

THE GROUP PSYCHOLOGIST

November 2009
Vol. 19 No. 3

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

Fall/Winter Issue

President's Column

Robert K. Conyne, PhD

A Final Word, Or Two...

Turns out, a president's term zips by like one of the flying red squirrels I am marveling at as I gaze out a window of my Canadian cottage. There looks like a v-e-r-y long time at the beginning of the term but, believe me, it closes in real fast.

So, I find myself moving toward last things now. The last convention (in Toronto) just finished, and I passed the Presidential gavel at our Division's business meeting to incoming President, Gary Burlingame, who begins his term the day after I finish, on January 1, 2010. And now, I am writing my last newsletter column at the end of August for this November issue. So I will write as if the end is here, even though a full 4 months actually remain as I write this column.

Skies no doubt are gray as you read this, and it probably is cold, too (well, except for you lucky ones living where the sun shines strongly at this time). I feel kind of bifurcated in saying good-bye, a kind of gray-sunny sort of state, like the weather across the country.

You see, saying good bye often makes me feel a bit morose and gray, leaving behind good work and even better colleagues. Yet I feel warmed, too, and have enjoyed my time serving as President. As is usually the case for me, the reason is the people, who have made working on all our various tasks most agreeable and—it's a pleasure to say—able to advance most matters that are in all our best interest.

Matters in our best interest, such as:

Membership: Josh Gross set the stage and his very able successor, Elaine Clanton Harpine, will lead the performance in producing specific initiatives aimed at increasing membership.

Students: Leann Terry has assembled a powerful cadre of students who are driving a range of student-focused activities. Based on your vote,

we will be adding a new position to our Board of Directors, Student Representative, to better serve the needs and interests of students. The Board also voted to create and fund 3 new student scholarships and to match the funding so graciously provided by Dick Moreland for the Group Dissertation Award.

Diversity: Michael Waldo and Sheri Bauman are spearheading progress to broaden the complexion of our Division through our new Diversity committee. We are committed to evolving a membership that is much more inclusive of diversity, and this Committee is intended to provide a consistent stimulus.



Robert K. Conyne, PhD

Development: Nina Brown heads up a creative set of marketing, publicity, and fund raising strategies (ideas for a logo, anyone?) for us. In this newsletter issue you will find an opportunity to vote on a name change from *Division to Society* for our association. We recommend passage, as the new title will serve to broaden our appeal, as it has for other APA divisions who have already made the change, and it in no way changes our existing relationship with APA itself.

Funding and Resources: Andy Horne directed a successful opportunity for our Fellows to donate funds for supporting Convention Hospitality Suite and Student support, and our journal, with Craig Parks as Editor, is casting off a whole new set of resources for the Division based on an increasing number of institutional electronic hits. Our Treasurer, Lynn Rapin, seemed quite happy to be able to report this information to the Board and to the membership gathered at our business meeting. In a last funding item, we will re-energize a Foundations committee to explore and develop the means to attract serious funding for the Division, but this one needs some members who are savvy in the world of funds development (am I talking to you?).

Increasing participation opportunities: Our Convention Hospitality Suite mirrored our positively-evolving Division by providing an array of networking and task opportunities. Jean Keim and her committee's

Please cast all 10 of your votes for Division 49 on the APA Apportionment Ballot!

(Continued on page 4)

2009 OFFICERS AND COMMITTEE CHAIRS

BOARD MEMBERS

President

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

President-Elect

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

Past President

Donelson Forsyth, PhD
 School of Leadership Studies
 University of Richmond
 Richmond, VA 23173
 Phone: (804) 289-8461
 E-mail: dforsyth@richmond.edu

President Emeritus

Arthur Teicher, PhD (Deceased)

Secretary

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

Treasurer

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

Council Representative

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

Members-at-Large

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

Irene Deitch, PhD

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

Joshua M. Gross, PhD, ABPP

Psychologist and Group Psychotherapy
 Coordinator
 The University Counseling Center
 Student Life Building, Suite 201
 The Florida State University
 Tallahassee, Florida 32306-4175

Phone: (850) 644-8875
 Fax: (850) 644-3150
 E-mail: jgross@admin.fsu.edu

Arthur Horne, PhD

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

Richard Moreland, PhD

Professor, Department of Psychology
 University of Pittsburgh
 3103 Sennott Square
 Pittsburgh, PA 15260
 Phone: (412) 624-4574
 E-mail: cslewis@pitt.edu

Maria Riva, PhD

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

EDITORS

Journal Editor

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

Newsletter Editor

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

STANDING COMMITTEES

Awards Committee

Gary Burlingame, PhD

Cultural Diversity Committee

Michael Waldo, PhD

Development Committee

Nina Brown, EdD

Education and Training Committee

Maria Riva, PhD

Fellows Committee

Richard Hayes, PhD

Finance Committee

Lynn Rapin, PhD

Membership Committee

Joshua Gross, PhD, ABPP

Nominations and Elections Committee

Donelson R. Forsyth, PhD

Program Committee

Jeanmarie Keim, PhD

Maria T. Riva, PhD

Publications Committee

Donelson Forsyth, PhD

Student Committee

Leann J. Terry
 Doctoral candidate, Indiana University

AD HOC COMMITTEES

Bylaws Revision

Donelson Forsyth, PhD

Early Career Psychologists

Shannon Salter, PhD

Foundation

Donelson Forsyth, PhD

Group Practice and Research Network

Lynn Rapin, PhD

Public Information/Education

Irene Deitch

Research Committee

Jennifer Johnson, PhD

School-Based Mental Health Group Interventions

Elaine Clanton-Harpine

Students

Leann J. Terry

OTHER POSITIONS

Achivist

Richard Moreland, PhD

Committee on International Relations (CIRP) Representative

Julia F. Moss, PhD

Committee on Women in Psychology (CWP) Network Representative

Danielle R. Oakley, PhD

Diplomate and Credentials

Josh Gross, PhD

Federal Advocacy Coordinator

Gloria Gottsegen, PhD

Listserve & Web Editor

Donelson Forsyth, PhD

THE GROUP PSYCHOLOGIST

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

c/o the Editor

Thomas Treadwell, EdD, TEP

Center for Cognitive Therapy

University of Pennsylvania

3535 Market Street, 2nd Fl.

Philadelphia, PA 19104

Phone: (215) 746-0448

Fax: (215) 898-1865

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

Submission Deadlines:

February 15, May 15, September 15

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

Contents

President's Column	1
2009 Officers and Committee Chairs	2
From Your Editor	3
President-Elect's Column	4
Empirical Validation of IBT for Clients With Intellectual Disabilities	6
Traveling the Long and Winding Road	8
Mindfulness Meditation: Healing Through Groups	10
Disproving an Old Adage! Well, At Least in the Case of Division 49	12
Vote on Division 49 Bylaw Change	13
Division 49 Board Meeting Minutes	14
Groups as Delivery Systems for Prevention Programs	16
Group Composition and Conflict: The Role of Individual Differences	18
Committee Reports	21
Student Highlight	23
Leann J. Terry Receives Special Student Award	24
Consultation Corner	26
Prevention Corner	29
In Memoriam: William Fawcett Hill	30
Book Review	31
Division 49 Membership Application	Back page

From Your Editor

Thomas Treadwell, EdD, TEP



Thomas Treadwell, EdD

The major impediment, from our perspective, is motivating members to contribute to the newsletter. We have been having some success with *early career psychologists* yet we are not getting our 'veterans' to participate! Perhaps they are too busy?

Our notion of strengthening our newsletter to reach *early-, mid-, and later-career group psychologists* is indeed not only a challenge but at times somewhat frustrating. We wonder what entices members to contribute their thoughts and ideas to the

newsletter. What would it take for YOU to write an article? We'd love to hear your thoughts.

We are looking for group psychologists to consider working on the newsletter in the role of *consultation editor*. If you are interested contact Scott Conkright at scott@atlantatherapy.com. Additionally, our student liaison and editor for the newsletter is graduating. Thus,

we're in need of a student liaison. If you are interested contact Leann Terry at ljterry@indiana.edu.

We are not reaching everyone in the division, we have over 500+ members with the majority falling in the category of *later-career psychologists*. We would like very much to hear from this group for the March 2010 issue. We would like to know how we could reach the folks in this category. Have they given up? I think not! We need to learn from their wisdom! Ideas are welcomed in addressing this category of group psychologists. We need help in reaching out and inviting later career psychologists to contribute their wisdom to our newsletter. Do you have a colleague who has valuable expertise? Consider inviting them to write an article about it for the next issue of *The Group Psychologist*.

Articles or brief reports and news items can be e-mailed directly to me at ttreadwe@mail.med.upenn.edu as can Letters to the Editor. I would also like to include book, DVD, and video reviews and online group interactions as part of the newsletter.

The Group Psychologist **April 2010 Issue**

The submission deadline for the for the April issue of *The Group Psychologist* is **February 15, 2010**.

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

Student Reviewers for ***The Group Psychologist***



Leann Terry

Leann Terry is a doctoral candidate at Indiana University and works as an Associate Clinical Staff member at Pennsylvania State University's counseling center. She can be reached at ljterry@indiana.edu.

Letitia Travaglini is a 2nd year masters student at West Chester University (Clinical Psychology) and Research Assistant to Aaron T. Beck, MD. Brief reports, comments and student ideas are highly encouraged. ltrav@mail.med.upenn.edu.



Letitia Travaglini

*Brief reports, comments and student editorials are highly encouraged. We are interested to learn and share with Division 49 members what students are encountering in their group programs! **Please send your ideas to Leann or Letitia.**

President's Column

(Continued from p. 1)

efforts to renew and strengthen our convention offerings within the Suite paid off remarkably well and, of course, Kathy and John Ritter's warm and gracious assistance with hosting the Reception were—once again—appreciated by all in attendance.

Broadening the Impact of Groups: Our Division is a central player in the multi-Association consortium, the *Group Practice and Research Network (GPRN)*, about which we have reported previously, which was established to strengthen the role and function of groups in our society.

For specifics of what occurred at our various convention meetings, especially at the Board of Directors and Business Meetings, please see Secretary Jennifer Harp's report later in this newsletter issue. See, also, some photos of events and clap for our award winners:

- *Past President Award for Outstanding Leadership:*
Don Forsyth
- *Group Psychologist of the Year (A. Teicher Award):*
Richard Price
Title: "Group as a Delivery Vehicle for Prevention"
(Note: see a summary of Rick's presentation later in this newsletter issue)
- *President's Award:* Jean Keim
- *Group Dissertation Award (R. Moreland):*
Lindred Greer, University of Amsterdam.
Title: "Group Competition and Conflict: The Role of Individual Differences"

Recognition for Division Elected Service:

- APA Council Representative: Allan Elfant
- Member-at-Large: Richard Moreland, Joshua Gross, Michael Andronico
- Member Committee Chair: Joshua Gross

Certificate of Special Appreciation: Leann Terry

Cognoscente Award: Leon Hoffman

Presidential Gavel Passed to: Gary Burlingame

Gary will help us to move strongly ahead and already has sponsored a number of innovations, such as a focus on Research Supported Group Treatments. Jean Keim, to follow him, will lead with verve and gusto; her magnificent past service as Program Chair provides just a glimpse of her abilities. Other newly elected officers who will assume their duties on January 1 (Lee Gillis and Kathy Ritter, as Members-at-Large) have been long-time contributors to the Division. And as they come on we thank those who will be leaving their elected service to us: Don Forsyth, Josh Gross, and Dick Moreland.

Life is good in Division 49. It will continue get even better, and I am excited to experience its unfolding.

In the meantime, thank you for letting me serve you.

For Good Groups,
Bob

President-Elect's Column

Gary M. Burlingame, PhD

Can The Magic of Running Groups Peacefully Coexist with Evidence-Based Practice?

A friend of mine—Molyn Leszcz—was recently talking about his writing style with me. I was trying to talk Molyn into accepting a new project and as he mulled over his response he described his process for accepting new work. He noted that new projects were easier for him to accept when they focused on his current work (i.e., teaching or research initiatives) or interests. When the topic of his writing resonated with his work or interests the writing seemed to easily "flow." As I thought about this column, Molyn's process came to mind. You may have guessed by now that the title of my column reflects my current work initiatives and interests; let me explain.

I mentioned in my last column that I'd asked Jennifer Johnson (Brown University) to chair a committee on Research Supported Group Treatments (RSGT). She and I have already done considerable work to scope her committee, we've invited "notable" group writers to participate and we'll soon send Andy Horne the "official" description of our committee for the Division 49 records making it "official." This committee's focus reflects a career interest of mine focusing on the evidence-based conclusions that

are sufficiently robust to guide clinical practice. I'm very excited about this committee and how its work products might raise the visibility and relevance of our Division in the applied sector. As I think about the field, I believe that our Division specifically, and APA in general can make a unique contribution to group interventions based upon our focus and training in the scientist-practitioner model.



Gary M. Burlingame, PhD

A second work activity is a chapter that I'm writing with a colleague of mine—Debra McClendon. The chapter reflects the practitioner end of the scientist-practitioner model. Our working title for this chapter is "Has the magic of psychotherapy disappeared? Integrating evidence-based practice into therapist awareness and development." When we first submitted our chapter title and outline to the editors there was some concern regarding our use of the word "magic." In fact, I think it's probably true to say that the editors were surprised that I would use the word "magic" given my career on evidence-based principles. When the editors called, they first explained that press they were using was a main stream "science" press and reminded us that the book was intended to be founded upon empirical principles. They

then asked, “Do you have to use the word magic?” The juxtaposition of the phrase “evidence-based treatments” with “magic” in our title had created dissonance. As you might have guessed, the dissonance was intentional on our part.

Right about now you might be trying to figure how these two current events in my life connect and where I’m going with this column. Indeed, you might be thinking that I’ve stepped off the deep end or am on a tangential episode! Let’s see if I can tie the two events together and relate them to our Division.

Dr. Brown and I dreamed up the RSGT committee when we were in Barcelona last summer at the annual conference of the Society for Psychotherapy Research. We’d recently completed a series of articles for the *Journal of Clinical Psychology: In Sessions* on evidence-based group treatment and saw a practical opportunity to tie the research literature to daily practice of professionals who were interested in employing evidence-based groups. As Dr. Brown and I developed the scope of the RSGT committee over the past several months we heard a concern expressed by staff members at APA. Stated in my own words, it was that the RSGT work product might be viewed or used as a tool to prescriptively close off creative group practices that had not yet been empirically studied. As I thought about this concern, it seemed legitimate. The last thing Jennifer and I wanted to do was shut off creative group practices. I assured the APA staff members that we were not interested in an over emphasis or reliance of the scientist side of the scientist-practitioner model. And, we certainly weren’t interested in restricting creativity in group practices. So far, these assurances seemed to have worked because we were given the “OK” to proceed with the RSGT initiative.

Within weeks of these discussions with APA staff members it seemed like I was being calibrated in the opposite direction. The editors’ concern was that if we emphasized “magic,” our chapter might be viewed as “too squishy” and not scientifically rigorous. This too seemed to be a legitimate concern and we didn’t want to be viewed as squishy. As I explained our position, I had a smile on my face because I was remembering my recent conversations with APA staffers. In two nearly contiguous conversations, I was viewed as too scientific and too squishy! I explained to the editors that when I ran groups, I often relied upon my intuition that sometimes is viewed by others as “magic.” I could honestly say that many of my group interventions are not guided by a

specific scientific study but rather the “magic” of the moment in the group.

