedback: Pilot Findings</i> <i>Co-Author: Robert J. Reese, PhD, University of Kentucky</i> <i>Co-Author: Susan S. Mathews, PhD, University of Kentucky</i> <i>Co-Author: Nathaniel Hopkins, PhD, University of Kentucky</i> <i>Co-Author: Jonathan Kodet, MS, University of Kentucky</i>
	Sarah J. Bernstein, MA, Fordham University <i>Title: Group Therapy Trainees' Competencies and Skill Development: A Case Study</i> <i>Co-Author: Aziza A.B. Platt, BA, Fordham University</i> <i>Co-Author: Alexandra Fischer, MEd, Fordham University</i> <i>Co-Author: Eric C. Chen, PhD, Fordham University</i>

Day, Time, Location	Event, Title, People
	Dennis M. Kivlighan III, BA, University of Wisconsin—Madison <i>Title: Mutual Influence in Interpersonal Process Group Outcomes: An Actor-Partner Analysis</i>
	Jennifer L. Grote, PhD, University of Denver <i>Title: Impact of Stage of Change Beliefs and Working Alliance on Group Therapy With Adolescents</i> <i>Co-Author: Maria T. Riva, PhD, University of Denver</i>
	Thomas A. Kim, Hankuk Academy of Foreign Services, Yongin, Republic of Korea <i>Title: Gender and Cultural Differences in Domain-Specific Risk Choices Under Uncertainty</i> <i>Co-Author: Junsu Park, MBA, Ajou University, Suwon, Republic of Korea</i>
	Brooke Lawler, MPH, BS, Regent University <i>Title: Learning to Get LIFTED: A Treatment Protocol for Emotion Regulation and Depression</i> <i>Co-Author: Mirriam R. Kimani, MA, BS, Regent University</i> <i>Co-Author: Brittany L. Montes, BA, Regent University</i> <i>Co-Author: LaTrelle Jackson, PhD, Regent University</i>
	Kelly E. Norman, BA, University at Buffalo—State University of New York <i>Title: Eating Disorder Prevention Group: The Role of Interpersonal Styles in Outcomes</i> <i>Co-Author: Catherine Cook-Cottone, PhD, University at Buffalo—State University of New York</i> <i>Co-Author: Sandro M. Sodano, PhD, University at Buffalo—State University of New York</i>
	Audrey N. Atkinson, MA, Regent University <i>Title: Working Alliance and Group Climate in Group Supervision</i> <i>Co-Author: Elizabeth Wine, BA, Regent University</i> <i>Co-Author: Vickey L. Maclin, PsyD, Regent University</i> <i>Co-Author: Jennifer S. Ripley, PhD, Regent University</i> <i>Co-Author: Corinne N. Engelbert, MA, Regent University</i>
	Brian S. Amos, MS, University at Buffalo—State University of New York <i>Title: Interpersonal Interpretations of Measures of Perceptions of Group Counseling</i> <i>Co-Author: Sandro M. Sodano, PhD, University at Buffalo—State University of New York</i> <i>Co-Author: Janice DeLucia-Waack, PhD, University at Buffalo—State University of New York</i>
	Laura J. Petracek, PhD, California Department of Corrections, San Quentin <i>Title: Using Rap Psychology As a Therapeutic Intervention With Inmates</i>
	Martyn S. Whittingham, PhD, Wright State University <i>Title: Assessing Change Patterns for the Socially Inhibited Subtype Within Focused Brief Group Therapy: A Mixed-Methods Approach</i> <i>Co-Author: David A. Yutrzenka, BA, Wright State University</i> <i>Co-Author: Kacey Greening, BA, Wright State University</i>
	Cassie V. Comeau, BA, University of Northern Colorado <i>Title: A Process Model for Group Psychotherapy</i>
	Dianna W. Allen, MA, University of New Mexico <i>Title: Critical Factors in Group Supervision</i> <i>Co-Author: Jeanmarie Keim, PhD, University of New Mexico</i>
	Denise Rodriguez Brown, MS, Independent Practice, Pembroke Pines, FL <i>Title: College Wellness: A Peer-to-Peer Approach That Impacts the Whole Campus</i>
	Tonya Walker, MA, University of New Mexico <i>Title: Empirical Analysis of Alternative Pedagogies: Service Learning in Group Work</i> <i>Co-Author: Kristopher M. Goodrich, PhD, University of New Mexico</i> <i>Co-Author: Jeanmarie Keim, PhD, University of New Mexico</i>
	Kimberly L. Smith, MA, Pepperdine University <i>Title: Acceptance and Commitment Therapy in an Inpatient Psychiatric Forensic Setting</i> <i>Co-Author: Ryan Jordan, MA, Alliant International University—San Diego</i> <i>Co-Author: Douglas Kraus, MS, Pepperdine University</i>
	Kacey Greening, BA, Wright State University <i>Title: Assessing Change Patterns for the Intrusively/Needy Subtype Within Focused Brief Group Therapy: A Mixed-Methods Approach</i> <i>Co-Author: Martyn S. Whittingham, PhD, Wright State University</i> <i>Co-Author: David A. Yutrzenka, BA, Wright State University</i>
<b>Friday, August 3 9:00 am – 10:50 am Convention Center Room W104A</b>	<b>Symposium:</b> Group Therapy As an Agent of Change—An Experiential Workshop <b>Chair:</b> Michael P. Andronico, PhD, MS, Independent Practice, Somerset, NJ