Yesterday I ran two demonstration groups. The first was in my practicum group where I demonstrated a pre-group preparation. The second was in our case conference composed of 10 faculty members and about 40 PhD students demonstrating how a process group might be used to flesh out beliefs and feelings associated with one of our comprehensive exams. Again, I ran into the same tension—“magic versus evidence-based interventions.” A visiting scholar quizzed me about my demonstration group regarding the scientific underpinnings of my pre-group preparation interventions. I explained using the rich and varied empirical literature on pre-group preparation. In the second group, a faculty colleague acknowledged me for stepping outside my “evidence-based perspective” in using a creative and unorthodox use of a group application to handle a thorny issue in our program. To me, both groups relied upon the same mix of intuition and evidence-based understanding. Indeed, in the September 2009 issue of the *American Psychologist*, William Miller faces a similar mix as he discussed the clinical intuition and evidence-based understanding that went into the genesis of his motivational interviewing model.

If I’ve done my job well, I’ve reinforced the importance of holding firm to the intuitive wisdom that is developed as we creatively run group after group after group; wisdom created as we reach greater clarity on our leadership strengths and areas of improvement. This wisdom is evident in the myriad of groups that bring our Division together; groups from an organizational, social psychology, educational, counseling and clinical perspective. Indeed, the integrative and transferable wisdom of group dynamics comes from many perspectives, which is one of the reasons our forbearers created a single journal that captured multiple perspectives: *Group Dynamics: Theory, Research & Practice*. At the same time, I’m reinforcing the importance of embracing our empirical foundations both in application of groups as well as pushing our boundaries of empirical understanding. I just finished a chapter that provides a high-level summary of the 100-year history of group application and research since Pratt’s initial tuberculosis groups and was impressed with the breadth and depth of our scientific endeavors. The ambiguity created by embracing the dual role of an applied and scientific ambassador creates the essential tension that is an ingredient to the scientist-practitioner model. So, I’ve come to expect the “tug of war” from both sides of this continuum and welcome its effect on our field.

Consultation Editor Vacancy

The Group Psychologist is looking for an experienced group psychologist to oversee the Consultation Column. Responsibilities include soliciting questions, in the form of a short essay, about group psychotherapy, from group therapists concerned about particular problem areas in their practices, and then soliciting one or two other group therapists to write up a 500–750 word response. A brief introduction, written up by the column editor, is also often included. The column appears three times a year. Those interested should contact Tom Treadwell at ttreadwe@mail.med.upenn.edu.

Empirical Validation of IBT for Clients With Intellectual Disabilities

This article is a continuation from last issue addressing "Interactive–Behavioral Therapy: Group Treatment for People with Intellectual and Psychiatric Disabilities"

Daniel J. Tomasulo, PhD, MFA, and Nancy J. Razza, PhD

Over the past 15 years the Interactive–Behavioral Therapy (IBT) model has been investigated in recent studies with some promising results. Blaine (1993) tested the efficacy of an IBT group treating both intellectually disabled and non-disabled participants over 17 sessions. Using a number of measures, she concluded that both



Daniel J. Tomasulo, PhD

types of patients showed significant positive change from the therapy, and interestingly, those subjects with intellectual disabilities demonstrated *higher* frequencies of most therapeutic factors (as identified by Razza & Tomasulo, 2005b; Tomasulo, 1998; Yalom, 1995; Yalom & Leszcz, 2005). In addition, each patient set goals for himself, and then evaluated himself with regard to how successful he felt he had been. The final evaluations suggested that patients' achievements of their interpersonal goals in therapy exceeded their expectations.

Keller (1993) studied the emergence of therapeutic factors in a 12-week IBT group with participants diagnosed with both intellectual and psychiatric disorders. The emergence of therapeutic factors is frequently studied because it is considered a robust measure of the therapeutic value of a group. Keller had professional therapists review videotapes of group sessions, and asked them to rate the tapes for the presence of various therapeutic factors. The therapists were "blind" to the nature of the study, and to whether they were watching early or late-stage groups. The emergence of seven out of eight targeted therapeutic factors was reliably documented by the observers, suggesting that the therapeutic process does indeed evolve with participants who have intellectual disabilities (ID).

The IBT model has also been found to be effective with chronic mental illness. Daniels (1998) tested the IBT model with a group of chronically mentally ill adults who carried diagnoses of schizophrenia or schizoaffective disorder. Multiple clinical rating scales were administered to measure changes in social functioning and negative symptomatology. Three hypotheses were tested, and each was supported by the ensuing data. Specifically, it was found that (1) IBT increases the overall social competence of people with chronic schizophrenia or schizoaffective disorders; (2) IBT improves the negative symptoms that are often associated with poor treatment outcome for people diagnosed with schizophrenia or schizoaffective disorders; and (3) IBT facilitates the emergence of those therapeutic factors found to enhance social competence in people with chronic schizophrenia and schizoaffective disorders. Note that both Blaine (1993) and Daniels (1998) did not limit their research to people with intellectual disabilities. Daniels' study suggests that the IBT model may provide a viable forum for people with chronic mental illness, whose treatment programs often include group psychotherapy.

The IBT model was also studied by Carlin (1998), who explored its value in helping individuals with intellectual disabilities cope with bereavement. She found that all group members showed evidence of being able to engage in the bereavement process through three therapeutic factors specific to the grieving process: acknowledging the reality of death, recalling special characteristics about the deceased, and verbalizing feelings related to the loss. Additionally, a study by Oliver-Brannon (2000) compared IBT with behavior modification techniques in treating subjects with dual diagnoses of mental retardation and psychiatric disorders. The study suffers from small sample size and non-random assignment, but data collection revealed that subjects in the IBT group, compared with the behavior modification controls, evidenced greater reduction in target behaviors, increased problem-solving skills, and earlier return to the community.

In a recent doctoral dissertation, Lundrigan (2007) designed a questionnaire based upon Seligman's 1994 Consumer Reports survey of client satisfaction with mental health services (Seligman, 1995). She administered the survey to 40 IBT clients, all of whom were dually diagnosed. Clients reported feeling helped by their participation in IBT groups, as evidenced by their responses to the questionnaires and in the in-depth clinical interviews in which a percentage of the subjects participated. Of the 40 clients who were surveyed, 34 (85%) felt that they had been helped by therapy. It is of note that this figure corresponds closely to the 87% satisfaction rate found in Seligman's Consumer Reports study. Additionally, 21 (52.5%) of IBT participants felt they had been helped a great deal by therapy. The high degree of satisfaction reported in the questionnaire lends support to the presence of the therapeutic factors in IBT groups identified by Blaine (1993), Daniels (1998), Keller (1993), and Razza and Tomasulo (2005a). These therapeutic factors are considered a robust measure of the therapeutic value of a group.



Nancy J. Razza, PhD

Although research interest in the area of mental health and intellectual disabilities has grown in recent years, a historical distinction between research and practice in mental health, and research and practice in developmental disabilities, has resulted in a dearth of clinical understanding of people who suffer with both (Fletcher, Loschen, Stavrakaki, et al., 2007). Studies indicate a great variability in estimates of psychiatric disorders among the developmentally disabled (Caine & Hatton, 1998; Cooper, Smiley, Morrison, et al., 2007). Estimates of psychiatric disorders vary as much as 25% to 40%, while some go as high as 80% of this population (Caine & Hatton, 1998). A recent population-based study of over 1,000 people (Cooper et al., 2007), designed to overcome some of the sampling biases and limitations of earlier studies, found that over one-third of people with ID met *DSM-IV-TR* criteria additional clinical diagnosis.

People with ID have long been subjected to what Reiss referred to as “diagnostic overshadowing” (Reiss, Levitan, & Szyszko, 1982), that is, “the tendency on the part of professional to attribute symptomatology to the retardation itself. In other words, clinically significant symptoms have been misunderstood as mere behavioral components of cognitive deficits” (Razza & Tomasulo, 2005b).

Tomasulo and Razza have conducted studies on the existence of the therapeutic factors identified by Yalom in the IBT groups (Razza & Tomasulo, 2005b). Yalom’s extensive studies on group therapy identified 11 therapeutic factors (Yalom, 1995). Tomasulo and Razza examined the presence of these factors along with three additional therapeutic factors at work in the IBT groups. The factors include (1) acceptance and cohesion, (2) universality, (3) altruism, (4) installation of hope, (5) guidance, (6) catharsis, (7) modeling, (8) self-understanding, (9) learning from interpersonal action, (10) self-disclosure, (11) corrective recapitulation of the primary family, (12) existential factors, (13) imparting of information, and (14) development of social skills.

The IBT model has been written about extensively in *Mental Health Aspects of Intellectual Disabilities* (Razza & Tomasulo, 1996a, 1996b, 1996c; Tomasulo, 1994, 1997, 1998; Tomasulo, Keller, & Pfadt, 1995), as well as in edited volumes on intellectual disabilities (Fletcher, 2000; Jacobson & Mulick, 1996; Wiener, 1999). It is the subject of *Action Methods in Group Psychotherapy* (Tomasulo, 1998), and was the focus of APA’s first book on psychotherapy for people with intellectual disabilities (Razza & Tomasulo, 2005b). It has been taught to thousands of human service and mental health personnel via direct trainings a videotaped instruction (Tomasulo, 1992.) It has been recommended as a valuable means of treating adults with intellectual disabilities who are at risk for suicide (Kirchner & Mueth, 2000).

There is a slow but growing awareness among mainstream clinicians of the need for psychological services for people with intellectual disabilities. This has been evidenced by the publication of the *Diagnostic Manual—Intellectual Disabilities* (DM-ID) and the accompanying clinical guide (Fletcher et al., 2007). This two-volume set is published by the National Association for the Dually Diagnosed in conjunction with the American Psychiatric Association in an effort to help clinicians reach an accurate diagnosis within the *DSM-IV-TR*. The section on Posttraumatic Stress Disorder (Tomasulo & Razza, 2007) was informed by our work with IBT groups, which grounded clinical understanding of how trauma may manifest in people with intellectual disabilities. It is our hope that more clinicians will take up the challenge of treating people with intellectual disabilities as they remain one of the largest yet most underserved populations (Monday Morning, 2002).

References

- Blaine, C. (1993). *Interpersonal learning in short-term integrated group psychotherapy*. Unpublished master’s thesis, University of Alberta, Canada.
- Caine, A., & Hatton, C. (1998). Working with people with mental health problems. In E. Emerson, C. Hatton, J. Bromley, & A. Caine (Eds.), *Clinical psychology and people with intellectual disabilities* (pp. 210–230). Chichester, England: Wiley.
- Carlin, M. (1998). *Death, bereavement, and grieving: A group intervention for bereaved individuals with cerebral palsy*. Unpublished doctoral dissertation: Long Island University, C.W. Post campus.
- Cooper, S.A., Smiley, E., Morrison, J., Williamson, A., & Allan, J. (2007). Mental ill-health in adults with intellectual disabilities: Prevalence and associated factors. *British Journal of Psychiatry, 190*, 27–35.
- Daniels, L. (1998). A group cognitive-behavioral and process-oriented approach to treating the social impairment and negative symptoms associated with chronic mental illness. *Journal of Psychotherapy Research and Practice, 7*, 167–176.
- Fletcher, R. (Ed.). (2000). *Therapy approaches for persons with mental retardation*. Kingston, NY: NADD Press.
- Fletcher, R., Loschen, E., Stavrakaki, C., & First, M. (Eds.). (2007). *Diagnostic Manual-Intellectual Disability (DM-ID): A clinical guide for diagnosis of mental disorders in persons with intellectual disability*. Kingston, NY: NADD Press.
- Keller, E. (1993). *Process and outcomes in interactive-behavioral groups with adults who have both mental illness and mental retardation*. Unpublished doctoral dissertation, Long Island University, C.W. Post campus.
- Kirchner, L., & Mueth, M. (2000). Suicide in individuals with developmental disabilities. In R. Fletcher (Ed.), *Therapy approaches for persons with mental retardation* (pp. 127–150). Kingston, NY: NADD Press.
- Jacobson, J., & Mulick, J. (Eds.). (1996). *Manual of diagnosis and professional practice in mental retardation*. Washington, DC: American Psychological Association.
- Lundrigan, M. (2007). *Interactive Behavioral Therapy with intellectually disabled persons with psychiatric disorders: A pragmatic case study*. Unpublished doctoral dissertation, Graduate School of Applied and Professional Psychology, Rutgers University, New Brunswick, NJ.
- Monday Morning: A newsletter of the New Jersey Developmental Disabilities Council. (2002). Surgeon General releases report on health disparities and mental retardation. *Copy Editor, 8*(6).
- Oliver-Brannon, G. (2000). Counseling and psychotherapy in group treatment with the dually diagnosed (mental retardation and mental illness—MR/MI) (Doctoral dissertation, The Union Institute, 2000). *Dissertation Abstracts International, 60*(10-B), 5230.
- Razza, N., & Tomasulo, D. (1996a). The sexual abuse continuum: Therapeutic interventions with individuals with mental retardation. *Habilitative Mental Healthcare, 15*, 19–22.
- Razza, N., & Tomasulo, D. (1996b). The sexual abuse continuum: Part 2. Therapeutic interventions with individuals with mental retardation. *Habilitative Mental Healthcare, 15*, 84–86.
- Razza, N., & Tomasulo, D. (1996c). The sexual abuse continuum: Part 3. Therapeutic interventions with individuals with mental retardation. *Habilitative Mental Healthcare, 15*, 116–119.
- Razza, N., & Tomasulo, D. (2005a). Group dynamics in the treatment of people with intellectual disabilities: Optimizing therapeutic gain. *Mental Health Aspects of Developmental Disabilities, 8*(1), 22–28.
- Razza, N., & Tomasulo, D. (2005b). *Healing trauma: The power of group treatment for people with intellectual disabilities*. Washington, DC: American Psychological Association.
- Reiss, S., Levitan, G., & Szyszko, J. (1982). Emotional disturbance and mental retardation: Diagnostic overshadowing. *American Journal of Mental Deficiency, 86*, 567–574.
- Seligman, M. (1995). The effectiveness of psychotherapy: The Consumer Reports Study. *American Psychologist, 50*(12), 965–974.
- Tomasulo, D. (1992). *Interactive-behavioral group counseling for people with mild to moderate mental retardation*. New York: Young Adult Institute.
- Tomasulo, D. (1997). Beginning and maintaining a group. *Habilitative Mental Healthcare, 16*, 41–48.
- Tomasulo, D. (1998). *Action methods in group psychotherapy: Practical aspects*. Philadelphia: Taylor & Francis.

(Continued on page 8)

Empirical Validation...

(Continued from p. 7)

Tomasulo D., Keller, E., & Pfadt, A. (1995). The healing crowd. *Habil Mental Healthcare Newsletter*, 14, 43–50.

Tomasulo, D. J., & Razza, N. J. (2007). Posttraumatic stress disorder. In R. Fletcher, E. Loschen, C. Stavrakaki, & M. First (Eds.), *Diagnostic manual—Intellectual disability (DM-ID): A textbook of diagnosis of mental disorders in persons with intellectual disability* (pp. 361–378). Kingston, NY: NADD Press.

Yalom, I. (1995). *Group psychotherapy* (4th ed.). New York: Basic Books.

Yalom, I., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

Weiner, D. (Ed.). (1999). *Beyond talk therapy: Using movement and expressive techniques in clinical practice*. Washington, DC: American Psychological Association.

Daniel J. Tomasulo, PhD, TEP, MFA, is a psychologist, psychodrama trainer and writer on faculty at New Jersey City University and formerly a visiting faculty member on fellowship at Princeton University. He has gained international recognition for development of IBT, the Interactive–Behavioral Model of group psychotherapy for people with intellectual and psychiatric disabilities. He is a consultant for YAI, National Institute for People with Disabilities in New

York City and on the editorial board for the journal Mental Health Aspects of Developmental Disabilities. He is the author of Action Methods in Group Psychotherapy as well as numerous articles on group psychotherapy.