Day, Time, Location	Event, Title, People
<b>Friday, August 3</b> <b>11:00 am – 11:50 am</b> <b>Convention Center</b> <b>Room W108B</b>	<b>Symposium:</b> Best Practices in Conducting Group Psychology and Group Psychotherapy Research <b>Participant/1<sup>st</sup> Author:</b> Jill M. Paquin, PhD, University of Maryland College Park <i>Title: Using Actor-Partner Dependence to Better Understand Group Effects</i> Co-Author: Dennis M. Kivlighan, PhD, University of Maryland College Park Sheri Bauman, PhD, University of Arizona <i>Title: How to Deal With Missing Data in Group Research</i>
<b>Friday, August 3</b> <b>2:00 pm – 2:50 pm</b> <b>Convention Center</b> <b>Room W311H</b>	<b>Symposium:</b> Meet the Experts in Group Psychology and Group Psychotherapy <b>Chair:</b> Maria T. Riva, PhD, University of Denver <b>Participant/1<sup>st</sup> Author:</b> Nina Brown, EdD, Old Dominion University <i>Title: My Experiences Leading Groups</i> Rex Stockton, PhD, Indiana University Bloomington <i>Title: My Experiences Leading Groups and Conducting Group Research</i> Zipora Shechtman, PhD, University of Haifa, Israel <i>Title: My Experiences Leading Groups and Conducting Group Research</i>
<b>Friday, August 3</b> <b>2:00 pm – 2:50 pm</b> <b>Convention Center</b> <b>Room W311H</b>	<b>Presidential Address</b> Nina Brown, EdD, Old Dominion University <i>Title: Ring of Fire: Potential Toxicity in Groups</i>
<b>Friday, August 3</b> <b>3:00 pm – 3:50 pm</b> <b>Convention Center</b> <b>Room W311H</b>	<b>Business Meeting</b> <b>Chair:</b> Nina Brown, EdD, Old Dominion University
<b>Friday, August 3</b> <b>4:00 pm – 4:50 pm</b> <b>Convention Center</b> <b>Room W104A</b>	<b>Symposium:</b> Why Gender-Specific Group Programs for Adolescents? Three Research-Based Interventions <b>Chair:</b> Karen E. Farrell, PsyD, Midwestern University <b>Participant/1<sup>st</sup> Author:</b> Ashley Kuhl Piwowski, PsyD, Midwestern University <i>Title: Use of Contemporary Feminist and Relational Theories to Guide a Group-Based Intervention for Girls</i> Michael Kessler, PsyD, Southern Illinois University Edwardsville <i>Title: Strongboys: A Gender-Sensitive and Group-Based Approach to Working With Preadolescent Boys</i> Stacy Lott, MS, Midwestern University <i>Title: Boys in Crisis: Using Gender and Group Interventions to Inform Trauma and Substance Abuse Treatments</i>
<b>Saturday, August 4</b> <b>12:00 pm – 12:50 pm</b> <b>Convention Center</b> <b>Room W102B</b>	<b>Skill-Building Session:</b> Creating Dialogue—A Conversation Between Early Career Group Psychologists <b>Cochair:</b> Leann J. Terry, PhD, Penn State University Park Joseph R. Miles, PhD, University of Tennessee, Knoxville <b>Participant/1<sup>st</sup> Author:</b> Rachelle Rene, PhD, Wings of Change Unlimited, San Diego, CA
<b>Saturday, August 4</b> <b>1:00 pm – 2:50 pm</b> <b>Convention Center</b> <b>Room W311G</b>	<b>Skill-Building Session:</b> <b>Chair:</b> Janice DeLucia-Waack, PhD, University at Buffalo—State University of New York <b>Participant/1<sup>st</sup> Author:</b> Edil Torres-Rivera, PhD, University of Florida <i>Title: Processing Activities in Psychoeducational Groups</i>
<b>Saturday, August 4</b> <b>3:00 pm – 3:50 pm</b> <b>Convention Center</b> <b>Room W311G</b>	<b>Symposium:</b> Leading Groups on Internship—Strategies for Developing Strong Group Skills From Recent Interns <b>Chair:</b> Joshua Gross, PhD, Florida State University <b>Participant/1<sup>st</sup> Author:</b> Rob Durr, PhD, Northwestern University Jennifer Alonso, PhD, University of Florida Timothy R. Hess, PhD, Ball State University

Day, Time, Location	Event, Title, People
Saturday, August 4 4:00 pm – 4:50 pm Convention Center Room W311D	<b>Invited Address:</b> Group Psychologist of the Year <b>Participant/1<sup>st</sup> Author:</b> Sally Barlow, PhD, Brigham Young University <i>Title: Foundational and Functional Skills in Group Specialty Practice</i>
Sunday, August 5 9:00 am – 9:50 am Convention Center Room W102B	<b>Skill-Building Session:</b> Creating Change With At-Risk Students—Group-Centered Interventions Stressing Cohesion and Culture <b>Chair:</b> Elaine Clanton Harpine, PhD, University of South Carolina Aiken
Sunday, August 5 10:00 am – 10:50 am Convention Center Room W103B	<b>Skill-Building Session:</b> Kinesthetic Metaphors—Interactive Group Interventions That Activate Change <b>Cochair:</b> H.L. Gillis, PhD, Georgia College & State University Michael A. Gass, PhD, University of New Hampshire <b>Participant/1<sup>st</sup> Author:</b> Bobbi L. Beale, PsyD, Child & Adolescent Behavioral Health, Canton, OH

## Group Psychotherapy Column

### Voting to Expel a Group Member— A Reply to Breeskin From Ray Naar, PhD

I can easily understand the frustration experienced by Dr. Breeskin and his group members (Breeskin, 2012). I must, however, respectfully and vehemently disagree with his suggestions. A group milieu should not be one of “conditional acceptance” where members are not allowed to march to their own drumbeat when it goes against the advice of the group. Well-meaning as that advice may be, the group must provide an atmosphere of trust and utmost respect for each member’s freedom and right to be oneself without fear of being rejected or ostracized (Naar, 1982). We grow at our own rate.

Lest my comments be construed as the vagaries of a young, idealistic, and inexperienced group leader (don’t I wish) and, at the risk of sounding self-aggrandizing, I will introduce myself. I am almost 85 years old and started leading groups in 1968. At the apex of my career, I was leading six weekly groups, i.e., five groups of patients and one group of professional trainees. I have authored a text book in group psychotherapy and I am CGP and a TEP.

Dr. Breeskin’s characterization of his article as lacking in elegance and empirical data is being too modest. It is clinical, anecdotal material that provides the impetus for research. I will commit the same sin and share some anecdotal material. I will preface it by stating two profoundly held beliefs. The first is that changing a specific targeted behavior is by no means a group’s sole purpose. The second is that we cannot accurately judge the rate of a person’s growth. With this in mind, I will talk about Jane, a morbidly obese young woman who always promised to follow her doctor’s and the group’s advice but never did. After a while, unless she chose to bring it up, the group only sporadically dealt with her obesity. Almost three years into the group, she requested a six-month leave of absence. Six months later, almost to the day, this Greek goddess, tanned and athletic looking, entered the room. That was the new

Jane, who explained that she had taken a leave of absence from her work and used part of her savings to attend a “fat farm” in California. I had never heard the term before. She then made the following statement, which I remember so well because I wrote it down immediately after the session ended:

You thought that I was not paying attention to what you were saying. But I knew you liked me and accepted me even though I seemed to make no efforts. But I wasn’t ready and you knew it and stopped bugging me. And, then, I was ready and here I am. Thank you.

During my 45 years of group practice, I have established and tried to adhere to a ritual whenever a new member joins a group. I suggest that h/she ask two questions from the old members. The questions more often asked are “What do you like most about the group?” and “Why did you join the group?” The answers most often given are “I can let my hair down and say what I want and I know that I am not judged even when people disagree with me” and, to the second question, “I don’t remember. All I know is that every time I come to group, I feel like a better person.”

As far as I am concerned, only one behavior warrants expulsion from the group and that is part of the “informed consent” process whenever we have a new member. This is a “breach of confidentiality” and, to my knowledge, it has never happened.

#### References

- Breeskin, J. (2012). Voting to expel a group member. *The Group Psychologist*, 22(1), pp. 8-9.
- Naar, R. (1982). *A primer of group psychotherapy*. New York: Human Sciences Press.

Dear Ray,

I was delighted to read your comment on my article. You and I are creating a dialogue based upon honest differences and I always enjoy exchanges where people share their biases and defend their positions. Please feel free to “respectfully and vehemently” disagree with my suggestions. I do not agree that what I offered Eric was “conditional acceptance” because I worked with him after he left the group in individual therapy until he completed his desired task. If I had not offered him continuing support to reach his stated goal, then, indeed, I would be delinquent in my responsibility toward him. I am not a believer in Carl Rodger’s unconditional positive regard. I think that trust must be worked at and maintained but there are always consequences lurking in the shadows. I understand that I am taking on an icon in our field, but as a contrarian, I can do no less. Thank you for acknowledging the relevance of my clinical anecdotal material. Although I was trained as an empiricist, I do not find that point of view very helpful to me at this point in my career.

Your point about not being able to judge an individual’s progress is very well-taken and your case study clearly supports your point of view.

If you wish to continue this discussion, I would only be too happy to send you a paper that I wrote more fully explaining my view of group therapy. Thank you for your respectful contribution to my awareness.

Your scholar in arms,  
Dr. John Breeskin aka Sparky

## The Use of the Internet as an Adjunct to Group Therapy



John “Sparky” Breeskin, PhD

I have been running this particular group for a year and a half now and the diagnosis shared by the group members is not in DSM-IV as it consists of “Existential Despair.” The group has approximately 9 people in it and the attendance is better than average. It is a mixed gender group and the genders are quite mixed, I assure you.

Early in the group history we decided to set up our own Google Group for members only and exchanged emails. While I was very dubious about this step, I decided to check it out carefully and see what would happen.

Related to this point is the fact that I have always encouraged out of group meetings between and among the group members with the carefully stated proviso that anything that happens outside of group between or among group members is group property and can be recalled into the group by any of the participants in the interaction or anyone in the group who simply wants to know what was said.

The group typically would meet for coffee after the group, and at that point, the real therapy would take place. The group members, who range in age from 24 to 72, have taken quickly to the Internet interaction and communicate with each other and amongst ourselves throughout the week. There is no way to categorize the communications as they range all the way from alerts about interesting events in the Washington, DC, area to letters of condolence for a group member experiencing a personal loss. I use the communication process primarily for information, and I write at least two messages a week about organizational matters.

As far as I can tell, there have been no negative consequences of this new style of interaction. The group members have adopted the new procedure smoothly and, indeed, do not even question its propriety, its confidentiality, or the novelty of the connections.

It is obvious that this technique fits comfortably into my overall theoretical framework. If a group therapist is more protectionistic or believes, naively, that group therapy can only take place in a small room, this will not work for everyone and I understand. For me, it has been an extremely new development and I will make it a part of every subsequent group that I run.

### Journal of the Eastern Group Psychotherapy Society: “Thinking About Our Work”

Dominick Grundy, PhD

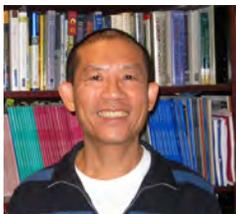
GROUP is starting a regular feature called “Thinking About Our Work.” In addition to our regular articles, we are looking for short pieces describing something that group therapists think (or worry?) about, something that may be missing in the literature, or in conferences, or in training programs. It should be on the short side—no need for elaboration or scholarly references—but it should not just be personal. So far Walter Stone has contributed several, but we are inviting contributions from all readers in our field. Your idea can be based on late-night cogitation, a sudden flare of insight, or a warm-up to something longer in the future. Ideally, it lies midway between formal scholarship and blogging. It’s a great chance for those who lack time for (or who feel anxious about) commitment to a full-blown article. It is a less taxing way to share interests and professional ideas with other therapists.

Please contact the editor, Dominick Grundy, at Grundyd4@aol.com.

# Group Psychology and Group Psychotherapy Diversity Column

## Group Psychologists as Social Justice Advocates and Agents of Change

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



Eric C. Chen, PhD

The concept of social justice represents a societal vision that there should be an equal distribution of resources, and that all members of society deserve access to a safe and secure environment (Ali, Liu, Mahmood, & Arguello, 2008). Such perspectives seek to achieve structural transformation at a systemic level rather than limiting psychological interventions at the individual level. The feelings of powerlessness and marginalization associated with discrimination in society will replicate in the “social microcosm” (Yalom & Leszcz, 2005) of the counseling group (Chen, Kakkad, & Balzano, 2008). We as mental health professionals in general, and as group psychologists in particular, are in a unique position to advocate for social justice. Group therapy, given its inherent therapeutic value of instillation of hope, universality, and imparting of information, provides a potent milieu for effecting social change. In addition, the organizational system (e.g., school, university, hospital) as a social microcosm suggests that members behave in a manner that mirrors our society. Individuals bring unique social and cultural values, beliefs, and expectations to the organization. Power imbalances that exist in the larger society are reflected in the organizational dynamics as well.