Nancy J. Razza, PhD, CGP, is a licensed clinical psychologist and certified group psychotherapist. She maintains a private practice in Red Bank, New Jersey. A corresponding focus includes a 25-year commitment to individuals with intellectual disabilities. She has designed and implemented mental health treatment programs for this population and supervises the training of mental health professionals in this specialized area. She has authored articles and chapters on dual diagnosis, trauma, sexual offense, sexual victimization, and psychological assessment. Dr. Razza serves on the editorial board for Mental Health Aspects of Developmental Disabilities. She has also developed a working model of sexual abuse avoidance training using sociodrama, which was featured on the CBS program “48 Hours.” Dr. Razza is an Adjunct Assistant Professor of Pediatrics at Robert Wood Johnson Medical Center, University of Medicine and Dentistry of New Jersey at the Elizabeth Boggs Center for Developmental Disabilities

For more information on IBT go to TheHealingCrowd.com.

Traveling the Long and Winding Road

Allan B. Elfant, PhD, ABPP

When I get older, losing my hair

Many years from now

Will you still be sending me a valentine

Birthday greetings bottle of wine

.....

Send me a postcard, drop me a line

Stating point of view

Indicate precisely what you mean to say

Yours sincerely, Wasting Away

Give me your answer, fill in a form

Mine for evermore

Will you still need me, will you still feed me,

When I'm sixty-four:

—Beatles, *When I'm Sixty-Four*

New eyes each year

Find old books here,

And new books, too,

Old eyes renew;

So youth and age

Like ink and page

In this house join,

Minting new coin.

—Philip Larkin, *New Eyes Each Year*

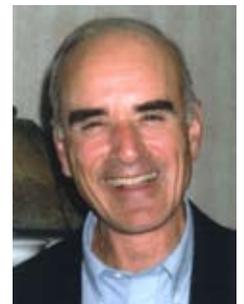
two children, the breathtaking arrival of my two grandchildren, the loss of what seemed like good friendships, the reward of old ones being strengthened, and the discovery of a new and revitalizing love.

The psychotherapy client's work on self issues is a journey that is impacted not only by the resolve of the client for a changed life course, but also by the quality of the therapeutic relationship and the therapist's own life voyage which is typically unnamed in the consulting room.

Psychotherapy clients have an enormous impact on the therapist (Casement, 1990; Kantrowitz, 1996) and the psychotherapist's life narrative has deep influences on the client and the clinical process. This narrative not only includes the therapist's education, training, and own therapy, but also the therapist's family-of-origin experiences, friendships, and significant life events, including marriage, divorce, pregnancy, children, aging, illness, death, and many other life experiences.

Jung (1933) wrote: “The meeting of two personalities is like the contact of two chemical substances: if there is any reaction, both are transformed.” I continue to wonder how my own odyssey has affected my clients and my therapy groups.

We as psychotherapists are all “wounded healers,” and our wounds affect the nature of clinical work (Guggenbuhl-Craig, 1971; Sedgwick, 1994). This mythological image can be quite illuminating for



Allan B. Elfant, PhD

I have reached the not so tender age of sixty-six. In the past two years, my life has been irrevocably altered by the death of my wife of nearly forty years, the seemingly endless grief for myself and my

the unfolding psychotherapeutic dramas in our groups. The therapist has a patient or client within and the client has an internalized healing agency. These polarities are not tolerated well, and a split often results. The client may believe that all help and healing resides in the therapist, and the therapist may operate as if suffering and pathology is contained in the client/patient. When the therapist accepts this split, the therapist is no longer the wounded healer; the client is objectified and distanced. The client loses mightily here, but so does the therapist since there is a denial of one's own humanity and vulnerability. The remedy is to remain passionately attached to our clients, our work, and our own lives.

Having a home office in a fairly contained community in central Pennsylvania in addition to my own philosophy regarding the necessity of some therapist self-disclosure under certain circumstances, all contributed to making my wife's illness, dying, and death being known to most of my clients. My clients and my therapy groups were understandably affected, with major thematic apprehensions being expressed for the past few months regarding my physical and emotional health, my being without a life partner, and whether I would retire or relocate. The noted intermittent presence of an out-of-state license plate on my property has fueled the concerns that my exodus is imminent. These voiced sentiments have facilitated a sober discourse on how the process of intensive psychotherapy can feed the regressive and risky premise that time is unlimited and that the therapist is available forever. With at least a portion of my clients, connecting with their own and my finiteness and limitations has reinforced a healthy urgency to get on with what they are seeking.

Joyce, whose own father died when my wife was first diagnosed, has bravely challenged the dissatisfactions in her marriage, looking more closely at her own as well as her husband's role, and has emerged ever more committed to what has been genuinely loving in her marital relationship. As part of her process of transformation she has ratcheted up her engagement of each of her other group members, and has been courageous in simultaneously facing me with her disagreements with what I offer as well as her powerful connection to our bond. Arthur has fought his own self-paralysis and belief that he cannot "do" life without me, and is looking to a

new career and a major geographic relocation, a literal and poetic distance from his family home and my part of the country. And, George, whose unrequited love for his wife could not be sustained during his therapeutic work, is now discovering his previously malnourished capacity to give and receive love.

On the other hand, there are those that have remained in their own morass. Celeste suddenly quit both her group and her work with me, unable to detach from a toxic long-term boyfriend and a grasping parental duo, and transparently unwilling to face her own retreat and despair. Felicia was mortified that three of the women and one of the men in her group either significantly improved their primary partner relationships or finally left them. Her solution was to leave without notice. And, Robin continues to wallow in his stasis, now largely stripped of his blaming paradigm and exquisitely aware of other group peers altering their lives.

My therapy groups have always felt vital and energetic to me. I do believe that my own recent opening and stepping through new doors following my life losses has implicitly contributed to others' going forward. The parallel process of the therapist's life and those of his groups and clients has never seemed more evident. Also, I have largely surrendered my organizational commitments as the primacy of my own revised pilgrimage is being firmly established. Life and time have never felt more precious. And, I believe I await new adventures and fresh minting.

References

- Casement, P. J. (1990). *Learning from the patient*. New York: The Guilford Press.
- Guggenbuhl-Craig, A. (1971). *Power in the helping professions*. New York: Spring Publications.
- Jung, C. G. (1933). *Modern man in search of a soul*. New York: Harcourt, Brace, and World, Inc.
- Kantrowitz, J. L. (1996). *The patient's impact on the analyst*. Hillsdale, NJ: The Analytic Press.
- Sedgwick, D. (1994). *The wounded healer*. New York: Routledge.

Dr. Elfant is the previous Editor of this newsletter and has served as President, Secretary, and Council Representative of Division 49.

Call for Nominations

The Nominations and Elections Committee of the Division is seeking nominations for positions on the executive board for 2010 to 2012. Voting for these positions occurs in the Spring of 2010, with those elected taking office in 2011. In the next election cycle the division will be electing a president, secretary, the student representative, two members-at-large, and the Division's representative to APA council. Information about the duties of each position can be found at www.apa49.org

Please contact Dr. Robert Conyne, at robert.conyne@uc.edu, with nominations of individuals who are willing to serve in these positions. Nominations should include a brief biographical statement and contact information and should be submitted by **December 1**. Self-nominations are welcomed.

Mindfulness Meditation: Healing Through Groups

Michele D. Ribeiro, EdD
Oregon State University

There remains a fine line between imprisonment and freedom, reaction and action, eternity and impermanence. It is upon walking this fine line that meditation has shown me the way. As a therapist, being mindful in the moment with a client allows me to understand my own reactions and to feel my compassion for their narrative. Mindfulness also equips me with a set of skills to introduce to my clients, a new way of holding emotional pain rather than quickly following an old pattern of thinking or feeling. Mindfulness builds the capacity to tolerate often-intolerable suffering.

Mindfulness meditation invites an individual to see things as they really are, not as one would like them to be. In so doing, mindfulness is moment-to-moment awareness in a purposeful and nonjudgmental way (Kabat-Zinn, 1994). According to Fleishman (2001), once “meditative mindfulness” becomes established, one can directly observe “the manner in which our thoughts become embodied” (p. 6). Thus, it is the practice that allows individuals to come out of emotional and physical pain, not the intellectual understanding of mindfulness’ utility.



Michele D. Ribeiro, EdD

In 1995, I sat my first 10-day silent retreat at a Vipassana Meditation Center in Shelburne Falls, Massachusetts. I knew after my first course that my life could no longer be the same and I am a happier person because of the path I have chosen. I was working at a transitional living home for adolescent girls at the time when I was struck by the teaching of the meditation—“we create our own misery and there is a way out of it.” I realized then through Fleishman’s work *Vipassana Meditation: Healing the Healer* that all of us in the psychotherapy field need to cleanse our hearts and minds and that our own therapy is not enough. Sitting through a 10-day course is a cleansing process where pain and pleasure are experienced and the ego can be observed. After my first course, I talked with fellow colleagues about how the course allowed me to see my work with clients in profound ways and that we as counselors could engage more compassionately with the clients we serve, through this practice. The therapists were not interested at the time, but expressed happiness for my experience. The following year, I began working as a family therapist providing home based services. My continued meditation practice allowed me to see things, both pain and pleasure of my life and my clients’ lives through a new lens. The practice and the benefits of the practice were clear to me; however, others who I knew continued to question it. The following year, my journey in meditation blossomed further as I sojourned throughout India, Nepal and Myanmar, particularly sitting 10-day courses and experiencing the ever-changing reality within. I began to understand my own reactions and how my mind expanded and filled with compassion for people and how to be more equanimous with all of life’s experiences. I returned to the U.S. one and a half years later humbled but still using my practice as a way to explore people in understanding reaction and the attachment and aversion process to pain and pleasure. I continued to sit daily and participated in 10-day silent retreats on a yearly basis. My meditation practice

remained personal and interfaced professionally only through the interactions of being present with my clients, until graduate school when I began researching meditation and considered writing my dissertation on the topic. Due to the area being new to faculty in my department and minimal in its’ generalizability to psychotherapy practice, I decided to abort my research in the area.

Appreciating development that occurs during university studies, my interest in mindfulness meditation with college students was reignited when I interviewed at Oregon State University and met a psychologist who was considering starting a mindfulness meditation group based on Kabat-Zinn’s work in *Full Catastrophe Living*. In 2005, I was hired at Oregon State University’s Counseling Center as a psychologist. After these 10 years of meditation practice, I decided mindfulness would complement a strength based therapeutic approach to working with college students and thus I began collaborating with the colleague I met during my interview, who by the start of my employment had successfully facilitated one mindfulness meditation group. Currently at the center, we co-facilitate mindfulness meditation groups every term with numbers of students ranging from five to eleven who appear ready, open and intrigued to practice. The group becomes a natural home for mindfulness meditation because the practice allows students to learn a skill within a supportive environment and to experience living moment to moment.

Oregon State University (OSU) has a student population of approximately 20,000 students with a heavy emphasis on the sciences and forestry. In working at the counseling center, I realize how students yearned for freedom from their own anxiety, depression, perfectionism, emptiness and fear. The students’ demographics range from ages 17 to 55+, undergraduate to graduates, international to nationals, business majors to veterinary medicine; all having different needs and life experiences but a common desire to learn how thoughts from the past and future dictate their lives. Once on board at OSU’s Counseling Center we continue to facilitate general mindfulness meditation groups and have for the past four years.

Having witnessed students’ change, one student in particular stands out as a testament to mindfulness groups being a source of healing. This particular student was a junior in college and identified as a Caucasian 44 year old male who was struggling with PTSD and social anxiety. He would sit jittering but quietly during the first few groups but by the fourth group he began to slowly disclose his self-judgments around “doing” the practice right. After, hearing the other group members’ similar concerns, and seeing how his self-criticisms around the practice diminish at least verbally in-group, there appeared to be an opening of acceptance that he could just “be” with himself and that his thoughts could be quieted. He began to look at others in the group and to attend to them when they spoke. He also started to share some success with doing a mindful activity outside of the group and seemed happier as the group progressed through the tenth week. There appeared to be a noticeable quieting down of his body in the group along with an integration of the skills he

learned related to awareness, concentration, and self-acceptance. In large part because of this man, I believe mindfulness meditation is a powerful way for not just him but for many college students to discover more fully who they are.

Some students come for one term, while others continue for several terms, as was the case for a 21-year-old junior, who continued with the group for four consecutive terms. Each group he shared how his awareness continued to build when his mind would wander on a thought, and how he learned to patiently bring it back to the breath or the area being scanned. Another student, a 30-year-old Ph.D. candidate came for a term, missed the next term and then came again for the final term of the academic year. She was referred to mindfulness to assist her in managing her marital relationship and her high expectations related to writing her dissertation. The mindfulness meditation group invited her to practice letting go of what she thought she “should” do and accept that what she was doing was enough. She began to express more compassion for herself and to understand how her own misery with being in school caused problems in her relationship. Practically, the meditation group allowed her to experience the disappointment in herself and how to recognize the emotion and learn to tolerate it rather than enact it out in her marriage. Through the normalization of how our thoughts dictate our lives and how difficult the practice is in being with them rather than reacting to them, the group experiences healing and validation and allows members to be anchored in the present, even if just for a few minutes, each week in the group.

Designing Mindfulness Groups

In each group, the facilitators at OSU start with a five-minute practice to center the students after coming from class, activities or work. They check-in after the practice to discuss their experience. The facilitators and members learn that some students doze off; others struggle with an inability to focus and feel irritated, while still others find some reprieve in slowing down. The facilitators specify that mindfulness meditation is not relaxation, but rather an “art of living” in the moment. With the invitation to share the experiences of their five-minute practice, inevitably the group holds common experiences that reinforce a sense of connection and understanding between each member’s experiences. Facilitators discuss hindrances to having a practice and what will help them maintain a daily five-minute practice to start. They then guide the students through another meditation usually lasting for 15 minutes, allowing for a fuller experience of mindfulness. The longer practice usually entails an invitation to get comfortable and closing their eyes (lowering their gaze). A facilitator may invite a centering on the breath and a constant acknowledgement of how the mind begins to think rather than stay with the incoming and outgoing breath. In other cases, a facilitator may invite each member to participate in scanning their own body starting at the head and moving down the body while constantly being aware of any sensations that may arise moment to moment. Some students are unable to close their eyes and trust while others allow the group to be their secure base. After the longer practice, facilitators process what experiences and feelings occurred during this practice. Most people share different thoughts, feelings, and experiences, which are commented on and validated by the facilitator. In the short minutes remaining in the group, the facilitators invite everyone to practice being fully mindful as a homework activity during the week. The facilitators identify washing dishes,

taking a walk, holding their child, or any other activity to try. Each member then comes back the following week and shares the power of being present in their chosen activity at the next group. At the onset of each consecutive group, the members share their activity with each other and usually hear stories of how difficult the mind is in quieting down, which again validates their experience and their commitment to continue the practice. Through the group’s acceptance, practice, and shared experiences, they support each other and begin to understand a new path of healing.

As a result of students’ positive responses to the general mindfulness groups the counseling center offered, we decided to expand in 2008 by designing mindfulness meditation groups for addressing anxiety and a separate one for managing depression. Each mindfulness group assists students in managing the stress of school and how to begin to learn a mindfulness skill that will serve them throughout their life. Our general mindfulness groups are less structured in that the facilitators allow whatever students bring into the group to be the focus. For example, one student may share stress related to her graduate department, another may share frustration with his children’s behavior, and a third related to taking tests. A general theme is not identified except how each person reacts to their experience. This is different than the mindfulness meditation groups for anxiety or depression, when specific themes around the mood and the management of the mood are incorporated into the group. Some of those themes revolve around analyzing inner dialogue and building awareness of habits of the mind that point to past or future experiences.

Mindfulness Groups Offered

There are many mindfulness groups being offered at college counseling centers. I was asked to survey on the groupsince listserv, what university and colleges are offering mindfulness groups. Therapists at the following universities responded and indicated offering a regular general mindfulness meditation group: Cornell, University of Melbourne, San Francisco State, University of Kansas, Florida State University, Wright State University, Butler University, Penn State (followed by an interpersonal process piece), University of San Diego (inconsistently), University of North Dakota, Nodak (offered through their meditation center on campus), University of North Carolina-Chapel Hill, Rutgers, The State University of New Jersey, University of Las Vegas, and Oregon State University. Other universities, University of Notre Dame and Indiana University, identified offering a 1–3-session workshop series. Southern Utah University, Brigham Young University, American University, Rutgers, The State University of New Jersey, and Wright State University reported offering a combination mindfulness/stress reduction-focused group. Finally, of the universities that responded, three college counseling centers reported offering anxiety, depression or other themed groups that incorporate mindfulness practices. These universities include Brigham Young University, Indiana University and Oregon State University. There is some overlay in universities offering a general mindfulness group and then incorporating these principles into other themed groups, due to the generalizability and utility of mindfulness principles overall. We can also assume that this is a short list of the many schools that offer these groups and that did not respond to the inquiry or who are not on the listserv. If your university is offering

(Continued on page 12)

Mindfulness Meditation

(Continued from p. 11)

a mindfulness group and you would like to be added to this list, please contact me with your interest.

There are many references currently that outline how mindfulness meditation can be facilitated that is easily adapted to group practices. Fortunately many of these authors have also emphasized the importance of a personal practice prior to facilitating mindfulness practices. In going through my own journey, I also cannot stress enough the importance of the facilitator's own daily mindfulness practice in being the true teacher of learning the practice. Further, taking a silent retreat at least once a year facilitates the immersion into your mind at depths that are truly valuable and germane. Regardless of how your journey begins, may you find a personal path of mindfulness that leads you to guide others to find real happiness.

I offer sincere gratitude to S.N. Goenka and all my teachers that have taught me the "art of living" at Vipassana Centers worldwide.

References

Fleishman, P. R. (1991). *Vipassana meditation: Healing the healer*. Dhamma Giri, Igatpuri: Vipassana Research Institute.

Goenka, S. N. (2009). *Vipassana meditation*. Retrieved from www.dhamma.org

Kabat-Zinn, J. (1994). *Full catastrophe living*. New York: Dell Publishing.

Michele D. Ribeiro is a licensed psychologist at Oregon State University's counseling center. She is the Coordinator of Group Programs and of the Mind Spa. She started practicing meditation in 1995 and has maintained a daily practice for 14 years. Her interest with the intersection of the brain, psychology, and meditation started in 1999 during her graduate work at Rutgers, The State University of New Jersey. She can be contacted at Michele.Ribeiro@oregonstate.edu.

Disproving an Old Adage! Well, At Least in the Case of Division 49!

Leanne Hershkowitz
Wright State University



Leanne Hershkowitz

The old adage goes, "All you need is one person to think you're cool and you're in!" As someone who has always been very interested in groups, I wondered if this was really true. On the very long drive up to the APA conference in Toronto, I wondered how I would be received as a first time attendee. I'm a student who doesn't have any formal training in therapy or group therapy but a lot of life experience. I wondered, "Would the group be insular and expect a certain level?" or "Would people go out of their way to make sure all attendees felt included?" The first day felt like a whirlwind.

There was so much to see and take in. I had entered another world just teeming with psychologists. Finally, I was in a place where we all talked the same language and asking the significance or origin of a thought or action was the norm. I ended the first day with a plotted course of programs to attend and people I wanted to meet.

The second and third days were show time. It was time to attend Division 49 presentations and workshops and see if this was the career path I wanted to plan out and how the top researchers and clinicians in the field would receive me. I put on my most professional outfits, reread my resume and honors thesis talking points, and headed for the convention center. I was blown away by what I found.

I can say confidently that the latter of my two wonderings was in fact true. I didn't matter whom I was walking or talking with but everyone in Division 49 was truly friendly, open and willing to engage me in conversation (and yes, without the jargon).

As a first time attendee, there were many points where I felt overwhelmed by the prestige of certain persons or the caliber of their research. But if I asked if they could explain a term or statistic's meaning, each person appreciated my interest and was more than happy to explain it. Often, that sparked a conversation that became something much more.

So in the case of Division 49, the adage was in fact false. In a group of "group" people, all it takes is a little risk to be outgoing in order to get a lot out of the conference.

APA Division 49 Fellows Who Contributed to Hospitality Suite Functions (\$780), Toronto, 2009

Gary Burlingame
Robert Conyne
Irene Deitch
Florence Denmark
Susan Gantt
George Gazda
Gloria Gottsegen
Monroe Gottsegen
Andy Horne

Dennis Kivlighan
Joseph Kobos
Richard Moreland
Darlyne Nemeth
Lynn Rapin
Kathleen Ritter
Rex Stockton
Jay Ziskin
Mae Lee Ziskin

Vote on Division 49 Bylaw Change

The Division 49 Board of Directors recommends a change in title for our Division to that of Society. Thus, we would become the Society of Group Psychology and Group Psychotherapy.

Many APA divisions have made this change already, thinking it suggests greater independence, may attract broader appeal from non-members of APA, and assists with securing grants and in fund acquisition. It does not alter the relationship with APA, although APA Council must examine and provide approval. In all previous cases, APA Council has done so.

Following is the substance of the change:

Current Bylaws language:

ARTICLE I: NAME AND PURPOSE

Section 1

The name of this organization shall be the Division of Group Psychology and Group Psychotherapy of the American Psychological Association (APA), hereafter referred to as the Division and the APA, respectively.

Proposed Bylaws language change:

The name of this organization shall be the Society of Group Psychology and Group Psychotherapy of the American Psychological Association (APA), hereafter referred to as the Society and the APA, respectively.

Division 49—American Psychological Association Bylaws Revision Proposal Ballot

Please copy and clip the ballot below. Return by **December 15, 2009**.

Bylaws revisions as proposed:

___ In favor ___ Opposed

If opposed, please list specific item(s) by Article and Section and reason(s). Please use additional pages, if needed:

Division Status: ___ Fellow ___ Member ___ Associate

APA Membership Number: _____

Please mail this ballot to Jennifer Harp, PhD, Secretary, 141 East Fairmount Ave, State College, PA 16801. Ballots to be tallied by Division Secretary.

Thank you for your participation.

Division 49 Board Meeting Minutes

**Presidential Suite, Westin Harbour Castle
Toronto, ON, Canada
August 7, 2009**

Present: Robert Conyne, PhD (President); Gary Burlingame, PhD (President-Elect); Jennifer Harp, PhD (Secretary); Lynn Rapin, PhD (Treasurer); Nina Brown, EdD (Member-at-large); Kyle G. Barry (Student Representative); Leann Terry (Student Representative); Diana Semmelhack, PsyD (Member, Committee on Public Interest, Public Education, Public Policy and Social Justice); Richard Moreland, PhD (Member-at-Large); Gloria Gottsegen, PhD (Federal Advocacy Coordinator); Kathleen Ritter, PhD (Member-at-Large); Irene Deitch, PhD (Member-at-Large); Maria Riva, PhD (Member-at-Large); Lee Gillis, PhD (Member-at-Large); Jean Keim, PhD (President-Elect Designate, Program Chair); Robert Kaltenbach, PhD (APA Council Representative); Elaine Clanton-Harpine, PhD (Chair, Committee on School-Based Mental Health Group Interventions); Andy Horne, PhD (Member-at-Large).

Absent and Excused: Donelson Forsyth, PhD (Past President); Joshua Gross, PhD (Membership Chair)

Welcome

President Dr. Bob Conyne called the meeting to order at 4 PM with a welcome and introduction of new and returning members of the Board. New and returning members of the Board included: Dr. Richard Moreland, PhD (Member-at-Large); Dr. Kathleen Ritter (Member-at-Large); Dr. Lee Gillis (Member-at-Large); Dr. Robert Kaltenbach (APA Council Representative). Committee Chair Dr. Elaine Clanton-Harpine and Committee member Dr. Diana Hemmelsack were also welcomed and recognized. Dr. Jennifer Harp's return to her office as Secretary was noted as was the medical leave that necessitated her absence from the last two Board meetings.

Dr. Conyne recognized the extraordinary work of Dr. Jean Keim as this year's Program Chair and highlighted the Division's new activities at the Convention, including the return of a vibrant Hospitality Suite program, and Leann Terry's enthusiastic and meaningful involvement as Student Representative.

The goal of sharp focus throughout this brief meeting was emphasized so that we might give significant attention to the Division's new and improving financial situation (including implications for planning). Also, the clarification of Division priorities, in conjunction with supporting committee work, was named as a central mission of the meeting.

President's Report

After a brief reflection on a positive and productive year, Dr. Conyne named his ongoing commitment to students, as well as meaningful products and services for the Division. He also recognized Dr. Andy Horne's effective recruitment of Fellows sponsorship and helpful funding of Division activities (Student Activities and Hospitality Suite).

Related questions and issues with significance for upcoming committee work were outlined.

Diversity Committee: The fledgling activity of the Diversity Committee with its new co-chairs, Dr. Michael Waldo and Dr. Sheri Bauman, was noted. The creation of a new award, a Diversity Award, was named as a possibility for the Awards Committee.

Nominations and Elections: With 2010 approaching, it was noted that it is time to consider the slate for the Spring 2010 election. We will need to consider nominations for President-elect, Secretary, APA Council Representative, and two Members-at-large.

President-Elect's Report

Dr. Burlingame thanked Dr. Conyne for his introduction and went on to identify the first order of business for his Presidency and Mid-winter Board Meeting: Dates and locations for the meeting were suggested and discussed. The Board determined that the Mid-winter Board meeting would be held January 8–10, 2010. Possible locations for the meeting were considered, included the possibility of returning to Atlanta, as this seems to minimize travel expenses. In order to identify the best location for the meeting, Dr. Burlingame asked that Board members check and report back to him with estimated travel costs by September 7, 2009.

Secretary's Report

Dr. Jennifer Harp thanked fellow officers and Board members for their warm and caring support during her leave of absence. The minutes of the Mid-winter meeting were distributed for review. It was noted that the Mid-winter 2009 minutes were previously approved electronically by the Board in an online procedure.

Treasurer's Report

Dr. Lynn Rapin, Treasurer, distributed her report and reviewed figures with the Board. Mid-year Financial Summary, Budget Planning, Income, Costs, and highlighted areas were reviewed. Membership has dropped; however, dues collection is holding steady. Investments, interest and dividends were noted to reflect difficult economic times. Most funds are in short-term investments.

Good news: Journal revenues have increased. Historically, we've had some difficulty tracking our portion of profits from APA. That issue has been resolved with the pay-off of our loan and we are generating income from subscriptions. Our contract with APA is a 7-year contract (we are in the fourth year). We continue to explore other revenue possibilities, an ongoing agenda item.

Dr. Kaltenbach, Council Representative, pointed out that APA is affected by its own deficit and has been able to identify cost items more effectively as a result. Dr. Rapin stressed the need to verify and track costs and profits (see Treasurer's Financial Summary for exact figures).

New Business

Dr. Conyne noted Dr. Rapin's comprehensive report. He emphasized the need for shrewd and wise planning in order to support the Division's identified future goals and activities and encouraged discussion and action.

Specific areas identified by Dr. Conyne included:

1. Marketing--increasing our visibility and relevance (i.e. our website is out of date).
2. Increasing Student Involvement—(Noted was the proposed change in the bylaws giving the student representative a vote—we are still awaiting the vote of the Membership which closes September 7, 2009). Also, Dr. Conyne pointed out the wisdom of supporting and funding students as these are our future members.

Discussion (including Integrated Committee Reports)

Ensuing discussion led to Dr. Nina Brown's suggestion that the scope and areas of responsibility for the Membership Committee, Development Committee, and the Committee on Public Interest, Public Education, Public Policy and Social Justice (and possibly other committees) be clarified, as there is currently some overlap and confusion.

As Chair of the Development Committee, Dr. Brown noted that the Division's website is in need of an update. Also, there was discussion related to what it is we want and need on our website. Dr. Brown emphasized the need to get our word out to the APA, including a brochure for the Division.

Related discussion: Dr. Irene Deitch identified programming as strength of our Division and suggested a needs/satisfaction survey of the Membership (she pointed out that such a survey also serves as a marketing tool). Dr. Kathleen Ritter expressed concern about membership retention and suggested follow-up with those who've left the Division. Dr. Maria Riva urged us to consider our mission to members and the public.

Ms. Leann Terry shared some possibilities for our website and reported on a conversation/consultation that she had with a website designer. Ms. Terry distributed copies that illustrated possible features for an improved website. Ms. Terry also indicated that she and Dr. Joshua Gross (Membership Chair) have coordinated efforts related to a new brochure and membership application.

Dr. Burlingame acknowledged Dr. Richard Moreland's support of Division development through his ongoing work with the Student Dissertation award, an award that he created and continues to fund. Dr. Burlingame suggested that the Division take a more active role in funding this award (include it in the budget) in order to demonstrate our commitment to students, provide support the award itself, and remove sole burden of financial responsibility from Dr. Moreland (who generously announced his desire to continue to fund a significant portion of the cash award).

Discussion concluded.

ACTION ITEM: CLARIFICATION OF OVERLAPPING COMMITTEE GOALS AND RESPONSIBILITIES. Dr. Conyne suggested a meeting of Committee Chairs and members take place in the Hospitality Suite. Committee Chairs agreed to find time to meet outside of the Board Meeting.

Motions

1. The development of three Student Poster Awards (\$300.00; \$200.00; \$100.00): Chris Chapman, Leann Terry, and the Chair of the Awards Committee will develop the award. It was proposed that a committee of three students and the Awards Chair review proposals initially with final approval granted by the Awards Committee. Plaques and free one-year memberships will be included with the award. Suggestions for implementation and communication to students were considered. Award to be presented at the Business Meeting or the Division Social. MOTION CARRIED.
2. Moreland Dissertation Award: Dissertation Award. Dr. Moreland will fund (and plans to set up a trust for) this \$500.00 award and expenses. There was a motion that the Division match this amount and include it in our annual budget. The award will be a \$1,000.00 award. MOTION CARRIED.
3. The establishment of a Treasury Reserve (\$40,000 from our current \$64,000 balance) and an 80/20 budget plan to ensure our financial viability and reflect caution and commitment to careful spending. (Dr. Rapin provided guidance during the discussion of this motion. Specific details related to spending decision and practice will be discussed at the Mid-winter meeting). Motion made by Dr. Riva; Dr. Burlingame seconded. MOTION CARRIED.
4. The possible boycott of the Hyatt Hotel (for its recent support of Proposition 8) for APA 2010 in San Diego was presented for Board consideration. Motion for a 2010 boycott was initiated by Dr. Gottsegen. Dr. Burlingame seconded. MOTION CARRIED.

President-Elect's Research Network Update

Dr. Burlingame explained the Research Network's (GPRN) purpose and activities to the meeting attendees. He shared his vision for group organizations coming together through this network. He hopes this will result in a summit conference. Dr. Burlingame is interested in developing these possibilities and asked for Board support in completing surveys that may be forthcoming. He invited Board members to participate in a variety of ways, including online discussion and support of various activities.

The Board Meeting was adjourned at 6 PM.

Respectfully submitted
Jennifer Harp, PhD
 Secretary

Groups as Delivery Systems for Prevention Programs

Richard H. Price, PhD
University of Michigan

I want to accept this award on behalf of the entire group of researchers at the Michigan Prevention Research Center and our collaborating research centers around the world. The research that I'm going to describe is not the result of individual effort, but of *continuous international group collaboration*. The history of science is replete with accounts of individual accomplishments that disguise actual triumphs of the group. Imagine what might happen if APA recognized groups rather than individuals for their research accomplishments. It might increase the incentives to work together collaboratively. We might also discover that the real engines of scientific creativity and innovation involve group collaboration rather than the work of isolated individuals.

The story behind our own development of group techniques for delivering prevention programs is a deeply collaborative one. Originally the Michigan Prevention Research Center [MPRC] was the base for designing and testing the JOBS program. **The research described here is available on the MPRC website** [<http://www.isr.umich.edu/src/seh/mprc/>]. In later years, colleagues in Finland, Korea, the Netherlands, China, Israel, Ireland, and California all collaborated in the invention and reinvention of the group process underlying our JOBS program.