A systems perspective is useful in exploring the various ways in which we as group psychologists within an organizational system may serve as advocates for individuals of marginalized groups in our society, particularly when clients’ presenting concerns result from current oppressive conditions in the organizational or social systems. Central to this systems perspective are questions such as: How do we shape the organization’s culture (e.g., attitudes, beliefs, and behaviors)? How do we create favorable conditions

(e.g., structures, dynamics, decision-making, distribution of power) and remove problematic ones within organizational culture in order for the organization to be more receptive to social justice and empowerment activities? How do we give voice to those voiceless members within the organization?

There are excellent examples of social justice advocacy efforts in our profession. Most recently, Joe Miles, one of the Diversity Committee members, and his colleagues, under the leadership of Brent Mallinckrodt as training director, at the University of Tennessee, Knoxville, Counseling Psychology program, were recognized with the Innovation in Graduate Education Award from the APA Board of Educational Affairs for their novel curriculum emphasizing social justice and community empowerment. One component of their scientist-practitioner-advocate training model involves doctoral students developing awareness about social justice in group work as well as learning how to co-facilitate intergroup dialogues around racial and cultural issues. It is evident that the time has come for our professional roles as group psychologists and trainees to help our clients find their own voice and advocate for them beyond the therapy hour. I am delighted that at the 2012 APA annual meeting we will have an opportunity to engage in a dialogue with Joe Miles about the University of Tennessee scientist-practitioner-advocate training model and, more specifically, its implications for the training and practice of group psychologists.

### References

- Ali, S. R., Liu, W. M., Mahmood, A., & Arguello, J. (2008). Social justice and applied psychology: Practical ideas for training the next generation of psychologists. *Journal for Social Action in Counseling and Psychology, 1*, 1-13.
- Chen, E. C., Kakkad, D., & Balzano, J. (2008). Multicultural competence and evidence-based practice in group therapy. *Journal of Clinical Psychology: In Session, 64*, 1261-1278. doi: 10.1002/jclp.20533
- Yalom, I., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

## Brief Articles

### The Making of an Introduction to Group Video for a Digital Age: The Creation of a Free Resource for University Counseling Center Group Leaders

Martyn Whittingham, PhD  
Darius Campinha-Bacote, PsyM  
Wright State University

The literature and research supporting the benefits of pre-group

preparation is compelling. Best practice guidelines (AGPA, 2007) suggest it has a particularly strong effect on retention and attendance, two factors particularly relevant to university counseling centers that typically have great difficulty with groups both failing to launch and failing to thrive. Authors (Yalom & Leszcz, 2005; Burlingame et

al, 2002) suggest that pre-group preparation should perform several tasks: early progress on the working alliance, reduction in client anxiety and client misconceptions, and provision of information to aid in informed consent.

The form pre-group preparation can take includes active and passive methods. Active methods include group screenings and pre-group group “taster” experiences, while passive methods might involve use of leaflets, information on websites, and audio-visual material. Yalom and Lescz (2005) suggest a combination of methods produces the most effective results.

Acosta, Yamamoto, Evans, and Skilbeck (2006) concurred with the much earlier findings of Strupp and Bluxom (1973) that the best method to prepare clients for group was an audiovisual aid. However, despite clear evidence suggesting the benefits of pre-group preparation, and video introductions in particular, colleges and universities seldom supplement their pre-group preparation with audio-visual material. One reason for this has been the relative lack of high-quality, low-cost, and contemporary video resources available. This project attempted to redress this specific gap in the resources by creating a free video to assist in the pre-group preparation process.

The video was designed with university counseling centers as the targeted client population, since this group is (a) well-suited to group therapy as a treatment due to a wide range of social/interpersonal issues at this stage of their development, (b) quite reluctant to consider group therapy as a treatment of choice (Boldt & Paul, 2011), and (c) highly technologically minded. The video was designed to be transportable across colleges and universities with widely different group therapy offerings. This proved quite challenging since groups can be quite heterogeneous in their mission, groups served, and structure. However, the solution was to restrict video content to broad strokes of content, confidentiality, and images. The phrase “for further information, please talk to your therapist” is also widely used to allow for differences between center offerings, structure, and procedures.

The central mission of the video as a resource was to provide images of students engaging in group therapy that would create an image, as suggested by Boldt & Paul (2011), that is intuitively appealing. This was born from the belief that many students (a) do not know what other group members might look like, (b) are unsure whether they will be liked or disliked, and (c) are unsure whether groups are characterized by intense conflict. Thus, images of students who appear to be interacting with each other in a friendly and nonthreatening manner became a key concept in scripting this video. The aim of this was to reduce potential client anxiety and thereby increase the likelihood of a successful referral. Moreover, by providing images of students engaging in a group, who represented a broad range of diverse backgrounds, the intent was also to show groups can be relatively diverse and representative, thereby providing opportunities for all members to imagine themselves in the group. Other

content was created by drawing on recommendations by Bowman and Delucia (1993), who suggested that basic ground rules be laid out, including adherence to the attendance policy, starting and ending on time, and issues such as confidentiality.

There was also some question as to whom should narrate the video. There were questions regarding gender, ethnicity, professional actor or actual therapist. The main author of the video, Darius Campinha-Bacote, was chosen for several reasons. First, his presence as narrator is ambiguous. His age, friendliness, and delivery suggest he could be either a therapist or a client peer. Thus, he allows clients to see his narration as coming from a trusted friend/peer rather than an authority figure, or from an expert. Moreover, his friendliness provides a welcoming introduction that invites rather than “talks at.” The actors used to play clients were also relatively diverse with regards to ethnicity and gender (although not disability and age) and were seen interacting with each other in appropriate ways. Thus, an initial expectation of a welcoming group of students who may be easy to relate to is created.