Groups as Delivery Systems

I want to argue that groups are ideal delivery systems for providing new learning and sustained behavior change in prevention programs. Many prevention programs already use a group delivery format for reasons of economy and efficiency. However the group experience can be designed and delivered in ways that will enhance the success of many prevention programs.

Here I will briefly describe the stressful life transition of job loss that our JOBS program was intended to address. I'll begin by describing the stressors that people encounter and then discuss some of the details of the JOBS program itself and its outcomes. Then I want to describe research that we conducted on the group processes underlying the effectiveness of JOBS. We have conducted two major studies on these underlying group processes, one aimed at understanding the pathways of influence to increase people's sense of job-search self-efficacy and the second aimed at understanding how key dimensions of the group intervention itself influence mental health, particularly among those most vulnerable to distress and depression.

Job Loss as a Risky Transition

One way to understand the impact of job loss is to step back and see it in the light of a life course theoretical perspective. This view

argues that the life course is composed of multiple interdependent "careers" in work, family, and health. These careers are frequently interrupted by life transitions, some of them are expected, such as starting work or entering marriage, and some unexpected, such as involuntary job loss or illness. Transitions are almost always times of elevated risk. They are also natural opportunities for prevention programs that support people experiencing a risky transition.



Bob Conyne, PhD (left), 2009 Division 49 president, presents the Group Psychologist of the Year Award to Richard H. Price, PhD

Another way to think about job loss is to think about it in the context of global changes that we are now experiencing. Dramatic economic, technological and political changes are producing a wide range of transitions in the working life of individuals and families including involuntary job loss, forced retirements, changes in family roles, and dramatically changed economic circumstances. Job losses and transitions have well documented and multiple impacts including depression, increases in family conflict and violence alcohol and drug abuse, and family turmoil. This is a life transition where prevention programs can make a difference in people's lives.

As we began to consider how to ameliorate the risks associated with job loss we concluded that people were best served by providing them with skills and motivation to reenter the workforce. When job loss occurs people are often extremely distressed and frequently unable to mobilize their motivation. They may also lack the specialized skills to meet the challenging task of job searching that can involve setbacks, defeats, and demoralizing dead ends.

Designing JOBS

The question that Caplan and other designers of the JOBS program asked themselves, what would it take to provide people with a learning environment that would increase job search skills, motivation, leading to effective job search and reemployment? Caplan and his colleagues decided that a group based program potentially had many advantages. They reasoned that these skills could be best learned in a supportive group environment where there was an opportunity for modeling, role playing, active teaching and learning with peers. A group learning situation was ideal.

The design of the JOBS program involved a group learning situation with 15 to 20 participants per group occurring in five four hour sessions during a 1-week period. Participants were recruited in unemployment offices and groups were facilitated by male-female trainer pairs that had been carefully trained to deliver a standardized group protocol. Unlike other programs the focus was the participant rather than the trainer, participant to participant relationships were emphasized, effective behavior was reinforced and criticism eliminated, participants were supported rather than challenged, and that believing you can engage in successful job search was emphasized. Throughout the week the program went through a series of active learning cycles

beginning with trainers presenting a topic, role modeling effective tactics, participant practice within the group, followed later by debriefing and group discussion of the newly learned skills.

The resulting JOBS program has shown strong evidence of effectiveness both in the United States and elsewhere. Randomized evaluation trials of the JOBS program demonstrated that it increased participant's sense of mastery, reduced depression, particularly for those with higher risk with 2 year follow up periods and large sample sizes. Participants found jobs more quickly that were of higher quality and cost benefit analyses showed the program did indeed have positive economic benefits.

What Group Processes Actually Have an Impact?

But what were the group processes that actually influenced individual motivation and effective job-search and improved mental health in the face of the stresses of unemployment and the challenges of job search? We have conducted two studies to address this question.

Group influences on job search self efficacy and motivation

The first study, conducted by Choi, Price and Vinokur (2003), focused on identifying group influences on feelings of job-search self-efficacy. We recognized that people's sense that they actually could effectively engage in job-search was a critical ingredient in whether they would actually undertake this sometimes stressful and challenging task.

Choi and his colleagues hypothesized that there were two pathways for group influence on individual job search self-efficacy. The first pathway involves the individual's own personal experience within the group as it influences individual perceptions and motivation. The second pathway involves ways in which the group itself influences individual perceptions and motivation, either because of variation in group composition or because of overall experiences or processes shared by the entire group.

Choi and his colleagues studied 169 groups delivered using the JOBS protocol. The groups engaged in structured interactive exercises, brainstorming discussions, various role-playing exercises to enhance job search skills. Approximately half of the group interaction was from member to member and approximately half from trainer to group. Choi and colleagues examined group behavior at baseline and changes in job-search self-efficacy at a 3-week follow-up. They measured several key group dimensions including the demographics of the group, the degree to which leadership was seen as supportive, the degree to which leaders were perceived in a positive way, how open the group climate was, and how positive the perception of the group itself was. These characteristics were measured both at the group aggregate level and at the individual level.

Interestingly, influences on job-search self-efficacy came from both individual level experiences and from the group. Seeing the group as a positive experience and the leadership of the group as supportive was influential at the individual level, while open group climate and both gender and educational diversity were positive influences on people's job-search self-efficacy at the group level.

The study makes it clear that some of the influence on job search motivation and efficacy comes from how each individual uniquely experiences the group, while other influences come from overall characteristics of the group itself. It is particularly interesting to notice that group diversity in education and gender was influential in promoting job search self efficacy. Perhaps a wider variety of educational backgrounds and having both men and women in the group provides a useful range of role models for participants.

Group influences on reemployment and mental health

A second important question was how group perceptions of key dimensions of the JOBS program delivery might influence later distress, depression and reemployment. The JOBS program was designed to have five major features that were to be maximized every time the group was delivered. They were: employing active learning methods, skilled trainer delivery, preparing participants for setbacks they would encounter in the job-search process, providing a supportive learning environment, and finally delivering explicit instruction in job-search skills.

In a second study conducted in Finland, Vuori and his colleagues (2005) examined the degree to which each of these aspects of the group process influenced both reemployment and mental health. The Finnish study examined 71 job-search groups in 19 employment offices throughout Finland and involved 278 participants who were studied at baseline, 2 weeks after group training, and at a 6-month follow-up. Not all features of the group process were equally influential for all outcomes. Indeed, trainer skills were particularly important in reducing depressive symptoms and in producing higher levels of reemployment. On the other hand, the degree to which the group emphasized preparation for setbacks had much more substantial effects on distress and depression and was especially powerful in helping those at highest risk for depression.

Future Directions for Understanding and Maximizing Group Influence on Well-Being

These two group process studies only scratch the surface in understanding how groups can be effective delivery systems for prevention programs. They clearly demonstrate that both shared group and unique individual processes can have lasting effects. The study by Choi and his colleagues shows that individuals may derive benefits from groups through two distinctly different pathways. First, the unique individual experiences such as a particular conversation with a leader or group member can have individual effects on motivation. Second, overall group characteristics such as group composition or a universally shared group experience can influence individual motivation and experience as well. An implication of the findings of Vuori and his colleagues is that different features of the group process can have different impacts on those at risk for distress and depression. This suggests that prevention oriented groups might be designed to emphasize one process feature or another to maximize their benefits for particular risk groups. Finally, the two studies we described here used cross-level designs and analysis that allow us to better distinguish between individual and group level influences on individual well-being. Designs of this kind provide new methodological tools that can help group researchers improve still further the use of groups as delivery system for prevention programs.

Division 49 Dissertation Award



Dr. Richard Moreland

The division gives an award each year for the best dissertation on small groups that was completed during the previous year.

The most recent award winner, for 2008, is Dr. Lindred Greer, who received her PhD from Leiden University and is now a faculty member at the University of Amsterdam.

The title of Dr. Greer's dissertation was "Group Composition and Conflict: The Role of Individual Differences."

The award, which was presented at the division's business meeting during the APA Convention in Toronto this summer, includes a cash prize of \$500, a special plaque, and a three-year free membership in the division. Dr. Greer joins a distinguished list of scholars who have won the award in past years, including Drs. Karen Jehn, Amy Edmondson, Deborah Gruenfeld, Mary Waller, and Robert Lount. Interestingly, Dr. Greer's dissertation advisor was Dr. Karen Jehn, the first person ever to win our award.

This award is given every year, so interested students who will complete their dissertations this year should think about competing for the 2010 award. To enter, simply send a brief (5 pages, typewritten and double-spaced) abstract of your dissertation to Dr. Richard Moreland, 3103 Sennott Square, Department of Psychology, University of Pittsburgh, PA 15260. The deadline will be **January 31, 2010**. The research can involve any phenomenon in any kind of group, studied using any methodology. Any questions can be sent to Dr. Moreland at cslewis@pitt.edu.

Group Composition and Conflict: The Role of Individual Differences

*Lindred L. Greer, PhD
Leiden University*

Despite decades of research on group composition and conflict, research has yielded largely contradictory results (for reviews, see Harrison & Klein, 2007; Jehn & Bendersky, 2003; Jehn, Greer & Rupert, 2008; Mannix & Neale, 2005; Van Knippenberg & Schippers, 2007). In my dissertation, I proposed that a primary reason for these contradictory findings is that past conceptualizations and operationalizations of group composition and conflict have been primarily at the group level and have overlooked the importance of individual differences within the group in terms of individuals' perceptions of their group's composition. The central goal of this dissertation was therefore to integrate the role of individual perceptual differences with research on group composition and conflict to create a framework which will allow for a better understanding of the relationships between group composition, conflict, and group outcomes.

I built upon past theories which have suggested the importance of perception when investigating group composition (e.g., social identity theory and self-categorization theory, Ellemers et al., 2002; Tajfel & Turner, 1986; Turner, 1985, 1987) to provide one of the first theoretical integrations of perceptions and realities of group composition (for notable exceptions, see Harrison, Price, & Bell, 1998; Randel,

2002). I proposed that group composition is most likely to affect group processes and outcomes when it is perceived. Additionally, I utilized self-verification theory (Swann, Rentfrow, & Guinn, 2002) as well as work on the importance of congruent perceptions of member expertise (Polzer, Milton, & Swann, 2002) to suggest that members' perceptions of group composition may vary, and that when asymmetric perceptions of group composition exist, this may impair group functioning as members cannot verify their views with others and may experience discomfort, unease, and potential miscommunications. In this dissertation, I therefore investigated how members' (potentially asymmetric) perceptions of group composition may help explain when group composition has a positive or negative effect on group conflict and performance. In this dissertation, I explored these relationships using multiple methods, including field (survey, quasi-experiment, interviews, and observation), laboratory, and archival methods of research. In the following sections, I will provide an overview of two of the main findings in this dissertation and discuss how these findings help advance research on group composition and conflict.



Lindred L. Greer, PhD

Perceptual Differences and Group Faultlines

In the first study in my dissertation, I investigated whether the interplay between objective demographic faultlines and members' perceptions

of these faultlines could help in understanding the effects of group composition on group process and outcomes (Greer & Jehn, 2009b). Lau and Murnighan (1998) introduced the concept of demographic faultlines, proposing that demographic differences may create subgroups in a team, such as in a team containing two female engineers and two male accountants, and that this alignment of demographic characteristics may explain more variance in group processes and outcomes than traditional notions of heterogeneity. While this theory was very compelling, ensuing research on demographic faultlines has yielded contradictory results (cf. Mannix & Neale, 2005). I proposed a key to understanding the effects of demographic faultlines on group conflict and performance was members' perceptions of the faultlines in their group. I built on theory on social identity and self-categorization, which proposes that demographic differences are of no consequences unless they are salient (e.g., Ellemers et al., 2002), to suggest that the effects of demographic faultlines are contingent on the degree to which they are perceived. Additionally, I also incorporated notions of asymmetry (Jehn & Rispens, 2007) and incongruence (Polzer et al., 2002) to suggest that members may differ within the group in their perceptions of demographic faultlines, and proposed that asymmetric perceptions of faultline strength (how big the faultline is) and faultline base (which demographic characteristic the faultline is primarily perceived to be based on) would moderate the effects of demographic faultlines on group conflict and performance.

In a field study at a multinational financial corporation using a mix of both quantitative and qualitative data, including ethnographic observation, interviews, and surveys (including a question where members had to draw a picture of their group using stick figures, and label the subgroups of stick figures who they felt formed subgroups with titles, for example, "London Office" or "The Number Crunchers"), I proposed and found that the intersection of objective demographic faultlines and members' perceptions of these faultlines had a significant impact on group process and outcomes. The more members perceived a divide within their group, the worse their functioning. This was made worse when their perceptions coincided with an objective demographic faultline in the group, and when members all agreed upon the strength of the faultline. When investigating the reasons to which people ascribed faultlines in their groups (as given in the team picture members drew), I utilized a qualitative concept-mapping approach (Jackson & Trochim, 2002) to identify the categories to which members perceived faultlines in their group as being based. This resulted in more reasons for faultlines within groups than initially expected (see Figure 1). I found that in addition to social category and functional differences, as commonly examined in past research (e.g., Jehn et al., 1999; Pelled et al., 1999), value differences and power differences were also two other primary perceived bases of faultlines in groups. In ensuing analyses, I found that demographic faultlines were negative for group functioning when a high proportion of members perceived the faultline to be based on social category, value, or power characteristics, and positive for group functioning when perceived to be based on functional characteristics.

The findings in this study show the importance of examining both perceptions and realities when investigating the impact of group composition on group outcomes. These findings extend past research on group composition (e.g., Mannix & Neale, 2005) and demographic faultlines in particular (e.g., Lau & Murnighan, 1998) by showing that the effects of faultlines may be best understood through investigating

not just demographic differences, but the interplay between these differences and members' perceptions. Additionally, these findings contribute to past research on group composition by showing the importance of both values and power differences in shaping group composition (facets of group composition still rarely investigated in small group research).

Perceptual Differences and Group Power

Building upon the findings in this previous study, I applied the theoretical framework developed in this dissertation (namely the role of perceptions of group composition in moderating the effects of group composition on group conflict and performance) to investigate the role of power as a determinant of group composition (Greer, Jehn, & Caruso, 2009). I proposed that a group's power, as well as members' perceptions of the internal power balance within the group, would impact the conflict and performance of the group. I built upon a rich literature on the individual-level effects of having power (see Keltner, Gruenfeld, & Anderson, 2003 for a review) to propose that teams composed of all high power individuals (e.g., a management team or policy setting team in an organization) would have more conflict and worse performance than teams composed of all lower power individuals (a team of entry-level accountants, for example).

In a first survey-based field study (using archival data, surveys, and supervisor ratings of team performance) and a second quasi-experimental study in the field (drawing on archival data, video-ratings, survey data, and a decision-making task with an objective performance outcome), I found across both studies that groups with high power had higher levels of conflict (especially detrimental process conflict; Greer & Jehn, 2007; Greer, Jehn, & Mannix, 2008) and lower levels of performance than groups with low levels of power in the organization. In the second study, I introduced the concept of power congruence—the degree to which members agree upon the internal power hierarchy within the group—as a relevant moderating factor. In line with the theoretical framework proposed in this dissertation, I found that individual perceptions and differences were key in this situation as well—specifically, I found that when individuals' in the group had asymmetric perceptions of the group hierarchy, high power groups were at their most dysfunctional. In contrast, when members had similar perceptions of the group hierarchy, the negative effects of group power were diminished.

These findings extend research on small groups by integrating power (see Keltner et al., 2003) into the study of group composition (see Mannix & Neale, 2005). Additionally, these findings further suggest the importance of considering both objective realities and subjective perceptions when studying group composition. These results show that the effects of group-level composition, such as group power, may be largely contingent on differences in members' perceptions.