Martyn Whittingham, PhD

The most effective length of video was also based on extant research. Research by Oehrli, Piacentine, Peters, and Nanamaker (2011) found that 3 to 4 minutes was an optimal timeframe to keep students' attention while also communicating essential information. Further, in this digital age, students are used to video content with extremely high production values. We were fortunate to have time donated by a professional producer of corporate videos who spent extensive time with us to get the details and overall feel, sharp and contemporary. Student actors are filmed in a series of illustrative vignettes that demonstrate group principles being modeled. For example, students are seen entering together “on time” as the narrator discusses the importance of attendance and promptness, while this clip also serves to introduce the notion that group members might actually enjoy seeing each other! Thus, the video meets the high production standards expected by today's technology-savvy student.



Darius Campinha-Bacote,  
PsyM

The video is available on YouTube at <http://www.youtube.com/watch?v=DMaVooVekzU> or by accessing Wright State University's Counseling and Wellness Services website at [www.wright-counseling.com/Group.html](http://www.wright-counseling.com/Group.html) where it can be downloaded and embedded in your website. Please note, this resource is provided to anyone who wishes to download or use it, *at no cost*. While other types of group therapy provider may feel free to use it, the only hindrance would be that the actors used tend to fall within a university setting age range. However, for centers with client populations broadly falling in the late teens to early twenties age range, this video remains appropriate.

When citing this video, please use the following:

Campinha-Bacote, D., Whittingham, M., Rando, R., Moss, J. (Producers), & Sluder, J. (Director). (2010). *Pre-group preparation in college counseling centers*. United States: Wright State University Counseling and Wellness Center.

We are tracking usage, however, so should you choose to use it, please let us know by emailing us at [martyn.whittingham@wright.edu](mailto:martyn.whittingham@wright.edu). Equally, feel free to pass this on to others who may wish to use it. However, please let them know to email us if and when they adopt it. So far, universities from as far afield as Las Vegas, Maryland, and Kentucky have adopted this video and use it in waiting rooms on a loop, with clients in screening, or embedded in their websites. We look forward to others finding this useful!

## References

Acosta, F. X., Yamamoto, J., Evans, L. A., Skilbeck, W. M. (2006). Preparing low-income Hispanic, Black, and White patients for psychotherapy: Evaluation of a new orientation program. *Journal of Clinical Psychology, 39*(6), 872-877.  
American Group Psychotherapy Association. (2007). Practice guidelines for group

psychotherapy. New York: American Group Psychotherapy Association.  
Boldt, R. W. & Paul, S. (2011). Building a creative-arts therapy group at a university counseling center. *Journal of College Student Psychotherapy, 25, 1*, 39-52.  
Bowman, V. E., & Delucia, J. L. (1993). Preparation for group therapy: The effects of preparer and modality on group process and individual functioning. *The Journal for Specialists in Group Work, 18*(2), 67-79.  
Burlingame, G. M., Fuhriman, A., & Johnson, J. E. (2002). Cohesion in group psychotherapy. In J. C. Norcross (Ed.), *Psychotherapy relationships that work: Therapist contributions and responsiveness to patients* (pp. 71-88). New York: Oxford University Press.  
Oehrli, J. A., Piacentini, J., Peters, A., & Nanamaker, B. (2011). *Do screencasts really work? Assessing student learning through instructional screencasts*. Philadelphia, PA: Association of College and Research Libraries.  
Strupp, H. H., & Bloxom, A. L. (1973). Preparing lower-class patients for group psychotherapy: Development of a role induction film. *Journal of Consultation in Clinical Psychology, 41*, 373-384.  
Yalom, I., & Leszcz, M. (2005). *The theory and practice of group psychotherapy (5th ed.)*. New York: Basic Books.

## Prevention Corner

Elaine Clanton Harpine, PhD



Elaine Clanton Harpine, PhD

There seems to be a growing concern over the use of the term “mildly mentally retarded” by school personnel. A third-grade classroom teacher recently sent the following letter, which summarizes many of the concerns being voiced.

### EDITORIAL QUESTION POSED

*Dear Prevention Corner:*

*I have a student in my third grade classroom who has been labeled mildly mentally retarded by the school psychologist. I really do not think this student is mentally retarded. The student is in third grade but cannot read and is failing all subjects. The parent, the school, and the previous teacher have told the student that the reason the student cannot read is that the student is mentally retarded. The school suggests that I give the student coloring pages to keep the student busy. The administration has said that there is nothing else that we can do. Yet, the student has learned very complicated dance routines from music videos and TV shows and can execute and remember these routines from memory.*

*Finally, the student was selected for a special reading program through the university. The student is beginning to learn to read through this new program, but failure is so engrained in this student that it is hard to even get the student to try.*

*How can we prevent this from happening to another child?*

*Signed,  
Frustrated*

### RESPONSE

Dear Frustrated,

I am pleased to hear that you have not given up on this student as it seems many have done. Children are individuals and need to ap-

proach learning in their own unique way. I am very happy to hear that the student is finally getting help in reading, and I hope the student’s participation in the special reading program will continue.

Two concerns come forward from your letter: (1) use of the term “mildly mentally retarded” and (2) ongoing reading failure. First, let’s look at the term “mildly mentally retarded.” Mental retardation is typically determined by an IQ measured below 70 with two significant delays. These delays may be taking care of personal needs—feeding and dressing appropriately. Independent living skills are an important consideration: communicating wants and needs and being able to take care of self. Fetal alcohol syndrome and the use of prescription or illegal drugs during pregnancy are believed to be two preventable causes for mental retardation. Prevention during pregnancy would definitely help children in the classroom. Mental retardation is determined through an IQ test. Schools use the Stanford-Binet Intelligence Scale, Otis-Lennon School Abilities, or other equivalent IQ measure. Tests are typically administered by age. You do not mention if special testing or consideration was used; therefore, I’ll assume your student would most likely have been given a third-grade-level test. If the student cannot read, the student cannot be accurately tested at the third-grade level unless special consideration and adjustments are made—pictures instead of vocabulary words. Your first concern: How was the test administered? You would need to talk with the school psychologist to see what procedures were used.

Once you have assured that the best possible considerations were made in testing, you need to look to the term or label being used. Some schools are using “mildly mentally retarded,” others use “intellectual disability,” and still others prefer to use “developmental delay.” Regardless of how the child is described, labels have a tendency to stigmatize and hurt children. As you explain, labels may even cause the child, parent(s), and even teachers to give up. A child should never be told that they are mildly mentally retarded. Children should not be labeled. Labels ostracize and restrict the healthy development of children, especially in the very public arena of the classroom before one’s peers.

Your second concern is reading failure. This is coming to the atten-

tion of more and more psychologists as we learn that reading is not just an educational problem but a psychological problem as well. Reading failure affects overall mental wellness and often leads to at-risk behaviors. The Nation's Report Card states that 40% of the nation's 4<sup>th</sup> graders cannot read at grade level. This is not a new problem but an ongoing one. Research is showing that children can receive help from intensive phonological awareness training. Yet many schools still use methods that do not include such training. Furthermore, most schools only teach reading using one approach with special adjustments for those who need assistance or who are struggling. As you found with your own student, research is showing that a variety of different approaches should be used in the same classroom. No two students learn in the same way; therefore, the subject of reading should be taught through multiple interventions. We can no longer rely on one method and then say that it is the student or even teacher who has failed. Instead, it is the method and approach that we are using to teach reading that has failed and must be changed.

In response to your last question: How can we prevent this from happening to another student? Prevention must begin before birth. We need to reduce the variables such as alcohol and drugs which harm children during pregnancy and then leave the child struggling

to cope throughout their lifetime. Next, we need to start early, before school age, to help children. Early identification of needs and early intervention are the key. In school, we must develop approaches which work for every child, regardless of their learning style and special needs. We must change how we teach children to read because reading affects children throughout their lifetime. If one approach does not work, instead of labeling the child a failure, we need to change the methods that we are using to teach the child. Prevention is essential in the home, in the community, and in the school. We welcome your participation as we explore the needs of group specialists working in school-based settings. We invite psychologists, counselors, prevention programmers, teachers, administrators, and other mental health practitioners working with groups to network together, share ideas and problems, and become more involved. Our next column will give responses to this dialogue. We invite you to send your comments. Do you think the term "mildly mentally retarded" is being overused in the schools? Are testing procedures accurate? Why are so many children not learning to read? Is reading a problem that should concern psychologists? What can we do about reading failure? Please send comments, questions, and group prevention concerns to Elaine Clanton Harpine at [clantonharpine@hotmail.com](mailto:clantonharpine@hotmail.com).

## Division 49 Committee Reports

### Membership Alert

*Elaine Clanton-Harpine, PhD*



*Elaine Clanton Harpine, PhD*

Our *membership goal* for 2012 is to increase communication networks throughout the Society. The Society of Group Psychology and Group Psychotherapy encompasses many diverse aspects of group work. Many members have requested a network system which would allow members to be in more direct contact with others in their specific area of group work. In order to create such a system, we need your help. We are looking for volunteers—**senior faculty, early career, students, independent practitioners, community workers, school-based**

**group workers, career, and workplace group specialists**—anyone and everyone who works with groups. Regardless of whether your area of specialization is prevention, therapy, research, social psychology, or simply group theory, we need you to step forward and be counted. We will be making phone calls; so be ready to reach out and get involved, form a group, or initiate a chat session with others in your area of group work. We still need volunteers in:

- Prevention
- Children's groups
- Therapy

- Parenting groups
- College counseling centers
- Group research

Contact me at [clantonharpine@hotmail.com](mailto:clantonharpine@hotmail.com) to make sure that we have an interest group for you.

### Treasurer's Report

*Rebecca MacNair-Semands, PhD*



*Rebecca MacNair-Semands, PhD*

The 2012 proposed budget was submitted and approved by the board in February. Our projected 2012 income is \$43,442 with projected expenses of \$35,471 including our \$12,000 contribution to the Foundation, Midwinter and convention meeting expenses, newsletter, journal costs, and administrative services. Each year, the board attempts to budget for 80% of the project income in expenses.

Thus, the only new expense for 2012 is the funding of a breakfast during the convention for early career psychologists. Additionally, investment assets totaled \$43,562 by the end of March 2012. For full details, please see the division website.

# Catching Up With Notable Member Accomplishments

## A Tribute to Robert Conyne

Leann Terry, PhD

There are so many ways to describe Bob Conyne. He is a true scholar, dedicated to prevention, a mentor, and a family man. His dedication to the field of group, prevention, and ecological counseling is tremendous. As a sample of the recognitions he has been given: He was awarded the Lifetime Achievement Award by the American Psychological Association's Prevention section (2006), he was the recipient of the Eminent Career Award by the Association for Specialists in Group Work in 2005, and he was elected fellow of three divisions in the American Psychological Association (divisions of group psychology and group psychotherapy, consulting, and counseling psychology).

I recently had the privilege to interview him to get caught up on what he has been doing in anticipation of writing this article. Recently, Bob has been doing military family life consultation that is focused on prevention. He spends approximately one third of his time on this, often being out of the country on military bases. Prevention has long been one of his priorities and this is evident throughout a variety of his previous activities. When he was President of our Society in 2009, his presidential year culminated with a special issue of *Group Dynamics: Theory, Research, and Practice* focused on prevention groups (Volume 14, 2010). He has served as a consultant and invited presenter to a wide range of organizations. He has traveled to Northern Ireland for suicide prevention and received an NIMH Mental Health Services Research Grant ("Research Training in University Primary Prevention"). To say that he has published prolifically in this area would be an understatement; he has published over 40 books, book chapters, and articles on prevention. Although currently focused on military family life and prevention, in the past he has also focused on relationships with international organizations. For instance, in the 1990s he started a collaborative research project on group work training with organizations and universities in China and made numerous visits to China as well as hosted visiting scholars. In 2001 he headed a delegation visit to China that was a collaborative effort between the Institute of Psychology (Chinese Academy of Sciences) and the University of Cincinnati. He was on sabbatical in China in 2007 and was the invited keynote presenter and invited trainer at the 10<sup>th</sup> National Counseling Centers Conference, at Harbin University with a training on "Best Practices in Group Work: Planning." He was also an invited trainer at Beijing University and Tsinghua University in China on the topic of group work.