Conclusion

In this dissertation, I have shown the importance of considering individual differences in perceptions and behaviors when investigating group composition and conflict. The theory and findings presented in this dissertation further multi-level theory and research regarding group-level phenomena, such as group composition and conflict. Specifically, this dissertation demonstrates that within groups, members

(Continued on page 20)

Group Composition and Conflict

(Continued from p. 19)

may have very different perceptions relating to group composition and conflict, and in related work, I have shown that members may also have very different behaviors in response to group composition and conflict (Greer & Jehn, 2009a; Greer, Jehn, Thatcher, & van Beest, 2009). This realization of the diversity of individual perceptions and behaviors within groups is important for small group research, as it may help explain many past contradictory findings in small group research (cf. Jehn & Bendersky, 2003) by challenging the assumption that concepts such as group composition or conflict are equally experienced by all members of the group. By better taking into account individual differences, either by controlling for them when not relevant for the current research question or by developing more complex theories and models which incorporate both the similarities and differences in group member perceptions and behaviors, my dissertation shows that researchers may gain a more complete understanding of the effects of group composition and conflict on group performance. Therefore, to conclude, for both researchers and practitioners alike, understanding the role of individual differences is central to capitalizing on the assets (and avoiding the pitfalls) of group composition and conflict.

References

Ellemers, N., Spears, R., & Doosje, B. (2002). Self and social identity. *Annual Review of Psychology, 53*, 161–186.

Fiske, S. T. (1993). Controlling other people: The impact of power on stereotyping. *American Psychologist, 48*, 621–628.

Greer, L.L., & Jehn, K.A. (2007). The pivotal role of emotion in intragroup process conflict: An examination of the nature, causes, and effects of process conflict. In E. Mannix, M. Neale, & C. Anderson (Eds.), *Research on Managing Groups and Teams* (Vol. 10, pp. 23–45). United Kingdom: Elsevier.

Greer, L. L., Jehn, K. A., & Mannix, E. A. (2008). Conflict transformation over time. *Small Group Research, 39*, 278–302.

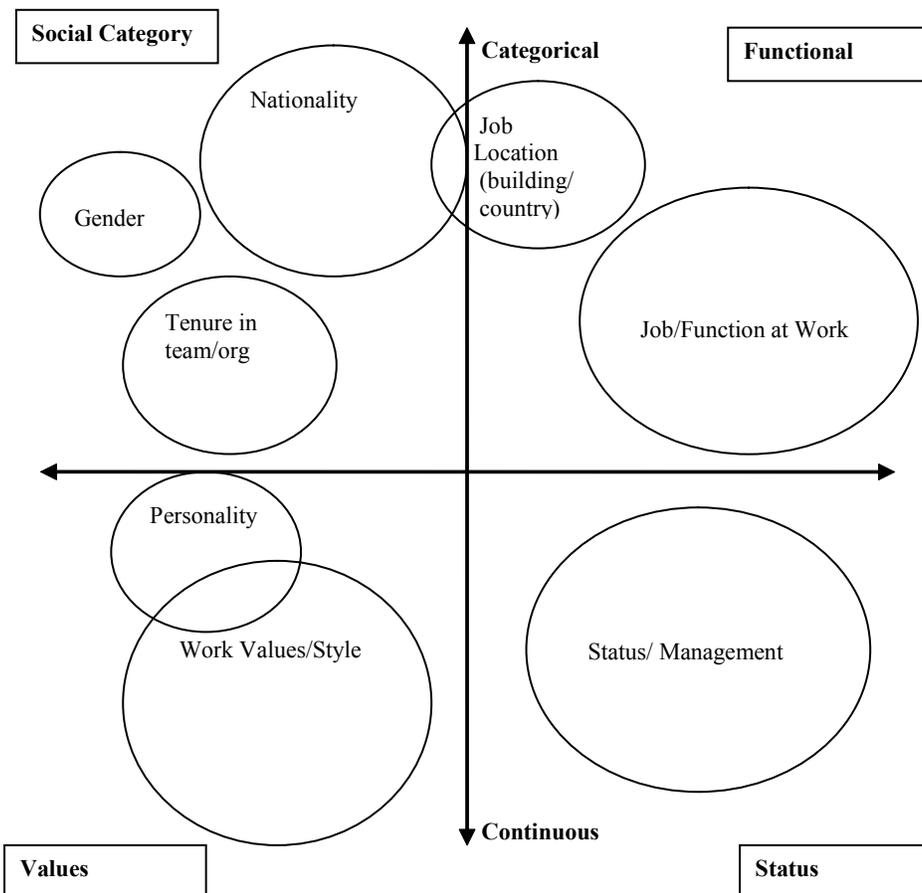
Greer, L. L., & Jehn, K.A. (2009a). *Individual engagement in conflict: Performance effects moderated by verbal style and influence tactic usage*. Manuscript in preparation, University of Amsterdam.

Greer, L. L., & Jehn, K. A. (2009b). *Where perception meets reality: The effects of different types of faultline perceptions and asymmetries on intragroup conflict and performance*. Manuscript in preparation.

Greer, L. L., Jehn, K. A., & Caruso, H. M. (2009). *The bigger they are, the harder they fall: The effects of team power on conflict and collective decision-making performance*. Manuscript in preparation

Greer, L. L., Jehn, K. A., Thatcher, S. M. B., & van Beest, I. (2009). *The effects of faultline placement individual and team conflict and performance*. Manuscript submitted for publication.

Figure 1. Results of multi-dimensional scaling analysis of perceived faultline bases



*Circle size represents the number of employees perceiving faultlines as stemming from that particular characteristic.

- Harrison, D. A., & Klein, K. J. (2007). What's the difference? Diversity constructs as separation, variety, or disparity in organizations. *Academy of Management Review*, 32, 1199–1228.
- Harrison, D. A., Price, K. H., & Bell, M. P. (1998). Beyond relational demography: Time and the effects of surface-level and deep-level diversity on team functioning. *Academy of Management Journal*, 41, 96–107.
- Jackson, K. M., & Trochim, W. M. K. (2002). Concept mapping as an alternative approach for the analysis of open-ended survey questions. *Organizational Research Methods*, 5(4), 307–336.
- Jehn, K. A., & Bendersky, C. (2003). Intragroup conflict in organizations: A contingency perspective. *Research in Organizational Behavior*, 25, 189–244.
- Jehn, K. A., Greer, L. L., & Rupert, J. (2008). Diversity and conflict. In A. Brief (Ed.), *Diversity at work* (pp. 166–219). Cambridge: Cambridge University Press.
- Jehn, K. A., Northcraft, G., & Neale, M. A. (1998). Why differences make a difference: A field study of diversity, conflict, and performance in workgroups. *Administrative Science Quarterly*, 44, 741–463.
- Jehn, K. A., & Rispens, S. (2007). Conflict in workgroups. In C. I. Cooper & J. Barlings (Eds.), *Handbook of organizational behavior* (pp. 262–276). Newbury Park, CA: Sage.
- Keltner, D., Gruenfeld, D. H., & Anderson, C. (2003). Power, approach, and inhibition. *Psychological Review*, 110, 265–284.
- Lau, D., & Murnighan, J. K. (1998). Demographic diversity and faultlines: The compositional dynamics of organizational groups. *Academy of Management Review*, 23, 325–340.
- Mannix, E. A., & Neale, M. A. (2005). What differences make a difference? The promise and reality of diverse teams in organizations. *Psychological Science in the Public Interest*, 6(2), 31–55.
- Mannix, E. A., & Sauer, S. J. (2006). Status and power in organizational group research: Acknowledging the pervasiveness of hierarchy. In E. Lawler & S. Thye (Eds.), *Advances in group processes: Social psychology of the workplace* (Vol. 23, pp. 149–182). New York: Elsevier.
- Pelled, L. H., Eisenhardt, K. M., & Xin, K. R. (1999). Exploring the black box: An analysis of work group diversity, conflict, and performance. *Administrative Science Quarterly*, 44, 1–28.
- Polzer, J. T., Milton, L. P., & Swann, W. B. (2002). Capitalizing on diversity: Interpersonal congruence in small groups. *Administrative Science Quarterly*, 47, 296–324.
- Randel, A. E. (2002). Identity salience: A moderator of the relationship between group gender composition and work group conflict. *Journal of Organizational Behavior*, 23, 749–766.
- Swann, W. B., Jr., Rentfrow, P. J., & Guinn, J. (2002). Self-verification: The search for coherence. In M. Leary & J. Tagney (Eds.), *Handbook of self and identity* (pp. 367–383). New York: Guilford.
- Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W. G. Austin (Eds.), *Psychology of intergroup relations* (pp. 7–24). Chicago: Nelson-Hall.
- Turner, J. C. (1985). Social categorization and the self-concept: A social cognitive theory of group behavior. In E. J. Lawler (Ed.), *Advances in group processes: Theory and research* (pp. 77–122). Greenwich, CT: JAI Press.
- Turner, J. C. (1987). A self-categorization theory. In J. C. Turner, M. A. Hogg, P. J. Oakes, S. D. Reicher, & M. S. Wetherell (Eds.), *Rediscovering the social group: A self-categorization theory* (pp. 42–67). Oxford: Basil Blackwell, Oxford.
- Van Knippenberg, D., & Schippers, M. C. (2007). Work group diversity. *Annual Review of Psychology*, 58, 515–541.

Current contact information: Work & Organizational Psychology, University of Amsterdam, Roetersstraat 15, 1018 WB Amsterdam, The Netherlands. L.L.Greer@uva.nl



Div. 49 President Bob Conyne, PhD, presents Leon Hoffman, PhD (left), with the Cognoscente Award.

Committee Reports

Development Committee Report

Nina W. Brown, Chair



Nina W. Brown

A Development Committee was formed at the January 2009 Board meeting and was charged with marketing and publicity for Division 49. Members of the committee are Jean Keim, President elect, Membership Committee Chair, Josh Gross, Finance Committee Chair, Lynn Rapin, Student Committee Chair, Kyle Barry, Awards Committee Chair, Andy Horne, David Richels, and Leann Terry.

This committee will coordinate fund raising activities to support the missions of other committees; Membership, Awards, and Student; and publicity activities, such as the web site, brochure(s), and logo design. The committee invites input and suggestions from all Division 49 members.

The first priority is the web site redesign as this is considered as urgent and important to advertise the division and its programs, market goods and services, announcements, and general communications to division members. Other projects under consideration include a flyer advertising our conference presentations and hospitality suite open hours to be placed in the 2010 conference totes, a brochure, a directory of members with paid advertising, and branded goods.

(Committee Reports continued on next page)

Financial Report Highlights

Lynn Rapin, PhD, Treasurer



Lynn Rapin, PhD

The Mid-Year Financial Summary was presented to the Board and to members at the Business Meeting in Toronto. If you are interested in viewing the full report, you may email me (lynn.rapin@uc.edu). Highlights include:

Income: The most exciting financial news comes from an increase in revenue from the Journal. Group Dynamics earned \$38,250 for the Division for the 2009 year. APA reports that this gain is attributable to a rise in electronic usage. Paid dues collected remained stable while the Division members total has fallen by 70. Some members moved to dues exempt status. Consistent with general investments during these difficult economic times, interest and dividend income is negligible.

Expenses: One Newsletter issue had been published by the August APA Convention. Issue expenses of about \$2800 per issue are expected to remain stable for issues 2 and 3.

The Mid-Winter Board Meeting ($n = 12$) is the major planning meeting for the Division. Generally, the meeting has been held at APA Headquarters in Washington, DC. The 2009 meeting was held at an Atlanta airport hotel to conserve travel funds. This strategy reduced costs (\$8000) from the previous two Mid-Winter meetings by \$1500

Student Committee Report

Outgoing Chair: Leann Terry

New Co-Chairs: Kyle Barry, Gregory Capriotti

Members: Sidhika Bagla, Chris Chapman, Bambi Juryea, Leanne Hershkowitz, Lena Kessler, Leslie Markowitz, Emily Reisch, Tisha Travaglini



Leann Terry

It's my pleasure to announce the new Co-Chairs of the Student Committee are Kyle Barry and Gregory Capriotti, from Wright State University's School of Professional Psychology. It has been a pleasure serving as Chair, and I know the great work of the committee will continue under Kyle and Greg's leadership. They will serve as Co-Chairs until the results from the Spring 2010 election when a Student Representative to the board will be elected.

The student committee was busy at APA this year. If you attended any Division 49 events, you likely met one of our great volunteers: Kyle Barry, Leanne Hershkowitz, Chris Chapman, or myself. Many thanks to these volunteers, as well as to Leslie Markowitz for her designing the handouts.

and \$1000, respectively. The Board continues to examine strategies for reducing the costs for this required meeting.

Ongoing Division 49 costs for participation in Liaison and Committee Meetings including the Council of Specialists, Federal Advocacy and Group Practice and Research Network meetings totaled a modest \$1600. Most of our Federal Advocacy costs and all of our Council of Representatives costs were paid directly by APA. Two GPRN-related meetings had Division Representation. One full GPRN meeting was held in Chicago in February, 2009. And Robert Conyne and Lynn Rapin, representing Division 49, presented on the GPRN to the Association for the Advancement of Social Work with Groups in June.

Expenses for the 2009 Division Hospitality Suite, summer Board Meeting and related expenses have not been finalized at the writing date of this report but will be available to members when you receive this Newsletter.

Contributions: We were able to sponsor numerous Suite and Division functions through the generous participation of a planning group and non tax deductible contributions totaling \$780 from Division 49 Fellows. Please see the accompanying list of Fellows contributors on page 12.

Future Planning: As a result of our increasing revenue, a number of Treasury-related budget decisions were made by the Board. Please see the accompanying Board Minutes for the planned expenditures. The Board emphasized that while the Division can begin to provide more funding for important Division activities, it must remain financially prudent. To this end, \$40,000 will be kept in reserves, per Board action.

The Student Committee used the gracious hospitality of the Division 49 Suite to meet at APA. We agreed that the focus of the next semester(s) will be assisting with content and ideas for developing the Division 49 webpage. Additionally, we hope to build a presence on Facebook. You can join our group, Group Psychology and Psychotherapy! We'd be happy to have you.

Chris Chapman worked with the Awards Committee to propose a new award for students. The Board approved a Student Research Award, to be given at the convention each year. There will be three awards given (\$300, \$200, and \$100). Stay tuned for how to apply for this if you present at APA in 2010!

Additional continuing activities of the committee include the following:

- Emily Reisch will continue investigating the possibility of forming a program for Student Reviewers with Craig Parks, Editor of *Group Dynamics*.
- Tisha Travaglini will continue serving as Student Editor for *The Group Psychologist*.

If you want to get involved in the Student Committee, please contact Kyle Barry at barry.15@wright.edu or Gregory Capriotti at capriotti.2@wright.edu.

Student Highlight

This is the first in a series of articles to be published periodically in **The Group Psychologist** highlighting students in **Division 49**

Leann J. Terry and Dr. Martyn Whittingham

Leslie Markowitz, Kyle Barry, and Gregory Capriotti each have come to the field of group work from a different path, but are connected by their passion and enthusiasm for groups. They are students at Wright State University's School of Professional Psychology. They found focus for their interests in group work through their advisor, Dr. Martyn Whittingham. His research and clinical focus is in utilizing interpersonal and attachment theories to better understand and predict group dynamics in a multicultural context. Dr. Whittingham stated that, "All three are exemplary students in pursuing their passion of group work. They have been highly active in not only furthering their own learning but also in providing service to other students and the Division 49 committee. We at Wright State University are very proud of their achievements so far and anticipate great things from them in the future."



(L-R): Leslie Markowitz, Kyle Barry, and Gregory Capriotti

Leslie has found her passion in group work with adolescents and is currently in the middle of a fascinating dissertation project. She is exploring school engagement and cohesion as well as using the interpersonal circumplex to evaluate and understand group dynamics in a program designed to help high school freshman acclimate to their new environment. In her practicum this term she will be a co-facilitator of a social skills training group for children ages five and six with developmental disabilities and behavior problems.