Robert Conyne

As many of you know, Bob has played a tremendous role in the field of group counseling and group work. He crosses disciplines and is active in APA, ACA, and AGPA and worked to form a collaborative working arrangement with all three organizations. He was president of our Society, President of the Association for

Specialists in Group Work, and past editor of the *Journal for Specialists in Group Work*. His influence on group counseling and psychotherapy through his editorial and publishing responsibilities is evident. A recent publication is his edited *Handbook of Group Counseling* (2011), yet his writing dates back to the late '60s and early '70s with topics on grouping, group process teaching, and group experiences in college counseling centers. Bob currently spends about one third of his time on scholarly writing. He is currently the editor of several book series in-process, including a prevention practice

kit (with Andy Horne) and a group work practice kit. As his wife, Lynn Rapin described, he is a "prolific" writer and has likely influenced thousands through his writing.

Yet, when I think about Bob, it is not his list of accomplishments that stands out (although those are numerous, as you can see!) ... but rather his personal characteristics. His warmth, infectious laugh, and the twinkle in his eye draw you in and make connecting with him a joy. Bob helped nurture my connection to this Society, and I am sure he has done that for many other students and professionals. He has touched many lives through his dedication to group work, prevention, consultation, and ecological counseling. Bob, for your contributions to the field of group psychotherapy and group psychology, for your mentoring, and for your giving spirit ... we thank you.

### Newsletter Deadlines

February 15

June 15

September 15

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

## Early Career Musings

Joe Miles, PhD  
Leann Terry, PhD



Joe Miles

Welcome to the first in what we hope will be an ongoing column for early career group psychologists (ECGPs)! As Co-Chairs of the Society of Group Psychology and Group Psychotherapy's Ad Hoc Early Career Psychologist Committee, we hope that this column will be a space where we can reflect on the joys and challenges of being an ECGP in both academic and clinical settings, and where we share resources we have come across as we have begun our journeys.

Napa restaurant in the Peabody Orlando Hotel. The Peabody Orlando Hotel is located near the Convention Center at 9801 International Drive, Orlando, FL 32819. For more information, please feel free to email us at [joemiles@utk.edu](mailto:joemiles@utk.edu) or [LJT18@psu.edu](mailto:LJT18@psu.edu) and to RSVP.

Finally, the Ad Hoc Early Career Psychologist Committee will be hosting an ECGP roundtable presentation at the APA Convention in Orlando, "Creating Dialogue: A Conversation Between Early Career Group Psychologists." This will be an informal opportunity for ECGPs to meet one another, network, and discuss challenges, successes, resources, and questions that have come up as they begin their careers in group psychology. The roundtable will be held on Saturday, August 4<sup>th</sup>, from 12:00 to 12:50 PM in Room W102B in the Convention Center. We hope to see you there!

The Ad Hoc Early Career Psychologist Committee was re-established by the Society in 2011. Over the past year, we have been working on developing some exciting initiatives. First, we are in the process of assembling an Early Career section of the Division website. This section will include resources for ECGPs conducting group interventions (e.g., practice guidelines, recommended readings, and group videos), doing group research (e.g., information on grants and funding, information on group journals), and teaching about group work (e.g., sample syllabi, course content). In addition, this section of the website will include some resources that may be of interest to early career psychologists, more broadly, such as information on self-care, work-life balance, and the tenure process. We welcome ideas and contributions to continue to build the ECGP section of the website.

The Ad Hoc Early Career Psychologist Committee will also be helping to host a Society of Group Psychology and Group Psychotherapy Early Career Group Psychologist Brunch at the annual American Psychological Association (APA) Convention in Orlando. The brunch will be held from 8:00 AM to 9:30 AM on Friday, August 3rd at the

### Early Career Professional Brunch

The Society of Group Psychology and Group Psychotherapy (Division 49) would like to invite early career psychologists to an Early Career Professional Brunch at the 2012 American Psychological Association Convention in Orlando.

The brunch will be held from 8:00 AM to 9:30 AM on Friday, August 3rd at the Napa restaurant in the Peabody Orlando Hotel. The Peabody Orlando Hotel is located near the Convention Center at 9801 International Drive, Orlando, FL 32819. We will post signs in the restaurant to direct you to the seating area set aside for the Society of Group Psychology and Group Psychotherapy.

The brunch, which will be free to early career psychologists interested in group therapy or group psychology, will consist of the Napa's standard buffet. A full menu can be seen on the Napa's website: <http://www.peabodyorlando.com/egallery/upload/peabody%20hotel%20group/peabody%20orlando/files/menus//Napa%20Breakfast%2005%2018%202011.pdf#zoom=100>.

Please email Joe Miles ([joemiles@utk.edu](mailto:joemiles@utk.edu)) and Leann Terry ([LJT18@psu.edu](mailto:LJT18@psu.edu)) by July 31st to indicate interest so that we can have an idea of the number of guests to expect.

—Joe Miles, Assistant Professor, Department of Psychology, 410C Austin Peay, University of Tennessee, Knoxville, TN 37996, [joemiles@utk.edu](mailto:joemiles@utk.edu), (865) 974-4183

As our hope is that the Early Career Musings section will be a somewhat more personal look at the challenges and successes we (and other ECGPs) encounter, we would like to wrap up this first column with some of our reflections on our experiences as ECGPs, thus far.

### Joe Miles

Being a part of the Society for Group Psychology and Psychotherapy Ad Hoc Early Career Psychologist Committee, and writing this column, has prompted me to reflect more directly on my experiences as an early career psychologist with a primary interest in group research and group work. I have just completed my second year as an assistant professor in a counseling psychology program at a large university, and have experienced both challenges and successes as I have begun my academic career. I have been fortunate as I begin my career to be in a setting in which my duties include the teaching of two group courses, an introductory group course and an advanced course with a focus on diversity and social justice in group work. In the latter course, my students learn a model of intergroup dialogue in which individuals from different social identity

groups come together in small groups with the goals of developing relationships across groups, developing awareness of social identity, privilege, and oppression, and developing the capacities to work toward social justice. The process and outcome of intergroup dialogue (and group interventions, more broadly) are also the main focus of my research program, and I am working on developing an intergroup dialogue program at my university, which I believe will both address issues of social justice on campus and provide a rich source of research data. In addition, I am in the beginning stages of obtaining licensure in Tennessee. Negotiating this wide range of new roles has presented me with a new and exciting set of challenges (“What books should I use in my group courses?” “What allies do I need to have on campus to help me establish a strong, ongoing intergroup dialogue program on campus?” “What does being a mentor to graduate students mean?”). Fortunately, I have had wonderful mentorship as I have begun my journey, which has been a valuable resource as I tackle each new issue. I look forward to serving as Co-Chair of the Ad Hoc Early Career Committee, and continuing to reflect on these new experiences as they continue to develop, and I look forward to talking to other ECGPs (as well as those who have successfully emerged from the early career phase) about group work. You can reach me at joemiles@utk.edu.

### Leann Terry



Leann Terry, PhD

Being an early career psychologist is an exciting time, but comes with a specific set of challenges. In writing for this column, there are a number of different experiences I might write about. As a psychologist at a large university counseling center, I have a range of responsibilities. These include seeing individual clients, running two ongoing Yalom-style process groups for graduate students, supervising, teaching a seminar, and some research and technology-related responsibilities. In addition, I am the Group

Psychotherapy Coordinator at our counseling center. This entails organizing and providing staff trainings throughout the year, co-leading the group seminar/supervision for our doctoral interns, and organizing the layout and advertisement of our group program (20+ groups every semester). I’m also in the final stages of getting licensed as a psychologist in Pennsylvania (whew!). I also collaborate with colleagues on writing book chapters and books on group therapy. In addition, there’s a whole world of life outside of work! Making time to nurture my relationships, enjoy my garden, and have some fun has to fit in there too! Navigating all of that can be tricky ... so I’m hoping to be able to reflect on these experiences in this column. If there is something you are particularly interested in hearing about, please let me know! You can reach me at LJT18@psu.edu.

We look forward to bringing you this column in each upcoming issue of *The Group Psychologist*. We would also like to invite early career group psychologists to contribute to this column, either with ideas for topics that they would like to see discussed or with written contributions. We also welcome contributions and suggestions for this column from those beyond the “early” stages of their careers. Please feel free to contact us at [joemiles@utk.edu](mailto:joemiles@utk.edu) and [LJT18@psu.edu](mailto:LJT18@psu.edu).

### Call for Nominations

The Charles L. Brewer Distinguished Teaching of Psychology Award recognizes significant career contributions of a psychologist who has a proven track record as an exceptional teacher of psychology.

#### Amount

- \$2,000 award, all-expense paid round trip, and plaque presented at the APA convention
- Awardees are invited to give a special address at the APA convention

#### Eligibility Requirements & Criteria

Nominees should demonstrate and will be rated on the following dimensions:

- Have demonstrated achievement related to the teaching of psychology
- Exemplary performance as a classroom teacher
- Development of innovative curricula and courses
- Development of effective teaching methods and/or materials
- Teaching of advanced research methods and practice in psychology
- Administrative facilitation of teaching
- Research on teaching
- Training of teachers of psychology
- Evidence of influence as a teacher of students who become psychologists

#### Nomination Requirements

- Nomination cover letter outlining the nominee’s contributions to the teaching of psychology
- Current CV and bibliography
- Up to ten supporting letters from colleagues, administrators, and former students
- An appendix of no more than two to three supporting documents
- A one to three page statement of teaching philosophy from the nominee
- (*All nomination materials should be submitted or forwarded to APF in one package*)

#### Submission Process and Deadline

Submit a completed application online at <http://forms.apa.org/apf/grants/> or mail to the American Psychological Foundation by **December 1, 2012**. *Please be advised that APF does not provide feedback to grant applicants or award nominees on their proposals or nomination.* Questions about this program should be directed to Parie Kadir, Program Officer, at [pkadir@apa.org](mailto:pkadir@apa.org).



### DIVISION 49 FUND DONATION/PLEDGE FORM



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

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

Phone: \_\_\_\_\_ E-mail: \_\_\_\_\_

I am enclosing my tax-deductible gift of:

- \$1000     \$500     \$250     \$100     Other \_\_\_\_\_

I would like to pledge \$\_\_\_\_\_ to the American Psychological Foundation (APF).

*Note: The minimum amount to pledge is \$1,000.*

My contribution will extend for \_\_\_\_\_ years. *Note: The maximum payoff period allowed is five years.*

I would like to make payments as follows: \_\_\_\_\_ Annually    \_\_\_\_\_ Semi-annually    \_\_\_\_\_ Quarterly    \_\_\_\_\_ Monthly

My first payment of \$\_\_\_\_\_ is enclosed.

I would like my gift to be in honor/memory of \_\_\_\_\_

#### PAYMENT INFORMATION

- Cash/Check     Visa     Master Card     AMEX

Account Number \_\_\_\_\_

Expiration Date \_\_\_\_/\_\_\_\_/\_\_\_\_

I would like APF to automatically debit my credit card \$\_\_\_\_\_

- \_\_\_\_\_ Monthly    \_\_\_\_\_ Quarterly    \_\_\_\_\_ Semi-annually    \_\_\_\_\_ Annually

If you wish to donate **marketable securities**, please contact Kimberly Rowsome at (202) 336-5622 or krowsome@apa.org.

Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

*\*APF must receive at least \$100,000 to begin the Division 49 Fund. If \$100,000 (in cash and commitments) is not achieved at the conclusion of 2016, APF reserves the right to use donations toward APF's philanthropic goals.*

750 FIRST STREET, NE | WASHINGTON, DC 20002 | 202.336.5843(P) | 202.336.5812(F)

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

Non-Profit Org  
US Postage  
Paid  
Permit # 6348  
Washington DC

Printed in the USA

---

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

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

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

Home Telephone: \_\_\_\_\_ Office Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Send Mail to:  Home  Office

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

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

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

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

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

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

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

**DUES STRUCTURE**

(Includes Society [Div. 49] Journal)

Member .....\$49.00

Associate Member .....\$49.00

Affiliate .....\$35.50

Student Affiliate .....\$13.50

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

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

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

\_\_\_\_\_  
*Date*