Greg has found a similar passion for the role of adult attachment style in relation to group stage and predicting group dynamics. As Greg described it, "Groupwork is a field that is rich with research opportunities to help bridge the gap between theory and practice and

social and clinical/counseling psychology. This is truly an exciting time to be involved with groups!" He has co-published an article on current ethical concerns for group work in a recently released book, *Innovations in Clinical Practice*. As a clinician, Greg is interested in groups because he truly believes in the curative qualities of the therapeutic factors and the importance of examining the self in relation to others.

Kyle's dissertation involves an integration of group-as-a-whole with interpersonal theory. He is utilizing differences in interpersonal styles defined by the interpersonal circumplex to predict stylistic interactions during Tuckman's Storming stage of development. Kyle recently finished his second practicum at a municipal court probation department where he facilitated weekly a Life Skills interpersonal process group, and an anger management program. At his new practicum he will be co-facilitating a weight loss group for individuals with obesity.

In the spirit of reaching across group work organizations, Greg and Kyle were also recently accepted to present at the Association for Specialists in Group Work (AGPA) in 2010 on their dissertation project findings. All three students have also attended the Association for Specialists in Group Work (ASGW) annual conference.

Division 49 salutes Kyle, Leslie and Greg's willingness to go "above and beyond" to shape their own learning. All three have been highly active in the work of the student committee of Division 49, meeting regularly with past and current presidents and showing a willingness to not only take part in the visioning of the future but also to do the "grunt work" that needs doing. For their enthusiasm, dedication, and passion for groups, we thank them, and hope you will do the same!

Department of Psychology University of West Georgia

The Department of Psychology at the University of West Georgia announces at least one tenure-track faculty position to commence Fall 2010. The department houses dynamic undergraduate, masters, and doctoral degree programs, and engages an integrative approach with roots in humanistic, existential/phenomenological, transpersonal, depth, critical, and feminist psychologies. We emphasize human science and other qualitative research methods, clinical interests creatively informed by broader social sensibilities, social justice approaches to intervention, and studies in consciousness and spirituality. Please send vita, three letters of recommendation, sample publications, and a description of your vision for psychology to: Dr. Jeannette Diaz-Laplante or Dr. Lisa Osbeck, Department of Psychology, University of West Georgia, Carrollton, GA 30118. Review of applications will begin January 4, 2010. The University of West Georgia is an Equal Opportunity/Affirmative Action employer.

Leann J. Terry Receives Special Student Award

During the Division's Business meeting at the recent APA convention in Toronto, I was very pleased to recognize Leann for her unique and significant contributions to the Division by awarding her a Special Certificate (see accompanying photo capturing that event).

Now, we have no standing award for this Special Certificate. But Presidents sometimes do this sort of thing. Why did I do it? You would have, too, if you were in my shoes. It was a "no brainer."

Leann has brought a well spring of positive energy to the Division. When Lynn Rapin was President, former President Rex Stockton mentioned to her that he had a student at Indiana University who was exceptional and we ought to get her involved with us (thank you, Rex!). No slouch, Lynn invited Leann to join the student committee, a mere fledgling group at that time. And the rest, as they say, is history.

She transformed the limping student committee into a dynamic force. It now is populated by a set of hard-charging students who have worked together, under Leann's guidance, to not only attract more students but to help alter the culture of the Division such that students are now a focal point. One measure of this change in cul-

ture is a bylaw change that has been approved to include an elected student representative to our Board of Directors.



Div. 49 president, Bob Conyne, presents Leann J. Terry with a Special Student Award.

Leann's scope of interest is not restricted to students, though. Again, under her leadership the student committee has generated ideas, proposals, and taken action steps to help advance our Division as an entity. Special programs at the APA convention now target students for the first time. Innovative suggestions about how to market the division at the convention have been implemented. New ideas for how to improve the division's website are being considered. And much more!

In short, Leann has served as an incubator of ideas and talent across the board for our division. And a great person to know and work with...

For these reasons, and more that space does not permit including, we honored Leann at the convention. Deservedly so. And we look forward eagerly to what comes next.

Robert Conyne, PhD
President, Division 49

Dear Dr. Conyne,

As her advisor for 6 years and chair of her dissertation committee it's a pleasure to be able to write concerning Leann.

I have not been surprised that she has made a major contribution to Division 49 in her time as a Student Representative. She has been an exceptional student from the time I first knew her, when she contacted me while still at Scripps College wanting to find a group researcher with whom she could connect for graduate work. We accepted her as a doctoral student with only her baccalaureate, which is unusual for us, but we could see she was an unusually talented person. She has excelled in her coursework but also took the time to be active in service to others, including being a student representative to the faculty as well as serving several roles in the Graduate and Professional Student Organization at Indiana University. She has all of the qualities that make her a good citizen as well as a good scholar/practitioner. I believe she will make major contributions throughout her career in both of these areas that will enhance the field of group psychology and group psychotherapy.

Rex Stockton

Rex Stockton, EdD
Chancellor's Professor
Indiana University

Help Us With Our Membership!

Please encourage your colleagues to join Division 49. An online membership form is now available at <http://www.apa.org/about/division/div49.html>. Our Membership Chair, Joshua Gross, PhD, will be pleased to help. He can be reached at JGross@admin.fsu.edu.

Change of Address?

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

Listserv

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

Call for Division 49 Fellow Nominations

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

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

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

Please send for your application forms early since the process is a lengthy one. The deadline for final submission of materials for 2009–2010 is **December 1, 2009**.

Requests for application forms should be sent to

Richard Hayes, PhD, Fellows Committee Chair
 5920 Riverchase Drive North
 Mobile, AL 36619-2502
 251-380-2738
rlhayes@usouthal.edu

Consultation Corner

Introduction: Structure in Group Psychotherapy

Scott Conkright

One way to differentiate group therapy modalities is by how much or how little structure the therapist imposes on the group process. Traditionally, more psycho-dynamically oriented therapists use a



Scott Conkright, PsyD

minimum of structure, usually related to the frame or boundaries of the group. These would include the management of time and location, group membership (who joined, and at what period in the group's history), and fees. Once these are established, group members are encouraged to be curious about their own process and history, as well as those of other group members, with the injunction, of course, to put these observations into words. The group leader's role, for the most part, is to keep the flow going, adding observations and providing joining and bridging comments, or to make interpretations at either

the level of the individual, at the level of particular dyads and triads (or as systems-centered practitioners would call them, sub-groups), or at the level of the group as a whole. The overarching goal, in such a hypothetical group, is "insight".

In more structured group modalities, in which there are more and delimited goals, such as cognitive-behavioral group therapy, psychodrama, and dialectical-behavioral group therapy, the group leader tends to take a more centered role, providing guidance, education and direction. The goal of these types of groups, though not excluding insight, is decidedly more tangible—some sort of skill is going to be learned, or the goals of the group will not be met.

I am, of course, speaking in generalizations, as both psychodynamic and cognitive-behavioral therapy (and all modalities in-between), vary both in their theoretical approaches as well in the interpretative approaches of their practitioners. I have, for instance, witnessed some remarkably directive psychodynamic group leaders, and some surprisingly laissez-faire task-oriented leaders, though admittedly, I've seen more of the former than the latter.

The degree of structure that one uses in a group in many ways dictates one's interventions. Lateness, for example, conceivably has a different impact on a psychodynamic group than, let's say, a psychodrama group. In the former, lateness might be explored and interpreted for possible meanings, whereas this option might not be as available in the latter, where being late prevents inclusion into a structured process that does not allow interruption.

So, with this in mind, I have solicited the response of practitioners of two different traditions—one coming from a more traditionally "Yalom" approach, the other from a systems-centered approach. I have asked them how each would handle the problem of a consistent latecomer.

FIRST RESPONDENT: Leann J. Terry

To address how I would handle the problem of a consistent latecomer, I'll first provide the theoretical framework that I use to understand the problem. This includes a brief discussion of the social microcosm, the goals, and therapeutic steps in an interpersonal group. Finally, I'll conclude with an example of how this might take place in a group.

Using a traditional "Yalom" or interpersonal process approach, I frame a client's consistently coming late to group as representative as how they are outside of group. The client is recreating his or her social interactions that happen outside of therapy, within the group; this is often termed a social microcosm (Yalom & Leszcz, 2005). I would hypothesize that this chronic lateness may contribute to some of the interpersonal problems the client may be experiencing (and hence why the client is in an interpersonal process group in the first place!).

One of my goals as a facilitator is to help clients experience and understand their interpersonal patterns in the group. In this case, I would want to help the client *explore* his or her consistent lateness (if I judged it to be part of a maladaptive pattern). The term "explore" is used to cover: experiencing the emotional reactions others have to the lateness, processing the impact of those emotional reactions, and investigating the cognitions and expectancies of the late group member regarding his or her own "lateness."

As the chronic latecomer comes to better understand this pattern, the impact it has on others, and the impact it has on his or her own self-concept, then the client can choose whether he or she wants to maintain the pattern. If the client wants to change, then the therapy group provides an environment where new behaviors can be explored and feedback received as to how it impacted others.

How I would respond clinically to a latecomer would be influenced by a number of factors in the group, including the stage of the group and what norms have been established regarding feedback and interpersonal learning. For example, the depth to which the chronic lateness could be processed would be dependent on the stage at which the group is currently engaged. Processing it with a group in the forming stage versus the working stage would vary tremendously because of the different levels of alliance, cohesion, and climate in these stages. Similarly, if the norms of discussing the relationships between members and the importance of feedback have not been established, the way it could be processed would be very different.

When I have a consistent latecomer to my group I try to tune into my own reactions first. Am I annoyed and frustrated? What assumptions am I making? For instance, am I questioning the client's commitment to the group or am I sympathetic to their situation of being a single parent? Understanding my own reactions (assuming they are not based in countertransference reactions) can help me hypothesize whether the client's consistent lateness is part of a maladaptive interpersonal pattern or reflect a set of circumstances which do not play a maladapt-

tive role in the person's life. If I judge it to be the former, then I'll likely proceed with further exploration with the group.

Next, I observe how other group members are overtly reacting to the latecomer and hypothesize what their subjective experiences might be. When appropriate, I try to facilitate the group's here-and-now experiencing of the client's lateness. When doing this, the goal is for members to share their subjective experiences. One method I use is to look for some members who have a reaction that could be shared, taking into consideration their current relationship with the consistent latecomer. Will they volunteer it on their own, or will an observation need to be made about their overt non-verbal behaviors which could draw out their emotional experiences? Through this I will encourage the other group members to share their feelings, reactions, and assumptions when one member consistently comes late.

The follow-up step, what Yalom calls "process illumination" (Yalom & Leszcz, 2005) is to highlight the nature of the relationships that emerge from working in the here-and-now. Thus, the goal is to process the here-and-now subjective experiences. What are the relationships between the member who comes late and the other members? Do the other members have trouble connecting to the latecomer? Do they ask the latecomer fewer questions because his or her level of commitment to the group is being implicitly challenged? Do they feel drawn to help the latecomer understand what happened in the group previously? Do they feel they can't start sharing until the latecomer is present, building up resentment or relief? These are but a sample of the questions that can help highlight the relationships between members.

The here-and-now experiencing and the process illumination is an iterative process. It continues, deepening a client's understand of him or herself, and can lead to the client choosing to try new behaviors in group. The goal is for the client to then generalize those new behaviors to his or her life outside of the group. In this way, the consistent latecomer will gain insight and experience interpersonal learning. Ultimately, the client may gain a more flexible repertoire of ways to interact with others; hopefully leading to a more fulfilling life, one that is not plagued by being consistently late!

Reference

Yalom, I. D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th Ed.). New York: Basic Books.

Leann J. Terry is completing her dissertation on the interpersonal styles of group leaders and the influence of those on expectations of group members. She can be reached at LJTerry@Indiana.edu.

SECOND RESPONDENT: Claudia Byram, PhD *SCT Consultation*

For those of you who are not familiar with systems-centered® therapy (SCT), here is a brief orientation. SCT was developed by Yvonne Agazarian as an alternative to person-centered, leader-centered and group-centered approaches. SCT assumes that systems always exist in context: every system is in the context of a larger system and *is* the context for its subsystems. Thinking this way, we can see each person (including the leader!) as a 'system' who, when he or she joins the group, becomes a 'member system' of the 'group system'. The system of the member is organized in relation to the larger system

of the particular group he or she is in, and the group is affected by the contributions of the particular member systems. In addition, SCT introduces the method of functional subgrouping in which members join one another around similarities, or resonance, of emotional experience. Functional subgroups are subsystems of members. Thus, from the beginning an SCT practitioner will see the 'late member' as containing something not only for him or her self, but also for a subgroup -- and for the group as a whole.

The SCT therapist's interventions are designed to create the conditions in which the group can discover what the 'acting out' sub-system (in this case, the late member), contains for the group. He/she does this by weakening the restraining forces that prevent the information the late member holds for the group from being explored. (Systems-centered interventions avoid interpretations, directing the group's attention to exploration rather than explanations.) For example, the group may have several subgroups holding different sides of how they manage shifting from the people they are in their lives, with all the pushes and pulls of their activities, to being a member of the group and relating to the group's boundaries.

Functional subgroups form around similarities of emotional experience with the goal of exploring one's experience, rather than explaining it. This reduces the tendency to personalize experience and members share the work going into the unknown. As subgroups explore the issues the late member holds for them, the member is freed up to discover what his actions express for himself.

Functional subgrouping is related to the group's phase of development—the context within which the work of subgrouping occurs. Is the group in the compliant sub-phase, in which the late member may be holding the group's unexplored reluctance and hesitation to be part of the group? Or is the group emerging into the defiant sub-phase, in which the late member may be putting into action the group's rebellion against structure? Obviously, in any phase of group work consistent lateness (unless it is a practical inevitability) contains the dynamic of acting out: putting a conflict into action, vs. having the ability to recognize, experience and explore the conflict. From the group perspective, in each phase the group issues contained by an individual member or sub-set of members will be different, and different again from the personal dynamics the conflict contains for the member himself.

For example, we can imagine a group in the first phase of group development; generally, compliance is high and these members are exploring what brings them to group.

Member: (joining others who have spoken) So, I can add for myself that I don't understand why and how I keep losing jobs. I start out with great expectations, and somehow I wind up on the bad side of the boss.

Leader (summarizing): So several of you have identified ways that you suspect you get in your own way, making life harder for yourselves. (to late member) X, you are often late to group—is that familiar to you, and if it is, does it get in your way in your life?

(Continued on page 28)

Consultation Corner

(Continued from p. 27)

Member X: Well, sometimes. Like I'm usually late to class...I don't know if it's a problem, but my friends get mad at me a lot...

Leader: So that's something you may be able to find out about for yourself, along with others who are exploring how their behavior is sometimes self-defeating.

(to group) Is anyone else working along with this theme?

At the member level the therapist's goal is to reduce the restraining forces to authenticity—at the subgroup level it is to build a shared recognition of restraining forces – at the group level it is to continue building the group's capacity to not take restraining forces just personally.

We can also imagine this group a little further along in its development, when the frustration that fuels scapegoating is starting to mobilize.

Member: I don't know if this is right or ok to say, but I'm irritated with X for being late. To X: You're always late!

Leader: Anybody else have some irritation about how the group is run?

Member: it's not about the group—It's about X being late.

Leader: So, who is responsible for the group? How do you feel toward me that I don't somehow make X be here on time?

Member: Well, I don't like it.

Leader: Anyone else have feelings about how the group is run?

This time the leader's intervention draws the natural frustration, irritation and targeting energy toward him/her self. This models not taking other's feelings just personally, and provides a safe container for the group's anger in this still early phase of the group's development, allowing members to explore anger and their defenses against it with less arousal of the guilt that results from acting out in blaming and criticizing other members. For the late member the intervention prevents a re-enactment of the criticism he may expect, and opens the way to explore, rather than re-live, what he elicits in others.

One more note: If the member's lateness is the result of practical considerations, e.g., their job does not have flexibility to accommodate the commuting time to group, the issue is reality-based. Both the group's and the member's job is to explore the inevitable impact on feelings and the defenses against these, and on the work of the group.

Claudia Byram, PhD, is a clinician and trainer in private practice in Philadelphia. She began work with Yvonne Agazarian in the early 80s, and has shifted from a psychoanalytic model toward systems thinking as Systems-Centered therapy developed. Currently, she is a licensed Systems-Centered Practitioner, leads Systems-Centered training events and provides communications training and consultation in the SAVI (System for Analyzing Verbal Interaction) model. Her doctorate is in developmental and clinical psychology (Bryn Mawr College). She can be reached at Claudia.byram@verizon.net

SCT® and Systems-Centered® are registered trademarks of Dr. Yvonne M. Agazarian and the Systems-Centered Training and Research Institute, Inc.

Attention, Committee Chairs!

Good News for you! Following the APA Toronto convention our Board of Directors took action to set aside up to \$5000 to help support approved activities of our committees. (We also have allocated up to \$10,000 for approved projects of the Development Committee, aimed at marketing, publicity, and communication.) Indeed, this is good news and we can thank proceeds from institutional electronic hits of our journal articles for making this level of funding newly available.

So, committee chairs and committee members, now you have some resources available to get projects underway. Because the funding needs to span several Division 49 committees it may be best to think in terms of a \$500 ceiling for proposals.

In order to access funding from the \$5,000, follow the outline presented below. E-mail completed proposals to our Treasurer, Lynn Rapin (lynn.rapin@uc.edu), who will work with our Board's Executive Committee. A decision about funding will follow their review.

PROPOSAL FORMAT (no more than 3 pages)

Project: Brief description, Fit with Division mission (see www.apa49.org), Purpose, Method, Timeline anticipated, Persons/Unit responsible, Funding requested, and Evaluation

Thank you,
Bob Conyne, President

Prevention Corner

Elaine Clanton Harpine, PhD



Elaine Clanton-Harpine

EDITORIAL QUESTION POSED:

As budget cuts are handed down, counselors and other school-based mental health workers are facing new challenges. Instead of our traditional response to a letter for our Prevention Corner column, I sent a request to psychologists working with schools. The question was: What do you think are the primary problems confronting counselors and others who work with groups in the schools today?

These two excellent responses illustrate the diversity of needs confronting today's school counselors.

FIRST RESPONSE:

The fundamental problem facing counselors who work with groups in schools today is that these interventions are not synergistic with other interventions being implemented in schools for similar or related purposes. In fact, much is already being done in schools to promote the social-emotional and character development (SECD) of students. Schools are already engaged in a variety of SECD-related efforts, including character education programs such as Character Counts! and Smart and Good Schools, bully/violence prevention, substance abuse prevention, counseling and related services, social-emotional learning (SEL) curriculum programs such as Social Decision Making/Social Problem Solving, Responsive Classroom, Second Step, Quest, or Resolving Conflicts Creatively, positive behavior supports and similar efforts at school-wide positive recognition of students, and service learning. However, most of these efforts are not coordinated. They exist like pieces of a patchwork quilt, unconnected. As such, they are not capable of providing the warmth that students need. When school mental health counselors add their wonderful quilt pieces to this tableau, the results are not likely to be successful, and certainly not in a sustained way.

This has two major results, especially in low-performing settings:

1. The whole is less than the sum of its parts; schools, and those engaging in interventions, do not get benefit in proportion to effort and expenditure.
2. Students' emotional, behavioral, and attitudinal skills are not affected to the point where they can direct sufficient energy to academic learning to make real progress. Therefore, schools also do not get benefit in proportion to their effort in academics.

What is needed is to stitch the pieces of the quilt together with coordinated interventions that emphasize the SECD of both students and staff. Indeed, more than coordinated interventions are required. Schools must stand for something. They must have a mission, vision, motto, logo, and a defined core of essential life habits that students entering their doors can expect to learn in deep and applicable ways.

When school mental health counselors can align their interventions with a school that has an avowed purpose, then students also begin to develop a sense of purpose and respond to interventions positively and put the skills to use in productive ways during the school day. All but the most behaviorally or emotionally disturbed or cognitively impaired students will respond to an opportunity structure that is caring and seeks to build all students' sense of pride and purpose in being in school and their sense of contribution to the school as a community. This has been discussed by Elias (in press), Kress and Elias (2007), Elias and Arnold (2006), and Dunkelblau (2009). School-wide approaches to operationalizing this perspective with over 200 schools in New Jersey can be found at www.teachSECD.com.

References

- Dunkelblau, E. (2009). *Social-emotional and character development: A laminated resource card for teachers, For students, for parents*. Port Chester, NY: National Professional Resources.
- Elias, M. J. (in press). Social-emotional and character development and academics as a dual focus of educational policy. *Educational Policy*.
- Elias, M. J., & Arnold, H. A. (Eds.). (2006). *The educator's guide to emotional intelligence and academic achievement: Social-emotional learning in the classroom*. Thousand Oaks, CA: Corwin Press.
- Kress, J. S., & Elias, M. J. (2007). Building learning communities through social and emotional learning: Navigating the rough seas of implementation. *Professional School Counseling, 10*(1), 102–107.

Maurice J. Elias, PhD, Psychology Department, Rutgers University; President, Division 27, American Psychological Association/Society for Community Research and Action (<http://www.scr27.org>); Academic Director, Rutgers Civic Engagement and Service Education Partnerships Program (engage.rutgers.edu); Director, Developing Safe and Civil Schools (www.teachSECD.com)

Second Response:

School Counselors and Prevention: Guided by Social Justice

In many cases, school counselors have been asked to align their programs and services offered with school improvement plans and the challenges of No Child Left Behind. School improvement plans often include increasing student achievement on standardized tests, school completion rates, parental involvement as well as decreasing behavior referrals. Additionally, one has stay focused on offering programs and services aimed at the development of students' individual, career, and academic needs. Many school counselors report facilitating small groups and classroom guidance as a way to respond to the overwhelming individual/direct needs of students. Many prevention themes can be seen in small group and classroom guidance units such as violence reduction, diversity awareness, career exploration, college/post-secondary options, and so on.

Social justice may feel like the latest "buzz-word" in counseling and psychology; however, issues of social justice in schools actually
(Continued on page 30)

Prevention Corner

(Continued from p. 29)

translate into student lives in terms of who achieves academically and who does not. For many years now the National Office for School Counselor Advocacy and others (i.e., Education Trust) have provided data based research that highlights the differences in student achievement by race, gender, and social economic status.

In fact, issues of social justice in schools can even be a matter of life and death for students in the U.S.—given the recent suicides of elementary school students, 11-year old Jaheem Herrera (Atlanta) and 11-year old Carl Walker-Hoover (Boston), allegedly due to homophobic bullying. A good example of using social justice-oriented prevention to shift norms of homophobia and heterosexism in schools is the recent formation of the Georgia Safe Schools Coalition (GSSC). GSSC is a partnership of educators, community organizations, and safe school activists dedicated to raising awareness about issues affecting lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth. GSSC works with educators and community organizations to help Georgia's schools become safe and affirming environments for all students, regardless of sexual orientation or gender expression. In the short 2 months of its establishment, without many funds but with a good deal of people power and school counselor advocates, GSSC has already trained 60 Georgia School personnel in how to prevent homophobic bullying and proactively

address issues of heterosexism in schools throughout elementary, middle, and high school levels. For more information on GSSC, visit our website at: www.georgiasafeschools.org or email Anneliese Singh at asingh@uga.edu.

Universities can assist school counseling practitioners by creating collaborative relationships that: (1) Focus on the training and supervision of counseling interns, (2) Keep both partners updated on current issues in the field, (3) Offers consultation regarding current student and school issues, and (4) Assists in developing research-based programs and services that are aligned with the needs of not only students and families but the school and district as well. One example of a university/school partnership is the Empowered Youth Programs (EYP) project housed in the College of Education on the campus of the University of Georgia. This partnership is both a prevention and intervention partnership, where university faculty and students work directly with schools and families to provide services to students, schools, and families in an effort to close the aforementioned achievement gaps. For more information on Empowered Youth Programs visit our website at: <http://www.uga.edu/empoweredyouthprograms> or email Deryl F. Bailey at dibailey@uga.edu. Other examples of university and practitioner research collaborations can be found in the August 2009 issue of *Professional School Counseling*.

Anneliese A. Singh, PhD; Jolie Daigle, PhD; and Deryl F. Bailey, PhD, The University of Georgia

In Memoriam

William Fawcett Hill (1918–2008)

William Fawcett (Bill) Hill passed away November 13, 2008. His formal education began at the University of British Columbia (BA & MA) and ended at the University of Chicago, where he received his doctorate in 1955. He was a quiet pioneer in our field, merging his training in group dynamics, group psychotherapy, and empiricism into one of the most prolific measures in the group therapy literature. Indeed, he was one of the earliest scientist–practitioners in the field of group therapy, creating a method to measure group process by explicitly specifying a framework for what he considered to be a therapeutic interaction.

It is of no doubt that William Hill was ahead of his time in ways that he thought and practiced. Over half a century before becoming popularized by the film industry, the application of a *matrix* was central in Bill's conceptualization of the therapeutic value nested within human interaction. The *Hill Interaction Matrix—HIM* crossed the dimension of *what* was being discussed by group members (relationships, personal, group & general topics) with the *style* of their verbal interaction (responsive, conventional, assertive, speculative, & confrontive). The crossing of these two dimensions created a 20-cell framework that captured the least (chit-chat about general topics) to the most (confrontive interactions about relationship dynamics between members) therapeutic exchanges in a group.

The HIM, created some 60 years ago, has produced over 140 doctoral dissertations around the globe and scores of publications. The longevity and fecundity of this contribution is, in part, related to his living the scientist–practitioner model long before it was adopted by APA as a training protocol! Bill worked as a psychologist at state psychiatric hospitals in both Idaho and Utah for seven years. It was during this time period that he created and tested the HIM using actual patient groups. As he considered what was of therapeutic value in these groups, he founded his model upon the power of the relationship among group members—relationships that were open and self-expressive. Indeed, he considered therapist exchanges within the same framework, a thought certainly counter to therapeutic theory at the time. Bill was one of the first group writers to put his theory into a means of measurement that put him at the forefront in linking process to outcome. What follows are a few key descriptors of the HIM to illustrate its theoretical underpinnings and clinical application:

- Influenced by the theoretical literature but grounded upon a decade of remarkably astute observations of ongoing therapy groups across three clinical settings,
- Underscores the importance of a therapist having a conceptual framework for “what” is therapeutic in group member interaction,
- Individual member progress takes precedence over group dynamics in the scoring system,

- Without someone in both the therapist and patient role the unique potential of group exchange cannot be fully realized,
- The demonstration that therapy groups can be differentiated by different patterns of therapeutic interaction; the importance of interpersonal risk as an essential therapeutic activity; and the elevation of the member to a status equivalent to the therapist in effecting change in the group as a whole,
- A careful, reliable description that plots the how, what, and when of group interaction and the associated therapeutic benefit.

Bill left his work at the state psychiatric hospitals and went to work at the Youth Studies Center at the University of Southern California—USC. During this time he founded and edited one of the first professional group journals, *Comparative Group Behavior* (later called *Small Group Research*). Bill also authored a discus-

sion group method called Learning Thru Discussion, which has been used widely in K–12 and higher education.

Subsequent to USC, Bill moved to the Behavioral Sciences Department at Cal Poly, Pomona for 18 years where he became a Professor Emeritus in 1988. From that point on his focus was on his lifelong love—jazz. In 1988, he revived the Duke Ellington Society of Southern California (DESSC) and began his 11-year tenure as its President. DESSC is still active in awarding scholarships to students of the Duke Ellington High School in Los Angeles.

In our opinion, one of the quiet giants of our field has passed on. In the spirit of the HIM, we'd like to acknowledge how deeply he touched our lives (relationship) and the profound impact he has had on literally thousands of group practitioners (confrontive).

—Gary Burlingame & Addie Fuhrman

Book Review

Confessions of a Former Child: A Therapist's Memoir by Daniel J. Tomasulo, PhD, TEP, MFA, Published by Graywolf Press, Saint Paul, Minnesota 2008

Reviewer: Elaine Clanton Harpine, PhD

Daniel J. Tomasulo, a licensed psychologist with 30 years experience, specializes in using psychodrama to treat clients with intellectual and psychiatric disabilities. He is the co-author of *Healing Trauma: The Power of Group Treatment for People with Intellectual Disabilities*, and recipient of Psychodrama and Sociometry's Innovator's Award for development of the Interactive–Behavioral Therapy (IBT) Model.

Confessions of a Former Child, his newest book, is an autobiographical account of coming to terms with childhood memories. The book is arranged around such unifying themes as family conflict, parenting, and death. His reflections are both humorous and insightful as he interweaves childhood memories with therapeutic reflections.

His descriptions are very vivid and could be used in a classroom setting as case studies, particularly in family therapy. His talent for detailed description brings the incidents to life and makes the reader feel like a participant in the situation. An easy read, the book is interspersed sufficiently with humor so that students would find the book entertaining. The book also brings forth excellent examples for classroom discussion. The book could even be used as supplemental reading to help students reflect and explore their own family backgrounds.

Tomasulo illustrates with precise detail how we are all byproducts of the families in which we are born, and it is at this point that I wish he had expanded his journey into self-reflection and extended his analysis to incorporate individual perspective taking within the family structure. It is all too easy to find fault or place blame on others in a family group. We all are guilty. Yet, to understand why family members respond as they do would be a truly valuable lesson. Tomasulo offers two excellent examples for teaching perspective

taking within the family structure: (1) his winning of a goldfish and (2) a family on the beach. To extend his childhood recollection of the goldfish incident to a psychodramatic enactment would have provided an excellent training opportunity with students. Again, the beach scene could also have been a detailed psychodrama example. To explore why grandmother, the mother, the father, and little boy in his story acted as they did could have yielded an invaluable training tool. Each of these stories is excellent in its present form, but Tomasulo could have given even more to his readers. Teachers desperately need detailed group case studies for use in the classroom, especially in family therapy.

The two psychodrama dialogues that Tomasulo does include in his book possibly need more preface or setting of the scene. Students unfamiliar with psychodrama would have difficulty drawing meaning from the two descriptions offered. Again, Tomasulo might apply his gift for dialogue and description to give students a more in-depth example of a psychodramatic session. The examples presented are good, but Tomasulo's writing skills with dialogue could have presented a very valuable and detailed psychodrama example. Detailed psychodramatic examples for use in the classroom are difficult to find. He left me wishing for more solid therapy and possibly less humor with these two incidents.

The goldfish and the beach scene are only two of the vivid stories Tomasulo tells which could be used in the classroom as discussion starters, evaluative exercises, or self-prompts for exploration of our own experiences as a former child. The book is packed with examples. Therapists and students alike will find much to challenge their thinking and their own reflections on their life as a former child in Tomasulo's book. It is valuable for all of us to remember the family in which we grew up and that family's influence on our life today.

THE GROUP PSYCHOLOGIST
American Psychological Association
Division 49
750 First Street, NE
Washington, DC 20002-4242

PRESORT STD
US POSTAGE
PAID
Washington DC
Permit No. 6348

Printed in the USA

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

Name: _____ Degree: _____

Address: _____

Home Telephone: _____ Office Telephone: _____

Send Mail to: Home Office

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

APA Membership Number: _____

I am applying for: (check appropriate category)

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

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

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

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

DUES STRUCTURE

(Includes Division Journal)

Member\$49.00

Associate Member\$49.00

Affiliate\$35.50

Student Affiliate\$10.00

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

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

Signature of Applicant

Date